



PROSPECTUS 2011-12

**The information given in this Prospectus is correct at the time of publication
but may be subject to change as a result of changes in staffing or
further development of courses and services in the school.**

October 2010

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WELCOME TO LEITH ACADEMY

Introduction

We publish this prospectus in the firm belief that parents, the community and the school must work together in the education of your child. Effective co-operation of this sort will only be possible if you, the parents, are totally aware of what the school is trying to do, how it is organised and the opportunities it offers.

Leith Academy has enjoyed a long history of successful learning and teaching. We aim to give an education just right for the age, interests and ability of each child. An important part of our work is the creation of a positive learning environment and the development of a “success culture” in which each young person achieves her/his very best. Classroom subjects are offered at different levels and in groups designed to meet the widest possible range of abilities, interests and career prospects.

The formal education is only part of the story since we also accept some responsibility for the growth of character and personality in the young people in our care. We realise we are only one of the many influences at work on the adolescent of today. However, we see it as our duty to provide, through the curriculum, through extra-curricular activities, through the Pupil Support system and through the general atmosphere of the school, an environment likely to encourage the growth of acceptable attitudes and personal qualities.

This prospectus can only tell part of the story. The spirit within the school, its standards and ultimate success are less easily put into words. For you to make an assessment of these, recent former pupils and parents are probably your best source of information. We are happy to be ‘judged’ by our previous customers! If you wish further advice not to be found in this prospectus, please contact us at the school.

Please study this prospectus and discuss its contents with your daughter or son. It will probably be useful to keep it for the future. An updated version is a permanent feature of our website, the address for which is given later. All the information is accurate at this time but will be subject to change of roll, staff and resources each year.

J M Simpson
Headteacher



Leith Academy is a six-year, comprehensive, community school, with over 900 pupils and around 3000 (part-time) adults enrolled. It was built in 1991 and offers a wide range of learning opportunities in a modern, attractive environment. The school is committed to raising expectations and standards amongst our young people and adult learners. We also aim to provide opportunities which will enable learners to make the best of their skills, abilities and talents and experience a sense of achievement.

LEITH ACADEMY VALUES

Staff, pupils and parents value:

- success in learning for all
- mutual respect and caring for others
- individual needs and development
- honesty and fairness in our actions

LEITH ACADEMY AIMS

- **Curriculum** – To ensure a broad and balanced curriculum that provides each individual learner with the best and most appropriate learning opportunities and experiences.
- **Attainment** – To ensure that all learners are able to realise their potential through high expectations, the promotion of a work ethic and the recognition of achievement.
- **Learning and Teaching** – To provide high quality learning and teaching experiences that challenge and motivate learners, developing positive attitudes and responsibility for learning. To clarify the purpose and relevance of learning. To promote innovation and creativity in teaching.
- **Support for Pupils** – To provide effective support systems for all learners which promote good behaviour, self-discipline and respect for others. To ensure that values and standards are consistently and fairly applied across the school.
- **Ethos** – To provide a high quality, welcoming, safe and caring environment in which all are valued and supported, and for which all share responsibility.
- **Management** – To improve the quality of learning and teaching through effective leadership, organisation and management of the school's staff and resources.
- **Health Promotion** – To develop strategies which promote good health, physical and mental well-being and self-esteem for all.
- **Staff Development** – To encourage personal responsibility for meaningful continuing professional development in all staff, in order to improve the quality of experiences for learners.
- **Partnership** – To further develop effective partnerships between the school, its associated primaries, the parents, external agencies and its wider community.
- **Lifelong Learning** – To foster in learners a desire for knowledge and understanding, while equipping them with skills and positive attitudes for life as a foundation for lifelong learning.
- **Values and Citizenship** – To promote responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.
- **Social Inclusion** – To ensure that every learner enjoys quality of access to educational opportunities, appropriate to identified needs.

ACCOMMODATION AND FACILITIES

Leith Academy has excellent accommodation and resources. This includes the following: general classrooms, seminar rooms, a Library Resource Centre, computer rooms, a theatre, games hall, sports clubhouse, 25 metre swimming pool, health/fitness centre and practical teaching areas for Music, Art, Home Economics, Business Education, Science and Craft Design Technology.

All of this is built round an imaginative centre street flanked with plants. Outdoor sporting facilities are very good, providing an all-weather pitch for hockey, tennis and 7-a-side football, grass pitches for football and rugby and a cricket square. We have a large playground area at the rear of the school which allows pupils to play in safety.

The school is designed as an open, welcoming and comfortable learning/teaching environment. Learning opportunities, both formal and informal, are on view to all those who use our building.



We offer an opportunity to learn for everyone in the community, and our centre café satisfies a social dimension that does not exist in most schools.

The building is designed to cope with the ever-increasing rate of change. We have found it adaptable, flexible and capable of responding to new demands already. For example, it has coped easily with technological advances such as the installation of a computer network system throughout the entire school. This affords all pupils and staff free access to e-mail and Internet facilities.

With most of the building built on one level, and a lift available for the only teaching area on the upper floor, the school is easily accessible for disabled people and wheelchair users. Disabled toilets and changing areas have also been created.

GENERAL INFORMATION

Address: Leith Academy
20 Academy Park
EDINBURGH
EH6 8JQ

Telephone: 0131 554 0606

E-mail: admin@leith.edin.sch.uk

Fax: 0131 555 2698

Website: www.leith.edin.sch.uk

Headteacher: J M Simpson BA MEd

The Roll

Leith Academy is a six-year comprehensive community school, with a total roll at present of 920. The roll is made up as follows:

S1	160
S2	161
S3	175
S4	173
S5	148
S6	103

We cover all stages of education from first to sixth year, presenting pupils for the Scottish Qualifications Authority certificates at Access, Standard Grade, Intermediate 1 & 2 and Higher Grades. Sixth year pupils may study for Advanced Highers.

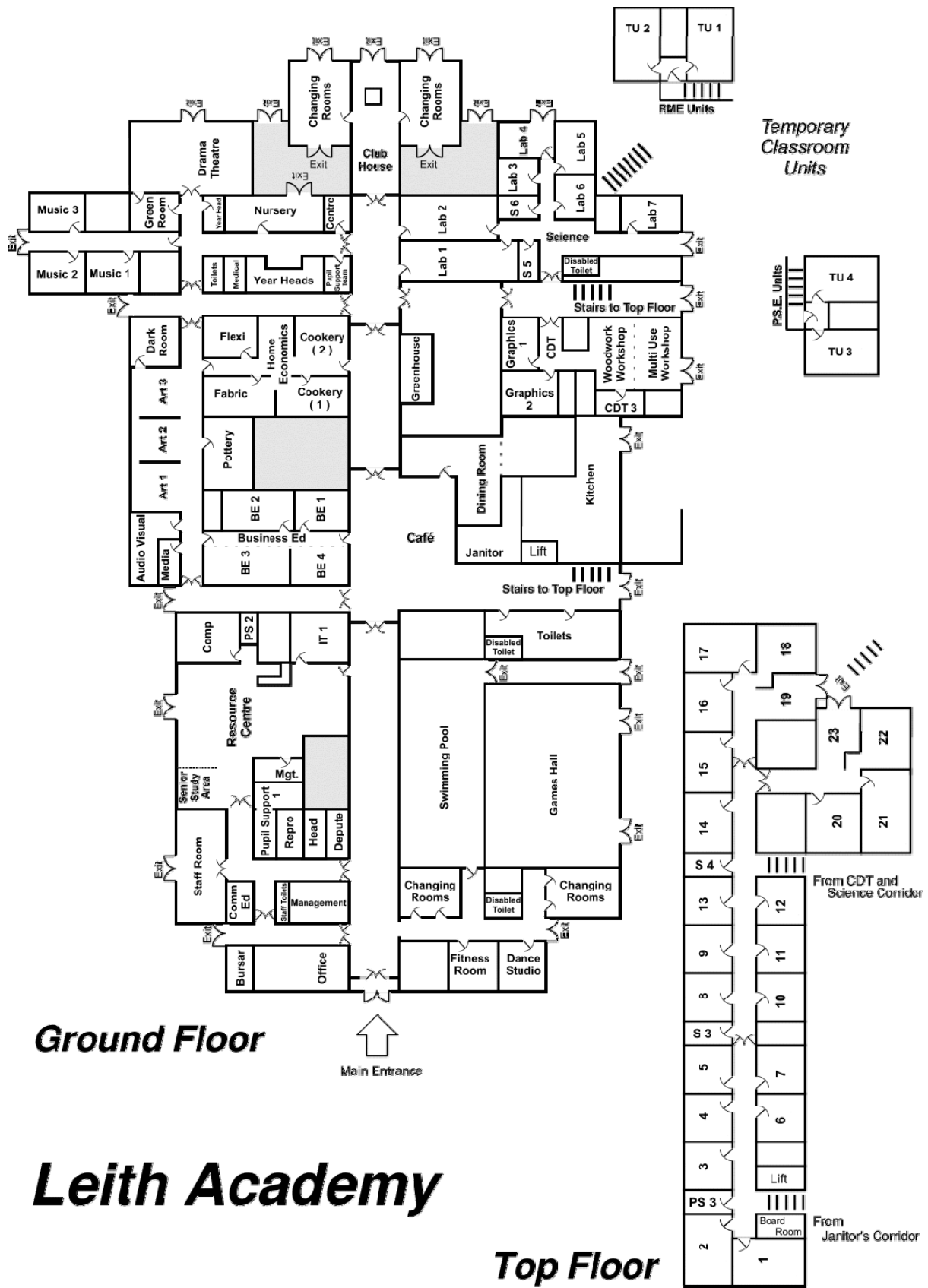
Leith Academy is a non-denominational school and teaches pupils in mixed sex groups, with girls and boys offered the same curriculum and given equal opportunities.

