



Clydebank High School

Moving On

A parents' guide to Transition from Primary to Secondary School

MAY 2019

Headteacher: Ms Jacqui Lynam

Transition Liaison:
Mr John Hand
Depute Head Teacher



United Nations Convention on the Rights of the Child



Article 29 : Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Our Vision and Values

Our vision for Clydebank High School is to work continuously to develop a community of people committed to academic and personal excellence and to maximise the potential of all young people in the school. Pupils are encouraged to work in a manner which promotes mutual respect for their peers and others within the multi-cultural society in which they live.

We promote the core values of the school among our young people, staff, parents and other partners. They are central to the relationships at the heart of the learning community of Clydebank High.



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Transition

The transition from Primary to Secondary School has always been an exciting time for young people.

It can also be a worrying time for some young people and their parents. The Clydebank Learning Community work very hard to ensure that your child has the best possible start in Secondary school.

Our aim is to have as smooth a transition as possible for your child. Our transition programme has been developed with this aim in mind over a number of years. We start the process of gathering information on P7 pupils as early as possible and includes meetings with Primary 7 Teachers. This information is used to make up Registration Classes and Practical Classes for S1 and it allows us to put any supports into place before a young person starts in August.

The final part of the Transition programme are the May visits and the main aim of this is to provide an opportunity for P7 pupils to get to meet some of their teachers and fellow pupils before starting school in August. It also gives staff in the primary and secondary sector a further opportunity to work together and share experiences and standards over the 2 sectors. The ultimate aim is for young people to get off to a good start in S1 and ensure progress continues to be made.

All P7 pupils from the Clydebank Learning Community will attend Clydebank High in their new classes for 2 days on:

Wednesday	29th May	9.30 - 2.30pm
Thursday	30th May	9.30 - 2.30pm

Any pupil wishing to arrive earlier at school or leave with siblings later in the day are more than welcome to come to school at an earlier time and they will be accommodated in the Assembly Hall.

Pupils will be expected to make their own way to and from school each day. The Primary Teachers will also be in Clydebank High School and will be teaching alongside the secondary staff.

When the young people come to Secondary they will follow a timetable from periods 2-5. Their 'buddies' will support them going around the school. They will be in their Practical classes and will have the opportunity to make new friends.

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School Structure

Approximately 270 pupils are joining us in S1 this year. From the information received from Primary Schools, pupils are allocated a Register Class in one of the 3 Houses. If a pupil already has a sibling in the school we will try to allocate the brother/sister to the same House and Pastoral Care Teacher.

	Registration Classes	House Head
BUTE	1B1, 1B2, 1B3	Mrs Rooney
CUMBRAE	1C1, 1C2, 1C3	Mr Downs
DAVAAR	1D1, 1D2, 1D3	Mr Hand

Each House is headed by a team of Pastoral Care Staff working closely with the House head, a Depute Head Teacher.

Pupils meet in their Registration Classes for 10 minutes each morning. This time is used to take the attendance, issue pass-outs (for dental appointments etc) and deliver any day to day information to pupils. In addition, Pastoral Care staff use this time to meet with pupils.

Pupils are split into 14 practical sized classes (max 20) in which pupils are taught HE, Technical, Art, Music, Computing, Business, Science and Social Subjects and RE. These classes do not exceed 20 pupils and they will be of mixed ability with work being differentiated to challenge and meet the needs of ALL young people.

For English and Maths pupils are broadly banded in larger classes (Max 30) according to his/her ability.

The information received from primary schools is used to organise these classes. We receive from the Primary Schools the Level that a pupil has been consistently working at in line with Curriculum for Excellence benchmarks as well as national Achieved a Level information in Literacy and Numeracy.

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What can young people expect from Secondary School

Curriculum for Excellence aims to develop all young people as successful learners, confident individuals, effective contributors and responsible citizens. This is something you will already be familiar with from Primary School.

At secondary, this means offering inspiring learning opportunities to explore new subjects and ways of learning, kindle ambition, extend talents and interests.

