

ACROSS THE BARRICADES

The person I am going to write about is Kevin McCoy from the novel 'Across the Barricades' by Joan Lingard. Kevin McCoy is an Irish lad brought up in a Catholic family. When Kevin is about seventeen he falls in love with a Protestant girl called Sadie Jackson. Kevin carries on seeing her for about four months. They were always meeting in private. Then Kevin loses his job in the scrap yard and Sadie loses her job in the hat department. One night after leaving Sadie, Kevin was beaten up for being a Catholic and dating a Protestant, because if you date a different religion you get classed as a traitor.

One day while Sadie and Kevin were having a walk they bumped into Mr Blake Sadie's English teacher. They got talking and Mr Blake said that they could meet in his house. He also gave Sadie a job as a cleaner and a cook, Sadie was not the best at it, but she gave it her best shot. After a while Mr Blake receives daily threat letters saying that he must stop letting Sadie and Kevin meet there. Mr Blake just ignores them and one day a petrol bomb came through his window. Mr Blake was killed. Sadie and Kevin have an argument and Kevin decides to leave. As Kevin is standing, waiting on the ferry he hears voice shouting. He turns round and Sadie is standing there. She says I am coming with you to London and they leave to escape the troubles.

One reason I liked Kevin McCoy was because he was loyal. He showed his loyalty when he was beaten up by a gang for seeing Sadie. He kept seeing her even though he knew he could be beaten up again by the IRA.

Another reason I liked Kevin was because he was honest. When Brian Rafferty asked him to hide a gun in Mr Kelly's scrap yard, he didn't because it was wrong. Kevin could have got into trouble from the IRA, but he knew hiding the gun was bad.

The last reason I liked him was because he was hard working. He worked at the scrap yard and he was always working hard. He worked so hard that Mr Kelly the owner of the scrap yard wanted to make Kevin a partner in the business. He worked hard and this helped develop a good build in his body.

One of my favourite soaps is Eastenders. It is broadcast on BBC one. It starts at 7.30pm and finishes at 8.00pm. It is on three times a week. This programme is a soap. The series is set in Walford in the east end of London. The main characters at the present time are Phil, Lisa, Steve, Ian, Mark and, Dan.

The programme is set in an old part of Walford in the east end London. The main action takes place in the Queen Victoria pub which is under the bridge in the market and it also takes place in Ian Beale's chip shop.

The main character that I'm going to write about is Phil Mitchell. Phil is a business man he owns the arches (GARAGE). Phil is in his thirties, he is of average height and is strong built. He has short hair. Phil dresses ordinary. Phil is a nasty piece of work. On the night of Steve and Mel's wedding, Phil is going home, he gets to his door and went to open it. Phil got shot in the back.

The character that I'm going to write about is Ian Beale. Ian was a very successful business man and then he went bankrupt Ian scraped enough money up to buy a chip shop with his partner. Ian is in his thirties and he dresses like a business man. He is about 5.6, quite thin and very quiet. A few years back Ian got shot, it was his ex-wife Cindy who hired a hit man

The character that I am now going to write about is nasty Nick. Nick is the son of Dot. Nick was a drug addict. He went to jail for drug trafficking and personal use. When Nick got out of jail he went and robbed his mother's house, so he could feed his drug addiction. Nick is thirty eight years old he is about six foot tall and he dresses like a punk. Nick does not get on with any one that is why he is called nasty nick. One night Nick is drunk, he climbs on top of the bridge. Nick was unsteady on his feet Nick fell from the bridge he is now paralysed.

PUPIL PROFILE

NAME	CINCHU N. ANDERSON
DATE OF BIRTH	10.7.86
ADDRESS	70 CANTON WAY MILKHAM
PREVIOUS SCHOOLS	CRUYSTON HIGH SCHOOL
KEY WORKER	

BACKGROUND (briefly), HOME SITUATION, ETC.
LIVES WITH BOTH PARENTS NO OTHER INFORMATION AVAILABLE.

REASONS FOR REFERRAL	
1	BEHAVIOURAL DIFFICULTIES - EXTREMELY NOISY.
2	
3	
4	

RECORD OF NEEDS IF APPROPRIATE	

SECTION 5: EDUCATION REPORT

NAME: GRAEME HENDERSON

1. Record of Needs **YES/NO**

2. Subjects Studied

SUBJECT	TYPE AND LEVEL OF COURSE							
	5-14	STANDARD GRADE				HIGHER STILL	S.Q.A. UNIT	NON-CERTIFICATED
F		G	C	W				
English								
Science		√	√					
Mathematics		√	√					
History		√	√					
Modern Studies		√	√					
Computing Studies		√	√					
Craft & Design		√	√					
Art & Design		√	√					
Home Economics							√	
Physical Education								√
Decorative Studies								
Building Construction								
Horticulture								
Engineering							√	
Personal & Social Education								
Religious & Moral Education								

Standard Grades:

F (Foundation)
 G (General)
 C (Credit)
 W (Withdrawn)

3. **Attitude to Classwork**

Graeme invariably takes his class work seriously and is working well across all areas of the curriculum.

4. **Behaviour in Class/Attitude towards teachers**

His behaviour and attitude have been exemplary.

5. **Preferred Subjects**

He appears to be working well in all subjects but is falling a bit behind in Art & Design, not a major problem but one which should be addressed.

6. **Attendance Issues**

No problem at all with his attendance.

7. **Areas requiring support/Details of any special programme/I.E.P.'s, etc.**

8. Overview of Educational Progress

As stated previously, Graeme is working well across the curriculum and looks well on target to get some good results in his Standard Grade exams.

██████████ Key Teacher
November 2001

SUBJECT REPORTS:

Computer Studies: Course - Standard Grade Foundation/General Level

Graeme has completed the Word Processing part of the course work and has begun the spreadsheets content. He is a well behaved and pleasant pupil in class who gets on well with teachers and pupils. In the next couple of weeks he should finish off this part of the course work and move onto databases. Given the encouraging progress made by Graeme, I would expect him to cope with what asked of him without any problems.

██████████

History: Course - Standard Grade Foundation/General Level

Progress: to date has been very good.

Educational Comment: Class is working on Unit 1 of the History Standard Grade course. Graeme has worked really hard on this section of the course and his work shows a good understanding of the concepts we have studied. Work is neat and well presented. Needs to develop his evaluation skills but knowledge and understanding are sound.

General Comment: Graeme is a well-mannered, pleasant pupil who works well in History. If he keeps up this level of work he could do well in this area of study.

Level: General/Foundation

Attendance: 18/20

██████████

Craft & Design: Course - Standard Grade Foundation/General Level

Progress: His progress to date has been excellent.

General Comment: Interested in all aspects of work.

Additional Comment: Graeme is making good progress with his Standard Grade submissions, both practical and design. His practical element is nearing completion and looks like it could be at general level. If he keeps on target I expect him to do well.

Attendance: 24/24, 100%

██████████

Modern Studies: Course - Standard Grade Foundation/General Level

Progress: His progress to date has been good.

General Comment: Mostly takes work seriously and behaves well in class.

Additional Comment: Graeme has completed work on two sections from the Standard Grade this term. He gained a foundation pass in both his Employment and Trade Unions sections. He should be finished his Politics section by Christmas. Graeme is well behaved although his effort is sometimes affected by others around him. However, in the most part, he is a hard working student.

Attendance: 25/25, 100%

██████████

Home Economics: Course - SQA Unit - Food Preparation Techniques - an Introduction

Progress: His progress to date has been good.

General Comment: Interested in all aspects of work. Graeme is working towards his second practical assessment in this SQA unit.

Additional Comment: His is an able student who can follow a given recipe and produce a good result. He is showing a clear recall of the skills he has been taught to date. Graeme is usually a pleasant student towards his peers and staff in class.

Attendance: 27/27, 100%

██████████

Mathematics: Course - Standard Grade Foundation/General Level

Progress: His progress to date has been good.

General Comment: Takes the work seriously and behaves well in class.

Additional Comment: Graeme has worked on the following topics: assessment exercise (21/29), scales, patterns, averages, +/- numbers, fractions and decimals.

Attendance: 19/20

██████████

Engineering: Course - SQA Unit - Short Course: Metalcraft

Progress: His progress to date has been good.

General Comment: A helpful, outward going pupil who works well.

Additional Comment: Graeme is working on the Short Course described above. Over the past few weeks he has been helping out with repairs to the greenhouse and he has applied himself very well. His next project will be the manufacture of candlestick holders.

Health & Safety: Able to follow instructions and specifications accurately.

Attendance: 16/16, 100%

██████████

Physical Education: Non-certificated.

Graeme has displayed a reasonably positive approach to activities in physical education, and his effort during these activities has been satisfactory so far. Graeme has also participated in an outdoor Hillwalking trip and conducted himself well on most occasions in this department.

Attendance: 14/19

██████████

Science: Course - Standard Grade Foundation/General Level

Progress: His progress to date has been good.

General Comment: A helpful, outward going pupil who works well.

Additional Comment: To date, Graeme has completed 14/20 sub-topics of the Environment unit.

Graeme is a friendly boy who rarely causes any problems in class. He is usually co-operative and has enabled me to build a good rapport with him.

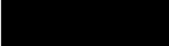
Attendance: 17/22, 77%

██████████

Decorative Studies: SQA Unit - Introduction to Decorative Skills

Graeme works well in class and does all that is asked from him in a mature manner. He is presently involved in the SQA unit "Introduction to Decorative Skills" and coping well with the work involved in it. He has also completed general graphics to a very good standard. His conduct never presents any problems and he mixes well within his peer group. His attendance is very good.

Attendance: 16/20




Art & Design: Standard Grade Standard Grade Foundation/General Level

Progress: Design unit based on a mechanical object.

Comments: Graeme has periods of time when he works well and then has spells where he is not motivated at all. Graeme is normally timetabled for the Art Department when there is the option of going into the gym, and I think this is the reason for his poor attendance which also means his work in recent weeks has not moved on at all.

Further Comment: If Graeme wants to sit Standard Grade Art & Design, he must start attending class.

Attendance: 10/15



EDUCATIONAL REPORT CARD 2001

This is an educational report for **Graeme Henderson**

Class 6

Keyteacher 

He is working at F/G level in Craft & Design

Progress His progress to date has been excellent.

General Comment Highly motivated and particularly keen.

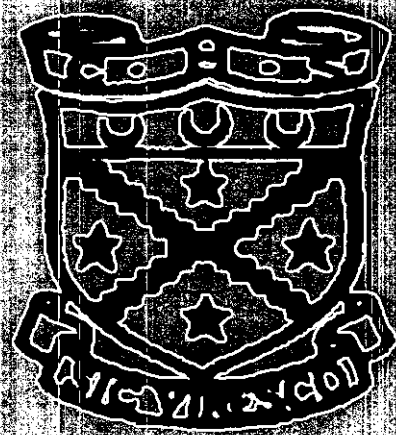
Additional Comment Graeme is a very skilled and hard working pupil, his practical element is of a very high standard. If he can maintain this standard through his design folio I expect him to be marked at credit or general level

Attendance $\frac{28}{32}$ 88%

Signed 

Date 27/11/01

Chryston High School



S2 Report
February 2000



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Guidance Teacher's Comments

Attendance / Timekeeping

General comments on progress

I believe Graeme is an able boy however he needs to address his other problems first

Teacher's signature



(Guidance Teacher)

HR

Please tear off and return to register teacher by 6/3/2000 Thank you

Pupil's name _____

I have read and discussed this report with my child

Signed Date

Parental comment:

PUPIL ATTENDANCE REPORT 03/02/00

CHRYSTON HIGH SCHOOL

Graeme Henderson
70 Greenlea Road
Muirhead
Chryston
Glasgow
G69 9AX

Tel: 0141 779 3421

TOTAL ABSENCES..... = 142
UNAUTHORISED ABSENCES = 19
OCCASIONS LATE..... = 4
POSSIBLE ATTENDANCE.. = 200
ATTENDANCE RATE..... = 29.0%

GROUP = 2F1 DOB = 10/07/86
GUARDIAN: [REDACTED] (Father)

ADMIS. No = S021 (12/08/98)

DATE	MON	TUE	WED	THU	FRI	LATE	UNAUTH. ABSENCE	TOTAL ABSENCES
09/08/99	H	H	H	H	H	0	0	0
16/08/99	H	H	I	I	-	0	0	0
23/08/99	-	-	U	-	U	0	5	5
30/08/99	-	-	-	U	U	0	7	7
06/09/99	-	-	-	L	L	2	8	8
13/09/99	-	U	-	-	-	2	9	9
20/09/99	-	-	-	-	H	2	9	9
27/09/99	H	H	-	X	X	2	13	13
04/10/99	L	-	-	L	Y	4	15	15
11/10/99	H	H	H	H	H	4	15	15
18/10/99	I	I	Y	Y	A	4	19	23
25/10/99	A	A	A	A	A	4	19	33
01/11/99	A	A	A	A	A	4	19	43
08/11/99	A	A	A	A	A	4	19	53
15/11/99	A	A	A	A	A	4	19	53
22/11/99	I	I	A	A	A	4	19	71
29/11/99	-	A	A	-	A	4	19	79
06/12/99	A	A	A	A	A	4	19	89
13/12/99	A	A	A	A	A	4	19	99
20/12/99	A	A	A	A	-	4	19	106
27/12/99	H	H	H	H	H	4	19	106
03/01/00	H	H	H	H	H	4	19	116
10/01/00	A	A	A	A	A	4	19	126
17/01/00	A	A	A	A	A	4	19	126
24/01/00	A	A	A	A	A	4	19	136
31/01/00	** Attendance record in use **							



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject **Mathematics**

Skill Area	Progress / Strengths			
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work
Number, money, measurement				✓
Shape, position movement				✓
Information handling				✓

Development Needs / Next steps

A recent long absence means that Graeme has missed a great deal of work. Although he finds maths difficult - he could try much harder. Homework has been very rarely done. Both behaviour and attitude could improve.

Likely level at the start of S3 - Foundation / General ~~o~~ General General o General / Credit o

National Testing - the next test will be at level

D

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	✓ behaviour generally unacceptable ✓

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON

Class 2F1

Subject English

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Reading		✓			C/D
Writing		✓			C/D
Talking / Listening		✓			

Development Needs / Next steps

Graeme was absent during the recent National Tests. In the first term he contributed orally to the work of the class but was very reluctant to do written tasks.

He was ~~not~~ enthusiastic about the Private Reading scheme. This is a pity as it would improve his ^{skills} ~~Close Reading~~ in ~~Close Reading~~.
 Likely level at the start of S3 - Foundation / General General General / Credit

National Testing - the next test will be at level

D

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1.

Subject Art & Design

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			/		C
Materials handling			✓		C
Creativity			✓		C

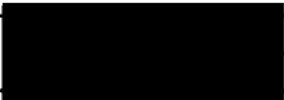
Development Needs / Next steps

Graeme has had individual problems which make reporting difficult.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Subject **Drama**

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Using language			✓		D
Using movement & mime			✓		D
Communicating & presenting			✓		D
Written evaluation			✓		D

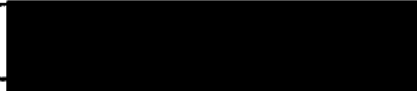
Development Needs / Next steps

Graeme has missed most of his drama in S₂ and therefore has made no significant progress since S₁.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2FL

Subject Geography

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding					
Evaluating					
Investigating					

Development Needs / Next steps

NEVER PROSENT

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject History

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding		N/A.			
Evaluating					

Development Needs / Next steps

Greene did not attend any History classes in October - November.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON

Class 2F1

Subject Information Technology

Database and Spreadsheets

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			✓		C
Using information technology			✓		C

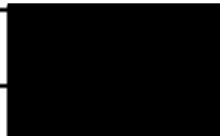
Development Needs / Next steps

GRAEME'S infrequent attendance in class has encroached on his overall performance. If he wants to improve or build on his grades his attendance must improve and he must show a greater commitment to his studies.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort		Behaviour	
working very well		behaves well at all times	
working steadily		usually behaves well	
often lacks commitment to work	✓	behaviour sometimes unsatisfactory	✓
causing concern		behaviour generally unacceptable	

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject Modern Studies

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding				✓	C
Evaluating				✓	C
Investigating				✓	C

Development Needs / Next steps

GRAEME MUST SETTLE DOWN IF HE IS TO IMPROVE HIS GRADES.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort		Behaviour	
working very well		behaves well at all times	
working steadily		usually behaves well	
often lacks commitment to work	✓	behaviour sometimes unsatisfactory	✓
causing concern		behaviour generally unacceptable	

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject Music

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Using instruments and voice				✓	
Listening				✓	
Responding				✓	

Development Needs / Next steps

GRAEME HAS NOT ATTENDED MUSIC SUFFICIENTLY FOR COMMENT TO BE MADE ON STANDARD GRADE SUITABILITY.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort		Behaviour	
working very well		behaves well at all times	
working steadily		usually behaves well	
often lacks commitment to work		behaviour sometimes unsatisfactory	✓
causing concern	✓	behaviour generally unacceptable	

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2Fr

Subject Physical Education

Skill Area	Progress / Strengths			
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work
Practical Performance				
Games			✓	
Gymnastics / Dance			✓	
Skill Development Level	C			

Development Needs / Next steps

I have seen Graham only once since the end of September. He has therefore not had much opportunity this year to develop either his games or gymnastics skills. To improve, he must attend the lessons, and apply himself, without distracting, to the tasks issued.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	✓ behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject Science

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding	n/a				C
Planning	n/a				E
Collecting evidence	n/a				E
Recording & presenting	n/a				D
Interpreting & evaluating	n/a				D

Development Needs / Next steps

ABSENCE TOO EXTENSIVE TO COMMENT.

RECOMMENDATION STANDARD GRADE SCIENCE

Effort	n/a	Behaviour	n/a
working very well		behaves well at all times	
working steadily		usually behaves well	
often lacks commitment to work		behaviour sometimes unsatisfactory	
causing concern		behaviour generally unacceptable	

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Subject **Technical Education**

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Design & practical skills (Craft & Design)			✓		c
Graphical skills (Graphic Communication)			✓		c
Using technology (Technological Studies)			✓		c

Development Needs / Next steps

Graeme must concentrate on his own work.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature



Chryston High School

Second Year Report

February 2000

Name **Graeme HENDERSON**

Class **2F1**

Subject: Religious Education

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Celebrations, Festivals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Sacred writings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Beliefs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Sacred places / Worship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Moral values and attitudes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D

Development needs / Next steps

Should build upon existing strengths. This will enhance knowledge, understanding and evaluation skills.

Greater concentration would be of considerable benefit in building up suitable skills to make further advancement possible.

