



# INVERURIE *Academy*



# 2013

# Handbook

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## Foreword

Inverurie Academy recognises the importance that parents place on the education of their children. With that in mind, this booklet has been written to give you and your children information about the school and also an indication of its aspirations and character.

This prospectus sets out the aims of the Academy and the range of courses offered. It also shows how we manage to keep a large school running smoothly and efficiently, and it explains the way we do things here. The prospectus is divided into three sections: the first is a general section, the second answers questions that pupils might have and the third answers questions that parents might have. If you are in doubt about any point, please do not hesitate to contact the school. We will be delighted to provide further information, arrange a visit, show you the school and talk to you about what we can offer. We shall always be pleased to meet you.

We hope that your son or daughter will be happy here and will take advantage of the new experiences and challenges that this school has to offer.

Linda Evans  
Rector

November 2012

# INDEX

	<b>Page</b>
Foreword	
Contact Details	4
School terms and Holiday Dates	5
Staff List	6
Inverurie Academy	8
Aims of Inverurie Academy	8
Some Noteworthy Achievements	9
Our Expectations	11
School Captains – Their Viewpoint	12
Pupil Representation	14
Pastoral Care - Guidance	16
Curriculum	23
Careers Advice	30
Library	31
Additional Pupil Opportunities	32
General Information for Parents	35
School Closure Information	47
Frequently Asked Questions	51
Facilities Information	58
Statistical Data	61

## Contact Details

Postal Address	Inverurie Academy Jackson Street Inverurie AB51 3PX
School Office	01467 621655
Absence Notification	01467 626399
Fax number	01467 624425
Web address	our website is currently being rebuilt and will be operational in January 2013
E-mail address	<u><a href="mailto:inverurie.aca@aberdeenshire.gov.uk">inverurie.aca@aberdeenshire.gov.uk</a></u>
Rector	Ms Linda Evans
Depute Head Teacher	Mr Graham Ritchie Mr Ian Hamilton Mr Stuart King
Guidance Staff	Miss Geraldine Harwood Mr Graham Hepburn Mr Alan Johnston Mrs Debbie May Mrs Susan Stuart

## THE SCHOOL DAY

Monday/Tuesday/Thursday/Friday	Wednesday
8.40 - 8.50    Registration 8.50 - 9.45    Period 1 9.45 - 10.40    Period 2 10.40 - 11.00    Interval 11.00 - 11.55    Period 3 11.55 - 12.50    Period 4 12.50 - 1.50    Lunch 1.50 - 2.45    Period 5 2.45 - 3.40    Period 6	8.40 - 8.50    Registration 8.50 - 9.45    Period 1 9.45 - 10.40    Period 2 10.40 - 11.00    Interval 11.00 - 11.55    Period 3 11.55 - 12.50    Period 4 12.50 - 1.50    Lunch 1.50 - 2.45    Period 5

At the time of going to press the school is in the final stages of the consultation process around the structure of the school day / working week for pupils. Once this process is completed, a letter will be issued to parents about the outcome. Parents of new P7 pupils will be informed of the outcome by insert to the handbook if required.

## THE SCHOOL TERMS      2013 – 2014

Term 1	Term commences: Tuesday 20 August 2013 Term ends: Friday 11 October 2013
Term 2	Term commences: Monday 28 October 2013 Term ends: Friday 20 December 2013
Term 3	Term commences: Tuesday 06 January 2014 Mid Term: Monday 17 February 2014 Term ends: Friday 04 April 2014
Term 4	Term begins: Monday 21 April 2014 May Bank Holiday: Monday 05 May 2014 Term ends: Friday 04 July 2014

## STAFF LIST - AS AT JANUARY 2013

<p><b><u>Rector</u></b> Linda Evans</p> <p><b><u>Depute Head Teachers</u></b> Ian Hamilton Stuart King Graham Ritchie</p> <p><b><u>Support Co-ordinator</u></b> Marion Morrell</p> <p><b><u>Guidance</u></b> Geraldine Harwood Graham Hepburn Alan Johnston Debbie May Susan Stuart</p> <p><b><u>Support for Learners</u></b> <b>Anne Wright</b> Simon Aitchison Evelyn Bonner Moreen Cheyne Donna Gerrie Maggie Hayes Jill Ives Joanne Morrice Sandra Rettie Luke Wright Jill Yule</p> <p><b><u>Business &amp; Information Technology Faculty</u></b> <b>Anita Weir</b> Judith Cochrane Tina Biddlecome Audrey Henderson Jeanette McBoyle Eveann Holroyd-Ogston Adele Walker</p>	<p><b><u>Creative Arts Faculty</u></b> <b>Jacqueline Campbell</b> Sheila Benzies Debbie May Susan McQuaker Linda Moggach David Robertson Karen McPherson Ruth Trail</p> <p><b><u>English Faculty</u></b> <b>Antoni Cybulski</b> Carole Adams-Rehda Louise Aitken Catherine Dods Geraldine Harwood Leonard Knox Kimberley Robinson Wilma Struthers</p> <p><b><u>Health &amp; Wellbeing Faculty</u></b> <b>Graeme Cowie</b> Linda Barclay Anne Fell Graham Hepburn Rachel Little Duncan Massie Stefan Wojcik</p> <p><b><u>Humanities Faculty</u></b> <b>Linda George</b> Lindsey Callaghan Aileen Dickson Carol Gollop Jenna Jones Alex Rae Julian Shepherd Catriona Watson</p>	<p><b><u>Mathematics Faculty</u></b> <b>Alan Watkinson</b> Moirra Addison Linda Clarkson Helen Gauld John Hayes Mairi Massie Susan Stuart</p> <p><b><u>Modern Languages Faculty</u></b> <b>Brian Prosser</b> Stephanie Brogan Lesley McIntosh Mark McPherson Sandra Philip</p> <p><b><u>Science Faculty</u></b> <b>Robert Ironside</b> Robert Barbour Carol Collie Janet Duncan Alison Mackay Jillian MacRae Kathrin Meyer James Moffat Catherine Muir Susan Taylor</p> <p><b><u>Technical &amp; Vocational Faculty</u></b> <b>Iain MacIver</b> Heather Bradley Andrew Robertson Robert Thomson</p>
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<p><b><u>Office</u></b>  <b>Lorraine Skinner</b>  Jacqui Clayton  Vaila Gruban  Audrey Jamieson  Sarah Jones  Janis Taylor</p> <p><b><u>Pupil Support Assistants</u></b>  Gwen Beange  Hazel Bonnyman  Norma Fitzmaurice  Linda MacKay  Norma Reid</p> <p><b><u>Technicians/Technical Assistants</u></b>  <b>Dorothy Gow</b>  Sheila Innes  Philip Dack</p> <p><b><u>Library</u></b>  <b>Julia McCue</b> (Network Librarian)  Sandra Gibb</p> <p><b><u>ICT Support</u></b>  Kevin Bartlet  Lorraine Garland</p>	<p><b><u>Janitors</u></b>  <b>Steve Brown</b>  Ian Allan  Kenny Davidson  Gordon McKandie</p> <p><b><u>Active Schools</u></b>  Kathy Yates</p> <p><b><u>Careers</u></b>  Ruth Berry  Bill Lindsay</p> <p><b><u>Health Team</u></b>  Ann Hepburn (School Nurse)</p> <p><b><u>CSN</u></b>  Diane Forbes  (Pupil Support Worker)  Catriona Nicholson  (Admin)</p> <p><b><u>Canteen Supervisor</u></b>  Elaine Wood</p> <p><b><u>Cleaning Supervisor</u></b>  Diane Wilson</p>	
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## **Inverurie Academy**

Inverurie Academy is a comprehensive school, with over 60 teaching staff and over 900 pupils from S1 (First Year) to S6 (Sixth Year).

Parents or carers wishing to enrol their son or daughter in the academy should in the first instance contact the school office to make an appointment to meet one of the school's Depute Rectors. At this meeting parents will be asked about the pupil's previous educational experience, including any medical or special educational needs which are relevant to the continuation of their education. Where relevant, the courses to be studied for SQA presentation will be discussed and agreed.

Contingent on no complications pupils will be given a start date and time which will normally be within 5 working days of this meeting. Parents will also normally be offered a tour of the school. Pupils who are not within the school zone will have to complete a placing request which is returned to the School Office.

## **AIMS OF INVERURIE ACADEMY**

The aims of Inverurie Academy are based on our belief that the individual needs, abilities and aspirations of all young people should be respected. Our school motto on our crest is *SPIRITUS INTUS ALIT* which means: 'The spirit within sustains'. All young people should be given equal opportunity to learn and should be given support in learning. In all that we do young people are encouraged to be successful learners, confident individuals, responsible citizens and effective contributors.

We have a commitment to show our pupils the best we know, and to develop in them the desire to be the best they can be. Many school-leavers report that the encouragement of teachers in helping them to do their best has been a most important factor both in school and in their lives outside and beyond school.

Our priority is to equip pupils with the skills they need for learning, working and life. In order to do this, we aim to provide the kind of interesting and stimulating environment which will enable pupils to realise their learning potential and lead to life-long learning.

The school values its close links with the surrounding community and we continue to develop these links. Although we are a non denominational school we maintain close links with the various faith communities in our locality through our chaplain team. We are grateful that we can use the wide range of facilities that our community offers for such things as work experience both in local industries and businesses and with such facilities as Fyvie Castle and Aberdeen College. The school contributes to the life of the community through school shows and such events as the carol concerts that run in various localities. Through the music competition sponsored by the local Rotary our talented musicians are not only given the opportunity to perform locally but also on the national stage.

Confidence and the ability to adapt to change are increasingly valuable to young people in modern society. The school aims to develop these qualities and to enable our youngsters to make informed and intelligent choices throughout their future lives.



The school seeks to foster responsible social attitudes and an awareness of others. To this end we encourage honesty, self-reliance, self-control, consideration and courtesy as well as pride and neatness in person and work. To promote these values we provide an environment where pupils can see them being put into practice. Our values are particularly evident in the school's social, religious and moral education programmes but they are also evident in every course and extra-curricular activity we provide, and in the ethos that prevails in corridors and social areas.

Pupils at Inverurie Academy are regarded as individuals with individual needs. The needs of all pupils are assessed by our Pastoral Support system to provide a curriculum which meets the intellectual, emotional, social and developmental needs of all pupils - whatever their ability. Specific problems are dealt with on an individual basis.

Inverurie Academy seeks to foster a working partnership between parents, teachers and pupils. With positive relationships we can better equip pupils to meet the challenges and take advantage of the opportunities that lie ahead. In aiming to help our pupils get the best out of themselves, Academy staff are keen to foster talent and ability wherever it appears. Pupils are encouraged to pursue their interests and talents as far as they are able, whether in the field of learning, sport, music, community involvement, business skills or any other area.

Some examples of our achievements during session 2011-12 are:

- Maths Challenge Competition - finished in top 3 and team progressed to the final in Glasgow
- Winners of the Oil and Gas Challenge Competition
- Castle Fraser Concert
- Two Young Enterprise Teams, with one team placed 2nd in the Grampian Final
- Trips abroad - Iceland and Italy
- Thorpe Molloy Art Competition - 3 pupils had work displayed in Aberdeen Art Gallery
- Pupils involved in peer support, buddying, house councils
- Fund raising for charities
- Recycling Programme
- Talent Show
- Creative Arts Showcase
- Very successful Christmas and Summer concerts and Carol singing in the community
- Parliament Trip, Edinburgh Fringe and Geography trips
- First Place in 'Inspire to Aspire' Scottish finals plus two other pupils as finalists
- Two groups of pupils successfully completed Traditional Rural Skills Courses in conjunction with Fyvie Castle and Banff Buchan College
- S3 Pupils took part in the Youth and Philanthropy Initiative and winning team secured £3000 for their nominated Charity

- Chemistry and Biology pupils attended practical classes at Aberdeen University
- Successful Careers Fair was held with 45 exhibitors
- Several S4-S6 pupils completed very successful Work Experience Placements
- Various Sporting Successes:  
Teams : Grampian Cross Country, Ellon Road Relay, NASSA  
Swimming, Football(Under 13, Under 14, Under 15)  
Individuals - Swimming, Horse Shows, Bowling, Judo



# Our Expectations

**Pupils and teachers arrive on time, prepared fully and equipped for class.**

**Pupils and teachers show respect for each other throughout the lesson in order to allow teaching and learning to proceed.**

**Pupils and teachers share their expectations of what is to be achieved during the lesson and homework is noted and checked.**

**Pupils do their best and teachers give of their best.**



## **School Captains And Vice Captains**

Our school Captains and Vice Captains play a key role in the life of our school. Applications are submitted by S6 pupils and positions decided by an interview panel comprising school staff and a representative from the local community. Captain duties include: supporting and assisting senior management; representing the school on various forums (including the Parent Council); supervising and organising the prefect team; chairing the school council; acting as a role model for the younger pupils; planning and running school events.

