

NORTH AYRSHIRE COUNCIL EDUCATIONAL SERVICE



NORTH AYRSHIRE
COUNCIL

WHAT WE WANT TO ACHIEVE

North Ayrshire Council

The Council's mission is to improve the lives of North Ayrshire people and develop stronger communities through our vision which is to be a leading organisation defined by excellent and innovative services.

The Council's strategic priorities:

- Growing our economy, increasing employment and regenerating towns;
- Working together to develop stronger communities;
- Ensuring people have the right skills for learning, life and work;
- Supporting all of our people to stay safe, healthy, and active;
- Protecting and enhancing the environment for future generations.

Overall aim of Education and Youth Employment:

Ensuring people have the right skills for learning, life and work.

Education & Youth Employment's Priorities:

- We are reducing inequalities and delivering improved outcomes for children and young people;
- High quality learning and teaching is taking place in all our schools;
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams;
- Levels of attainment and achievement are improving for all learners;
- High numbers of our young people are entering positive and sustainable post-school destinations



FOCUS PASSION INSPIRATION

Largs Academy's Priorities:

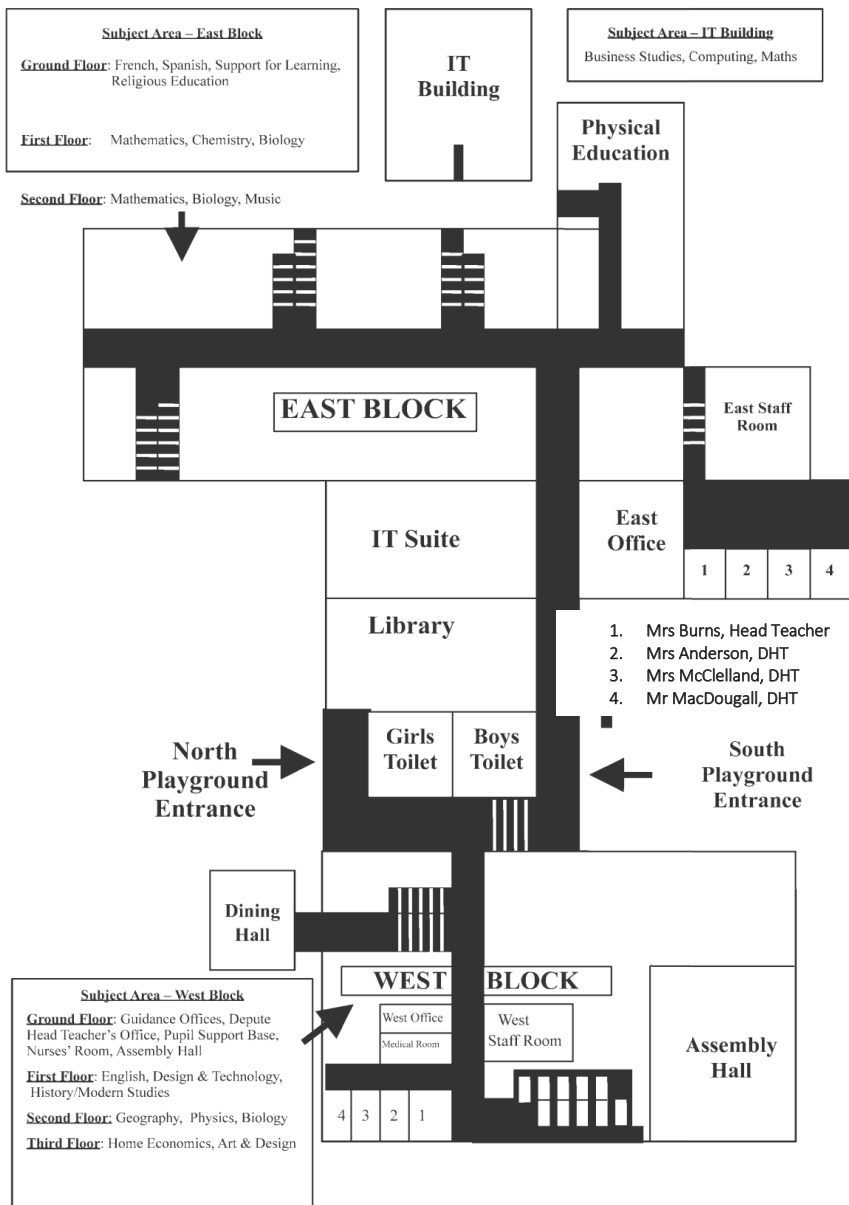
- To develop a combined Senior Phase
- To refine the school self-evaluation systems
- To embed and enhance the principles of GIRFEC;
- To utilise analysis of data to meet individual needs and inform learning and teaching;
- To enrich the quality of learners' experiences and raise attainment across the curriculum

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LARGS ACADEMY SCHOOL YEAR 2017/18