Careful and frequent revision would benefit both classroom work and success in 'end of unit' tests.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort

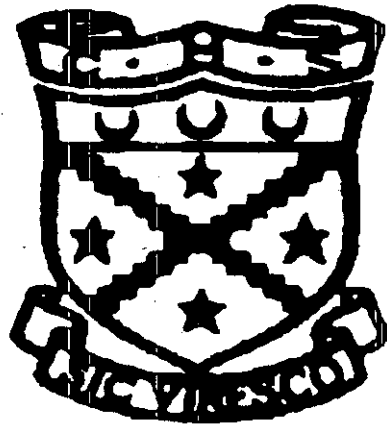
- working very well
- working steadily
- often lacks commitment to work
- causing concern

Behaviour

- behaves well at all times
- usually behaves well
- behaviour sometimes unsatisfactory
- behaviour generally unacceptable

Teacher's signature

Chryston High School



S2 Report
February 2000



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Guidance Teacher's Comments

Attendance / Timekeeping

General comments on progress

I believe Graeme is an able boy however he needs to address his other problems first

Teacher's signature



(Guidance Teacher)

HR

Please tear off and return to register teacher by 6/3/2000 Thank you

Pupil's name _____

I have read and discussed this report with my child

Signed Date

Parental comment:

PUPIL ATTENDANCE REPORT 03/02/00

CHRYSTON HIGH SCHOOL

Graeme Henderson
70 Greenlea Road
Muirhead
Chryston
Glasgow
G69 9AX

Tel: 0141 779 3421

TOTAL ABSENCES..... = 142
UNAUTHORISED ABSENCES = 19
OCCASIONS LATE..... = 4
POSSIBLE ATTENDANCE.. = 200
ATTENDANCE RATE..... = 29.0%

GROUP = 2F1

DOB = 10/07/86

ADMIS. No = S021 (12/08/98)

GUARDIAN: [REDACTED] (Father)

DATE	MON	TUE	WED	THU	FRI	LATE	UNAUTH. ABSENCE	TOTAL ABSENCES
09/08/99	H	H	H	H	H	0	0	0
16/08/99	H	H	I	I	-	0	0	0
23/08/99	-	-	U	-	U	0	5	5
30/08/99	-	-	-	U	U	0	7	7
06/09/99	-	-	-	L	L	2	8	8
13/09/99	-	-	U	-	-	2	9	9
20/09/99	-	-	-	-	H	2	9	9
27/09/99	H	H	-	X	X	2	13	13
04/10/99	L	-	-	L	Y	4	15	15
11/10/99	H	H	H	H	H	4	15	15
18/10/99	I	I	Y	Y	A	4	19	23
25/10/99	A	A	A	A	A	4	19	33
01/11/99	A	A	A	A	A	4	19	43
08/11/99	A	A	A	A	A	4	19	53
15/11/99	A	A	A	A	A	4	19	63
22/11/99	I	I	A	A	A	4	19	71
29/11/99	-	A	A	-	A	4	19	79
06/12/99	A	A	A	A	A	4	19	89
13/12/99	A	A	A	A	A	4	19	99
20/12/99	A	A	A	A	-	4	19	106
27/12/99	H	H	H	H	H	4	19	106
03/01/00	H	H	H	H	H	4	19	106
10/01/00	A	A	A	A	A	4	19	116
17/01/00	A	A	A	A	A	4	19	126
24/01/00	A	A	A	A	A	4	19	136
31/01/00	** Attendance record in use **							



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON

Class 2F1

Subject Mathematics

Skill Area	Progress / Strengths			
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work
Number, money, measurement				✓
Shape, position movement				✓
Information handling				✓

Development Needs / Next steps

A recent long absence means that Graeme has missed a great deal of work. Although he finds maths difficult - he could try much harder. Homework has been very rarely done. Both behaviour and attitude could improve.

Likely level at the start of S3 - Foundation / General General o General / Credit o

National Testing - the next test will be at level

D

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern ✓	behaviour generally unacceptable ✓

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject English

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Reading		✓			C/D
Writing		✓			C/D
Talking / Listening		✓			

Development Needs / Next steps

Graeme was absent during the recent National Tests. In the first term he contributed orally to the work of the class but was very reluctant to do written tasks.

He was not enthusiastic about the Private Reading Scheme. This is a pity as it would improve his skills. ^{Close Reading}

Likely level at the start of S3 - Foundation / General General General / Credit

National Testing - the next test will be at level

D

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	✓ behaviour generally unacceptable ✓

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1.

Subject Art & Design

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			✓		C
Materials handling			✓		C
Creativity			✓		C

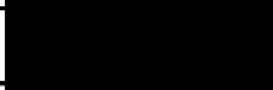
Development Needs / Next steps

Graeme has had individual problems with making reports difficult.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Subject **Drama**

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Using language			✓		D
Using movement & mime			✓		D
Communicating & presenting			✓		D
Written evaluation			✓		D

Development Needs / Next steps

Graeme has missed most of his drama in S₂ and therefore has made no significant progress since S₁.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort		Behaviour	
working very well		behaves well at all times	
working steadily		usually behaves well	
often lacks commitment to work	✓	behaviour sometimes unsatisfactory	✓
causing concern		behaviour generally unacceptable	

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2FI

Subject Geography

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding					
Evaluating					
Investigating					

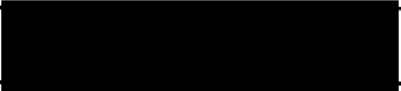
Development Needs / Next steps

NEVER PROSENT

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject History

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding		N/A.			
Evaluating					

Development Needs / Next steps

Graeme did not attend any History classes in October - November.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject Information Technology

Database and Spreadsheets

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			✓		C
Using information technology			✓		C

Development Needs / Next steps

GRAEME'S infrequent attendance in class has encroached on his overall performance. If he wants to improve or build on his grades his attendance must improve and he must show a greater commitment to his studies.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	✓ behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2 F1

Subject Modern Studies

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding				✓	C
Evaluating				✓	C
Investigating				✓	C

Development Needs / Next steps

GRAEME MUST SETTLE DOWN IF HE IS TO IMPROVE HIS GRADES.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject Music

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Using instruments and voice				✓	
Listening				✓	
Responding				✓	

Development Needs / Next steps

GRAEME HAS NOT ATTENDED MUSIC SUFFICIENTLY FOR COMMENT TO BE MADE ON STANDARD OR/AND SUITABILITY.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory ✓
causing concern ✓	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Subject Physical Education

Skill Area	Progress / Strengths			
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work
Practical Performance				
Games			✓	
Gymnastics / Dance			✓	
Skill Development Level	C			

Development Needs / Next steps

I have seen Graham only once since the end of September. He has therefore not had much opportunity this year to develop either his games or gymnastics skills. To improve, he must attend the lessons, and apply himself, without distracting, to the tasks issued.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	✓ behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name GRAEME HENDERSON Class 2F1

Subject Science

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding	n/a				C
Planning	n/a				E
Collecting evidence	n/a				E
Recording & presenting	n/a				D
Interpreting & evaluating	n/a				D

Development Needs / Next steps

ABSENCE TOO EXTENSIVE TO COMMENT.

RECOMMENDATION STANDARD GRADE SCIENCE

Effort	Behaviour
n/a	n/a
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature



INVESTOR IN PEOPLE

Chryston High School



Second Year Report

February 2000

Name Graeme Henderson Class 2F1

Subject Technical Education

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Design & practical skills (Craft & Design)			✓		C
Graphical skills (Graphic Communication)			✓		C
Using technology (Technological Studies)			✓		C

Development Needs / Next steps

Graeme must concentrate on his own work.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





Chryston High School

Second Year Report

February 2000

Name **Graeme HENDERSON**

Class **2F1**

Subject: Religious Education

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Celebrations, Festivals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Sacred writings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Beliefs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Sacred places / Worship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Moral values and attitudes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D

Development needs / Next steps

Should build upon existing strengths. This will enhance knowledge, understanding and evaluation skills.

Greater concentration would be of considerable benefit in building up suitable skills to make further advancement possible.

Careful and frequent revision would benefit both classroom work and success in 'end of unit' tests.

Likely level at the start of S3 - Foundation / General General General / Credit

Effort

- working very well
- working steadily
- often lacks commitment to work
- causing concern

Behaviour

- behaves well at all times
- usually behaves well
- behaviour sometimes unsatisfactory
- behaviour generally unacceptable

Teacher's signature



Department Of Education

Psychological Service

Cumbernauld Office

Kyle Road

Kildrum

Cumbernauld G67 2DN



**NORTH
LANARKSHIRE
COUNCIL**

Tel: 01236 731041 Fax: 01236 722558

Principal Psychologist: [REDACTED]

Depute Principal: [REDACTED]

With Compliments



01236

re.

731 041

G. Henderson

722 558.

Name _____ Date _____

DEPARTMENT _____

TYPE OF MATERIAL (Please tick relevant box)

Copyright (Max 35 per pupil) Other

Number of Copies	Number of Sheets	Paper to be reclaimed
_____	_____	_____ sheets

REQUIREMENTS (Please tick relevant box)

Single sided Back to Back Collated Uncollated
White paper Coloured paper Stapled
(Particular Colour (_____))

Date Required _____

Any other instructions

TEACHERS ONLY

Initials _____

PLANNING MEETING 25 OCTOBER 1999



Info



RE: Graeme Henderson 10.07.1986 (13 + YEARS)
70 Greenlead Road
Chryston

PARENTS: [Redacted] [Redacted]
37 years 41 years
Part-time employment Taxi Office Stepps Incapacity Benefit

SISTER: Gail 15 years Attends Chryston High School

PRESENT: [Redacted]
Graeme Henderson
[Redacted] Groupwork Support Bonnyhill
[Redacted] Chryston High School (Exclusion Unit)
[Redacted] Crisis & Support Team

NEEDS IDENTIFIED

Education issue. Currently on School Role, Chryston High refusing to attend. He is outwith his Parent's Control and Graeme has all the power in relation to both his parents. Graeme is unwilling to compromise with an attitude problem. The child calls the tune and when Parents try to take back power or create boundaries Graeme resorts to threats of violence. He has used a knife on himself. Graeme therefore does not like himself and the family are struggling to keep him within the family home.

PLAN

- A) [Redacted] to approach St. Maurice's School to request a Parental Transfer.
- B) If the above not an option [Redacted] and [Redacted] to encourage Graeme to avail of the Chryston High School option but on a part-time basis initially.
- C) Social Work to discuss with G.P Doctor [Redacted] a re-referral to D.C.F.P.
- D) Social Work to refer Graeme to Area Reporter (Duty - 53(1)(b) Children (Scotland) Act 1995 - possible grounds under 52(2)(A) Outwith Control).
- E) Crisis Support Team agreed to make themselves available for individual support to Graeme and as a resource for the Parents.

- F) [REDACTED] Groupwork to continue plus individual input when necessary.
- G) Social Work to pursue application to Parent's For Change. Both parents anxious to attend.

Overall aim to try to achieve a level of stability within the home and maintain the Child's base in the Community.

[REDACTED]
Social Worker
27.10.99

CHRYSTON HIGH SCHOOL - PUPIL SUPPORT GROUP INCLUSION REPORT SHEET

To: [REDACTED]
AHT
Guidance Teacher

Pupil's Name : Graham Henderson.....

Reg Class : ...2F1.....

Date : 7/10/99.....

AHT Referral : [REDACTED]

Guidance Teacher : [REDACTED].....

Reason for referral :-

Class work

	VG	G	P	VP	
<input type="checkbox"/> Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Co-operation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Comments :-

Graham's behaviour started off good but his co-operation and work rate was poor . During the second period when he realised that he wouldn't be able to see his mates at the interval he started to complain . At the end of the period when [REDACTED] who was working outside the base left he became really agitated and his behaviour became really poor .After a few minutes he said "I'm leaving" and started to put his coat on . I stood between him and the door and reminded him of the consequences . He again said "if you don't move or you touch me I'm going to smash this desk over your head" . At this point he threw his bag on the floor and sat down . [REDACTED] who was in the staff room came out to see what was happening and I asked her to contact a member of the SMT. When [REDACTED] came in Graham was once again attempting to open the fire escape door [REDACTED] also advise him that if he left he would be suspended . "I don't care if I'm expelled" were his final comments before he left .

Teacher's Name [REDACTED].....

Date : 7/10/99.....

DAY SURVEILLANCE
Bonnyhill LT. Centre,
Bonnyhill House,
2 Bowling Street,
COATBRIDGE, ML5 1PP
Tele: 01236 424292

[Redacted]
[Redacted]
File

Name : Graeme Henderson

School : Chryston High

Guidance teacher : [Redacted]
Social Worker : [Redacted]

Week beginning : 17. 1. 00

Present : Monday morning YES / NO
Wednesday morning YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application			← →		
Behaviour			✓		

Comments :

Still having to push a cajole Graeme into work.

Wed 11
Graeme appeared with hand bandaged / with splint
Said he'd fell off a climbing around with
a friend. Dad took him to hospital.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

z fi .

Authority Reporter



North Lanarkshire

Telephone:
01698 843532

18 March 2000

The Headteacher
Chryston High School
Lindsaybeg Road
Chryston

Dear Sir/Madam,

With reference to the undernoted child, in respect of whom a School Report was requested, I write to advise you that the case was dealt with as undernoted.

Yours faithfully,



Reporter

Name: Graeme Henderson (10.8.86)

Address: 70 Greenlea Road, Chryston

Decision: supervision requirement made

Suffolk
Dayhill I.T. Centre
Dayhill House
Living Street
CATBRIDGE
Tel: 01236 423456

Name: [Redacted]

School: Chingford High [Redacted]

Guidance teacher [Redacted]
Social Worker: [Redacted]

Week beginning: 20.12.99

Present: Monday morning YES / NO
Wednesday morning YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application				✓	
Behaviour			✓		

Comments:

Little change in Graeme's work rate although his behaviour is stable & acceptable at present.

[Redacted]

file

Day Support will re-commence on Mon 17/1/2000

Bonnyhill I.T. Centre,
Bonnyhill House,
2 Bowling Street,
COATBRIDGE. ML5 1PP
Tele: 01236 424292

Name : Graeme Henderson

School : Chryston High

Guidance teacher
Social Worker : [redacted]

Week beginning : 13 - 12 - 99

Present : Monday morning YES / NO
Wednesday morning YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application			✓ ←	→ ✓	
Behaviour			✓		

Comments :

Again, constant submission re: goading Graeme into school work.

Behaviour was acceptable this week.

[redacted] spoke to [redacted] about Graeme's lack of attendance at C.H.S. - she indicated that they (Social Work & family) were following up staying request/move to St Maurice. [redacted] of/prev.

DAY SUPPER
Bonnyhill I.T. Centre,
Bonnyhill House,
2 Bowling Street,
COATBRIDGE. ML5 1PP
Tele: 01236 424292

[Redacted]
file

Name : Graeme Henderson

School : Chryston High [Redacted]

Guidance teacher [Redacted]

Social Worker : [Redacted]

Week beginning : 6.12.99

Present : Monday morning
Wednesday morning

YES / NO
 YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application			↔		
Behaviour			✓		

Comments :

Graeme needs constant encouragement to get any work done. It's a matter of dangling carrots in front of him most of the time.

No major behavioural problems this week.

Bonnyhill I.T. Centre,
Bonnyhill House,
2 Bowling Street,
COATBRIDGE. ML5 1PP

Tele: 01236 424292



1/10

file

Graham has not attended

CHS since Tues 3/11



8/12

Name : Graeme Henderson

School : Chryston High

Guidance teacher

Social Worker :



Week beginning : 29 NOV 99

Present : Monday morning YES / NO
Wednesday morning YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application				✓	
Behaviour			✓		

Comments :

A bit calmer this week with no major problems -
Does the minimum of school work - poor attention span.

I have amended
records today

DAY SUPPORT
Bonnyhill I.T. Centre,
Bonnyhill House,
2 Bowling Street,
COATBRIDGE, ML5 1PP
Tele: 01236 424292

Name : Graeme Henderson

School : Chrystan High

Guidance teacher

Social Worker :



Week beginning : 22 - Nov 99

Present : Monday morning YES / NO
Wednesday morning YES / NO
In Service

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application			✓		
Behaviour				✓	

Comments :

Graeme verbally abusive to staff, throwing chairs around, banging his fist on tables/windows - when he was not allowed to leave the building to buy cigarettes!
Graeme managed to calm down & pull his act together and accepted the situation.

DAH SUPPORT
 Bonnyhill LT. Centre,
 Bonnyhill House,
 2 Bowling Street,
 COATBRIDGE. ML5 1PP
 Tele: 01236 424292



Info

Name : Graeme Henderson

School : Chryston High

Guidance teacher
 Social Worker :

Week beginning : 15 Nov 99

Present : Monday morning YES / NO
 Wednesday morning YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application			✓		
Behaviour			✓ ← → ✓		

Comments :

Mon 15/11 Walked out of the building after verbally abusing the teacher. Returned when he had calmed down.

Wed 18/11. In good humour. No problems today with Graeme's behaviour. He lacked concentration during lessons and became restless as a result. Had time out for last 20 minutes.

DAY SUPPORT
Bonnyhill I.T. Centre,
Bonnyhill House,
2 Bowling Street,
COATBRIDGE. MLS 1PP

Copy



File

Tele: 01236 424292

Name : Graeme Henderson

School : Chryston High

Guidance teacher

Social Worker :

Week beginning : 8 NOV 199

Present : Monday morning YES / NO
Wednesday morning YES / NO

	Very good	Good	Satisfactory	Unsatisfactory	Unacceptable
Application			✓		
Behaviour			✓		

Comments :

Graeme was a bit anxious/apprehensive about meeting the other young people at Day Support - especially as they were all female! By Wednesday he seemed to be relaxed & hopefully will settle well.

Graeme needs one-to-one supervision during school sessions as he lacks concentration & is easily distracted.

Department of Education

CHRYSTON HIGH SCHOOL
Lindsaybeg Road
Chryston
Glasgow G69 9DL



**NORTH
LANARKSHIRE
COUNCIL**

HEADTEACHER [REDACTED]

Our Ref:

Contact :

Your Ref:

Telephone: 0141-779 4131/2221

Date:

07/10/99

Fax : 0141-779 3950

[REDACTED]
Director of Education

[REDACTED]
70 Greenlea Road
Muirhead
Chryston
Glasgow
G69 9AX

Dear [REDACTED]

A decision has been taken today to exclude your child Graeme from attendance at this school.

I regret to inform you that your child Graeme has been involved in an incidence of misconduct. I would ask you to come to the school on 21/10/99 at 09:00 in order to discuss the matter. Your child shall be present at that meeting but should not return to school before it takes place. The reasons for this decision are detailed on the attached sheet and, in my view, are such that your child's continued attendance at this school would be likely to be seriously detrimental to order and discipline in the school and to the educational well-being of other pupils.

You may bring a friend along to this meeting if you so wish. Please contact me as soon as possible if this time is unsuitable in order that we can make other arrangements.

When we meet we will discuss when Graeme should return to school and the conditions under which such a return may take place.

This exclusion has been made within the terms of the Education (Scotland) Act 1980 and you have the right under Section 28H of the same act to appeal against the exclusion. Details of how you might appeal are included with this letter and should you intend to appeal you should do so as soon as possible.

I look forward to meeting you on the above date.

Yours sincerely

Head Teacher

Ref. 1/8



INVESTOR IN PEOPLE

"Aiming Higher in North Lanarkshire"



CHRYSTON HIGH SCHOOL
LINDSAYBEG ROAD
CHRYSTON

Reasons for decision to exclude Graeme Henderson :

Failure to obey instructions about remaining in the alternative
to exclusion unit, aggressive behaviour

Head Teacher

Date: 7.10.99

29.4.99

19

Graham Henderson IR
(Home at lunchtime)

sick

Mother telephoned

REC [REDACTED]

UID: [REDACTED]

100
100

[REDACTED]
10 GREENGATE RD
MUIRHEAD.

Dear [REDACTED]

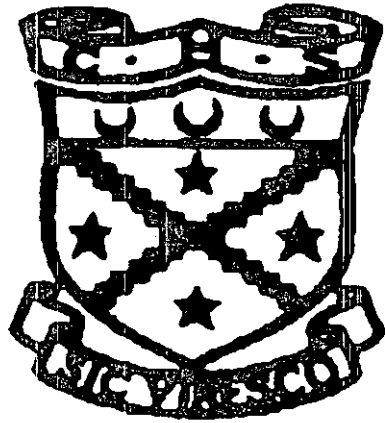
Greeme

has not got his card with
him today Friday 3rd Sept
as I put it into the
washing with his school
uniform. If he could have
another.

Thank You

[REDACTED]
779-3421

Chryston High School



S1 Report
June 1999



INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON Class 1R

Guidance Teacher's Comments

Attendance / Timekeeping

Graemes' attendance has been reasonably good over S1 however he could improve his timekeeping.

General comments on progress

It would appear from his reports that Graeme is a very able pupil but is not achieving his potential because of poor concentration.