Community School

As a Community School, we also offer one of the city's largest ranges of leisure, recreation and vocational classes and activities. These are available during the day, evenings and weekends. We also welcome widespread use of our excellent meeting, conference and sports facilities by local groups, businesses and other users.

If you would like to find out more about any of these opportunities, please contact us. Our annually published Community Book gives further details of the adult education programme and facilities mentioned, as does the school website. We strongly encourage parents and others to let us know their views on any of the community provision, so please get in touch for any reason.

PLAN OF THE SCHOOL



THE SCHOOL YEAR FOR 2011-12

First Term

Staff resume		Monday	15 August 2011
Staff only		Tuesday	16 August 2011
Pupils resume		Wednesday	17 August 2011
Autumn Holiday	School closed	Monday	19 September 2011
All resume		Tuesday	20 September 2011
Mid-term:	All break	Friday	14 October 2011
	Staff resume	Monday	24 October 2011
	Pupils resume	Tuesday	25 October 2011
Term ends		Thursday	22 December 2011

Second Term

Staff resume		Monday	9 January 2012
Pupils resume		Tuesday	10 January 2012
Mid-term:	All break	Friday	10 February 2012
	All resume	Monday	20 February 2012
Term ends		Friday	30 March 2012
Good Friday		Friday	6 April 2012
Easter Monday		Monday	9 April 2012
Spring Holiday		Monday	16 April 2012

Third Term

All resume		Tuesday	17 April 2012
May Day	School closed	Monday	7 May 2012
Victoria Day	School closed	Monday	21 May 2012
Staff resume		Tuesday	22 May 2012
Pupils resume		Wednesday	23 May 2012
Terms ends		Friday	29 June 2012

THE SCHOOL DAY

The school day starts at 8.30 am and pupils are expected to arrive punctually for classes. Parents are asked to encourage good time keeping and help the school to ensure that young people develop such habits early in their school lives. A typical current timetable for S1 is as follows:

	8.30	9.29	10.26-10.41	11.38	12.35	1.20	2.17	3.15	
→ TUES & THURS ONLY	8.30	9.29	10.26-10.41	11.38	12.35	1.15	1.35	2.32	3.30

MON			B			LUNCH			
TUES			R			LUNCH	TUTOR GROUP		
WED			E			LUNCH			
THU			A			LUNCH	TUTOR GROUP		
FRI			K			LUNCH			

SENIOR MANAGEMENT TEAM

ROLES and RESPONSIBILITIES 2010-11

Each member shares in the responsibility of creating a positive ethos and learning environment in the school. A team approach is adopted in matters of curriculum, assessment and reporting, and pupil management. Each SMT member links with several faculties/departments in the school on a regular basis. Special areas of responsibilities are as follows:

MR J M SIMPSON (HEADTEACHER)

- Personnel management: recruitment and deployment, support and welfare, references and career development of all staff
- Improvement planning and policy development
- Responsibility for all aspects of devolved budget
- Co-ordination of school calendars, handbooks and Prospectus
- Responsibility for public relations, marketing and publicity
- Curriculum Co-ordinator/SQA curriculum link
- Adviser to LA [Parent] Council
- Oversight of Eco initiatives



MRS D MACKINNON (SENIOR DEPUTE HEADTEACHER)

- Pupil Management, Policy and Co-ordination (eg discipline, attendance, punctuality)
- Duty Officer
- Child Protection Co-ordinator
- Co-ordination of CPD programme (including Professional Review)
- Student Regent/Induction Manager
- SMT link with Pupil Council
- Co-ordination of key 'logs' –exclusions, drug incidents, violent incidents
- Timetable construction

MS M PEEBLES (BUSINESS MANAGER)

- Management of administrative and service support staff (including Review and disciplinary procedures)
- Responsibility for property management (building and ground maintenance)
- Personnel management – administration of recruitment procedures, staff records
- SQA Co-ordination (including timetabling for exams S3-6)
- Data Protection/Copyright/Freedom of Information Officer
- SEEMIS Co-ordinator, with responsibility for all ScotXed and CEC returns
- Health and Safety Officer
- Overview of cleaning and catering services
- Redistribution of classes due to staff absence



**MR D PEAT (DEPUTE HEADTEACHER –
ANDERSON/BARTON)**



- Enrolments S1-S6 (including overview of hosting arrangements)
- Enterprise (including college links and vocational education)
- Home/school links (including responsibility for home learning/supported study initiatives)
- Events Co-ordinator – photographs, services, Parental Consultation meetings, Sponsored Walk, ‘Special’ Evenings, Evening of Celebration, S1 Benmore residential Co-ordination of pastoral care arrangements
- ICT and multimedia in the curriculum
- Oversight of UCAS
- Co-ordination of arrangements for educational excursions

MS S COOK (DEPUTE HEADTEACHER – COWAN/PORT)

- Co-ordination of assessment and reporting systems
- Co-ordination and development of pupil target-setting structures and initiatives
- Overall responsibility of the praise/merit systems
- Co-ordination of Pupil Support arrangements (including general policy, chair of PSG and PS team meetings, overview of ASL, careers education, EAL and links with external agencies)
- Coordination of Equality, Diversity and Inclusion (including key ‘logs’ – anti-bullying and racism)
- Oversight of Sport, Health and Wellbeing policies



PUPIL SUPPORT TEAM

HOUSE HEADS/ADDITIONAL SUPPORT FOR LEARNING (ASL) MANAGER

Each House Head is responsible for the care and welfare of pupils from S1-S6. They provide a single point of contact for parents about any matter and will be responsible for siblings, thereby developing a relationship based on sound knowledge of individual needs, abilities and background and of family background. The ASL Manager will be responsible for co-ordinating arrangements and support for pupils with Additional Support Needs.