### **School Captains View 2012**

As School Captains, we are proud to represent pupils and act as ambassadors for our school. Approaching the end of our time at Inverurie Academy has given us the opportunity to reflect on everything the school has offered us - not only the quality of teaching and resources available, but also the wide variety of extra-curricular activities for pupils to take advantage of. There is a range of sporting, music and community-based activities and many pupils have achieved great success in these areas as well as excelling academically.

Inverurie Academy has given us many opportunities to develop important skills required later in life. We consider ourselves incredibly lucky to have been taught by such passionate teachers. Many departments within school offer more than just lessons. For example, the Geography department provides a number of trips ranging from Balmedie Beach to Edinburgh. These visits allow you develop your understanding of the course, as well as being incredibly fun. There are always opportunities relevant to specific subjects such as the Write Away workshop held at Aberdeen University which a number of senior English students attended. The workshop was aimed at inspiring young writers as well as providing them with useful information from local authors, and everyone who attended felt their time had been well spent. The annual UKMT Team Mathematics Competition was also held recently at Aberdeen International School, and the Inverurie Academy was represented by a team of fifth and sixth years who had a brilliant time, despite not winning. There are even residential trips to far-away countries such as Russia, Iceland, and Italy. We are grateful to have received an education that has provided us with such a wide range of opportunities to get involved in our subjects beyond the classroom, and we believe this has provided us with the perfect platform to go on to further education and pursue our chosen career paths.

For the more sporty pupils there are plenty of ways to be active. There is a wide variety of school sports clubs for pupils to involve themselves in, such as football, rugby, badminton, dodgeball, netball, and volleyball. These all run during lunchtimes or after school, and the school noticeboard provides all the information for any of these clubs. The opportunity of representing the school should be grasped by every pupil, whether it's at a local, regional or national level. On many occasions the school will prepare a keen group of runners, swimmers or athletes all ready to take on other schools, in a friendly manner of course. Regular races and competitions are organised for local schools to attend, of which we, at Inverurie, have a great track record. For example over the last 6 years Inverurie has won NASSA athletics 4

times. Pupils who compete outside of school in their own sport are greatly supported, and acknowledgements of success are a regular feature in the daily bulletin.

The school offers pupils opportunities in more than just the P.E department. There are a number of different music groups on offer, both at lunchtimes and after school. The Singers and the Gospel Choir are ideal for those who love to belt out a ballad or two, and The Chromatics is a perfect place for more experienced singers to perform. The Orchestra is always happy to welcome new members, whether they are Grade 8 in the violin or have the ability to hit a triangle. There are a number of other musical groups for your child to get involved in, from the Guitar Ensemble to Celtacad to the Concert Band.

Although our time at Inverurie is coming to an end, we feel more confident than ever that the school has equipped us with the necessary skills to face whatever may come. We will never forget our time at Inverurie Academy, for it has been an experience that has changed us for the better – we are now responsible young adults, ready to face whatever challenges may come at us.

Andrew O'Rourke    Morven Macgregor    David Walls    Rachel Milne

# Pupil Representation

## School Council, House Councils and Prefects

Pupils are elected to the School Council and the five House Councils for a full academic session.

**The School Council** members are: the School Captains, the School Vice Captains and two representatives from each House (Barra, Crichtie, Davah, Harlaw & Selbie).

**The House Council** members are: two House Captains who are appointed by Principal Teachers of Guidance through an interview process; and a class representative from each class in a House who is elected to the House Council by their register class.

Pupils are encouraged to raise issues through their class representative. Each Council meets seven times during the academic session with agendas and minutes shared in pupil locations across the school and feedback provided to the pupil body by their class representative.

**Prefects** are appointed from S5 and S6 year groups. Each House will appoint a maximum of 10 Prefects who are appointed by Principal Teachers of Guidance through an interview process. Prefect responsibilities include assisting with supervision at the Barra & Canteen eating areas during break and lunchtime; assisting at school events

**Sports Captains:** Pupils apply to be Sports Captains for each house and are appointed after an interview process. The main role of the Captains is to organise sporting events and activities during the school year to help encourage a healthy lifestyle. In particular they organise competitions between houses which help to develop a house ethos and identity.

**Young Ambassadors:** The key role of a Young Ambassador is to motivate and inspire other young people to participate in sport. They have a pivotal role within school and wider community, they are advocates, role models and leaders of other young people in school. They will reflect the views of other young people and will influence and shape decision making in sport.

They achieve this by:

- Raising awareness of opportunities to participate in sport in schools, clubs and community sports hubs.
- Promoting an active lifestyle
- Raising awareness of sport by using the excitement of all major sporting events
- Actively engage with other members of the Health & Wellbeing Pupils Group, and effectively ensure all members are working towards the schools aims

**Sports Leaders:** Sports leaders have undertaken generic and specific (Dance Leader) leadership skills. In particular they have learnt key life skills such as organisation, communication and self-confidence. They are able to coach and lead small groups of people. They achieve this by:

- Planning sports and physical activities and events for pupils in school and wider community
- Assist with delivery and lead sports and physical activities for pupils in school and wider community
- Raise awareness of opportunities to participate in these activities

**Health and Wellbeing Young Leaders :**H&WB Young Leaders will design, develop and share understanding of issues surrounding health & wellbeing as well as being able to plan actions and carry them out within school or the wider community. They achieve this by:

- Planning a sustainable health and wellbeing project
- Encourage young people in school to work together and discuss the importance of health & wellbeing
- Share good practice, evaluate and measure the impact of the project.

**S6 Pupil Supporters and Buddies :**Pupils in the sixth year have many opportunities to take on additional responsibilities in service to the school. One important role is to act as Buddies to new first year pupils at the start of their time at Inverurie Academy. A small group of Buddies are assigned to a small group of first year pupils. The Buddies get to know and work with the new pupils during the important transition stage from primary schools to the Academy and build up a close rapport with them. They work with the S1 pupils during their induction days in June and then, during the early weeks of the Autumn term, the Buddies collect and deliver pupils from one class to another. This helps the pupils settle into the Academy and teaches them how to get around the school. The Buddies act as friends to the S1 pupils and can deal with any problems the young pupils may have in a non-threatening manner.

S6 pupils also can act as pupil supporters within classrooms. These pupils who have special skills, talents and knowledge work as helpers to the teacher in the class. They help and support the pupils in the class by working on tasks with them on a 1 to 1 basis, spending time with them and explaining the work of the class where pupil needs extra support. This arrangement is of benefit to the teacher who has extra support in the classroom, the pupils in the class who get extra help where needed and the Pupil Supporters themselves benefit by taking on responsibility and by learning how to pass on knowledge and skills to other pupils.

# PASTORAL CARE

## 1. The Guidance System

The Academy's Guidance system is designed to help all pupils get the most out of school. It provides pupils with advice about courses and careers advice and ensures that problems, whether academic or otherwise, are overcome quickly and effectively. At the time of choosing exam subjects, towards the end of S3, S4 and S5, Guidance staff will be available for individual curriculum advice if requested by parents.

The Principal Teacher, Guidance, takes his or her pupils for a period of Personal and Social Education each week throughout their school years. The PSE syllabus includes advice on Careers', Personal Finance and educational and work opportunities beyond school.

For Guidance purposes the school is divided into five houses. Each House also has one Principal Teacher of Guidance and around 10 First Level Guidance Teachers. Each House has one Principal Teacher of Guidance. These are:

**Barra House - Miss Geraldine Harwood**

**Crichie House - Mrs Susan Stuart**

**Davah House - Mr Graham Hepburn**

**Harlaw House – Mr Alan Johnston**

**Selbie House - Mrs Debbie May**

When joining the school, each pupil is allocated a House and a First Level Guidance Teacher. This teacher takes the ten minute registration period every morning. The registration period, as well as being an attendance check, allows for long term relationships to be built up between small groups of pupils and between each pupil and his/her First Level Guidance teacher. The details and requirements of the attendance procedures can be found in the School's Attendance Policy. The register group is a 'home base' where pupils know each other well and feel valued and secure. It is, therefore, a place where self esteem can grow. The First Level Guidance Teacher also acts as a link between pupils and the next level of the Guidance system - the Principal Teachers of Guidance. Pupils who have older brothers or sisters already at the school will normally be placed with the same Principal Teacher of Guidance where possible.

Guidance staff are always available to their pupils and can be contacted via the Guidance base or by means of an appointment system. Parents can contact Principal Teachers of Guidance through the school office and should not hesitate to do so if any difficulties or problems arise.

It is most helpful if parents inform the appropriate Principal Teacher of Guidance about any changes in the home situation which might affect a pupil's school life. This can be done by letter or by phoning 01467 621655. As Principal Teachers of Guidance have a subject teaching commitment, they are not always immediately available but will return any calls as soon as they can.



## 2. Year Heads

In addition to the above, our Depute Head Teachers currently have the following Year Head responsibilities:

- Mr Hamilton                      S1 and S4
- Mr Ritchie                        S2 and S5
- Mr King                            S3 and S6

## 3. Additional Support Needs

Inverurie Academy is committed to providing all children and young people with the necessary support to help them work towards achieving their full potential with respect to their personality, talents and mental and physical abilities. Through the principles of inclusive education we are also committed to collaborative working and consulting with all those involved in the process of a pupil's education.

Support staff are involved in the identification and assessment of Additional Support Needs (ASN) and will work closely with subject staff who are responsible for the provision of effective education for all pupils. From these assessments programmes of work are developed which allow all pupils to engage in the highest quality learning activities, with a focus on successful outcomes for all learners.

Support strategies are reviewed and evaluated at regular intervals in order to address changing priorities and meet emerging needs.

Specific details of support for individual pupils can be discussed with members of the pupil support team. Please contact Mrs Anne Wright (PT SFL) on 01467 621655.

## Information about the 2009 Additional Support for Learning Act

### Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

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

The revised Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a

mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

Further information and support to parents of children and young people with ASN is available from the following organisations:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

## 4. Child Protection

Everyone has a responsibility to protect children from harm. School staff are in a unique position to contribute to the protection of children and must share concerns with appropriate colleagues and agencies.

Every school has a Designated Officer who has been specially trained to listen to concerns and act on them as necessary.

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

## 5. School Health Service

**T**he aim of this service is to help children to be as healthy as possible so that they can benefit from their education. The school Health team includes a School Nurse, who is in school 4 days a week to support pupils with health needs, provide health education, health promotion and offer counselling and carry out health checks and immunisations. A School Nursing Assistant, is employed part time to support and help pupils who are hurt or unwell in school. We are also supported by a School Doctor and the team are always happy to discuss any concerns about a child’s health.

**Pupils who are unwell should not come to school.** Some pupils have existing health problems which may occur in school e.g. migraines, period pains, asthma etc. and may need to have their medication on them, or have it available to them in school. Aberdeenshire Council have forms to be completed so please get in touch if you feel that your child may need to take medication in school.

Pupils who have minor ailments e.g. colds, coughs, hayfever etc. are expected to manage their own care, bringing with them such hankies, bottle of water, paracetamol, or anti-histamines that they may need **for that day**. We stress that

pupils should only carry to school what they need for one day at school. The box or bottle should be left at home and the medication kept on them, perhaps in a purse or wallet, and never offered to another pupil.

It is vital that we have emergency contact numbers for all pupils. If you are to be out, or at a different location please ensure your child knows the telephone numbers where you can be contacted.

Immunisations against infectious diseases are offered in school. Pupils will be given information and consent forms to be completed, any further information is available from the School Health team.

Head Lice are seldom a problem in secondary school; however parents should remain vigilant and encourage good grooming. Detection combing should be used if they are notified that there may have been contact with someone with head lice. Treatment should only be used if actual live lice are spotted. Pupils may return to school if they have been treated, however they could be excluded if effective treatment is not carried out.

