



RHS Handbook

For Parents & Carers

2024-2025



A Foreword from the Executive Director of Communities and Families

Session 2020 - 2021

Dear Parents/Carers,

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

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

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

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

I am pleased to introduce this brochure for session 2020 - 2021 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Andy Gray

Acting Executive Director of Communities and Families

Children and Families Vision

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

We believe that children and young people do best when:

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

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

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

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Andy Grey

Acting Executive Director for Communities and Families



Welcome from the Rector

Dear Parent/Carer,

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

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

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

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

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

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

To make our handbook easy to use we have divided the information into five different sections: -

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

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

Yours sincerely,

Pauline Walker
Headteacher



WELCOME TO THE ROYAL HIGH SCHOOL

Dear Pupil,

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

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

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

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

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

Yours sincerely,

Pauline Walker
Headteacher

Section One – Practical Information about the School

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

Communicating with the School

This section provides you with some background information about our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

| Contact Details | |
|-------------------------------------|--|
| Head Teacher | Pauline Walker |
| Depute Head Teacher/s | Kate Fraser Maxine Hughes (acting) Jennifer Menzies Steven Raeburn |
| Business Manager | Kalina Haralampieva |
| Address | East Barnton Avenue, Edinburgh, EH4 6JP |
| Telephone Number | 0131 3362261 |
| Website | www.royalhigh.edin.sch.uk |
| E-mail Address | admin@royalhigh.edin.sch.uk |
| About the School | |
| Stages of Education provided for | S1-6 |
| Present Roll | 1370 |
| Denominational status of the school | Non-denominational |

Organisation of the School Day

| The Royal High School Proposed School Day from June 2016 | | | | | | | | | | |
|--|--------|-------------|------------|-------|-------------|-------------|-------------|-------|-------------|-------------------------|
| | TG | 1 | 2 | Break | 3 | 4 | 5 | Lunch | 6 | 7 |
| | 8.32am | 8.40am-9.30 | 9.30-10.20 | | 10.35-11.25 | 11.25-12.15 | 12.15-13.05 | | 13.50-14.40 | 14.40- finish 3.30pm |
| Monday | 8 | 50 | 50 | 15 | 50 | 50 | 50 | 45 | 50 | 50 |
| Tuesday | 8 | 50 | 50 | 15 | 50 | 50 | 50 | 45 | 50 | 50 |
| Wednesday | 8 | 50 | 50 | 15 | 50 | 50 | 50 | 45 | 50 | 50 |
| Thursday | 8 | 50 | 50 | 15 | 50 | 50 | 50 | 45 | 50 | 50 |
| | TG | 1 | 2 | Break | 3 | 4 | | | | |
| | 8.32am | 8.50am-9.40 | 9.40-10.30 | | 10.50-11.40 | 11.40-12.30 | | | | |
| Friday | 18 | 50 | 50 | 20 | 50 | 50 | | | | |

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

Term dates

Term dates for the coming years can be found at: <https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2022/23

| | | | | |
|----------------|----------------|-----------|--------------|------|
| Staff resume | | Monday | 15 August * | 2022 |
| Staff only | | Tuesday | 16 August * | 2022 |
| Pupils resume | | Wednesday | 17 August | 2022 |
| Autumn Holiday | Schools closed | Monday | 19 September | 2022 |
| All resume | | Tuesday | 20 September | 2022 |
| Mid-term | All break | Friday | 14 October | 2022 |
| Staff resume | | Monday | 24 October* | 2022 |
| Pupils resume | | Tuesday | 25 October | 2022 |
| Term ends | | Tuesday | 20 December | 2022 |

| | | | | |
|---------------|-----------|-----------|-------------|------|
| Staff resume | | Wednesday | 4 January* | 2023 |
| Pupils resume | | Thursday | 5 January | 2023 |
| Mid-term | All break | Friday | 10 February | 2023 |
| All resume | | Monday | 20 February | 2023 |
| Term ends | | Friday | 31 March | 2023 |

| | | | | |
|---|----------------|--------|----------|------|
| <i>The Easter break incorporates the following two holidays</i> | | | | |
| Good Friday | Schools closed | Friday | 7 April | 2023 |
| Easter Monday | Schools closed | Monday | 10 April | 2023 |

| | | | | |
|---------------|----------------|-----------|----------|------|
| All Resume | | Monday | 17 April | 2023 |
| May Holiday | | Monday | 1 May | 2023 |
| Staff only | | Tuesday | 2 May* | 2023 |
| Pupils resume | | Wednesday | 3 May | 2023 |
| Victoria Day | Schools closed | Monday | 22 May | 2023 |
| All resume | | Tuesday | 23 May | 2023 |
| Term ends | | Wednesday | 28 June | 2023 |
| | | | | |

* Five In-Service days for all schools.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk.

