

PENICUIK HIGH SCHOOL

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**Associated Primary Schools**

Cornbank St James Primary School

34 Marchburn Drive

Penicuik

EH26 9HE

Tel: 0131 271 4575

Head Teacher: Mrs S Bowen

Cuiken Primary School

150 CuikenTerrace

Penicuik

EH26 0AH

Tel: 0131 271 4580

Head Teacher: Ms J Taylor

Strathesk Primary

4 Eastfield Farm Road

Penicuik

EH26 8EZ

Tel: 0131 271 4705

Head Teacher: Ms V Donaldson

# *Accuracy of Information*

***The information in this Prospectus is accurate at the time of compilation, but parents will appreciate that changes may take place. Every effort will be made to keep you informed of any changes via letters to parents and our termly Parents’ Newsletter.***

**Primary-Secondary Liaison**

Years of collaboration between Penicuik High School and our Associated Primaries have resulted in the formation of particularly good liaison

arrangements. A group of senior staff from the High School and the

Primary Schools meet regularly to oversee joint development work

involving all the schools and arrangements for the transfer of Primary 7 pupils to the High School.

Members of staff from each of the schools have already made significant progress on national initiatives in English Language, Mathematics, and collaborative work in Science and Technology, as part of Environmental Studies, Modern Languages and in Art and Design.

High School staff who are involved in these developments and Learning Support staff visit the Primaries on a planned basis. This joint approach as a "cluster" of schools helps to provide both a high quality education

and continuity of experience for all of our youngsters as they progress through the primary and secondary schools.

**Enrolment**

Almost all students transfer automatically at the end of Primary 7 to their catchment area High School from the associated primary schools. Information concerning the transfer is provided by the primary

Head Teacher, normally in December.

By January, parents should receive a letter from the authority indicating that a place has been reserved in the catchment area secondary school. A Prospectus is also provided.

If parents have any concerns, they should contact Pupil Placement Section at Midlothian Council, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3AA or the Head Teacher of the Secondary school concerned, for further advice.

Please note that all applications for August admissions for the incoming First Year are administered by the Education and Communities Division until 31 July. Thereafter, applications should be made directly to the school.

All other enquiries for school places should be addressed to the

Head Teacher who will provide relevant information and make arrangements for a visit to the school.

**P7 Induction Programme**

Around Easter time a member of Senior Management Team and Guidance will visit each of the associated primary schools to speak to the Primary 7 pupils

about their move to the High School, and there are opportunities for the

Primary 7 pupils to raise any questions they may have about their transfer.

There is an initial visit during November and then again in June, when

Primary 7 pupils visit the High School for two days and follow part of their

timetable.

These opportunities are designed to form a bond between the incoming

First Year and the school prefects, who have the responsible role of conducting

the incoming first year pupils from class to class.

This arrangement with the prefects is repeated for approximately two weeks in August to assist the new year group in finding their way around a relatively

complex building.

**A World of Difference…**

The differences between primary and secondary arrangements may

appear obvious to an adult. However, to a youngster who is moving into a new learning environment, these differences can appear quite daunting at first and we would appreciate if parents would contact the school if their child seems anxious about any issues concerning their new school.

Primary 7 pupils:

spend most of the week with one teacher

spend most of their school time in one classroom

will be used to being the oldest pupils in a smaller school

will have a group of close friends

However, First Year (Secondary) students:

will be taught by at least twelve teachers

will move from room to room, depending on subjects taught each day

will become the youngest people in a relatively large and complex school

will form new friendships with fellow S1 students from other primary schools.

# School Day

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29 Period Week Timetable (Total Teaching Time for Week = 1650mins) | | | | | | | | | | | | | | |
|  | Period 1 | | Period 2 | |  | | Period 3 | | Period 4 | |  | | Period 5 | Period 6 |
| Monday | 8.30-9.30 | | 9.30-10.30 | | Break | | 10.45-11.45 | | 11.45-12.45 | | Lunch | | 1.35-2.30 | 2.30-3.25 |
| Tuesday | 8.30-9.30 | | 9.30-10.30 | | 10.45-11.45 | | 11.45-12.45 | | 1.35-2.30 | 2.30-3.25 |
| Wednesday | 8.30-9.30 | | 9.30-10.30 | | 10.45-11.45 | | 11.45-12.45 | | 1.35-2.30 | 2.30-3.25 |
| Thursday | 8.30-9.30 | | 9.30-10.30 | | 10.45-11.45 | | 11.45-12.45 | | 1.35-2.30 | 2.30-3.25 |
|  | Period 1 | Period 2 | | Period 3 | | Break | | Period 4 | | Period 5 | |  | | |
| Friday | 8.30-9.20 | 9.20-10.10 | | 10.10-11.00 | | 11.15-12.05 | | 12.05-12.55 | |  | | |
|  |  |  | |  | |  | |  | |  | |  | | |

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# School Dress

Our school dress code as outlined below, is compulsory for all pupils from S1–S6. Penicuik High School sweaters and ties are available from the school office.

The following items make up the school uniform:

**White shirt or blouse**

**Black V neck jumper or cardigan**

**School tie**

**Black trousers or skirt**

**Black shoes**

**In addition, all pupils should have a school bag and basic equipment including a pencil case containing, a pen, pencil, ruler, eraser and pencil sharpener as well as five different coloured pencils for graphs, bar charts and other design work.**

