

Grange Academy

Handbook

2021-22



Grange Academy

Beech Avenue
Kilmarnock
KA1 2EW

Telephone:	01563 549988
E-mail:	grange.academy@east-ayrshire.gov.uk
School Website:	https://blogs.glowscotland.org.uk/ea/eastayrshiregrangeacademymain2017/
School Twitter:	@Grange_Academy1
School App:	This can be downloaded by searching, 'School App for Parents'
Satchel One: (formerly Show my Homework)	https://grangeacademy.satchelone.com/school/homeworks/calendar
Denominational Status:	Non-denominational
School Roll:	1289 (age 11-18)
Further Information:	https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/School-handbook/School-handbooks.aspx

Our Vision

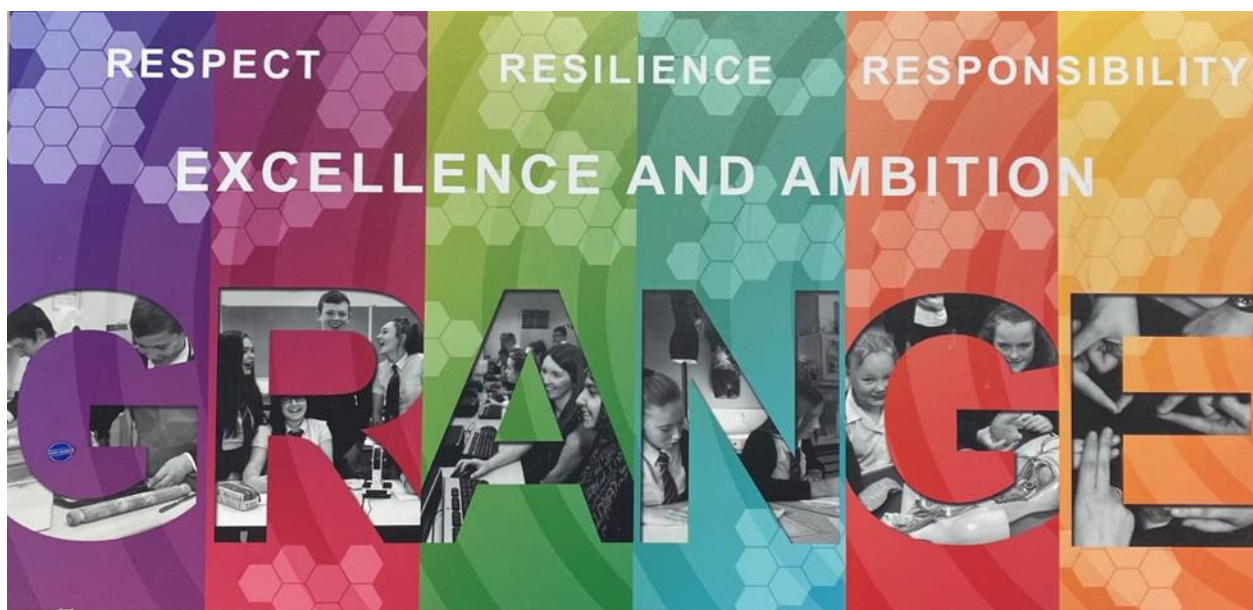
At the heart of everything we do here at Grange Academy is our shared belief that each young person is unique and we aim to “Get It Right for Every Child”. We strive to positively develop the mental, emotional, social and physical wellbeing of everyone within our school community by fostering a safe, caring, supportive and purposeful environment that enables the development of positive relationships based on mutual respect. Acknowledging that each young person is equally valued, we aim to provide them with opportunities which will develop their knowledge, skills, confidence, beliefs and values to meet the challenges of our ever changing world. With an ongoing focus on our core values of Respect, Responsibility, Resilience, Excellence & Ambition we strive to “become the people we are capable of being”.

Robert Johnston
Head Teacher



Our Values

The motto on our school badge reads 'Bono Animo Esto' which means 'Be of Good Courage'. This encouragement to go about our lives in a spirit of positivity and grit reflects our ethos here at Grange Academy and underpins our core values of RESPECT, RESPONSIBILITY, RESILIENCE, EXCELLENCE & AMBITION as we strive to become the people we are capable of being.



RESPECT

We treat others as we wish to be treated.

RESILIENCE

We are committed to building strength of character and positive attitudes.

RESPONSIBILITY

Our future is not out there waiting for us, we create it.