Teacher's signature



(Guidance Teacher)

Please tear off and return to register teacher by Monday 7/6/99 Thank you

Pupil's name _____

I have read and discussed this report with my child

Signed Date

Parental comment:

PUPIL ATTENDANCE REPORT 12/05/99

CHRYSTON HIGH SCHOOL

Graeme Henderson
70 Greenlea Road
Muirhead
Chryston
Glasgow
G69 9AX

Tel: 0141 779 3421

TOTAL ABSENCES..... = 16
UNAUTHORISED ABSENCES = 2
OCCASIONS LATE..... = 20
POSSIBLE ATTENDANCE.. = 309
ATTENDANCE RATE..... = 94.8%

GROUP = 1R DOB = 10/07/86
GUARDIAN: [REDACTED] (Father)

ADMIS. No = S021 (12/08/98)

DATE	MON	TUE	WED	THU	FRI	LATE	UNAUTH. ABSENCE	TOTAL ABSENCES
10/08/98	H H	H H	H H	H H	H H	0	0	0
17/08/98	H H	I I	- -	- -	- -	0	0	0
24/08/98	- -	- -	- -	- -	- -	0	0	0
31/08/98	- -	- -	L -	L -	L -	3	0	0
07/09/98	- A	A -	- -	- L	- -	4	0	2
14/09/98	- -	- -	- A	- -	- -	4	0	3
21/09/98	- -	- -	- -	E A	H H	5	0	4
28/09/98	H H	- -	- -	- -	L -	6	0	4
05/10/98	- -	- -	- -	- A	- -	6	0	5
12/10/98	H H	H H	H H	H H	H H	6	0	5
19/10/98	I I	- -	- -	- L	L -	8	0	5
26/10/98	X X	- -	- -	- -	- -	8	2	7
02/11/98	- -	- -	L -	- L	L -	11	2	7
09/11/98	- -	L -	L -	- -	- -	13	2	7
16/11/98	- -	- A	- -	- -	- -	13	2	8
23/11/98	I I	- -	- -	- -	- -	13	2	8
30/11/98	- -	- -	- -	- -	- L	14	2	8
07/12/98	- -	- -	- -	- -	- -	14	2	8
14/12/98	- -	- -	- -	- -	- -	14	2	8
21/12/98	- -	- -	- -	H H	H H	14	2	8
28/12/98	H H	H H	H H	H H	H H	14	2	8
04/01/99	H H	H H	H H	I I	I I	14	2	8
11/01/99	- -	- -	L -	- -	- -	15	2	6
18/01/99	- -	- -	L -	- -	L -	17	2	8
25/01/99	- -	- -	- -	- -	- -	17	2	8
01/02/99	- -	- -	- -	- -	L -	18	2	8
08/02/99	- -	- -	- -	- -	H H	18	2	8
15/02/99	H H	I I	- -	- -	- -	18	2	8
22/02/99	- -	- -	- -	- -	- -	18	2	8
01/03/99	- -	- -	- -	- -	- -	18	2	8
08/03/99	- -	- -	- -	- -	- -	18	2	8
15/03/99	- -	- -	- -	- -	- -	18	2	8
22/03/99	- -	- -	- -	- -	- A	18	2	9
29/03/99	H H	H H	H H	H H	H H	18	2	9
05/04/99	H H	H H	H H	H H	H H	18	2	9
12/04/99	- A	- -	- -	- -	L -	19	2	10
19/04/99	- -	- -	- -	- -	- -	19	2	10
26/04/99	- -	A A	A A	- A	- -	19	2	15
03/05/99	H H	- A	- -	C C	- L	20	2	16
10/05/99	- -	- -	- -	- -	- -	20	2	16



INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON Class 1R

Subject English

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Reading		✓			C/D
Writing		✓			C/D
Talking / Listening		✓			

Development Needs / Next steps

Graeme is bright, interested and communicative during class discussions. However, he does not always sustain his enthusiasm during written activities. In order to progress towards level D in Writing Graeme should check his punctuation more carefully and endeavour to develop descriptions and ideas more fully. Reading skills could also improve were Graeme to read more widely and more often at home.

National Testing - the next test will be at level

D Reading writing

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

but chatty

Teacher's signature

4/5/99



INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name Graeme HENDERSON

Class 1R

Subject Mathematics

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Number, money, measurement				X	D
Shape, position movement				X	
Information handling				X	

Development Needs / Next steps

Graeme's lack of application and poor behaviour do not help him to achieve in a subject where he has obvious difficulties. A vast improvement is called for if he is to achieve anything in S2 and beyond.

National Testing - the next test will be at level

D

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	X behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable X

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON

Class 1R

Subject Art & Design

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			✓		C
Materials handling			✓		C
Creativity			✓		C

Development Needs / Next steps

REASONABLE LEVEL OF PROGRESS MADE IN RECENT MONTHS.

GRAEME NEEDS TO FOCUS ON INCREASING THE AMOUNT OF TIME SPENT ON EACH ITEM OF ARTWORK.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name Graeme Henderson Class 1B

Subject Drama

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Using language		✓			D
Using movement & mime		✓			D
Communicating & presenting		✓			D
Written evaluation		✓			D

Development Needs / Next steps

Graeme can use mime fairly effectively and has the ability to improvise dialogue
 He should aim to develop these skills and give 100% attention to the task in hand in 2nd year.

Effort	Behaviour
working very well	behaves well at all times
working steadily	✓ usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON Class 1R

Subject French

Skill Area	Progress / Strengths			
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work
Reading - understanding written language	not yet	assessed		
Listening - understanding spoken language			✓	
Speaking		✓		
Writing				✓

Development Needs / Next steps

Graeme needs to keep his mind on his work in class, and complete homework tasks satisfactorily, including learning new vocabulary well. A pronunciation tape is available.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well ✓
often lacks commitment to work	✓ behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HAY DONSON Class 12

Subject Geography

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			✓		B
Evaluating				✓	A
Investigating					

Development Needs / Next steps *By game answers well in class and did well in his first assessment. However he is often inattentive and wastes time. He must settle down and apply himself to his work to improve his grades.*

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature [REDACTED]



Chryston High School



INVESTOR IN PEOPLE

First Year Report

June 1999

Name CRAIG HENDERSON

Class 1R

Subject History

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding				✓	B
Evaluating				✓	B

Development Needs / Next steps

Craige has managed to improve his K.V. slightly but is having difficulty with Evaluating. He would probably find it easier if he tried to pay attention in class and followed instructions.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	✓ behaviour sometimes unsatisfactory
causing concern	✓ behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON Class 1R

Subject Home Economics

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding		✓			D
Planning			✓		C/D
Presenting solutions			✓		C/D

Development Needs / Next steps

Graeme has trouble settling to his work in class and often appears more interested in that of others. Revision before theory tests will improve his K.U. grade; careful attention to instructions and practice at home will improve his practical and organisational skills. Homework not always completed.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work ✓	behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature





Chryston High School



INVESTOR IN PEOPLE

First Year Report

June 1999

Name Graeme Henderson Class 1R

Subject **Information Technology** (Keyboarding & Word Processing)

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding		✓			C
Using information technology		✓			C

Development Needs / Next steps

Graeme remains unsettled at times in class. He must focus on his own work more so that he achieves better, particularly as we move on to cover different topics in second year.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	✓ behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON Class 12

Subject Modern Studies

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding			✓		C
Evaluating			✓		C
Investigating			✓		C

Development Needs / Next steps

GRAEME MUST SETTLE DOWN AND GIVE THE SUBJECT HIS FULL CONCENTRATION.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	✓ behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School

First Year Report

June 1999



Name CRAENE HENDERSON

Class 1R

Subject Music

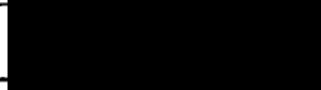
Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Using instruments and voice			✓		C
Listening			✓		C
Responding			✓		C

Development Needs / Next steps

GRAENE HAS BEEN INTRODUCED TO ALL THE BASIC SKILLS. HE SHOULD NOW FOCUS ON WORK IN ORDER TO IMPROVE.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME HENDERSON Class 1R

Subject **Physical Education**

Skill Area	Progress / Strengths			
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work
Practical Performance				
Games		✓		
Gymnastics / Dance			✓	
Skill Development Level	C/D			

Development Needs / Next steps

Graeme has an energetic approach to his P.E. which is useful when applied firmly to his work. He needs to concentrate more consistently, and focus his energies on the task, to improve his skills.

Effort	Behaviour
working very well	behaves well at all times
working steadily	✓ usually behaves well ✓
often lacks commitment to work	behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School



First Year Report

June 1999

Name GRAEME WADDGASON Class 12

Subject Science

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Knowledge & understanding	✓				D
Planning	✓				E
Collecting evidence	✓				E
Recording & presenting		✓			D
Interpreting & evaluating		✓			D

Development Needs / Next steps

GRAEME IS VERY ABLE AND HAS PERFORMED WELL. HE CAN WORK FOCUS AND IS EASILY DISTRACTED. HE MUST TRY TO DEAL WITH THESE PROBLEMS TO ACHIEVE HIS FULL POTENTIAL WHICH IS CONSIDERABLE.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well
often lacks commitment to work ✓	behaviour sometimes unsatisfactory ✓
causing concern	behaviour generally unacceptable

Teacher's signature





INVESTOR IN PEOPLE

Chryston High School

First Year Report

May 1999



Name **Graeme HENDERSON**

Class **1R**

Subject: **Religious Education**

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Celebrations, Festivals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Sacred writings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E
Beliefs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D
Sacred places / Worship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E
Moral values and attitudes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D

Development needs / Next steps

Should build upon existing strengths. This will lead to the enhancement of knowledge, understanding and evaluation skills.

A more detailed reading of texts and questions would help consolidate work so far and enable further advancement.

Careful and frequent revision would benefit both classroom work and success in 'end of unit' tests.

Effort

- working very well
- working steadily
- often lacks commitment to work
- causing concern

Behaviour

- behaves well at all times
- usually behaves well
- behaviour sometimes unsatisfactory
- behaviour generally unacceptable

Teacher's signature





Chryston High School



INVESTOR IN PEOPLE

First Year Report

June 1999

Name GRAEME HENDERSON Class 1B

Subject Technical Education

Skill Area	Progress / Strengths				Level
	coping very well	coping with most work	has difficulty with some work	has difficulty with most work	
Design & practical skills (Craft & Design)		✓			D
Graphical skills (Graphic Communication)		✓			D
Using technology (Technological Studies)			✓		C

Development Needs / Next steps

Graeme is a pleasant pupil though hyperactive at times. He find it difficult just sitting down for a period of time. I do feel that Graeme is capable of improving his standard of work with sustained concentration and effort.

Effort	Behaviour
working very well	behaves well at all times
working steadily	usually behaves well ✓
often lacks commitment to work	✓ behaviour sometimes unsatisfactory
causing concern	behaviour generally unacceptable

Teacher's signature



NORTH LANARKSHIRE COUNCIL - DEPARTMENT OF EDUCATION

STANDARD CIRCULAR 8

Please file

ASSURANCE OF CO-OPERATION
(Parents/Head Teacher)

with cover in PPR

I understand why GRAEME was excluded from
and I give my assurance that if he/she is re-admitted to school, I shall do all I can to ensure
that he/she complies with the rules, regulations and disciplinary requirements of the school. I
also understand that GRAEME is being given another chance to comply with these
requirements and that any further serious breaches of school discipline may lead to further
exclusion from the school.

Specific Conditions (if appropriate)

SIGNATURE OF PARENT/GUARDIAN 

SIGNATURE OF PUPIL GRAEME HENDERSON

ADDRESS 70 GREENIEA RD
MUIRHEAD
CHRISTON
G69 9AX

SIGNATURE OF HEAD TEACHER/ REPRESENTATIVE  (Acting AHT)

DATE 26.10.98

NAME OF CHILD GRAEME HENDERSON

DATE OF BIRTH 10.7.86

NORTH LANARKSHIRE COUNCIL

Department of Education

Director: [REDACTED]

Chryston High School

Head Teacher: [REDACTED]

Lindsaybeg Road, Chryston, Glasgow G69 9DL

Tel: 0141 779 4131/2221 Fax: 0141 779 3950

Our ref:

Your ref:

Date: 6.10.98

to parent/guardian of Graeme Henderson class 1R

Dear parent/guardian

I am sure you will be aware of the importance we attach to the completion of home study. I have to let you know that your child has not completed the homework noted below, which was due to be handed in recently.

Vocabulary learning not completed on 2 consecutive occasions in the last week (beginning 28.9.98). Has failed to bring folder to class.

Can I ask for your cooperation in ensuring that this homework has been completed and brought to school, and that future homework is brought in on time?

Pupils in Chryston High all have a diary (first and second year) or a study planner (third to sixth year) in which to note home study tasks. The diary/planner has the dual purpose of reminding pupils of work due and of providing yourself with a means of checking tasks. These diaries/planners were provided at some cost - if lost, pupils can buy a replacement, stocks permitting.

Please let me know that you have received this letter, by completing the slip below and returning it to me via your child.

Yours sincerely

[REDACTED] PT



I have received the letter regarding homework in French (subject) not completed by my child.

Pupil's name: Graeme Henderson Class: 1R

Any comment:

Signature of parent: _____

Date: _____



INVESTOR IN PEOPLE



Department of Education

CHRYSTON HIGH SCHOOL
Lindsaybeg Road
Chryston
Glasgow G69 9DL



**NORTH
LANARKSHIRE
COUNCIL**

Head Teacher: [REDACTED]

Our Ref:

Contact :

Your Ref:

Telephone: 0141-779 4131/2221

Date:

Fax : 0141-779 3950

[REDACTED]
Director of Education

23/10/98

[REDACTED]
70 Greenlea Road Muirhead Chryston
Lanarkshire
Glasgow

G69 9AX

Dear [REDACTED]

A decision has been taken today to exclude your child Graeme from attendance at this school.

I regret to inform you that your child Graeme has been involved in an incidence of misconduct. I would ask you to come to the school on 26/10/98 at 15:15 in order to discuss the matter. Your child shall be present at that meeting but should not return to school before it takes place. The reasons for this decision are detailed on the attached sheet and, in my view, are such that your child's continued attendance at this school would be likely to be seriously detrimental to order and discipline in the school and to the educational well-being of other pupils.

You may bring a friend along to this meeting if you so wish. Please contact me as soon as possible if this time is unsuitable in order that we can make other arrangements.

When we meet we will discuss when Graeme should return to school and the conditions under which such a return may take place.

This exclusion has been made within the terms of the Education (Scotland) Act 1980 and you have the right under Section 28H of the same act to appeal against the exclusion. Details of how you might appeal are included with this letter and should you intend to appeal you should do so as soon as possible.

I look forward to meeting you on the above date.

Yours sincerely

Head Teacher



Ref 1/8

"Aiming Higher in North Lanarkshire"



CHRYSTON HIGH SCHOOL
LINDSAYBEG ROAD
CHRYSTON

Reasons for decision to exclude Graeme Henderson :

HEAD BUTTING ANOTHER PUPIL RESULTING IN MEDICAL ATTENTION.

Head Teacher

Date: 23 OCTOBER 1998

Chryston High School

S1 Interim Report

November 1998



Graeme Henderson

Class 1R

This Interim Report is intended to provide you with an indication of your child's progress. A full report will be issued later in the session.

Should you have any questions please contact [redacted] Acting Assistant Head Teacher, Lower School.

Explanatory Notes

Progress

- 1 Is making excellent progress.
- 2 Is making good progress.
- 3 Is making some progress.
- 4 Is making little progress.

Effort

- 1 Exceptionally good worker.
- 2 Working to capacity.
- 3 Does not always work to capacity.
- 4 Has frequently to be made to work.

Behaviour

- 1 Always well behaved.
- 2 Well behaved most of the time.
- 3 Some improvement needed in behaviour.
- 4 Poor standard of behaviour is affecting progress.

	Progress	Effort	Behaviour
Art	2	3	2
English	2	2	2
Drama/ Music	3	3	3
French/ German	3	2	2
Geography	2	2	1
History			
Home Economics	3	3	2
Information Technology	3	3	2
Mathematics	3	3	2
Modern Studies			
Physical Education	3	3	2
Religious Education	2	2	2
Science	2	3	2
Technical Education	3	3	3

Attendance:- See attached sheet for attendance details.

General Comment

I AM CONCERNED ABOUT THE NUMBER OF
ABSENCES IN THE AFTERNOON. LATECOMING
IS ALSO A MATTER OF CONCERN. BOTH
EFFORT AND BEHAVIOUR NEED TO BE
IMPROVED TO IMPROVE GRAEME'S PROGRESS.

Guidance Teacher [redacted]

Date 22/10/98

Please detach and return to register teacher.
 I confirm receipt of my child's S1 Interim Report.
 Parental Comment:

November 1998

Signature of Parent _____

Name of pupil Graeme Henderson 1R

PUPIL ATTENDANCE REPORT 07/10/98

CHRYSTON HIGH SCHOOL

Graeme Henderson
 70 Greenlea Road Muirhead Chryston
 Lanarkshire
 Glasgow
 G69 9AX Tel: 0141 779 3421

TOTAL ABSENCES..... = 4
 UNAUTHORISED ABSENCES = 0
 OCCASIONS LATE..... = 6
 POSSIBLE ATTENDANCE.. = 68
 ATTENDANCE RATE..... = 94.1%

GROUP = 1R DOB = 10/07/86
 GUARDIAN: [REDACTED] (Father)

ADMIS. No = S021 (12/08/98)

DATE	MON	TUE	WED	THU	FRI	LATE	UNAUTH. ABSENCE	TOTAL ABSENCES
10/08/98	H	H	H	H	H	0	0	0
17/08/98	H	I	I	-	-	0	0	0
24/08/98	-	-	-	-	-	0	0	0
31/08/98	-	-	L	L	L	3	0	0
07/09/98	-	A	A	-	-	4	0	2
14/09/98	-	-	-	A	-	4	0	3
21/09/98	-	-	-	L	A	5	0	4
28/09/98	H	H	-	-	L	6	0	4
05/10/98	-	-	-	-	-	6	0	4

S1 INTERVIEW

NAME GRAEME HENDERSON

CLASS 1R

DATE 7/9/98

1. Have you settled in at the High School?

YES/~~NO~~

If no to no.1 why _____

2. Which subjects do you enjoy best? TECH / SCIENCE / RE

3. Are there any subjects you are having difficulty with?

~~YES~~/NO

Subjects _____

4. Do you know everyone in your class now?

YES/~~NO~~

Who are your friends? [REDACTED] / [REDACTED]

5. Do you have a timetable and homework diary?

YES/~~NO~~

Have you had any homework yet?

YES/~~NO~~

Do your parents see your homework diary regularly?

YES/~~NO~~

6. Do you know of any clubs available in the school for S1?

YES/~~NO~~

What clubs would you be interested in? FOOTBALL

7. Have you had any punishment exercises yet?

YES/~~NO~~

Why TALKING, Subject ENGLISH

8. Have you any other matter to discuss with your Guidance Teacher?

~~YES~~/NO

YES _____

NEED FOR ACTION BY GUIDANCE TEACHER

YES/~~NO~~

ACTION TAKEN MONITOR PUNISHMENT EXERCISES

IN OCTOBER.

DATE: 7/9/98

SIGNED: Graeme Henderson

CHRYSTON HIGH SCHOOL

S1 QUESTIONNAIRE

Name GRAEME Henderson Class 1B

Address 70 Greenlee RD

Muirhead

Glasgow

Tel No. 0141 779 3421 Primary School Chryston primary

Guidance Teacher 

Describe your family

I have 4 people in my family My mum and Dad + ~~two~~ are very funny My big sister is annoying. GAYLE BIG SISTER.

How did you spend your summer holidays?

I stayed at my Grans then I went to butlins for 2 weeks

What hobbies/clubs did you do at primary or after school?

Motor biking playing the computer

Any hobbies/clubs you would like to take part in at Chryston High?

I would like to

What is/are your favourite.....

Kinds of music

Rock

Books/Magazines

Goosebumps

TV Programmes

Films

Die hard

Food

anything

Drink

anythin

Places

Subjects

List five things which you dislike

SUBJECT	EFFORT			COMMENT
LANGUAGE	VG	G	U	Graeme tends to be easily distracted during class/group activities. He must try to think his answers through and not be discouraged when corrected or asked to elaborate.
WORKING ON LEVEL: D				
LISTENING/TALKING				
READING		✓		Graeme displays a good understanding of texts he has read. Needs encouragement to read for enjoyment.
WRITING		✓		Graeme has good ideas, however he tends to rush written work and has difficulty applying structure.
MATHEMATICS				Graeme has shown good understanding of number work. He coped well with fractions this term.
WORKING ON LEVEL: D				
NUMBER, MONEY, MEASUREMENT		✓		
INFORMATION HANDLING		✓		Graeme can use a graph to both obtain and display data.
SHAPE, POSITION & MOVEMENT		✓		Graeme is currently developing knowledge and understanding of 3D shape.

