

# Meldrum Academy



Prospectus 2011



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## **1. WELCOME TO MELDRUM ACADEMY**

We are a Community School built and equipped to meet the myriad needs of learners in the community in order to help them be successful in the 21<sup>st</sup> century.

Our school sits in the heart of a vibrant community with a strong and proud cultural heritage. Meldrum Academy aims to work with the community to be a central part of that heritage, by incorporating the very best of the excellent traditions in Scottish education and marrying them to the new progressive ideas and ways of working that are continually emerging as our knowledge of learning evolves. All of our pupils and their families will be well cared for, supported and challenged to achieve their very best.

'Working Together for Success' is our school motto and summarises the core purpose and style of working that everyone will encounter when they enter the doors of the academy. We look forward to working in partnership with our pupils, our parents and carers and the community.

Andrew Travis  
Head Teacher



Academy is open to pupils and the community from 8.00am to 10.00pm Monday to Friday. As a Community School there are a wide range of educational and vocational opportunities for learners across all groups in the community. There are also close links between the school and other agencies such as the Library Service, Community Learning & Development, Health, Recreation, Social Work and the Police. The campus houses the local community library, police office, the community learning team and the community school core team. The community dentist has a surgery based in the academy and there is provision for a nurse to work with young people in the school.

### **3. GENERAL INFORMATION:**

Address: Meldrum Academy, Colpy Road, Oldmeldrum, AB51 ONT

Telephone: 01651 871300

Fax: 01651 871313

Email address: [meldrum.aca@aberdeenshire.gov.uk](mailto:meldrum.aca@aberdeenshire.gov.uk)

Web: [www.meldrumacademy.co.uk](http://www.meldrumacademy.co.uk)

Blog: [www.meldrumacademy.org.uk](http://www.meldrumacademy.org.uk)

Community Learning & Development - Tel: 01651-871323

Community School Core Team - Tel: 01651-871314

Library - Tel: 01651-871307

# STAFF LIST

SENIOR MANAGEMENT TEAM		
	Andy Travis	Head Teacher
	Alan Horberry	Depute Head Teachers
	Dave Martindale	
	Liz Prosser	
	Sandy Smith	
	Graeme Flood	Support Services Co-Ordinator
TEACHING STAFF		
<b>BUSINESS EDUCATION &amp; INFORMATION TECHNOLOGY</b>	Mary Benton	Principal Teacher
	Rona Cheyne	Teachers
	Mark Hay	
	Audrey Henderson	
	Wendy Jessamine	
<b>DESIGN</b>	Irene Flint	Principal Teacher
	Fiona Kennedy	Teachers
	Dilys Musset	
	Debra Reed	
	Fraser Christie	
	Dave Farquhar	
	Norman Gray	
	Alan Whitecross	
<b>ENGLISH</b>	John Gerard	Principal Teacher
	John Glendinning	Teachers
	Mary Leith	
	Gretchen Perk	
	Louise Rae	
	Kathryn Russell	
	Isla Anderson	
	Tiffani Scerbo	
<b>HEALTH</b>	Olwen Fraser	Principal Teacher
	Betty Mitchell	Teachers
	Anne Wyness	
	Kelly Craig	
	Jenna Drummond	
	Susan Simpson	
	Anne Watson	
	Melanie Neef	Active Schools Co-Ordinator

<b>MATHS</b>	Alan Reid	Principal Teacher
	Sarah Bain	Teachers
	Martin Coutts	
	Nicola Hay	
	Susan Leith	
	Maureen MacKinnon	
	Catherine Smart	
	Angela Warren	
	Ian Wright	
<b>MODERN LANGUAGES</b>	Fran Patrick	Principal Teacher
	Liegha Laing	
	Kirsteen Sayers	
	Ruth Von Holt	
	Karen Yule	
<b>PASTORAL CARE</b>	Vivienne Blevins (Telford)	Principal Teachers
	Alison Fitzgerald (Slessor)	
	Karen Macleod (Glennie)	
	Melanie Wilson (Bruce)	
	Robyn Walker (Wallace)	
<b>PERFORMING ARTS</b>	Sheila Robertson	Principal Teacher
	Russell Fraser	Teachers
	John Paterson	
	Gemma Sammon	
<b>SCIENCE</b>	Lindsey Martin	Principal Teacher
	Jane Allan	Teachers
	Judith Brennan	
	Stuart Cookson	
	Heather Dilworth	
	Susan Edwards	
	Mohammad Jerrow	
	Jenni Rees-Jenkins	
	Marie Rennie	
Sarah Stockton-Rice		
<b>SFL</b>	Glenda Fraser	Principal Teacher
	Maggie Eggeling	Teachers
	Vicky Gault	
	Corine Jack	
	Moira Peck	
	Catriona Skinner	
	Sarah Temple	
	Maggie Tevendale	
	Irene Thomson	
	Neil Thomson	
	Jane Valentine	
	Joyce Van Den Hoven	
	Robin Walker	