CURRICULUM – BROAD GENERAL EDUCATION (S1-3)

Clydebank High School has been preparing young people for Curriculum for Excellence for a number of years and will be present young people at the end of S4 for their first SQA qualifications.

The Broad General Education, as it is called, offers all learners a broad, deep general education from S1-S3 building on previous learning in Primary. They will experience a wide range of subjects across 8 curriculum areas:

- ✓ Expressive Arts - Music/Art/PE
- ✓ Languages and Literacy - English, Literacy & Modern Languages
- ✓ Health and Wellbeing
- ✓ Mathematics and Numeracy
- ✓ Religious and Moral Education
- ✓ Sciences - Biology/Chemistry/Physics
- ✓ Social Studies - Geography/History/Modern Studies
- ✓ Technologies - Business Enterprise/Computing/Technical/ Home Economics

At the end of S2 there is some personalisation and choice in the curriculum for young people. This will allow a young person to choose up to 10 subjects in which he/she will then be able to develop more depth and understanding during S3. This will be a strong foundation for young people to build upon into the Senior Phase (S4-6). We believe that this deeper understanding of a subject will raise attainment for pupils in senior phase.

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The School Day

All Secondary Schools in West Dunbartonshire follow a 32-period week. This means that we will have 7 periods per day on a Monday and Tuesday and 6 periods per day Wednesday-Friday. Each period will be 50 mins in length. This movement after every period will be one of the biggest changes that a young person coming from Primary School will have. They will now be taught by 6/7 different teachers a day, they will have to find their way from department to department and they will have to carry all their belongings with them. Support is given to some young people who may find this difficult.

Monday and Tuesday

8.45 am	Warning Bell
8.50-9.00 am	Registration
9.00-9.50 am	Period 1
9.50-10.40 am	Period 2
10.40-10.55 am	INTERVAL
10.55-11.45 am	Period 3
11.45-12.35 pm	Period 4
12.35-1.20 pm	LUNCH
1.20-2.10 pm	Period 5
2.10-3.00 pm	Period 6
3.00-3.50 pm	Period 7

Wednesday-Friday

8.45 am
8.50-9.00 am
9.00-9.50 am
9.50-10.40 am
10.40-10.55 am
10.55-11.45 am
11.45-12.35 pm
12.35-1.20 pm
1.20-2.10 pm
2.10-3.00 pm
<i>school day finishes 3pm</i>

Pupils should enter and exit the building via the pupil entrance. There is access to this entrance off Janetta Street or the playground from Shelley Drive. The doors will 'lock down' after the warning bell in the morning and at lunchtime.

If a pupil is late they have to use the Main Door on Janetta Street to gain entrance. Parents or visitors to the school will also use this entrance.

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Attendance & Progress

We have high expectations in terms of attendance and timekeeping. We believe that a young person cannot learn if they are absent from school and that they disturb the learning of others if they arrive late to classes.

Attendance is taken electronically in every class every period. If a pupil has not arrived in school for Registration or period 1 this electronic system will automatically generate a text home to parents/carers to make them aware of the absence. To stop this from happening we ask that parents contact the school office if they know their child is going to be absent due to sickness etc. On return to school they should still give their child a note to cover the absence.

If your child has a doctor/hospital/dental appointment please write a note to the register teacher asking for a 'pass-out' or telephone the school office to keep us informed. This gives your child permission to be absent from school without this absence affecting absence statistics.

Register Teachers and Pastoral Care staff monitor attendance very carefully and will keep in touch with you if they have any concerns. As parents/carers you can also contact Pastoral Care staff if you have any concerns.

Throughout the year you will be kept up to date on the progress of your son/daughter. This will either be through a tracking system, parents' meetings or report cards. Dates of these will be given in August.

Of course, if you have any questions or you are worried about your son/daughter you are always welcome to contact the school and speak to your child's Pastoral Care Teacher.

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Pastoral Care

We have a very experienced, committed and enthusiastic team of Pastoral Care Staff.