SUBJECT	VG	G	U	COMMENT
EXPRESSIVE ARTS				Although Graeme enjoys team games he is less enthusiastic about other gym activities and is reluctant to participate. Also enjoys drawing but is reluctant to try new techniques.
• PE			✓	
• MUSIC		✓		
• DRAMA		✓		
• ART & DESIGN			✓	
ENVIRONMENTAL STUDIES			✓	Graeme is keen to develop research skills. He must try to resist distraction when working independently.
PERSONAL & SOCIAL DEVELOPMENT				<p>DEVELOPMENT ISSUES IN LANGUAGE 5-14</p> <p>Graeme is a friendly and lively pupil. He needs encouragement to concentrate & resist distraction from peers. Requires support to accept responsibility for actions.</p> <p>Graeme should be encouraged to take more care in written work. Encouraged to read for enjoyment.</p>
CLASS TEACHER'S SIGNATURE				ATTENDANCES
[REDACTED]				POSSIBLE
HEAD TEACHER'S SIGNATURE				ACTUAL
[REDACTED]				332
[REDACTED]				312
PARENT'S SIGNATURE:				
PARENTAL COMMENTS (IF YOU WISH)				

<p><u>LANGUAGE 5 - 14</u> LEVEL <u>D</u> GROUP <u>2</u></p>	<p><u>EN. STUDIES</u></p>
<p><u>LISTENING/TALKING:</u> Knows + can use the words: discussion, instructions, directions. Contributes to class discussions but is easily distracted in group situations. <u>READING:</u> Reads a variety of straightforward texts and in discussion and writing shows that he understands the main and supporting ideas. <u>WRITING:</u> Writes about personal experiences using appropriate organisation and vocabulary.</p>	<p><u>EX. ARTS</u></p>
<p><u>HANDWRITING / PRESENTATION:</u> Handwriting - more care needs to be taken to size of letters. With effort work can be neatly set out.</p>	<p><u>R.E. / MORAL EDUCATION</u></p>
<p><u>MATHS</u> LEVEL <u>C</u> GROUP <u>2</u></p>	<p><u>PERSONAL AND SOCIAL DEVELOPMENT</u> Lyraeme is easily distracted and tends to rush his work.</p>
<p><u>INFORMATION HANDLING:</u> Can collect information and construct a suitable graph. Presentation can be untidy and careless.</p>	<p><u>LEARNING SUPPORT REQUIREMENTS:</u></p>
<p><u>NUMBER. MONEY MEASUREMENTS:</u> Can work with numbers up to 10,000 multiply and divide using single digits and using a calculator for 3 digit numbers by a whole number.</p>	<p>* PLEASE NOTE: 1. LANGUAGE 5 - 14 ACCORDING TO ATTAINMENT TARGETS 2. "HIGHS" AND "LOWS" FOR OTHER CURRICULAR ASPECTS</p>
<p><u>SHAPE. POSITION & MOVEMENT:</u> Can use right, acute and obtuse to describe angles.</p>	

SUBJECT	EFFORT			COMMENT
	VG	G	U	
LANGUAGE			✓	Graeme needs support to listen carefully to instructions and directions in class. He contributes in class and group discussions but should be encouraged to think more about the relevance and structure of his ideas, and appreciate the role of others.
Working on level D				
Listening/Talking				
Reading		✓		In reading aloud Graeme shows good fluency and expression for language at his level. Needs encouraging to concentrate more on reading fiction stories.
Writing			✓	Graeme has shown a vivid imagination but needs support to improve his structure and punctuation. He should be encouraged to take time and care in his written work.
MATHEMATICS			✓	Graeme has shown understanding of maths at this level, and completes all tasks set. He needs encouragement to set out his work neatly, and check his work to avoid unnecessary errors.
Number, money, measurement				
Information Handling				
Shape, position & movement		✓		Has used simple coordinates and understands basic 2D and 3D shape.

SUBJECT	VG	G	U	COMMENT
EXPRESSIVE ARTS •P.E.		✓		Shows fluency and control in P.E. activities and is enthusiastic in team games. Needs encouragement to sustain energetic activity.
•MUSIC		✓		Has used simple tempo and pitch to describe music.
•DRAMA		✓		Shows good expression and gesture when acting in a role situation.
•ART & DESIGN		✓		Graeme needs encouragement to keep his art work neat and presentable. He shows good imagination but needs to take care in presenting his designs.
ENVIRONMENTAL STUDIES		✓		Graeme needs encouragement to research independently and collect evidence. Has shown interest and skill with technology.
PERSONAL & SOCIAL DEVELOPMENT Graeme is a lively member of our class. He needs encouraging to be more respectful and tolerant of others' opinions and interests.				DEVELOPMENT ISSUES IN LANGUAGE 5-14 Should be encouraged to think more about the punctuation and structure of his language work. Awareness of others in talking
Class Teacher's signature [Redacted]				ATTENDANCES POSSIBLE ACTUAL
Head Teacher's signature [Redacted]				330 319
PARENT'S SIGNATURE PARENTAL COMMENTS (IF YOU WISH)				

YEAR 62

CHRYSTON PRIMARY SCHOOL

PUPIL'S NAME Graeme Henderson

ASSESSMENT PROFILE

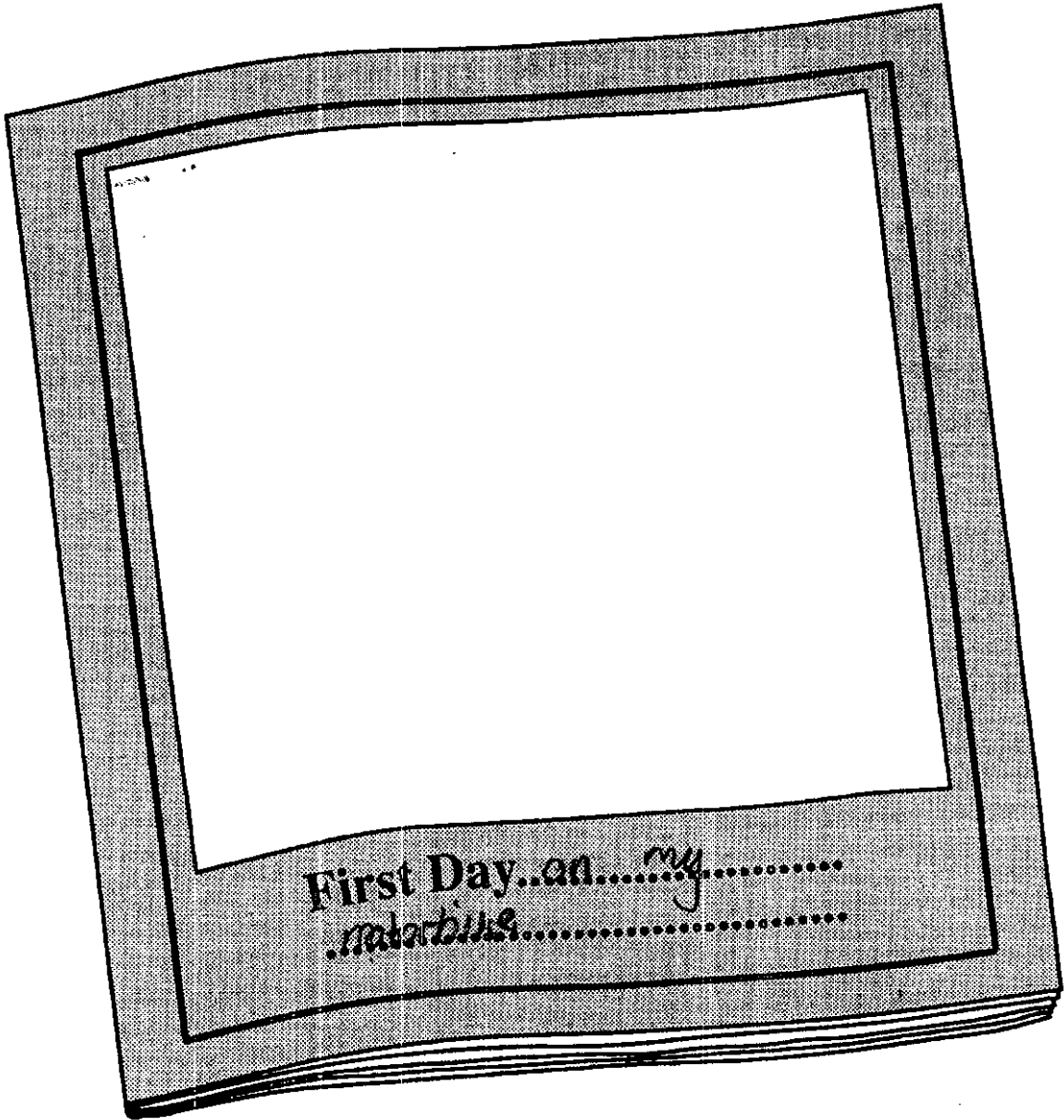
<p><u>LANGUAGE 5 - 14</u> LEVEL <u>B → C</u> GROUP <u>KOMAS</u></p> <p><u>LISTENING/TALKING:</u> Has shown basic listening/talking skills, but needs encouragement to extend his concentration.</p> <p><u>READING:</u> Working towards level C reading skills.</p> <p><u>WRITING:</u> Has a vivid imagination. Needs to channel this into more relevant and structured writing work.</p> <p><u>HANDWRITING / PRESENTATION:</u> Produces neat work using the handwriting scheme. Needs encouragement to apply himself in keeping jotted work neat and tidy.</p>	<p><u>EN. STUDIES</u> Has made a good contribution to the World War II topic.</p>
<p><u>MATHS</u> LEVEL _____ GROUP <u>Rectangles</u></p> <p><u>INFORMATION HANDLING:</u> Is able to handle maths information at this level. Needs encouragement to complete tasks set.</p> <p><u>NUMBER, MONEY MEASUREMENTS:</u> Shows understanding of number work at this level. Needs supervision to complete tasks.</p> <p><u>SHAPE, POSITION & MOVEMENT:</u></p>	<p><u>EX. ARTS</u> Has shown enthusiasm for class art work eg skulls.</p>
	<p><u>R.E. / MORAL EDUCATION</u></p>
	<p><u>PERSONAL AND SOCIAL DEVELOPMENT</u> Finds it quite challenging to fit in with group and class situation.</p>
	<p><u>LEARNING SUPPORT REQUIREMENTS:</u></p> <p>* PLEASE NOTE 1. LANGUAGE 5 - 14 ACCORDING TO ATTAINMENT TARGETS 2. "HIGHS" AND "LOWS" FOR OTHER CURRICULAR ASPECTS</p>

SUBJECT	EFFORT			COMMENT
	VG	G	U	
<u>LANGUAGE</u>	✓	✓		Graeme appears to be listening but is often unsure when questioned. Graeme is trying very hard not to shout out answers.
WORKING ON LEVEL: <u>C</u>				
LISTENING/TALKING				
READING	✓			Graeme's reading is fluent and expressive. He has good understanding.
WRITING		✓		Presentation and content improving slowly.
<u>MATHEMATICS</u>	✓			Graeme usually needs some extra explanation before he grasps new concepts in number work.
NUMBER, MONEY, MEASUREMENT				
INFORMATION HANDLING		✓		Graeme was very good at work using timetables and simple graphs.
SHAPE, POSITION & MOVEMENT		✓		Graeme has coped with work on right-angles.

SUBJECT	VG	G	U	COMMENT
• P.E		✓		
• MUSIC		✓		
• DRAMA		✓		
• ART & DESIGN		✓		
<u>ENVIRONMENTAL STUDIES</u>			✓	
<u>PERSONAL & SOCIAL DEVELOPMENT</u>				Graeme can be a friendly, sensitive boy but he can also go into a bad mood for very little reason. Fortunately his moods don't last long and he soon bounces back.
<u>DEVELOPMENT ISSUES IN LANGUAGE 5-14</u>				To continue to improve presentation and increase span of attention.
CLASS TEACHER'S SIGNATURE			ATTENDANCES	
HEAD TEACHER'S SIGNATURE			POSSIBLE	ACTUAL
			338	306
PARENT'S SIGNATURE:				
PARENTAL COMMENTS (IF YOU WISH)				

fail

MY FIRST DAY



Name... *Graeme Henderson*

For Teacher's Use Only		
CUL	SOI	LEVEL

LANGUAGE

WRITING

WN4B02

You are going to write about a first day you have had.

This could be included in a book that might be put into a library so that other people can read and share your memories and feelings.

Try to make it interesting so that older pupils will want to read about your first day.

Use the notes from your Planning Page. Remember to include how you felt during the day.

Space for writing:

MY FIRST DAY

My first day on my motorbike was at 9.30 am on Christmas day my Mum and dad were watching me in the park across the road. After that my dad took me to a race track. And I was playing on the track when my dad came on with a Honda CR 125R he had hired a bike for the day. We played on the track for hours non stop the only time we had to stop was to fill our tanks up we stayed for about 4 hours all together then we went. My dad put his back and we went home and had our dinner after dinner we washed my bike and it was shining yellow.

PLANNING PAGE

When and where was the first day? How did you feel?

It was 9.30am on christmas day
It made me feel good

Who was with you on your first day?

My Mum, Dad, and sister were all
there, watching me

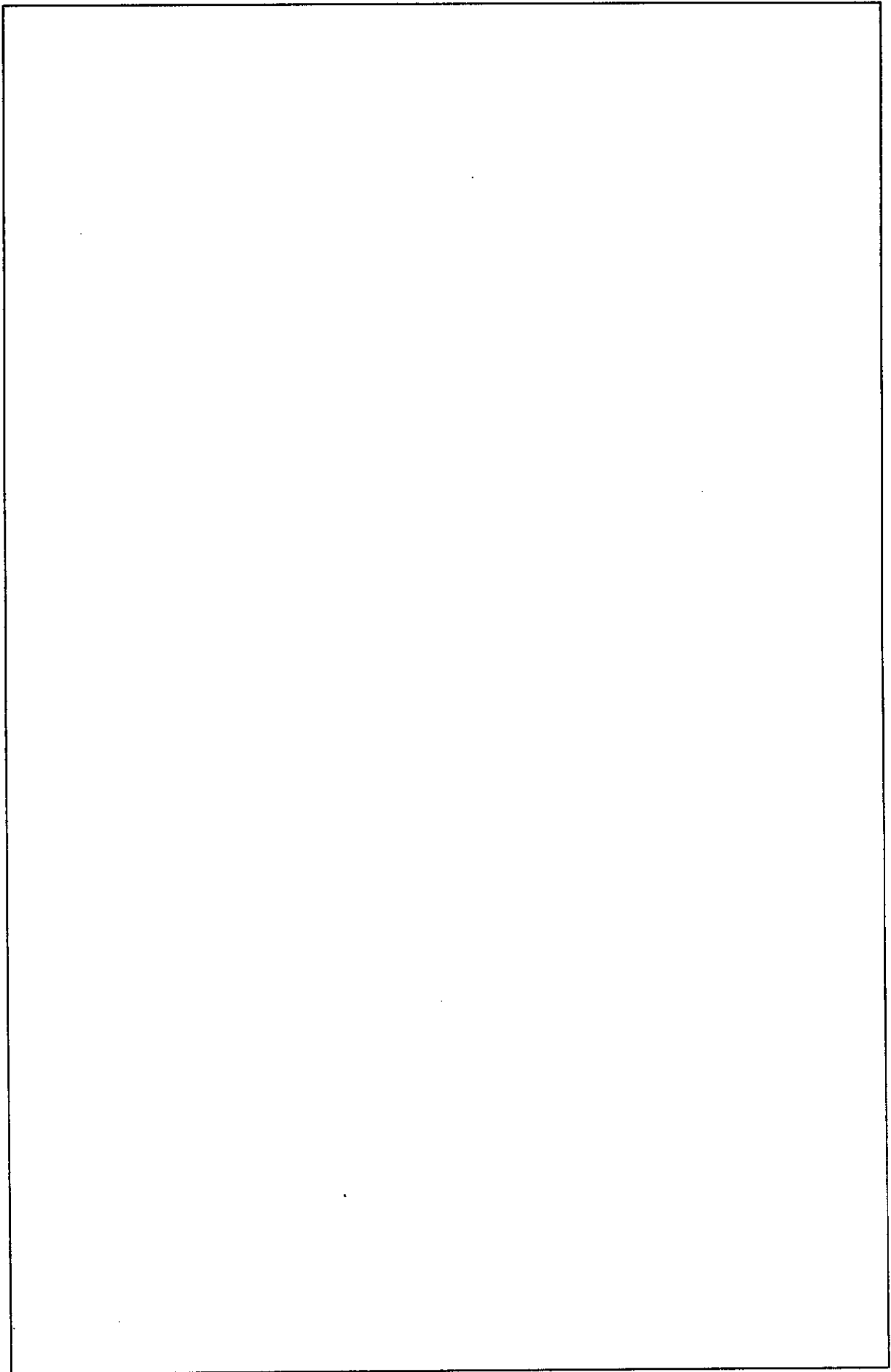
What happened during the day? How did you feel?

I went to a bike track with my dad
It made me feel very happy

How did your day end? How did you feel?

My day ended putting my bike
away and it made me sad not being
able to play on it

After washing it my dad showed me how to strip my bike and how to mix my petrol and two stroke together. We done that and put my bike away and went to bed.



fair

THE SCHOOL FAIR



Name..... GRAEME HENDERSON

LANGUAGE

WRITING

WISE03

You are going to write a report informing the community about the success of the recent school fair. Remember to use the notes on your Planning Page to help you.

Space for writing:

The fair took place on Saturday 30th of May at 11am. Bric a Brac Toys and balloons etc were being sold. The money raised is going to school funds and is paying for school facilities. The army donated 3 army tents for outside stalls to go under so they keep dry.

parents and pupils of the school donated things to the fair and volunteered to help at the stalls. all together £1200 was raised. The Janitor put up a good performance in goals in beat the Janny other staff were doing there own stall.

the Janitor's brother in law held a karaoke and some brave people went up to sing. every one had a good time and enjoyed their self.

PLANNING PAGE

You may wish to consider the following:

- Why the event took place
- Who opened the event
- What was on sale
- Any special donations
- What the money is going to be used for **or** how it is going to be spent
- Any special features or happenings on the day.

Write your notes here:

It took place to raise money for school funds.

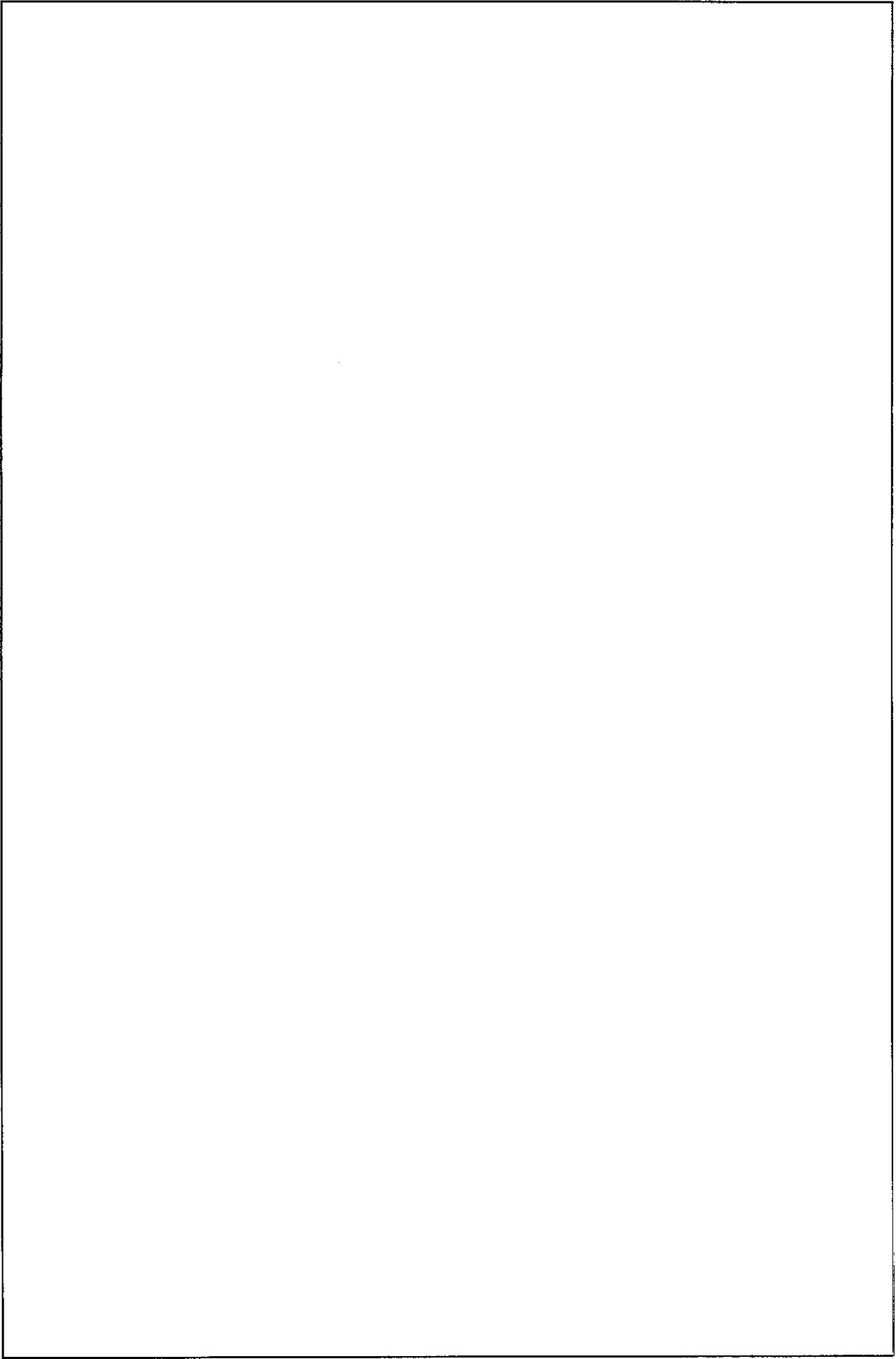
Bric a Brac, Toys, balloons, food, Sweets, raffle tickets
ETC.