For Session 2010-11, the House Heads/ASL Manager are:

Mrs Fiona Stevenson – Anderson



Miss Alison Bridgeford – Barton



Mrs Kathleen Fisher – Cowan



Mr George Hansen – Port



Mrs Charli Prime – ASL Manager



ENROLMENT

When pupils are moving from primary to secondary school, information about Leith Academy is made available to parents through a number of channels, some direct, some via the children.

TRANSFERRING FROM LOCAL PRIMARY SCHOOLS

In the case of pupils transferring from primaries in the Leith Academy district (Craigentenny, Hermitage Park, Leith and Lorne Primary Schools), the following procedures apply:

1. In late November, copies of the Leith Academy prospectus are distributed to all parents via primary schools.
2. In December a Parents' Evening is held at Leith Academy.
3. Between October and June teaching staff from Leith Academy and the associated Primary Schools run a programme of joint work and visits.
4. After Easter, primaries are visited by Pupil Support and subject staff.
5. In late June, Leith Academy organises visits for all prospective P7 pupils.

TRANSFERRING FROM OTHER PRIMARY SCHOOLS

In the case of pupils wishing to transfer from primaries outside the Leith Academy district, full information is provided during the Primary 7 year and application must be made through the Pupil Placement Section, Children & Families Department, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG Tel 0131-469 3000. Visits and Parents' Nights will be the same for all parents.

TRANSFERRING FROM OTHER SECONDARY SCHOOLS

Where pupils from other secondary schools wish to enrol at Leith Academy the following procedures apply:

1. If the student resides within the Leith Academy district the parents should contact Leith Academy, (Tel 554 0606) to make an appointment for enrolment.
2. If the pupil resides outwith the Leith Academy district the parents should contact the Pupil Placement Section, Children & Families Department, Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG (Tel 0131-469 3000). If a suitable place is available at Leith Academy and the enrolment is to proceed the Pupil Placement Section will request the parents to contact the appropriate member of the Senior Management Team.

**Parents are welcome at any time to contact the school
regarding enrolment procedures**

IMPORTANT ADDRESSES

Director

Children & Families Department
Waverley Court
4 East Market Street
EDINBURGH EH8 8BG
Tel 0131 469 3000

Leith Social Work Office

St John's House
71 Constitution Street
EDINBURGH EH6 6DJ
Tel 0131 553 2121

Craightinny Social Work Office

Craightinny Castle
Loaning Road
EDINBURGH EH7
Tel 0131 661 8291

Psychological Services

Westwood House
498 Gorgie Road
EDINBURGH EH11 3AF
Tel 0131 469 2804

English as an Additional Language

Westwood House
498 Gorgie Road
EDINBURGH EH11 3AF
Tel 0131 469 2890

Citadel Youth Centre

175 Commercial Street
EDINBURGH
EH6 6JE
Tel 0131 554 0510

ASSOCIATED PRIMARY SCHOOLS

Craightinny Primary School

Loganlea Drive
EDINBURGH
EH7 6LR
Tel 0131 661 2749

Hermitage Park Primary School

Hermitage Park
EDINBURGH
EH6 8HD
Tel 0131 554 2952

Leith Primary School

St Andrew's Place
EDINBURGH EH6 7EG
Tel 0131 554 4844

Lorne Primary School

Lorne Street
EDINBURGH
EH6 8QS
Tel 0131 554 2308

THE FORMAL CURRICULUM

Partnership

We seek to build a partnership between teachers, pupils and their families. The aim of our curriculum is to provide opportunities for our young people to experience a broad range of learning experiences, access up-to-date and relevant learning resources, and build on their existing skills and knowledge and access support when they need it.

Learning and Teaching

Class teachers are constantly trying to improve the effectiveness of learning and teaching at the school. We try to ensure that individual needs are met effectively through teaching approaches and class organisation. Senior management and House Heads are always ready to help individuals.

We encourage pupils to develop their investigative skills, to work at a pace that suits them and to learn from each other. Courses on thinking and study skills enable pupils to learn more effectively. We also want them to recognise achievement and success through progressive steps in a subject, rather than at one final examination hurdle. It is now widely recognised that pupils should be encouraged to take increasing responsibility for their own learning as they progress. Initiatives such as our homework policy, study support provision and Easter/Summer schools all have a part to play in this.

Information Communication Technology (ICT)

The school is well equipped with regard to ICT and all pupils have free access to e-mail and Internet facilities. This is a very useful resource in terms of learning and teaching and is a powerful motivational tool, used both in the classroom and in homework set.

All pupils must sign and agree to our 'responsible use policy' and adhere to its code, which reflects council guidelines. Abuse of the system is dealt with very seriously.

Whilst we encourage pupil use of the internet as a learning resource, we also protect pupils from inappropriate sites via our filtering system. We offer guidance to pupils on safe use of the Internet in S1-3 PSE classes.

Subject Relevance

We recognise the importance of technological skills nowadays. All pupils have access to new technology and this is central in the teaching of subjects in the school. Our Resource Centre gives pupils access to a full range of computer resources to support them in their studies. Pupils in S1-S6 are exposed to Information and Communication Technology (ICT) to ensure that they all have the skills to make effective use of computers and other ICT resources in their studies.

Personal Development

At each stage pupils take part in a programme of Personal and Social Education which is intended to equip them to review their progress as individuals and plan for the future. They are encouraged to work with others to examine the information required to make successful personal decisions and to develop the effective communication and social skills essential for adult life.

Recording Achievement

We value all aspects of a pupil's progress at school. Academic success is important but personal achievements in other fields are also recognised. In order to record all aspects of a pupil's personal progress each pupil will have a document kept during their school career. This contains an account of individual achievements while at school and is added to throughout the young person's school career.

The document, which is the responsibility of the young person and will eventually belong to them will provide: support documentation for interviews; clear information for career and pupil support staff, parents and employees; recognition of achievement by the school; clear information for Further and Higher Education establishments.

S1 CURRICULUM

Following extensive consultation, a new curriculum structure was introduced in Session 2006-7. This has been introduced gradually as the S1 year group has advanced through the school. The current position is that Standard Grades are taught in S2/3, with pupils taking Higher Still courses during the S4-S6 stage. The aims of this radical change were: to increase pace and challenge in S1; to improve relevance and motivation levels in S2-S3; to improve choice and opportunity in S4-S6.

Under the Scottish Government's *Curriculum for Excellence*, there have been changes to this approach with effect from August 2010 for the S1. These pupils will now have a broad general education through S1-S3, with no external examinations as part of that. New qualifications, details of which are still to emerge, will be available in S4, S5 and S6 from 2014 onwards. The school is therefore in the developmental stages of these changes. All pupils in S1 will continue to follow a common course. The aim of this is to provide a broad education building on the progress made in primary school. Pupils have time to discover where their own particular interests and strengths lie, and to tackle any areas of weakness. By giving all S1 pupils access to this wide range of subjects we seek to ensure that they are able to make an informed choice of subjects as and when that occurs in S2/S3.

S1 classes are generally organised in broad groupings where pupils with different experience and levels of attainment work together. However, English and maths classes are set by ability from S1 using information from assessments. Pupils with additional support needs have access to specialist help from members of our Pupil Support Team. Our S1 Common Course is made up of studies in the following areas, which will be enhanced by increasing interdisciplinary [cross-curricular] work and exposure to elements of literacy, numeracy and health & wellbeing across the curriculum areas, in line with *Curriculum for Excellence*:

Curriculum Area	Subjects
Language	English and French or Spanish (alternate years)
Mathematics	Mathematics
Creative Arts	Art & Design, Drama and Music
Science	Science
Social Subjects	Geography, History and Modern Studies
Health	Home Economics, PE and RME
Technology	Business Education, Craft & Design, Enterprise
Personal and Social Education	

S2/S3 CURRICULUM

Plans for the new S2/S3 curriculum are progressing during the early part of session 2010-11 with the following information providing a basic framework. Pupils entering S2 will still experience all the curriculum areas although there will be opportunities for a degree of choice within them (eg discrete science subjects). This choice will be further refined in S3, based on consultation with pupils, parents and staff with prime consideration given to the suitability of the pupils' overall course.

