



All Saints' RC Secondary School

Ready, Respectful, Responsible



School Handbook

WELCOME TO ALL SAINTS' RC SECONDARY SCHOOL

1.



School Information

Denomination Roman Catholic

Stages covered Years S1-S6

Roll for each year group

S1 180
S2 176
S3 179
S4 155
S5 162
S6 100

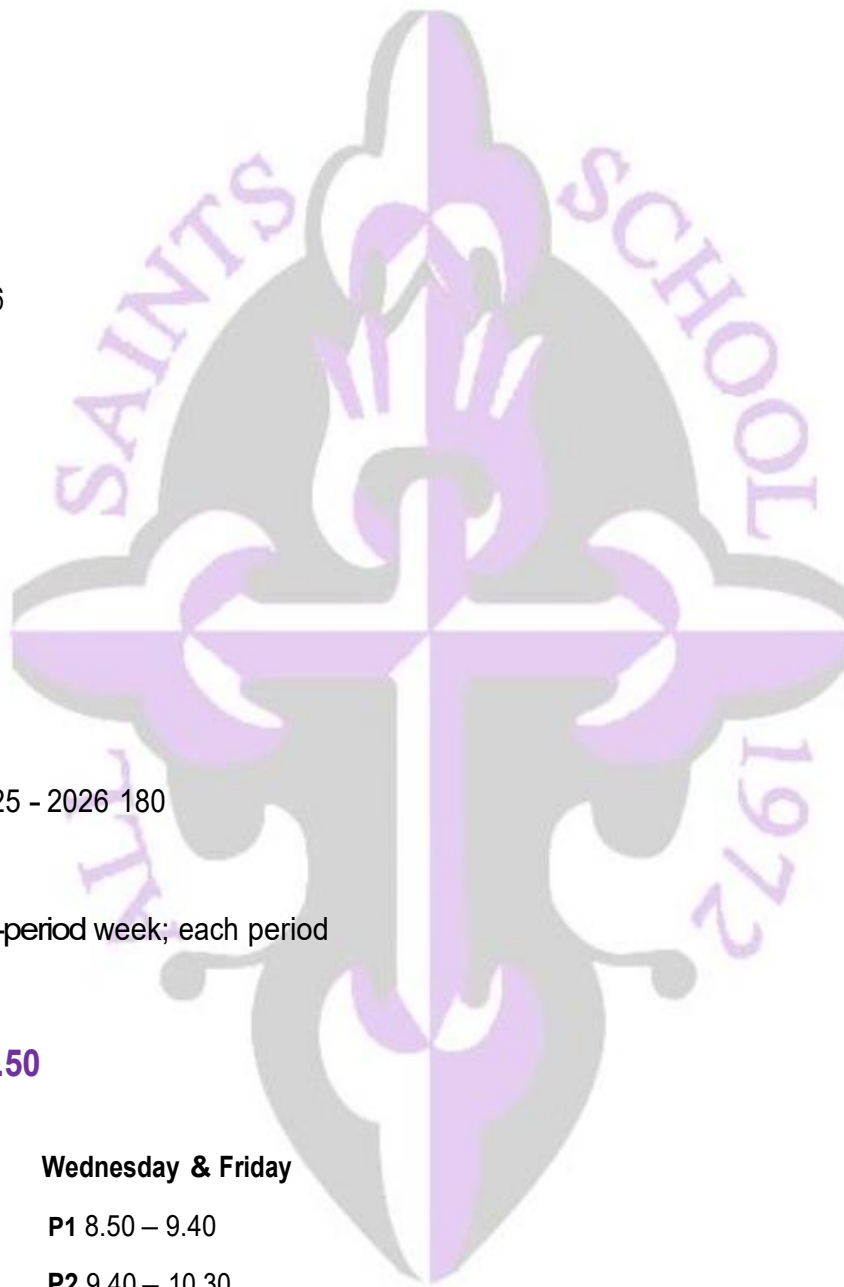
Anticipated S1 Intake 2025 - 2026 180

Day to Day

The school operates a 33-period week; each period is 50 minutes long

School Day Begins 08.50

Monday, Tuesday, Thursday	Wednesday & Friday
P1 8.50 – 9.40	P1 8.50 – 9.40
P2 9.40 – 10.30	P2 9.40 – 10.30
P3 10.30 – 11.20	P3 10.30 – 11.20
Interval 11.20 – 11.35	Interval 11.20 – 11.35
P4 11.35 – 12.25	P4 11.35 – 12.25
P5 12.25 – 1.15	P5 12.25 – 1.15
Lunch 1.15 – 1.55	Lunch 1.15 – 1.55
P6 1.55 – 2.45	P6 1.55 – 2.45
P7 2.45 – 3.35	



