



Headteacher

Mr John Rutter

john.rutter@highland.gov.uk

Depute Head Teachers

Mrs Ann Huggan

Mrs Emma Fyfe

The School Address is
Inverness High School, Montague Row, Inverness IV3 5DZ
Telephone 01463 233586
email: inverness.high@highland.gov.uk
Twitter: @invernesshigh
Facebook and School App for Parents
Present Roll - 510
Stages Covered - S1 to S6

Adverse Weather

Phone = Dial 0800 564 2272 School PIN Code = 04 10 90

Website: www.highland.gov.uk/

Holiday Dates

	School Closes	School Re-opens
Summer	29 June 2023	15 August 2023
Autumn	06 October 2023	23 October 2023
Christmas	22 December 2023	08 January 2024
Spring	28 March 2024	15 April 2024
Summer	27 June 2024	

There will be 2 further holidays 19 and 20 February 2024 and a bank holiday 06 May 2024.
There will be five in-service days 14 August 2023, 11 and 12 September 2023, 21 February 2024 and 02 May 2024.

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Letter from the Headteacher

Dear Parent/Carer

It gives me great pleasure to offer you, as a soon-to-be parent or carer of a prospective pupil at Inverness High School, our new School Handbook. There is a wealth of information inside and I hope you will keep a hold of it for the whole time your child is at the school and refer to it when there is something you need to find out in a hurry.

The booklet is divided into four different sections: the first contains general information about the school including the names of staff, the daily timetable and details of the dress code and school meals. The second section - very importantly - shows the ways in which you, as parents and carers, can help with your child's education and give them the best opportunities for their life in and after school. It includes details of the work of the Parent Council in supporting and challenging the school. We are always looking for new members so I hope it will encourage you to join. Section three takes a closer look at the school curriculum and section four finishes with data on our recent levels of attainment and on the school's plans for the future (through the school improvement plan).

As with all such documents, it may be that you cannot find the answers you need for specific questions. If this is the case, please do just get in touch. I am always keen to hear from parents and am very pleased to receive both comments and concerns about the school. We aim to offer a fully open door policy so, if you ring for an appointment, you will get to talk to somebody as quickly as possible. My email address can be found on the opening page if that is your preferred way of contact. I would also encourage you to sign up to the school app (download the School App for Parents from your app store) or to visit our Facebook page. These sites are where we shall post school updates.

These are uncertain and exciting times for Scottish education, for the city of Inverness and especially, as far as I am concerned, for the school. Along with the challenges still being posed as we recover from the Coronavirus pandemic, we face ongoing changes in how Scottish education is run. Most importantly, there are many new opportunities for our young people that all the staff are committed to exploring in order to give them the best start in life. I am immensely proud of what we are doing and of the community which I serve and I hope you too will join us in taking the young people of our area forward into the future.

Yours sincerely,



John Rutter

"The best school in the best city in the best country in the world"

The School derives originally from the Free Church Institution which was founded after the Disruption of 1843. After incorporating Raining's School, it moved to the premises now occupied by Crown Primary School on Kingsmills Road. The Technical School in Church Street became a department of the High School, and in 1937 the entire school moved to its present site. Renamed the Technical High School, it specialised in providing vocational and technical courses, in addition to a full range of academic subjects. In 1959, the name changed to Inverness High School.

When Comprehensive Education was introduced, the technical specialisation ended and the High School became an area comprehensive school, providing a full range of courses. The High School drew its pupils from the area of the town lying west of the River Ness, as far as Beauly and Cannich; and catering for a small number of pupils from the far west of Inverness-shire, who spent the week in a hostel in town and returned home at week-ends.

At its maximum, the school roll was over 1600 pupils, with over 100 staff. Older members of the community may remember being taught in portakabins and temporary buildings on site. Following the opening of Charleston Academy in 1978, there was a general reduction of numbers but, since the start of the 1990s, the roll has started to rise again.

Our associated primary schools have also been greatly reduced in number. We now take pupils from Central, Dalneigh and Merkinch Primaries, and a proportion of the pupils from St. Joseph's R.C. School and Bishop Eden's School.