In addition, pupils will cover important areas such as Physical Education, Personal and Social Education, Religious and Moral Education, and there will be continued opportunities for interdisciplinary [cross-curricular] work with an emphasis on skills building and possibilities for pursuing additional subjects in some areas (eg science, modern languages, creative arts).

Detailed descriptions of all courses offered, together with advice on choice, will be contained in a handbook provided just before pupils make their choices. A great deal of care will be taken at this stage to make sure that each pupil chooses wisely. Meetings with parents are held to discuss the various options and, only after these consultations, are the courses finalised.

The school continuously reviews the curriculum to make sure that pupils' needs are being met. Therefore, the courses on offer may change if it is decided that pupils will benefit. Any change in roll or staffing may also affect the choices offered. Every effort will, however, be made to keep parents as well informed as possible of changes.

The Standard Grade subjects that the school intends to offer next session are shown below as a guide for the basic areas likely to be covered in the new curriculum. There may be additional vocational courses available.

Standard Grade Courses 2010-11

LANGUAGES

English
and
Spanish

MATHEMATICS

Mathematics

SOCIAL STUDIES

Geography
History
Modern Studies
Religious Studies

EXPRESSIVE ARTS

Art & Design
Craft & Design
Drama
Music
PE

SCIENCES

Biology
Chemistry
Physics

TECHNOLOGIES

Administration
Business Management
Computing Studies
Graphic Communication
Home Economics

Our current aim is to ensure that pupils enjoy a broad and well-balanced programme of study, whilst offering them a degree of choice. Pupils take English and maths, the foreign language studied in S1 and one subject from each of the other areas. Personalisation and choice will continue to feature in future arrangements.

S4-6 CURRICULUM

Full details of all courses on offer are given in the Senior School Handbook and Higher Still Programme information is available on the Internet.

The school's revised curriculum structure already offers certificate study through S4-S6 in advance of *Curriculum for Excellence* changes anticipated from 2014 onwards. The current set-up is as follows:

Fourth/Fifth Year

Every pupil is expected to study five subjects including English. Mathematics is strongly encouraged, at least in S4. Pupils have the opportunity to spend two years following Higher and Intermediate courses although there will be cases where this can be undertaken in one year.

- Courses of study are made up of Higher Still Courses or Units.
- Each course offers progression either into S6 at school or to courses at college.
- Highers are the main entrance qualification to courses in UK universities and colleges. They are very demanding, intensive and require an increased commitment to work and study. The recommended entry for Highers (over a one-year period) is a Credit pass at Standard Grade, although Highers (over a two-year period) are available by negotiation with the faculty/department to those who have achieved a Standard Grade General pass at Level 3.
- We are committed to achieving and improving standards in education. We are particularly anxious to ensure that pupils' level of commitment to study and improving personal standards is equally high.
- Entrance to college or university (or to employment requiring qualifications for entrance) usually demands that you should have a Standard Grade award at Level 3 or above in English and Maths or an equivalent qualification. Employers demand Literacy and Numeracy as core skills, hence the importance of Maths and English.

Sixth Year

- Much of the S4/5 section also applies to S6 pupils.
- In addition to Intermediate 2 and Higher Grade, subjects may be studied at Advanced Higher level. A Higher pass (generally A or B) is required before a place is given on an Advanced Higher course. This requires more personal unsupervised study and research and pupils have to be prepared to study in greater depth than at Higher. It is an excellent preparation for study at college or university.
- Other new choices of subjects may be available to pupils in S6, or they may decide to re-sit one of the previous session's Highers.
- Courses are also available at other schools, colleges and via the SCHOLAR programme (which is a web-based link to curriculum materials organised by Heriot-Watt University). This helps extend choice, particularly for S6 pupils.

Applying for Senior School

Leith Academy has a very effective application process for senior school that involves each pupil completing an application form and course interview. This gives pupils and staff an opportunity to negotiate an appropriate course for each individual. It also provides pupils with experience of a proper selection process comparable to those encountered beyond school. The application form enables course planning and also encourages target setting.

- All pupils entering S4 will have an automatic application, although for some who seek vocational qualifications, this might involve an application for a transition course at a local college.
- For a pupil entering S5 with a leaving date which is at Christmas s/he must complete either an application for school or one for college.
- All application forms should be filled in carefully. They will be considered as an important part of pupils' application to join the senior school.
- The application form is an opportunity to plan or review appropriate coursing. All those who have completed a form will be interviewed.

When considering a return to school the pupil should consider the following factors:

- long-term aims and interests
- academic performance so far at school
- record in terms of behaviour and effort
- record of attendance and punctuality
- commitment to the school values, standards and expectations



Personal Development Programme

Every pupil participates in the Personal Development Programme. This aims to help pupils plan and prepare for the rest of their lives. The programme will be negotiated with their PD tutor and will include regular reviews of progress and target setting, input on study skills, preparation for life after school and talks on relevant social issues. The Personal Development programme offers opportunities to participate in a number of activities that broaden the pupils' experience such as work shadow, community placements, first aid, and a

range of leisure and recreation activities. A programme of individual interviews with the tutor is built in to allow pupils to review and discuss their progress.

Assemblies are an important feature in the programme and give an opportunity for passing on important information, for building a year group identity and for sharing the school's values with the senior school. It is also the forum in which achievement in the school is celebrated. Pupils will register with period one subject teachers, to encourage good habits of punctuality, attendance, and study.

In S6 we have an emphasis on service to the school giving every S6 pupil an opportunity to be actively involved in supporting S1 pupils. We also enhance the PD programme with increased opportunities for team building and a residential at the Benmore Centre.

Senior School Contracts

It is the policy of the school to try to create an environment in which all senior pupils fully develop their academic, social and personal potential. As part of that process, all pupils must enter into a contract with the school, so that together we can achieve these ambitions. We will expect each pupil to fulfil certain specific conditions, so that the education process can provide them with the maximum benefit. In return, the school will endeavour to provide seniors with a quality educational experience to help them to achieve their aims and ambitions. Details of the senior school courses and other information are available in a separate handbook which is published each Spring. Arrangements with neighbouring schools and Telford College will further enhance the choice available.

RELIGIOUS AND MORAL EDUCATION (RME)

All pupils in S1 take RME classes. All S2-S3 pupils take an RME short course and those who elect to can extend their studies by taking Standard Grade Religious Studies in S2-S3. Pupils currently in S4-S6 may choose to continue their studies at Intermediate 1 and 2 and Higher level. In any new curriculum arrangements the place of RME is secure.

Religious and Moral Education gives pupils the opportunity to share ideas and discover their own values and beliefs. Pupils are encouraged to respect and care for the world in which they live by treating others and the environment with respect.

Pupils learn, by way of discussion, to consider what is right or wrong behaviour. They have the opportunity to discuss Issues of Belief such as "The Problems facing a Muslim in Scotland" and Issues of Morality, such as "Attitudes to Abortion and Euthanasia". Various teaching strategies are employed to help the pupils make informed choices and decisions about where they stand in life.

The City of Edinburgh Council is committed to providing religious and moral education and its policies on RME and Religious Observance are outlined in two pamphlets:

Religious and Moral Education: A Statement of Policy
Religious Observance and School Chaplaincy: A Statement of Policy

While the school is committed to providing opportunities for all pupils to receive Religious and Moral Education the wish of some parents to withdraw their children from some aspects of RME is respected. Parents are invited to discuss any concerns they may have with the school, in the first instance.