ATTENDANCE AND TIMEKEEPING

To ensure the best possible experience of learning, and to improve attainment for all our learners, it is important that young people maintain excellent attendance and timekeeping. We work in partnership with parents to ensure that our learners achieve the best they can from their time in school, and actively engage your support in maintaining good attendance.

We recognise that from time-to-time learners will be absent, and it is important that parents/carers contact the school's central absence line: telephone 0141 287 0039 or email www.glasgow.gov.uk/pupilsbsence in the first instance. We ask that Pupil Support staff are advised of any planned absences, such as doctors' appointments etc., prior to them happening in order that your child can be marked with permission.

Parents/Carers will be informed of learner absence by text message at approx. 10 am each day. Please ensure the school office has your most up to date contact details.

Any absence will remain as 'unauthorised' until explained by direct contact by parent/carer.

It is vital that every absence is reported to the school.

Parents/Carers do not have an automatic right to take their child out of school without permission during school term. The Head Teacher can only authorise time off during term-time in exceptional circumstances.

Exceptional Circumstances include:

- Short term parental/carer placement abroad.
- Family returning to its country of origin for family reasons.
- The period immediately after an illness or accident.
- A period of serious or critical illness of a close relative.
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired

EMERGENCY CONTACT INFORMATION

It is important that all the information/details we hold for your child is kept up to date. Please therefore advise of any changes in the first instance to the school office. **It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.**

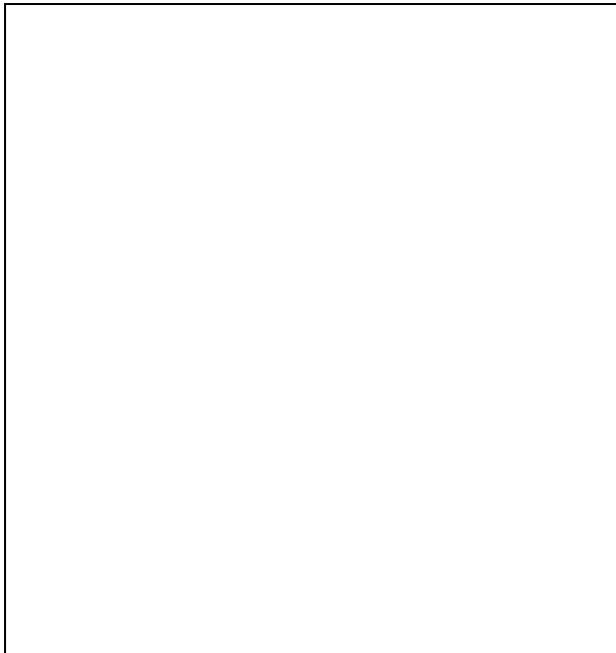
OUR CATHOLIC SCHOOL



We are a Roman Catholic school and work in close partnership with parents as the first and most important educators of their children and with the church, forming a strong framework within which our young people will grow and develop in faith. In addition we work to encourage in all young people a deep and mature response to Christ in their lives as young people evolving into adulthood. Through the work of our school Chaplain, Father Anthony Gallagher, the RE Department and the wider staff we aim to support the religious and spiritual development of our learners in a number of ways:



CHARITABLE WORK



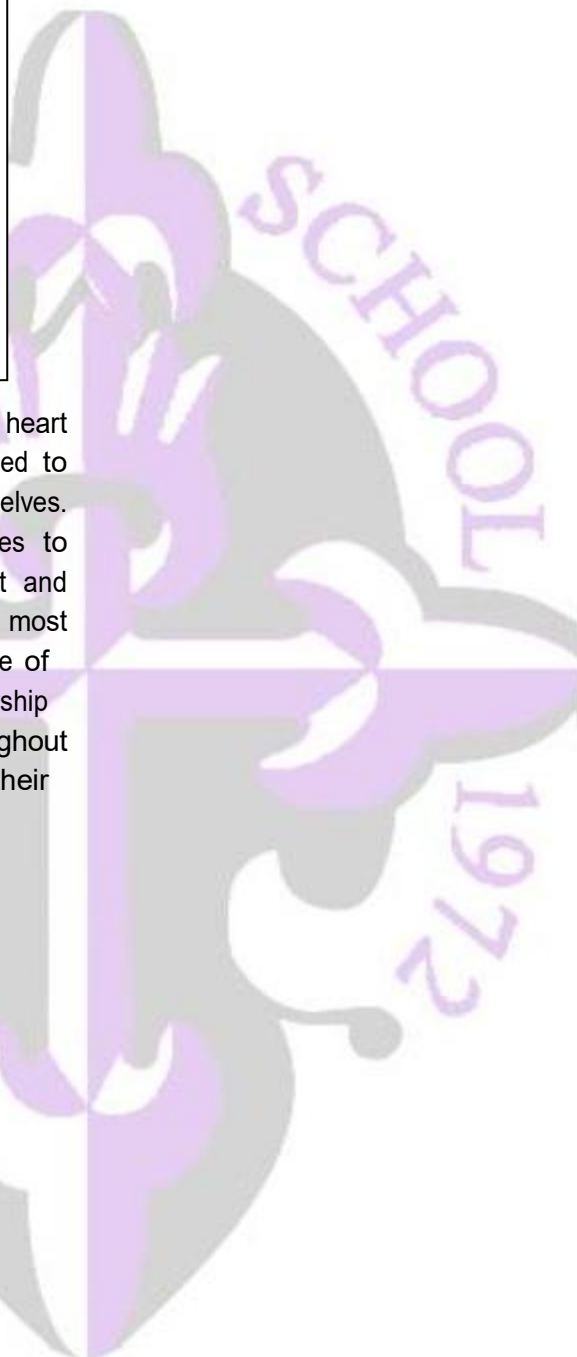
As a Catholic school, our Gospel values are at the heart of our community. Our young people are encouraged to help and support those less fortunate than themselves. Indeed, our young people have proved themselves to be tireless in their work for others. Our Advent and Lenten charity campaigns have proved to be most successful every year. In addition, the young people of All Saints' Secondary continue to work in partnership with a number of charitable organisations throughout the school year to raise awareness and support their fundraising.



MOVING FROM PRIMARY TO SECONDARY

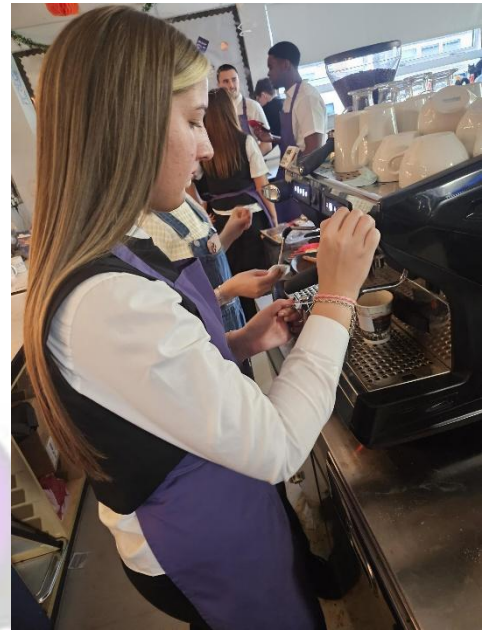
All Saints' Secondary works closely with our partner primaries and nurseries in our Learning Community. Our four partner primary schools are St Catherine's, St Philomena's, St Monica's (Milton) and St Martha's.