**PE Dress Code— White shirt/top, plain black shorts or tracksuit bottoms. No Logos.**

School term dates 2016/17

\* In-service days

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TERM 1** | Staff Resume | Thursday\* | 18 | August | 2016 |
|  | Pupils Resume | Monday | 22 | August | 2016 |
|  | Autumn Holiday | Friday | 16 | September | 2016 |
|  |  | Monday | 19 | September | 2016 |
|  | All Resume | Tuesday | 20 | September | 2016 |
| **Mid Term** | All Break | Friday | 14 | October | 2016 |
|  | All Resume | Monday | 24 | October | 2016 |
|  | Term Ends | Friday | 23 | December | 2016 |
| **TERM 2** | All Resume | Monday | 9 | January | 2017 |
| **Mid Term** | Pupils Break | Friday | 10 | February | 2017 |
|  | Staff Break | Tuesday\* | 14 | February | 2017 |
|  | All Resume | Monday | 20 | February | 2017 |
|  | All Break | Friday | 31 | March | 2017 |
|  | Good Friday |  | 14 | April | 2017 |
|  | Easter Monday |  | 17 | April | 2017 |
| **TERM 3** | All Resume | Tuesday | 18 | April | 2017 |
|  | May Day | Monday | 1 | May | 2017 |
|  | All Resume | Tuesday | 2 | May | 2017 |
|  | Victoria Day | Monday\* | 22 | May | 2017 |
|  | Pupils Resume | Tuesday | 23 | May | 2017 |
|  | Term Ends | Friday | 30 | June | 2017 |

**Support for Learning**

Midlothian has a policy of promoting the inclusion of pupils with additional support needs including pupils with significant special needs.

Support for Learning teachers, Guidance teachers and Learning Assistants work as a team alongside class teachers to meet the additional support needs of pupils. Support is classroom based wherever possible, however, other support mechanisms include:

 Tutorial work with small groups of students

 Co-operative teaching involving subject-based staff and a

member of the Learning support team working with a class.

 Liaison between Learning Support Staff and subject staff

concerning the production and use of teaching/ learning materials which are most appropriate to the needs of the student(s).

 The organization of Paired Reading partnerships between younger

students and sixth year students.

 Programmes of work to be carried out at home to support areas

such as spelling.

 Reading programme – using Toe by Toe – an intensive small group

teaching situation which aims to address the reading and

comprehension difficulties of students who are reading

significantly below their chronological age.

On occasion, support for learning teachers may consider that a referral should be made to other agencies and services; for example, Educational Psychological Services and the Locality Teams. Parents are consulted if specialist assistance is considered to be advantageous to the child’s

Education.

For some students Individual Education Plans may be drawn up. These are working documents drawn up through consultation between parents/carers, support for learning teachers and subject teachers to support students with specific needs. They provide short term targets and students are supported in aiming to meet these targets. Individual pupil progress is tracked through an electronic database and targets are regularly reviewed.

**Guidance System**

The organisation of the Guidance System is supervised by the Depute Headteacher (Pupil Support), working with Principal Teachers and the Heads of House. The main aims of the Guidance System are:

 to support the individual student’s personal, social and intellectual

development

 to foster the development of good relations between staff,

students and parents

 to liaise with support and welfare services.

Guidance staff meet each Year Group once a week for Social Education.

Guidance staff are always available for consultation at Parents Meetings, but may be seen at other times by appointment. A telephone call or letter to the school will enable this to be arranged. Guidance staff may also initiate

meetings with parents of individual students when mutual benefit seems likely. Parents are encouraged to contact the appropriate member of the guidance staff should they have any concerns regarding the progress of their

child.

The Guidance Team comprises:

**Clerk Maxwell House**

Mr R Jamieson Depute Head Teacher

Mr D Saffhill C1 + 2C5 Principal Teacher Guidance

Ms S McLennan C5 Acting Principal Teacher Guidance

**Liddell House**

Mrs T Edge-Loake Acting Depute Head Teacher

(Pupil Support)

Miss J Adamson Acting Depute Head Teacher

Mrs M Murphy L2 + 1L3 + 4L3 Principal Teacher Guidance

Mrs M Brandie L4 + 3L3 Principal Teacher Guidance

**Religious, Moral & Philosophical Studies**

Religious and Moral Education, taught as RMPS, is part of the Core

Curriculum for students in Scottish Secondary Schools and is certificated in S4 and S5/S6.

Parents are responsible for the religious beliefs of their children, and no

attempt will be made by teachers to promote one particular faith. Students will be asked to think about such fundamental questions as whether life has meaning, purpose and value.

They will be taught to:

 *recognise the moral and ethical aspects of life*

 *think about the spiritual aspects of life*

 *understand religious and other symbolism*

 *argue a moral case*

 *evaluate moral responses to big questions*

 *evaluate spiritual responses to big questions*

Whether or not we agree with a particular religious outlook, we are all

affected by religious views and values. Christianity has been extremely

important in Scottish society. However, today Scotland has many different religious traditions and there is a need to teach understanding of each other’s beliefs.

Children will learn about different religions in an objective way and will be encouraged to develop positive attitudes to life and a personal world view, while the importance of Christianity to Scottish history and culture is also

recognised.

Students’ spiritual, moral, social and cultural awareness is promoted through Philosophy and Religious Studies and also through Social Education and Assemblies.

Parents who wish to exercise their right to withdraw their child from classes in Religious and Moral Education should write to the Head Teacher, stating reasons.

**Social Education**

A Social Education Programme is organised for students from First to Sixth Years and includes topics concerning relationships, careers and health

education, as well as other issues relating to society today.

The Guidance Staff are responsible for writing and developing the Social Education Programme. Each class follows a scheme of work which covers the following main areas:

a) moral values and personal ethics

b) health education

c) relationships with the community

d) careers education

**Student Support Group**

Guidance staff meet twice monthly with members of the Locality Team, consisting of the Integration Manager, Psychologist, Education

Welfare Officer, Family Support Workers, School Doctor and Community Police Officer to look at possible strategies to support students and their families who are experiencing difficulties.

Parents will be consulted before their child is discussed in this group.

Links with other professionals are very close and regular contact and

consultation with them is part of the on-going support offered to all students.

**Homework Policy**

The development of good study habits is an important aspect of learning and the support of parents is clearly desirable in ensuring that youngsters

develop the habit of doing homework regularly and thoroughly.

In the early years at secondary school homework will be assigned for a wide range of subjects, many of which are entirely new.