EXAMINATION ENTRY POLICY

Full details are outlined in the school's Examination Entry Policy (June 2006)

Parents and Pupils

The operation of the policy is in line with other school policies and our value statement. Decisions about entry to exams are made in *partnership* with pupils and parents and follow these principles:

- all pupils are entitled to sit external exams, where these form part of a qualification, at an appropriate level, if they have completed the course
- pupils are entitled to advice, guidance and support in relation to external examinations
- parents are entitled to be informed of decisions related to examination entry and to receive appropriate and timely advice
- pupils and parents are entitled to participate in decisions regarding examination entry.

Standard Grades

- Pupils will sit Standard Grades at either General/Credit or Foundation/General.
- Parents and pupils will be informed in writing of the proposed level of presentation
- Pupils will be expected to sit exams except in exceptional circumstances

National Qualifications (Access, Intermediate, Higher and Advanced Higher Levels)

- Pupils who have completed course work and passed internal assessments will normally be recommended to sit the external examination.
- Parents and pupils will be informed in writing of the proposed level of presentation and consulted on any changes.
- Candidates should be offered an opportunity for reassessment in respect of any outcome or outcomes they have failed to attain. Immediately after the original assessment, teachers will discuss the reasons for non-attainment with candidates, and advise them on the work to be undertaken before reassessment.
- Candidates will normally be offered one opportunity for reassessment. In exceptional circumstances candidates might be offered a second reassessment.
- Reassessment methods will vary from subject to subject.

Procedures for deciding level of entry

- Departments will recommend level of entry based on attainment and current performance.
- No decision to change level of entry will be made without consultation between the House Team, the department, the pupil and the parent.

Adult Students

- Decisions about entry to examinations are made in partnership with the students and will generally be determined at the pre-enrolment stage.

Appeals

- Procedures are outlined in SQA documentation held by the school.

THE INFORMAL CURRICULUM

Careers Education

We aim to provide effective Careers Education in a variety of ways, each firmly placing pupils at the centre of the process. It forms an important part of our Personal and Social Education programme. In addition, pupils currently can gain a valuable insight into possible careers and the world of work through the Routes 2 Success at Telford College in S1, Skills for Work courses in S3, and college transition courses and work experience placements in S4. Many S5 and S6 pupils use their Personal Development time to investigate career plans and Careers Conferences are held for seniors. At the S5-S6 interface pupils are encouraged to seek a week-long work shadow placement. All pupils are encouraged to use the well-stocked Careers Library and can arrange individual interviews with our Careers Adviser. Members of the school management and Pupil Support teams have special responsibilities to ensure that vocational guidance is offered to all pupils.

We work closely with the Careers Service and our Careers Adviser is available to offer advice to pupils and their parents at every stage on subject choice, employment and career opportunities, training places and College/University courses. The Careers Adviser comes to Leith Academy on a regular basis and provides the following service:

- any pupil who wishes careers advice can attend a weekly Careers Clinic
- the Careers Adviser works with all S1 classes to give advice and help when choosing Standard Grade subjects.
- free up-to-date careers literature is available from the Careers Library
- consultation on Parents' Nights from S1 onwards.



College/Vocational Links

S4 pupils are currently given the opportunity to undertake a SkillForce course in school which should help the transition into employment. Also in S4 some pupils embark on transition courses of a vocational nature, spending three days per week at Telford College, and two days in school attending a reduced number of classes including English and maths. This programme is part of the school's developing curriculum flexibility. Similarly, the JET (Job+Education+Training) Programme offers selected S4 pupils the possibility of a National Progression Award (NPA) as well as a weekly one-day work experience placement.

Senior pupils will have the opportunity of attending college on two afternoons per week for the year. This will enable them to study for nationally recognised vocational qualifications and helps offer wider curriculum choice.

Enterprise/Education for Work

Edinburgh schools work closely with business to provide many important learning opportunities for pupils. We provide opportunities for staff and pupils to become involved with industry and commerce. We are very fortunate to have such a wide variety of business in the local area.

By this means pupils can see the relevance of what they learn in school. They develop the social skills required for the adult world, and become more aware of the world of work. They also gain an insight into a particular career which interests them. All pupils in S1 participate in an enterprise programme taught in Business Education.

Staff have an opportunity to develop new skills, and to learn from industrial practices in areas such as management, recruitment, and the use of new technology. Through the development of good local links with local firms, we can offer extensive opportunities to pupils in work shadowing, work experience and college links.

Work Experience

Currently, S3 and upwards undertake work experience in a variety of ways, with some in S4 given the opportunity of a one-week work experience placement. There are many educational advantages to the time invested in these experiences:

- development of confidence and motivation in the young person
- early experience of some of the issues involved in finding a job
- experience of a particular job, career or vocation
- contact made with local employers
- development of communication skills, eg telephone, report writing.

The benefits will be built on in senior school, when pupils will be given further opportunities of work shadowing and project assignments linked to the world of work.



Health Promotion

We encourage all pupils to adopt a healthy lifestyle and make sensible and informed choices. In our Health and PSE courses, pupils are given much information on aspects of health such as diet, drugs and alcohol education, sex education, etc. This often involves external agencies. Additionally, we provide free water for pupils and offer healthy options in our café. Participation in PE and after school sports is strongly encouraged. Health events are run at various times in the year.

Citizenship

We have a proud record of charity work, often organised by the senior pupils' Charities Committee. Our whole school Sponsored Walk (held every two years) raises money for

charitable causes. We are developing a link with a school in Malawi, with reciprocal staff visits having taken place in session 2010-11 and pupils are involved in several projects to support this. We have now established a firm base on which to celebrate diversity both in the school community and beyond.

Eco School

The school is working towards 'green flag' status and a group of staff, parents and pupils have made a significant contribution in the following areas - grounds improvements, litter, waste disposal, recycling (many types of items). We are constantly considering ways of saving energy.

Extra-Curricular Activities

The following is a list of some of the extra-curricular activities provided by the school. All of these cannot be guaranteed in future years since they depend on the changing expertise of staff and interests of pupils:

Rugby	Cricket	Musical Production	Computers	Golf	Swimming
Art	Orchestra	Hockey	Drama	Volleyball	Boys' Fitness
Wind Band	Cheerleading	Basketball	Football	Badminton	Girls' Fitness
Dance	Gymnastics	Bronze Medallion	Duke of Edinburgh Award Scheme		

The programme is largely funded by the school, with some supporting finance from external bodies. Pupils are expected to make a contribution towards costs.



Outdoor Education

In S1, pupils are given the opportunity to participate in a week long residential course at Benmore, an outdoor education centre near Dunoon. Whilst there, pupils participate in a range of adventurous activities under the expert guidance of Centre staff, eg gorge walking, canoeing, abseiling and hill-walking all of which are designed to encourage self confidence, self esteem and social awareness.

Benmore, located in fine mountain scenery close to the sea, provides an ideal residential setting for the process of personal development to take place. In other years opportunities for Outdoor Education are primarily built into the PSE programme of pupils experiencing a range of difficulties at school, such as attendance. We have also looked at ways of providing some form of school based OE programme for those pupils who for a variety of reasons have been unable to take part in the Benmore Residential Experience in their first year.

S6 pupils and staff also visit the Benmore Centre each Autumn, for further problem-solving and team-building challenges.

PUPIL SUPPORT

Aims and Objectives

All our specialised services have been brought together into one departmental structure. The functions of Guidance, Support for Learning and Alternative Education have been integrated into the Pupil Support Department. Its aims are as follows:

- to provide a single point of contact for each pupil, (the House Head) so that staff, parents and pupils know whom to approach for practical assistance in helping pupils succeed at school, with specialised provision co-ordinated by the ASL Manager
- to provide a broad range of support services to pupils experiencing difficulty with any aspect of school life: personal, social or academic
- to provide team management of all the specialised provision in the school covering: Pastoral Care, Support for Learning, Additional Needs, Disability and Social Inclusion
- to support pupils at times of transition and choice eg from primary to secondary, S1-S2 and S4-S5-S6 course choices, planning for careers and accessing post-school education
- to provide a programme of Personal and Social Education for S1-S3 and Personal Development for S4-S6
- to advise subject departments on strategies for meeting the learning needs of all pupils to ensure achievement for all
- to work with staff, members of other agencies, primary teachers, parents and pupils to identify and address learning difficulties
- to liaise with parents, staff and members of other agencies to review pupils' progress and ensure effective additional support for pupils who require it
- to develop a programme of pastoral care involving all staff in the school. This will involve meeting regularly with a small group of pupils, getting to know them and assisting them in monitoring their attendance and progress.