The money is going to be used for school facilities

The parents, friends, pupils of the school donated things

thanks to the organizers [redacted] +
[redacted] and the parents association.

Turn over if you need more space



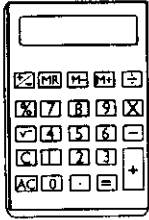
WINTER OLYMPICS



$$\begin{array}{r} 42 \\ 48 \end{array}$$

$$\frac{12}{12}$$

Name Graeme.....Henderson.....

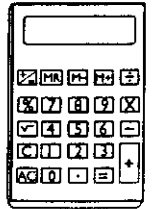


MATHEMATICS

M4C08

WINTER OLYMPICS

YOU MAY USE A CALCULATOR WHENEVER YOU WISH.



NUMBER OF COMPETITORS

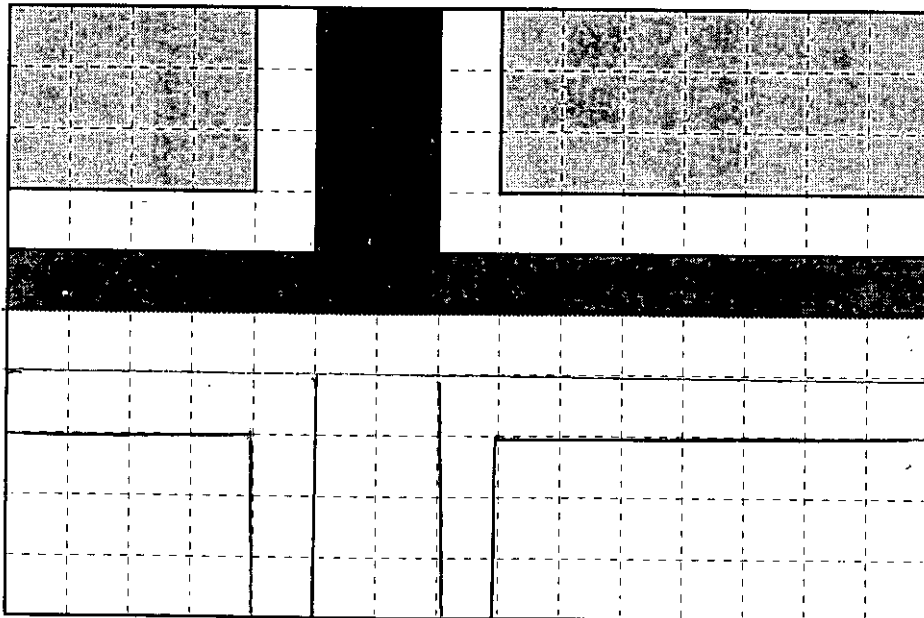
1. There were one thousand seven hundred and thirty seven competitors in the 1994 Winter Olympics.

Write this number in figures.

ANSWER: 1737

2. The 1994 Winter Olympics were held in Norway.

Here is part of a drawing of Norway's flag.



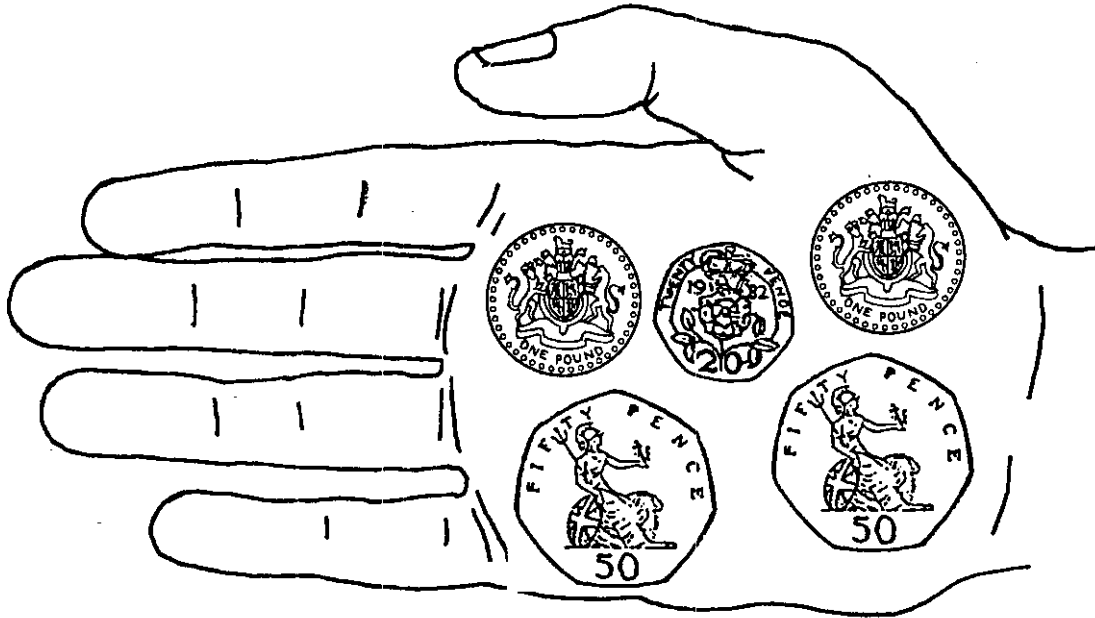
line of
symmetry

The flag is symmetrical. Draw the missing half of the flag. Use your ruler.

PROGRAMME

3. A programme costs £3.75.

You have these coins:



Colour the other coins below you would need to make £3.75 exactly.



SPEED SKATING

4. Here is a timetable for the speed skating events.

Speed Skating Events	
9.00 am	1500 metres heats
10.15 am	1500 metres final
10.30 am	5000 metres heats
12.00 noon	5000 metres final
1.00 pm	10 000 metres heats
3.00 pm	10 000 metres final



What length of time was allowed for the 1500 metres heats?

ANSWER: 1 hours 15 minutes

5. The speed skating track measures 950 metres. A skater went round the track 12 times.

What was the total distance skated?

ANSWER: 11400 metres

6. In 1994, Johann Koss won all three speed skating events.

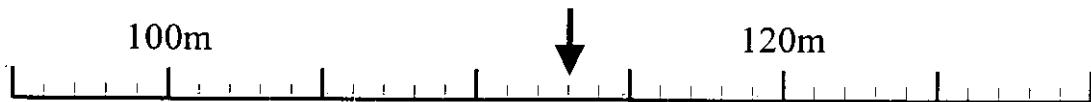
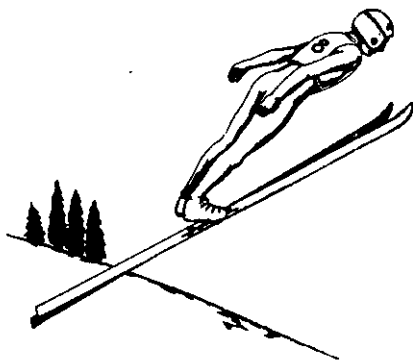
His time for the 5000 metres was 394 seconds and his time for the 10 000 metres was 811 seconds.

What was the difference in time for the two events?

ANSWER: 417 seconds

SKI JUMPING

7. The arrow points to the distance this skier jumped.



What is the reading on the scale?

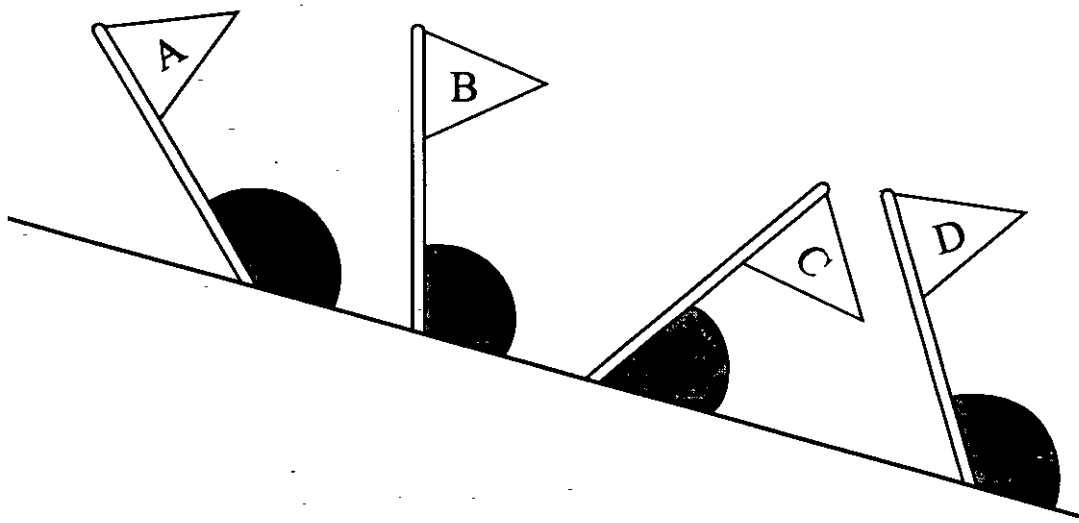
ANSWER: 113 m



SKIING

8. In the Slalom, skiers must ski round flags as quickly as possible.

Look at these poles.



Which pole has an acute angle marked?

ANSWER: C

ICE DANCING

9. The table shows some marks for one of the ice dancing events.

	Judge 1	Judge 2	Judge 3	Judge 4	Total
USA	55	52	51	51	209
Britain	57	57	58	55	227
Canada	56	55	55	54	220
Russia	59	56	54	59	228

3 of the scores for Russia are missing.

Each judge can award up to 60 marks and no judge awarded Russia less than 55 marks.

Write a possible score in each of the empty boxes.

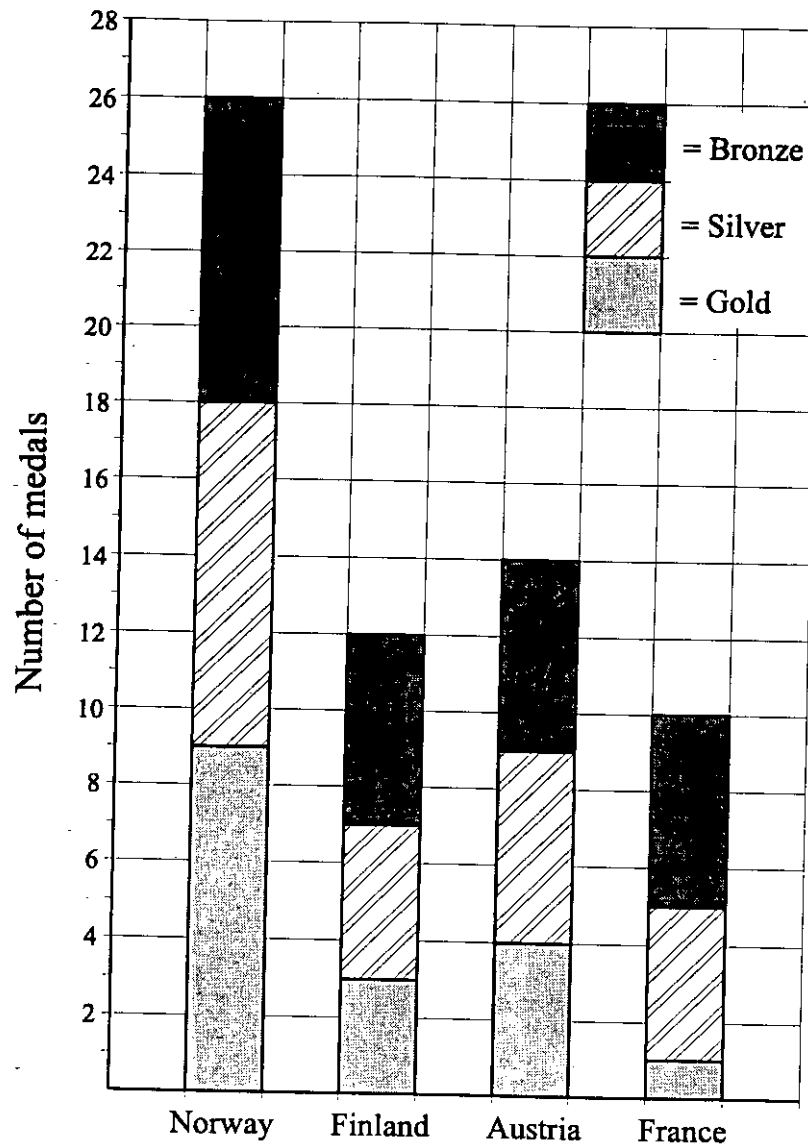
SHOW YOUR WORKING.

$$\begin{array}{r}
 59 \\
 + 59 \\
 + 56 \\
 + 54 \\
 \hline
 228
 \end{array}$$



MEDALS

10. The graph shows the medals won by some countries.



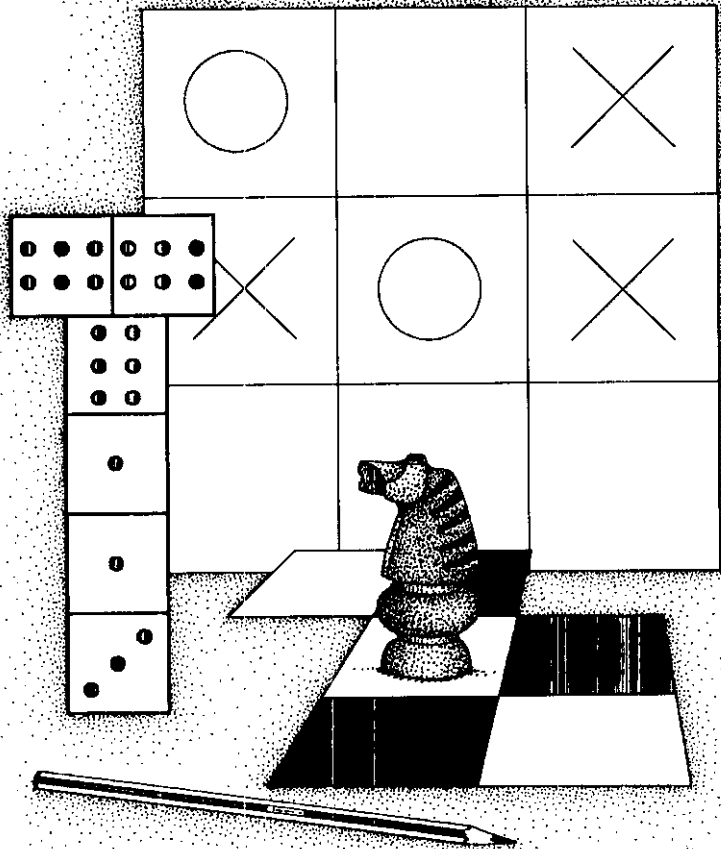
a. How many **gold** medals did Finland win?

ANSWER: 3 gold medals ✓

b. How many **bronze** medals did Austria win?

ANSWER: 5 bronze medals ✓

WET PLAYTIME



12/10

Name Graeme Henderson P7.....


MATHEMATICS

M4C11

WET PLAYTIME

1. The date is 26th November 1994.

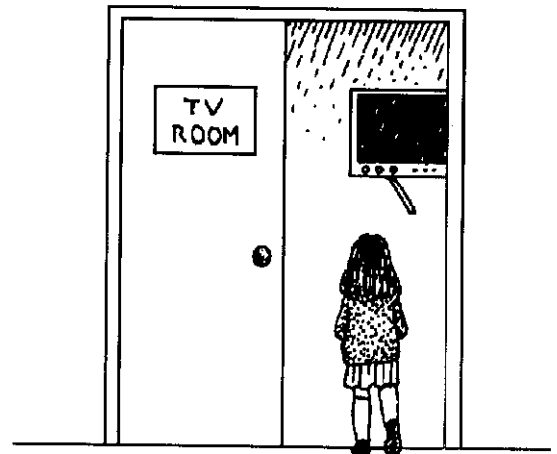
Write this date **in numbers** in the boxes on the chart.

The date is		
26	11	94
It is	raining	

2. There are 126 children.
37 go to the TV room and the rest
go to their classrooms.

How many children go to their classrooms?

$$\begin{array}{r} 126 \\ - 37 \\ \hline 89 \end{array}$$



ANSWER: 89 children

3. 8 children want cheese and onion flavour crisps.

Complete the tally sheet.

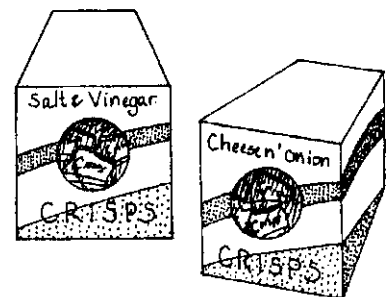
<i>Flavour of Crisps</i>	<i>Tally</i>
Salt & Vinegar	
Prawn Cocktail	
Cheese & Onion	

4. Write one pound fifty pence **in numbers**.

ANSWER: £1.50

5. 112 packets of crisps were sold last week.
36 packets of crisps were sold this week.

Underline the sum with the numbers rounded to the nearest ten.



$110 + 30$

$120 + 40$

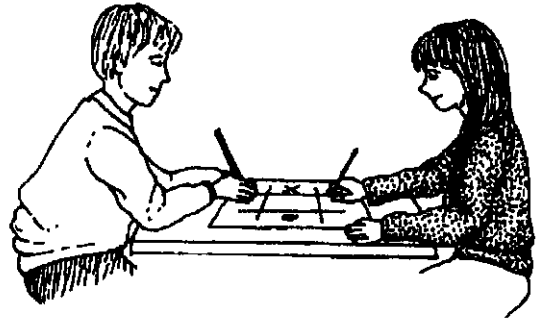
$\underline{110 + 40}$

$120 + 30$



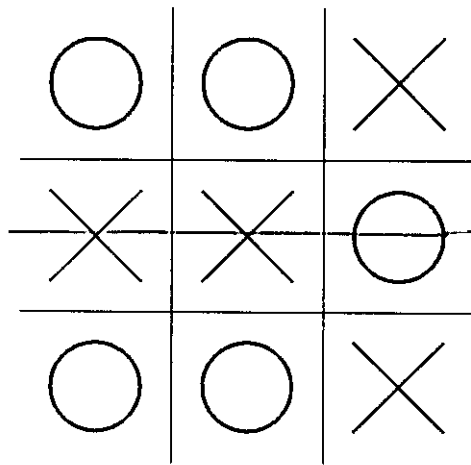
6. John wins $\frac{1}{3}$ of 12 games.

How many games does John win?



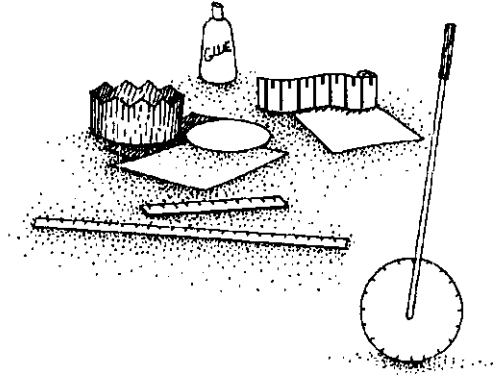
ANSWER: 4 games

7. The noughts and crosses make a symmetrical pattern.



Use your ruler to draw the line of symmetry.

