

# School Handbook

*December 2017*

# Kingspark School



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## Section 1: Welcome and Vision

Kingspark School was purpose-built in session 2009/2010 and is a well-designed building with many excellent facilities including a library with computer suite, soft play room, sensory theatre, large assembly hall, gymnasium, swimming pool and therapy pool. Together with well-proportioned classrooms with the latest technology, these provide a very bright and pleasant working environment for pupils and staff. The school has a very open aspect, and a large grass area surrounds the building, providing attractive play areas.

Kingspark has approximately 180 pupils, aged between five and eighteen years. All of the pupils have complex additional support needs and many have additional physical disabilities or medical problems. The main catchment area for the school is the City of Dundee, but pupils also attend from Angus and other adjoining Authorities.

The management of Kingspark School is the responsibility of the Head Teacher, Mrs Laura Smith, together with the members of the Senior Management Team.

The Vision for all those who are part of the Kingspark community is as follows:

- To create a supportive & positive ethos
- To provide a broad, balanced, child-centred curriculum
- To value everyone as an individual
- To support each pupil to reach their full potential
- To work collaboratively with parents/carers to support learning
- To give parents/carers opportunities to learn more about the school & contribute to its development
- To demonstrate high quality leadership at all levels

## Section 1: Welcome and Vision

- To recognise achievement & celebrate success
- To ensure learners are safe, happy & supported
- To develop a high quality educational experience in a purpose built environment
- To promote effective communication
- To promote multi-disciplinary communication
- To have highly motivated staff & pupils
- To have staff able to deal with change
- To promote effective transitions
- To build closer links with the wider community
- To share resources & recycle materials

## Section 2: School Ethos

In Kingspark we aim to ensure that every pupil has access to the provision most suited to meet their needs in order that they have the opportunity to develop to their full potential. We strive to achieve equality by:

- eliminating barriers to achievement
- assessing and providing for the needs of all pupils
- eliminating discrimination
- taking positive action to promote equality.

All pupils, through the varied curricular and social activities they take part in throughout the school day, are encouraged to:

- take an active part in the life of the school
- develop and sustain friendships
- explore a variety of world cultures
- explore and discuss moral dilemmas relevant to their own experience
- consider their individual effect on and contribution to society.

## Section 3: School Information

**School Address:** ..... Kingspark, Glenaffric Terrace,  
Dundee, DD3 8HF

**Telephone:** ..... 01382 432650

**Email Address:** ..... [kingspark@dundeecity.gov.uk](mailto:kingspark@dundeecity.gov.uk)

**Website:** ..... [www.kingspark.ea.dundeecity.sch.uk](http://www.kingspark.ea.dundeecity.sch.uk)

### Senior Management Team

**Head Teacher:** ..... Laura Smith

**Depute Head Teacher:** ..... Stacey Boyien

**Business Manager:** ..... Allison Paterson

**School Status:** ..... Non-Denominational S1- S6

**School Roll:** ..... 180

**School Hours:** ..... 9.00am - 3.00pm

**Parent Council Contact Info:** ..... Chair: Katie Radtke,  
[kingspark@dundeecity.gov.uk](mailto:kingspark@dundeecity.gov.uk)

**School Chaplain:** ..... Rev Marion Paton

## Section 3: School Information

### **Office Hours**

The school office is open from 08.30 - 16.30. Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

## Section 4: School Policies & Practical Information

### School Terms and Holidays

#### AUTUMN TERM

Monday 13 August 2018 - IN SERVICE DAY (Staff resume)

Tuesday 14 August 2018 - Term starts (Pupils resume)

Friday 5 October 2018 - Term ends

#### AUTUMN HOLIDAY

Monday 8 October 2018 - Holiday starts

Friday 19 October 2018 - Holiday ends

#### WINTER TERM

Monday 22 October 2018 - Term starts

Thursday 15 November 2018 - IN SERVICE DAY

Friday 16 November 2018 - IN SERVICE DAY

Friday 21 December 2018 - Term ends

#### CHRISTMAS HOLIDAY

Monday 24 December 2018 - Holiday starts

Friday 4 January 2019 - Holiday ends

#### SPRING TERM

Monday 7 January 2019 - All resume

Friday 15 - Monday 18 February 2019 - Mid term

Tuesday 19 February 2019 - IN SERVICE DAY

Friday 29 March 2019 - Term ends

#### SPRING HOLIDAY

Monday 1 April 2019 - Holiday starts

Friday 12 April 2019 - Holiday ends

#### SUMMER TERM

Monday 15 April 2019 - Term starts

Monday 6 May 2019 - May Day (schools closed)

Thursday 23 May 2019 - IN SERVICE DAY

Monday 27 May 2019 - Victoria Day (schools closed)

Friday 28 June 2019 - Term ends



## Section 4: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

<b>BOYS</b>	<b>GIRLS</b>
Department colour of polo shirt and sweatshirt with the school emblem. Trousers and a warm waterproof coat	Department colour of polo shirt and sweatshirt with the school emblem. Trousers or skirt and a warm waterproof coat
PE kit (training shoes, shorts and t-shirt) and swimming kit	PE kit (training shoes, shorts and t-shirt) and swimming kit
Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.	