<b>SFL Cont</b>	Mhorag Atkinson	Learning Support Assistants
	Caroline Baillie	
	Angela Beagrie	
	Elaine Bremner	
	Diane Bull	
	Lesley Chapman	
	Louise Elder	
	Valerie Flaws	
	Susan Kennedy	
	Mandy Ligertwood	
	Maureen Redford	
	Brenda Ross	
	Penny Shepherd	
	Karen Wilson	
<b>SOCIAL SUBJECTS</b>	Lynn Massie	Principal Teacher
	Emily Catton	Teachers
	Kellie Gibb	
	Rebecca Jackson	
	Gregor Merson	
	Eileen Thomson	
	Anne Thow	
	Sheila Tough	
	Charlotte Cain	Probationer
<b>SUPPORT STAFF</b>		
<b>ADMINISTRATION</b>	Liz Tickle	Admin Assistant
	Nicola Barclay	Senior Clerical Assistants
	Rebecca Shadden	
	Sandra Smith	
	Claire Burns	Clerical Assistants
	Tracy Craig	
	Kim Ogston/Fiona Smart	
	Sheena Smart	
	Catriona Watson	
<b>FIRST AID/SCHOOL NURSE</b>	Debbie Smith	School Nurse
	Ethmay Dunbar	School Nursing Assistants
	Linda Williamson	
<b>ICT</b>	Vacancy	ICT Co-ordinator
	Paul Baxter	ICT Technician
<b>TECHNICIANS</b>	Catriona Dubbels	Science Technician
	Moyra Singer	
	Gary Robertson	Whole School Technician
	Larry Duncan	
	Wendy Lawrence	
	Tricia Morrison	
	Fergus Wernham	

<b>LIBRARY</b>	Morna Ingram	Librarian
	Christine Heathcote	Senior Library Assistants
	Lindsey Cruickshank	Library Assistants
	Norma Edwards	
<b>COMMUNITY LEARNING &amp; DEVELOPMENT</b>	Neil Ironside	Senior CL&D Worker
	Beth Hebenton	CL&D Worker
	Christine Robson	Adult Education Worker
	Dawn Burnett	Admin: Clerical Assistant
	Karen Forbes	Admin: Snr Clerical Assistant
	Biff Barrow	Sure Start Worker
	Lynn Davidson	Youth Worker (relief)
<b>COMMUNITY SCHOOLS CORE TEAM</b>	Gemma Pittendreigh	Family Support Work
	Zoe Stephen	Pupil Support Worker
<b>ROBERTSONS FM</b>	Yvonne Mitchell	Facilities Manager
	Bill Scorgie	Janitors
	Sandra Sangster	
	Phyllis Gray	Day Cleaner

#### **4. SCHOOL AIMS**

Meldrum Academy together with its associated feeder primaries and other partners, aims to meet the full range of needs that individual learners may have. This includes their social, emotional and health needs, in addition to learning needs. In order to achieve this, our 'community school' approach to learning integrates both teaching staff and resources together with a wider team of health, social work, community learning, administrative and technical support staff.

**The aims of Meldrum Academy are:**

1. To provide a welcoming, safe, structured and caring environment within which all members of the school community are valued and supported.
2. To ensure that all members of the school community experience a calm, positive and orderly environment that promotes good behaviour, self-discipline, respect for self and others and for property.
3. To encourage all learners to realise their potential in both the formal and wider curriculum through the promotion and recognition of both individual and collective effort.
4. To prepare learners for responsible citizenship by promoting the development of values, beliefs and attitudes compatible with living in a democratic, inclusive and multicultural world.
5. To provide and promote opportunities for all members of the school community to develop positive and healthy lifestyles.
6. To ensure a broad, balanced and flexible curriculum that provides learners with appropriate learning opportunities and experiences.
7. To effectively manage the school's resources for the benefit of the school and its community.
8. To provide learning and teaching experiences, which enable learners to enjoy their education and foster positive attitudes towards learning.
9. To provide support for the full range of each learner's needs through the integrated community school approach to learning.

## **5. SCHOOL DAY**

Registration/Assembly	:	8.55am - 9.05am
Period 1	:	9.05am - 10.00am
Period 2	:	10.00am - 10.55am
Interval	:	10.55am - 11.15am
Period 3	:	11.15am - 12.05pm
Period 4	:	12.05pm - 1.00pm
Lunch	:	1.00pm - 2.00pm
Period 5	:	2.00pm - 2.50pm
Period 6	:	2.50pm - 3.45pm

## **6. CURRICULAR OPPORTUNITIES**

Meldrum Academy aims to support each pupil to achieve her or his full potential through promotion of an ethos of achievement. Our S1 and S2 curriculum is being developed to meet the Curriculum for Excellence. This program of change aims to improve the learning, attainment and achievement of all young people in Scotland. It is not just about examinations but is also about preparing children and young people aged 3-18 with the skills for learning, work and life. Our activities are designed within the Aberdeenshire Curriculum Framework which will help all of our children and young people to learn in, learn about and learn through the unique environment of the North East.

The school's nine faculties offer a wide range of subjects and courses. National qualifications are available at over an extensive range so that every pupil can achieve to the best of their ability. Our faculties are; English, mathematics, science, social subjects, business education & information technology (BEIT), design, modern languages and performing arts.