The school health team aim to ensure the best possible health now and in the future for all our pupils so that they can make the most of the educational opportunities available to them. If you require support from the Health Team, please make your request through your child's Guidance Teacher.

## **6. Educational Psychology Service**

Educational Psychologists contribute to the development of high quality education and improving outcomes for all children and young people in many different ways:

- Improving life chances for children, young people and families at risk;
- Working to ensure Aberdeenshire's children have the best start in life and are ready to succeed;
- Supporting Aberdeenshire's young people to become successful learners, confident individuals, effective contributors and responsible citizens;
- Contributing to the implementation of a curriculum for excellence;
- Supporting Aberdeenshire to develop more and better employment opportunities for all.

### **What do Educational Psychologists do?**

The Educational Psychology Service (EPS) works at three levels: child and family, establishment and authority. Within each level of work, Educational Psychologists (EPs) have five core functions:

1. **Consultation** involves working collaboratively with the people most closely involved with a particular issue. The aim is to explore the issue(s) and to collectively generate workable solutions;
2. **Assessment** may involve direct or indirect work with the child/young person. Direct assessment tools include observation, analysis of work, questionnaires, curriculum based assessment, dynamic assessment, checklists and scales. Indirect assessment is based on an analysis of information gathered in consultation with those most directly involved with the individual or issue (e.g. parents, school staff, other professionals);
3. The purpose of an assessment is to inform future **intervention**. An intervention is a strategy designed to overcome barriers to learning. A group, class or whole-school intervention may stem from work originating at an individual level. Planning interventions is an important part of consultation. In some cases the psychologist may be involved in the implementation of an intervention;
4. Psychologists provide **training** for children and young people, parents, teaching staff and other professionals on a variety of topics. They also identify training needs within the education authority, provide advice on training content and delivery, and evaluate training programmes. Training can take the form of workshops, presentations and ongoing professional development dialogue;
5. Psychologists carry out **research** projects. This may involve action research, evaluations and literature reviews on issues related to learning and teaching. Research findings are disseminated to relevant stakeholders (e.g. other Educational Psychologists, parents, teachers, other professionals).

### **How do Educational Psychologists become involved?**

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

Depending on individual needs it may be agreed that a Formal Educational Psychology Consultation would be helpful to discuss an individual child or young person's needs. The school will ask the parents' or carers' permission to hold a consultation meeting. This is a problem solving discussion led by the Educational Psychologist, with parents or carers, school staff and sometimes other people who can helpfully contribute. The meeting is chaired by the Educational Psychologist and usually lasts around 45 minutes. The child or young person can also be supported to attend the meeting or contribute in some other way if appropriate. The aim is to agree a plan of action to bring about positive changes for the child or young person, the agreed action may or may not include direct involvement from the Educational Psychologist. A follow-up consultation meeting will be held to review progress and decide whether any further actions are needed. The need for ongoing involvement from the Educational Psychologist will be regularly reviewed.

If parents or carers have concerns about their child's education it is best to share them with school staff first, as most problems can be solved in school. It is possible for parents/carers to request the involvement of an Educational Psychologist by contacting the Service directly although most usually school staff will contact the Educational Psychologist (with parental permission) if they feel that he/she would be able to help.

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

## **7. Additional Support**

To increase our flexibility to support pupils in the most appropriate for their needs the school employs a Pupil Support Worker to work outside school if necessary to support both pupils and their parents/carers. This may include working with pupils in their homes. In the school setting it can be difficult for youngsters to raise certain issues with teaching staff. To this end the school trains a number of pupils from all years to act as supporters for their peers. The method of access to peer supporters is presently undergoing changes.

# CURRICULUM

## Some key factors about CfE:

- The 3-18 curriculum is designed to ensure continuity in pupils' learning and takes account of their strengths, interests and achievements. The vision and aims for all Aberdeenshire Schools are set out in '*A Curriculum Framework 3-18 for Aberdeenshire*'.
- Literacy, numeracy and health and wellbeing feature across learning, the delivery of which is the responsibility of all staff.
- Learning and teaching will have a refreshed emphasis on involving children and young people in the learning process and they will be encouraged to reflect on their progress and be clear about, and be part of the process to decide, their next steps in learning.
- Curriculum areas are grouped as Sciences, Languages and Literacy (English, Gaelic, Classical and Modern Languages), Mathematics and Numeracy, Expressive Arts, Social Studies, Technologies, Health and Wellbeing and Religious and Moral Education. Literacy, Numeracy and Health & Wellbeing will be a focus in all other curricular areas and the teaching of these will be the responsibility of all teachers.
- There are 5 curricular levels or stages which clearly set out learning progression for each child from 3 to 18 years through a series of 'Experiences and Outcomes' in each curriculum area. .

<b>Early</b>	<b>Pre-school to P1 or later for some</b>
<b>First</b>	<b>P2 to end P4 but earlier or later for some</b>
<b>Second</b>	<b>P5 to end P7 but earlier or later for some</b>
<b>Third and Fourth</b>	<b>S1-S3 (Many young people will be accessing Fourth level in S3)</b>
<b>Senior Phase</b>	<b>S4 to S6 in school, college, workplace or community</b>

Pupils will also be developing their skills for work, skills for learning and skills for life through the CfE programme

- Young people are entitled to have a focus on personalisation and choice in their learning through a range of approaches, not just course choice. This is reflected in the emphasis on a broad general education in the first three years of secondary school leading into a new and revised Senior Phase for S4 to S6 pupils. The Senior Phase will be where pupils work towards SQA and other qualifications. There will be an extended range of opportunities to develop their skills and understanding further and the number of qualifications and experiences may be greater than in the previous system.

There is a wide range of on-line resources which parents, carers and young people can access to learn more about Curriculum for Excellence.

[www.curriculumforexcellence.gov.uk](http://www.curriculumforexcellence.gov.uk)  
[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

On the Education Scotland website you will find information about Parents as Partners, Building the Curriculum, Additional Support Needs, Early Years, Assessment and Reporting.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## **1. S1/S2/S3 – Broad General Education**

As with all schools across Scotland pupils entering their first year in secondary school in 2013 will already be following the Curriculum for Excellence programme. This programme has been designed to provide an experience suited to a 21<sup>st</sup> Century education. First and second year pupils will be taught in mixed ability classes and there will be more emphasis on interdisciplinary working than previously. Pupils will follow a common course based on a range of curricular areas, each of which has a set of specified experiences and outcomes.

All pupils will be given the ability at the end of their second year to personalise their own curriculum. They will choose courses from within each curricular area for study in third year which meets National and Authority Guidance. Decisions will be made with the help of subject departments, Guidance teachers, and, of course, parents. A core of Personal and Social Education, Religious and Moral Education and Physical Education, Mathematics, English and a Modern Foreign language will all have to be followed in third year by all pupils. A pupil's curriculum will be completed by pupils taking options from all other curricular areas..

Pupils in S3 will mostly be working at Curriculum for Excellence level 4. Pupils' work will be monitored, tracked and assessed to ensure progress against targets. There will be a report completed by all class teachers of a pupil and a profile completed by the pupils themselves..

Assessment for all three years of the broad general education will involve a variety of assessment techniques including on-going teacher assessment; practical investigations; oral presentations; performances; report writing and homework with more formal testing taking place at various times during the three years. In September of S1 all pupils will be tested using an assessment run by Durham University's Centre for Educational Management. This testing is being introduced into all Aberdeenshire schools. The tests act as a baseline assessment of a pupil's ability and can be used as a predictor of their future attainment and for initial target setting.

The reason the Scottish Government has moved to the new Curriculum for Excellence and a broad general education in years one to three is to provide pupils with the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors. Pupils will be provided with skills to enable them to function effectively in the modern world.



## **Subjects Covered in Each Year Group**

### **Subjects offered in S1:**

English  
Maths  
Modern Foreign Language  
Science  
Social Studies ( including 1 period of RMPS)  
Expressive Arts  
Technology (2 of HE; 2 of Technical Education)  
Business Education and IT  
PE  
PSE

### **Subjects offered in S2:**

English  
Maths  
Modern Foreign Language  
Science  
Social Studies ( including 1 period of RMPS)  
Expressive Arts  
Technology (2 of HE; 2 of Technical Education)  
Business Education and IT  
PE  
PSE

### **Subjects offered in S3:**

English  
Maths  
Modern Foreign Language  
RMPS  
PE  
PSE  
5 personalisation choices, each from separate curricular areas (Sciences;  
Technologies; Social Studies; Expressive Arts)  
an elective to ensure coverage of all curricular areas

## **S4/S5/S6 – The Senior Phase**

Beginning in 2013, pupils entering S4 will be following National 4 and National 5 courses, the beginning of the qualification phase. These new courses will build on the work of the broad general education offered to pupils in S1 to S3 through Curriculum for Excellence and they place more emphasis on pupils taking greater responsibility for their own learning. Pupils follow curricular choices specifically designed for their own needs and abilities.

Pupils in S5 and S6 will be following courses at Advanced Higher, Higher and Intermediate levels. However, where appropriate, there may be an opportunity for pupils to take a subject from the list of new National courses. Entry into Higher courses is usually prefaced by a good Credit or Intermediate 2 pass in the subject. In the future this will be based on National 5 attainment. Advanced Higher courses would require a pass of at least grade C in the Higher of a subject, but experience informs us that for some subjects a B or an A pass in the Higher is a more reliable predictor as to how likely pupils are to succeed in the Advanced Higher.

In S5 a pupil is expected to select 5 subjects to study, while in S6 pupils should select 4 subjects. The extra non-contact time in S5 and S6 can be used for study or to undertake roles within the school which are described elsewhere in the booklet.

Comprehensive information about which subjects are on offer to senior pupils will be published in booklets at the beginning of the Spring term. At this stage advice for pupils and parents will be given through the booklet, meetings and information evenings to allow informed choices to be made. Guidance staff will be available to offer advice if required.

Pupils in S4 will sit preliminary examinations in January and S5/S6 pupils sit theirs in late January to early February. The final SQA examinations take place in May and June. Study leave is accorded to pupils at these times and they are strongly advised to make best use of this time for appropriate and directed revision. Parents can play a part here in ensuring pupils make effective use of their study time. Parents will receive reports from teachers following the prelim exam process detailing pupils' progress. However, parents will also be kept informed at as early a stage as possible where a pupil is underperforming to allow for refocusing of the pupil or the possibility of changing subject level.

### **Subjects offered in S4 :**

(all pupils study English, Maths and the core of PSE, PE and RMPS)

English  
Maths  
4 option choices  
RMPS  
PE  
PSE

The options pupils will be able to select will be taken from National 4 and 5 courses:-

Biology      Chemistry      Physics      Art & Design      Drama  
 Music      Home Economics      Physical Education      French      German  
 Spanish      History      Geography      Modern Studies  
 Religious, Moral and Philosophical Studies

**Subjects offered in S5/S6 :**

There will be a wide range of choices available to S5 and S6 pupils which will be described in the option choice booklet published in January each year. As an indication these were the subjects which ran in 2012 and the column the subjects appeared in. This year's choices will not be the same as shown but similar options will be available.

A	B	C	D	E
Accounts AH & H	Administration H, Int 2 & Int 1	Art H, Int 2	Biology H	Biology H
Biology H	Art H	Business Management H	Business Management H	English H
Biology Int 2	Art AH	Chemistry AH	Computing AH, H, Int 2	English Int 2
English H	Biology AH	Chemistry H	Drama H	French AH, H
English Int 1	Chemistry H	Chemistry Int 2	English AH	Child Care
English Int 2	English H	Computing H, Int 2	Graphic Com AH, H	Info Sys H, Int 2
History AH	English Int 2	Geography H, Int 2	Graphic Com Int 2	Modern Studies AH, H, Int 2
Info Sys AH, H & Int 2	History H	History H	Health & food Technology H, Int2	Physics H
Maths AH	Music AH, H, Int2	History Int 2	Info Sys H, Int 2	Physics Int 2
PE H	PCS	Hospitality	Maths H	
PE Int 2	Spanish AH, H, Int 2	Maths H	Maths Int 1	
Philosophy H	Technological Studies H, Int 2	Maths Int 2	Maths Int 2	
Physics H			Physics AH	
Physics Int 2				

Pupils will also have a core of PSE, PE, RME and Study periods.

