



All Saints' RC Secondary School

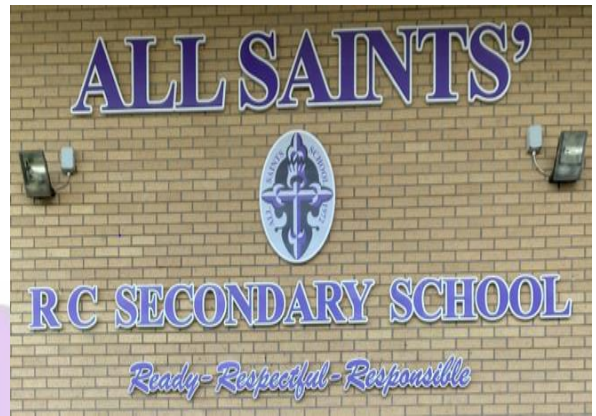


Ready, Respectful, Responsible



School Handbook

WELCOME TO ALL SAINTS' RC SECONDARY SCHOOL



OUR VISION STATEMENT

The **Vision** statement - *"Through faith, community and learning, together we achieve and grow"*

Values:

Love - Equity - Ambition - Respect - Nurture

In terms of Public Promise: As a community of faith and an excellent place of learning, by 2026 we will be (or will have):

1. Improve(d) the quality and consistency of teaching and learning for all.
2. Getting it right for everyone in our learning community, including improved wellbeing & improved outcomes in our BGE, Senior Phase and at exit point.
3. Improve(d) our curriculum across all four contexts for learning, built the four capacities and supported young people to develop their God given talents.

Dear Parent and Carer

This handbook is designed to provide you with information around key aspects of life in our school. As a community of faith and learning, we are fully committed to providing the best experiences for all learners and to ensuring that they fulfil their potential; this commitment is reflected in everything that we do and we have provided a flavour of some of these things in this handbook.

We really value our partnership with you as the parents and carers of our young people; our working together plays a vital part in ensuring your child gets the very best out of their time in All Saints'.

Our school enjoys productive relationships with many partner organisations - including our Chaplain and Parishes - which allow our young people to develop both spiritually and personally.

If you would like any further information about our school please do not hesitate to get in touch.

Thank you for your support and we wish you well.

Brian McDermott

Head Teacher

Last updated 1 December 2023

School Information

Denomination Roman Catholic
Type Co-educational

Present roll 907

Stages covered Years S1-S6

Roll for each year group

S1 176
S2 146
S3 172
S4 159
S5 134
S6 111

Anticipated S1 Intake 2023 - 2024 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 | |

School Staff

A full list is available on the school website and parents/carers will be updated on any changes as required. The Leadership team is as follows:

Head Teacher: Mr B McDermott

Depute Heads:

Acting - Ms N Darroch S1&S2

Mr B Gallagher S3

Acting - Ms N Carruthers S4

Mr C Shannon S5&S6

School Holidays 2023-24

Christmas/New Year

Schools close at 2.30pm on Friday 22 December 2023

Monday 25 December 2023 to Friday 5 January 2024 (inclusive)
Monday 8th January 2024
Return to school

February Mid Term Break

Monday 12 February to Tuesday 13 February 2024 (inclusive)
Wednesday 14 February 2024
In-Service Day

April - Spring Holiday

Friday 29 March 2024 (Good Friday)
Monday 1 April 2024 (Easter Monday)
Monday 1 April 2024 – Friday 12 April 2024

Schools return on Monday 15 April 2024

In-Service Day

Thursday 2 May 2024

May Day

Monday 6 May 2024

May Weekend

Friday 24 May 2024 – Monday 27 May 2024 (inclusive)

School Closes

Wednesday 26 June 2024

Full details of holiday dates are available on the Glasgow City Council website:

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

accommodation.

- Holidays which overlap the beginning or end of term.

In the first instance absence is investigated by your child's Pastoral Care Teacher. Glasgow City Council has the power to write to, interview or prosecute parents/carers, or to refer young people to the Reporter to the Children's Panel, if necessary.

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

MEDICAL & HEALTHCARE

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts and the local media etc.