Pupil Support Services

Support for Learning

This service assists subject departments in developing strategies which will enable the full range of pupils to access the curriculum.

Additional Educational Needs Provision

Provision of in-class support, either from a special needs auxiliary or a teacher to enable an individual student or group to access the curriculum. This extends to EAL (English as an Additional Language) pupils for whom there is some in-class support as well as the opportunity of additional short-term language classes.

Disability Provision

Services to pupils experiencing physical difficulties aimed at allowing them to access the curriculum and the facilities of the school.

Inclusive Education Provision

These are services that are targeted at young people experiencing difficulties in meeting the day-to-day demands of school. 'The Centre' provides support to pupils whose behaviour is a barrier to learning and there are developing curriculum support strategies, with SfL staff

working with faculties/departments to provide support to pupils who are experiencing difficulties in coping with aspects of the school curriculum.

Secondary Resource Provision

Within the City of Edinburgh Council's framework for the integration of services to children with Additional Support Needs Leith Academy has been designated as one of four mainstream secondary schools which provide enhanced provision for pupils on the autistic spectrum and those with moderate learning difficulties. The teaching staff have undergone training, Pupil Support teachers have built up specialist knowledge and we now have experience in assisting this group of pupils to make a success of their time at Leith Academy. In order to facilitate referrals to this specialised provision, applications are dealt with through the Children & Families Department's Professional Advisory Group (PAG). This allows an appropriate level of priority to be given to pupils requiring this specialist support. The Secondary Resource Provision utilises the classroom adjacent to the Resource Centre, although pupils will spend the majority of their time in mainstream classes with appropriate support. The Secondary Resource Provision aims to:

- create an 'Asperger friendly' environment
- liaise closely with parents and outside agencies
- provide opportunities for development of social skills
- be proactive in minimising the sources of stress to avoid outbursts and bullying
- hold regular reviews to monitor progress and plan for future needs

Tutor Groups

Every pupil currently in years S1 to S6 is a member of a tutor group. This is a small group of pupils, from across the year groups, who meet regularly with a member of staff. The member of staff, the group Tutor, stays with the group as the pupils move up through the school. This means that all pupils have a member of staff who gets to know them as individuals and who can engage with them in meaningful discussion of personal progress, school ethos and school organisation. The tutor works with the pupil to:

- monitor absences and punctuality
- review progress and set targets
- discuss assembly topics
- support dress code and school behaviour rules
- communicate news items from the school bulletin
- distribute relevant information for pupils and parents
- reinforce the praise merit system
- ensure the 'equipped for success' policy is followed
- build awareness of whole school events such as supported study, revision schools, after school clubs, sports and artistic opportunities

By getting to know pupils and building up a positive working relationship with them the group tutor can support the school's aims, alert subject staff and Pupil Support staff to any concerns and can have a positive influence on pupils' attitudes and standards, helping us to improve our school ethos.



ATTENDANCE

Absence from School

Pupils cannot benefit fully from the education offered in school unless they attend regularly and they may be at risk if they are out of school, without permission. If your child is absent from school because of illness, you should inform the school in writing or by telephone. When your child returns to school you must ensure that s/he brings a note of explanation. (Slips are provided for this purpose in the Planner.) This confirms the absence officially.

If an accident or illness makes special provision for your child necessary whilst in school, please inform the school, explaining the circumstances. When a child is likely to be absent for some time, arrangements can be made for the issue, collection and return of homework.

Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance the Headteacher will ask an Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, then the case will be referred to the local Area Attendance Advisory Group. This group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents.

‘Truancy Call’ has been introduced to electronically contact all parents of absent pupils, to confirm that the absence is known about and genuine. It has been positively received by parents and is effective in both tackling truancy and improving the communication between home and school.

Family Holidays

The school does not encourage pupils to take holidays during term time. We would request parents to arrange family holidays within the school vacations as far as possible. Apart from exceptional circumstances, such absences must now be marked on pupil records as ‘unauthorised absence’. Please remember that your children can only benefit fully from the education offered if they attend school regularly. One way in which pupils can catch up on work missed is by attending after-school supported study sessions.

Registration

School begins every morning at 8.30 am and pupils are expected to arrive in time to register in for their first class. Any pupil arriving after the lesson has started, will be marked late. Pupils who arrive after 8.40 am must report to the school office. A late slip is issued which records their time of arrival in school and must be signed by each teacher. At the end of the day the slip is taken by the pupil to a designated room where detention is arranged for those who do not have a *bona fide*, and preferably, documented reason for the lateness.

Parents are also notified by letter if their children accumulate three lates in a half-term period. If the problem persists, a record of this is kept on the pupil file for reference purposes.

CLOTHING AND KIT

Uniform

We are very proud of the school uniform and that all of our pupils wear it. It has been a tradition in the school over its long history. The school appreciates the support of parents in this matter. The following arrangements are currently in place:

- S1/2 traditional royal blue sweat/polo shirt
- S3/4 dark blue sweat/polo shirt or white/black shirt and dark blue tie
- S5/6 white/black shirt and royal blue tie
- all pupils wear black trousers and shoes
- in addition, Prefects wear the traditional blue blazer with badge

All these items are available from Thompsons' Sports (our official supplier), at very reasonable prices. We support/encourage the wearing of school uniform because:

- it reflects the proud tradition and history of the school, which started in 1560
- it gives the school a unique and special image
- it creates a 'team spirit' and identity within the school
- it provides pupils with a strong sense of belonging and commitment to the school
- it offers a good preparation for working life
- it reduces inequalities amongst pupils, which can lead to isolation and bullying
- it reduces the potential for theft
- it helps identify intruders and improves security
- it provides a relatively cheap means of clothing youngsters
- it offers visitors to the school a very positive image

Pupils are expected to present a neat and tidy appearance. Any visible tops worn under shirts/sweatshirts should be black or white. For PE, all pupils should have a complete change of clothing - shorts, appropriate sports top and shoes with non-marking soles, for indoor use, swimming costume, etc. When teams represent the school they should be smartly turned out in the school strip. All pupils are strongly encouraged to purchase the school PE top. All pupils must bring a school bag large enough to carry books, folders and PE Kit.

The following are **unacceptable** in school:

- items causing health/safety risks (eg 'shiny' clothing, metal chains, earrings, large belts, chunky bracelets/necklaces)
- items posing a security risk (eg baseball caps, hoods)
- footwear which may damage flooring
- clothing with words or pictures which could cause offence to others
- football colours (worn as shirts, scarves, etc.)
- clothing that is so tight, short or revealing that it could give offence to others
- clothing which advertises the use of alcohol, tobacco or drugs
- clothing which is inappropriate for a place of work/study
- loose and baggy clothing which would be a hazard in CDT and Science areas

In general, pupils wearing clothes which do not comply with health and safety guidelines cannot participate in lessons and may be sent home to change. The co-operation of parents in maintaining standards is necessary and welcomed.



Assistance with Clothing

The Authority operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income Support or Income-based Jobseekers' Allowance will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from the school or the Children & Families Department, Waverley Court.

Loss or Damage to Belongings

The Council no longer reimburses parents for the loss or damage to pupils' property/belongings. The school is not insured for such events and will be highly unlikely to make any compensation payments (unless proven to be negligent). Therefore it is most important that pupils take every precaution in looking after their belongings, particularly in areas such as PE changing rooms. Staff will secure valuables, but pupils are responsible for asking for help. Expensive items such as mobile 'phones and iPods are often the target for theft nowadays and pupils are advised not to bring them to school*.