At the start of the session all students are given a short induction on how to use their school Planner to plan and organise homework, assignments,

folios, investigations etc.

Hopefully, the information in the file will also help parents to support their youngsters in the wide range of activities which constitute homework or learning out of school. The structure for learning out of school which the Planner provides is supported by two other complementary areas, namely: a short Study Skills programme as part of the First Year Social Education

Programme and, resources permitting, after school study provision.

The programme of support initiated in S1 is consolidated throughout the later years. Parents can assist by:

 helping their child to plan their work

 checking the Student Planner

 encouraging their child to set out work neatly

 encouraging their child to take responsibility for arranging

and completing homework assignments on time

 assisting them in finding solutions to problems

If homework exercises are not completed or are done in an unsatisfactory manner, parents will be advised by letter so that any problem can be

resolved at an early stage.

A staff working group was set up to examine ways of developing our Homework Policy and identify ways in which parents can support their child in developing Study Skills. This work was supported by a team of nationally recognised researchers,

**What is Homework?**

It supports what is done in class

It is mainly the responsibility of the Learner

It takes place outside classroom teaching

**What types of homework are there?**

Writing

Revising

Learning

Reading (preparation, information, leisure)

Researching (for investigations)

Solving Problems

**Why does PHS encourage Homework?**

To motivate students

To build on class work

To check understanding

To develop good study habits

To review and learn class work

To prepare for future class work

To encourage independent learning

To improve performance and confidence

To keep parents in touch with class work

**What does PHS expect of students?**

To note down all homework

To complete homework on time and with care

To carry Planners at all times

To ask teachers for help, if necessary

**How can parents help?**

Check homework noted in Student Planners

Support learning at home

Show regular interest in Homework

Encourage students to take care with work

Help students to plan short/long-term homework.

Contact Guidance teacher if difficulties arise

Expect Planners to be kept up to date

**Parents please note:**

Students are encouraged to learn out of school in a variety of ways,

e.g. using TV, Library, Museums etc.

**Instrumental Instruction**

Instrumental Instruction, under the direction of the Music Department, is

offered by an extensive team of instrumental instructors. Any student, usually in S1 or S2, can apply for tuition in Brass, Violin, Cello, Drumkit & Percussion, Singing, Woodwind, Guitar and Clarsach.  Midlothian Council has recently implemented a policy which asks for a parental contribution towards instrumental lessons. While still heavily subsidised by the council, parents are asked to contribute £150 per year, which includes tuition, a loan of an instrument where possible, involvement in ensembles both in school and at regional level and opportunities to perform. Pupils receiving free school meals or clothing grants are exempt from charges. There is also a bursary scheme open to a limited number of pupils.

Demand for instrumental instruction can outstrip practical provision, in which case, students are selected on the basis of interest shown and suitability for their chosen instrument.  Every effort will be made to provide continuity of tuition for those students who received instrumental instruction at Primary. They will have priority. However, instrumental staff provision will inevitably determine what places are available. The names of students who cannot be given instruction will be kept on a waiting list for future consideration should places become available.

The school has a limited number of instruments which are loaned to students free of charge. However, when sufficient progress has been made, it is hoped that students will buy their own instruments. Midlothian Council operates a scheme which enables parents to purchase instruments through the school, so that families can benefit from education discount prices.  All students will be expected to play in one of the Music Department’s ensembles, e.g. orchestra, wind band, etc., when they have reached a suitable standard. This expands their musical ability and knowledge, and is very beneficial to their playing ability.

**School Playing Fields**

Penicuik High School has very good playing fields which are used regularly by the P.E. department and for after school sports clubs such as Rugby, Football etc as part of an initiative to improve students' involvement in sport, the school has a sports coordinator who provides a wide range of

sporting activities. The school also has use of a synthetic turf pitch in the

Penicuik Park and the swimming pool at the Penicuik Centre.

**School Sports Facilities**

The current school facilities consist of

 Games hall (6 badminton courts)

 Gymnasium

 Playing fields consisting of one rugby pitch, two football pitches and one

hockey grass pitch and athletics track and synthetic turf pitch.

We are delighted to have the use of the newest addition to our facilities, the competition sized swimming pool and community complex. This facility also provides a fitness suite with a wide range of cardiovascular and conditioning equipment that will be used both during curriculum time and as part of our varied extra-curricular programme.

**Extra-curricular activities**

Extra-curricular activities are a valuable part of the youngsters’ educational experience and students are encouraged to take part in a range of activities. All our after-school clubs offer the chance for pupils to be involved recreationally and for many there is the opportunity to compete against other clubs and schools. Since the introduction of the school house system, many of our pupils have enjoyed both inter-house competitions and fixtures against the staff including hockey, basketball and cricket, football and cross country.

Clubs and activities which are normally available include

Badminton, Basketball, Choir, Clarsach Group, Dance Club, Discos, Film Club, Fitness Club, Foreign Trips, Hockey, Rugby, Football (Boys/Girls), Golf, Jazz Band, Model United Nations, Orchestra, Orienteering, Rock Band, Skiing, Strings Group, Table Tennis, Theatre Trips, Wind Band, Writers Club, Samba Band, Duke of Edinburgh Award.

We are supported by both parents and senior pupils in both the delivery of our programmes and the transportation of pupils to away fixtures. Our Community Sports Leaders Award programme available to S5/6 contributes to over half of our extra curricular team. This allows our senior pupils to gain a UK recognised coaching award, encourages volunteering in the community as well as addressing the national problems of youth crime and high obesity rates. While most travel is normally by school minibus we do appreciate our parent helpers. Parents may be asked to contribute to the costs involved in providing extra-curricular activities, usually to cover some of the travelling expenses. The school reserves the right to withdraw students from extra-curricular activities if their behaviour and attitude in normal class time are unsatisfactory.

**Registration System**

The school computerised registration system is very effective and efficient.

All students are required to register with their Teacher at the start of each period.