EMERGENCY CONTACT INFORMATION

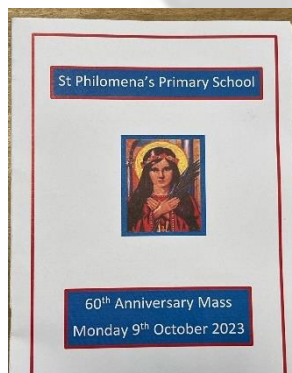
It is important that all the information/details we hold for your child is kept up to date. Please therefore advise of any changes in the first instance to the school office. **It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts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

OUR CATHOLIC SCHOOL

Celebrating 175 years of St. Vincent De Paul



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:



The Feast Day of All Saints' each November is a key liturgical date in our calendar and is a major celebration in the school. Holy Mass is celebrated twice each week in our oratory and on Holidays of Obligation in our local Parishes. During Advent and Lent Mass is celebrated each day. To recognise key events in the school community we also have the S1/S6 Mass of Welcome and S6 Leavers Mass. Retreats for every year-group are a particularly powerful experience of faith and faith development for all our learners.



Caritas Candidates

Our school ethos is articulated in our Mission Statement. As a Roman Catholic school our strong, inclusive Catholic ethos is central to all that we do as a community. Our faith is lived out each and every day through our Gospel values as they are believed but also as they are experienced.

While we are a Roman Catholic school we warmly welcome children from a range of faith back-grounds. The diversity of our community provides a meaningful opportunity for all of our young people to develop their spiritual life.

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

terms of the curriculum, learning experiences and also in continuing to build the confidence of our learners.

Parents of learners in Primary 7 are invited to our Information Days where there is an opportunity to meet the staff of the school and experience our showcase of learning and teaching. Throughout Primary 7 there are many informal opportunities for our young learners to visit All Saints' while they are in their final stages in primary. In particular, during the summer term, all primary 7 learners are invited to participate in our Induction Programme. This gives our young learners a rich opportunity to become more aware of the secondary school timetable and to have a clearer understanding of their "new school". This is a real benefit to learners when they arrive in August.

The S1 curriculum is a common course for all learners. The curriculum embraces all aspects of a Curriculum for Excellence, providing a broad spectrum of subjects that complement one another and provide the range of skills necessary for future success. These skills are delivered within curricular areas:

Accounting/Business/Computing
English
Expressive Arts
Health and Wellbeing
Languages
Mathematics
RE
PSE
Science
Social Studies
Technologies & FEAT

PLACING REQUEST APPLICATIONS

We continue to attract many placing requests each year from learners out with the catchment area. Enrolment of learners out with our partner primary schools can be arranged by submitting an online placing request form via the Glasgow City Council website. Forms are available by clicking on the under-noted link;

Applications should be made on line via GCC Web "Schools and Learning" at the following link:-

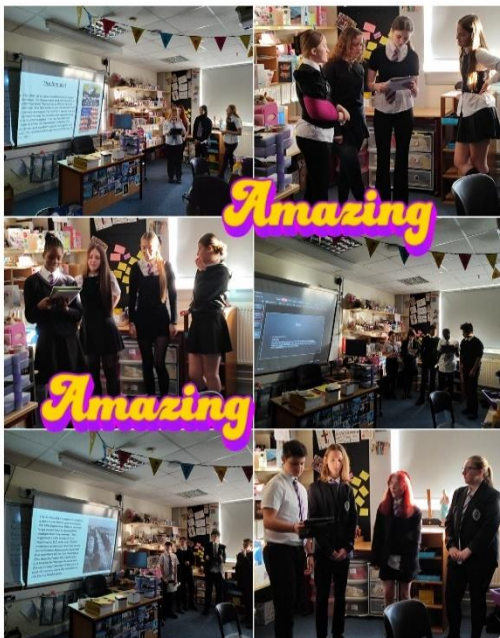
<https://www.glasgow.gov.uk/index.aspx?articleid=18205>