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

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

Attendance and absence

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

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should update the school on each day of your child's absence.

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If we have not received notification of an absence, you will receive a text message from the school to let you know that your child is not in school. This will be followed up by a phone call, should we not hear back from you.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence.

They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

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

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



The Royal High School - Uniform Policy

WHAT IS OUR UNIFORM?

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

We want our uniform to be fully inclusive and support the diverse range of young people in our school. We have considered how we ensure it is affordable, comfortable, practical and able to be worn by all.

If you have any queries regarding the school's dress code, please contact the School Office by emailing admin@royalhigh.edin.sch.uk or calling 0131 3362261.

The Royal High School Uniform

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

Compulsory Items

- Plain white or plain black shirt, blouse, polo shirt or t-shirt. This should have no logos other than the school badged option.
- Black bottoms such as trousers, skirt, shorts, leggings or jogging trousers. This should have no logos other than the school badged option.
- Plain black V-neck jumper, school branded jumper, hoody or zoody. If wearing a hoody or zoody this must be the school branded version.
- Black, white or black & white shoes

Non-Compulsory Items

Many of our young people choose to wear a more formal uniform and this is still available.

- School blazer can be worn but is not compulsory
- School tie can be worn but is not compulsory
- An S6 version of our tie is available

- Purple braiding for S5/6 blazers is available from Stevensons: [Home - Stevensons](#).
- School and Nation Captains are offered identifying braiding for their blazers from Stevensons: [Home - Stevensons](#).

We Belong Here

We have a strong sense of belonging to our school and as such we expect all pupils to wear the school badge. They can choose how they do this:

- Shirt and school tie
- School blazer
- School jumper, hoody or zoody with school badge

What we do not permit:

- Belts which are not plain black or with for example logos, sparkles, studs
- Ripped or netted tights
- Socks with offensive logos
- Ripped or studded jeans/trousers/shorts/skirts
- Any item which displays a brand other than the school logo or markings such as stripes

Physical Education

In The Royal High School changing for PE is not compulsory. This means pupils can come to school dressed in their PE kit on PE days. Our PE kit is:

- Plain black or white t-shirt or t-shirt with school logo (no logos other than school badge)
- Plain black sports leggings, joggers or shorts (no logos other than school badge)
- Sports trainers (note if these are not black/white they should be carried and changed in to at PE)

Pupils who wish to wear school uniform on PE days will be allocated time/changing room at the start and end of lessons.

Classes involved in swimming throughout the year can bring any costume they have and are welcome to wear leggings, shorts or t-shirts on top.

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

Uniform Supplier

Our school uniform supplier is: [Home - Stevensons](#). We have priced-checked our uniform to be good value however should you have any concerns please contact the school to discuss this by emailing admin@royalhigh.edin.sch.uk or calling 0131 3362261.

We do not want our uniform to be a barrier for any family. Information on how to access clothing grants is below. However, if we can help in any way we have a supply of uniform in the School Office which can be accessed by any family who needs it.

Footwear and Clothing Grants

Information on free school meals and clothing grants is available by clicking [here](#). Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG. If you need any support with these please contact the school.

[Food and clothing – The City of Edinburgh Council](#)

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

If you have any queries regarding the school's dress code, please contact the school office.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

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

Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

Information on free school meals and clothing grants and how to apply is available on the website: <https://www.edinburgh.gov.uk/schoolgrants>

Travel to and from School

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

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

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

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

IT COULD BE YOUR CHILD

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

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

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

General Supervision – subject to change dependent upon health and safety advice

Before school begins supervision is parental responsibility, therefore pupils should not arrive at school until as near to the school start time as possible.