Term 1	Teachers return	Wednesday 16 August 2017
	Pupils return	Thursday 17 August 2017
	In-Service Day	Monday 25 September 2017
	Holiday	Monday 16 October 2017 to Friday 20 October 2017
	In-Service Day	Monday 23 October 2017
Term 2	Pupils return	Tuesday 24 October 2017
	Local holiday	Friday 17 November 2017
	Local holiday	Monday 20 November 2017
	Christmas/ New Year	Friday 22 December 2017 to Monday 8 January 2018
	Teachers/ pupils return	Monday 8 January 2018
Term 3	Local Holiday	Friday 9 February 2018
	Local Holiday	Monday 12 February 2018
	Local Holiday	Tuesday 13 February 2018
	In-Service Day	Wednesday 14 February 2018
	Pupils Return	Thursday 15 February 2018
	Easter Holiday	Thursday 29 March 2018 to Monday 16 April 2018
	Re-open	Monday 16 April 2018
Term 4	May Day	Monday 7 May 2018
	Local Holiday	Friday 25 May 2018
	In-Service Day	Monday 28 May 2018
	School Closes	Friday 29 June 2018
	Teachers return	Thursday 16 August 2018
	Pupils return	Monday 20 August 2018

SCHOOL PLAN



POSITIVE RELATIONSHIPS

The school expects a high standard of behaviour from pupils and aims to promote positive behaviour. The relationship between pupil and teacher is like that between child and parent. Both sides must respect each other and see each other's point of view. We use restorative practices where children and staff are encouraged to find a solution to disagreements together.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

Some children may require additional support in relation to their behaviour and the school will work positively with the young person and the parents to ensure positive outcomes are achieved.

SCHOOL SECURITY

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of visitors' books, badges and escorts while visitors are within school buildings. Normally, anyone calling at a school for any reason will be asked to report to the main school office. School staff will then make any necessary arrangements in connection with the visit to the school.

The Largs Academy procedures in relation to anyone visiting this school are:

- All visitors are asked to report at the main entrance to the school which is in the East building in Flatt Road and once there, to sign the Visitor's Book and wear a Visitor badge.
- We have clearly identified all adults who have legitimate business within the Academy. All staff wear ID badges.
- Pupils must adhere strictly to the Dress Code so that intruders may be more quickly identified.
- Furthermore, CCTV equipment has been installed and new fencing restricts public access to the school.

Pupils Out of School at Interval and Lunch Time

Schools have a duty to look after the welfare of pupils much in the same way as a responsible parent would and this includes taking reasonable care of pupils' safety during intervals and lunch times.

In line with North Ayrshire Council policy, pupils in S1 to S5 are not allowed to leave the school premises at the morning interval or between classes. Pupils in S6 are in a different situation and are allowed to leave during the school day when they have no class.

The situation at lunch time is different and pupils are allowed to leave the school if they wish. However, we strongly advise pupils to remain in school for reasons of safety and we encourage parents to take the same line, and in any event, to be aware of where their children go during lunch break

PERSONAL BELONGINGS

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

Parents should note that the authority does not carry insurance to cover the loss of such items.

MOBILE PHONES

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

INFORMATION IN THE EVENT OF AN EMERGENCY

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected, for example, by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we will do all we can to let you know about the details of closure or re-opening. We will keep in touch by using Group Call, Twitter (@LargsAcademy), letters, notices in local shops and community centres, announcements in the press and on West FM.

There is a separate emergency plan for Cumbrae children and Cumbrae parents will be made aware of these special arrangements at the P7 induction sessions.

LISTENING AND LEARNING

It is the policy of North Ayrshire Council to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership. We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning, e-mailing or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

Complaints may be made in writing or by telephone and regardless of how they are routed, will be passed quickly to the appropriate member of staff for investigation and response. In most cases complaints are dealt with by the member of the Senior Management Team who is Year Head for the year group of your child or who has responsibility for a particular area of school life (e.g. SQA, School Transport, Health & Safety etc). Complaints about other pupils (for example bullying) or other issues related to the progress, general well-being or pastoral care of your child may be directed to the appropriate member of the Guidance Team.

Any complaint about a member of staff should be directed to your child's Year Head or, if thought necessary, to the Head Teacher to whom, of course, any serious issue may be directed.

We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss.

If you are not satisfied with our response then you still have the right to take up the matter further with Educational Services at Cunninghame House, Irvine, KA12 8EE (01294 324400)

You should also note that you have the right to raise unresolved concerns with your local councillor or MSP/MP.

The Parent Council have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern.

However parents are advised that individual, more personal complaints are not, due to the need for confidentiality, appropriate for raising via the Parent Council.

The school warmly welcomes the views of parents at all times but in particular we are keen to deal effectively and promptly with any complaint which may arise.

Contacts June 2017 – May 2018

Mrs Heather Burns	Head Teacher	
Mrs Hazel McClelland	Depute Head Teacher	Head of S1 and S4
Mrs Anne Anderson	Depute Head Teacher	Head of S2 and S5
Mr Alan MacDougall	Depute Head Teacher	Head of S3 and S6
Mr Colin Frew	Principal Teacher of Guidance	Kintyre House
Miss Grace Furey	Principal Teacher of Guidance	Bute House
Mr Donald Gibson	Principal Teacher of Guidance	Cowal House
Mr Ross McFadzean	Principal Teacher of Guidance	Arran House
Miss Fiona Mcllroy	Principal Teacher of Guidance	Mull House

SCHOOL MEALS

Some time ago, following an initiative by North Ayrshire Council, a new system for paying for school meals was introduced at the Academy. The Alpha card system enables pupils to use a card to pay directly for meals. Last session the National Entitlement cards or Young Scot cards replaced the Alpha cards. Pupils can add as much money as they wish to their card using the machines provided with a normal daily meal costing £2.00. If you wish to send a cheque to pay for your child's lunch/tuck shop purchases please make it payable to 'North Ayrshire Council'. A two course meal is available with a choice of several main courses and any other item from among soup, sweets and fruit juice etc.