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

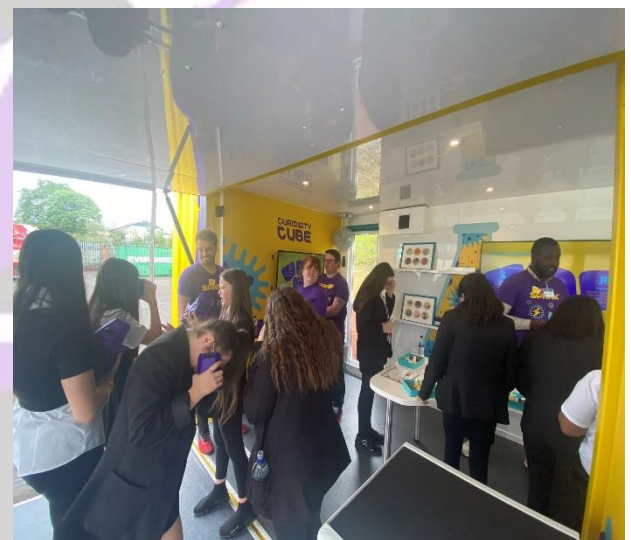


OUR OUTSTANDING FACILITIES



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.



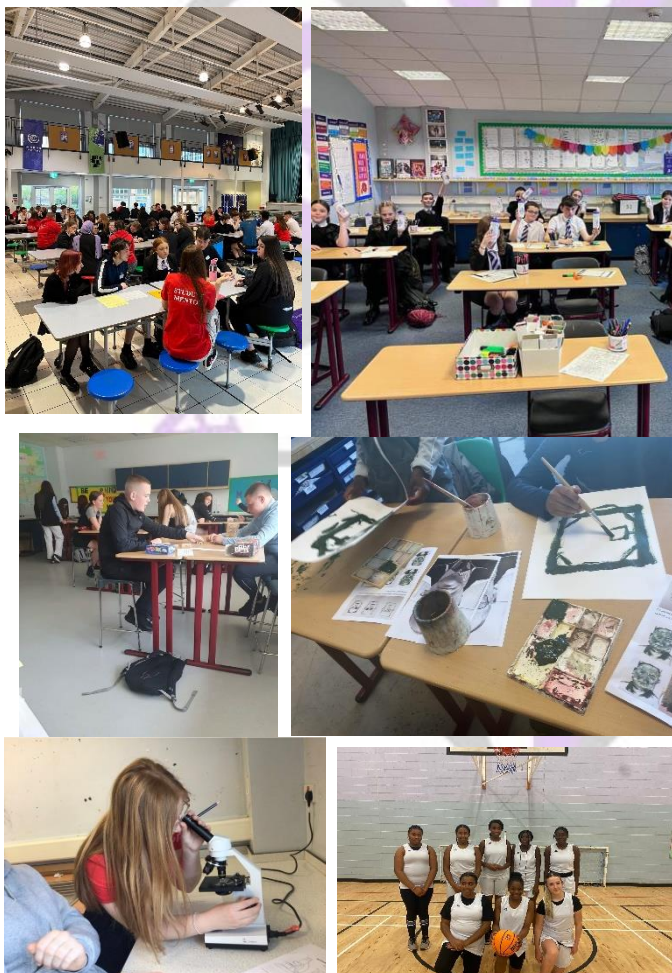
Merck Group Curiosity Cube



Wellbeing Day in the Home Economics Department

Our accommodation consists of:

- '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 gymnasias, a fitness suite.
- Outdoor facilities that include two grass pitches and one red blaze pitch.
- Outdoor eating/seating facilities.



All parents are encouraged to play a full and rewarding part in the partnership with the school which seeks to deliver the very best education to their children.

Our Parent Council is actively involved and always keen to have new members. Please contact the Head Teacher directly if you would like to be involved in our Parent Council.

COMMUNICATIONS WITH PARENTS

There are a range of ways we use to try to make sure that parents are kept well informed at all times.

- Our main form of communication is via email/text through groupcall. It is therefore vitally important that all email addresses are kept up to date.
- Through our newsletters, school website, Twitter, parent council and this handbook.
- We provide tracking reports to parents at various points in the year. These records provide high quality information on each learner's progress.
- Subject departments may also contact you to highlight areas of success and, occasionally areas for improvement.
- Pastoral Care staff will regularly make contact to discuss a learner's experience in our school.

Each year group has a dedicated P.T. Pupil Support who will provide support & guidance for every young person in their year group.