## **7. SUPPORT FOR LEARNING ('SFL Connections')**

Meldrum Academy has been designed to cater for the individual needs of all of its pupils. There is disabled access throughout the school, including a lift. All teaching areas have facilities for disabled children and there is a

specially designed Support for Learning 'Connections' Suite located in the centre of the Academy. This is staffed and resourced to assist identified pupil needs by supplementing the support normally given in each subject and to deliver concentrated support on a 'one to one' or 'small group' basis where deemed appropriate.

The SFL Connections Suite includes Severe and Complex needs provision, Autism provision, Social, Emotional and Behavioural needs provision as well as Alternative Curriculum provision and Support for Learning. All of these facilities are managed as one integrated faculty led by a Principal Teacher of Support for Learning.

An 'Additional Support for Learning Act' was introduced in November 2005. A short summary of the definition of 'additional support needs' is attached as Appendix 2 to this Prospectus.

## **8. PRIMARY/SECONDARY LINKS**

Children coming to the academy bring seven years of school based learning with them. In their first year at Meldrum Academy we build upon this prior experience. The academy and its associated primaries have a close relationship through the School's Cluster Group and there is joint development in a number of curriculum areas. The Academy and Associated Primaries are working closely to promote the four capacities of the Curriculum for Excellence (CfE). We aim to build on this good practice to ensure that all children experience continuity and progression through the entire curriculum. In particular we are working together on literacy, numeracy and health and well-being. There is joint sharing of good practice between teachers of both sectors to help ensure all our pupils are successful learners, responsible citizens, effective contributors and confident individuals.

To help ensure we achieve these aims we gather all the appropriate information about the individual strengths and development needs of all prospective pupils. During third term, members of the Pastoral Care and Senior Management Teams visit all of our associated primary schools to gain as much information as possible about each child coming to Meldrum Academy. A detailed picture of each child is built up and this helps to ensure that when classes are formed and children arrive in S1 we are in a position to meet their needs.

In June of every year there is also a three-day induction programme for all pupils coming to Meldrum Academy. Pupils have an opportunity to tour the school, meet teachers, take part in lessons and become involved in team building and social events with their peers. On the evening of the second of these Induction Days there is also an information evening for prospective parents where they can ask questions and meet senior staff and members of the support for learners and Pastoral Care teams and be updated with relevant information. An additional information evening takes place in January of P7 at the Academy to explain to parents how the transition process is structured. A tour of the school also takes place on this evening.

## 9. PUPIL PLANNERS, HOMEWORK AND REVISION

Our Pupil Planners state that: *'one hour of homework or revision completed every night between first and fourth year is the equivalent to one extra year at school'*. What an advantage!

All pupils when they start at Meldrum Academy are issued with a dated Homework and Revision Planner. It is expected that this planner be carried to school every day and used to record homework and revision. The more organised a pupil the better the quality of homework and revision produced. The Planner is an essential tool to assist in this organisation.

Homework and revision tasks are set throughout the year by subject teachers and will vary in style and length. There may be times when pupils do not have specific homework tasks to complete for the next day. However, there will always be revision to be completed. For example, to be successful in Modern Languages requires revision of vocabulary learned through the day. There is mathematical formula to be read over until understood. There are notes in Science and Social Subjects to be gone over and tidied up. The list is endless...

The recommendation is that, during a school week, **each first year pupil sets aside the equivalent of three hours per week for homework and revision. Second year pupils should set aside the equivalent of five hours per week; pupils in third and fourth year should aim to complete up to eight hours per week, while pupils in S5/6 should spend up to ten hours per week depending upon programmes selected.** It is important to note this figure includes revision (regular) as well as set homework tasks. As well as improving the quality of learning, good study habits will be developed which are advantageous when working towards National Qualification courses in

S3-S6. The Homework Policy has been recently revised to ensure that parents are informed in good time if pupils fail to complete homework to the required standard.

If parents or carers would like advice or assistance on how to help their children improve their homework and revision skills, please contact the appropriate Principal Teacher of Pastoral Care who would be able to give advice and perhaps offer training and support if appropriate. Parents are also given an opportunity to attend an evening devoted to study skills in the autumn term each year. The school to help support parents also runs on an annual basis a 'Parents Study Skills' session. This training session lasting approximately two hours focuses upon the 'do's and don'ts' of study and explains to parents how they can support their daughter/son to revise. Details of the course are published annually to parents in the school calendar.

In order to work in partnership with us to support pupils using their planning effectively we would ask that parents check and sign their child's Planner each week. This signature is of particular importance in S1-S3 in the establishment of good study habits. We hope that in S4-S6 pupils will take responsibility for their own learning and planner use although parent overview remains desirable. There is a space provided for this on each page. We will also monitor Pupil Planners regularly in school.

## **10. CARE AND SUPERVISION**

As they enrol into Meldrum Academy each child will be placed under the direct care of a PT (Pastoral Care). This teacher will carefully monitor the progress and welfare of each pupil as he/she moves through the school. The PT (Pastoral Care) will work closely with pupils and their families to help them settle into school and cope with all of the demands of school life. Siblings are always placed in the same House group to enhance the knowledge and forging of relationships with families.

PT's (Pastoral Care) also work closely with Registration Tutors to record attendance, receive absence notes, check punctuality and behaviour and assist with the issue of relevant reports and letters.