A full range of 'Fast Food' with the emphasis on healthy eating is also available. Healthy "Fast Foods" includes filled rolls, sandwiches, baked potatoes etc.

If your child has special dietary requirements, or a medical condition - please contact the school office where the staff will be happy to help you.

S1-S3 pupils have their own Dining Hall called 'LA CAFÉ' that offers good food and fast service in pleasant surroundings. Please encourage your child to remain in school at lunchtime where he or she will be safe and supervised.

A 'healthy' tuck shop also operates at morning interval each day in 'LA CAFÉ' offering sandwiches, milk, fruit, raisins, Nutri-Grain bars etc at low prices.

Packed lunches are eaten in the three classrooms close to the junior canteen.

Students receiving free meals will also use their Young Scot cards. However, this card will be credited to the value of £2.00 per day for use within the dining room. If not used on a particular day the £2.00 daily allowance cannot be carried over. Currently, many pupils in Largs Academy who are entitled to free meals do not take them and the school would encourage parents/guardians to take up their entitlement. The new system removes the need to collect tickets etc. which some pupils found embarrassing. All children of parents who receive Job Seeker's allowance or Income Support, are entitled to a free meal and information and application forms for free school meals may be obtained from the school office or from Educational Services, Cunninghame House, Irvine, KA12 8EE.

Breakfast Club

North Ayrshire Council Catering Services has also introduced a breakfast service in the junior canteen between 8.15 and 8.50am offering cereal, toast, filled rolls, drinks, etc. This has proved very popular with our pupils and reinforces the need for pupils to have a healthy breakfast so that concentration and health can be maintained.

FACILITIES FOR PUPILS

The Dining Hall is available at morning intervals as a social area for all pupils. Snacks and drinks are available at this time together with access to a drinks dispensing machine.

Three classes are also open at lunchtime for pupils with packed lunches.

S5 pupils have access to their Registration rooms at intervals and at lunchtimes although eating and drinking in these rooms is not permitted.

S6 pupils have their own Common Room and the rules for its operation are set down and overseen by a small S6 Committee.

When the weather is very poor, all pupils are allowed to use their Registration rooms at interval and lunchtime as social areas - though not for eating.

Largs Academy Lockers

'LA Lockers' is a school-based project which aims to provide a locker for every S1-S6 pupil who wants one. There are over 258 lockers in use at present. As resources permit we have a policy for seeking to provide lockers for those who request them. Parents would be shocked at the number of very expensive jackets and shoes left lying around the bag areas and corridors and we encourage pupils to have a locker. Pupils pay an annual rental of £5.00 for the locker and a deposit of £5.00 for the key (refunded when key is returned). Any pupil wishing to rent a locker should speak to a member of staff in the school office.

Facilities for disabled pupils

There is a lift in each of the two buildings and a stair platform lift for wheelchair users in the corridor which links the two buildings and at the S5 entrance in the East Building.

Footwear & Clothing Grants

Parents receiving Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part VI of the Immigration and Asylum Act 1999, Child Tax Credit (income limit £16,105 per year), Working Tax Credit (income limit of £16,105 per year), Housing Benefit or Council Tax rebate will normally be entitled to grants for footwear and clothing for their children. Information and application forms may be obtained from the school.

Community use of the school

Our facilities are fully utilised during the school day and there is considerable community use of the school in the evenings and at weekends. Groups seeking lets should apply to:

*Area Community Learning and Development Office
5th Floor, Cunninghame House, Irvine, Tel: 0845 230 1325*

SCHOOL TRANSPORT

North Ayrshire Council has a policy of providing free transport to all secondary pupils who live more than three miles from their catchment area school by the recognised shortest safe walking route. Parents who consider they are eligible should obtain an application form from the school or the education department. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above paragraph). It is the responsibility of parents to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport and parents will then be responsible for their own transport arrangements.

Supervision

It is North Ayrshire Council policy to provide supervisors for 'double-decker' buses but **not** for coaches.

Placing Requests

North Ayrshire Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Fairlie Bus Arrangements

Buses leave from Station Road at 8.20 am. Buses leave Largs at the end of the school day.

Skelmorlie Bus Arrangements

The bus leaves upper Skelmorlie at 8.20 am for Largs Academy and leaves Largs at the end of the school day.

Cumbrae Transport

Buses leave Millport Pierhead at 8.10 am collecting pupils on the way to the ferry. Cumbrae pupils will be given a few minutes in the morning to allow them to get to school on time

ATTENDANCE AT SCHOOL

Attendance is recorded during every period of the school day. If your child is going to be absent from school, you are asked to inform the school by letter or telephone if your child is likely to be absent, and to give the child a note on his or her return to school, confirming the reason for absence.