S1 J Henry
S2 S Brady
S3 A Lamont
S4 C Franceschi
S5 M Marlin
S6 J Henry

S McQuade – mixture of the above year groups

Each year group has a DHT who oversees the well-being and attainment of the learners in their year group

The pupil support teacher is the key adult who will have a holistic overview of your child's progress. They should be contacted in the first instance to discuss any matter regarding your child's education.

Curriculum for Excellence documentation states that schools must provide universal support for all learners and targeted support for those learners with additional support needs. Our goal for all learners in All Saints' is that they have frequent and regular opportunities to discuss their learning and development with a teacher who knows them well and with whom they have a mutual and trusting relationship.

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

contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIREC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what make a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

They understand what is happening and why

They have been listened to carefully and their wishes have been heard and understood

They will feel confident about the help they are getting

They are appropriately involved in discussions and decisions that affect them

They can rely on appropriate help being available as soon as possible

They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

Putting the child or young person at the centre and developing a shared understanding within and across agencies

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

educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person, or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

Any parent/carer seeking further advice regarding this policy should contact the Head teacher in the first instance.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website.

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

We are fully committed to meeting the needs of all our learners. We hold regular meetings at which we plan for those learners who might benefit from additional support, whether from classroom teachers, group work or support from other agencies such as psychological services, sensory support and so on. All our strategies are discussed and agreed with parents.



OUR CURRICLUM

The curriculum for S1, S2 and S3 aims to fulfil this definition from 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
- Mathematics
- Social Studies
- Science
- Technology – IT/ Technical
- 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.

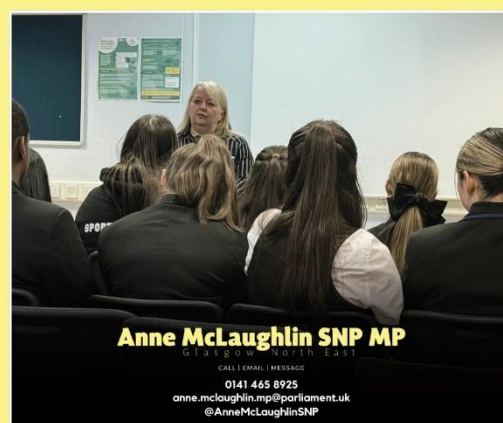
Learners in S3 will continue to learn within the Broad General Education leading to national qualifications in the Senior Phase.

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:

- Prepare all young people for lifelong learning.
- Build confidence and success in learning.
- Develop citizenship awareness and participation.
- Improve health and well-being in all our young people.

In our provision of this exciting curriculum we aim to ensure all our young people are well-qualified, skilled and self-confident, able to contribute to their own and the wider community. All Saints' Secondary offers young people opportunities to try new things, develop new skills, experience success and enjoy learning.



ASSESSING LEARNING

Effective assessment is a major feature of ensuring effective learning and progress.

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 rated 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

have also been made with local Universities and businesses.

In the senior phase it is extremely important that students set and achieve challenging and realistic targets. In view of this All Saints' Secondary offers a rigorous Options Programme to support and inform student choice.

Opportunities for personal development continue within, and beyond, the taught curriculum. Learners are offered a range of opportunities to build leadership, communication, and team-working skills through involvement in a number of events in the school and wider community.

Our learners participate in an extensive PSHE programme from S1 to S6 through curricular areas, inserts, and assemblies. This covers all areas of Health and Wellbeing including drugs and relationships education. We keep parents and carers informed of all aspects of Health and Wellbeing through parental reports and newsletters.

We are committed to excellent attainment and to ensuring that our young people achieve their potential.



REPORTING TO PARENTS

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 during lunchtimes, after school, Saturday mornings, and during holiday periods. 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



PROMOTING POSITIVE BEHAVIOUR

The smooth running of All Saints' RC Secondary School requires a high standard of behaviour from all within it. We value the support of parents and carers in helping us to achieve this. All learners are **expected and supported** to behave well and respect their own safety and that of others.

Our expectations are clearly communicated to young people, we aim to meet the needs of learners and ensure a positive and safe learning environment for all.

OUR SCHOOL DRESS CODE



Our school uniform promotes a real sense of school identity, shared values, self-confidence and a shared sense of community. The uniform is actively supported by our learners, parents and the Parent Council, and is of great benefit to our young people.