Inverness High School is now very much a 'town' school and inspires a fierce loyalty in former pupils and members of the community. We are blessed with the building being a magnificent, listed example of Art Deco architecture, and is often photographed by students and architects from the UK and overseas.

With additions to the main building since 1937 the school now has two main blocks of two floors each joined by corridors and the impressive school assembly hall between. There are two gyms, a large games hall and extensive playing fields on site. Being from another time the classrooms are large and airy by modern standards.

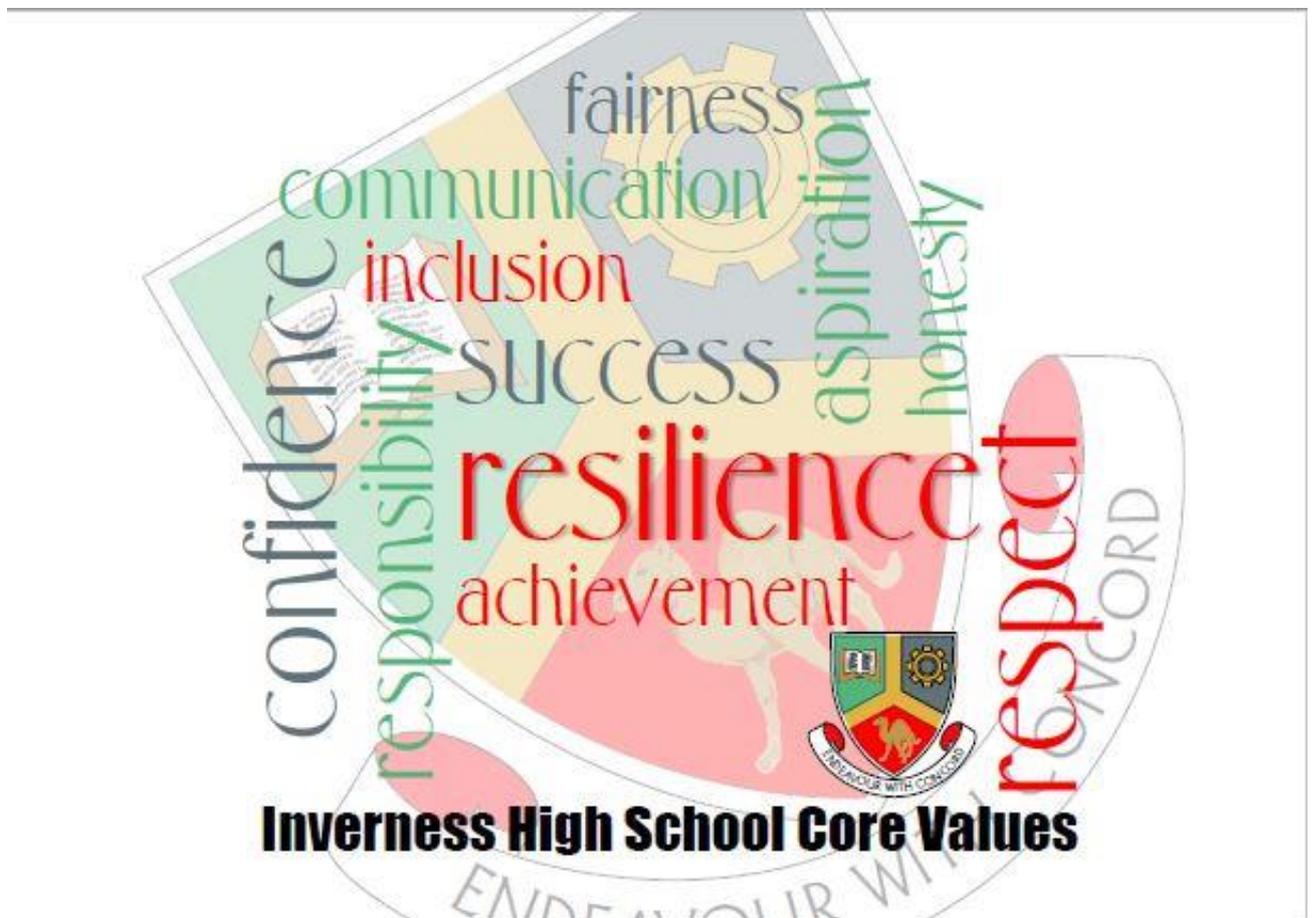
We are currently awaiting the next phase of a major refurbishment programme which has so far given us state-of-the-art classrooms, workshops and other facilities. Our Music Department includes a suite of instrumental tuition rooms and we are increasing our capacity for digital learning. We also have a new library and study room facilities. All classrooms are part of the building-wide wireless system which enables us to expand our use of mobile technology, including chromebooks for all pupils, in the classroom.