The Pastoral Care teacher will remain, where possible, with your son/daughter throughout his/her secondary school life. This allows the Pastoral Care teacher, young person and parent to build up a relationship to ensure the best possible support and care for the young person. Pastoral Care staff will monitor attendance, behaviour, progress and welfare of the young person. They also support them as they progress through school in terms of his/her learner journey and career development.

We also have an excellent Support for Learning Department who already work with our young people in Primary school. This team comprises of one Principal Teacher and 3 members of staff. The Principal Teacher also manages a team of learning assistants who support young people in class and in their movement about the building. They work closely with our Primary colleagues to establish any support strategies needed to ensure progression and a smooth transition from primary.

It is important, for us as a school, to work closely with parents and establish links with the home from an early stage. Review meetings are held with parents to keep them informed of progress. The young person is supported for as long as the need is there. This can, for some young people, continue up to S6 when they are supported through their examinations.

Over lunchtime some young people are able to take their lunch to the Support Base which is supervised by Pupil and Family Support workers. They can socialise in this area, play board games, listen to music etc. This can be an excellent area for young people who feel vulnerable and are unable to cope with the busy lunchtimes.

We also have a very successful nurture programme which looks to support groups of young people who benefit from this additional time with trained staff.

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Learning Support

Introduction

Pupils of all abilities can experience barriers to learning and when this occurs the Department can help. It consists of members of the Senior Leadership team, specialist teaching staff and Learning Assistants. The school also has visiting specialists from the Hearing Impaired Service, Visual Impaired Service, Occupational Health Therapy, Physiotherapy and the Enhanced Career Services. We have close links and regular meetings with the School Educational Psychologist.



Types of Support Provided

1. Consultancy

This takes many forms: from giving advice to working with individuals/departments. Effective strategies are discussed and developed & suitable resources identified and made available and/or created.

2. Co-operative Teaching

SfL & class teacher team teach. The benefits include: providing direct support to and monitoring progress of all pupils; developing strategies with the subject teacher and assisting in recording and assessment.

3. Direct Tuition

It can be helpful for pupils, individually or in small groups, to work out of class with a member of SfL staff. Also blocks of support may be given to larger groups to focus on development of specific skills.

4. Service to Pupils

The Department collates information on individual pupils and is involved in further investigation should the need arise. It has responsibility for ensuring that information on individual pupils is appropriately disseminated to school staff.

5. Service to Staff

The Department contributes to staff development in a variety of ways: through the sharing of insight, experience and resources; the presentation of in-service sessions; offering guidance on materials, equipment and approaches; commenting on guidelines and briefing documents.

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Learning Support

Our Small Groups

Raising Self Esteem

Course delivered to provide pupils with the skills required to build up their self-esteem and confidence.

**BELIEVE IN
YOURSELF.**

Steps to Success Support Group

Course delivered to provide pupils with the ability to understand their feelings and how to deal with this emotion.



Social Eyes

Course delivered to facilitate social skills and social understanding for those who are uncomfortable in social circumstances.



Personal Presentation & Home Skills

Course delivered to teach pupils the skills required for personal hygiene and how to look after the home.

ASN Relationships, Parenthood & Sexual Health

Course delivered to teach the basic information required to understand the complexities surrounding these areas.



Assistive Technology

Designed to help support pupils who struggle with reading and writing. It involves the use of computers (along with their integrated applications, such as: Word, Excel, PowerPoints, Typing skills, Reading software) and reading pens.



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Home Learning

Research has shown that one of the main factors in determining the success of a young person is their attitude to homework. Homework is an important part of each child's education and a valuable contributor towards maximising each young person's potential.

S1 pupils are issued with a free Homework Diary which parents are asked to monitor. The frequency of homework varies with each subject and increases as a pupil moves through the school. On average each subject should issue 30 mins of homework per week. The homework will take a variety of forms – reading, written exercises, research projects, discussion and revision. Some departments also use Google classroom which is an online forum where homework can be set and returned to staff with parents also having access. A library of materials can also be stored for pupils in the different subjects.