Given the situation described, it is recommended that families check their current insurance policy and extend it if necessary to cover loss/damage to items in school. This may prove a relatively inexpensive approach.

(* Where pupils – and their parents – feel that it is essential for them to have with them a mobile 'phone, for example, because it is felt that it has a part to play in securing their personal safety before and after school and on journeys to and from school, the school's policy is clear that it must be switched off in learning & teaching areas. Misuse of mobile 'phones will result in their confiscation by class teachers who will pass them on to senior management. Pupils may collect their 'phones from them at the end of the school day. Repeated misuse will result in a longer confiscation of the item and the involvement of parents.)

COMMUNICATION WITH PARENTS

Every effort is made to maintain close contact and relations with parents of our pupils and keep everyone informed about the variety of events and activities which take place. This ensures that everyone is aware of the opportunities available and can take advantage of them.

A school/community newsletter (*Leith Links*) is produced every term and distributed widely in the local area. In addition to this, pupils are often given information to take home (usually by letter) from group tutors. A bulletin is produced twice a week and read to all pupils by group tutors. Assemblies are held regularly for each House group where important issues are raised and then followed up in the tutor groups.

Meetings and Reports

During a pupil's time at Leith Academy, a number of formal Parents' Meetings will be arranged. These are generally held from 4.30-6.30 pm and are broadly as follows, subject to change as our curriculum structure develops:

- P7** November/December, prior to starting in Leith Academy (7.00pm)
- S1** April, with accompanying summative reports (at Course Choice time)
- S2** May
- S3** February, after Preliminary Examinations
- S4** November/December
- S5-S6** November/December

Regular monitoring & tracking reports are distributed at different times from parents' evenings, to ensure more consultation/information opportunities:

- S1** October; January
- S2** September; January; April
- S3** September; November; February
- S4-S6** September; November; April

In addition to attending the above scheduled meetings, parents are always welcome to discuss their children's welfare or progress with the appropriate member of staff. Please telephone the school to make an appointment first, as this will ensure that a mutually convenient time can be arranged to meet. Arranging an appointment in advance allows the school to ensure that the relevant members of staff can be available for consultation and that issues are given proper consideration prior to discussion.

HEALTH AND SAFETY ISSUES

Policy

The City of Edinburgh Council has a safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school. The Business Manager has special responsibility for such matters and convenes regular meetings of a Health and Safety Committee.

Emergency Arrangements

As far as possible parents are advised by letter in advance of any alterations in the school day. If an emergency arises and pupils have to be sent home arrangements are made to supervise pupils in school as necessary.

Medical Care

A Welfare Assistant is present to deal with minor accidents or sudden indisposition. If it is considered necessary, parents will be contacted and arrangements made for the child to be taken home.

If any child has a special condition, e.g., epilepsy, diabetes, or anything requiring medicines to be taken during the school day, this should be made known to the Welfare Assistant, who will deal with the situation.

Throughout your child's years at secondary school a team of Specialist Health Service Staff will be seeing her/him, thus making sure that s/he benefits from all that school has to offer. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school. Many different services are provided and the staff work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service.

The school nurse gives advice on health and hygiene and works with the school doctor. The attention of the doctor is drawn to any possible problems and parents and the family doctor are informed if any further action is considered necessary. The school nurse may be helped by a **health assistant**. The school nurse also acts as an important link between home and school.

The school doctor can visit the school regularly and meet with the school nurse and with teachers to find out whether any pupils require medical attention. The school doctor reviews the medical notes of all children in Primary 7, at secondary school and of all new entrants. S/he will be pleased to see you and your child at any time if you are concerned about her/his health or general progress at school.

Parents are asked to complete a health questionnaire about their child at these ages and asked if they would like their child to have a full medical examination. The school doctor may ask for your consent to examine your child if her/his medical records are incomplete or if the doctor particularly wishes to check on her/his progress. You will be invited to be present at the medical examination and kept informed if the school doctor wishes to see your child again or thinks that s/he should be seen by a specialist. You can arrange for your family doctor to undertake the examinations instead of the school doctor but you may be charged a fee for this. In secondary schools the school doctor may provide special information to the Careers Advisory Service.

With your consent the school doctor also carries out immunisations to protect against various diseases. In secondary school these are:

S2 (+ catch ups)	immunisation against the Human Papilloma Virus (HPV)
Age 14-15	booster immunisations against diphtheria, tetanus and polio

Other immunisations are carried out at certain times eg Meningitis C vaccination. Parents will be informed well in advance of such a programme. If you prefer you may ask your family doctor to immunise your child.

Any queries concerning the provision of dental services should be made to the Director of the Community Dental Service, Edinburgh Health Care NHS Trust, Duncan Street Dental Centre, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667 7114).

Together with parents, the School Health Service can contribute to your child's overall well-being and development. Please do not hesitate to arrange through the school to see the school doctor or nurse if you want any information.

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of Children. These regulations do not permit the employment of children under 13 year of age, and for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.

Further details can be obtained from the Children & Families Department, Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

HOME LEARNING/SUPPORTED STUDY

Home learning is important in enabling our pupils to reach their maximum potential and is an **essential** part of the learning process. There is a clear school policy on home learning and all faculties/departments are asked to follow this, ensuring that work given is relevant, set at an appropriate level and is marked regularly. The use of ICT is strongly encouraged. It is worth noting that the nature of homework can be varied, according to the faculty/department concerned. Staff will often run homework clinics after school, to support pupils' work.

Parents are asked to check the planners (issued free to all pupils) which should contain an accurate list of all work issued. The planners help pupils plan ahead and manage their work effectively. The school will inform parents of pupils who are failing to complete homework tasks. Where appropriate, an alternative time for completing these will be suggested. Parental support in fostering a positive attitude to home learning is very helpful.

Pupils can visit the Resource Centre after school Monday-Thursday for one hour, and this provides pupils with the following:

- specific help from teachers in almost every subject.
- access to computers, CD ROMs, the Internet and a laser printer.
- access to all of the books, newspapers and magazines in the Resource Centre.
- a quiet, supervised place to complete homework.

Pupils are welcome to stay for the full hour or they can use it as a “drop in” service to receive help with small problem areas. Research has shown that Supported Study can improve performance in examinations. Through this service we can provide excellent support, help and advice combined with access to numerous resources which enable our pupils to reach their true potential.



MEALS AND TRANSPORT

Meals Service

Leith Academy has excellent kitchen and dining facilities, offering fully cooked meals, snacks and drinks. A cafeteria system operates and snack items are priced accordingly. A snack bar is available at morning interval. Children in attendance at schools are entitled to free school meals if their parents are in receipt of Income Support, income-based Jobseekers Allowance from the Department of Social Security or support under part VI of the Immigration and Asylum Act 1999. No other children are eligible for free school meals. Further information and an application form can be obtained from the school or from the Children & Families Department.

Please note the school operates a 'cashless cafeteria system'. All pupils and staff are issued with their own personalised swipe card and use this to purchase food. Pupils credit money to their cards by using revaluation units located in the school. Those entitled to free meals will find their cards credited automatically each day (£2.25). This has reduced queuing and the need for pupils to carry much cash with them to school. (It also introduces them to the use of new technology.) If cards are damaged or lost, then replacements must be purchased by the pupils at our school office (price £3.00).

Transport

To qualify for assistance with travel your child must be attending their district school and live more than two miles from it. There are some exceptions to this, eg for health and/or safety reasons or if the child has been placed in a non-district school by the Children & Families Department. Transport assistance is not provided on the basis of income. Application forms are available from the school office.