Immediately after students have registered during period 1, the information is recorded on the computer in the school office. Every member of staff then receives a copy of the computer printout showing attendance each day and can, therefore, check attendance on a period-by-period basis throughout the day. Also shown on this printout are the days medical/dental appointments as notified to the school office via letters/cards.

Students arriving late will be registered late by their period 1 teacher. Pupils arriving after 9.30am, will receive a late slip from the school office, and this information is also recorded on computer. This system enables Guidance Staff to spot attendance problems at an early stage and take preventative measures. Parents will be notified of any pattern of lateness or suspected truancy.

The support and co-operation given by parents in all aspects of attendance and conduct are excellent and contribute in no small measure to the high standards enjoyed by the school, (see Attendance Statistics to the rear of this document). It is hoped and expected that this successful collaboration will continue.

**Combating Absenteeism**

The school has an automatic communication system that contacts parents or guardians directly if a child is marked absent at the start of the school day. This ensures that the reason for the absence is known as soon as possible and alerts the parents or guardians if their child is not in school when they should be. Post-period 1 absences can also be detected and reported through this system.

The automatic system allows the school to meet the Government’s recommendations in advising parents or guardians of a child’s absence. It also provides an early warning system should any child go missing from school. As you would expect the safety of the child is our main concern.

**Inclement Weather Arrangements**

Should there be a possibility that the school might not open in the morning due to severe weather an announcement will be made on Radio Forth during bulletins broadcast half hourly from 6.15am.

The decision to close the school early due to severe weather during the school day will be made to the Head Teacher in liaison with the Director of Education. Once again this information will be broadcast on Radio Forth and placed on the Midlothian council website. Pupils who use school transport will be dismissed when we have ensured that the school bus is available to transport them home. Other pupils will be dismissed at the time of school closure, should any of those pupils have a concern about travel or arrival home they should report to the school office. The office staff will make contact with parents, carers or emergency contact people. It is therefore imperative that all contact details are kept up to date. **Please contact the school as soon as possible if your details have changed.**

**Attendance, Punctuality and Registration**

The Law requires all children to attend school until they reach the statutory leaving age. (*See notes on Leaving Dates)*

The legal requirements are as follows:

*Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Head Teacher will ask an Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, the Head Teacher, following discussions with the Education Welfare Officer and other agencies, will decide whether the case should be referred to the Children’s Panel.*

**Procedures in the event of absence or requests for leave from school**

1. If a student is absent from school due to illness, the Parent should call the school in the morning and the student should bring a note signed by a parent or guardian on their return to school.

2. This note should be given to the School Office. Failure to notify the school of the reason for absence may result in an official Absence Inquiry Form being sent home. Parents are requested to avoid school terms when making holiday arrangements. However, there may be special occasions when parents request permission for their child to be out of school. This request should be made in writing to the Head Teacher, giving, where possible, at least one week’s notice.

3. In the case of medical / dental appointments, the appointment card should be taken to the school office by the student, so that the appointment can be recorded.

4. Parents are asked to notify the school in advance of any absences where these can be foreseen.

**Punctuality**

Staff constantly emphasise the importance of punctuality as a good habit. Employers requesting references frequently ask about punctuality as an indicator of attitude to work. If students are late without an acceptable explanation, students will receive a break time detention. If the problem persists parents will be contacted.

**Assessment**

During the **First Year** at Penicuik High School student progress is gauged by means of continuous assessment, i.e. through the use of regular short tests and revision summaries. Classwork and homework are also used as indicators of each student’s attainment.

Account is taken of prior student learning in English and Mathematics, as indicated in primary school reports.

An **Interim Report for S1** is issued late October/ early November and a full report, subject by subject, is issued in May/June.

In **Second Year** continuous assessment operates along with a certain amount of formal examination before course choices are made for Third and Fourth Years. A full report on student progress in each subject is issued in March.

**Third and Fourth Year** courses lead to presentation for National 4 and National 5 awards towards the end of 4th Year. Students are assessed in line with the Scottish Qualification Authority’s requirements for each subject.

Assessments take place throughout the year, with a full report being issued in February of Third Year following our interim report in November of the Third Year.

For **Fourth Year** students the formal prelim examinations take place during November and December, and students’ performance is reported to parents in January or late December.

Similar arrangements apply to the **Fifth and Sixth Years**, with formal prelim examinations for National Qualification courses being held in January and February. An interim report is issued in late November/early December and a full report is issued in March.

Unit assignments for National Qualification courses take place at points throughout the session, as appropriate to individual courses. Students will maintain a record of their performance in these unit assessments.

For all year groups, records of individual student progress are kept by each department, and copies of reports and formal examination results are sent to Guidance Staff and the Head of Faculty. The information is used as a basis for target setting with each student at annual personal interviews with Guidance staff. It is also part of the process of monitoring teaching and learning, in addition to providing information to parents.

**Reports and Consultations with Parents**

Each of the full reports outlined above is followed by an opportunity for

parents to discuss their child’s progress with subject staff. The dates of

these Parents’ Evenings are provided in the School Calendar issued to

parents at the beginning of each session, and information about

appointments with staff is issued prior to the appropriate meeting.

Each appointment is scheduled for 5 minutes to allow staff to consult with parents/guardians of up to 30 students in the 2 hour meeting. Should it

not be possible for parents to meet with the teacher of each subject,

appointments may be made at an alternative mutually agreed time.

Some students in First and Second Years will, where appropriate, take National Tests in English (Reading and Writing) and Mathematics. Parents will be informed of the level attained in each of these areas of National Testing at the same time as they receive the scheduled report on all subject areas.

Information evenings are held before students make curricular choices (March for S2 and February for S4 and S5), and a booklet containing details of all courses offered is issued prior to these evenings.