Promoting Positive Relationships

'Steps to Success' forms our school's Promoting Positive Relationships policy. On a weekly basis young people are awarded MERITS for attending, working to the best of his/her ability and behaving in class by every class teacher. If a young person chooses not to follow the school rules they know that they will receive a DEMERIT. The Pastoral Care staff will monitor, on a weekly basis, these Merits and Demerits and will contact a parent if there is any concern. Pupils will be given targets to achieve throughout the session and they are presented with MERIT CERTIFICATES and BADGES (Gold, Silver, Bronze) if they achieve the required target. At the end of the year there is also an AWARDS CEREMONY for young people who have consistently gained Merit Awards throughout the year.

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Dressing for Excellence

We ask for the support of parents in sending their child to school in the correct uniform every day.

- ✓ Blazer (Other jackets must be removed in the building)
- ✓ White Shirt
- ✓ School Tie - £6 can be purchased from the school office
- ✓ Black Trousers/Skirt
- ✓ Black cardigan or jumper
- ✓ Black footwear
- ✓ PE - CHS T-shirt, Trainers, Shorts or Tracksuit bottoms, Towel in case of bad weather

BLAZERS

The girls' fitted blazers with contrasting lining and the boys' more mature suit jacket style costing £32.50 and are made out of recycled material. You will be able to get your child fitted and purchase blazers at the Primary 7 Information Evening on 16th May from 5.30pm.

LOCKERS

We have lockers in the school, which we 'rent' out to pupils. Young people in S1 find it very hard to remember to carry bags and jackets with them everywhere they go and by October we have a large number of items in 'lost property'.

The lockers can be rented for £10 per annum. They come with a very secure lock and each pupil will be issued with a personal security number for their lock. £5 of this money is a deposit for this lock, which will be reimbursed at the end of the year if a pupil wishes to terminate the hire of the locker or it can be carried forward as the deposit for the next year. Whether you decide to get a locker or not it is a good idea to make sure you put your child's name on his/her belongings.



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Dining Hall

The dining hall is available to pupils before school begins, at interval and at lunchtime.

We operate a Cashless Catering System. All S1 pupils will be issued with a Young Scot Card or, if not available, a 4 digit PIN number in August. There are 2 cash machines outside the dining hall where pupils can put credit onto their account. If they receive free meals the account will automatically be credited with the subsidised amount after interval (£2.45 from August). When pupils purchase their lunch they simply scan their Young Scot Card or key in their pin number at the checkout – no cash changes hands. Any balance left at the end of each day is carried forward to the next day except for ‘free lunches’ where the money, if it is not spent, is withdrawn at the end of the day.



The lunches are excellent in Clydebank High and we discourage S1 pupils from leaving the premises. There is a wide variety of food on offer – soup, sandwiches, panini, salads, fish and chips, curry, lasagne, steak pie, etc

Sample Prices:

2 Course Meal	£2.45
Main Course	£1.40
Dessert	70p
Large Soup	88p
Fresh Fruit Bowl	75p
Cake	70p
Bacon Roll	£1.35
Pitta/Wrap	£1.55
Baked Potato & Filling	£1.45
Sandwich	£1.15



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Clubs and Activities

Getting involved in sports clubs, societies, and volunteering across the school is a great way to meet new people, enjoy your time at school and ensure you strike a healthy balance between studying and your social life. Lucky for you, Clydebank High School is bursting with opportunity.

Activities cover everything from arts and crafts, drama, general interest, specialised interests, languages, politics, religious and cultural groups and sports clubs. By taking part you'll build long-lasting friendships and connections, and gain transferable skills such as communication, teamwork, and organisation, problem solving and time management. It will also improve your confidence.

Whether you aim to continue with a hobby you've been enjoying for years or try something completely new, you're almost certain to find a club that fits the bill. In 2019, S1 can sign up to these clubs at our 'Signing up Day'. These signing up days will offer you the opportunity to speak to teachers and pupils who are involved in the club to ensure that you get the best information possible, and you can even try out the activity.

We are continually looking for new and exciting ways to engage pupils in extra-curricular clubs and activities. This term, we are continuing with our pupil loyalty card and reward system called 'Go2'.