**3. Personal and Social Education (PSE)**

PSE courses help pupils develop some of the essential knowledge, understanding and skills required for life in today's society. These lessons cover many topics including – relationships, emotions, sex education, bullying, drug/alcohol education, study skills, careers advice and personal health issues. In the Senior Phase, PSE also deals with self-evaluation and CV writing.

Sexual Health and Relationships Education is an essential part of each child's education. It is taught with sensitivity and understanding, in a planned programme of PSE. Parents who have any concerns about any aspects of sex education should contact their pupil's Guidance teacher.

## 4. Religious Education

The subject of Religious, Moral and Philosophical Studies, which attempts to develop the pupil's awareness of himself/herself in relation to others, is usually attended for one period per week. If, for reasons of principle, a parent wishes to withdraw a pupil from Religious Education, arrangements should be made with the appropriate Principal Teacher of Guidance.

## 5. Local Investigations

All courses increasingly involve pupils being out of school on various projects. The procedures for out-of-school projects and trips can be found in the school excursion policy. It is important for parents to realise that such activities take place quite regularly and form part of the new curriculum.

## 6. Essential Course Costs

It is necessary for the school to request a contribution to help cover the costs of the consumable materials in subjects such as Home Economics, Art & Design and Design Technology. Information regarding these costs is provided to parents/carers at the start of each session and in the choice course booklets.

It may also be necessary to make a charge for the cost of participating in certain excursions and field trips. In these instances parent/carers will be contacted by the Faculty Principal Teacher by letter.

## 7. Effective Study Techniques for Students

How much should a pupil study?

- This will vary from week to week and at different times of the year. Approximately 1 hour per week per subject on top of homework assignments is recommended. During a typical school week, S1 and S2 students should set aside between 3-5 hours for study/homework and pupils in S3-S6 should set aside 8-10 hours for regular revision and set homework assignments depending upon the subjects and level of courses being studied.

Students should be active while studying:

- **Review** – talk through what you already have learned about the topic.
- **Preview** – read first and last paragraphs of – a chapter/handout -“scan” through the text.

- **Bite-sized** chunks! When reading text, write down key words, ideas or themes.
- **Notes** - make your own notes & use word webs and/or mind maps to reinforce and join up key points/concepts.
- **Talk through** the topic in your own words, try to visualise key facts in your mind. Consider using diagrams and pictures to memorise facts and figures.
- Set attainable **Goals and Targets**
- Know your **strengths** as well as weaknesses – be positive you can do it!
- **Success** – remember why you are studying so hard!

## 8. Early Intervention Policy

### 1. Assessment / Re-assessment (In the Senior Phase)

- (a) Pupils will normally sit NABs in exam conditions; that is under supervision and in a quiet place.

Pupils will normally be given a minimum of one week's notice of assessment. Any pupil who misses an assessment as a result of illness must provide an absence note. This should be given to the Principal Teacher Faculty. The school may ask for this to be backed up by a medical line. This will entitle the pupil to sit the assessment and to a re-assessment opportunity.

- (b) Re-assessment – normally pupils will have one opportunity for re-assessment. In exceptional circumstances it may be possible to offer a second re-assessment. These might include a family bereavement, significant illness or stress. In the first instance, the P.T. may decide on what constitutes “exceptional circumstances”. In the event of disagreement about the decision by parents / pupils the Year Head and, if necessary the Rector will be involved. Opportunities will be given for pupils to remediate any difficulties before re-assessment takes place.
- (c) Failure of the re-assessment will be communicated to the pupil's PTG, who, in conjunction with the faculty PT, will discuss with the pupil the options that are available to them. These will also be shared with parents/cares

## **2. Presentation for Exams**

- (a) Any pupil whose attendance falls below 75% may be advised not to sit the exam by the P.T. Such advice will be backed by classwork / assessment evidence

In the event of a disagreement with pupils / parents an appropriate Depute Head Teacher or the Rector will be involved.

- (b) Any pupil who misses assessments or re-assessments, or who fails them, may be advised by the P.T. not to sit the exam. Parents will also be advised of this advice

## **3. Conduct in exams / assessments**

- (a) Pupils should regard all assessments in the same way as exams. The same standards of conduct are expected. Any pupil caught cheating will be allowed to finish the assessment, but the mark will be discounted. P.T.s Faculty should inform the P.T. Guidance, the SQA Coordinator and the appropriate Year Head. The SQA Coordinator will advise the pupil/parents of the incident and consequences in writing. It should be noted that a pupil caught cheating in a NAB may be withdrawn from the SQA exam.

## **4. Disagreements**

- (a) Student and parents who disagree with recommended entry levels will be invited to discuss the issue with the subject PT and PT Guidance. Full information about the student's assessment record and progress in the course should be available for this meeting. Should the outcome of these discussions be that the student continues in a course or level against the recommendations of the school then this should be confirmed by standard letter (NQ2). If necessary the Year Head may be involved.

# **9. CAREERS' ADVICE**

Skills Development Scotland provides career guidance and career planning services to the school. The Careers' Advisers attached to the school are Bill Lindsay and Ruth Berry. They are employees of Skills Development and can be contacted at Inverurie Careers Office, telephone number 01467 623623.

Pupils in S4, S5 and S6 can request an individual interview with the Careers' Adviser by completing an interview request form. Individual interviews are timetabled throughout the year. Parents are welcome to come to the interview or alternatively to discuss the Career Plan which is given to the pupil following his/her interview. As part of the PSE programme careers' advisers will give advice to senior pupils.

Pupils with a Co-ordinated Support Plan or who do not have a plan but do have additional support needs will normally be interviewed by Ruth Berry, who may also attend Transition Review meetings for senior pupils.

Careers' Advisers are available for consultation at S4/5/6 parents' evenings and operate an appointment system

Prior to the school leaving date, a Careers or Employment Adviser will register leavers for help and advice on job search.

Pupils can continue to access help offered by Skills Development Scotland after they have left school. Employment Advisers can help those looking for employment by matching them to notified job vacancies and Careers Advisers can assist them to reconsider career ideas (e.g. after publication of exam results or following a period in employment or further education).

To help senior pupils with career planning and choosing their degree courses, trips have been organised in the past to visit Aberdeen University open day, The Higher Education Convention and Glasgow University Open Day. Various open days are advertised in school and pupils are encouraged to visit any they are interested in.

Useful careers related websites are:

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

[www.planitplus.net](http://www.planitplus.net)

[www.abcol.ac.uk](http://www.abcol.ac.uk)

[www.banff-buchan.ac.uk](http://www.banff-buchan.ac.uk)

[www.ucas.com](http://www.ucas.com)

[www.rgu.ac.uk](http://www.rgu.ac.uk)

[www.abdn.ac.uk](http://www.abdn.ac.uk)

## **10. LIBRARY**

The aim of the school library is to support the teaching of the curriculum and to cater for the individual needs of both staff and pupils ensuring that a wide range of relevant resources is available. The Librarian prepares information skills programmes in the techniques of enquiry and research. The Librarian works closely with teaching staff and is actively involved in the promotion of reading and preparing skills programmes. The atmosphere is friendly and welcoming and a level of discipline is maintained which tends to ensure a positive learning experience for all.

From their first year in school pupils are taught how to select and utilise relevant resources. By the time they leave school in sixth year they will also be familiar with the extensive collection of careers' materials and will be able to access resources from other libraries and well as from computer databases.

S1-S4 pupils are given regular timetabled periods to use the library as part of the English curriculum. The Librarian works closely with the English Department to promote and develop reader development. Pupils from all year groups regularly use the library for project work within subject departments.

Pupils are encouraged to use the library outwith class time and the library is open to all pupils during interval and lunchtime to do homework, quiet reading, use the computers, Nintendo DS, or take part in a club run by the library. The Library has access to the Internet and memory sticks are available for pupils to borrow.

## ADDITIONAL PUPIL OPPORTUNITIES

The school actively engages with local partners and offers an extensive range of activities. These opportunities take place outwith the normal school curriculum and are organised and run by staff and parent volunteers, as well as our community partners. Sessions usually take place at lunch times or after the school day until 6pm. Late passes are available for bus pupils who use the main bus routes.

The current activities offered are as follows :

Day	Activity	Venue	Time	For	Staff
Monday	<b>Cheerleading*</b>	Gym 1 PE Dept	3.45pm- 4.45pm	S1-S6	Mrs Yates Community Coach
Monday	<b>Football - Boys U13's</b>	Playing Fields & Games Hall, PE Dept	3.45pm- 5.00pm	U13's S1	Mrs Little Senior Pupils
Monday	<b>Football - Boys U14's</b>	Playing Fields & Games Hall, PE Dept	3.45pm- 5.00pm	U14s S3	Mr Massie
Monday	<b>Teen Spin*</b>	Garioch Sports Centre Via PE Dept	4.15pm- 5.15pm	S1-S6	Mrs Yates Community Coach
Monday	<b>Flash Mob Dance Club</b>	Gym 1 PE Dept	1.10pm- 1.40pm	S1-S6	Mrs Yates Senior Pupils
Monday	<b>Brass Ensemble</b>	Room 56 Music Dept	1.15pm- 1.45pm	S1-S6	Mr Fraser
Monday	<b>Celtacad</b>	Room 36 Music Dept	1.15pm- 1.45pm	S1-S6	Mrs Tierney
Monday	<b>Orchestra</b>	Assembly Hall Music Dept	3.45pm- 4.45pm	S1-S6	Mr Fraser
Tuesday	<b>Rugby</b>	Academy Field PE Dept	3.45pm- 4.45pm	S1-S2	Mr Lawson (GRG) Senior Pupils
Tuesday	<b>Rugby</b>	Academy Field PE Dept	3.45pm- 4.45pm	S3-S4	Mr Lawson (GRG) Senior Pupils
Tuesday	<b>Football - Boys U15's</b>	Academy Field & Games Hall, PE Dept	3.45pm- 5.00pm	U15's S3	Mr Hepburn
Tuesday	<b>Football - Boys U18's</b>	Academy Field & Games Hall PE Dept	3.45pm- 5.00pm	U16's U1 8's S4/5/6	Mr Watkinson
Tuesday	<b>Hockey</b>	Academy Field & Games Hall, PE Dept	3.45pm- 5.00pm	S1-S6	Mrs Yates Community Volunteer
Tuesday	<b>Hip Hop*</b>	Gym 1 PE Dept	3.45pm- 4.45pm	S1-S3	Mrs Yates Community Coach
Tuesday	<b>Girls Jogging Club</b>	Academy Field PE Dept	3.45pm- 4.45pm	S1-S6	Miss Walker Senior Pupils
Tuesday	<b>Singers</b>	Room 35 Music Dept	1.15pm- 1.45pm	S1-S6	Mrs Moggach
Tuesday	<b>Guitar Ensemble</b>	Room 36 Music Dept	1.15pm- 1.45pm	S1-S6	Mr Kellock
Tuesday	<b>Junior Celtacad</b>	Room 34 Music Dept	1.15pm- 1.45pm	S1-S3	Mrs Tierney
Tuesday	<b>Warhammer Club</b>	Room 51	12.50pm- 13.50pm	S1-S6	DR
Tuesday	<b>School Show Rehearsals</b>	Room 34	4.00pm- 6.00pm	S1-S6	Mrs Campbell