High quality partnership with our primary partner primaries is central to our practice in order to ensure a smooth transition from primary to secondary both in



If you choose not to submit an online placing request, download the Placing Request Postal Application Form. Postal applications can also be requested by contacting the CBS Hub on tel 0141 287 8000. **Please do not hand applications into your local school office.** Your completed application should then be posted along with any relevant documentary evidence to;

Glasgow City Council
 CBS Hub
 2-16 Orr Street
 Glasgow
 G40 2QH



OUR OUTSTANDING FACILITIES



WWI Trenches

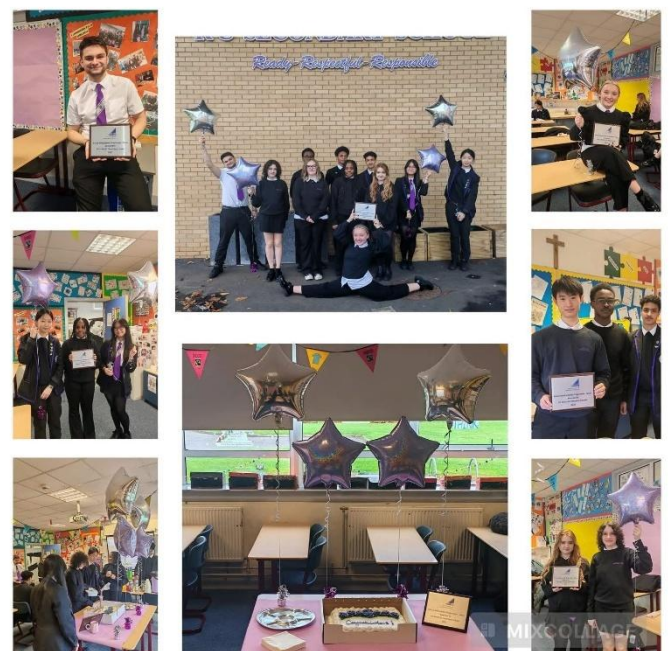


MIXCOLLAGE



Our school was built in 2002 at a cost of £11.7 million. We benefit from a state of the art building which supports the delivery of a comprehensive curriculum.

It is designed to offer all our young people the opportunity to develop the knowledge, skills, qualifications, confidence and character that will be required to support a satisfying and rewarding life; and become effective contributors to the wider community.



MIXCOLLAGE

Our accommodation consists of:

COMMUNICATIONS WITH PARENTS

- 'The Square', which is the centrally located social hub of the school. It offers a social area for all learners to relax and dine during breaks.
- 29 General use classrooms which are equipped to very high standards.
- 25 Practical use rooms for the teaching of Science, Art, Music, Technical and Home Economics.
- 7 Computer labs equipped to a very high standard.
- A Drama Studio.
- An Oratory.
- Library/Learning Centre also with high specification computer provision.
- A Conference Suite.
- A Large Games Hall, two gymnasia, a fitness suite.
- Outdoor facilities that include two grass pitches and one red blaze pitch.
- Outdoor eating/seating facilities.



Support in All Saints' Secondary is designed to provide an integrated and planned approach in ensuring each learner is safe, happy and achieving their potential.

The key aims of Pupil Support are:

- To ensure that each individual learner is known well and supported throughout their school years by a specific member of staff.
- To assist each learner in achieving her/his potential and to provide help in overcoming any obstacle to that achievement.
- To ensure that each learner is prepared for, and assisted through, the appropriate stages of development and choice throughout her/his school career.

All Saints' Secondary is strongly committed to high quality partnership with parents. There are formal opportunities at Parent's Evenings to talk with Learner Support teachers, and other staff, however if you have any concerns about your child's welfare please contact the Pupil Support team who will arrange a convenient time to discuss the issue.

Pupil Support teachers plan and deliver the Personal and Social Education programme which all learners participate in from S1 and S6 to learn about, discuss and reflect on wider issues of learning and living in the twenty-first century.

Learning and teaching in Personal and Social Education provides insight into a wide range of contemporary issues and is essentially concerned with developing life skills. In this context learners are encouraged to give their own opinions and to listen to those of others.

GETTING IT RIGHT FOR EVERY CHILD

GIRFEC and the Named Person

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct

Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

If you would like to access support from the Named Person Service, please contact the school.

LEARNERS WITH ADDITIONAL SUPPORT NEEDS

All Saints' has a duty to ensure that all our young people have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of the lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of young people with physical or sensory impairments.