EXCELLENCE AND AMBITION

We know excellence is not being the best; it is doing our best. We dare to dream and work hard for our goals.

Grange Academy Staff

SENIOR LEADERSHIP TEAM	MODERN LANGUAGES	TECHNOLOGIES	HOME LINK WORKERS
Robert Johnston HT	Iain Wilson PT	Claire Cuthbert PT	Lesley Wilson
Audrey Brotherston DHT	Arlene Jackson PT	Art and Design	Irene White
Lee Cardow DHT	Greg Armstrong	Gillian Lennox	
Stephen Cowan DHT	Christina Jiang	Kim Gray	LIBRARIAN
Elaine Crawford DHT	John Scott	Karin Hepburn	Karen Cooper
Mary MacKinnon DHT		Helen Wright	
	PERFORMING ARTS	Business Education	CLASSROOM ASSISTANTS
ENGLISH	Darren Ramsay PT	Derek Bruce	Emma Boland
Graeme Crosbie PT	Drama	Jim Faulds	Janette Butcher
Joanna Adam	Ceara Gilliland	Computing	Iain Caldwell
Chris Armstrong	Jessica McConachie	Kevin Graham	Elaine Demir
Jessica Barrie	Lesley Smith	Chris Reid	Pamela Frew
Patrick Barry	Music	Design and Technology	Nicola Geddes
Paul Brennan	Stephen Cowan	Siobhan Cairns	Mark Heath
Audrey Brotherston	Alison Cravens	John Cree	Gillian Hoffin
Hannah Gault	Amanda Gemmell	Ruth Dunsmore	Irene Mair
Katie Grant	Gregor Keachie	Calum Gilchrist	Mary McCulloch
Lauren Kane		Arlene Thomson	Casi McGregor
Mary MacKinnon		Karen Waters	Deborah Paul
Paul McClung	SCIENCE		Rona Rae
Susan Wood	Lauren McLean PT	PUPIL SUPPORT (PASTORAL)	Alison Rodger
Margaret Worrall	Jennifer Baird	Tommy Alldridge PT	Liz Slater
	Caroline Bell	Derek Bruce PT	Sharon Stevenson
	Ann Louise Bremner	Lyndsay Causer PT	Tina Strachan
HEALTH AND WELLBEING	Elaine Crawford	Jamila McDowall PT	Kirsten Struthers
Ross Allan PT	Michaela Hagan	Mark Dixon PT	Liz Telford
Home Economics	Lynne Hill	Ruth Dunsmore PT	
Tracey McBride	Siobhan Madden	Jim Faulds PT	ADMIN SUPPORT
Jamila McDowall	Hollie Marshall	Cheryl Quinn PT	Jackie Carrie AFO
Physical Education	Scott McGarvey		Lisa Hattie
Charlie Adams	Bryce McPherson	PUPIL SUPPORT (ASN)	Natalie Carrie
Tommy Alldridge	Caroline Monaghan	Sharon Reid PT	Anne McGeown
Ross Baird	Helen Murray	Andrea McIntyre	Linda Murray
Lee Cardow	Les Ogilvie	Paula Morton	Suzanne Nelson
Chantelle Linton	Leanne Smith		Donna Thorburn
Lewis Livingstone	Debs Telfer	HEARING IMPAIRMENT	
Lucy Pohler	Kayleigh Williamson	Kathleen Clannachan PT	
Rachel Shankland		Fiona Grant	TECHNICIANS
	SOCIAL SUBJECTS	Lauren Nicholls	Suzanne Rutherford
MATHEMATICS	Donald Gray PT	Elaine Smith	Robert Young
David Taylor PT	Sarah McGeary PT	Laura Tait (BSL Tutor)	Jamie Turnbull
Suzanne Catherine	Joanne Barlow	Julie Walker	
Lynne Grieve	Katie Bonnar		SFA PERFORMANCE COACH
Jamie Houston	Tommy Callaghan	PT TRANSITIONS	James Grady
Ward McCormick	Lyndsey Causer	Tracey McBride	
Nadia Reid	Ben MacDonald		Key: HT: Head Teacher DHT: Depute Head Teacher PT: Principal Teacher ASN: Additional Support Needs AFO: Admin and Finance Officer
Chris Smith	Ashley Mora	CAMPUS POLICE OFFICER	
Aimee Strange	Cheryl Quinn	PC McPike	
Steve Taylor			
Craig Wallace			
Alysanne Wilson			

Dress Code

Black or white shirt; black trousers or skirt; blazer; plain black cardigan or jumper with no hood or logos; junior tie (S1-3) or senior tie (S4-6).

