

SCHEDULE 1

PART II

(SCHOOL INFORMATION)

2. The information specified in this Part is school information.

Contact Details

3. In relation to a school—
- (a) the name;
 - (b) the address;
 - (c) the telephone number;
 - (d) the website (if any);
 - (e) the email address;
 - (f) the stages of education provided for;
 - (g) the present roll;
 - (h) the denominational status (if any);
 - (i) whether the school provides teaching by means of the Gaelic language (as spoken in Scotland);
 - (j) if the school admits pupils of one sex only, the sex admitted;
 - (k) the headteacher's name or details of where this information can be found;
 - (l) the email address and website (if any) for the Parent Council (or any other parent organisation);
 - (m) the arrangements for when a pupil's parent has a concern about the pupil and an overview of how these concerns will be dealt with;
 - (n) the procedure in cases of a pupil's absence or sickness;
 - (o) the complaints procedure;
 - (p) the arrangements for a parent, offered or seeking a place for the parent's child in the school, to visit the school.

Parental Involvement

4. In relation to a school—
- (a) the opportunities provided for a pupil's parent to become involved in the school;
 - (b) details of how the school involves a pupil's parent in the pupil's education including how information, support and advice is given to a parent to help the parent support the pupil's learning and help the pupil at key stages, particularly when choices are being made.

School Ethos

5. In relation to a school—
- (a) a statement of the school's culture, ethos and values, its aspirations for pupils and how it celebrates their achievements;

Status: This is the original version (as it was originally made). This item of legislation is currently only available in its original format.

- (b) details of the school's partnerships with denominational bodies at local and national level (if any);
- (c) details of the school's role in the community and how it works with organisations, bodies and persons who work with the school and how it promotes positive behaviour, good relationships and motivates pupils.

The curriculum

6. How the curriculum is planned and provided at a school, including—
- (a) the different subjects and learning opportunities that are available for pupils and when these are available;
 - (b) the opportunities for pupils to develop skills for learning, life and work, including literacy, numeracy and health and well-being in and out of the classroom;
 - (c) in relation to what pupils learn—
 - (i) the arrangements for how pupils will be given choices in what they learn;
 - (ii) how they will be involved in planning what they learn; and
 - (iii) how their parents will be consulted;
 - (d) where and how a parent can find out more information about the curriculum at school, at local and at national level;
 - (e) the arrangements for providing support to pupils in relation to leaving school, including how career guidance and financial advice is provided;
 - (f) how a pupil's parent will be informed of any sensitive aspects of learning;
 - (g) the provision for religious instruction and observance for pupils and arrangements for a pupil's parent who wishes to exercise the parent's right to withdraw that pupil.

Assessment

7. The school's arrangements and approaches for tracking and assessing pupils' progress and planning their future learning.

Reporting

8. The school's arrangements for ongoing and end of year reporting to a pupil's parent on that pupil's progress in curriculum areas, achievements and their future learning.

Transitions

9. In relation to a school—
- (a) the arrangements that are in place to support pupils making transitions and what role their parents can play;
 - (b) the contact details of the school to which pupils will normally transfer for the subsequent stages of their education (on completion of the stages of education provided for at the school to which the school information relates);
 - (c) in paragraph (a) transitions includes moving to the stage of primary education, moving from the stage of primary education to the stage of secondary education and on leaving school.

Support for Pupils

10. In relation to a school—

- (a) where and how a parent can find more information about how pupils' additional support needs will be identified and addressed;
- (b) the provisions made for pupils having additional support needs, whether the school is a special school or has a special class or unit, or a developmental nursery for observation;
- (c) who to contact if a parent of a pupil thinks that pupil needs additional support and where to get more information and advice;
- (d) the ongoing support arrangements for pupils including how pastoral care arrangements and pupil support arrangements are provided;
- (e) the arrangements for contacting the key adult who has the overall picture of how a pupil is progressing, for example a form tutor, support for learning teacher or guidance or support teacher.

School Improvement

11. In relation to a school—

- (a) the main achievements of the school over the last 12 months, or details of where this can be obtained;
- (b) the trends and information which give an overall picture of how the school is performing including achievements at SCQF Levels and other awards, leaver destinations, and any other significant achievements, over the past 3 years;
- (c) how the school has improved standards for pupils in relation to literacy, numeracy and health and well-being;
- (d) the plans for future improvement of the school's performance over the next 3 years, including the school's plans to involve parents in that future improvement;
- (e) details of where information regarding the school's performance at local and at national level can be obtained.

School Policies and Practical Information

12. In relation to a school—

- (a) a list of the available school and authority policies and how they can be accessed, or a link to another source where the policies are listed;
- (b) information on activities, groups, clubs and opportunities for pupils to be involved in the school including sports and outdoor activities;
- (c) the opportunity for pupil representation and involvement in the Pupil Council or any similar body;
- (d) the arrangements for school meals and other food and drink, including eligibility and how parents of pupils apply for free school lunches;
- (e) the organisation of a school day, including times of arrival and dismissal, break times, school term dates and holidays.