Day	Activity	Venue	Time	For	Staff
Wednesday	<b>Multi Sports Club Badminton</b>	Games Hall PE Dept	1.10pm- 1.40pm	S1-S6	Community volunteer Senior Pupils
Wednesday	<b>Netball</b>	Games Hall PE Dept	2.40pm- 3.45pm	S1-S6	Mrs Little
Wednesday	<b>Teen Gym*</b>	Garioch Sports Centre Via PE Dept	3.15pm- 4.15pm	S4 Age 15	Mrs Yates Community Coach
Wednesday	<b>Teen Gym*</b>	Garioch Sports Centre Via PE Dept	4.15pm- 5.15pm	S4 Age 15	Mrs Yates Community Coach
Wednesday	<b>Gospel Choir</b>	Room 35 Music Dept	1.15pm- 1.45pm	S4-S6	Mrs Moggach
Wednesday	<b>Junior Concert Band</b>	Room 55 Music Dept	1.15pm- 1.45pm	S1-S3	Ms Cook
Wednesday	<b>Pipes and Drums**</b>	Room 35 Music Dept	2.45pm- 3.15pm	S1-S6	Mrs Moggach
Wednesday	<b>Graphics Club</b>	Room 15 Technical Dept	1.10pm- 1.40pm	S1-S2	Mrs Bradley
Thursday	<b>Girls Rugby</b>	Academy Field	3.45pm- 4.45pm	S1-S6	Community Coach Miss Walker Senior Pupils
Thursday	<b>Wood Wind Ensemble</b>	Room 36 Music Dept	1.15pm- 1.45pm	S1-S6	Ms Cook
Thursday	<b>Concert Band</b>	Assembly Hall Music Dept	3.45pm- 4.45pm	S1-S6	Ms Cook
Thursday	<b>Spanish Club</b>	Room 4	1.00pm- 1.45pm	S1-S6	Mrs Fiddis
Thursday	<b>Film Club</b>	Library	1.10pm- 1.45pm	S1-S6	Library Staff
Thursday	<b>Homework Club</b>	Room 1	3.45pm- 4.45pm	S1-S6	Miss Brogan
Thursday	<b>Warhammer Club</b>	Room 51	12.50pm- 13.50pm	S1-S6	DR
Friday	<b>Dodgeball Club</b>	Gym 1 & 2 PE Dept	1.10pm- 1.40pm	S2-S3	Mr Cowie Senior Pupils
Friday	<b>Basketball*</b>	Games Hall PE Dept	3.45pm- 4.45pm	S1-S6	Kenny Gibb Mrs Yates
Friday	<b>The Chromatics</b>	Room 35 Music Dept	1.15pm - 1.45pm	S4-S6	Mrs Moggach
Friday	<b>Percussion Ensemble</b>	Room 36 Music Dept	1.15pm- 1.45pm	S1-S6	Mr Jones
Friday	<b>Hang Out on Friday Group</b>	Room 50	1.00pm- 1.45pm	S1-S6	Mrs Forbes
Friday	<b>Electronics Club</b>	Room 16 Technical Dept	1.10pm- 1.40pm	S1-S2	Mrs Bradley
Friday	<b>Book Club</b>	Room 18	1.10pm- 1.40pm	S1-S3	Miss Robinson Miss Dods
Friday	<b>Schools Out</b>	West Church Hall	12.50pm onwards	S1-S6	Rev Groves

## Young Enterprise Scotland

As part of the Company Programme run by Young Enterprise Scotland, a group of S6 pupils, led by a Link Teacher and a business advisor, start up a company selling either goods or a service. Each pupil takes on a specific role within the company and responsibility for the success of the company. At the end of the year, the profits are divided amongst shareholders. It is a fantastic opportunity for pupils to become involved in an enterprise activity and working together in this way develops communication skills and a high level of teamwork.

## **Community Service**

At Inverurie Academy we try to involve as many of our young people as possible in various community-minded activities. In this way we can draw their attention to the fact that there are many people in this country and abroad who are not as well off or as able-bodied as we are. Pupils are sometimes asked to support fund-raising activities which range from local needs, to supporting national organisations which depend on subscriptions from the general public, e.g. Action Aid, Poppy Appeal, Cancer Research, Heart Disease, Lepra.

In addition, on the last day of each term, pupils and staff are asked to dress down or to dress up and to pay £1 for the privilege. This non-uniform day raises money for charity.

By involving youngsters in as many of these activities as possible we hope to develop them as more caring citizens of the future.

### **Youth and Philanthropy Initiative**

The Youth and Philanthropy programme, (YPI) , is delivered by the RMPS department and has a broad focus on Responsible Citizenship that involves many areas of the curriculum. YPI is a programme of the Toskan Casale Foundation and is funded in Scotland by the Wood Family Trust S3 pupils are involved in identifying community needs, and researching grassroots charities that work to address those needs. They are then empowered to actively participate in the development of their community by visiting their chosen charity and raising awareness of the work they do and the positive impact they make through delivery of a group presentation. The course promotes a sense of responsibility, respect, and a commitment to building compassionate communities. Pupils work towards a finals evening when the winning presentation is awarded £3000 to donate to their charity. Last session, Inverurie Academy pupils won £3000 to donate to Grampian Opportunities in Inverurie, a charity that supports disabled people and people with mental health problems.

# GENERAL INFORMATION FOR PARENTS

## School Uniform

School uniform was introduced for all pupils at Inverurie Academy in January 2000 and revised in January 2012.

Pupils at Inverurie Academy should wear either a white, navy or black polo shirt with the school badge or a white shirt/blouse and school tie. Pupils may either wear a sweatshirt which should be navy or black in colour with the school badge or alternatively a v-neck navy or black sweater with the school badge or with a shirt and school tie. Girls may wear a shirt and school tie with a black cardigan. Boys should wear black dress trousers and girls should wear black dress trousers, skirts which should sit at or be longer than mid-thigh or city shorts of a similar length. Black or nude tights can be worn with skirts or city shorts. Plain black footwear should be worn. This includes shoes, trainers or boots.

S4-S6 pupils may wear a black or navy blazer with a school crest.

School ties and crests for blazers are available for purchase from the Inverurie Academy school office.

Other items of uniform may be purchased from Craigdon Sports, High Street, Inverurie and DFS, High Street, Inverurie.

### INVERURIE ACADEMY SCHOOL UNIFORM

#### TOPS

Polo Shirts	white, navy or black with school logo unless worn with a sweatshirt/jersey with logo
Shirts/Blouses	white
Sweatshirt	navy or black with logo
V-Neck Sweater	navy or black with logo unless worn with a shirt and tie
Cardigan	navy or black
School Tie	navy
Blazer (optional for S4-S6)	black or navy with the school crest

#### TROUSERS/SKIRTS

Boys	black dress trousers
Girls	black dress trousers/skirt/city shorts with black or nude tights

#### FOOTWEAR

Plain black

# Homework Policy

**A**s homework provides parents with an opportunity to take an active interest in their child's work, the Academy would like to spell out for parents the key aims of our homework policy.

These key aims are:

- to develop good study habits in a progressive way from S1-S6
- to promote the skills of enquiry, research, and organisation
- to promote the pupil's responsibility for her/his work and learning
- to promote parental involvement.

Homework may be set for a number of reasons such as:

- to enrich work done in school
- to allow preparation for future classwork
- to develop study techniques
- revision and preparation for assessments.

To facilitate the homework process, each pupil is provided with a planner. These planners are funded by the school. However, lost planners must be replaced and there will be a charge of £1.50 for any replacement. Pupils should take their planner to school each day so that they can record all their homework tasks. The planners also have space for parent comment and signature and we would ask parents to help ensure that they are being used effectively by their children, by checking them on a weekly basis and signing the planner at the appropriate place. The planner is also a useful check for parents to ensure that homework is done as completely and consistently as possible.

Guidance teachers and Subject teachers are there to help with this and the subject of homework is covered in Study Skills classes.

It is hoped that parents will complement classroom activities by encouraging, listening to, and discussing homework with their children. Gradually, as pupils move up the school years, the process should result in pupils becoming increasingly responsible for their own work and learning.

## Progress Reports

It is school policy to inform parents regularly of pupil progress and to do so in a meaningful way. There is a parents' evening for pupils of each year group once every year, and each pupil will be issued with a progress report yearly.

If, however, you want a progress report at any other time, then please contact your son's/daughter's Guidance teacher.

## Parents' Evenings

Parents' Evenings establish an important link between school and the home. Parents can visit the school, meet members of teaching and Guidance staff, discuss general and particular problems, review pupils' progress, and consult the school Careers Adviser on careers and job prospects. These evenings are organised on an appointments basis. Exact dates for parents' evenings will be given in the school calendar a copy of which is distributed to all parents at the beginning of each session. In addition the school runs Parent Information Evenings to deal with issues specific to each year group. These cover subjects such as exam course choices; curriculum developments and information regarding transitions.

## Positive Behaviour

Good behaviour is an essential aspect of a happy and successful school. Through our PSE programme, school assemblies and our pastoral support system pupils are encouraged to develop positive relationships with each other and with members of staff. The school expects the highest standards of behaviour from its whole community and these expectations are shared with all members of the school. When conflicts arise the school is increasingly using restorative practices to resolve them.

## Behaviour Support Systems Policy

Inverurie Academy is a community of over 900 people working in close contact with one another. Our aim of providing an education in an atmosphere of security and support can only be achieved when each person understands and considers the welfare of every other person. Because pupils spend a relatively short time in school compared with time spent at home or with friends, their behaviour is affected by outside influences. Our code of behaviour is based on principles that would find general acceptance both in and out of school.

### The Principles

Do as you would be done by.

Be polite to other pupils and members of staff.

Avoid any confrontation.

Avoid any behaviour, action, dress or manner which is –

- dangerous;
- provocative;

- causes offence;
- prevents or disrupts others from doing work.

Organise yourself so that you bring to school everything that is relevant to the school day, but nothing else.

## **How we support pupils**

Our Behaviour Support Systems Policy covers five aspects of pupil support in the school: Praise Systems, Support System, Serious Incident System, Homework System and Uniform System. The Praise System is that which informs the ethos of Inverurie Academy and ranges from the natural praise given on a daily basis in the course of a pupil's day, to the issuing of a Praise Stamp and the awarding of House Points to a pupil or to a class. We are well aware that acknowledgement of success, in whatever field, breeds more success, and we embrace this.

Of course, we also have to acknowledge that the disruption of teaching and learning by a small number of pupils can be upsetting both for the other pupils in the class and for the teacher. Our Support System is based on four levels of seriousness, ranging from a caution from the teacher at Level 1, to full-scale Senior Management involvement with parents and pupil at Level 4, with the possibility of complete withdrawal from class or exclusion being considered. At each level, the pupil will be given a chance of help to reflect on what s/he can do to prevent any further moving up of Levels. Parents will be involved from Level 3.

We also have a Serious Incident System which warrants immediate referral to Senior Management and the involvement of parents. This would cover such misdemeanours as swearing at a teacher, involvement in drugs, offensive weapons, etc...

Our Homework System depends on parents becoming involved from the beginning with their children's homework, but we involve parents officially at Level 2. At Level 4, continuing failure to do homework will warrant noting in the pupil's record.

Finally, our Uniform System, which has done so much to raise the standard in school and has had such overwhelming support from parents, forms part of the Behaviour Support Systems' Policy. This is also administered on Levels, with First Level Guidance Teachers checking uniform in the first instance, and moving up to involve parents at Level 3 with Guidance Staff, and with Senior Management involvement at Level 4. As with other systems, encouragement and a chance to reflect will be given to the pupil at each stage.

All our deliberations have been careful and took a cross-curricular committee of staff more than a year to ensure that they were in line with current educational thinking and that they answered the demands of the Scottish Executive Education Department. Please note that these are systems of support to allow your boys and girls to reach their full potential. As policy, they apply to every member of the Inverurie Academy community.

## **Anti Bullying**

The school takes any suspected incidents of bullying very seriously. The theme of anti bullying is revisited on a regular basis in PSE classes and in morning assembly periods.

## Punctuality and Attendance

We firmly believe that good attendance is vital for our young people's education. There are clear links between good attendance and good attainment. We all - parents, teachers and society as a whole - have a responsibility to encourage the positive attitudes towards learning which result in good attendance.

Parents also have a responsibility for ensuring that their children attend school. If, however, parents wish children to be absent for a family/personal reason, they should notify the school in advance. It is then the individual pupil's responsibility to ensure that class teachers are informed and work which will be missed is covered. Approval for such absence should be sought from the Rector of the school. The school has the right to refuse an absence request should the pupil have unsatisfactory records in performance and/or behaviour.

Given that school holidays are now more evenly spread throughout the year, we would discourage parents from arranging extra holidays during term time. Any such request, if it has to be made, should be put to the Rector in writing well before the extra holiday takes place. Such holidays will usually be coded as unauthorized absence in our absence monitoring database.

We monitor attendance very carefully at the Academy through our First Level Guidance (registration) system and our period by period attendance checks. Prolonged unexplained absence, truancy or patterns of absence are referred to Guidance Teachers. We have found, however, that parental support is an essential part of helping pupils with problems of poor attendance.