Each child will have an individual interview with her/his PT (Pastoral Care) at least once a year to assist in monitoring her/his progress.

As our pupils complete second year and move into third year the Careers Service will begin to work with pupils and arrange interviews with them to assist in career planning. Careers Advisors also attend Parents' Evenings from second year to contribute to advice given on subject choice. A similar process takes place as pupils go from fourth year to fifth year.

## **11. SCHOOL ATTENDANCE AND ABSENCE**

Research indicates that attendance at school and achievement in examinations are closely linked in that pupils with poor attendance records fail to do well in national examinations. At Meldrum Academy, we will work closely with parents to encourage full attendance where possible.

We would ask that parents limit holidays taken during term time unless essential. Should you intend to take a holiday during term time please write to the Head Teacher in advance. It should be noted that Scottish Executive guidelines only permit schools to record such absences as 'authorised' under special circumstances. Details of this can be given on request.

Should we have any concerns about a pupil's pattern of attendance or punctuality then the pupil's Pastoral Care teacher will contact parents in writing or by telephone or email if appropriate.

Seemis Messaging is a text messaging or voicemail service which allows us to inform you that your daughter/son is not in school. The purpose of Seemis Text Messaging is to assist with pupil safety by ensuring that both family and school communicate almost immediately where pupils are absent. Full details of the service are available as Appendix 3.

## **12. PROMOTING POSITIVE BEHAVIOUR**

A comfortable, secure and well-ordered school and classroom environment in which everyone feels valued and supported is one of the key indicators of a purposeful and welcoming school. Mutually agreed standards of behaviour are key pillars within such an environment.

Good behaviour in the academy is commended whilst instances of unacceptable behaviour are dealt with in a firm manner. The focus is on promoting positive behaviour and pupils and teachers are encouraged to maintain high standards and promote respect and tolerance at all times.

Meldrum Academy bases its behaviour management policy on five Expectations. All members of the school community are encouraged to work to these Expectations. They are:

1. *Be prepared and be punctual*
2. *Try your best*
3. *Act safely*
4. *Show respect*
5. *Be a good listener*

All pupils are inducted into the meaning and importance of the five Expectations and these are continually reinforced throughout the school session. This happens formally at assemblies, in personal and social education classes and in all subject classes. The Expectations are reinforced informally in the way that all members of the school community are expected to interact with each other.

Meldrum Academy aims to be a welcoming and friendly school where everyone feels safe, secure and happy. The Expectations underpin the way in which we achieve these aims.

Pupils are also reminded of the Expectations by posters displayed in all classrooms and elsewhere around the school.

The vast majority of pupils respect the 5 Expectations by behaving and working well. It is important that such positive behaviour is recognised and to do so the school has established systems to celebrate and reward good or positive behaviour. We believe that this is as important as dealing with unacceptable behaviour.

We all feel good when we are told we have 'done well'. Teachers like to be able to recognise the good behaviour and hard work of pupils and will acknowledge this in various ways e.g. through informal comments made directly to pupils or noted on written work and by writing comments in pupil planners, the annual reports that you receive. This ongoing recognition of good behaviour is at the heart of good teaching. In a more formal manner, we also recognise effort and achievement through the House Assemblies held at the end of each session and the presentation of certificates and prizes at our annual Awards Evening. In addition the school has recently introduced positive behaviour cards which we send home to parents to celebrate positive aspects of behaviour.

Teachers will inform pupils when they have not met the standard expected of them. We always encourage pupils to take the right course and show improvement in behaviour and attitude and so deal with matter at the lowest possible level. However, when serious misbehaviour occurs or poor behaviour is repeated we will ensure that parents are informed so that they can bring their influence to bear. We record this information centrally using electronic software called PPMS (Pupil Performance and Monitoring System). At any point in time any member of the teaching staff can review a behaviour report for any pupil and to identify a clear picture of how that pupil has been behaving. Indeed behaviour trends in school are reviewed regularly by SMT and Pastoral Care.

Meldrum Academy works very hard to ensure that the environment for learning in all classes is of the very best and we are pleased to report that good, hard working behaviour is the norm for almost all pupils within the academy. 'Better behaviour means better learning' and all staff supported by our parents/carers work very hard to maintain our high standards.

### **13. ANTI-BULLYING POLICY**

At Meldrum Academy we aim to promote good personal relationships between the community, pupils, parents and staff. Statistics prove that no school can ignore bullying and that all members of the school community should be made aware of the effects and signs of bullying. Within the academy we continually endeavour to ensure that the school and wider community work together to generate an anti-bullying culture to which everyone subscribes. It is our aim that bullying will not be tolerated in the school.

Any pupil or parent/carer concerned about bullying should contact the appropriate PT of Pastoral Care. The matter will be confidentially discussed with the objective of resolving any concerns.

### **14. CHILD PROTECTION**

"Everyone has a responsibility to protect children from harm".

School staff are in a unique position to contribute to the protection of children and must share concerns with appropriate colleagues and agencies.

Every school has a Designated Officer who has been specially trained to listen to concerns and act on them as necessary. (Mr David Martindale, Depute Head Teacher Welfare & Pastoral Care, is our named officer).