Section 1: General Information

School ethos and aims

We have talked with pupils, staff, parents and the wider community about the values and beliefs we hold dear. Based on this, we have defined our school values statements as below. They are now proudly displayed throughout the school and are used in the basis of many of our discussions with pupils about expectations and behaviour.

Inverness High School Core Values



Daily Timetable

Monday to Thursday

Registration	8.40am to 8.50am
Period 1	8.50am to 9.40am
Period 2	9.40am to 10.30am
Break	10.30am to 10.45am
Period 3	10.45am to 11.35am
Period 4	11.35am to 12.25pm
Period 5	12.25pm to 1.15pm
Lunchtime	1.15pm to 2pm
Period 6	2pm to 2.50pm
Period 7	2.50pm to 3.40pm
School closes to pupils	3.40pm

Friday

Registration	8.40am to 8.50am
Period 1	8.50am to 9.40am
Period 2	9.40am to 10.30am
Break	10.30am to 10.45am
Period 3	10.45am to 11.35am
Period 4	11.35am to 12.25pm
Lunchtime and close of school	12.25pm

STAFFING 2023/2024

Head Teacher

Mr John Rutter

Depute Head Teacher

Mrs Emma Fyfe

Depute Head Teacher

Mrs Ann Huggan

Faculty Principal Teacher of Pupil Support

Mrs Mhairi Johnston

Principal Teacher of Guidance

Mrs Amy Johnston

Principal Teacher of Guidance

Mrs Mandy Kemlo

Principal Teacher of Guidance

Mrs Andrea Stevenson

Principal Teacher of Guidance

Mrs Carolyn Quine (Intensive Support Officer)

Language Faculty

English

Mr Iain Watt (**Acting FPT**)

Mrs Jill Sutcliffe

Ms Eileen Mackenzie

Mr Liam Smith

Modern Languages

Miss Marine Gélard (French)

ESOL

Mrs Alison Roy

Mrs Marion Burrow Smith

Humanities Faculty

History

Mrs Allison Colclough (**FPT**)

Mr Sean Browner

Mrs Tegan Moir

Geography

Miss Hannah Dempsie

Mr Ben Sparham

Modern Studies

Miss Katie MacBean

Scientific Studies Faculty

Science

Mrs Louise Hault (**FPT**) (Biology)

Mr Jacob Midwinter

(Biology/Computing)

Mr Ryan Honeyman (Chemistry)

Miss Emma MacRae (Biology)

Mr Angus Ross (Physics)

Home Economics

Mrs Marion Hamilton

Mrs Carol Tuddenham

Support for Learning Teachers

Mrs Grainne Ballantyne

Ms Sarah Kennedy

Mr Jack Trevelyan

Miss Rebecca MacInnes

Pupil Support Assistants

Mr Sol Christie

Mrs Megan Edward

Miss Roslyn Mackay

Mrs Morag MacLennan

Mrs Catherine Morrison

Mrs Ashley Thomson

Mrs Lyndsay Dunlop

Miss Zoe Smith

Mrs Helen Moody

Miss Mina Mahon

Mr Mark Boag

Mr Liam Foy

Mrs Karen Innes

Mrs Alice Shering

Creative Studies Faculty

Art

Mrs Donna Munro-Main (**FPT**)