In the event that you do not notify the school of your child's absence an electronic messaging service will send a text message to your mobile phone or a voice message to your landline asking that you make contact with the school to explain the absence. This facility serves not only as an aide to absence communication but is also proving to be an invaluable safety feature.

Please ensure that you keep the school informed of any changes to your telephone contact numbers. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Family Holidays during Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted.

Medical/Dental Appointments

Where possible, parents should make appointments out-with school hours. Pupils who need to be out of school for an appointment should bring a letter from home or an appointment card and make sure that permission from a senior member of staff has been granted and that they sign out at the office where an 'Authorised Absence Pass' will be issued. This must be handed in at the office when the pupil returns to school.

Data Protection Act

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the Codes of Practice. For further information, please contact the school.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

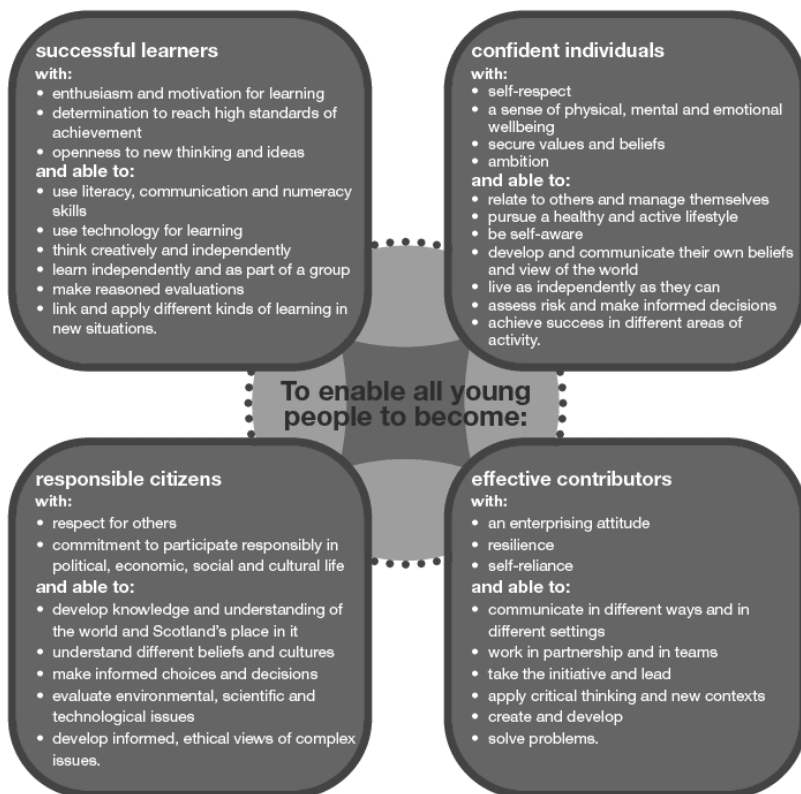
Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.

THE FOUR CAPACITIES



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.

The Broad General Education

Throughout S1, S2 and S3 pupils study a varied curriculum as outlined in the Prospectus section of our Handbook. In all areas of the curriculum, pupils will be assessed on performance. Largs Academy will grade pupil work across subject areas during these years using Curriculum for Excellence levels. This will enable the school to compile a profile which summarises attainment and provides an indication of likely performance in S4. These attainment levels are used throughout S1, S2 and S3 both to inform pupils and parents and to assist in setting targets for improved performance. At the end of S3 each pupil will complete a profile, outlining their attainment levels and achievements in and out of the classroom

All pupils will opt for nine main subjects for study in S3, choosing English, Mathematics, one Science, one Social Subject, one Modern Language option, one subject from Technologies and one subject from Expressive Arts, plus two free choices from any curricular area. The audit of progress to the end of S2 will aim to identify any curricular areas in which the third level has not been achieved and students in this position will choose a subject to allow them to progress further towards this goal in S3.

The Senior Phase

At the end of S3 pupils select the six subjects they wish to take forward into the senior phase of their secondary education. This allows more time in S4 for to each subject and is a much better preparation for progression to the next level. The subjects not taken in S4 can be picked up again in S5 or S6.

The restructured programme of national qualifications includes courses at National Levels 1-5 in S4. The majority of our pupils will undertake courses in National 4 and 5. National 5 level courses will be the most demanding and will feature an external graded examination at the conclusion of the course. National 1-4 level courses will be internally assessed and subject to national moderation procedures. There is no final exam for these levels.

In addition to the courses available in S4, pupils will be able to study courses at National 5, Higher and Advanced Higher level in S5/S6. Entry into courses operating in S5 will depend to a large extent upon achievement awarded in courses at National levels in S4 and levels of courses pupils select will be based on the best pathway for individual pupils. A combination of Advanced Higher courses forming the National Baccalaureate qualification will also be available for S6 pupils.

S5 pupils will study five subjects and in terms of the choice of subjects, careful guidance is given in respect of the need for balance and breadth, the entry requirements for Higher and Further Education, career aspirations and personal preferences. S5 pupils will normally follow a full programme of study. S6 pupils may study four subjects with some personal study time in their fifth column. All S5 and S6 pupils will receive one period of Personal and Social Education per week which includes careers education, support with UCAS and college applications and developing skills for learning, life and work, plus time in PE and RME.