**Reporting Calendar**

**S1 Interim Reports October**

**S1 Assessment Period March**

**S1 Reports May**

**S2 Assessment Period Jan - Feb**

**S2 Reports March**

**S3 Interim Reports November**

**S3 Assessment Period April**

**S3 Reports June**

**S4 Prelim Period November - December**

**S4 Reports January**

**S5/6 Interim Reports December**

**S5/6 Prelim Period January - February**

**S5/6 Reports March**

If any parents are concerned about their child’s progress at any time of the year, they should contact the appropriate Guidance Teacher and arrange an appointment.

**Summary of Contact with Parents**

Throughout the year to discuss any issued relating to your child’s progress or

well-being at school, please contact the appropriate member of the Guidance Staff,

or one of the senior staff.

Parents’ Meetings to discuss your child’s progress with individual subject teachers are planned as follows:

**First Year**

MAY at the end of S1

Note: The parents of some first year students may be invited to an earlier meeting in

November, following the issue of S1 Interim Reports.

**Second Year**

MARCH as part of the extensive choice progress.

Note: The parents of some second year students may also be invited to an additional meeting with Learning Support Staff and Guidance Staff.

**Third Year**

JUNE, at the end of the Broad general Education phase..

**Fourth Year**

JANUARY, following prelim exams in November/ December, to gauge progress

towards the final examinations/ assessments in April / May.

**Fifth and Sixth Years**

DECEMBER interim report. March to gauge progress towards the final examinations in April/May

**Parents' Information Evenings**

at particularly important stages of your child’s education.

**Primary to Secondary Transfer**

JUNE, following the Induction Programme for all Primary 7 pupils transferring to the High School.

**Personalisation and Choice from S2 to S3**

MARCH, to inform parents about personalisation and choice arrangements for courses in Third and Fourth Years.

**Course Choice and transfer to S5/S6**

FEBRUARY, following prelim exam results and prior to final stages of the courses and examination leave.

**Code of Conduct**

The following Code of Conduct has been produced by the students through discussion with the Head Teacher and the Guidance Staff.

**Courtesy and respect for others**

Our reputation as individuals and the reputation of the school largely

depend on the way we behave towards others, both in and out of school.

Students should always be polite to others and consider others in their actions. All staff, prefects and other students should be treated with courtesy and respect. Each student should be entitled to be treated with respect and courtesy.

**Caring for the Environment**

The future of our environment is vital to all of us. Each person has a

responsibility to the environment.

Treat the building and school equipment as if they were our own (they do belong to all of us) Put litter in the bins provided. We are part of the

environment, therefore we should take pride in our own appearance. The school is our place of work and we should wear appropriate school dress.

**Conduct in the corridors**

The corridors are probably the most used part of the building by all staff, students and visitors. We should show consideration to all users of the building by acting responsibly at all times when using the corridors.

Walk smartly, keeping to the left side. Carry bags on the right to avoid damaging the walls. Avoid crowding or pushing, especially on staircases.

**Conduct in classrooms (GET SET GO)**

**G**et to class quickly and quietly

**E**nter room, sit down, remove jacket

**T**ake out books, pen and pencil

**S**it quietly

**E**mpty your mouth (if eating)

**T**eacher’s attention? - raise your hand

**G**et on with your work

**O**nly leave when the teachers tells you.

**The Prefect System and Student Representation**

**The Prefect System**

All Sixth Year students have the opportunity to become Prefects. Although students are free to opt out of the prefect system, to date very few have

done so.

The Head Girl, Head Boy, their Deputes and Head of Houses are selected by an interview.

A Depute Head Teacher has responsibility for the day to day function of the prefect system.

**Prefects’ status**

The prefects are a valued and important group of people in Penicuik High School. They have won the respect and admiration of staff, parents and

the community by the vital contribution they make to the running of the school and to after-school and out of school events. Prefects

do a great deal to set the tone of the school. They play an important role in leading and caring for their fellow students. Their work for the school is greatly appreciated.

Prefects continue a tradition of service to school and community that their predecessors have established and which helps give Penicuik High and its students a deservedly good reputation.

Being a prefect allows senior students to occupy a privileged position in school and to develop qualities of character needed to exercise authority firmly but tactfully, and to accept responsibility for certain duties.

Prospective employers, colleges and universities recognise

that prefect status implies such qualities of character. Prefects have a

different relationship with school staff and are treated more as adults who share the task of ensuring the smooth running of the school.

***Being a prefect is a challenge: it is not an easy role, but it can***

***be a rewarding one.***

**Prefects’ Duties**

**Prefects will:**

 Assist with evening events on a rotational basis

 Enforce and abide by the school Code of Conduct

 Refer breaches of discipline and other problems to appropriate staff

 Represent the school at outside events and in dealing with visitors

 Assist with the organisation and supervision of school events and with the

day to day running of the school as required by school staff

 Assist with the supervision of new First Year students and, in particular,

help them to feel welcome in, and to become familiar with, the school

 Support staff in running extra-curricular activities

 Assist the Parent Council with functions and events

 Carry out appropriate duties at the end of term assemblies

 Wear school uniform in school and for all other duties and occasions when

representing the school

**Student Council**

The Student Council consists of students from each year group, who meet on a regular basis throughout the session with a member of the Senior Management Team and a member of teaching staff within the school. The students are elected by their peers to serve on the Council.

The Council acts as a link between the students and the school

management team, allowing the exchange of views that is essential for a school ethos where students feel that they have a say in matters concerning their school.

The Student Council is also involved in improving facilities in the school and organising charity events and the students themselves decide which

organisations should be supported.

The council has played a major role in the development of the Bite Site and Green Seat social area. Projects established in consultation on the school development plan, include a new sound system and bicycle stands.

**The Parent Council**

The Parent Council has a number of roles, but its main function is to encourage communication between school and parents on educational matters. Parent Councils are also involved in the appointment process for senior members of staff, and in interacting with the Education and Communities Division over policies and proposals which affect the school.

You can read more about the School Council by visiting the school website, or the local information section of Penicuik Library, or by contacting chair, Jennifer Martin, on 01968 674013.