Our uniform in All Saints Secondary is:

- School Blazer
- White shirt
- School tie
- Black formal dress trousers / skirt
- All black footwear

Our school tie is available from the school office, and blazers can be purchased from;

BE SCHOOLWEAR 35b Argyle Street Station
Glasgow G2 8AH Tel. 221 4472

CLOTHING GRANTS

Parents/carers receiving any amount of Housing Benefit or Council Tax Reduction or Income Support, Income-Based Job Seekers Allowance, Income related ESA, Child Tax Credit only (with an annual annual income of less than £17,005) Both Working Tax Credit and Child Tax Credit with an annual income of up to £17,005) Universal Credit with a monthly earned income of not more than £660. Support under part VI of the immigration and asylum act 1999

Apply on line via GCC Web -schools grants section
www.glasgow.gov.uk/article/17519/Grants-and-Allowances

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

PE KIT

It is important that learners come prepared to learn, and for PE this requires bringing appropriate PE kit.



Learners who are not participating in PE for whatever reasons should still bring their PE kit to allow them to assist in the lesson by refereeing, keeping cores, or assisting with the distribution of equipment.

This ensures they are still able to take part in some way in the work of the class, and do not miss out on the knowledge and understanding of the course.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings
- Could cause damage to flooring
- Carry advertising, particularly for alcohol or tobacco
- Could be used to inflict damage on other learners or be used by others to do so

Items of clothing which fall into these categories should not be worn to school.

PERSONAL ACHIEVEMENTS



Recognising achievement is an integral part of the Curriculum for Excellence. This is important as it can increase self-esteem, improve motivation and keep people engaged in learning.

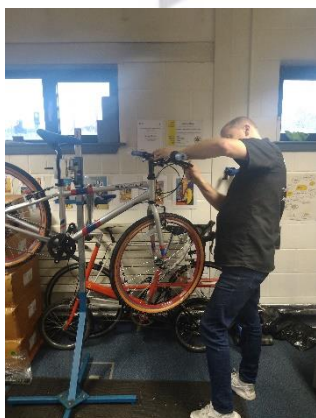
All Saints' RC Secondary offers all young people opportunities for academic attainment and a wide range of opportunities to experience success and achievement.

These wider achievements can include gaining skills required for the world of work and extra-curricular activities both in and out of school.

All of our learners are encouraged to pursue extra-curricular and wider interests as part of their balance education.



Glasgow Clyde Fashion Workshop



Free bikes for schools project



Barista Team supporting the Careers' Carousel event,



Netball team competing against Gaelic school



S3 learners had a great time at Pollok Country Park today, learning about the role of a Livestock Assistant and getting to meet and feed some very friendly highland cows.



Students completed module 1 SQA at Hooves ad Paws Equestrian Centre

Our Caritas candidates becoming commissioned in a special service delivered by Archbishop Nolan



The Pope Benedict XVI Caritas Award was introduced by the Bishops of Scotland to encourage young people as they develop on their faith journey. This new award celebrates the faith witness which young people can give within their local communities. Many of our S6 students are working towards their Caritas Award.

In the past two years over 10 learners have been successful in achieving this and each one of them has shown great commitment to their school, parish and community in many activities ranging from one to one support to running a lunchtime club and volunteering in their parish for reader or children's liturgy.

These young people are active in their schools and in parishes showing how "Caritas" is the love of God and neighbour. They are showing love in the support they provide to those in need- younger learners, senior citizens, parishioners, those in other countries whose needs are far greater than their own.

LEARNER VOICE

The voice and opinions of our learners are central to the school as a community. While our learners are always encouraged to give their views, celebrate successes and voice opinions in a range of different ways, it is important to provide a formal opportunity to give their views and this is provided through our Learner Voice programme. Every class in every year group nominates representatives for this forum.

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 young people achieved great success across the SCQF framework and in SQA examinations during session 2022-2023.

Our S4 maintained the huge improvements attained by the previous cohort, with 39% of young people achieving 5 or more SCQF 5 qualifications, 30% achieving 5 or more traditional National 5 qualifications. 81% of S4 pupils achieved at least one SCQF 5 qualification.

In S5, over 9% of young people attained 5 or more traditional Highers, up from 6% in 2021-2022 and our highest ever achieved; moreover, 15% of this cohort achieved 5 or more SCQF 6 level qualifications. 63% of S5 achieved at least one SCQF 6 qualification.