Unless satisfied that a child has not been harmed or is not at risk of being harmed, the school must relay their concerns immediately to the social work service and/or the police. "Social work and the police will determine when and how the child's parents/ carers and other services are to be informed of the concerns."

Local Social Work offices:

Address: 93 High Street, Inverurie, Aberdeenshire, AB51 3AB  
Telephone: 01467-625555

and

Address: 25 Station Road, Ellon, Aberdeenshire, AB41 9AA  
Telephone: 01358 720033

## 15. SCHOOL UNIFORM

'Successful schools have a strong identity and are proud of their school uniform.'

Meldrum Academy is a school of which we are all very proud. Our school uniform is the result of extensive consultation involving pupils, parents, staff and the wider community.

A pride in 'wearing the school colours' is one of the cornerstones of identity for a successful school. We hope that all parents and carers will work with us to encourage all of our children to wear a smart uniform with an identifiable crest. We expect all pupils to wear the Meldrum Academy uniform in school and when representing the school across Scotland.

Pupils must show the school colours by wearing one of these items of clothing.

- **A** White/black shirt with Meldrum Academy tie.

*Or* one of the options on the next page

- **B** School sweatshirt with Meldrum Academy crest      Worn with a  
V-necked sweater with a school crest.                      plain polo shirt  
Fleece/or zipped jacket with school crest                      or plain blouse

*Or*

- **C** White or navy blue polo shirt with Meldrum Academy crest

All pupils must wear black or navy trousers/skirt; black or dark coloured shoes or dark coloured trainers

S1 - S4 sweatshirts, fleeces and sweaters are blue. The ties are striped on a navy background.

S5 - S6 sweatshirts, fleeces and sweaters are black. The ties have a school crest on a black background

The Meldrum Academy Parent Council carried out a tendering exercise to get good quality uniform at affordable prices. Our main school uniform as above can be purchased from *DFS (David's Sports & Leisure), 13 High Street, Inverurie Tel: (01467) 621445*  
[www.dfssports.co.uk](http://www.dfssports.co.uk)

## **PE KIT**

For indoor activities pupils should wear shorts or tracksuit bottoms, a plain t-shirt\* and clean training shoes. For outdoor activities pupils should also bring a change of sweatshirt, extra socks and outdoor trainers. Rain jackets, hats and gloves may be worn when appropriate.

(\*Please note football strips and t-shirts with large logos or slogans are not considered appropriate PE kit. Girls should not wear vest tops).

## **16. SCHOOL MEALS**

The catering facilities at Meldrum Academy have been carefully designed by Aberdeenshire Council Catering Services to reflect the most up to date catering practices in a modern and friendly environment. The aim is to offer pupils, staff and visitors a popular range of appetising options.

A 'Swipe Card' payment system is in operation along with an Express style of service to minimise time spent queuing. Use of the card is also helpful in

teaching the pupils to manage their finances linked to a plastic card. An important life skill in the 21<sup>st</sup> century!

The dining area is stylish and bright. There are also dining units and vending machines that offer snack options in each of the social areas. All of this is designed to encourage pupils to enjoy their lunch and socialise within the area of the cafeteria and in the social areas.

## **17. TRANSPORT**

The catchment area for Meldrum Academy is wide and transport arrangements are extensive. There are a large number of coaches, minibuses and taxis contracted to convey pupils to and from school. Some of these connect with other routes. The Passenger Transport Unit (PTU) is responsible for managing this service and is based at Woodhill House. The Council policy on transport is that pupils living on or beyond three miles of the school are entitled to free school transport. Details of this policy can be issued on request.

It is essential that the behaviour of pupils on all transport is exemplary. Misbehaviour could result in a Health & Safety risk to other passengers and would be viewed most seriously. School discipline sanctions will apply on school buses where the safety and well being of any passenger is threatened.

Pupils living locally are encouraged to travel on foot or by bicycle. There are cycle racks which pupils are encouraged to use.

Meldrum Academy has a comprehensive evacuation policy for weather emergencies and details of this will be issued to parents on an annual basis. At designated times during the year the school will practice the implementation of these arrangements to ensure we are fully prepared in the event of an emergency evacuation.

## **18. LUNCH TIME & AFTER SCHOOL ACTIVITIES**

Meldrum Academy has a superb range of sporting and recreational facilities taking place at lunchtime and after school. An example of the daily calendar of activities on offer last session is outlined on the next page.

School Aim number five focuses on developing the physical, social, interpersonal and creative skills of all of our pupils and these clubs and societies are very important in assisting us to manage this aim. We encourage all pupils to take part in as many lunchtime activities as possible.

In addition to school managed lunchtime and after school activities, our Community Learning and Development partners aim to establish additional activities. The Community Learning and Development Team in Meldrum is working hard to extend such opportunities and the target is to increase provision throughout the session. As clubs are established, information will be issued to pupils and parents will also be updated on their development via a termly newsletter and through the school Blog and Website.

Our aim is to ensure that Meldrum Academy has a range of lunchtime and after school clubs to match the interest of all of our pupils. Parents and members of the community interested in assisting or even managing activities are very welcome and should contact the school office in the first instance to discuss their interest further.