Mrs Laura Dumitrescu

Mr Niall MacLennan

Physical Education

Miss Gemma Mackinnon

Mr Bruce Morrison

Mr Gavin Campbell

Music

Mrs Sharon Fowler

Mr Andrew Webster

Mr Brian Yates

ICT Faculty

Mr Darren Brown (**FPT**)

STAFFING 2023/2024

Numeracy Faculty

Technical

Mr Brian MacDonald (FPT)

Mr James Dickie

Mrs Ashley MacDonald

Mr Calum Fraser

Mathematics

Mrs Nicola Anderson

Miss Allison McGregor

Mrs Sarah MacLean

Miss Kaileen Wiebe

Miss Lorraine Cochrane

Office

Mrs Lorna Reid

Mrs Kasia Beaton

Mrs Sandra Wratten

Miss Kelly Bisset

Mrs Stacey Dunn

Technicians

Mr Gyorgy Bihari

Mr Martin MacLennan

Library

Mrs Susan Fraser

Children's Services Worker

(Social Work Based)

Mrs Joyce MacFarlane

CSW (Leadership and Wider Achievement)

Miss Lynsey MacDonald

CSW (Attendance)

Mrs Angie Mackenzie

Janitors

Mr George MacKenzie

Mr Donald Cranston

Mr Mario Gonzales-Diaz

Music Instructors

Mrs Judy Kyle (Woodwind)

Mr Lewis Barclay (Bagpipes)

Mrs Eleanor Cameron (Strings)

Mr Douglas Galbraith (Percussion)

Ms Heather Hook (Brass)

Mr Drew Caldwell (Pipe band, drumming and cajon)

Areas of responsibility of senior staff

All the members of the senior management team (SMT) have a joint responsibility for learning and teaching within the school and for maintaining a good learning environment. This is crucial because everything we do as a school should be determined by its impact on the educational experiences of our pupils. SMT spend a lot of time liaising with subject departments and monitoring the work of pupils. Individual members of the SMT also have special responsibilities, some of which are listed below.

Mr John Rutter

Responsibility for the continuous improvement of the school, its aims and ethos and for implementing the educational policies of Highland Council; Timetabling and course choice options; liaising with parent organisations and external partners; oversight of the school improvement plan, school handbook and other forms of communication; staffing and staff welfare and development; excursions; insurance and the school buildings. Faculty liaison for Numeracy and Technology and Humanities.



Mrs Ann Huggan

Learning and teaching policies; assessment, reporting and monitoring; SQA co-ordinator; staff supply cover; wider achievement; statistical returns; parents evenings, health and safety, office staff and janitors; prizegiving; ICT. Faculty liaison for Creative and Scientific Studies.



Mrs Emma Fyfe

Pupil support and guidance; additional support needs and behaviour support, GIRFEC, child protection; external support agencies; enrolments; Developing Scotland's Young Workforce and careers education; discipline systems and exclusions; primary seven transitions; auxiliary staff.



Catchment area, placing requests and admissions

The catchment area for Inverness High School covers five associated primary schools including Central, Dalneigh and Merkinch and a proportion of the pupils from St Joseph's R.C. School and Bishop Eden's School. Pupils whose homes are located in our catchment area will have priority in being allocated a place.

Parents do have the right to specify the school in which they wish to place their child. If you wish your child to be placed in a school other than Inverness High then an application must be made to the Area Education Office on 01463 702074. Placing request forms can be obtained through the Highland Council website (http://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school) but cannot be submitted until December in the year before enrolment.

Pupils joining the school during the school session are normally interviewed with their parents by a member of the Senior Management Team. This interview gives us the information we need to place pupils in appropriate courses. At this interview a start date will be arranged when the pupil will be introduced to their guidance teacher and toured around the school, before being placed in a class. This two stage entry procedure gives the pupil maximum support when starting in a new school. Please contact the school for an admissions appointment or to arrange a visit.