Some courses for S6 students are tailored to meet individual needs and will contain extra elements and opportunities available only to S6. It is important to point out that not all courses available at National 5 will be available at Higher. Similarly, courses offered at Advanced Higher and/or the teaching time given to courses may depend upon pupil uptake and this will vary from year to year.

Religious and Moral Education

The arrangements made for Religious Education and the aims of the Religious and Moral Education department are in accordance with national guidelines:

- All pupils attend classes in Religious Education.
- In S1, S2 and S3 pupils are introduced to aspects of major world religions, moral issues and philosophy.
- In S4 pupils a number of pupils take a National 4 qualification in Religious, Philosophical and Moral Studies.
- Study within the Religious and Moral Education department encourages pupils to consider religion and morality in its widest sense and looks at how the major religions of the world respond to questions about the meaning, purpose and value of life.
- Teaching and learning within the RE department is a combination of input about the practices of religions and the pupil's reflection on moral decisions and values within everyday life.

ASSESSMENT AND REPORTING TO PARENTS

Our reports will relate pupil attainment to the new curriculum levels as shown below.

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior phase	S4 to S6 and college or other means of study

SI-S3

Within these broad levels there will be a range of abilities and it is our view that parents will need additional information about their child's attainment especially in relation to likely performance in the revised qualification system that will take place at the end of S4. Each year group within the Broad General Education will receive an interim and final report. The interim report will include a star system showing effort, behaviour, homework, kit if applicable and progress. Our final reports for the Broad General Education will show pupil

attainment as the Curriculum for Excellence level they are working within. For the majority of our pupils this will mean they are working within levels 3 and 4. The final report will include comments regarding their progress in the subject and literacy, numeracy and health and wellbeing across the curriculum.

S4-S6

Within the senior phase each pupil will receive three tracking reports issued in October, December and March. These will include a working grade and next target grade as well as a rating on homework, behaviour and effort and an explanation of how the working grade has been achieved. This is monitored closely by senior and middle management and strategies are put in place to support pupils in achieving their full potential. More information on this will be provided at the appropriate time in your child's education.

HOMEWORK

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

All pupils will be made welcome at the Homework Club which takes place in the school library at the end of each school day.

Homework in the Broad General Education and Senior Phase

Homework guidelines are available on the school website and from your child's Guidance Teacher.

SUPPORT FOR PUPILS

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed here:

http://www.equalityhumanrights.com/sites/default/files/uploads/documents/Old_Guidance/PDFS/Technical_Guidance/Schools/ehrc263_code_scotland_v3.pdf

Child Protection

The Education and Youth Employment Directorate has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection

matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures.

Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the ‘Additional Support for Learning’ legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the

child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinate Support Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:

<http://www.gov.scot/resource/doc/348208/0116022.pdf>

Dispute Resolution Procedures

If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

- 1. Enquire: Scottish Advice and Information Service for Additional Support for Learning**
Website: <http://enquire.org.uk/>
Helpline: 0345 123 2303
Email: info@enquire.org.uk
- 2. Scottish Independent Advocacy Alliance**
Website: <http://www.siaa.org.uk/>
Telephone: 0131 260 5380
Email: enquiry@siaa.org.uk
- 3. Scottish Child Law Centre**
Website: <http://www.sclc.org.uk/>
Telephone: 0131 667 6333
Email: enquiries@sclc.org.uk

Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Why we have to get it right for every child

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

Getting it right for every child (GIRFEC) is an approach from the Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential in each of the areas listed below;

- **Safe** Protected from abuse, neglect or harm
- **Healthy** Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- **Achieving** Receiving support and guidance in their learning
- **Nurtured** Having a nurturing and stimulating place to learn
- **Active** Offering opportunities to take part in a wide range of activities

- **Respected** To be given a voice and involved in the decisions that affect their wellbeing
- **Responsible** Taking an active role within the school
- **Included** Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

For more information on 'Getting it Right for every Child' in North Ayrshire go to www.girfecna.co.uk

Home and School Links

Laura Hamilton is our Area Inclusion Officer. Her aim is to provide an early intervention service for children and young people and to support improved communication between school and home. She does this by working on an individual or group basis to improve self-esteem, peer relations, widen social skills, improve behaviour in class and at home and improve behaviour in the community. She links with school staff at both primary and secondary school, working in partnership to provide the most efficient service.

Skills Development Scotland (Careers Service)

The school works closely with Skills Development Scotland to provide appropriate support for all young people and to encourage them into positive destinations. From as early as S1 through Personal and Social Education (PSE) pupils start to think about their own strengths, skills and qualities and how they could match these to a job in the future. This process continues throughout the school with pupils actively engaged in researching potential college and university courses and future career options. Skills Development Scotland has developed a website, My World of Work, which all pupils have access to. This website allows our careers adviser to gauge the input each young person requires. We do our best to ensure each young person is fully supported in making the transition from school to further education, training or employment.

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the strategic objectives of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments aimed at enhancing outcomes for *all* children.

Largs Academy has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil, the school takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school may have an informal discussion with the educational psychologist to ask for general advice and/ or consider possible involvement.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process.