➤ **ACTIVE SCHOOLS PROGRAMME**

The Active Schools programme contributes extensively to the extra-curricular programme here at Meldrum Academy. Active Schools is a national initiative funded by SportScotland in partnership with Aberdeenshire council. It was set up to encourage young people to participate regularly in sport and physical activity in order to promote healthy lifestyles throughout their school years and into adulthood.



*"More People, More Active, More Often"*

A wide range of sport and physical activity opportunities are on offer incorporating competitive, non-competitive, team and individual activities.

The activities vary termly and are advertised via pupil bulletins, newsletters, the school website and noticeboards.

Examples of the types of activities on offer are:

Basketball	Football	Table Tennis	Dodgeball
Badminton	Running	Tennis	Duke of Edinburgh
Spinning	Fitness	Hockey	Judo
Netball	Dance	Rugby	
Cheerleading			

If you would like more information or would like to assist or even manage activities in relation to the Active Schools programme please contact us to let us know.

## 19. SCHOOL SHOWS, CONCERTS & ART EXHIBITIONS

An annual school pantomime or show is already established as a popular tradition at Meldrum Academy. Over the years we have put on productions of 'Hairspray', 'Cinderella', 'The Sound of Music' and 'Snow White'. The Performing Arts Faculty has also put into place an enthusiastic choir, orchestra, ceilidh band and assemblage of young thespians. The Faculty has established a strong foundation for the promotion of music and drama and this is now part of the Academy ethos. Our aim is to maintain a tradition of an annual school show, concerts for the elderly in our community and a number of evenings of musical entertainment for parents and the community. Opportunities to participate are open to pupils of all abilities. The only requirements are enthusiasm and commitment!

The Art & Design Department's 'Illustrators Club' has also quickly established a tradition of producing and displaying quality work compiled by our young artists. The department host a twice yearly exhibition of pupil work, one of the exhibitions coinciding with the school show. School literature including the Planner, Year Book and even the front cover of this Prospectus is decorated with the work of our talented pupils.

## 20. SEX EDUCATION

Sex education is an important aspect of every child's personal and social development. It is an important part of preparation for adult life. The main purpose of sex education is to help young people make informed, responsible and healthy choices about their lives, their relationships and their contribution to society. The Scottish Executive has stated that 'sex

education is part of the agreed curricular framework for Scottish schools and is part of each pupil's educational entitlement.'

Within the school, sex education will form part of the curriculum in personal and social education lessons in particular. Contributions to the wider aspects of sex education may also come from the curriculum in subjects such as science, religious and moral education, home economics, physical education and social subjects. The school nurse and other health professionals may also contribute to a programme of sex education within the school.

We will keep you informed about the general content of our sex education programme through the course information booklets distributed at various stages in your son or daughter's school career and through information that will be available at certain parents' evenings. Information leaflets or letters about specific aspects of the sex education curriculum will be distributed when necessary.

Should you have any questions about this important aspect of your child's education then please contact the relevant PT of Pastoral Care.

## **21. SCHOOL CHAPLAINS**

We are very fortunate at Meldrum Academy to have the support of a team of respected School Chaplains. They are: Rev. Matt Canliss, Rev. Mary M Cranfield, Father Gabor and Rev. Alison Jaffrey. The Chaplains play an important and active role in the life of the school. They manage assemblies once a month and they are available to speak to pupils and staff informally. Chaplains also take part in a number of school-based activities and make a curricular contribution where appropriate. Our Chaplains are keen to work with the school community to help us maintain a positive and caring ethos and we welcome their support.

## **22. PARENT COUNCIL SESSION 2010-11**

<b>NAME</b>	<b>POSITION</b>	<b>EMAIL ADDRESS</b>
Dave Marshall	Chairman	tillyeve@btinternet.com
Jon Guthrie	Vice-Chairman	jon.guthrie@greycloud.co.uk
Jon Turnbull	Treasurer	j.turnbull12@btinternet.com
Ross Wilson	Clerk	meldrum.aca@aberdeenshire.gov.uk
Alison Bruce	Parent Member	A.Bruce@aberdeenshire.gov.uk
Roderic Bruce	Parent Member	roderic.bruce@ic24.net
Elizabeth Duff	Parent Member	esduff@btinternet.com

Keith Duncan	Parent Member	keith@xantrix.com
Glynis MacColl	Parent Member	crisort@gmail.com
John Malster	Parent Member	curamfyvie@hotmail.co.uk
Julie Marshall	Parent Member	jam25@talktalk.net
Jo Mathewson	Parent Member	jo.mathewson@btinternet.com
Susan Rennie	Parent Member	soozin@hotmail.co.uk
Sue Richardson	Parent Member	s.richardson@abdn.ac.uk
Andrew Travis	Head Teacher	meldrum.aca@aberdeenshire.gov.uk
Liz Prosser	Teaching staff	meldrum.aca@aberdeenshire.gov.uk
Ray Walker	Co-opted member	jimandray@gmail.com
Paul Johnston	Councillor	pjohnston@cix.co.uk
John Loveday	Councillor	jklovedaycouncil@aol.com

### **23. COMMUNITY LEARNING & DEVELOPMENT**

In the Meldrum Children's Services Network (CSN) the Community Learning & Development (CLD) staff support and encourage lifelong learning opportunities within the community.