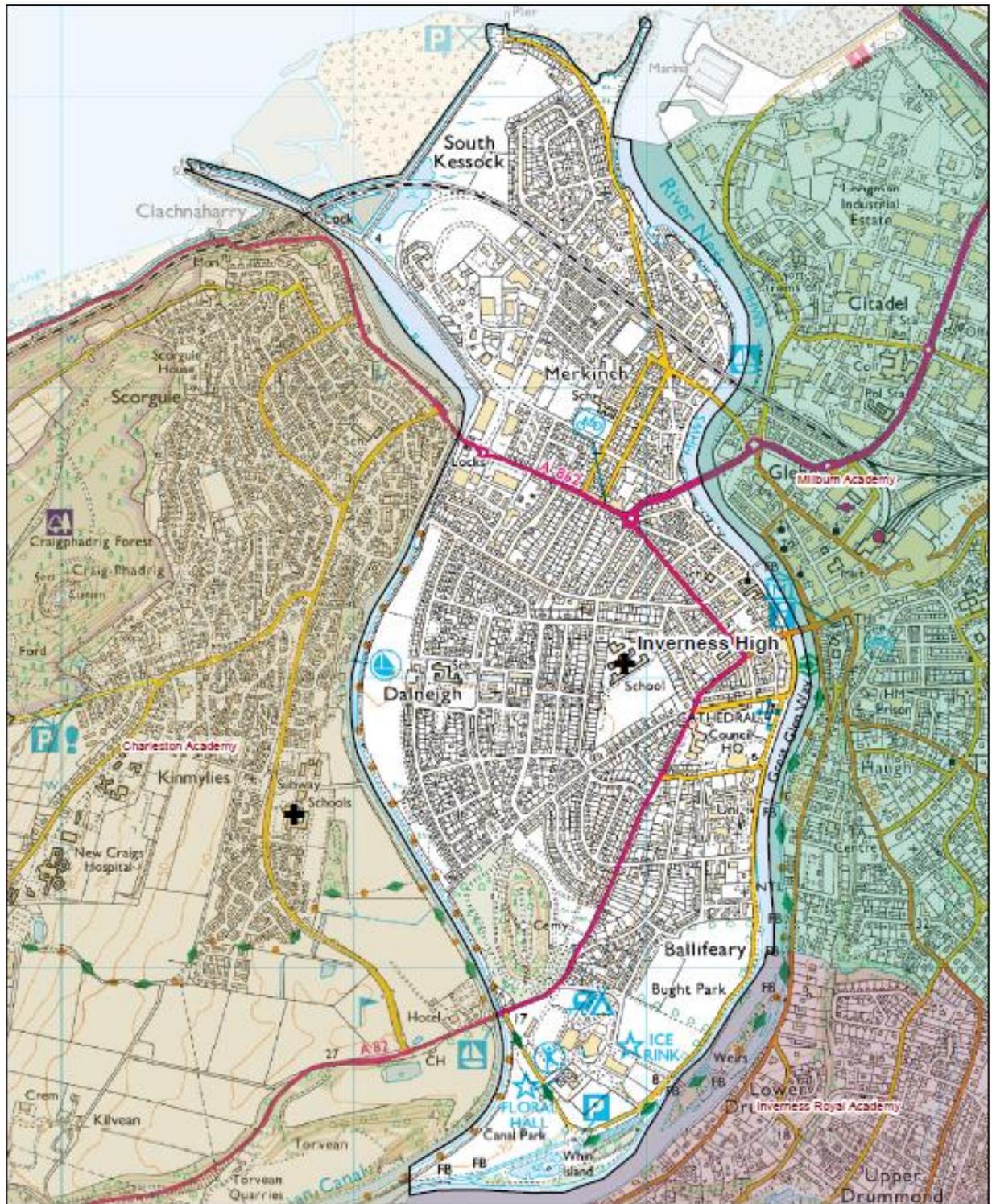
Transition Programme

This handbook is one part of the transition programme supporting your child's move from primary to the 'big' school but there are many other opportunities for you both to engage with this process and to ask questions so you feel completely comfortable with, what are obviously, very big changes for both you and your child.

During the first part of the year there will be members of the High School - including the headteacher, deputes, principal teachers and other teachers as well as both junior and senior pupils - attending events at our associated primary schools. These events will provide opportunities for parents and children to ask any questions they wish about the forthcoming transition to secondary school. If resources permit, we also hope that some of our teachers may be able to teach certain lessons to P7 pupils during the course of the year.