Supervision before school starts is limited so similarly, at breaks and lunchtimes, pupils are welcome to stay in school, but they must behave in an appropriate manner for the safety of all. whilst pupils are welcome to come into school from 8.15 am onwards, the highest standards of behaviour are expected. S1 pupils are not allowed to leave the school campus during the school day for the first part of the year. If pupils behave inappropriately at social times they will be restricted to a particular area for closer supervision.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

Wet Weather Arrangements - subject to change dependent upon health and safety advice

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

Unexpected Closures

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

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

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh_CC](https://twitter.com/Edinburgh_CC) and Facebook page www.facebook.com/edinburghcouncil.

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

Complaints, Comments and Suggestions Procedure

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

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

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

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.

- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

Information about how we manage pupil data in schools/ELC settings

The Royal High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to

understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins The Royal High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at The Royal High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, The Royal High School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

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

What pupil data is collected and transferred?

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

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after

by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

Why do we need your data?

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

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

Your data protection rights

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

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

Concerns

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

School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided - Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse

- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhslothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children.
When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Medicine Administration

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

A Welfare Assistant is in attendance from 08.30am to 03.30pm (Monday-Thursday) and 08.30am-12.30pm (Friday.) She works under the supervision of the Depute Rector for Pupil Support. Cases of illness or accident affecting pupils are referred to her. Where possible the pupil is taken to the Welfare Assistant. If that is not possible the Welfare Assistant is called to the pupil. It is her duty to decide what action is required and to make the necessary arrangements. In cases where the child needs simply rest, quiet and supervision, or treatment of superficial wounds, she will provide it. Where, however, the pupil needs to be sent home

or to the hospital, she will contact one of the parents. If the parents cannot be reached immediately, and hospital attention is deemed necessary, the child will be taken to hospital without delay whilst efforts to locate a parent continue. No child will be allowed to go home without a parent's permission. If a parent cannot be reached, the person designated by the parents as the emergency contact will be contacted.

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

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

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop its secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation.

Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

The Royal High School understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Section Two – Parental Involvement in the School

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

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our [Parent Forum](#), Parent Council and Parental Fundraising Group, how to contact them and how parents can get involved in the life and work of the school.

Equality

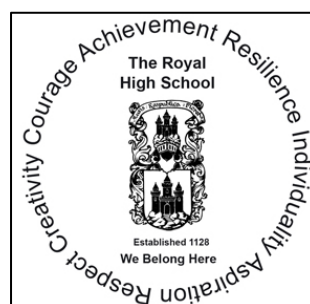
City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Ethos & Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

The Royal High School - Vision & Values

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



Promoting Positive Behaviour

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent

home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.'

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three words / short phrases:

1. Ready
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

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

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance.

The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures

alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Parental Involvement

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

All parents are welcomed and encouraged to:

- be involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

Parents are welcomed in a variety of different ways, not least through parent information evenings, parent consultation evenings and individual visits. These meetings provide opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. The school makes contact with parents through email, website, text messages, letters, newsletters and phone calls.

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

Please consider taking up opportunities for involvement – you will really enjoy experiencing the breadth and diversity of RHS life. By working alongside RHS pupils and staff as a volunteer,

you discover just how talented and committed everyone in the school is. Throughout the year the school will gather parent opinion and encourage parents to share their views in a variety of different ways.

Parental Consultation/Reporting to Parents Throughout the Year

Communication with parents is very important to us. All parents will receive 3 progress reports and an opportunity to discuss directly with your child's teachers each year. These are spread across the session.

Parent Forum and Parent Councils

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

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

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

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

The main aims of the Parent Council are:

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

Current Parent Council Chair is:

Chair – Chris Davison – parentcouncil@royalhigh.edin.sch.uk

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Parent Fundraising Group

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

Please visit the RHS website as this is our main means of communication with parents/carers and we update our area in the Parent section very regularly. We operate an annual bidding system, whereby staff can request funds for projects or purchases which are ancillary to statutory provision. Any parents who feel they would like to become involved in this very enjoyable aspect of school life should contact the Parent Fundraising Secretary (please see the School website for details).

Connect

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Student Voice

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

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

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

Section Three – School Curriculum

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

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

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

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Introduction

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

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

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

S1-S3 Curriculum

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

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

The S1-S3 curriculum structure should provide clarity as to how the Level 3 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and inter-disciplinary learning, providing coherence for the learner. Our S1 and S2 provision ensures pupils have access to all curricular areas in S1 and S2.