Acquiring new skills brings challenges to everyone and some young people require some extra support in meeting these challenges. All teachers have a role in this area but the Support for Learning Team – teachers and pupil support assistants – work closely with parents and staff to ensure that extra support is available when needed. Some learners may require extra help and the Support for Learning Team work with them in smaller groups, providing targeted support to help them become more confident in their learning and able to make progress. Support for learning staff also offer staff and parents advice and assessment of individual learning needs. Learners who require additional support for SQA examinations will also be advised and supported by the Support for Learning staff.

(a) The authority's policy in relation to provision for additional support needs,

GCC Policy – Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential.

Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special

www.glasgow.gov.uk/index.aspx?articleid=8627



OUR CURRICLUM

The curriculum for S1, S2 and S3 aims to fulfil this definition for Curriculum for Excellence from Excellence documentation:

“The curriculum reflects what we value as a nation and what we seek for our young people. It is designed to convey knowledge which is considered to be important and to promote the development of values, understanding and capabilities. It is concerned with what is to be learned and how it is taught”

Learning in the Broad General Education from S1-S3 young people experience all eight curriculum areas of Curriculum for Excellence:

- Language - English / French / Spanish / German
- Mathematics
- Social Studies - Geography/History/Modern Studies
- Science – Biology/Chemistry/Physics
- Technology - IT / Technical/FEAT/Design & Technology
- Expressive Arts - Art & Design / Music / Drama
- Health & Well Being - PSE / PE / Home Economics
- RE - Religious Education

There is also a focus on developing literacy and numeracy skills across every subject area as well as skills for Learning, Life and Work as young people prepare for their adult lives. In addition learning takes place in the following areas of our school life:

- Inter-disciplinary experiences (working across a range of subjects to link learning)
- Learning through the ethos and life of the school.

At the end of S2 there is an opportunity for personalisation and choice for all learners

Learners in S3 will continue to learn within the Broad General Education leading to national qualifications in the Senior Phase.

Throughout the Broad General Education our learners use GLOW to record their many wider achievements culminating in their S3 Profile.

Curriculum for Excellence at all stages aims to:



Broad General Education S1 – S3

Within BGE learner progress is assessed through a wide range of approaches: presentations, performances, research, problem solving, teamwork, skill demonstrations and so on.

Learners are broadly expected to provide evidence of learning in the following contexts –

- Say - Make - Write - Do

Our focus is on identifying and developing the strengths of the learners, as well as providing them with positive steps for improvement. All young people will make progress within the 4 capacities in becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Most young people by the end of S3 will achieve third curricular level in Curriculum for Excellence and may well achieve fourth level. The fourth level is broadly the equivalent to National 4. Progress in learning will be defined by how much and how well learners are learning as well as rate of progress. Evidence of progress will come from day to-day learning as well as formal assessments.

THE SENIOR PHASE: S4 – S6

The Senior Phase offers opportunity for further specialisation leading to national qualifications. We aim to -

- Enable specialism, depth and rigour.
- Prepare learners for achieving their academic qualifications to the highest level of which they are capable.
- Develop skills for learning, life and work.
- Provide a range of activities which enable learners to become successful learners, confident individuals, effective contributors and responsible citizens.
- Support our learners extensively as they move on to a positive destination when they leave school.

As an inclusive school we aim to meet the needs of all learners from S4 to S6. We have strong partnerships with local colleges and education providers. Strong links

To ensure Parents/Carers are fully aware of their child's progress we provide frequent tracking reports which identify areas of strength and next steps for improvement. In the senior phase this also gives parents and learners a good indication of likely success at SQA examinations.

Whilst Parents' Evenings provide a formal opportunity for you to speak with your child's teacher, we always encourage parents to contact the appropriate Pupil Support Teacher at any point if you wish to discuss any aspect of your child's education.

HOME LEARNING

In All Saints' Secondary homework is a key element of learning, which reinforces the work completed in the school. The level and amount of homework will vary across subjects and year groups, as will the types of tasks learners are asked to complete. Homework need not always be a written exercise – it can be learning, visiting a local library or carrying out research on the internet to name only a few.

Our learners are always encouraged to take responsibility for their own learning, and in particular from S4 onwards learners should be spending time studying for their exams in addition to completing homework tasks issued by the teacher.