All parents of children at the school are automatically members of the Forum. It is up to the Forum to decide what form the “Council” will take (including whether to have one, and what to call it), within the broad aims of encouraging interaction with and participation by parents in the life of the school.

Please feel free to contact Jennifer Martin, as above, to find out what’s going on, or watch the school website for more information.

**The School and The Community**

The school provides premises and facilities for a wide range of community activities and maintains strong links, both formal and informal, with the local people.

Students are educated and encouraged to feel that they belong to a caring group, having a responsibility towards others.

The school participates in a practical way in a variety of projects:

 Residents of Pentland House and users of Broomhill Day centre are

entertained annually by visiting musicians from the school.

 Throughout each session students organise and take part in a range of

internal and local charitable fund-raising ventures.

 Visits to local firms of various kinds and assistance in crèches or

nursery schools are timetabled activities for a number of students each

session.

 Certain school activities and competitions are sponsored annually by

local firms and clubs.

Information regarding activities which are currently offered in Penicuik High School is available from the school office in the first instance.

If you would like to book any of the facilities or join existing activities, please contact the school.

Accommodation booking: **School Office**

Enrolment into day classes: **Miss J Adamson**

**Tel. 01968 674165**

**Fax. 01968 678604**

Enrolment into evening classes through Community Education: **Tel. 01968 664114 (9.00 am - 3.00 pm)**

**Care of Property**

**Care of students’ property**

All clothing should be marked clearly and indelibly with the owner’s name. Money or valuables must not be left unattended in coat pockets or schoolbags.

**PARENTS ARE ADVISED TO SEE THAT STUDENTS’ BELONGINGS ARE**

**COVERED BY A DOMESTIC INSURANCE POLICY.**

Students who lose or find anything of value should report it to the school

office or the janitor.

**Student lockers**

Lockers have been installed for student use from funds raised by the Parents Association. Lockers may be rented by students for an annual

Charge of £7.00. (£5.00 of which is refundable on return of locker key)

Students are issued with a padlock and one key - the second key being

kept in the school office. Mobile Phones and other valuable equipment are brought to school entirely at the owners own risk.

**Equipment**

**Calculators**

At the time of transfer from primary to secondary many parents are keen to equip their child with a calculator.

If you are thinking of making a purchase, then we would recommend that a Scientific Calculator, rather than just a basic function calculator, is bought. With a Scientific Calculator, most of your child’s mathematical needs will be catered for. Furthermore, the Maths Department is able to recommend the most cost effective machine available each year. At present the department makes bulk orders to enable students to make a purchase at a discount price. Students will have an opportunity to buy a calculator from the Maths

Department in their first term at the High School or at the incoming S1

Parents Information evening.

**French/German dictionaries**

The Modern Languages Department would like to emphasise the importance and usefulness of pupils having access at home to a bilingual dictionary in the language they are learning. This helps them develop dictionary skills and allows them to complete a wider range of homework tasks. Given that pupils are entitled to use a dictionary in SQA exams, it is extremely important that they are familiar with using a bilingual dictionary.

The department can make a bulk order to enable students to purchase dictionaries at a discounted price shortly after they enter S1, but should you wish to purchase a dictionary in the mean time, we would recommend the Collins’ Easy Learning Dictionary which is available in most large bookshops.

# Address and School Roll

Penicuik High School is a 6 year nondenominational, coeducational,

comprehensive school.

**School Address**:

Penicuik High School

39A Carlops Road

Penicuik

EH26 9EP

**Headteacher**: Mark Edie

**School Telephone No**: 01968 674165

**Fax**: 01968 678604

**Email:** penicuik\_hs@midlothian.gov.uk

School website: http\\www.penicuik.mgfl.net

#### School Roll

The number of students enrolled at Penicuik High School is shown below. This session 2015/2016, 570 students are attending the school. The year by year breakdown of this figure is as follows:

**Session 2015/2016**

**S 1** 122

**S 2** 97

**S 3** 95

**S 4** 93

**S 5** 75

**S 6** 88

(**Total - 570**)

### Penicuik Class Sizes

At Penicuik High School we make a positive commitment to keeping our class sizes as small as possible.

Currently in S1 our average class sizes are:

Non Practical e.g. English, Maths = 20

History & Geography = 23

Practical (e.g. Science, Art, CDT, Home Economics) 17

We fully intend to keep our class sizes small to enhance the learning

opportunities of our students.

**Leaving Dates**

A student who reaches the age of 16 years between 1 March and

30 September ceases to be of school age on 31 May, and may leave school on that date.

A student whose 16th birthday falls between 1 October and the last day of February ceases to be of school age on the first day of the Christmas Holiday, and may leave school on that date by special arrangements via the Head Teacher.

A student may be given permission to attend college before the official leaving date, providing four years of Secondary Education have been completed.

Students **may not leave** before the relevant date in order to take up

employment.

## Art and Design

Ms J Dixon *HOD*

Ms F Gilbert

Ms S McLennan *PT Guid*

## Biology

Mrs A MacFadyen *HOD*

Mr C Stacey (p/t)

## Business Education

Mrs C Chisholm

## Chemistry

Dr A Cameron

Dr K Alder

Mr K Thornley

**Computing Studies**

Ms M McGovern

## Design and Technology

Mr P Beards *HOD*

Mr R Merson

## Geography

Miss H Thores Acting *HOD*

Mrs J Duguid

Mr C Archibald

# School Staff

**Head Teacher**: Mr Mark Edie

Acting Depute Head Teacher: Mrs T Edge-Loake (Support for Learning)

Acting Depute Head Teacher: Miss J Adamson (RMPS)

Depute Head Teacher: Mr Ross Jamieson (English)

A full list of all staff members is as follows:

Key : *HOD* = Head of Department

*PT* = Principal Teacher

*p/t* = part-time

*LA* = Learning Assistant

**Depute Headteacher**: Mr Ross Jamieson (English)

## English

Ms A Adams *HOD*

Mr R Havill *PT*

Ms R Astor (*p/t)*

Mr M Smith (p/t)