The S1/2 Curriculum:

| | | | | | | | |
|------------------------|----------------------|---|--|------------------------|--|---|--|
| English 4bpw | Maths 4bpw | Modern Languages 4bpw French or German | Social Subjects 4bpw Geography/ History/Mod ern Studies | Science 4bpw | Expressive Arts 4bpw Art, Drama, Music | Technologies 4bpw Bus Ed, CDT, Comp, HE | Core 4bpw PE x 2, RME, PSE |
|------------------------|----------------------|---|--|------------------------|--|---|--|

*bpw = blocks per week

The S3 Curriculum

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

The S3 provision will be:

| | | | | | | | | | |
|-----------------|---------------|---------------------------|---------------------------------|---------------------------|------------------------------|------------------------------|----------------------------|-------------------|---|
| English 4bpw | Maths 4bpw | Mod Lan Choice 3bpw | Social Sub Choice 3bpw | Science Choice 3bpw | Expressive Choice 3bpw | Technology Choice 3bpw | Optional Choice 3bpw | Academies 2bpw | Core 4bpw PE x 2, RME, PSE |
|-----------------|---------------|---------------------------|---------------------------------|---------------------------|------------------------------|------------------------------|----------------------------|-------------------|---|

*bpw = blocks per week

S3 Academies 2 blocks per week:

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

Pupil will select options to develop their skills, which can change every year depending on staff availability, for example: Volunteering, Princess Trust Award, Fabric and Fashion, RHS Rugby Academy (Silver Standard) and Design Engineering Compute.

The Senior Phase Curriculum (S4,5,6)

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

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

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

Our Senior Phase course choice form can be found on our website www.royalhigh.edin.sch.uk.

Cross Curricular Themes

The cross curricular themes of **Literacy, Numeracy, Health & Well Being and Skills for Life & Work** are the responsibly of all subject areas. While it is anticipated many of these will be

delivered by key subjects, all departments should plan meaningful opportunities to deliver and assess relevant outcomes and experiences within their courses. Information on how these outcomes are being delivered and assessed across departments will be collated centrally to ensure a whole school collegiate approach.

Inter-Disciplinary Learning

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

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

Effective interdisciplinary learning:

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

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

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

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

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

Wider Achievement

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

- Committees e.g. Eco Team, Charities committee
- Nation Council
- Sports Leadership
- Extra-curricular activities
- Duke of Edinburgh Award

- Junior Award Scheme Scotland
- Saltire Award
- Youth Philanthropy Initiative

Personal Learning Planning

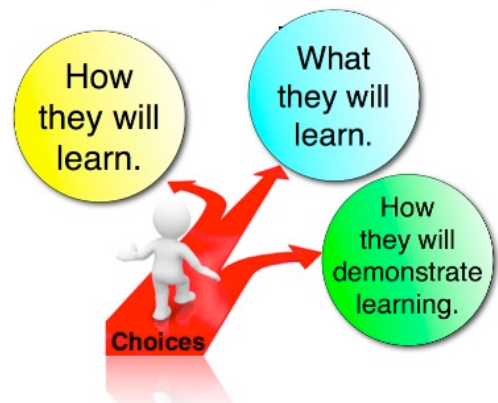
Pupils will be able to plan their own learning using Personal Learning Planning and Learner conversations. This will be developed incorporating a Tracking & Mentoring scheme which will enable pupils to discuss their progress with their teachers and agree strategies to maximise their learning.

Personalisation & Choice

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

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

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



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

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

Learning & Teaching Methodologies

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

Skills Development

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

Building the Curriculum 4

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

Progress Tracking

Pupil progress will be tracked from S1-6 through the use of edICT tracking and reporting.

Active Learning

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

Learning Through Play

Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield,

provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

Planning Children's and Young People's Learning

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

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

Assessment

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

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

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

In The Royal High School, we report on S1, S2 and S3 performance reflecting the Curriculum for Excellence experiences and outcomes. The report will provide a progress summary through the BGE levels, a comment on effort, behaviour and homework, along with some next steps for learning. Reports will also provide an attendance summary.

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

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

A schedule of reporting is published at the start of each session and can be consulted at any time on our website.

Homework

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis through our website.