**School Uniform purchase information is available from the School Office.**

### School Clothing Grants

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school. The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Applications can be made online at:

<http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

## Section 4: School Policies & Practical Information

### School Meals

School lunches cost £2.00 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

### Free School Meals

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Applications can be made online at <http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

### Qualifying income for Free School Meals

<http://www.gov.scot/Topics/Education/Schools/HLivi/school-meals/FreeSchoolMeals>

### Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

## Section 4: School Policies & Practical Information

### EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) based on 2014/15 income.

**EMA is a weekly allowance of £30** payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

Applications can be made online at:

<https://www.dundee.gov.uk/education/ema>

### Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but

## Section 4: School Policies & Practical Information

we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

### **Leaving Dates**

#### **Summer Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

#### **Winter Leaving Date**

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

### **Emergency School Closure Procedures**

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

## Section 4: School Policies & Practical Information

### Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Placement in Kingspark is done through an assessment process with decisions on placement being made by the Children and Families Service. Once a decision about placement is made we would encourage all prospective parents/carers to visit the school with a view to seeing the facilities which are available, and to have the opportunity to meet with the appropriate members of the promoted staff and NHS staff. This also affords everyone an opportunity for questions to be answered or concerns to be addressed.

## Section 4: School Policies & Practical Information

### **School Absence procedures**

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's **Attendance Initiative**

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

## Section 4: School Policies & Practical Information

### **Appointments**

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

### **Accidents/Illness at School**

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

**Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.**

There are some pupils in Kingspark who have an emergency protocol as a result of their condition and this would be followed at all times in consultation with the nursing team.

## Section 4: School Policies & Practical Information

### **Promoting Positive Behaviour**

Learning can only properly take place if a suitable atmosphere exists within the school. Our approach is one of friendliness and fairness in which children and adults are expected to treat one another with respect.

The emphasis in school is on making the school environment barrier free, providing pupils with choice in their learning and supporting pupils to understand their own behaviour. The ultimate aim is to promote independence in all the young people to an appropriate level for the individual.

A range of strategies promoting positive behaviour are used across the school and individualised to meet the needs of all pupils.

### **School Concerns and Complaints Procedures**

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/departments-publications/Education>



## Section 5: Parental Involvement

It is important that school and home work together for the benefit of all pupils, and it is particularly important that there is good communication between school and home. We encourage communication through formal and informal channels and operate an 'open door' policy where we are always happy to speak to parents/carers either by phone or in person if they have any matters they wish to discuss.

The following are ways in which we promote communication with parents/carers:

Home-School Day Books, termly School Notes, annual School Reports, Parent Contact Evenings.

Consultation on targets contained in the individual planning tool for each pupil takes place as does consultation on Care Plans.

CSP/Team Around the Child/Post 16 School planning meetings, telephone calls and informal meetings are other ways in which we communicate with parents.

The Kingspark Parent Staff Association is open to all parents/carers and members of staff. The PSA organises social functions and also helps the school by raising funds. It is chaired by Mrs Gail Robertson ASNA. Contact e-mail for Mrs Robertson is: [kingspark@dundeecity.gov.uk](mailto:kingspark@dundeecity.gov.uk)

There is a Parent Group who meet fortnightly within the school.

Parents/carers take this opportunity to meet and discuss issues pertinent to the group. They formulate their own agenda for these meetings and the school support this group to take forward any training/talks they would like organised. The Parent Council meets once per term and is open to all parents and members of staff. Dates and times of these meetings, along with dates and times of Parent Council meetings, will be circulated to all parents via letters, flyers and School Notes. The agenda for Parent Council meetings will be circulated in advance so that all members of the Parent Forum have an opportunity to contribute to this. The chairperson of the Parent Council is Mrs Katie Radtke who can be contacted via the following e-mail: [kingspark@dundeecity.gov.uk](mailto:kingspark@dundeecity.gov.uk)

## Section 6: The Curriculum

### Curriculum for Excellence 3-18

As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

## Section 6: The Curriculum

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes. It enables them to extend and deepen their learning and to continue to develop skills for learning, life and work.

The curriculum provided at Kingspark is designed to allow our pupils the opportunity to reach their full potential. For all of our children the goals we set will be reached by small but highly significant steps. The purpose of education for all our children will be the same but the curriculum which individual pupils require may be very different.

The curriculum at Kingspark is, by necessity, diverse. Routes for Learning is used as an assessment tool to determine targets for those pupils with the most profound barriers to learning while the experiences and outcomes from Curriculum for Excellence form the basis of all curricular experiences. Pupil progress is tracked via the targets set out in individual pupil plans as well as through the school's tracking system in order that we get the clearest picture of each pupil's skills and knowledge.