Find out more about North Ayrshire Psychological Services:

<http://www.northayr-edpsychs.co.uk/>

Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

MEDICAL AND HEALTH CARE

If your child becomes unwell throughout the school day, they will be referred to designated staff who arrange for the pupil to be accommodated in the rest room until he or she is well enough to return to class, or until the parent has been contacted and the child taken home.

If a child is injured at school, he or she is referred to staff who are trained in first aid. Except in the case of obviously minor injury, parents are contacted to inform them of the circumstances and to decide on the best course of action. For this reason, it is important that the school has contact details for parents/ carers and an additional contact person in case parents/carers cannot be reached.

Where parents cannot be contacted, medical advice may be requested from the family doctor or from a local GP and, if the circumstances justify it, the child may be examined by a doctor in the local surgery or in school. In emergencies, the ambulance service would be called and if necessary, the child taken to hospital. In such a case, the child would be accompanied by a member of staff if a parent or carer was not available.

Administration of Medicines

Parents are asked to note that, in accordance with North Ayrshire Council's guidelines, schools are unable to issue or administer non-prescribed medicines to pupils. This includes paracetamol. Pupils themselves may, of course, take medication, provided they have parents' permission.

Medical Information

Medical examinations are carried out at various times during a child's school years. Parents are given notice of these. Vision and hearing tests and dental examinations are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board Staff. It is obviously very important that the school is aware of and acts upon any information about the health or medical condition of a child which may have an effect upon that child's welfare at school. Parents are asked to inform their child's Guidance teacher of any medical condition, treatment under way or allergy which could have an effect on the child's health or performance. This is of particular importance if the condition or treatment might cause injury to the child eg in a practical subject or at PE

PARENTAL INVOLVEMENT

Parents are encouraged and welcome to contact Largs Academy. We share a common desire to ensure that your son/daughter achieve their potential and it is essential that we work together to support them in achieving this. If you wish to speak to members of staff about any issues regarding your child's education, please contact your child's Guidance teacher or Year Head.

The Parent Teacher Association (PTA)

Largs Academy has an extremely active PTA which we hope you will join. The AGM is held in school at the end of September each year and the main activity at this meeting is to select a committee who then meet about once a month and have responsibility for planning the calendar of PTA events for the session ahead.

The PTA provides valued assistance to the school in a number of ways which include fund raising and a number of school projects receive a great deal of support and assistance courtesy of the PTA. The PTA also provides school diaries for every child every year.

However, the main purpose of the PTA is to foster and encourage contact between parents and teachers so that everyone who has an interest in the success of the pupils of Largs Academy shares a common purpose. The participation in the PTA by as many parents as possible will undoubtedly speed this process along and that is why our membership and attendance at the AGM and at PTA functions is so much appreciated.

Largs Academy PTA

Chairperson: Mrs Elizabeth Blair

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent help line service for all parents. You can contact them by phone/fax on 0131 226 4378, by e-mail on sptc@sol.co.uk or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

Parent Council

The Scottish Schools (Parental Involvement) Act 2006 was introduced by the Scottish Parliament to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to:

- Help parents become more involved with their child's learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are to:

- work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teachers of the school.

Largs Academy Parent Council

Chairperson: Angela Clements (01475 670492)
angela.clements@btinternet.com

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

The Corporate Director (Educational Services) or her/his representative and local councillors may attend all meetings of the Parent Council and have the right to speak, although not being members of the council, no right to vote.

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning, please contact the school or North Ayrshire council Educational Services or visit the Parentzone website on www.parentzonescotland.gov.uk

More information about getting involved in your child's education can be found on the North Ayrshire website at:

<http://www.north-ayrshire.gov.uk/council/strategies-plans-and-policies/parental-involvement-strategy.aspx>

PUPIL INVOLVEMENT

Pupils at all stages are encouraged to become increasingly involved in aspects of decision-making at the school.

The Head Boy, Head Girl and their deputies form the 'S6 Executive Group' which meets regularly with the Head Teacher. This group manages a wide range of pupil responsibilities and social functions. In addition they organise a number of events for younger pupils.

S6 pupils have many opportunities to become involved in the wider life of the school. For example:

- Prefects carry out a number of important roles which help the school towards achieving its aims. As well as the "traditional" roles, prefects now are required to join the various staff committees across the school. The prefects take the lead role in organising the discos throughout the school year.
- S6 pupils also manage their own common room, organise the annual prom etc as well as opting into a series of activities designed to provide assistance, guidance, support and leisure opportunities to younger pupils.

Younger pupils are also encouraged to get involved. In addition to the Pupil Council system, younger pupils will often be consulted by Year Heads keen to find out pupil reaction to a wide variety of initiatives. Many subject departments ask pupils to help evaluate course work or activities and pupils are given a voice through a series of focus groups at department and whole school level.

Pupil Council

The Largs Academy Pupil Council is made up of representatives from every year group in the school and ensures that the pupil voice is heard and all views are represented. The aim

of the Council is to work together with other pupils and staff to make positive changes within the school and to work together with the local community to promote a good image of Largs Academy and to encourage the pupils to be responsible citizens. The Council consists of pupils from each of the five House Councils – Arran, Bute, Cumbrae, Kintyre and Mull.