Lifelong learning is for all ages. We aim to encourage people to broaden their knowledge and personal skills, which may enhance quality of life and benefit the community. In response to issues and need as identified by local people, CLD staff support a tailor-made rolling programme of activities, classes and groups.

Often the team of CLD staff will work in partnership with other agencies and/or staff within the CSN e.g. librarians, school nurse, police, health visitors. This partnership working enables the Academy to truly be a 'Community School', but the key partner is you, the Community. If you wish a copy of our programme or to speak to staff, please call 01651 871323 or email [meldrum.cec@aberdeenshire.gov.uk](mailto:meldrum.cec@aberdeenshire.gov.uk) or visit [www.meldrumacademy.co.uk/Community](http://www.meldrumacademy.co.uk/Community).

### **24. MELDRUM ACADEMY LIBRARY**

Meldrum Library is based within the Academy and serves the local community as well as the pupils and staff of the school.

Pupils are given a regular time to use the library as part of the English curriculum but there are many opportunities to use the resources to support the work of their other subjects.

At lunchtimes pupils can use the library for homework club, reading group, craft club, chess club or a quiet place to read or study. Some clubs only run at certain times of the year so check with the library staff.

Information and communication are the main functions of the library. Here pupils and members of the community can share resources, work together on particular projects, find out about careers, use the internet and keep up to date with what's happening in the school and in the community.

## **Transferring Educational Data About Pupils**

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

### **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 Careers 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,
- share good practice,
- target resources better.

### **Data Policy**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and 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 published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

### 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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which 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 colleagues within and outwith Scottish Government.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **[Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk)** or write to The ScotXed Support Office, Area 1B, 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.

## Want more information?

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

## **Information about the 2009 Additional Support for Learning Act**

### **Legal information**

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 it comes into force on 14 November 2010.

### **What does this mean for pupils and parents?**

The new Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this

information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

**If you have any questions about the 2009 Act**

Please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

## SEEMIS TEXT MESSAGING : ABSENCE PROCEDURES

As part of an Aberdeenshire scheme designed to monitor absence, we have a facility in school, which allows us to contact you quickly and efficiently. The system is called Seemis Text Messaging.

Seemis Text Messaging gives us the ability to send text messages to your mobile phone. We primarily use the system to advise/acknowledge that your child is absent from school. **Clearly the use of such a system makes it even more important that you let us know in advance or early in the morning about an absence. Doing so will minimise the inconvenience to you. If you know your child will be absent, you should contact the school by telephone explaining why they are absent and how many days the absence is likely to be for. The school office is open from 8.15am for calls.**

We may also use the system to advise you of the following:

- Emergency notifications
- Test and exam date reminders
- Changes to meetings and after school events
- Parents evenings
- General information about what is going on at the school.

**TEXT MESSAGES** - All text messages sent from school will have 'SEEMIS' displayed at the top of the message and then our school name. We will be able to see from the school system when the message has arrived in your phone and so we will know you have received it (**you cannot reply via text to these messages**). If we are asking for information, please provide that information in the normal way (i.e. by telephone or by letter to the school).

To summarise;

- If you know your child is going to be absent from school please let us know in advance. (The school office is open from 8.15am)
- Should your child be absent and we have not been informed you will receive a text message to your mobile.

If you have any queries about the Seemis system please feel free to contact the school.

## EDUCATIONAL PSYCHOLOGY SERVICE

The school's Educational Psychologist works in partnership with school staff to help children and young people develop their full potential. The Educational Psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation.

During planned visits to the school, the Educational Psychologist meets with staff to discuss whole-school and class issues and how best to meet the needs of children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different circumstances and teaching approaches affect learning and behaviour.

When concerns persist, the school and Educational Psychologist may feel that a more formal meeting would be helpful. If the concern is about a child, the school will ask the parents' or carers' permission to hold a consultation meeting. This is a problem-solving discussion led by the educational psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate. The aim is to agree a plan of action to bring about positive changes for the child or young person.

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school without the involvement of an Educational Psychologist. School staff will contact the educational psychologist if they feel that s/he would be able to help. It is possible for parents/carers to request the involvement of an educational psychologist by contacting the Educational Psychology Service directly. However, where possible, it is best to seek the involvement of an educational psychologist with the help of school staff.

Further information about the Educational Psychology Service is available from the school or the Educational Psychology Service website on [www.aberdeenshire.gov.uk/eps](http://www.aberdeenshire.gov.uk/eps)

## PUPIL WORK PERMITS

The Children (Protection at Work) (Scotland) Regulations 2006 has amended the legislation which governs the number of hours per week, and circumstances, under which young people at school are able to work in paid employment during school term time.

Previously the Children and Young Persons (Scotland) Act 1937 allowed young children under the age of 15 to work a maximum of 17 hours per week.

The new regulations specify that a new limit of 12 hours per week applies as follows:

- 2 hours allowed per school day
- 2 hours allowed on a Sunday
- 8 hours (over 15 years of age) and 5 hours (under 15) on a Saturday

The new regulations specify that children wishing to work for an employer within school term time should apply to their school for a work permit.