In S6, 34% of young people left school with 5 or more SCQF 6 qualifications, again improving on last year's performance. 68% of young people in S6 left with at least one SCQF 6 level qualification – a key entry level qualification for further education.

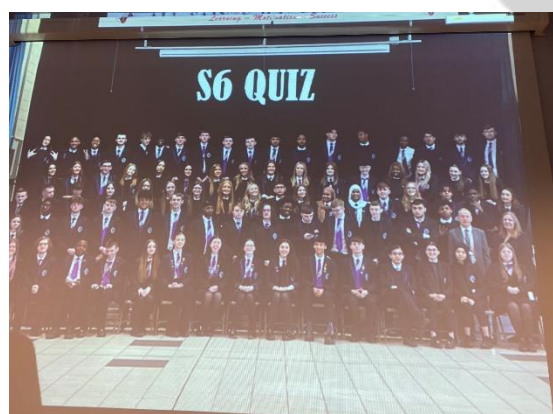
We are incredibly proud of our young people; at all levels they have worked so hard and it is brilliant to see their commitment to learning pay off.



Glasgow Caledonian University came to All Saints' to support our destinations work. Really insightful workshops on life at University for our S5 learners
#destinations #partnerships



Developing the Young Workforce
All Saints' Careers' Carousel



Our Leavers

Our leavers destinations were also very strong – with 97.3% of young people achieving a positive destination; the majority 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.



EDUCATION MAINTENANCE ALLOWANCES (EMA)

EMA is a weekly allowance of £30 paid to the young person during the school year (During Term Time) It is paid on a two-weekly basis. It provides financial support for 16-19 year olds who stay on at school for a minimum of 21 guided learning hours per week.

Apply online at the school grants section;

www.glasgow.gov.uk/article/17519/Grants-and-Allowances

SCHOOL MEALS



SCHOOL IMPROVEMENT PLAN SUMMARY

2023-24

Our Improvement Plan is available on our school website.

We have identified 3 main challenges to improve in All Saints' during session 2023-24.

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

We work with Cordia, Glasgow City Council's arm's length catering company, to support school meals. Cordia provide our school's 'Fuel Zone'. Fuel Zone choices allow All Saints' Learners to select the most appropriate food stations for our need depending on learners' preferences. Fuel Zone choices offers a wide range of healthy menus with a greater choice at lunch time including Vegetarian and Halal food.

At Interval for £1 you can choose from a hot or cold roll. Toast 40p. Bottle of water 30p. Can of juice 50p. Bottle £1.10. Cereal bar 50p. Pop Oats 60p.

For £2.00 at lunchtime you can select a main item, yoghurt, milk or water and fill up on homemade soup, bread, fruit and vegetables.

The introduction of the ParentPay earlier this year allows you to pay for your child's meal through the ParentPay App as the fuel zone no longer accepts cash.

Free School Meals

Children and young people of parents/carers receiving Income Support/Income based Job Seekers Allowance(JSA) or Income-Related Employment & Support Allowance (ESA), Both Working Tax Credit and Child Tax Credit with a household income of up to £7.920. Child Tax Credit only (where income is less than £17,005) Universal Credit with a monthly earned income of not more than £660. Asylum Seekers -A copy of your ARC Card or Bail 201 are entitled to a free midday meal.

Apply online at the school grants section:

www.glasgow.gov.uk/article/17519/Grants-and-Allowances

Before you start you will be asked to create a mygov.scot account (if you don't already have one) for which you will need an email address



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. Application forms are available from the school office.

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

We collect information about children and young people attending school (and also 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).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information www.glasgow.gov.uk/privacy.

COMMENTS & COMPLAINTS

In All Saints' RC Secondary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the relevant Head of Year in the first instance.

Glasgow City Council complaints procedures are available:

www.glasgow.gov.uk/educationcomplaints

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East

40 John Street
Glasgow G1 1JL
Tel: 0141 287 5384

E-mail: education@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

School Contact Information:

Head Teacher
All Saints' RC Secondary School
299 Ryehill Road
Glasgow
G21 3EN

Tel 0141 582 0010
Fax 0141 582 0011

Website www.allsaints-sec.glasgow.sch.uk



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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'

