

School Vision Statement

We aim to equip all young people with the skills, knowledge, values and attitudes to lead a happy and fulfilling life and to make a meaningful contribution to society.



At the centre of this vision is a commitment to ensuring that our young people achieve their full potential and that they have the ambition and belief to achieve the highest goals.

Rationale for Castle Douglas High School Curriculum

In order to better meet the needs of our pupils and to work towards realising the aspirations of our school's stated aim and those of Curriculum for Excellence, Castle Douglas High School has responded to a data-rich environment illustrating the changes in its community, its changing context, the changes of attitudes, aspirations and expectations of schools and teachers and the changing demands of SQA.

The school recognises the need for an evolving curriculum which is both academic and vocational, providing the opportunity for experiential and active learning through rationalising the curriculum and its delivery. The timetable model for the school is organised into 35 teaching and learning blocks per week to provide flexibility that reflects the above and provide opportunities for outdoor, community learning in order to promote the philosophy of responsibilities for all. The school is in a partnership with Dalry Secondary School and the wider community devoted to ensuring continuity and relevance of life-long learning.

The curriculum structure for the junior phase is based on shared values and the beliefs that every young person is important and that every young person can achieve. The purpose of our broad general education is to foster and develop the four capacities of Curriculum for Excellence with all of our young people building on their prior learning from primary school. The curriculum structure provides pupils with their entitlement to a broad general education with S1 and S2 being years where all pupils experience all seven curriculum areas. Staff build on knowledge of prior learning gained through working in partnership with our associated primaries, through the school transition process and from examining baseline data provided by our associate primary schools. As pupils enter S3 they continue their broad general education at an appropriate CfE level, re-enthused and motivated by the opportunity to include specialism into their timetables.

The curriculum structure for senior phase is based on our school's shared values that every young person is important and that every young person can achieve and attain and that every young person can progress to a positive and sustained post-school destination. Our curriculum model ensures that the junior phase articulates with the senior phase leading to six National certificate courses in S4 and a flexible S5/S6 where students are able to engineer their timetables to best meet their needs as individuals. Our senior phase rationale and the number of qualifications individuals and groups of learners study, has been discussed and agreed in school, with our local authority, with partnership groups and in consensus with the views of our parents and carers.

Overall, our strategy for the structure of our curriculum is firmly based on our shared desire as a community to improve attainment and achievement, to build the four capacities, to realise the aspirations of our school aim and of Curriculum for Excellence and to achieve better outcomes for all of our young people.