Information concerning children's work permits and the bye-laws relating to them are available on the Council's web site and from your school.

## NATIONAL ENTITLEMENT CARD - LIBRARY AND CASHLESS CATERING ACCESS

The National Entitlement Card is a national programme to initially deliver travel discounts. This is a national rolling programme that has already begun by offering everyone over 60 and anyone registered disabled with free bus travel across Scotland. Furthermore, 16 to 18 year olds can also receive a third off single bus journeys and a free rail pass. (For further information, please contact 08456 081200)

Along with travel discounts, the programme also aims to reduce the number of cards required to access Local Authority services, saving residents having to hold many different cards. Aberdeenshire Council are now at the stage of rolling out the programme to 12 to 18 year olds based in School. What this will mean for pupils is that the current library card and cashless catering card (where available) will be replaced with the National Entitlement Card. In addition, should the pupil wish, they can also link their Young Scot card onto the National Entitlement Card, thus giving pupils further benefits in over 1800 places in Scotland that are associated with Young Scot. In some circumstances, this will save pupils carrying three separate cards.

The National Entitlement Card will contain a photograph and Schools are currently arranging to take photographs of those pupils who don't already have a National Entitlement Card. In addition, as with other cards with photographs, the photograph and details contained within the application form must be validated, in the same way you are required to get a Doctor, for example, to validate a photograph for a passport application. To save the pupil's time, Aberdeenshire Council are asking pupils to complete the application form in School, where Teachers will check the information on the application form is correct and the photograph is a true likeness of the pupil.

Over the next year, Aberdeenshire residents using the Public library service will begin to use the National Entitlement Card, along with additional local benefits will be added to the card, such as discounted access to Aberdeenshire leisure centres. This will mean that all Aberdeenshire residents will also be able to benefit from this one card scheme.

## CURRICULUM FOR EXCELLENCE

*Curriculum for Excellence* is now being introduced across Scotland for all 3-18 year olds - wherever they learn. Its purpose is to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, with the child or young person at the centre of the learning.

In Aberdeenshire our vision and aims for *Curriculum for Excellence* have been set out in **A Curriculum Framework 3-18 for Aberdeenshire**. This policy gives clear guidance to schools on the planning and delivery of a more meaningful set of experiences and entitlements that will prepare Aberdeenshire learners for 21<sup>st</sup> century Scotland, including access to new technologies to support creativity and learning. There will be personal **support** to help young people fulfil their potential and make the most of their opportunities. All staff have a responsibility to look after our children's **health and wellbeing** - to ensure that the school is a place where children feel safe and secure. Across Aberdeenshire communication is being enhanced through the use of *Glow* (Scotland's online network). In the future parents will also be supported to use this technology.

*Curriculum for Excellence* develops **skills** for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes 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 and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. All staff will be responsible for **literacy** and **numeracy** - the language and numbers skills that unlock other subjects and are vital to everyday life.

There will be enhanced ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13, and new National 4 and 5 qualifications from 2013/14. Scotland's well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Meldrum Academy	<b>Id No.:</b> 110 - 5232333
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2009/2010 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	147
<b>Higher Education</b>	51
<b>Further Education</b>	24
<b>Training</b>	1
<b>Employment</b>	14
<b>Other Known</b>	10
<b>Not Known</b>	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	930
<b>Total School Running Costs at April 2010 (£)</b>	7,478,610
<b>Cost per Pupil (£)</b>	8,042

Key to symbols: The symbol ## indicates that the data are not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Meldrum Academy	<b>Id No.:</b> 110 - 5232333
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### Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	59,806	63,332	64,328	71,138	46,696	305,300
<b>Percentage Authorised Absences</b>	4.6	5.6	5.0	6.2	4.0	5.2
<b>Percentage Unauthorised Absences</b>	1.1	1.5	1.5	2.2	2.0	1.6

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Meldrum Academy	<b>Id No.:</b> 110 - 5232333
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### *Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session*

2007/2008	2008/2009	2009/2010
65	73	80

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2009/2010 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	96	96	91	80	82	77	42	36	40

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	49	46	49	28	27	24	13	8	10

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20	2007/20	2008/20	2009/20
	08	09	10	08	09	10	08	09	10
	29	40	40	22	28	28	12	20	23

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

<b>School:</b> Meldrum Academy	<b>Id No.:</b> 110 - 5232333
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### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	26.1	26.4

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

#### ***For Information:***

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

## INFORMATION FOR PARENTS 2010 SECONDARY SCHOOLS

School:

### 5-14 Attainment Data

The following table shows the percentage of pupils in S2 attaining the expected 5-14 Level (Level E) by the end of S2 in English Reading, Writing and Mathematics for each of the last three sessions.

		Reading	Writing	Mathematics
<b>2010</b>	<i>School</i>	80%	70%	60%
	<b>Aberdeenshire</b>	72%	59%	72%
<b>2009</b>	<i>School</i>	74%	63%	64%
	<b>Aberdeenshire</b>	71%	60%	73%
<b>2008</b>	<i>School</i>	68.9%	57.7%	64.3%
	<b>Aberdeenshire</b>	70%	51%	68%