8. What would Jane use to measure around Gordon's head?



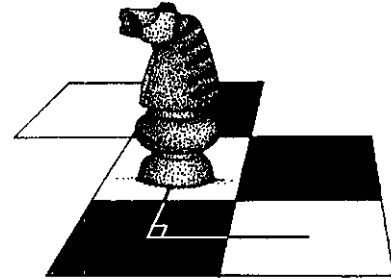
metre stick ruler trundle wheel metre tape

Underline the best answer.

9. The knight always turns a right angle.

How many degrees are in a right angle?

0° 90° 180° 360°



Underline the correct answer.

10. This is the teachers' rota.

TEACHERS' ROTA


<i>Teacher</i>	10.30 am	10.35 am	10.40 am
<i>Mr Todd</i>	Room 10	Room 11	Room 12
<i>Mrs Bell</i>	Room 13	Room 10	Room 11
<i>Miss Green</i>	Room 12	Room 13	Room 10
<i>Mrs Law</i>	Room 11	Room 12	Room 13

Where is Miss Green at 10.35 am?

ANSWER: Room 13.



11. Mark is on square 42. To win he must land exactly on square 49.

GO BACK 2 SPACES 43		GO FORWARD 2 SPACES 45			GO BACK TO THE START 48	HOME 49
			MOVE 1 SPACE FORWARD 39		TAKE ANOTHER TURN 37	

Show 2 ways Mark can win with just 2 throws of a dice.

ANSWER:

a. 1st throw 6 2nd throw 1

b. 1st throw 5 2nd throw 2

1

THE HEALTH CENTRE



9
12

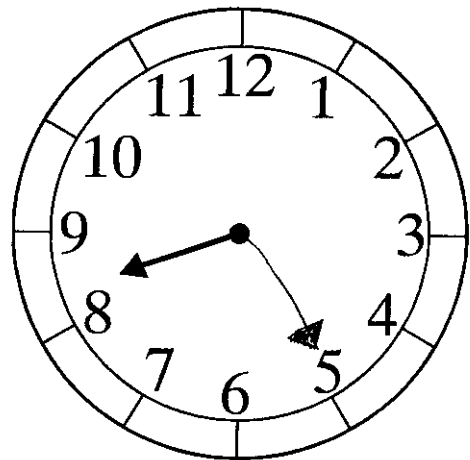
Name Graeme... Henderson.....

MATHEMATICS

M4C02

THE HEALTH CENTRE

1. Draw the missing hand on the clock face to show twenty-five past eight.



2. The correct date is circled on the wall calendar.

Write this date **in numbers** in the boxes.

<i>February 1995</i>						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	⑥	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

ANSWER:

MON

Day

Feb

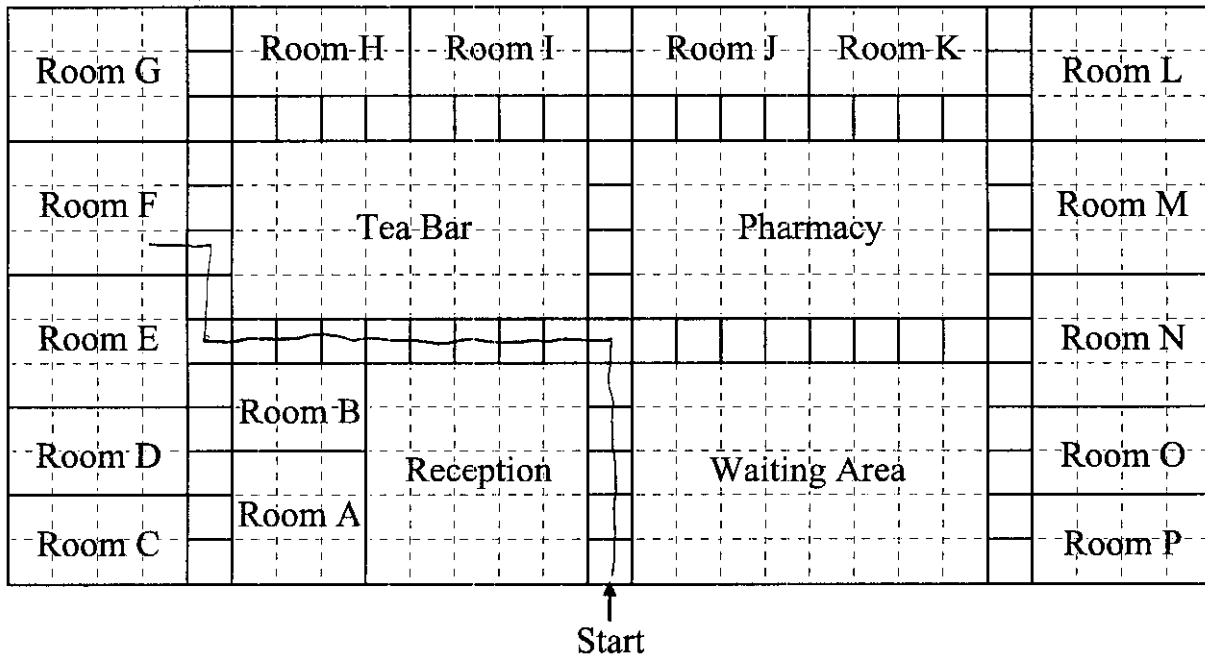
Month

1995

Year

0

3. Look at the plan of the Health Centre.



Draw a path to Dr Singh's room using these instructions:

From the Start, go
 forward 6, left 90
 forward 9, right 90
 forward 2, left 90
 forward 1.

4. This is the sign on the doctor's desk.

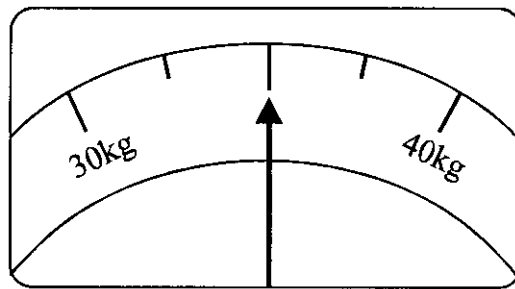


Underline the name of the shape of the sign.

cuboid square pyramid triangular prism cone



5. The arrow points to Sam's weight.

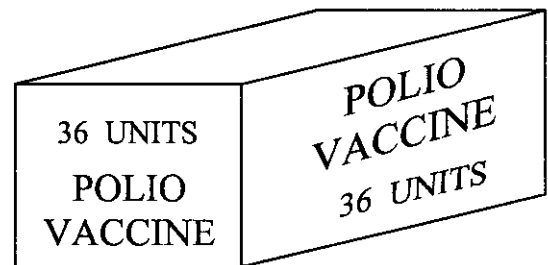


What is Sam's weight?

ANSWER: 34 kg kg

6. When full the box contains 36 bottles.
 $\frac{1}{3}$ of the bottles have been used.

How many bottles have been used?



ANSWER: 12 bottles

7. The tally shows the number of vaccinations given by Dr Singh last week.

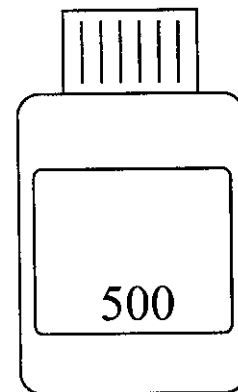
Type of Vaccination	Number of Patients
German Measles	
Measles	
Whooping Cough	
Polio	
Mumps	

How many people had a vaccination for German measles?

ANSWER: 12 people

8. The pharmacist has a large bottle with 500 pills.
She counts out 84 pills for Sam.

How many pills are left?



ANSWER: 416 pills



9. Sam has 84 pills.
He must take 3 pills each day.

How many days until he has taken all the pills?

$$\begin{array}{r} 28 \text{ days} \\ 3 \overline{)84} \end{array}$$

ANSWER: 28 days

10. Here is the appointment book.

Monday 27 February 1995				
	Dr Tait	Dr Singh	Dr Macleod	Dr Henry
6.00 pm	<i>Ann Anderson</i>	<i>Mr P Dunbar</i>	<i>Karen Marsh</i>	<i>Basant Gill</i>
6.10 pm	<i>Miss J Howie</i>	MRS Green		
6.20 pm	<i>Pat Penny</i>	<i>Nick Smith</i>	<i>John Turner</i>	<i>Mrs G Sim</i>
6.30 pm			<i>Kenny Tsim</i>	<i>Jane Tucker</i>
6.40 pm				
6.50 pm			<i>George King</i>	<i>Mr I Khan</i>

Mrs Green is to see Dr Singh at 6.10pm.

Write her name in the book.

11. There are 12 people in the waiting room.

$\frac{1}{2}$ are waiting to see Dr Tait.

$\frac{1}{4}$ are waiting to see Dr Singh.

The rest are waiting to see Dr Macleod.

How many are waiting to see Dr Macleod? SHOW YOUR WORKING.

$$12 - 6 - 3 = 3$$

2

ANSWER: 3 people

WEATHER WATCHERS



11
12

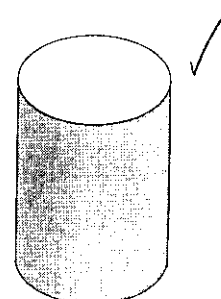
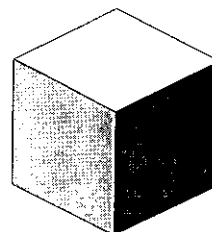
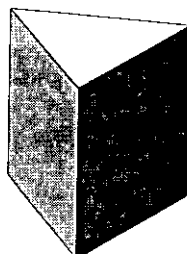
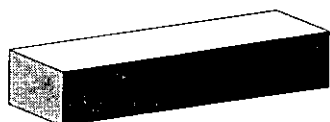
Name *Graeme Henderson*.....

MATHEMATICS

M4C06

WEATHER WATCHERS

1. Neil brings a cylinder to collect rainwater.



Tick the cylinder.

2. There are 30 days in April.
On $\frac{1}{5}$ of these days the temperature was above 15°C .

On how many days was the temperature above 15°C ?

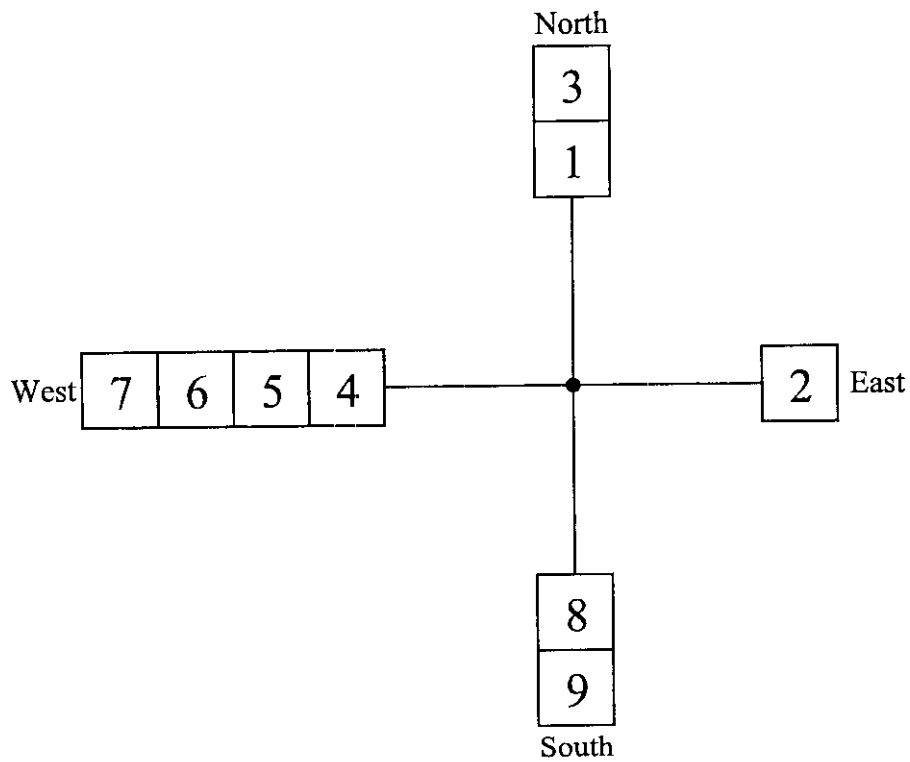
ANSWER: 6 days

3. On April 15th the air pressure was 987 millibars.

Round 987 to the nearest ten.

ANSWER: 990

4. The wind rose shows that on the 1st of April the North wind was blowing.
The East wind was blowing on the 2nd of April.



Which wind was blowing on the 8th of April?

ANSWER: South

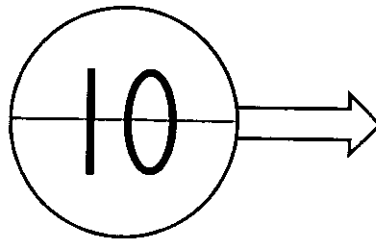


5. A storm damages houses. Show this on the table.

<i>Type of wind</i>	<i>Greatest wind speed</i>	<i>What happens</i>
light breeze	10 km per hour	leaves move
strong breeze	50 km per hour	branches move
gale		
storm	130 km per hour	damages houses

6. The weather sign shows a wind speed of 10 km per hour.

Draw a line of symmetry on this weather sign. Use your ruler.



7. In their weather report, the children show the rainfall for different months.

Rainfall for January to March 168 mm
Rainfall for April 37 mm

Total rainfall for January to April 205 mm

Fill in the missing total.

8. On April 1st, sunrise was at 06.49 am.
On April 8th, sunrise was 17 minutes **earlier**.

When was sunrise on April 8th?

ANSWER: 6.32 am

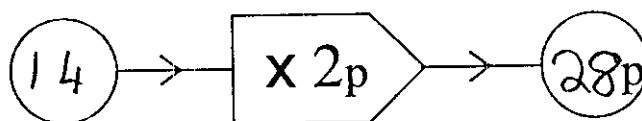
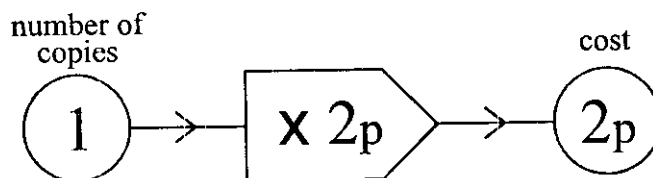
9. Each weather report uses 14 sheets of paper.

How many sheets of paper are needed to make 9 copies of the report?

$$\begin{array}{r} 14 \\ \times 9 \\ \hline 126 \end{array}$$

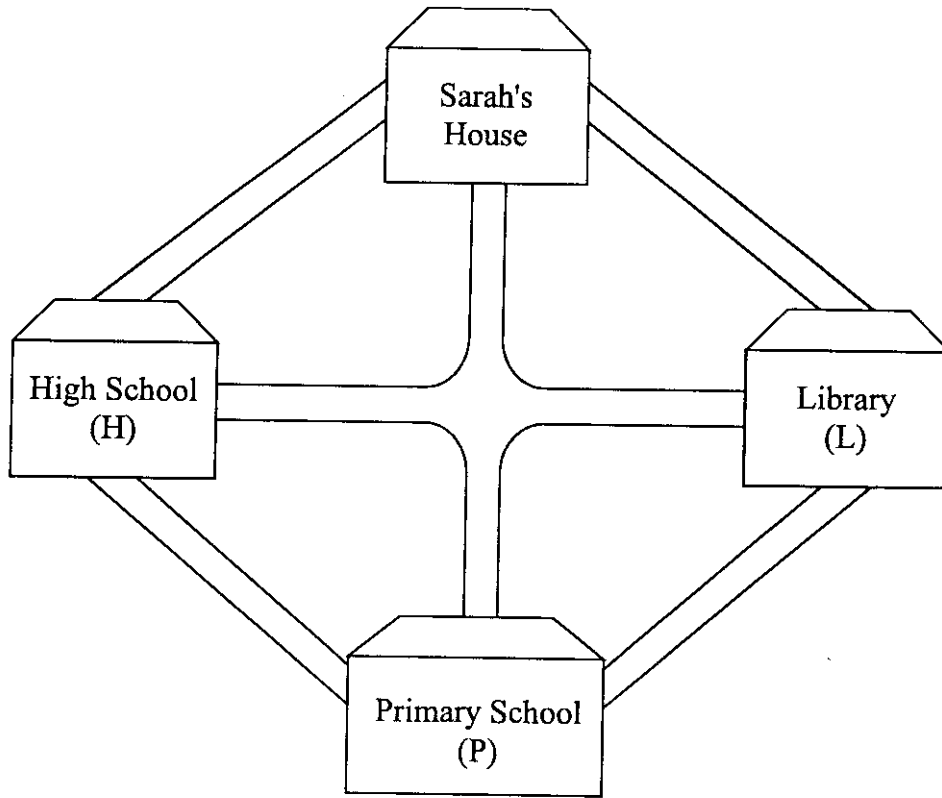
ANSWER: 126 sheets of paper

10. It costs 2p to copy 1 sheet. Complete the function machine for 14 sheets.



11. Sarah delivers copies of the weather report to the Library (L), the High School (H) and the Primary School (P). She starts and finishes at her house and she visits each place once only.

Show the different ways Sarah can deliver the weather reports. One way is done for you.



ANSWER:

Sarah's house → H → P → L → Sarah's house

Sarah's house → L → P → H → Sarah's house ✓

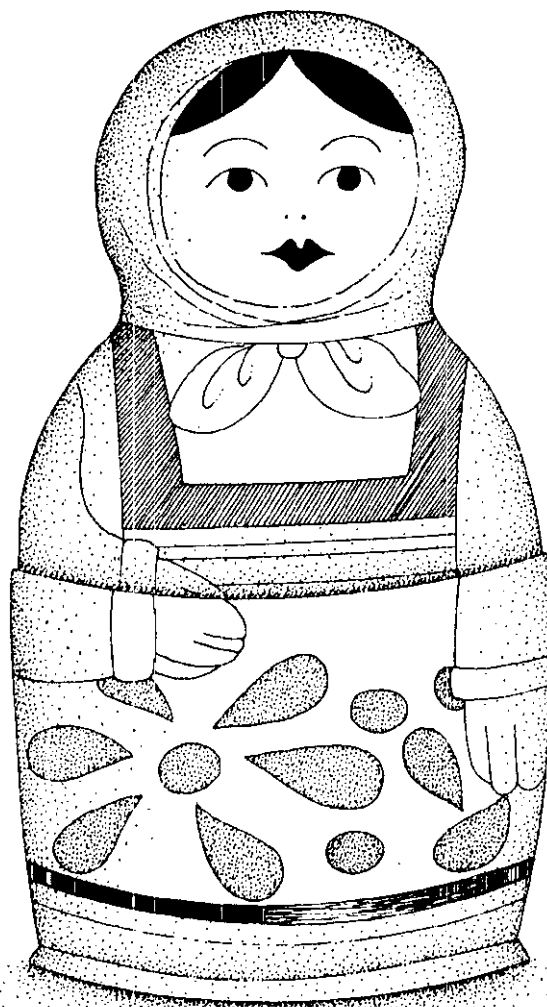
Sarah's house → L → H → P → Sarah's house ✓

Sarah's house → P → L → H → Sarah's house ✓

Sarah's house → P → H → L → Sarah's house ✓

Sarah's house → H → L → P → Sarah's house ✓

BABOUSHKA



Name... Graeme Henderson (20)

LANGUAGE

READING

RN3C01

Section A

Read the story carefully.

Read the sentences below and underline the correct word or words to complete them.

One is done for you.*

* Baboushka was surprised when she saw the

presents. baby. house. kings.

1. Baboushka lived in a house that was

messy. ruined. wooden. clean and tidy.

2. The king's clothes were

dusty. dull. beautiful. rags.

3. The kings lived

in a tent. next door. far away. in the next village.

4. The kings were looking for

a present. a young child. new clothes. an old lady.

5. Baboushka wanted to give the baby

gold. food. something to play with. perfume.

6. To help them in their search, the kings were going to use

a compass. the moon. a star. the sun.

(b)

Before she knew it, the sun had risen and was shining brightly. Baboushka was so tired that she was soon fast asleep and dreaming of her exciting journey. When Baboushka woke up she ran to her window to look for the star.