Miss S Fleming

## History

Miss H Thores Acting *HOD*

Mrs L Forbes

## Home Economics

Miss M Mitchelmore  *HOD*

Mrs S Van-Aswegen

## Learning Support

Mrs T Edge-Loake *HOD* Mrs E Buchan

**Mathematics**

Mrs L Forrester Acting *HOD*

Mr D Saffhill *PT Guid*

Mrs F Wilson

Mr C MacAndrew

## Physics

Mrs C Redford

## School Technicians

Ms G Brown *Lab Technician*

Mrs B Furneaux *Lab Assistant*

Ms E Hall *CDT* *Technician*

Mr J Harrison *ICT Technician*

## School Office

Mrs D Razavi *Admin Assistant*

Mrs L Davidson *Support Assistant*

Mrs S Duncanson *Support Assistant*

**Learning and Classroom Assistants**

Mrs C Blyth

Mrs A Glen

Mrs K Harley

Mrs S Robb

Mrs G Hardy

Mrs N Scott

Ms L Simpson

## 

## Dining Room

Ms D Cochrane *Cook Supervisor*

Mrs M Foster *Lunch Supervisor*

## Janitorial

Mr C White *Head Janitor*

Mr T Thomas *Janitor*

Mr J Wynne  *Janitor*

**Media**

Mr M Smith *HOD*

## Modern Languages

Miss R Docherty *HOD*

Mrs A Schwartz

Mrs M Brandie *PT Guid*

## Music

Mr K Murphy *HOD*

Mrs S McIntosh

Mrs M Murphy

**Instrumental Instructors (all p/t)**

Ms BJ Waddell (*Percussion)*

Mrs F Mitchell (*Voice& Violin)*

Ms S Docherty (*Woodwind)*

Mr A Pilcher (*Guitar)*

Mr R Walker (*Brass)*

Miss H Yule (*Clarsach)*

*Ms T Dance (Cello)*

*Ms A Dugan (Piano)*

## Philosophy and Religious Studies

Miss J Adams *HOD*

Miss L Graham

Miss B Roberts

## Physical Education

Ms N McShannon *HOD*

Mr C Hunter

Mr P Jeans

## Learning Resource Centre

Ms J Linkiewicz *Librarian*

**Complaints Procedures**

**Parents and the school**

Parents and schools separately can do a great deal to assist children’s educational

development. Together, they can achieve even more.

We will keep you informed of your child’s progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you

whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

**1 *If you are concerned about .....***

....... a particular aspect of our work, please arrange an appointment to discuss the

matter with the Guidance Teacher in the first instance. Where appropriate, the Guidance Teacher may nominate another senior member of staff to act on his/her behalf.

The Guidance Teacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately. Other matters may

require more extended investigation. In the event, the Guidance Teacher will notify you, normally within five working days, of the school’s response.

It is anticipated that, in most cases, the above steps will result in a satisfactory

solution for all concerned.

**2 *If you are dissatisfied with the school’s response ......***

....... please notify the Headteacher that you wish to pursue the matter further.

He will either review the proposed action or notify you of the appropriate officer of the

Authority whom you should contact.

Contact the named officer by telephone or by letter at Education and Communities Division headquarters.

The officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.

***3 Nearly all matters of concern are resolved through the above procedures.***

If you remain dissatisfied, please contact again the officer involved at Stage 2; he/she will review the situation and/or indicate what other avenues are open to you.

***4 In all cases, unresolved matters may be finally referred to the Chief Executive.***

**INFORMATION FOR PARENTS 2015   
SECONDARY SCHOOLS**

**EXAM RESULTS**

**NB results are Post-Review & cumulative**

|  |  |  |  |
| --- | --- | --- | --- |
| **S4** | **5+ SCQF Level 3 or Better** | **5+ SCQF Level 4 or Better** | **5+ SCQF Level 5 or Better** |
| 2012/13 | 93.07% | 85.15% | 41.58% |
| 2013/14 | 95.28% | 93.70% | 50.39% |
| 2014/15 | 89.41% | 87.06% | 25.88% |
|  |  |  |  |
|  |  |  |  |
| **S5** | **1+ SCQF Level 6 or Better** | **3+ SCQF Level 6 or Better** | **5+ SCQF Level 6 or Better** |
| 2012/13 | 60.75% | 34.58% | 12.15% |
| 2013/14 | 52.48% | 28.71% | 9.90% |
| 2014/15 | 70.87% | 42.52% | 21.26% |
|  |  |  |  |
| **S6** | **3+ SCQF Level 6 or Better** | **5+ SCQF Level 6 or Better** | **1+ SCQF Level 7 or Better** |
| 2012/13 | 50.00% | 32.26% | 30.65% |
| 2013/14 | 47.66% | 36.45% | 25.23% |
| 2014/15 | 49.50% | 29.70% | 26.73% |
|  |  |  |  |
| All figures are cumulative | |  |  |

Further information about the school's performance against local and national measures can be found at Parentzone or obtained directly from the school.

**SCHOOL LEAVERS’ DESTINATIONS**

|  |  |
| --- | --- |
| **Further Education** | 34.9 |
| **Higher Education** | 31.2 |
| **Employment** | 21.1 |
| **Unemployed Seeking** | 5.5 |
| **Training** | 3.7 |
| **Activity Agreements** | 1.8 |
| **Unemployed Not Seeking** | 1.8 |

**INFORMATION FOR PARENTS 2015   
SECONDARY SCHOOLS**

**ATTENDANCE AND ABSENCE FOR SCHOOL YEAR 2014/2015**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Penicuik High School 2014-15 | S1 | S2 | S3 | S4 | S5 | S6 | S1-5 |
| Total number of Possible Attendances (Pupil Half Days) | 33600 | 32343 | 31456 | 28509 | 37928 | 20982 | 163836 |
| Percentage Authorised Absences | 4.02 | 4.7 | 6.21 | 6.11 | 4.24 | 4.96 | 4.99 |
| Percentage Unauthorised Absences | 3.61 | 2.66 | 4.78 | 5.72 | 4.55 | 2.48 | 4.23 |

**LITERACY AND NUMERACY**  
  
In 2014-15, the school out-performed its previous returns in Literacy & Numeracy at National 4&5 for 2012/13 and 2013/14 based on local measures.