S1 Outdoor Learning

All S1 pupils will have the opportunity to experience outdoor learning in the local area environment. This introduction to the John Muir Discovery Award will allow pupils to explore, discover and share their experiences and photographs.

Pupils can opt-in to complete their John Muir Discovery Award by attending a Forest School course and by taking part in a number of other outdoor and conservation activities throughout the session.



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Prevention of Bullying

All Clydebank High School pupils are entitled to be educated in a supportive, positive atmosphere in which they are able to achieve their potential without concerns about physical or emotional pressure". CHS Policy Principles

The following principles and approaches to the prevention of bullying in Clydebank High are as follows:

- Clear messages must be given that bullying in any form is not acceptable.
- Parents and young people must be reassured that the school is taking the matter of bullying seriously and is dealing with bullying effectively.
- A partnership should be developed with parents in dealing with bullying across the school
- A climate of openness should be established in the way that issues and incidents of bullying are addressed

STRATEGIES FOR DEALING WITH BULLYING

Encourage the Reporting of Bullying

Clydebank High School

- Ensures that pupils know to whom they can speak about any aspect of bullying
- Provides opportunities for pupils to communicate concerns about bullying
- Ensures that all pupils know how important it is to report any bullying they have witnessed
- Encourages parents to contact the school if they have any concerns.

Clydebank High School

- Has a zero tolerance approach to bullying
- involves older pupils in talking to young pupils about anti-bullying
- regularly conducts bullying surveys
- displays pupils' anti-bullying posters
- discusses anti-bullying with P7 as part of primary/secondary liaison
- regularly highlights anti-bullying as an issue at school assemblies
- features anti-bullying items in school newsletter and magazine

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Prevention of Bullying

Linking the Formal and Informal Curriculum

Clydebank High School

- deals with bullying issues through work in Citizenship classes
- uses opportunities in all curriculum areas to promote a positive anti- bullying ethos

Supporting Bullied Children

Clydebank High School

- has developed systems for early identification of vulnerable pupils
- links Pastoral Care teachers to bullied pupils to provide immediate support
- acknowledges the distress of the bullied pupils
- assures the victims of bullying that they are not to blame
- provides additional support through a buddy system and group work

Clydebank High School

- Makes pupils who are caught accountable for their behaviour
- Has developed sanctions which enable pupils to think about their misbehaviour
- Helps children to be aware of alternative positive choices and solutions.

Dealing with Problem Areas and Times

Clydebank High School

- Encourages a positive climate in and around the school
- Identifies sources of problems eg queues at lunchtime
- Has improved supervision at break times all round the school
- Provides alternative activities at lunchtime.

If parents/carers or a young person ever has any concern about bullying it is important that you share your concerns with your child's Pastoral Care Teacher. They are only a phone call or email away.

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Personal Information

You will be given information regarding your son/daughter's registration class, practical class and Pastoral Care Teacher before their transition visit in May. You may wish to use this page to record this information.

Depute Headteacher in charge of S1 - Mr J Hand

Register Class

Register Teacher

Practical Class

Pastoral Care Teacher

Support for Learning Teacher

We would like to invite you to a P7 Information Evening at Clydebank High School on Tuesday 14th May at 6.30pm where you will be given an opportunity to meet key staff.

Schools ties (£6) and blazers (£32.50) will be available for sale.

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CONTACT NAMES

Headteacher Ms Jacqui Lynam

Depute Head Teacher Mr J Hand

Transition Liaison

Davaar House Head

Other members of the Senior Management Team:

Depute Headteacher Mr K Downs

Cumbrae House Head

Depute Headteacher Mrs M Rooney

Bute House Head

Depute Headteacher Mrs L Simpson

Support Services

Depute Headteacher Mrs W McInally

Head of Multi-Agency Hub

Depute Headteacher Mrs A Hercus

Support Services

Clydebank High School

Janetta Street
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G81 3EJ

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E-mail: schooloffice@west-dunbarton.gov.uk

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