A child will be counted as truanting unless a written explanation of their absence is received. Inverurie Academy has an annual attendance rate of around 90%. The small number of children who have exceptionally high absence rates receive particular support and attention from Guidance staff. If lateness persists the school will involve parents in devising strategies to improve the pupil's timekeeping.

Punctuality is most important, and is the most frequently asked question by employers when asking for a reference. Persistent lateness will be addressed in cooperation with parents.

## Keeping in Touch - Reporting Pupil Absences

The school has installed a dedicated answering machine to record absence messages. The number is **01467 626399**. All absences should be reported to this number between 8.00-8.30a.m. Please keep your message brief and only include the following information – pupil name, register class and reason for absence.



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

**Seemis Text Messaging** gives us the ability to send text messages direct to your phone. We require parents/carers to provide a number that we can use to send text messages to. The number needs to be one which accepts texts messages and although this will usually be a mobile phone, it can be an ordinary digital phone. We primarily use the system to advise that your child is not in school and we have not been notified in advance. This helps to improve attendance and to make sure that children are safe. The system can also be used for urgent messages such as school closures due to poor weather. It is important that contact numbers are kept up to date, so please remember to let the school office know if your telephone number changes at any time.

All text messages sent from school will display +447624810410 at the top of the message. We will be able to see from the school system when the message has arrived in your phone and will know you have received it (you can reply via text to these messages). If we are asking for information, please confirm that information in the normal way i.e. by letter to the school.

To summarise:

- **If you know your child is going to be absent from school please let us know in advance on 01467 626399.**
- **Should your child be absent and we have not been informed you will receive a text message to the phone number you have provided.**

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

# Keeping In Touch - Home-School Communication

## Partnership working

Partnership and dialogue with parents and carers is very important to the school. We recognise that in such a large organisation you need to know who is best placed to receive your comment and to take it forward for appropriate action as required. This section aims to highlight the most effective and efficient channels of communication for you to use in order to initiate feedback or to give us your opinions. We welcome all communications between home and school and value your interest in your child's education. By working together, we can ensure your child's experiences are as positive as possible.

## Compliments

Compliments about staff, pupils or the school in general are welcomed. Positive feedback helps people feel that their efforts have been appreciated, makes people feel good about the work they are doing, and enhances the reputation of the school. It is always good to receive such feedback, whether verbally or in writing.

## Concerns

We recognise that there may be times when you are unhappy with some aspect of the school's work. At those times, we aim to resolve issues as quickly and thoroughly as possible, minimising disruption to learning and teaching as much as we can.

## Raising Concerns

Your child's Guidance teacher is the most appropriate person to progress a concern involving your child. If you have a concern, telephone the school (01467 621655) and ask to speak to your child's Guidance Teacher:

<b>Barra House</b>	<b>Ms Geraldine Harwood</b>
<b>Crichie House</b>	<b>Mrs Susan Stuart</b>
<b>Davah House</b>	<b>Mr Graham Hepburn</b>
<b>Harlaw House</b>	<b>Mr Alan Johnston</b>
<b>Selbie House</b>	<b>Mrs Debbie May</b>

If the Guidance teacher is unavailable, office staff will pass on a message and he or she will return your call. In most cases, this will happen soon after your call and certainly within two working days. The Guidance Teacher will make every effort to resolve the concern you have raised and will report back to you. In certain circumstances it may be appropriate to speak to the Depute Rector in charge of welfare and pastoral care, Mr Graham Ritchie

## Unresolved Concerns

If the concern remains unresolved, you may ask the Guidance teacher to pass the matter on to the Depute Head Teacher linked to your child's year group:

**S1 / S4      Mr Ian Hamilton**  
**S2 / S5      Mr Graham Ritchie**  
**S3 / S6      Mr Stuart King**

The Year Head will review what has already been done and take any further action if that is necessary. This will be reported back to you.

Should you remain dissatisfied with the response, please ask for the matter to be referred to the Rector, Ms Evans. The Rector will then investigate your on-going concern and report back to you. Above all, we hope that all concerns can be resolved within the school, by school staff.

If, after this process, you are still dissatisfied with the school's response, the Rector will advise you to contact the appropriate Local Authority representative – the school's Quality Improvement Officer (QIO) - and will record any complaint on Aberdeenshire Council's complaints database.

The QIO will then assume responsibility for investigating the concern and any further contact you make with the school about the matter will be passed to him or her. It would not be appropriate for us to respond to you directly at this stage unless directed to do so by the QIO.

The QIO will contact you to discuss your complaint and will advise you of the Council's complaints procedures. The QIO contact details are:

Mrs Audrey Hendry, (QIO), Education Learning & Leisure Service, Gordon House, Blackhall Road, Inverurie AB51 3WA Tel: 01467 628066

## Concerns not involving your child

If you wish to raise such a concern, you may either telephone the school and ask to speak to a Depute Rector, or contact us via e-mail at [inverurieaca@aberdeenshire.gov.uk](mailto:inverurieaca@aberdeenshire.gov.uk). Your concern will be dealt with and you will be given general feedback about any action taken. Rules about confidentiality prevent us from giving detailed feedback about individual pupils or staff. Again, we would aim to deal with your concerns at school level, but if you remain dissatisfied with the school's response, you should contact the QIO as before.

## Feedback Timeline

Investigating concerns fully and professionally takes time. We aim, however, to give initial feedback on any concern within two working days, whenever possible. Where a more detailed investigation or more detailed response is required, this will be provided as quickly as possible and usually within 20 working days.

If and/or when the Rector becomes involved in dealing with unresolved concerns or particularly complex and/or serious concerns, written feedback will be provided within 20 working days. All complaints will be recorded and action taken will be noted.

## **Abusive Complaints**

Many people find raising concerns stressful but most do so in a calm and reasonable way. If a complaint is made to a member of staff in an aggressive and/or abusive way, the member of staff will advise the caller that the call will be terminated if this continues. Should this happen, the Rector will be informed and appropriate action taken, if necessary.

## **Pupil Contact**

Parents are asked to contact their children during the school day through the office staff **only** in cases of emergency. With over 900 pupils in school, it is very time-consuming when staff have to seek pupils out to deliver non-urgent messages from parents. Parents are asked **not to** contact their children by mobile phone during class time; indeed, pupils' phones should be switched off during classes so no communication should be possible. To ensure authenticity, parents are requested not to send absence notes by e-mail.

## **Mobile Phone Policy**

As with all unnecessary equipment brought to school, we cannot guarantee the safety and security of mobile phones. If a pupil chooses to take a mobile phone to school it is his/her responsibility to look after it. Whilst the school would always condemn theft or vandalism, if a mobile phone were to be stolen, we would advise the pupil to inform his/her parent/carer and parents/carers should inform the police.

If a pupil does take a mobile phone to school, it must be switched off and out of sight (ideally in a bag) at all times while the pupil is in school buildings. If a pupil takes out, uses a mobile phone, or it rings in class it will be confiscated by the teacher. The pupil may then retrieve it from the school office at the end of the school day. If a pupil were to repeatedly have his/her mobile phone confiscated then it would only be returned directly to his/her parents/carers, and appropriate disciplinary action taken on the grounds of disruption to classes. The same would apply in any situation where a pupil was abusive, argumentative or aggressive towards a member of staff who confiscated his/her mobile phone.

Mobile phones must not be used to photograph or record images of fellow pupils or staff. Anyone using their mobile phone to harass, bully, harm, offend or abuse others, will face severe disciplinary action or even prosecution.

## Photography and Video Recording of Pupils

It is possible that pupils may be videoed/photographed in school. This could be as part of classroom activities, extra-curricular activities or press/public relations.

As part of the enrolment procedure in Aberdeenshire schools parent/carers will be issued a form requesting permission for the child to be photographed or videoed. This information will be made available to staff.

## Data Sharing Protocol with the SQA and Police

**Grampian Police:** Inverurie Academy occasionally receives requests from the police for addresses and telephone numbers of pupils.

The school only releases this information once senior staff have been satisfied that such information is necessary for an investigation into a crime or for prevention of a crime; and if the information may lead to the apprehension and conviction of somebody involved in criminal activity.

A record of all requests for information is held in school.

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

## Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services. A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government. The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

## Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

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

# School Closure Information

In any school closure emergency (snow or otherwise) we would like to be sure that when pupils are sent home they can gain access to the house or they have a friend or relative they can go to if parents are at work. In the event of severe weather some buses may not run. If this happens please do not bring your son or daughter into school as we will have no way of getting them home in the event of an early closure. Any change in emergency addresses should be notified to the school to ensure that each pupil can be accommodated in Inverurie if necessary.

There are four options for finding out whether or not the school is open or closed.

## 1. Telephone Information Line

The line can handle 10,000 calls per minute. The number is **0870 054 4999**. You will be asked for the school PIN number. It is **021060**. Once the PIN number is entered, simply follow the instructions (you need a push pad telephone to do so). Every effort is made to update the helpline as soon as information becomes available.

## 2. On line/Website

The website is at [www.aberdeenshire.gov.uk/closures](http://www.aberdeenshire.gov.uk/closures) The website is easy to use and, again, the information will be updated at regular intervals as appropriate.

## 3. Radio Announcements

Local radio stations will continue to announce closures (in fact, the website is linked to these radio stations, and when the school updates the message on the site it is automatically e-mailed to them).

The radio stations are:

BBC Radio Scotland	FM 92.5-94.7
	MW 990
Northsound 1	FM 96.9
Northsound 2	MW1035
NECR (North East Community Radio)	FM102.1
Waves	FM101.2
Original 106	FM 106

## 4. Text Messaging

You may receive a text message from the school in the event of an emergency school closure.

## **Substance Abuse - Drugs and Alcohol**

**T**he school continues to run a drugs and alcohol education programme throughout the Social Education classes. In PSE pupils are given guidance on the dangers of drugs and other illegal substances and advice about how to avoid them. Inverurie Academy will endeavour to give the best advice to pupils.

Aberdeenshire Council has asked schools to make parents and guardians aware of what will happen should a pupil be found in possession of a suspected illegal substance or if there are reasonable grounds to suspect that a pupil is in possession of an illegal substance. Key aspects have been summarised here for the advice of parents and guardians of pupils.

1. If a pupil is in possession of an illegal substance, or if there are reasonable grounds to suspect this, then the pupil will be detained under constant supervision.
2. Parents will be informed and asked to come to school immediately.
3. Police will also be informed and asked to come to school.

We wish never to have to use these Guidelines but it is only right to forewarn parents of all possible problems in the current climate.

## **Substance Abuse - Smoking**

It is illegal for anyone under the age of 18 to buy smoking materials or have them bought for them. Therefore, no pupils should bring any smoking materials into school. If any pupil is found with such material then they will face sanctions in accordance with the School's Discipline Policy and may be reported to the police.



## Pupil Work Permits

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

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

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

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

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

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

## Insurance

**A**berdeenshire Council Education Department does not hold an all-inclusive insurance policy covering all pupils at all times. There is no automatic compensation to pupils in the event of a personal accident or death and no insurance to cover loss of property or damage to school premises.

Policies exist to cover vehicle accidents, employers' liability and circumstances where a third party (e.g. a parent of a pupil) suffers injury, illness, loss or damage arising from the negligence of the Council or its employees.

In general terms, the Education Department is only liable if negligence can be proved. Special insurance policies are taken out to cover pupils during holiday trips.

Parents can take out a Personal Accident Policy, as recommended by the National Confederation of Parent Teacher Associations, further details of which can be had from 2 Ebbsfleet Estate, Stonebridge Road, Gravesend, Kent DA11 9DZ.

## **School Trips**

School trips, which can bring an added dimension to pupils' education, have been organised in past years to places such as France, Italy, Germany, Spain, Finland and Iceland. Next year a party of pupils will visit St Petersburg and Moscow in Russia.

Parents should be aware that when pupils go on school trips they are not only expected to abide by school rules, but are also expected to assume mature responsibility for their own behaviour.

## **INVERURIE ACADEMY PARENT COUNCIL**

Inverurie Academy Parent Council is a group of parents, teaching staff, school pupils and community representatives who meet, once or twice each term, to discuss general matters relating to the school.