Much of the learning involves the pupils experiencing the world at first hand and finding things out for themselves. To this end Kingspark staff are keen that pupils have regular opportunities to move from the school into the wider environment of the local community.

Kingspark has specialist subject teachers of Art, Music, Physical Education and Home Economics who work closely with class teachers to provide a total learning experience for pupils which is broad, balanced, progressive and relevant.

Kingspark has developed a specific Senior Phase programme for pupils from S4-S6 which gives them the opportunity to develop skills for adult life as well as giving them the opportunity to gain a range of National Qualifications and other awards.

## Section 6: The Curriculum

### **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Sensitive Issues**

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons.

### **Religious Observance**

We help learners develop a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. The school welcomes diversity and individuality while emphasising our common commitment to honesty, respect for others, compassion and justice. All who are involved in the life of the school have the right to be respected as individuals as well as the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

## Section 6: The Curriculum

### **Assessment**

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings). This is done via the single planning tool which contains the individual targets for each pupil. These are monitored and discussed at all levels within the school

### **Reporting to parents**

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with class teachers and Promoted Staff. If parents require a progress report at any other time, contact should be made with the class teacher, link PT or link DHT so that a meeting can be arranged.

### **Leaving School**

All school leavers go through the Post 16 School Planning process. Parents/carers, school staff and partner agencies work together to ensure that a suitable post-school placement is found for each school leaver. The key to the process is the assessment done with the young person and their family in order to ensure that an appropriate placement is secured. The PT Whole School has responsibility in this area.

## Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support is required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

All of our pupils are encouraged to achieve their full potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services of an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental consent sought.

## Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

## Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

### **Enquire - The Scottish Advice Service for Additional Support for Learning**

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)

an online enquiry service

two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)  
Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

### **Let's Talk ASN**

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

[letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)    0141 445 1955

### **Scottish Child Law Centre**

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.



## Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

## Section 8: School Improvement

The following projects are the identified areas for development in the School Improvement Plan 2015 - 2018.

### **Curriculum for Excellence**

This project will focus on developing the curriculum further. The targets identified are:

- To embed the use of ICT in learning and teaching across the curriculum
- To ensure Health & Wellbeing and Responsibility of All curricular areas are embedded in learning and teaching across the curriculum
- To further develop Curriculum for Excellence approaches to enhance learning and teaching
- To further develop the experiences and accreditation options in the Senior Phase
- To develop an integrated Maths programme from Primary 1 to Secondary 3

### **Helping pupils without making them Helpless**

This project will involve young people, staff, parents/carers and partner agencies in identifying areas for developing using the 'How Nurturing Is Our School?' toolkit. Open Voice events will be used to reflect on what we do well in the areas of Relationships, Style & Approach, Partnership Working and the Physical Environment as well as identifying areas for future training.

### **Kingspark Vision**

This project will involve young people, staff, parents/carers and partner agencies in a range of events to gather ideas and views regarding the Kingspark Vision. Once the content is agreed then views will be sought regarding how it is best promoted within the school. Young people from S4 to S6 complete a variety of National Qualifications at National 1, National 2 and National 3 levels as appropriate. These are delivered within the Senior Phase programme.

## Section 8: School Improvement

The table below shows National Qualification results over the past four years.

Session	Total No. of candidates	National 1 units gained	National 2 units gained	Additional Information
2011-2012	34	134	82	One pupil gained the Access 2 Computer course
2012-2013	56	161	111	
2013-2014	36	Access 1: 22 National 2: 55	141	One pupil gained National 5 Music Performance Skills. Two pupils gained National 3 Art & Design Expressive Units. Two pupils gained National 3 Music Performance Skills.
2014-2015	39	87	274	PERSONAL ACHIEVEMENT AWARDS National 1 – 29 passes National 2 – 99 passes PERSONAL DEVELOPMENT AWARDS National 2 – 13 passes CYCLING AWARD (Cycling Safety & Cycling safety Checks) 7 pupils – 7 passes

## Section 8: School Improvement

### SCHOOL ACHIEVEMENT ACTIVITIES

- Pupils continue to take part in annual events including the Tayside and National Swimming Galas, Tayside and National Athletic events and Wheelchair country dancing.
- Senior pupils continue to participate in Work Experience placements.
- One group of pupils access The Brae disabled riding facilities on a weekly basis.
- Pupils and staff enjoy participating in Enrichment Weeks.
- Senior pupils organise a Rag Bag collection in the school to encourage the recycling of clothes and shoes.
- Pupils achieve success in the Leng Medal Competition.
- Primary pupils participate in the Scots Singing Competition.
- Pupils take part in the Music and Art categories at the Dundee Schools Arts Festival.
- A range of Sports Days take place in the summer term where activities are devised to meet the needs of all pupils.
- The annual Kids Out day is very successful with all pupils taking part.
- Senior ESA pupils participate in the Ninewells community garden.

# Section 9: Extra Curricular Activities

School information



## Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>

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