PUPIL MANAGEMENT

The discipline structure is intended to provide a suitable framework for teachers and pupils to live and work together happily. This has to take place in a controlled atmosphere to allow learning and teaching to take place and to enable pupils to feel safe and secure. Pupils are expected to behave in a polite and considerate manner and to follow our Values and Codes of Behaviour, displayed clearly around the school.

Depending on the seriousness of any offence and if a pupil fails to respond positively to warnings, s/he may be moved from her/his class, given a punishment exercise or detained for up to 15 minutes in her/his own time. (A written letter will give 24 hours' notice of any longer detention in the case of more serious offences). If a pattern of misbehaviour develops or if staff are very concerned about a pupil, the parents will be contacted and a joint solution determined. Only in the most serious of offences will exclusion from school be considered.

The effectiveness of this system and hence the effectiveness of education depends on the co-operation of all concerned - pupils, staff and parents.

It should be noted that pupils are encouraged to stay within school grounds at break/lunch times. A safe and secure environment is provided for them, with staff on supervision duty at these times. The school cannot be held responsible for incidents which happen outwith school premises or school hours.

Bullying Policy

Our approach to this is stated clearly in our "Welcome to Leith Academy" booklet. The issue is addressed regularly in PSE and in our assemblies for all year groups. A Buddy system has been set up to pair pupils who may be vulnerable with senior pupils who can offer them advice and support. When bullying is reported the matter is investigated and once it is established that bullying is taking place the following actions are taken:

- the bully is spoken to by a senior member of staff and told her/his actions are unacceptable
- the parents of the bully are informed and asked for their support
- the parents of the pupil who was bullied are informed and asked to ensure that any further incident is reported
- the incident is recorded in line with the Council's policy
- if the bullying does not stop then further disciplinary action is taken.

We believe that the most successful solutions to bullying are those which involve all parties in open and honest discussions, in order to develop a successful outcome.

Praise

To encourage positive behaviour and effort, teaching staff issue 'praise stamps' for excellent work/effort to deserving pupils. This is popular with pupils and will motivate them towards higher achievement levels. Special certificates are sent home once pupils have collected 20 stamps. These are all contained in the Planner. The idea is to motivate and create a more positive attitude to learning and improve behaviour. Merit Certificates are also awarded on a termly basis to pupils who have maintained a high level of work/effort over a long period.

PARENT COUNCIL

Leith Academy Council

In accordance with the Parental Involvement Act 2007, a Council was constituted in Leith Academy in 2007.

The Leith Academy Council comprises a minimum of four/maximum of ten parents, together with up to eight co-opted members. Volunteers are sought from among the parent body (the Parent Forum) to serve for a period of two years. The Headteacher is not a member of the Council, but attends all meetings as the principal professional adviser. Local councillors and a representative of the Children & Families Department are also permitted to attend and speak at meetings.

The Council is accountable to the whole body of parents, and is required to report to all parents at least once a year. All meetings of the Council are open to the public except when confidential matters are to be discussed.

The objectives of the Leith Academy Council are:

- to work in partnership with the school to ensure inclusion of parents, pupils, staff and the wider community
- to identify and represent the views of all parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- to engage more parents in the life and work of the school, in order to influence direction and policy
- to develop and engage in activities (eg debates, events, fundraising) which support the education and welfare of the pupils
- to enable parents to share ideas, interests and skills for the benefit of the school

A leaflet detailing the functions, membership and regulations governing parent councils is available from the Children & Families Department (Parent Council Unit).

The current members are (October 2010):

Parents:	Diane Anderson Neil Buchanan (Chair) David Burns (Treasurer) Kevin Docherty Steven Harkins Rachel Henry Caroline Jaquet Christine Wallis	Teachers:	Sheila Ralston Paul Laird
		Pupil Rep:	Calum Doyle Katie McGuire
		Co-opted Members:	Vacancy
Adviser:	Jack Simpson (Headteacher)	Councillors:	Marjorie Thomas Gordon Munro Rob Munn Louise Lang Gary Peacock Angela Blacklock Ewan Aitken Stefan Tymkewycz Deirdre Brock

STATISTICAL INFORMATION FOR PARENTS 2010

This will be provided separately and will cover a number of areas. It enables comparison to be made between school, authority and national trends. The data offers only a broad and simplistic ‘snapshot’ of these areas of school life and great care should be taken in analysing or drawing conclusions from such statistics. The provision of accurate and relevant information for parents is of great importance, but an examination of such raw data, without adjustment to reflect the type of school and its pupil population can certainly be misleading. Attendance rates, school leaver destinations and examination results can vary widely between years. Analysis should be done in proper context and over a period of several years, perhaps highlighting trends. The following brief notes should be considered whilst studying the data:

- the information on budgeted running costs is provided by the Authority
- school leaver destinations are provided by the regional careers service. They broadly reflect the situation in previous years and are fairly typical of a comprehensive school with a wide socio-economic mix of pupils.
- attendance rates are collected by the school and processed by the Authority.

Absence Statistics

Firstly, the official definitions of absence are important to understand.

Authorised absence includes:

Temporary exclusions arising from incidents in and out of class; sickness; medical and dental treatment; bereavement; domestic circumstances (in relation to exceptional hardship at home); no school within walking distance and no transport facilities provided; study leave for examinations; religious observance; where attendance is otherwise satisfactory; meeting prior to and in court; attendance at, or in connection with, a Child in Care Review or Children’s Hearing; weddings of immediate family; certified debates, sports, musical or theatrical productions etc arranged by, or in conjunction with, the school; extended visits overseas to relatives; sanctioned extended absence in relation to children of travelling families.

Unauthorised Absence includes:

An application having been made to the education authority in relation to an attendance order; family holidays; an appeal having been made to the Sheriff in relation to an attendance order and family holidays; where attendance is otherwise unsatisfactory; truancy (defined as unauthorised absence from school, for any period, as a result of premeditated or spontaneous action on the part of pupil, parent or both); unexplained absence.

The following pose difficulties for interpretation and direct comparison of attendance rates:

- not all schools are yet consistent in their use of the terms
- absence is **not** evenly spread across all pupils/year groups. The long term absence of a few pupils can skew the results **significantly**
- authorised absence includes items such as work experience placements and study leave, which vary widely across schools
- no recognition of the type of school and its catchment area is taken
- pupil exclusions are counted as authorised absence, as they form part of a school’s formal discipline strategy
- unauthorised absence is artificially inflated by the non-return of parental notes and pupil ‘late slips’. Parental support is vital in this area.

Examination Results

These figures provide an indication of the academic abilities of different year groups. They illustrate the tendency, in a comprehensive school such as Leith Academy, of levels of academic attainment to vary from year to year. What they do not inform us about is the effectiveness of the teaching in any school. In order to do that, we would need to present the level of attainment of pupils on entry to S1 so that we could gauge their progress from that point through to their performance at Standard and Higher Grade. Then, comparisons between schools would be more meaningful. Work is done nationally on this calculation of 'added value'.

Our objective is to make sure that every individual pupil, irrespective of ability, achieves the best of which they are capable. This applies to children for whom reaching the lower Foundation levels at Standard Grade is an excellent achievement, and to others who gain five Highers and proceed to University.

Transferring Education Data About Pupils

Education authorities and the Scottish Government have collected data about pupils for many years and this is now done electronically through the ScotXed programme.

Information collected includes date of birth, postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusion from school. Data is held securely and no information on individual pupils can or would be published by the Scottish Government. It is used for statistical and research purposes only and is collected in order to make the best decisions on how to improve our education services.

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). Data will only be shared with *bona fide* partners, such as Her Majesty's Inspectorate for Education and the Scottish Qualifications Authority. Any sharing will be strictly controlled and with the prior agreement of the Data Controller. If you have any concerns about the ScotXed data collections you can e-mail the Data Controller at EDData.Controller@scotland.gsi.gov.uk or write to the ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

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*Photographs: Jennifer Boxall-Gray, Gordon Cookson, Harley Gribben, Angela Mercer,
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