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

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

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

Religious Instruction and Observance

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

Extra Curricular Activities

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

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



Athletics
Badminton Club
Basketball Club
Bike Club
Brass Group
Cello Group
Cheerleading
Chess Club
Choir
Classics Club
Colour me Calm
Creative Writing Club
Cross-Country Club
Culture Club
Dance
Debating Society

Drama Club
Duke of Edinburgh Awards
Eco Schools Group
Fashion Club
Fiddle Group
Football (girls and boys)
French Club
Geography Revision
German Penpals club
Girls Fitness
Guitar Group
History Club
Hockey (girls and boys)
Home Economics Club
Jazz Band
Jewellery Club

Junior Choir (S1 & S2)
Keyboard Club (S1 & S2)
Maths Helpline
Netball
Orchestra
Poetry Club
Rock Group
Rugby
Science Club
Scripture Union
Ski Club
Star Wars Club
Warhammer Club
Wind Band
Young Filmmakers

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator through our admin account admin@royalhigh.edin.sch.uk

Progression Pathways in the Senior Phase (S4-S6)

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

Career Information, Advice and Personal Support

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

www.skillsdevelopmentscotland.co.uk is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: www.mykidscareer.com
My World of Work provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.
<https://www.myworldofwork.co.uk/secondary-school-pupils>

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

Parents and Carers can access further support on the SCQF here:
<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at: <https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

Section Four – Support for Pupils

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

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts

the Getting it Right for Every Child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

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

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

Protecting Children and Young People

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

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice:

<https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) the other opportunities available under this Act for the identification of children and young persons who -*
 - a) have additional support needs,*
 - b) require, or would require, a co-ordinated support plan,*
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
 - d) the mediation services provided*
- e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further*

information about provision for such needs.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

*The Authority also recognises that there may be **associated difficulties***

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns please speak to your child's class teacher in the first instance.

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

Integrated Support Team (IST) and Pupil Support Structures

S1 – S6 Pupil Support Structure

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

A pupil will meet his/her new Pupil Support Leader in Social Education classes and, in some cases, Young Person's Planning Meetings. Each Nation has a Depute Headteacher who

supports learners and families from S1-6 in partnership with IST staff. A weekly Nation meeting, chaired by the Depute Head, will ensure regular, appropriate planning and pathways for all pupils as well as swift communication with families, staff and relevant partner agencies.

As pupils move towards the end of their school lives, their Pupil Support leader will work with them, their families and any relevant partner agencies to ensure a smooth transition to a positive destination. This will range from employment, apprenticeships, college and university. Each pupil regardless of their pathway will be provided with the same levels of support and guidance through this important transition.

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

Our Support for Learning Leader is Mrs D Hislop.

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

Pupil Support Leaders for 2020-21 are:

| | |
|----------|--|
| Gaels: | Mrs N Casey (Wednesday- Friday) and Mrs J Saddler (Monday – Tuesday) |
| Angles: | Mr I Welsh |
| Britons: | Mr S Rodger |
| Picts: | Mr R Watson |
| Scots: | Mrs N Casey (Monday) and Ms H Sim (Tuesday- Friday) |

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

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

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

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone 0131 667 6633.

Enhanced Support Base (ESB) and Wellbeing Hub (WH)

The Royal High School introduced two new support resources in session 20/21. Our Enhanced Support Base and Wellbeing Hub are specific targeted support, to allow pupils to access and be successful in a mainstream setting despite barriers to learning and access.

Both the ESB and WH work very closely with our SfL team to provide a co-ordinated approach to support for the pupils identified for each resource.

Our ESB works with pupils who have social communication difficulties, which limit their ability to fully access a mainstream curriculum. The pupils are identified as meeting the appropriate criteria at Primary School through partnership working between the Primary and Secondary School and the Educational Psychologist. They will then be offered a place and the process will be explained in more detail.

Our WH works with pupils who are struggling to access all their mainstream curriculum, largely due to social, emotional behavioural difficulties. It is less likely that a pupil will be “full time” in the WH but will work there for specific parts of their time. Most pupils in the WH are supported to follow a largely full-time mainstream timetable. Pupils may follow an alternative curriculum as they move through the school for some sections of the week,

Transitions – Moving to a New School or Leaving School

This section also gives information about transition.

There are also details about making a placing request to another school.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

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

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

Include information about

- *the arrangements in place to support pupils making transitions*

- *the role of parents, partners, pupils and school staff*
- *arrangements to support pupils with additional needs to make successful transitions.*

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

Transport for Placing Requests

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

Further information

Further information on school placing requests can be found on our website at:

http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report

The Royal High School Standards & Quality Report for Session 2020/21 and Improvement Plan for Session 2021/22

Summary for Parents

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

<https://royalhigh.wordpress.com/parents-carers/#reports>

Paper copies are available on request from the school office.