'Oh, no! The star has disappeared. Maybe if I hurry I'll catch them up,' she said, and picking up all her parcels, she rushed after the three kings. She asked at every village and at every town as she went,

'Have you seen a bright star in the sky? Have you seen three kings pass by? Do you know where I can find the new baby king?'

But it was no use, no one could help her. Some people say that Baboushka is still searching for the baby king. Every year she travels from house to house, hoping to find him there, and leaving presents just in case.

BABOUSHKA

One day Baboushka was as busy as ever, washing, cleaning, cooking and polishing, when she heard lots of talking outside.

'I wonder what's happening?' she said.

When she went outside she could hardly believe her eyes! She saw three magnificent kings dressed in splendid clothes. They were obviously very tired and travel-weary and they were looking about them for somewhere to stay.

'This looks like a fine house,' they said. 'May we stay here?'

Then Baboushka suddenly realised they were talking about her house.

'Come on in', she said, 'you look as if you've been up all night'.

'We have!' said the kings.

While they were eating the delicious breakfast that Baboushka had prepared, the three kings introduced themselves and explained why they were travelling far from home. Balthasar, Caspar and Melchior told Baboushka about their search to find a new baby king.

'We were told to look for a new star in the sky and to follow it until we found him. We're taking him some presents of gold, frankincense and myrrh.'

'I was wondering what was in those interesting parcels,' said Baboushka, 'but aren't they funny presents for a baby? If I was going I would give him toys.'

'Why don't you come with us then?' asked the kings.

'I might if I'm ready in time' said Baboushka.

Well, all day long Baboushka worked hard as the three kings slept. She collected together lots of toys and presents she thought the new baby would like. Night fell and the three kings got ready to leave.

'Will you be coming with us, Baboushka?' they asked.

'I'm not quite ready yet,' she replied. 'You go on ahead and I'll catch you up when I've finished cleaning the house.'

The three kings set off as soon as the star appeared in the night sky. They were so excited.

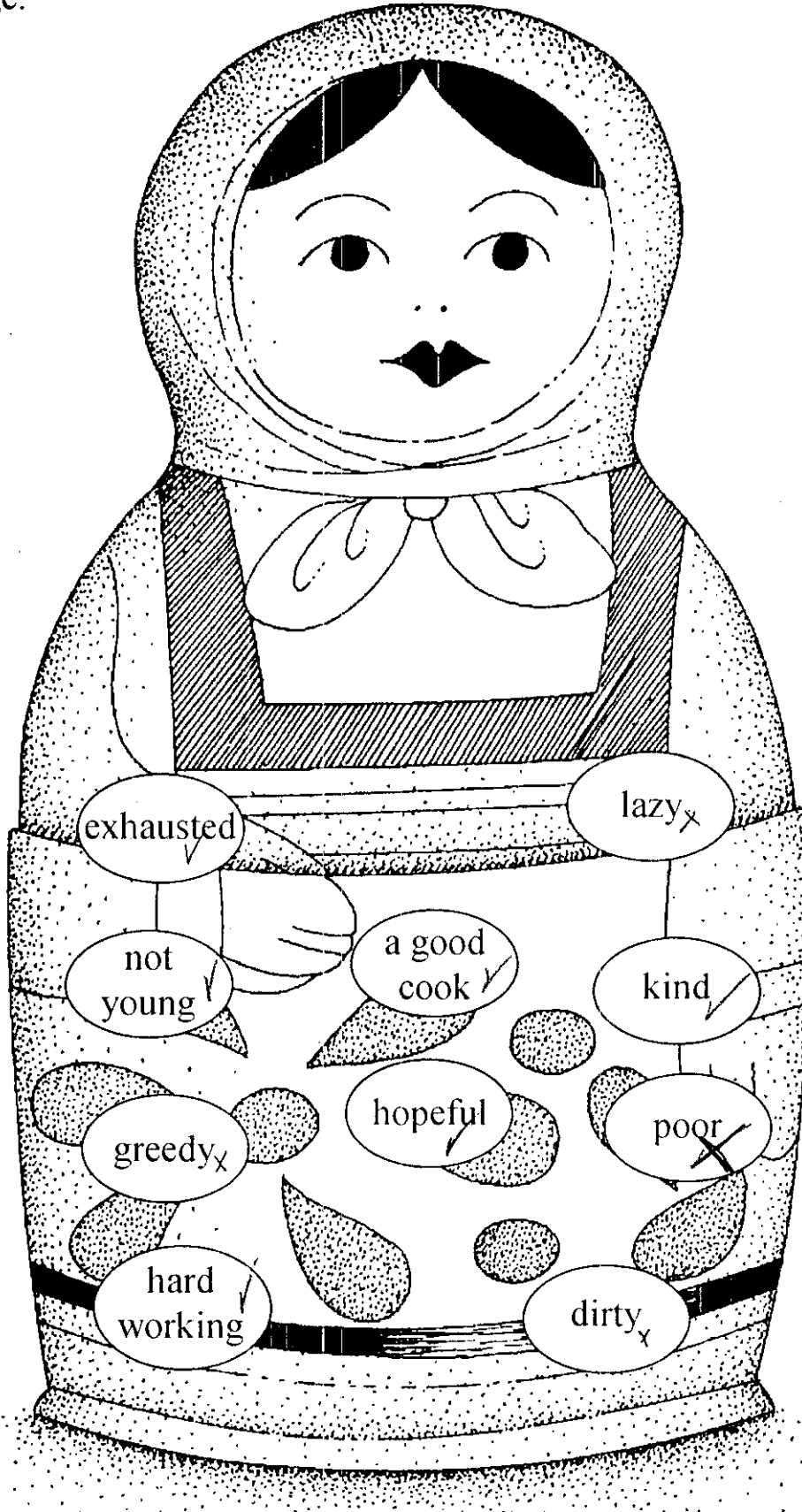
'Don't be too long, Baboushka,' they called.

The old lady worked all through the night, polishing and cleaning.

'The baby is going to love these presents,' she thought.

Section B

Tick (✓) the six labels which tell about Baboushka in the passage.
Cross (✗) the four labels which do not tell about Baboushka in the passage.



Section C

Read the passage again carefully.

Below are sentences telling the story. They are not in the correct order. Put them in the order in which they happened in the story. The first one is done for you.*

*A Baboushka welcomed the kings.

1

B The kings slept.

3 ✓

C Baboushka slept soundly.

5 ✓

D The kings ate a meal.

2 ✓

E Baboushka looked everywhere for the kings and the baby.

6 ✓

F Baboushka gathered things for the baby.

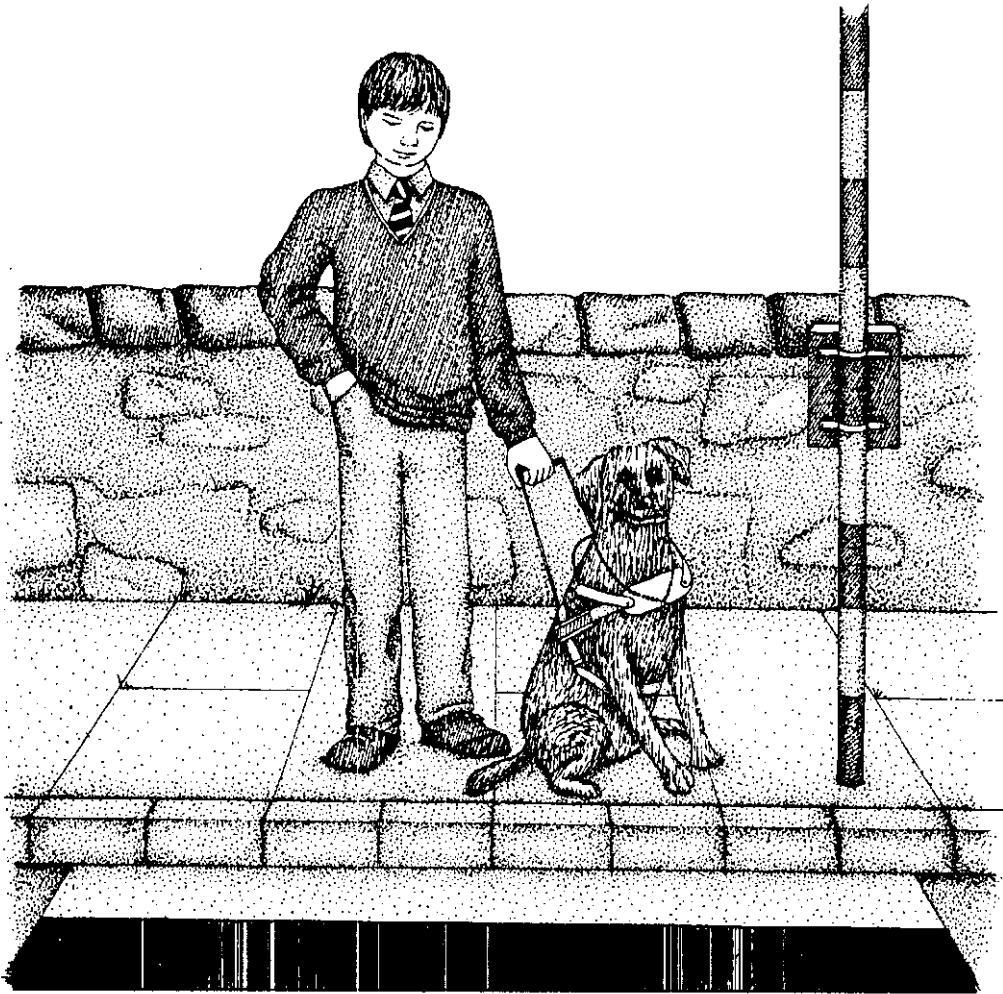
4 ✓

G Baboushka could not see the star.

7 ✓

4

GUIDE DOGS



Name Graeme Henderson (16)

LANGUAGE

READING

RI3C10

SECTION A

Read the passage carefully. Underline the correct answer.

1. A guide dog must be ...

nervous.
intelligent.
fluffy.
golden brown.

2. At six weeks the puppies go to live with ...

their parents.
the person they will guide.
puppy-walkers.
a policeman.

3. The puppy learns to obey this command ...

heel.
fetch.
roll over.
sit.

4. Most of Britain's guide dogs are ...

poodles.
labradors.
mongrels.
spaniels.

5. The dogs are trained for ...

four weeks.
one year.
six weeks.
seven - nine months.

6. Dogs and their new blind owners usually attend a ...

holiday camp.
school.
residential course.
business.

Soon after returning home from the training centre, the dog and owner are visited by an instructor to sort out any local problems. Thereafter, instructors make regular visits to ensure the team is working well.

When a guide dog reaches the end of its working life it usually stays on as a pet in the owner's family.

Adapted from *Minty Takes the Lead* by The Guide Dogs for the Blind Association

GUIDE DOGS

A guide dog must be intelligent and good-natured. It must not be nervous in crowds and traffic, or frightened by sudden noises.

If puppies are to become good guide dogs they must not only have the right parents, they must also be brought up properly.

When they are six weeks old the puppies go to live with 'puppy-walkers' who help to give them a good start to life. Puppy-walkers are people who live in a town near one of the training centres. Their job is to get the pup used to home life and to take it along busy streets, on buses and trains, into shops and other busy places. They will also teach the puppy to walk ahead on the leash (not 'to heel') and to obey simple commands such as 'sit', 'down', 'stay' and 'come'.

Roughly a third of Britain's guide dogs are labradors. About another third are labradors crossed with golden retrievers, and the rest are mostly golden retrievers and German shepherds.

When they are about a year old the young adult dogs leave their puppy-walking families to start their training.

There are seven guide dog training centres in Britain. Every year their highly-trained instructors help about 650 blind people to gain more independence with a guide dog.

Dogs are trained for seven to nine months before being very carefully matched to their new blind owners. The blind people usually attend a residential course, lasting up to four weeks, during which they learn how to work safely and confidently with their new guide dogs.

Here they learn how to deal with traffic. The dog is taught to stop at a kerb and wait until his owner gives the command 'Forward'. Dog and owner must be a team.

Please turn over

7. The dogs and owners learn to ...

- eat together.
- understand each other.
- go to sleep.
- play together. ✓

8. Dogs and owners are visited by ...

- a vet.
- a minister.
- an instructor.
- a policeman.

✓
⑧

SECTION B

Read the sentences below. Rearrange the sentences into the right order. Write the letters in the correct order in the boxes below.

- a. The puppies go to live with puppy-walkers. 1
- b. Dogs are introduced to their new blind owners. 5
- c. The instructors visit them regularly at home. 4
- d. The puppies get used to traffic and learn to obey commands. 2
- e. Young adult dogs start training at about one year old. 3
- f. The owners and dogs learn to work together. 6

A	D	e	c	b	f
---	---	---	---	---	---

1 2 3 4 5 6
✓ ✓ × × ✓

③

SECTION C

Use the passage to help you to complete the following sentences.

1. The puppy-walkers need to make sure the puppies are

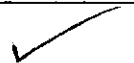
trained properly.



2. All instructors need to be ^{highly trained} professionals. x

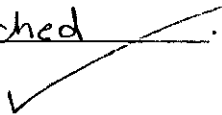
3. A guide dog and a blind person become a

team.



4. After the dogs' training, the dogs and blind people have to be

carefully matched.



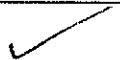
5. Instructors visit to make sure the team is working.

well together.



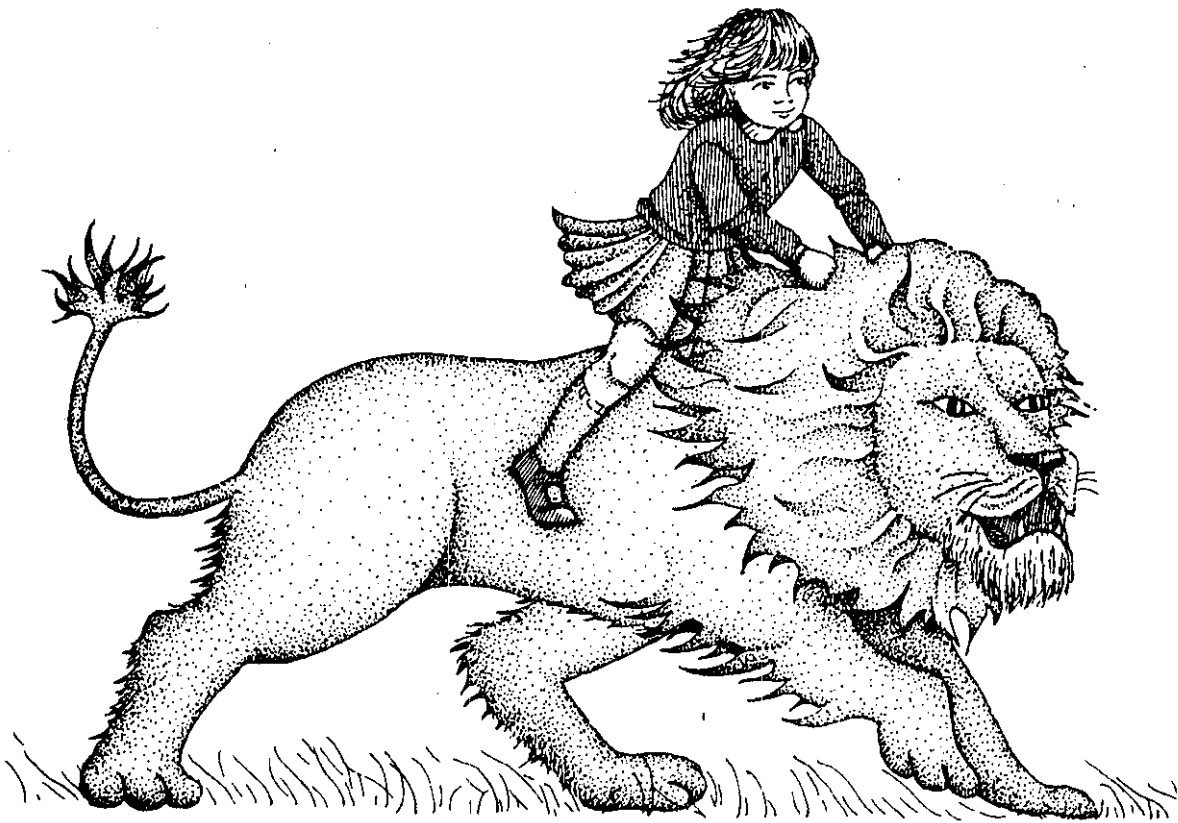
6. At the end of its working life the guide dog becomes a

pet.



⑤

TILLY'S DREAM



Name *Graeme... Henderson*.....

LANGUAGE

READING

RN3B02

SECTION A

Underline the word or words in the boxes which you think complete these sentences best.

1. In the jungle film were

rabbits.
giraffes.
tigers.
bears.

2. Tilly thought that the lion was

frightening.
not friendly.
lovely.
ugly.

3. The lion was bigger than Tilly's

armchair.
house.
rug.
bedroom.

4. The lion's mane was

yellow-and-red.
black-and-red.
brown-and-red.
gold-and-red.

5. Tilly and the lion went to the

seaside.
park.
fairground.
church.

6. Tilly and the lion went home at

four o'clock.
three o'clock.
nine o'clock.
six o'clock.

7. When the lion was back in the television, Tilly was lying

in her bed.
in the armchair.
on her rug.
in the street.

SECTION B

Look at Part A of the story and write the word which tells you that

Tilly liked her gold-and-red rug best.

1. Favourite ✓

Tilly was feeling sleepy.

2. yawned ✓

Look at Part B of the story and write the word which tells you that

Tilly walked quietly to the lion.

3. Tiptoed ✓

Tilly touched the lion's back.

4. Stroked ✓

Look at Part D of the story. Write the word which tells you how

the lion moved his head.

5. Tossed ✓

the lion got through Tilly's window.

6. leapt ✓

SECTION C

Complete the sentences below by writing one word from the box in each space. Use each word only once. Some words will not be used.

wonderful	stepped	roared	dived
ran	softly	sixth	tightly
jumped	park	jungle	silky

1. Tilly was watching a jungle film on television.
2. She thought that the programme was wonderful.
3. Suddenly the lion stepped out of the television.
4. The lion's back was soft and silky.
5. On the way to the park she held on tightly.
6. When the clock chimed, Tilly and the lion ran home.
7. On the sixth stroke, the lion dived back through the television screen.

HOSPITALS



Name *C. Ruess* *H. Henderson*

LANGUAGE

READING

RI3B08

SECTION A

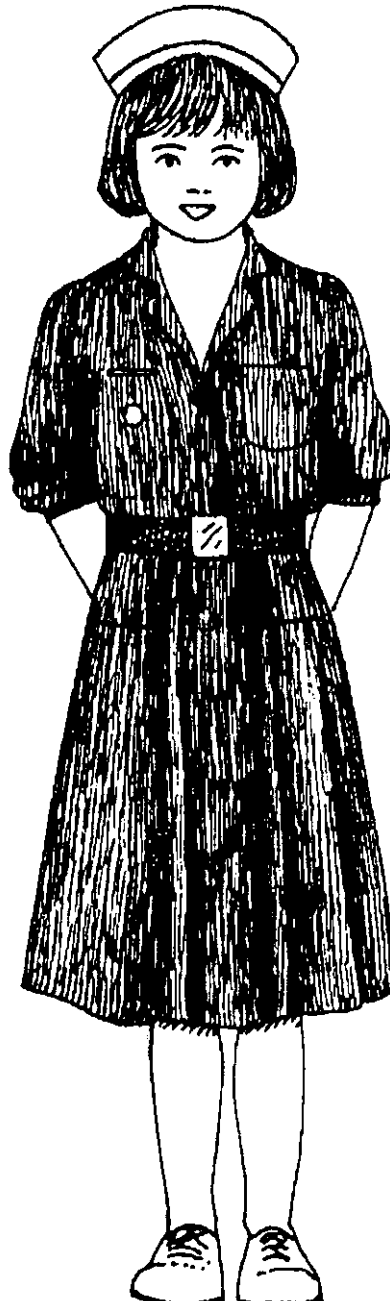
Tick (✓) the boxes that tell you what the nurses do. Put a cross (X) in the boxes that tell you what nurses do not do.
One is done for you.*

*
look after people during the night

get things ready in the operating theatre

take temperatures

keep patients happy



examine patients

give medicine to patients

take pulses

take patients home

take X-rays

HOSPITALS

Hospitals are very busy places. People who are ill or who have had accidents are brought to hospital, sometimes by ambulance. Doctors, nurses, radiographers and cooks work as a team so that patients can get better as quickly as possible.