SUPPORTED STUDY

This is an important initiative which allows pupils to attend additional classes after school. Large numbers of our staff give generously of their time in this area. Subjects on offer will depend on the staff available to deliver. Learners will be kept informed of the arrangements

Workload Planner

Allocate specific times where possible	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
Homework issued							
Prelim revision priority 1							
Prelim revision priority 2							
Prelim revision priority 3							
Prelim revision priority 4							
Prelim revision priority 5							

CLOTHING GRANTS

You may be eligible for a Clothing Grant if you have a child that attends a Glasgow school, and you receive any of the following benefits:

Housing Benefit/Council Tax Reduction, Universal Credit, and your monthly earned income is £796 or less. Income Support/Income based Job Seeker's Allowance or any income related element of Employment and Support Allowance. Child Tax Credit, but not Working Tax Credit, with an annual income of less than £19,995. Both Working Tax Credit and Child Tax Credit with an annual income of less than £19,995 Support under part VI of the immigration and asylum act 1999

Apply online via GCC Web -schools grants section

www.glasgow.gov.uk/article/9429/Clothing-Grant-and-Free-School-Meals-Application

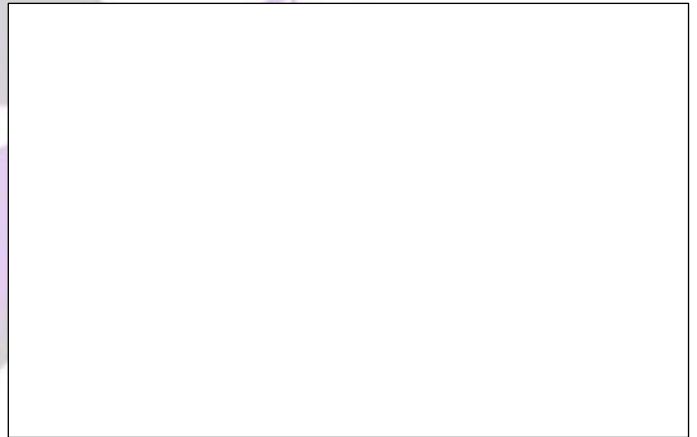
Please note before any online application can be completed all parents/carers will require to have or set up 'myaccount' via the GCC website

Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education.

Glasgow City Council is concerned at the level of claims being received regarding the loss of young peoples' clothing and/or personal belongings.

Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any

claims submitted are likely to be met only where the authority can be shown to have been negligent