The role of the Parent Council is to support the school by encouraging links between the school, parents, pupils, pre-school groups and the wider community. It is a dynamic and interactive venue, in which School representatives report, explain and seek opinion on School policies at teaching and management level, while parents raise widespread concerns and offer practical support. Pupil representatives offer perspective on issues from their constituents, the pupils themselves. Parent members of the Council represent the views of the Parent Forum (i.e. all parent and carers of pupils at the Academy), and report back to parents on issues discussed at meetings. The involvement of community members promotes good local relations and draws in support from business and other community organizations. The local councillor provides direct access to the Education Authority and to Aberdeenshire Council generally.

Every member of the Inverurie Academy Parent Forum is welcome to attend the Parent Council meetings. Some people attend regularly, others come to discuss particular issues, and some attend only once to find out what it is all about. However, not everyone can attend meetings, and there are many different ways of becoming involved: you could help at or even organize an event in aid of school funds; you might have business contacts through which equipment, funds or training could be sourced; or you might be able to pass on useful ideas or resources that you have found helpful to your child's education. Everyone has something to contribute.

Further information about the Parent Council can be found on the Inverurie Academy website or you can contact our Secretary, Dr Paul Schlicke, at [inverurieacaparentcouncil@yahoo.co.uk](mailto:inverurieacaparentcouncil@yahoo.co.uk).

## **FREQUENTLY ASKED QUESTIONS**

### **What transition arrangements are there in place from Primary School into S1?**

Pupils coming to Inverurie Academy from Primary schools bring seven years of school based learning with them. Throughout S1 and beyond we strive to build upon prior experience and to help develop the skills and talents of our pupils. The Academy and its associated primaries have a very good working relationship and there is joint working and developments in a number of curriculum areas. In particular we are working together on literacy, numeracy and technology. Inverurie Academy and its Associated Primary Schools aim to make the transfer of students from primary to secondary school as smooth as possible. Support for Learning staff from the Academy working in the Primary Schools liaise with their Primary colleagues, gathering information about individual pupils strengths and development needs of pupils. During May, members of the Guidance Team along with some of our current S1 pupils visit each associated primary to talk to P7 pupils and to answer their questions. The Guidance, SFL staff and deputies responsible for pupil support and transition meet to discuss the information that has been gathered and this helps to inform decisions regarding the composition of the new S1 classes.

All Primary 7 pupils spend three days at the Academy in June where they meet their new classmates and teachers and follow attend classes.. Pupils have an opportunity to tour the school, meet teachers, take part in lessons and become involved in team building and social events with their peers. During the three induction days pupils meet their Guidance Teacher and together they work on a team-building enterprise activity supported by their class S6 buddies who look after the P7 on each day of the visit. The S6 buddies allocated to each S1 class also look after the new S1 for the first two weeks of term and they help the new S1 settle into Academy life. During one of the three days of the induction visit all P7 pupils take part in a team-building problem-solving day of activities with contributions from different subjects. There are two P7 Parents Evenings one in February and one in June. During these evenings parents will meet all members of the Senior Management, the Principal Teachers of Guidance and the Principal Teacher for Support for Learning. Information is given to parents on the transition process, the curriculum and the school and any questions parents may have are answered. A tour of the Academy with S6 buddies also takes place on the first evening.

For parents of pupils with additional learning support needs, the move to Inverurie Academy from Primary can bring particular challenges and anxieties. The Principal Teacher of Support for Learning attends the P7/S1 Parents' Evening and organises an extensive transition programme to address some of those anxieties. Support for Learning staff from the Academy work in Primary schools, teaching pupils alongside the P7 teacher. In this way SFL staff build up a knowledge of the strengths and

support needs of individual pupils in Primary school. This information gathered throughout the year, is discussed in order to assess how support for learning can best be deployed in S1 classes. Pupils with additional support needs are offered individual or small group visits to the Academy prior to the three day induction visit in June.

### **What transition arrangements are there in place from an existing secondary school into Inverurie Academy ?**

Parents would normally follow the enrolment procedures outlined earlier in this handbook in the first instance. As part of these procedures Inverurie Academy will contact the pupil's previous school and arrange for the transfer of school records. We would also speak to the pupil's previous guidance teacher so we are fully conversant with the pupil's academic progress. Any on-going educational needs would also be discussed with the pupil's previous school

### **What happens if a pupil is late?**

Attendance and punctuality are taken very seriously at Inverurie Academy. Attendance information for every pupil is stored on the Academy's computerised administration system (SEEMIS).

Each morning between 8.40 and 8.50am attendance is checked during the registration period. Thereafter, attendance is checked by each class teacher during the day. Pupils who have been absent should bring an explanatory note from parents on their first day back at school. Patterns of absence, unexplained absence, or absence from particular classes will be investigated by Principal Teachers of Guidance and/or a Depute Rector. It is helpful if parents contact the school to let us know **if absences are to exceed 3 days**.

Pupils arriving in school later than 8.50am must sign in at the main office. Persistent lateness is treated as a disciplinary matter.

### **How does the school deal with unacceptable behaviour?**

In order to allow pupils to reflect and correct unacceptable behaviour the school operates a level system. At each level there is an opportunity with reflection and different interventions.

Level 1 is normally issued by the classroom teacher and targets are set for pupil

Level 2 is again issued by the class teacher indicating that unacceptable behaviour is continuing.

Level 3 unacceptable behaviour is continuing and pupil is now to be dealt with by head of faculty and the Principal teacher is informed. If there are a number of level 3 s from different sources parents may be asked to come into school to discuss the situation

Level 4 This level is normally dealt with at year head level and would normally be in consultation with parents

Under normal circumstances these levels would run sequentially with opportunities for the system to stop at any level but certain behaviour may necessitate levels being skipped and indeed extreme behaviour may the level system being by-passed and the school considering exclusion.

Reaching level 3 or 4 is likely to be dealt with by a period of detention. Faculties can run their own detention schemes at intervals and lunchtimes and the school runs a lunchtime detention on Mondays. Parents will be informed by letter of school detentions. In all these circumstances sufficient time will always be given for the pupil to have lunch and have the necessary breaks.

## **Exclusion**

Exclusion is the school's only major sanction and is reserved for the most serious behavioural problems. Exclusion is not used without careful consideration and comes at the end of a whole series of misdemeanours. Exclusion is usually the final stage after a series of sanctions have been used, sanctions of which parents will have been made aware, but which have clearly not worked.

When this ultimate stage occurs, pupils are seen by the Rector to establish the facts.

The Rector or Depute Rector then contacts parents by phone and pupils are sent home with a letter stating the facts and asking parents to make an appointment. It is often the case that once an assurance is given that behaviour will conform to school rules, then the pupil is allowed to return to school.

Exclusion may be for:

- a. **Short-term** - maximum of 6 days with automatic re-admission;
- b. **Conditional** - re-admission dependent upon satisfactory assurances from pupil and parents which could include agreement to future involvement of Child Guidance or Social Work Services;
- c. Recommending a **Removal from the School Roll**: The Quality Improvement Officer may decide to remove a child from the roll and agree and arrange a second start in another school or alternative educational provision.

### **What do pupils do with their belongings?**

Obviously, pupils need to bring certain everyday items to school - such as pencils, pens, ruler, eraser. Pupils should, however, bring only what is necessary. Valuables must never be left lying about on desks, in cloakrooms, changing rooms or in an unattended school bag. The school has a limited number of pupil lockers which can be hired on an annual basis for £2.

During Physical Education classes, pupils must hand any valuables to their teacher for safe-keeping.

### **What if a pupil loses something?**

You must report your loss to the school office or to the janitor.

### **What do pupils wear to Physical Education?**

PE Kit - Indoors: Shorts, cotton tops, socks and indoor training shoes.  
PE Kit - Outdoors: Shorts, cotton tops, socks, tracksuit, warm top, outdoor training shoes or football/hockey boots.

### **What happens if a pupil is unfit for physical education?**

Applications for exemption from physical education or games for periods of from one day to one month should be made by the parent or guardian in a letter to the physical education class teacher. Periods over one month require a medical certificate.

### **Does the school offer instrumental instruction ?**

Pupils have the opportunity to receive Instrumental Instruction in the following areas:

Piano, guitar, violin, viola, 'cello, doublebass, trumpet, cornet, tenor horn, French horn, euphonium, baritone, trombone, tuba, flute, clarinet, oboe, saxophone, bassoon .

Pupils are withdrawn from class for tuition on a weekly rota basis. Lessons are normally offered in small groups. Because of the high demand for tuition combined with a limited number of places and instruments, selection procedures have to be implemented in some cases

Fees for tuition are payable termly and are currently Group - £45 and Individual - £67

If tuition changes from a group to an individual basis, fees will only be increased to the individual rate at the start of the following term.

Pupils are exempt from charges if they are entitled to free school meals. For more information please see the “A guide on how to obtain Free School Meals”, available from schools or online at [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)

### **What work do pupils undertake if the school is closed for any reason?**

If the school is closed, for example because of adverse weather, there is an expectation that all pupils make the effort to continue to study. Teachers will provide guidance about this, but pupils should as far as possible make a study plan. Activities can be found from a number of sources such as

- GLOW (school, Aberdeenshire and national pages),
- Other online resources such as My Maths, SQA, Bytesize,
- Teacher provided activities,
- Revision of coursework,
- Past exam papers,
- Finding out about future coursework topics (e.g. researching a topic you know will be coming up in a particular subject).

### **Is my child eligible for school transport ?**

Entitlement to school transport is determined by Council Policy on walking distance criteria of 3 miles for secondary pupils. Transport will only be provided to/from the zoned school for the permanent home address.

“Walking Distance” is measured using the shortest available walking route from the home gate to the school gate using public footpaths, walkways and other recognised tracks/paths.

Where entitlement to school transport is granted, a travel pass will be forwarded direct to the pupil’s home address. Contractor details will be notified at this time.

If a pupil is coming into S1 at Inverurie Academy from one of our Inverurie Network Primary Schools, parents will be issued with relevant transport forms as part of the enrolment process

Parents should await receipt of a travel pass before contacting hirers for pick-up time information.

Further details can be obtained from:

- Aberdeenshire Council Website  
<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

- The pupil and parent school transport information booklet
- The Public Transport Unit at Woodhill House, Aberdeen  
email: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

Buses are timed to arrive at Inverurie Academy between 8.20 am and 8.35am allowing pupils plenty of time to get to their registration rooms by 8.40 am.

Parents should check the departure time of the bus their child would use and if the pick-up point is somewhere along the bus route the earliest time that the bus can be at that point. Children often arrive at school rather wet as a result of waiting in the rain for the bus. A light-weight waterproof which can be carried easily in a school bag is ideal for such occasions.

Children should follow any instructions given to them by the bus driver without argument. Repeated failure to do so could result in the withdrawal of the ticket issued by the Authority. This could also be the case in instances of bad behaviour or vandalism; the parent would then be responsible for the child's transport to school.

Pupils should carry a valid bus pass with them at all times as drivers are required to make checks. Pupils without a bus pass may be asked to pay their fare. The loss of a bus pass should be reported to the school office so that arrangements can be made to replace it. There is a replacement charge in operation.

Pupils who wish to remain in school after 3.40 pm, or 2.45 on a Wednesday (e.g. to play sport, attend excursions and visits, choir practice, etc) can obtain a late bus pass from the school office at 3.40 pm. Only in special circumstances will bus passes be issued earlier in the day.

### **What are the arrangements for pupils arriving by car?**

The safety and well being of pupils is a prime concern for the school. Part of this is to minimize the interaction of pupils with vehicular traffic. **If you are bringing pupils to school by car you must not bring your car into school either at the Jackson Street entrance or at the West Church entrance.** Pupils can be safely dropped off at either the Swimming Pool Car Park or in the Square beside Boots the Chemist. Both of these locations allow pedestrian access to school.

Both the police and the local authority's Health and Safety representatives have insisted that the above arrangements are adhered to.

### **When should pupils arrive at school in the morning?**

The obvious answer is in time for the start of school at 8.40 am. However, it may be more convenient for you to drop your child off at school earlier than that. It has to be pointed out that there is no official supervision of pupils by staff until about 8.35 am. Staff may well be in school before 8.30 am and



while they would deal with any emergency that might arise, they are not there to supervise.

**What happens if the bus is late in the morning?**

Pupils should wait at least 15 minutes if their bus is late in arriving. Thereafter they should return home.