RELIGIOUS OBSERVANCE

All pupils in S1-S5 attend Assembly on a weekly basis. When the Assemblies are taken by one of the School Chaplains, the Assembly will have a religious theme. When the Assembly is taken by a member of the Senior Management Team then it is more likely that the theme will be a social or moral issue of relevance to the year group.

S6 meet with the Chaplains in small groups to discuss issues of a religious or moral nature raised by the pupils themselves.

OUR CHAPLAINS

Rev G Fyfe	St Columba's Scottish Episcopal Church
Pastor G Weir	Brisbane Evangelical Church
Rev D Watson	Clark Memorial Church
Rev I Currie	St John's Church
Rev J Purves	St Columba's Parish Church

Withdrawal from Religious Observance

Largs Academy is a non-denominational school. Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. Members of the Senior Management Team will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only

written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the absence noted as an authorised absence in the register.

SCHOOL AND COMMUNITY LINKS

Largs Academy values very highly its links with our local community and beyond. There are many uses of the school premises in the evenings and at weekends by various community groups.

Developing Scotland's Young Workforce

Largs Academy recognises it has an important role to play in the life of the local community. To that end, we recognise our obligation to make our pupils fully aware of the contribution to society made by industry and commerce. To fulfil that obligation we try to provide our pupils with a range of opportunities to learn about and gain experience of the 'world of work'.

The objectives are:

- To develop partnerships with local employers to meet expectations outlined in the 2014 Report, *Developing Scotland's Young Workforce*;
- Enhanced knowledge, understanding and awareness among teachers and pupils of the role of industry/ commerce in wealth creation;
- Shared understanding of the current and future curriculum, accreditation etc. in Primary and Secondary Schools;
- Enhanced guidance and preparation for pupils in terms of careers education;
- An enhanced programme of practical, hands on activities for pupils in relation to the world of work.

Strategy:

Establish and coordinate a series of effective and escalating experiences for Primary and Secondary pupils which include:

- P7 Enterprise Induction Day with Critical Skills approach;
- Provision of Curricular Materials to support departments;
- Projects, Competitions;
- Visits, Guest Speakers, Posters, Leaflets, workshops;
- Extra-Curricular Activities;
- Careers Programme;
- Exchanges, Work Shadowing;
- Work Experience;
- STEM events;
- Business Breakfasts.

Work Experience

Chamber of Commerce and Work IT provide a database of employers to facilitate Work Experience placements for our pupils. Pupils can also look for their own opportunities and enter Self Found employment possibilities onto the website which then can be risk assessed by Ayrshire Chamber to assess suitability. Parents can find out more information about the structure of Work Experience and how to support their children on the following web site: www.workit.info.

Largs and District Education Business Partnership

Members of this working group include representatives from Largs Academy; Head Teacher, SMT link person, Faculty Leader Enterprise and IT, Chamber of Commerce representative and Largs Rotary Youth Service Convenor. Our special relationship with Largs Rotary facilitates a variety of opportunities for our pupils. Largs Rotary sponsor prizes for enterprise events which occur throughout the year in Largs Academy and our primary cluster. They are available for judging competitions and a panel normally attends.

Largs Rotary involves our S6 in the Euroscola project which funds pupils to attend an international conference in The European Parliament, France, Strasbourg. They liaise with a variety of departments on a rotational basis to devise, judge and donate prizes for competitions. As part of the EBP they review courses which are proposed in school and offer advice, experience and encouragement to staff and pupils alike. Joint ventures within the community are frequently undertaken to raise money for local, national and international cause.

PUPIL DATA COLLECTION AND PROTECTION POLICIES

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

LARGS ACADEMY TEACHING STAFF

Mrs H Burns Head Teacher			
Mrs A Anderson, DHT		Mr A MacDougall, DHT	
Mrs H McClelland, DHT			
Faculty of English and Literacy Faculty Leader: Mrs O Gilmour	Faculty of Maths and Numeracy Faculty Leader: Mrs K Burningham	Faculty of Health and Wellbeing Faculty Leader: Mr A Sturrock	
Mrs M Carter Mrs S Griffiths Mr D Halliday Mrs J MacLean Mr G McDaid Mrs E Newton Mrs K Strahan Miss N Tracey	Mr S Colville (PT DYW) Mrs M Galbraith Mrs M Lunday Miss C McCallum Mr D McLean Mrs S Sayce Mr M Stevenson	Ms F Dempsey Mr C Frew (PTG) Mr J Murchie Mr C Telfer	
Faculty of Expressive Arts Faculty Leader: Mr C Smith		Faculty of Modern Languages and RMPs Faculty Leader: Ms S Gall	
ART & DESIGN Miss L Jarvis Mr W Revolta Miss D Shaw Mrs C Simpson FL Enterprise & IT	MUSIC Mrs L Kent Miss A Lawson NQT Miss D McCarron	MODERN LANGUAGES Miss L Kerr Miss G Kirkpatrick Miss G Mitchell Mr K McFadyen RMPs Mrs C Tait	
Faculty of Science Faculty Leader: Mrs M Telfer			Faculty of Pupil Support Faculty Leader: Mrs D McTaggart
BIOLOGY Mrs L Cozens Dr J Coldwell Ms G Furey (PTG) Dr C Mitchell Mr M Trainer	CHEMISTRY Mr G Anderson Mr B Higgins Mr A Leishman Mrs C Mazzoni Mr D Roser	PHYSICS Mrs C Scott Mrs P Campbell Mrs K Duff Mr D Gibson Mr P Usher	Mrs AM Goldie Mr J Halbert Mrs L Henderson Mr R McLean
Faculty of Social Subjects Faculty Leader: Mrs G Scott			Faculty of Enterprise and IT Faculty Leader: Mrs C Simpson
HISTORY/MODERN STUDIES Mr A McCoy Mr S Martin Miss F McLroy (PTG)	GEOGRAPHY Mr G Atkinson Miss L Griffiths Mr R McFadzean (PTG) Miss C Reid	BUSINESS Mrs A Denim Mrs A McAlister	COMPUTING Mr D McCallum Mrs L Moran
Faculty of Technologies Faculty Leader: Mrs A Lyon			
TECHNICAL Mr J Campbell Miss D Babb Mr M Beattie Mr D Sinclair	HOME ECONOMICS Mrs J McGowan Miss G McPherson Mrs L Rice		