This report is a summary of these documents which we issue to parents. We hope you find it useful and informative. It should be read in conjunction with our annual report which gives a fuller report of what happened across the school in the last 12 months. This can also be found on our website here: <https://royalhigh.wordpress.com/parents-carers/#reports>

We would be delighted to receive feedback, which should be sent to Mrs Walker through the school office or our email account admin@royalhigh.edin.sch.uk.

Standards and Quality Report

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

Improvements in Performance

By S4 the lowest performing 20% are attaining higher than the VC over the last 3 years. The middle 60% are attaining higher than the VC over the last 3 years and the highest 20% are attaining in line with VC over the last 3 years. In the lowest 20% and middle 60% the performance is well above national and CEC performance.

At level 5 the school performed above the VC at all measures. This is a 3-year pattern.

At level 3 and level 4 the school performed above the VC at all measures. This is a 3-year pattern.

By S5 the lowest performing 20% are attaining higher than the VC over the last 3 years. The middle 60% are attaining higher than the VC over the last 3 years and the highest 20% are attaining in line with VC over the last 3 years. In the lowest 20% and middle 60% the performance is well above national and CEC performance.

At level 6 the school performed above the VC at all measures. This is a 3-year pattern.

By S6 the lowest performing 20% are attaining higher than the VC and this is a 3-year pattern. The middle 60% are attaining above the VC and this is a 3-year pattern. The highest 20% are attaining higher than the VC in the last three years. In all cases the performance is well above national and CEC performance.

At level 5 and level 6 the school is performing in line with the VC with a 3-year positive pattern.

At level 7 the school continues to perform very strongly.

Literacy & Numeracy: Almost of our young people attending the Royal High school attain literacy and numeracy at level 5 by the time they leave. This is above our Virtual Comparator. We work closely with partners to attain this, in particular with those who do not attend the school and who are working with the outreach team.

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

Positive destinations after school are very strong. Almost all young people who left in the 2020/21 session are currently in sustained positive destinations. Our school leaver numbers entering further, or higher education, employment or training continue to be very strong, with sustained positive destination figures of 97.03%.

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

Learners' Experiences

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

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

Meeting Learners' Needs

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

Curriculum

Our curriculum model and subject variety continues to be developed to meet the needs of all young people. Additional course options continue to be added year on year such as Career Academy, Foundation Apprenticeships, Sports Leaders, Electronics, Duke of Edinburgh (extra-curricular and in school including group), JET (Jobs, Enterprise & Training work placement).

Improvement through Self-Evaluation

As a school we are committed to improvement through self-evaluation. Data is regularly and rigorously monitored; views of stakeholders are sought through surveys and focus groups; classroom observation takes place regularly. The conclusions from these activities have been used to develop improvement strategies and target support.

Improvement Plan

The Royal High School's medium and long-term planning is within the **CEC Strategic Priorities for Schools**

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

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

Our full Standards & Quality Report and Improvement Plan can be found on our website at <https://royalhigh.wordpress.com/parents-carers/#reports>. A paper copy can also be requested from the school office.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information



they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.

Glossary

| | |
|--------|--|
| CFE | Curriculum for Excellence |
| ASN | Additional Support Needs |
| EMA | Education Maintenance Allowance |
| ASL | Additional Support for Learning |
| SQA | Scottish Qualifications Authority |
| FOI | Freedom of Information |
| HT | Head Teacher |
| DHT | Depute Head Teacher |
| PT | Principal Teacher |
| BM | Business Manager |
| CLD | Community Learning and Development |
| GIRFEC | Getting it Right for Every Child |
| CPM | Child Planning Meeting (Early Years and Primary) |
| YPPM | Young Person's Planning Meeting (Secondary) |

The information in this school handbook is considered to be correct at the time of publication however, it is possible that there may be some inaccuracy as the school year progresses

Parent Feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

| Did you find | Please tick | |
|----------------------------------|-------------|----|
| 1. the handbook useful? | Yes | No |
| 2. the information you expected? | Yes | No |
| 3. the handbook easy to use? | Yes | No |

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

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

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

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Pauline Walker
Head Teacher
The Royal High School