**What happens if a pupil misses the bus at the end of the school day?**

Anyone who for any reason misses his/her bus should go back to the school office where staff will phone home to inform parents and assist in making alternative transport arrangements.

# FACILITIES INFORMATION

## Catering

There are two main catering areas with Inverurie Academy:

- The Dining Room
- The Barra Base

### The Dining Room

Situated at the far end of the school, the canteen is open for breakfast, break time and lunch service. Pupils can choose from a wide daily selection paying individually for each item chosen. Catering provided includes both traditional meals and a range of tasty snack and hand-held options.

Regular theme days are a popular feature in the dining room and these can include Italian, Chinese and Home-made Burger Days. A combination of express style counters and cashless catering systems as the means of payment help lessen queuing in the dining room.

### The Barra Base

At the opposite end of the school the Barra Base is open at break time and also for lunch service. This is a less formal outlet mainly offering a range of tasty snack and hand-held options.

A pre order kiosk is located just outside the Barra Base. Pupils are able to order and pay for a snack lunch during the morning for quick collection at lunchtime, particularly for pupils attending clubs and activities, etc.

There are also vending machine facilities offering refreshments and snacks available at the Barra Base.

### Cashless Catering

The Academy moved to cashless catering in Spring 2012. This is a system allowing for pupils and staff to pay for meals without handling cash at the Point of Sale (POS)

Pupils will use their National Entitlement Card (NEC) to be identified at the Revaluation Units and Point of Sale (POS) terminals. This is the preferred method.

Pupils and staff in Secondary Schools can be supplied with their own unique PIN number which gives them an alternative method of being identified.



At POS a photograph is displayed to identify the pupil/staff member so staff can confirm that the correct PIN number has been used.

## 2. Payment

- a) Pupils can top up their cards at the revaluation units in the school.
- b) Cheque payment is made out to '**Aberdeenshire Council**' via the Catering Office. The full Name and class group of the pupil should be written clearly on the back of the cheque. This will enable the Catering Office to accurately identify the pupil account in which to place any payment by cheque.
- c) You may add monies or top up the balance of your child's Cashless Catering account via the Council's website. This saves your child carrying money to school.

To add money start by going on-line to:

[www.aberdeenshire.gov.uk/payschoolmeals](http://www.aberdeenshire.gov.uk/payschoolmeals)

- You will be presented with an online form.
- Enter your child's details into the form.
- You will be asked for your Debit/Credit card details and the amount that you wish to pay into your child's cashless catering account. Payment by credit card will incur an administration charge.
- Once you have completed all fields press **SUBMIT**
- Payment will be processed and you will receive a payment reference number via e-mail.
- Payment will normally reach your child's cashless catering account within 1 hour.

### Benefits of Cashless Catering

- Provides a convenient way to pay for School Meals.
- Queuing time is reduced as speed of service is improved.
- Ensures that money given to pupils by parents is spent in school.
- Automatic Free Meal allocation with pupil anonymity preserved
- Provides detailed information about choices made by pupils.
- Allows parents to place dietary restrictions for medical reasons onto cards.
- Detailed reports can be provided which analyse all aspects of the system.

### To obtain a School Meal

Pupil's present their card or enter their PIN number at the point of sale till. A display will show the server the pupil's name, photograph, class and current cash balance held within the system.

The selected food items will be entered into the system and the amount spent and new cash balance will show up on the display.

A display at the point of service till allows pupils to see their total spend and balance.

### **Information for pupils entitled to 'Free School Meals'**

The system works the same for all pupils whether they pay or qualify for Free School Meal entitlement. Every pupil has their own unique account for using the system.

The amount allocated for the Free School Meal will be entered into the system by the software daily and will only be accessible at dinner break.

A pupil can also add extra cash onto their card by using the same methods as other users to enable them to purchase additional items throughout the day.

# Information for Parents on School attainment 2011/2012

The following three pages give selected data concerning the attainment of pupils in the SQA examinations. The first page shows Inverurie Academy's attainment; the second shows aggregated figures for all schools in Aberdeenshire; the third shows the figures for Scotland as a whole.

The same attainment data is shown for the school, Aberdeenshire and Scotland allowing comparisons to be made.

## **For S4 :-**

The percentage of pupils achieving at least 5 awards at level 3 or better  
The percentage of pupils achieving at least 5 awards at level 4 or better  
The percentage of pupils achieving at least 5 awards at level 5 or better

## **For S5 :-**

The percentage of pupils achieving at least 1 awards at level 6 or better  
The percentage of pupils achieving at least 3 awards at level 6 or better  
The percentage of pupils achieving at least 5 awards at level 6 or better

## **For S6 :-**

The percentage of pupils achieving at least 3 awards at level 6 or better  
The percentage of pupils achieving at least 5 awards at level 6 or better  
The percentage of pupils achieving at least 1 awards at level 7 or better

Each of the figures is a percentage of the S4 roll that group of pupils were in. The qualifications included in each level are explained in a table on each page of data.

## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

<b>School:</b> Inverurie Academy	<b>Id No.:</b> 110 - 5231639
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### *Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session*

2009/2010	2010/2011	2011/2012
78	78	74

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

#### *(2011/2012 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
96	92	96	87	88	88	45	40	48	

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
50	53	45	33	31	26	14	14	11	

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
37	42	40	23	29	28	15	19	17	

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

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

## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

**Education Authority:** Aberdeenshire

***Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session***

2009/2010	2010/2011	2011/2012
69	71	70

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

***(2011/2012 results are pre-appeal)***

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
94	93	93	84	83	83	41	40	39	

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
45	48	47	26	30	29	12	13	13	

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
35	36	39	24	25	27	17	18	19	

***For Information:***

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

## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

### National Data

*Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session*

2009/2010	2010/2011	2011/2012
72	75	77

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

*(2011/2012 results are pre-appeal)*

#### Percentage of the relevant September S4 roll achieving:

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	92	93	94	78	79	80	36	36	37

#### Percentage of the relevant September S4 roll achieving:

By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	43	45	46	25	26	27	11	12	13

#### Percentage of the relevant September S4 roll achieving:

By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	33	35	36	22	24	25	15	16	16

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

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



# School Improvements

How did we improve the school in 2011 – 12 ?

Improvement Priority	Progress made and brief summary.
<p><b>Developing the curriculum in line with Curriculum for Excellence.</b></p>	<p>Very good –Revised curriculum for S1-3 in place and in line with national and local guidance. A comprehensive audit of level 3 Experiences and Outcomes was undertaken and working groups established to take the outcomes forward in Broad General Education phase. Plans progressed for senior phase in line with national and local guidelines.</p>
<p><b>Getting it Right for Every Child</b></p>	<p>Good – Recommendations of the GIRFEC review group formed helped establish more effective processes and clearer responsibilities.</p>
<p><b>Self-evaluation</b></p>	<p>Good – Progress made by QA group in producing a policy on self-evaluation. Good Practice reports prepared by every Faculty and shared across the school.</p>
<p><b>Professional Review and Development / Continuous Professional Development</b></p>	<p>Good – PDRS processes refreshed and targeted use of CPD funding ongoing. Excellent attendance at all SQA development events and Professional Support Group meetings</p>

## Attainment and achievement in 2011 - 12

Summary of some key whole school examination statistics

Scottish Credit and Qualifications Framework (SCQF)

Level 3 = Foundation or Access 3

Level 4 = General or Intermediate 1

Level 5 = Credit or Intermediate 2

Level 6 = Higher

Level 7 = Advanced Higher

By end of S4 (Aberdeenshire figures in brackets)

SCQF Measure	% achieving by end of S4	% achieving by end of S4	% achieving by end of S4
Year	2010	2011	2012
<b>5 passes at Level 5</b>	<b>45 (40)</b>	<b>40 (39)</b>	<b>48 (38)</b>
<b>5 passes at Level 4</b>	<b>87 (82)</b>	<b>88 (81)</b>	<b>88 (81)</b>
<b>5 passes at Level 3</b>	<b>96 (92)</b>	<b>92 (93)</b>	<b>96 (93)</b>
<b>English/Maths at Level 3</b>	<b>90 (79)</b>	<b>96 (89)</b>	<b>95 (78)</b>

Comment: the first three measures show that over a three year period attainment remains very good. Once appeals are taken into account there will be a further improvement in the 2012 figures.

By end of S5 (Aberdeenshire figures in brackets)

SCQF Measure	% achieving by end of S5	% achieving by end of S5	% achieving by end of S5
Year	2010	2011	2012
<b>5 passes at Level 6</b>	<b>14 (12)</b>	<b>14 (13)</b>	<b>11 (13)</b>
<b>3 passes at Level 6</b>	<b>33 (26)</b>	<b>31 (30)</b>	<b>26 (29)</b>
<b>1 pass at Level 6</b>	<b>50 (45)</b>	<b>53 (48)</b>	<b>45 (47)</b>
<b>5 passes at Level 5</b>	<b>63 (52)</b>	<b>60 (55)</b>	<b>55 (53)</b>

Comment: 2012 saw a slight dip in attainment although it was better than was predicted at prelim time. We anticipate a further improvement once appeals are taken into account. We are putting a number of measures in place to drive forward attainment in the upper school and will monitor this carefully.

By end of S6 (Aberdeenshire figures in brackets)

SCQF Measure	% achieving by end of S6	% achieving by end of S6	% achieving by end of S6
Year	2010	2011	2012
<b>5 passes at Level 6</b>	<b>23 (24)</b>	<b>29 (25)</b>	<b>28 (27)</b>
<b>3 passes at Level 6</b>	<b>37 (35)</b>	<b>42 (36)</b>	<b>40 (39)</b>
<b>1 pass at Level 6</b>	<b>54 (48)</b>	<b>56 (50)</b>	<b>56 (52)</b>
<b>1 pass at Level 7</b>	<b>15 (17)</b>	<b>19 (18)</b>	<b>17 (19)</b>

Comment: although cumulative attainment by the end of S6 has been strong over time, attainment last session was good rather than very good and we will target this as an area for improvement.

The school has staff working groups established to promote Literacy, Numeracy and Health and Well-being across the school. A number of initiatives are underway to improve standards in these three areas. These have included the use of literacy mats, identification of core numeracy skills and associated consistent methodology of teaching across the school and the promotion of health and well-being young leaders and ambassadors.

### **What will we do to meet the priorities for 2012 - 13?**

#### **Curriculum for Excellence:**

We will continue to progress developing the senior phase, both in course preparation and curriculum architecture. We aim to establish Options processes for S2 and S3 which enable the maximum number of pupils to personalise their curriculum as they wish to do so. Evaluation of the Broad General Education phase will continue to ensure our pupils experience the best that CfE has to offer. We will also keep a focus on those pupils completing their qualifications prior to the full implementation of the new National Qualifications.

#### **Improving Learners Experiences:**

We aim to capture and share 'best practice' across the school, and establish improving practice through the work of the Learning and Teaching group and the Quality Assurance group. We aim to embed a high standard of Assessment for Learning practices consistently across the school. We will further develop and embed profiling processes in the Broad General Education phase that enable pupils to

produce a high quality and meaningful S3 profile. We further aim to continue to develop ways in which parents are kept fully informed and involved in supporting their child's learning.

**Meeting Learners Needs:**

We will continue to implement the outcomes of the GIRFEC group , clarifying roles and responsibilities, embedding 'best practice' processes with a focus on early intervention and capturing emerging needs. A focus on streamlining and rationalising communication processes will continue, both within and the school and between the school and appropriate agencies. We aim to continually improve the processes we have to work in partnership with other agencies. Our Improvement Plan also includes a review our Behaviour Management strategies to overtly incorporate restorative practice and refresh and streamline our processes., involving parents at the earliest stage possible so that home and school work together to support the needs of every child.

**Improving aspects of Attainment and achievement:**

We will identify and track underachievement through monitoring processes, and aim to intervene quickly where this is detected. A new 'Early Intervention' policy aims to inform parents /carers at the earliest stage possible in order to discuss best options for success. We will also refresh our analysis processes with respect to SQA results and monitor progress of action points closely by use of the SMT link programme. We are also aiming to develop the use of the schools 'Managing Information System' (SEEMIS) for monitoring , tracking and reporting. The work of our new Monitoring, Tracking and Reporting group will lead this area of improvement.