The School Day

STRUCTURE OF THE SCHOOL DAY S1 – S3 PUPILS			
MONDAY to THURSDAY		FRIDAY	
Period 1	8:45 – 9:35	Period 1	8:45 – 9:35
Period 2	9:35 – 10:25	Period 2	9:35 – 10:25
Period 3a	10:25 – 11:00	Period 3a	10:25 – 11:00
INTERVAL		INTERVAL	
Period 3b*	11:15 – 11:30	Period 3b*	11:15 – 11:30
Period 4	11:30 – 12:20	Period 4	11:30 – 12:20
Period 5	12:20 – 13:10	Period 5	12:20 – 13:10
LUNCH		LUNCH	
Period 6	13:55 – 14:45		
Period 7	14:45 – 15:25		

*Pupils return to Period 3 class after interval for 15 minutes before moving to Period 4 class

STRUCTURE OF THE SCHOOL DAY S4 – S6 PUPILS			
MONDAY to THURSDAY		FRIDAY	
Period 1	8:45 – 9:35	Period 1	8:45 – 9:35
Period 2	9:35 – 10:25	Period 2	9:35 – 10:25
Period 3	10:25 – 11:15	Period 3	10:25 – 11:00
INTERVAL		INTERVAL	
Period 4	11:30 – 12:20	Period 4	11:30 – 12:20
Period 5	12:20 – 13:10	Period 5	12:20 – 13:10
LUNCH		LUNCH	
Period 6	13:55 – 14:45		
Period 7	14:45 – 15:35		

Period times are unchanged for Senior Phase Pupils

The Curriculum

The curriculum we offer extends far beyond the walls of the classroom and we are always seeking to extend our partnerships with families, business partners and the wider community to enrich the learning opportunities of our young people. Grange Education Group serves a very diverse community within the Kilmarnock area and we endeavour to offer a broad range of curricular pathways to meet a range of needs.

SIMD

Decile	1	2	3	4	5	6	7	8	9	10
%	14	15	12	10	4	6	6	6	13	14

Our young people have very positive experiences when learning and achieving in and beyond the classroom and we work hard to continue to improve standards of attainment at all levels, particularly in literacy and numeracy, with an emphasis on ensuring our young people in greatest need are fully supported and encouraged to achieve their full potential.

Grange Academy

Summarised School Improvement Plan 2021-22

Raising Attainment, Particularly in Literacy and Numeracy

- Where learners are not on track to complete a full set of seven qualifications by the end of S4, they are identified early and a plan is in place to address the gaps. In principle, all S4-6 pupils should have a qualification to show for each subject they have studied.
- We will create opportunities for learners to think about *how* they learn and to understand how to make their learning 'stick' over time. We will share this with parents and carers too.
- We will develop improved systems for tracking pupil progress from S1-S3 in each subject area.
- There will be an improvement in the quality of reporting.
- There will be an improvement in the quality of our self-evaluation.

Closing the Gap between the Most and Least Disadvantaged

- There will be a focus on strategies to improve the monitoring of, and response to, poor attendance and truancy.
- We will use the Pupil Equity Fund to provide:
 - a bespoke curriculum for S4 non-attenders;
 - the Street League Programme; S1 small group Literacy tutorials;
 - a bespoke 1-1 mentoring programme for S1-3 pupils with additional social, emotional and behaviour needs;
 - small group Seasons for Growth interventions;
 - small group Cognitive Behavioural Therapy;
 - small group interventions based on the Neurosequential Model in Education.



Improving Health and Wellbeing

- The four key themes in PSE are: relationships; mental, social, emotional and physical wellbeing; change and loss; internet safety. We will continue planning how to ensure a clear line of progress in each theme as learners move through from S1 – S6.
- We will continue our crafting of school culture through: calm consistent adult conduct; first attention to best behaviour; relentless routines; scripting difficult conversations; and restorative conversations. A clarification and refresh of school policy will be undertaken.
- We will evaluate our anti-bullying processes and produce a RespectMe policy which puts the East Ayrshire Council 'Respectful Relationships Policy' into a Grange Academy context.

Improving Employability Skills and Positive Leaver Destinations

- Each subject will make clear where in their curriculum learners practise the Skills for Learning, Life, and Work.
- We will refine the way in which we gather (and use) information about what our learners go on to do after they leave school.