Doctors examine each patient to find out what is wrong. Sometimes the radiographer takes X-rays to find out exactly what is wrong. The office staff admit the patient to the hospital if they need to stay.

If an operation is needed, nurses get everything ready in the theatre. Special doctors called surgeons work here.

Nurses look after the patients in the wards. They give them medicine and take their pulse and temperature. They also keep the patients happy by talking to them and playing games. There are nurses in the ward at night in case anybody needs them.

Cooks prepare the patients' food in the kitchen. The meals are then taken to the patients in the wards.

Friends can visit everyday. Everyone works together so that patients can get better as quickly as possible.

Sheep

sheep

SECTION B

Complete the sentences below by writing a word or words from the box in each space. You will not need to use all of the words.

hospital	wards
theatre	ambulance
X-ray department	kitchen

1. Patients who are ill may be taken to hospital ✓.
2. Patients sometimes travel by ambulance ✓.
3. Patients have operations in the theatre ✓.
4. Patients see the radiographer in the x-ray department ✓.
5. Patients have meals served in the wards ✓.

5.

SECTION C

Using the passage circle the word or words which complete the sentence best. One is done for you.*

- * Patients are sometimes taken to hospital in an ambulance
on a bike.
on a stretcher.
in a bus.
1. The doctors
office staff ✓ admit the patient.
nurses
radiographers
2. A patient who stays in the hospital is looked after
in a theatre.
ward ✓
waiting room.
office.
3. An X-ray is sometimes taken to help patients.
to make patients feel better.
to find out exactly what is wrong. ✓
to keep the patient happy.
4. The patients' food is prepared by doctors.
nurses.
friends.
cooks. ✓
5. Operations are carried out by nurses.
dentists.
radiographers.
surgeons. ✓

18
18.

5.

Pupils Name Graeme Henderson

Class: P4

Session 1994/95

School: Chryston Primary

Subject	Effort			Comment
	VG	G	U	
LANGUAGE				Graeme's reading is expressive and he's progressing. Sometimes, however he is not as attentive as he might be & makes mistakes
Reading		✓		
Writing		✓		He is showing signs now of applying himself to stories especially and I hope he keeps this up.
Listening/Talking and Watching		✓		When Graeme is listening he manages tasks but he has a tendency to shut off and then can be confused.
MATHEMATICS				If he concentrates he manages sums of his group, but often is unsure of process because he hasn't listened.
Number, Money and Measurement		✓		
Shape, Position and Movement		✓		Finds this area hard, again he has to give his full attention during lesson.

Subject	Effort			Comment	
	VG	G	U		
Physical Education		✓		Enjoys this subject but sometimes is a bit restless.	
Music		✓		Joins in and still attends Recorder which is good	
Drama		✓		Shows interest for watching activities	
Art & Craft		✓		Is keen to engage in various set tasks	
Environmental Studies			✓	When he's in the mood he contributes in this area but he's not always involved.	
General Comment: Graeme finds it very difficult to apply himself to set tasks. There have been brief spells of application, but he needs to work at this aspect.				Attendances	
				Possible	Actual
				314	310
Class Teacher's Signature				Date	May '95
[Redacted]					
Head Teacher's Signature				Date	May '95
[Redacted]					

PRIMARY SCHOOL RECORD

Name of school *Chryston Primary* P1 to P3

COMMENTS ON READINESS for:
Reading:
Number:
Handwriting:

LEARNING METHOD
Reading:
Number:
Handwriting:

Any special help required:

ATTENDANCES	
POSSIBLE	ACTUAL
380	358

Name of Pupil *Graeme Henderson*

Class *Primary 3*

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satis- factory	Unsatis- factory
LISTENING	rarely distracted <input type="checkbox"/> <i>fairly</i> attentive <input checked="" type="checkbox"/> easily distracted <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remarks:	<i>Sometimes distracts others</i>		
SPOKEN ENGLISH	communicates fluently <input type="checkbox"/> communicates satisfactorily <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remarks:			
READING	skilled <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remarks:	<i>Making good steady progress.</i>		
NUMBER	has special aptitude <input type="checkbox"/> <i>fairly</i> competent <input checked="" type="checkbox"/> uncertain of processes <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remarks:	<i>Needs extra help with new processes. Only just started P3 level.</i>		

ABILITY TO EXPRESS IDEAS through:	
painting,	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
drawing and modelling	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
movement	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
speech	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
writing	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>

SPECIAL INTERESTS:

* Enter tick in appropriate box

ADDITIONAL COMMENT IF REQUIRED:
Graeme has made steady progress this year but further hard work will be required to maintain this progress. He does not always listen to instructions.

(Class Teacher)
 (Head Teacher)
May, 1994 (date)

PRIMARY SCHOOL RECORD

P1 to P3

Name of school *Chryston Primary*

COMMENTS ON READINESS for:
Reading:
Number:
Handwriting:

LEARNING METHOD	
Reading:	
Number:	
Handwriting:	

Any special help required:

ATTENDANCES	
POSSIBLE	ACTUAL
380	344

Name of Pupil *Graeme Henderson*

Class *P2*

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satis- factory	Unsatis- factory
LISTENING	rarely distracted <input type="checkbox"/> <i>fairly</i> attentive <input checked="" type="checkbox"/> easily distracted <input type="checkbox"/>	✓	✓
Remarks: <i>Can be distracted at times.</i>			
SPOKEN ENGLISH	communicates fluently <input type="checkbox"/> communicates satisfactorily <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>	✓	✓
Remarks:			
READING	skilled <input type="checkbox"/> <i>fairly</i> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>	✓	✓
Remarks: <i>Maintaining steady progress. Good fluency. Working well, but below overall class level.</i>			
NUMBER	has special aptitude <input type="checkbox"/> <i>fairly</i> competent <input checked="" type="checkbox"/> uncertain of processes <input type="checkbox"/>	✓	✓
Remarks: <i>Progressing, though not at overall class level.</i>			

ABILITY TO EXPRESS IDEAS through:	
painting,	special aptitude <input type="checkbox"/>
drawing and modelling	competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
movement	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
speech	special aptitude <input type="checkbox"/> competent <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>
writing	special aptitude <input type="checkbox"/> competent <input type="checkbox"/> has difficulty <input checked="" type="checkbox"/>

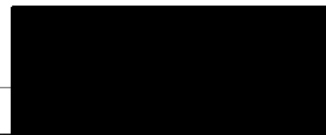
Poor letter formation.

SPECIAL INTERESTS: <i>Model making.</i>
--

* Enter tick in appropriate box

ADDITIONAL COMMENT IF REQUIRED:

Graeme could concentrate more on work - he is easily distracted and rather chatty, letter formation requires more practice.



(Class Teacher)

(Head Teacher)

May 1993

(date)

PRIMARY SCHOOL RECORD

Name of school **Chryston Primary** **P1 to P3**

COMMENTS ON READINESS for:

Reading: *Sight memory poor. Slow with look & say words and phonics*

Number: *Needed lots of activities before he was ready to count*

Handwriting: *Hand control poor - untidy work. Work lacks effort.*

LEARNING METHOD

Reading: *Story Chest Look & Say Phonics*

Number: *S.P.M.G.*

Handwriting: *Foundations of Writing.*

Any special help required:

ATTENDANCES	
POSSIBLE	ACTUAL
380	374

Name of Pupil **Graeme Henderson**

Class **Primary 1**

ACTIVITY	CLASSIFICATION*	EFFORT	
		Satisfactory	Unsatisfactory
LISTENING	rarely distracted <input type="checkbox"/> <input checked="" type="checkbox"/> attentive <input type="checkbox"/> easily distracted <input checked="" type="checkbox"/>	✓	✓
Remarks: <i>Easily distracted. Tends to daydream.</i>			
SPOKEN ENGLISH	communicates fluently <input type="checkbox"/> communicates satisfactorily <input checked="" type="checkbox"/> has difficulty <input type="checkbox"/>	✓	✓
Remarks: <i>Joins in all class discussions. Sometimes talks too much at wrong time</i>			
READING	skilled <input type="checkbox"/> competent <input type="checkbox"/> has difficulty <input checked="" type="checkbox"/>	✓	✓
Remarks: <i>Needs lots of practice with reading and vocabulary words</i>			
NUMBER	has special aptitude <input type="checkbox"/> Fairly competent <input checked="" type="checkbox"/> uncertain of processes <input type="checkbox"/>	✓	✓
Remarks: <i>Needs extra help to understand new processes.</i>			

ABILITY TO EXPRESS IDEAS through:	
painting, drawing and modelling	special aptitude <input type="checkbox"/> <input checked="" type="checkbox"/> competent <input type="checkbox"/> has difficulty <input type="checkbox"/>
	special aptitude <input type="checkbox"/> <input checked="" type="checkbox"/> competent <input type="checkbox"/> has difficulty <input type="checkbox"/>
	special aptitude <input type="checkbox"/> <input checked="" type="checkbox"/> competent <input type="checkbox"/> has difficulty <input type="checkbox"/>
hand writing	special aptitude <input type="checkbox"/> <input checked="" type="checkbox"/> competent <input type="checkbox"/> has difficulty <input type="checkbox"/>

SPECIAL INTERESTS:

* Enter tick in appropriate box

ADDITIONAL COMMENT IF REQUIRED:

Graeme is immature and lacks confidence in himself. He needs lots of encouragement to improve the standard of his work.

(Class Teacher)
 (Head Teacher)
May 1992 (date)

Quest Reading Screening

1A

Name Graeme Henderson Age 7 years 2 months
School Chryston Date 23/9/93

©Arnold-Wheaton 1983

Part 1 Word identification

1. at up on by upon ✓
2. one and the got dog ✓
3. play boy red cat had ✓
4. she how any who has ✗
5. where which their shall chair ✓
6. been green keep clean read ✓
7. big did pig tip dig ✓
8. that was is of said ✓
9. little medal kettle whistle middle ✓
10. made make more much most ✓
11. I he to are all ✓
12. house home have hand here ✓
13. blow blew true bellow drew ✗
14. three tree there they these ✓
15. know no now knot not ✗

Quest Reading Screening

1B

Name Apaeme Age _____ years _____ months

School _____ Date _____

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Part 2 Reading comprehension

1. My bird can (draw with fly fast). ✓
2. The girl is (always bring pretty stop). ✓
3. I am going for a (walk work open you). ✗
4. A tiger has (five four only find) legs. ✗
5. You learn to read at (day school head thing). ✓
6. It is sunny (away today after once). ✓
7. That man is my (mother think father best). ✓
8. Four and four make (eight light right write). ✗
9. The horse can (run sit jump give) the fence. ✗
10. The people were in (first fear fat fierce) of the wild animals. ✗
11. The boy ran (other before came down) the hill. ✗
12. My sister may (ask carry about come) the teacher. ✗
13. He will (just old call over) out when he is ready. ✗
14. The (brown round could clown) has a funny face. ✓
15. The wicked witch had a cruel (sleep please kind laugh). ✗

Quest Number Screening 1

2

Name Gracie

Age _____ years _____ months

School _____

Date _____

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1		<input type="text" value="6"/>
2		<input type="text" value="5"/>
3		

a

b

c 6 2 7 ~~5~~ 9 3

d

e

f

g

h

Quest Number Screening 3

4

Name grame

Age _____ years _____ months

School _____

Date _____

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r

24

25

26

27

28

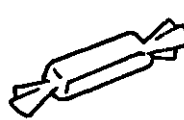
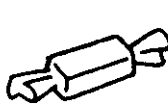
29

30

s



t



2

u



v

2

5

8

3

6

1

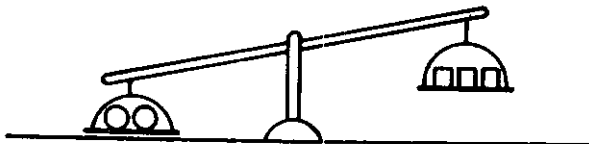
7

9

4

4

w



0

1

2

x

$2 + 3 = \boxed{5}$ ✓

$4 + \boxed{9} = 5$ ✗

$9 + 7 = \boxed{16} + 9$ ✗

y

$5 - 3 = \boxed{2}$ ✓

$6 - \boxed{2} = 4$ ✓

$8 - 8 = \boxed{0}$ ✗

z

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

✓

$$\begin{array}{r} 13 \\ + 7 \\ \hline 11 \end{array}$$

✗

$$\begin{array}{r} 17 \\ - 4 \\ \hline 12 \end{array}$$

✗

$$\begin{array}{r} 13 \\ - 8 \\ \hline 11 \end{array}$$

✗

Quest Number Screening 2

3

Name Graeme Age _____ years _____ months
School _____ Date _____

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i  

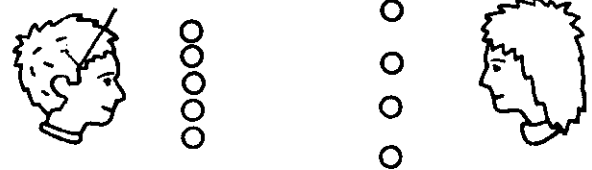
3

 ✓



4

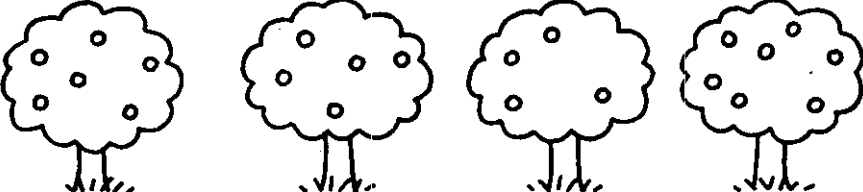
 ✗

j  ✓

k  ✓

l

		<table border="1" data-bbox="1300 1041 1452 1131"><tr><td>2</td></tr></table> ✓	2
2			

m 

7

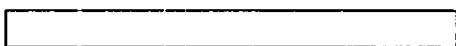
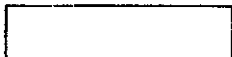
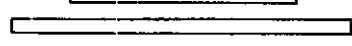
 ✓

4

 ✓

n

a

b 
c 
d 

a

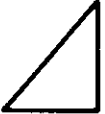
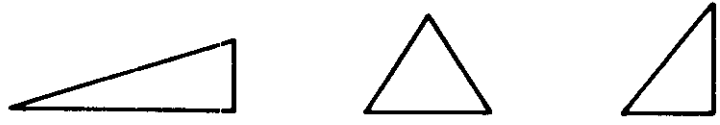

 ✗

d

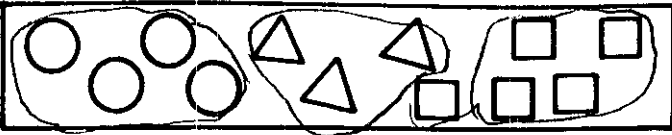
 ✓

--

 ✗

o    ✗

p   ✓

q  ✓

Quest

Diagnostic Reading Test Record
(Pre-reading skills) Tests 1-5

6A

Name Graeme Henderson

Age _____ years _____ months

School Chryston

Date 11. 11. 93

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Test 1A and 1B Auditory discrimination

put - pit	•	few - view	•
wash - wath	•	cat - cat	•
cup - cup	•	bat - bat	•
back - bak	•	both - boat	•
him - him	•	chair - share	•
shop - shot	•	seem - seen	•

Score 12
max 12

Total score 24 max 24

dark - park	•	map - map	•	cat - cod	•
ship - chip	•	art - ar	•	open - oap	•
can - can	•	in - in	•	shop - shot	•
pic - big	•	por - oil	•	both - boat	•

Score 12 max 12

Test 2A and 2B Visual discrimination

book	•	pd	•
cat	•	o'm	•
hand	•	to	•
letter	•	zack	•
shape	•	padb	•

Score 5 max 5

Score 5 max 5

Total score 10 max 10

Test 3A and 3B Auditory sequential memory

mashin	•	chicken	•
suger	•	point	•
bread	•	bread	•
pot	•	pan	•

Score 3
max 4

Total score max 8

3	1	8	•		
4	8	3	7	•	
9	6	1	8	3	•
2	4	3	2	3	•

Score 2
max 4

Test 4 Visual sequential memory

△	○	□	•	•	•
○	□	○	△	•	•
□	△	○	△	□	△

Total score 10 max 12

Test 5A, 5B and 5C Visuo-motor co-ordination

Maze a	○ □ △ ◇	completed	Score <u> </u> max 5
Maze b	○ □ △ ◇	max 5	
Maze c	○ □ △ ◇	Score <u> </u> max 5	
Maze d	○ □ △ ◇	Score <u> </u> max 5	

t	h	e	b	i	g	Score <u> </u> max 5
c	a	i	s	n	r	e

Areas of weakness:

Total score max 21 for use 5-point scale of comments

Quest

Diagnostic Reading Test Record
(Word attack skills) Tests 6 - 11

6B

Name Graeme Henderson Age years months
School Chynston Primary Date Oct '93

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Test 6 Sight vocabulary	Test 7 Letter recognition (sounds)	Test 8 Simple blends																																																																
cat <input type="checkbox"/> the <input type="checkbox"/> here <input type="checkbox"/> book <input type="checkbox"/> open <input type="checkbox"/> all <input type="checkbox"/> boy <input type="checkbox"/> sits <input type="checkbox"/> you <input type="checkbox"/> run <input type="checkbox"/> into <input type="checkbox"/> have <input type="checkbox"/> red <input type="checkbox"/> this <input type="checkbox"/> <input type="checkbox"/>	<table border="1"> <tr> <td>a</td><td>e</td><td>i</td><td>o</td><td>u</td><td>b</td><td>d</td><td>m</td><td>n</td><td>f</td><td>v</td><td>g</td><td>h</td><td>y</td><td>t</td><td>c</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>j</td><td>p</td><td>l</td><td>k</td><td>q</td><td>s</td><td>z</td><td>w</td><td>r</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td>p</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	a	e	i	o	u	b	d	m	n	f	v	g	h	y	t	c																	j	p	l	k	q	s	z	w	r												p												zip <input type="checkbox"/> run <input type="checkbox"/> win <input type="checkbox"/> yes <input type="checkbox"/> kid <input type="checkbox"/> ham <input type="checkbox"/> fox <input type="checkbox"/> vet <input type="checkbox"/> ee god <input type="checkbox"/> oo bad <input type="checkbox"/> cap <input type="checkbox"/> dug <input type="checkbox"/> bus <input type="checkbox"/> job <input type="checkbox"/> led <input type="checkbox"/> ee
a	e	i	o	u	b	d	m	n	f	v	g	h	y	t	c																																																			
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Total score <u>15</u> max 15	Total score <u>24</u> max 25	Total score <u>12</u> max 15																																																																

Test 9 Beginnings/endings	Test 10 Digraphs/silent e rule	Test 11 Reversals
shop <input type="checkbox"/> back <input type="checkbox"/> thank <input type="checkbox"/> carry <input type="checkbox"/> quiz <input type="checkbox"/> sing <input type="checkbox"/> chip <input type="checkbox"/> cry <input type="checkbox"/> gy when <input type="checkbox"/> little <input type="checkbox"/> strap <input type="checkbox"/> jumped <input type="checkbox"/>	feet <input type="checkbox"/> rain <input type="checkbox"/> a glue <input type="checkbox"/> hose <input type="checkbox"/> ou look <input type="checkbox"/> town <input type="checkbox"/> night <input type="checkbox"/> tube <input type="checkbox"/> u meat <input type="checkbox"/> house <input type="checkbox"/> chief <input type="checkbox"/> cake <input type="checkbox"/> near <input type="checkbox"/> coat <input type="checkbox"/> moon <input type="checkbox"/> here <input type="checkbox"/> play <input type="checkbox"/> snow <input type="checkbox"/> do boy <input type="checkbox"/> fire <input type="checkbox"/>	was <input type="checkbox"/> grill <input type="checkbox"/> girl no <input type="checkbox"/> rub <input type="checkbox"/> for <input type="checkbox"/> juts <input type="checkbox"/> just pets <input type="checkbox"/> ee form <input type="checkbox"/> dog <input type="checkbox"/> bid <input type="checkbox"/>
Total score <u>10</u> max 12	Total score <u>16</u> max 20	Total score <u>7</u> max 10

Areas of weakness:

Graeme read the test paper and coped very well. A lack of application on the day was all that was wrong - not inability.