**HEALTH AND WELLBEING**

In terms of Health and Wellbeing, the school will run a Nurture Group for selected pupils from February 2016. Further, the school will trial materials for the NHS Wave Project which will support our pupils to become more aware of the responsibilities of future parenting.

**PLANNING FOR FUTURE IMPROVEMENT**  
  
In Session 2016-17 the school will undertake extensive consultation with pupils and parents about the structure of the curriculum in the context of the Senior Phase,

S4-S6.

**INFORMATION FOR PARENTS 2015  
SECONDARY SCHOOLS**

**Penicuik High School**

**Improvement Priorities 2015-16**

|  |  |  |
| --- | --- | --- |
| **Penicuik High School – Suggested Improvement Priorities 2015-16**  (Delivered by Whole School Working Groups using Friday WSCT and planned ISIS sessions) | | |
| Learning Feedback and Self Evaluation | Tracking & Monitoring In BGE | Universal and Targeted Support |
| By May 2016   * Regular, effective feedback on learning is offered to all students. * Learning trios with a focus on feedback are established to support professional update and peer observation – 1st round Aug-Oct 2015. 2nd round Jan-Apr 2016. * All staff are engaged in gathering self-evaluation feedback, from peers/pupils/parents. * Parental feedback will be sought via 3 online surveys a year in line with HMIe questions. * Exemplification, followed by whole school synthesis of feedback at Feb 2016 ISIS. | By May 2016   * The tracking database will run and be evaluated to reduce bureaucracy. * It will be launched at Aug ’15 ISIS. * All staff and parents will have a clear understanding of the concept of a learner who is secure/consolidating/ developing at a level. | By May 2016  Targeted-   * All staff will be trained on approaches to nurturing at Aug in-service. * Establish a nurture group. * Educational Psychology will provide ‘Confident Staff’ workshop at Oct ISIS & one twilight. * Reading group established. * Extend support to pupils around examination time.   Universal via Tutor period-   * Develop staff understanding of Universal support at Aug ISIS via training on roles and expectations of tutor period. * Include PRIDE themed tutor groups, especially around participation in ‘Better Eating Better Learning’ and Eco-schools Initiatives. * Self evaluate the tutor period. * Continue to develop senior pupil leadership roles. |

An additional 3 Whole School Working Groups will continue to develop and maintain progress in:

1. Erasmus+
2. Inter-Disciplinary Learning
3. Numeracy across Learning (Year 1 – Literacy; Year 2 – Numeracy; Year 3 – HWB)

**WHOLE SCHOOL WORKING GROUPS**

Erasmus + Working Group

* Maintain links with British Council regarding running of the Erasmus Project
* Feedback professional learning process across visits at Oct ’15 ISIS.
* Staff will ensure that agreed activities take place and students are prepared for trips to Spain, Romania and Germany.
* Plan Scotland mobility for May 2016

IDL Working Group

* Review and evaluate the wide ranging, coherent programme of IDL is delivered for all students in the Broad General Education.
* All aspects, especially HWB/Lit & Num activities within IDL are at level 3, (or above,) and provide sufficient challenge for students.
* Explore opportunities for IDL in senior phase with whole staff IDL ‘speed dating’ event to take place in Oct ISIS 2015.
* Explore IDL (especially senior programmes) in other authorities.

Numeracy Group

* Provide staff with professional learning sessionon numeracy, ( with focus on Curriculum Level 3).
* Staff are confident and able to identify levels 2,3 & 4 numeracy(with exemplars).
* Education Scotland Curriculum Level 4 exemplars are shared with all staff.
* A quick reference guide to be embedded in staff practice when assessing numeracy, (by May 2016).
* Facilitate follow up session, (May 2017 ISIS,) for all staff bring examples of various literacy levels from their own classes and share.

Penicuik High School

39a Carlops Road

Penicuik

EH26 9EP

**Head Teacher**: Mark Edie

**School Telephone No**: 01968 674165

**Fax**: 01968 678604

**Email**: penicuik\_hs@midlothian.gov.uk

**Website**: www.penicuik.mgfl.net

USEFUL ADDRESSES

|  |  |  |
| --- | --- | --- |
| ***Based at Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG*** | | |
| Chief Executive | Kenneth Lawrie | 0131 271 3002 |
| Director, Education, Communities and Economy | Mary Smith | 0131 271 3718 |
| Head of Education | Grace Vickers | 0131 271 3719 |
| Head of Communities and Economy | Ian Johnson | 0131 271 3460 |
| Education Officer, CSCYP | Vacant | 0131 271 3736 |
| Additional Support Needs Officer | Susan Flynn | 0131 271 3689 |
| Education Officer, Lifelong Learning | Annette Lang | 0131 271 3923 |
| Placing Requests and Primary School Swimming Programme | Fiona Campbell | 0131 271 3733 |
| Parent Councils | Kevin McGuire | 0131 271 3732 |
| Employment of Children | Julie Currie | 0131 271 3719 |
| Education Maintenance Allowance, Bursaries | Gail Robertson | 0131 271 3730 |
| Free School Meals and Clothing Grants | Hui Li | 0131 271 3655 |
| School Lets | Mhairi MacLennan | 0131 271 3705 |
| Based within Commercial Services, Bonnyrigg  Home to School Transport Section | Debbie Hunter | 0131 271 5453 |
| ***Scottish Government***  Victoria Quay, Edinburgh EH6 6QQ |  | 0131 556 8400 |
| **Education Scotland** Denholm House, Almondvale Business Park,  Almondvale Way, Livingston EH54 6GA | | 0141 282 5000 |