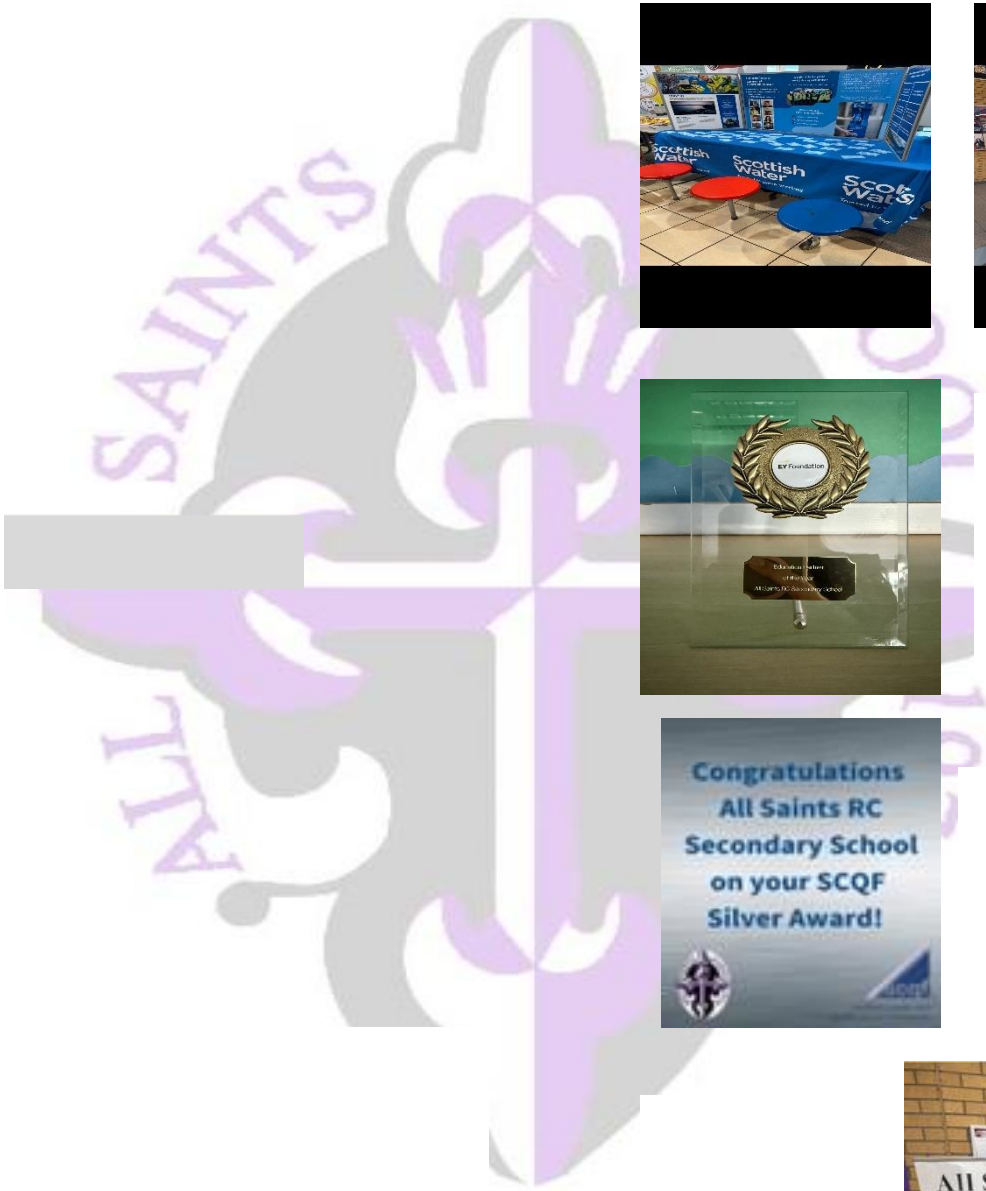


Learners are also asked for their views on learning and teaching, and on whole school proposals.

Our Learner Voice programme is an example of the school's ethos of inclusiveness, and offers young people opportunities to participate responsibly in the democratic process, while developing valuable skills of leadership, decision-making and team-working.

SCHOOL PERFORMANCE PROFILE 

Attainment Success



Our Leavers

Our leavers destinations were also very strong – with 98.7% of young people achieving a positive destination; most of our young people continue to progress to college or university but there are also many who move on to training; apprenticeships or straight to employment or volunteering. This is great to see and is absolutely to our young people's credit.



SCHOOL IMPROVEMENT PLAN SUMMARY

2025-26

Our Improvement Plan is available on our school website.

We have identified 3 main challenges to improve in All Saints' during session 2025-26

Priorities for development:

- 1: Improve the quality and consistency of teaching & Learning for all
- 2: Get it right for everyone in our learning community, including improved wellbeing & improved outcomes in our BGE, Senior Phase and at exit point
- 3: Improve our curriculum across all four contexts for learning, Supporting young people to develop all four capacities

Free School Meals

You may be eligible for a Free School if you have a child that attends a Glasgow school, and you receive any of the following benefits:

Universal Credit, and your monthly earned income is £796 or less. Income Support/Income based Job Seeker's Allowance or any income related element of Employment and Support Allowance. Child Tax Credit, but not working Tax Credit, with an annual income of less than £19,995. Both Working Tax Credit and Child Tax Credit with an annual income of less than £9,552. Support under part VI of the immigration and asylum act 1999

Apply online via GCC Web -schools grants section
www.glasgow.gov.uk/article/9429/Clothing-Grant-and-Free-School-Meals-Application



Transport

Free transport is available to all young people who live out with a certain radius from their local school. Recognised by the shortest safe walking route currently 2.2 miles for secondary schools. Apply online.

<https://www.glasgow.gov.uk/schooltransport>

DATA PROTECTION – USE OF INFORMATION ABOUT CHILDREN AND PARENT/CARERS

We collect information about children and young people attending school (and about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).



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'Please note that whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents'