LARGS ACADEMY SUPPORT STAFF

Administration	Mrs C Weir	Business Manager
	Mrs M Mills	Clerical Assistant
	Mrs S Hendry	Clerical Assistant
	Mrs C Keenan	Clerical Assistant
	Mrs E McArthur	Clerical Assistant
	Mrs A Mungin	Clerical Assistant
Classroom Assistants	Mrs C Abercrombie	
	Mrs L Cowden	
	Mrs T Gillespie	
	Mrs J Logan	
	Mrs F MacLean	
	Mrs S Muir	
Miss S O'Hara		
Area Inclusion Officer	Miss L Hamilton	
Janitorial Staff	Mr M Parker	Senior Janitor
	Mr M Lewis	Janitor
Librarian	Ms T Newbury	
School Nurse	Mrs E Irvine	
Active Schools Coordinator	Miss N Murray	
Careers Advisor	Mr P Aitken	
Technicians	Mr Reid	Senior Technician
	Mr Connor	Science Technician
	Mr Pillu	Science Technician
	Mr Douglas	IT Technician
	Mr McGowan	D & T Technician

Literacy and Numeracy Performance

S4 2015	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Largs Academy	2016	95.31	86.46	73.96	63.54	192
Virtual Comparator	2016	92.24	87.92	66.93	55.63	1920

- **Level 4 Literacy** is consistently above our virtual comparator: Boys are doing slightly better than girls at Level 4 but we achieved almost 100% (98.59%) attainment at level 4 by the end of S6 in 2016.
- **Level 4 Numeracy** attainment is slightly below our virtual comparator: Boys perform slightly better than girls in S4 and S5, but the gap is narrowing and in S6 97.24% of pupils are achieving at this Level.
- **Level 5 Literacy** is above our VC at every measure. BY the end of S6 97.30% of boys (from S4) have achieved Level 5 Literacy compared with 98.59% of girls.
- **Level 5 Numeracy** is also above our VC at almost every measure. By the end of S6 91.89% of boys and 95.77% of girls are achieving at this level.

Improving Attainment for All Largs Academy S4 in 2016

S4 average total tariff points	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Largs Academy	196	468	616	192
Virtual Comparator	119	384	601	1900
North Ayrshire	129	390	581	1432
National	114	369	592	51297

S4 performance is greater than our Virtual Comparator. With greater knowledge and understanding of the factors which present barriers to learning we are seeing attainment an achievement improving year on year as staff continue to work hard to ensure the best possible outcomes for all our young people.

Candidate Destinations (increasing post-school participation)

For all leavers, the number of pupils in a positive destination has been greater than our Virtual Comparator at 97% in 2015. We have a higher percentage of pupils gaining a place in further or higher education than our VC. We continue to work on improving the tracking of pupil's post school intentions and are keen to offer high quality support to help them to make appropriate decisions regarding their future choices. We need to ensure they make the right course choices, remaining ambitious for them while ensuring that options are realistic.

Wider Achievement

Wider Achievement and additional qualifications are a key focus and we continue to look for new opportunities to meet the needs of all of our young people. Passes in French and Spanish for Life and Work and Scottish Studies contribute to the wider curriculum we are establishing within Largs Academy, as do YASS modules, Higher Leadership and Personal Development Awards. We introduced Higher Environmental Science, National 5 and Higher Drama this year; and Duke of Edinburgh continues to be offered by the school. The Saltire Award was reintroduced to recognise the number of young people involved in volunteering, either in school or in the local community. This session we are working with Ayrshire College to deliver a barista course to senior pupils and hope to introduce a beauty therapy course too. We continue to offer a wide range of Advanced Higher courses and the Scottish Baccalaureate is on offer in Science, Social Subjects, Languages and Expressive Arts.

IMPORTANT CONTACTS

Executive Director (Education & Youth Employment)

John Butcher
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324411

Head of Service

Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324416

Interim Head of Service

Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324413



Disclaimer

At the time of publishing, all information contained within this handbook was considered to be accurate. However, it is possible that there may be some changes to information throughout the session.