We receive a great deal of information from the primaries to ensure that children are placed in classes with at least some of their primary classmates when they enter S1 and so that we can start to build our knowledge of individual pupils. In June, all P7 pupils will spend a series of days at the High School and there will also be transition activity days that pupils can opt to take part in during the summer.

Inverness High School catchment area map



Transition does not stop when pupils join us in August 2023. There continues a programme of events including our Nethybridge residential, to enable all pupils to feel a real part of the High School and to help with settling into the different methods of learning. In addition, senior pupils are buddied with the incoming pupils (if needed) to make sure they have somebody to turn to, in addition to their teachers, if they have any questions or problems.

Pupil Support

The Guidance system

All pupils in the High School are allocated to a house group and a promoted teacher of guidance who is responsible for looking after their welfare. All children in the same family should have the same Guidance Teacher and be in the same house group. Every child will be seen during the year to check for problems and review progress and, as they move through the school, their guidance teacher will give support and advice on course choices, examinations, qualifications and life after school including careers and further education. Guidance teachers are also responsible for pupils' personal and social education.

Children and parents or carers should always contact their Guidance Teacher if there are problems which may affect the child's education at the present time or in the future. Guidance staff keep up to date records and, because they know the pupils in their house, can often solve problems quickly for the child or the family. If they cannot resolve the difficulty themselves they can usually direct parents or pupils to the best source of advice or may refer parents to senior managers in the school.

There are currently three principal teachers of guidance in the school. Mrs Amy Johnston, Mrs Mandy Kemlo and Mrs Andrea Stevenson are responsible for the pupils in Buzzard and Kestrel houses.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with guidance staff. Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Additional Support Needs (ASN)

Inverness High School attaches great importance to supporting pupils with additional needs both during transition and through the rest of their time in the school.

All teachers have a responsibility to provide an appropriate curriculum for all pupils including those with learning difficulties and the most able. Our pupil support service

operates in a variety of ways to ensure that every pupil can achieve his or her maximum potential in school, by:

- Working with subject teachers developing work appropriate to the whole range of abilities
- Working in the classroom alongside subject teachers supporting pupils with learning difficulties
- Working with parents of pupils with learning difficulties or special needs to promote understanding and a collaborative approach
- Making special arrangements with the Scottish Qualification Authority (SQA) for pupils who have a specific difficulty, or a disability (permanent or temporary) so that they can demonstrate their full potential in SQA assessments
- Working closely with the primary schools to ensure an easy transition to the High School for pupils with learning difficulties or support needs
- Ensuring that most pupils with learning difficulties are not taught in a special class or unit but are supported in mainstream classes by support staff.

Inverness High School is fortunate to have a well-equipped Pupil Support Base.

Appointments for visits should be made with the Faculty Principal Teacher of Pupil Support who will be happy to discuss any concerns that parents may have about their child's learning.

Our pupil support faculty follows The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. This states that every child has somebody who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

In a secondary school, this will usually be the Principal Teacher of Guidance or a Pupil Support Teacher. Sometimes, if additional support is needed, a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can either contact the school or find more information at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

The following organisations provide advice, further information and support to parents of children and young people with ASN.

(a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

(d) Scottish Child Law Centre, an organisation providing free legal advice to young people

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application for such records to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice. There is more on our data protection policies at the end of this section.

Attendance and lateness

It is the legal responsibility of parents to ensure that each pupil attends school every day unless medically unfit. If a pupil is not well enough to be in school parents must contact the school as soon as possible to let us know. If this is not done, the school has to make efforts to contact parents to find out the cause of the absence and this is time-consuming.

On returning from absence, pupils must bring a note, signed by a parent, to their register teacher, stating the dates of absence and the cause of the absence.

If the parent can give advance notice of absence or make a telephone call to the school, this can prevent enquiries from the school, or the attendance assistant being sent to the home. In the case of long illness, e.g. an appendix operation, it will also give the school an opportunity, where so requested, to provide homework to help the pupil keep up with the rest of the class.

Any explanatory note on return to school makes sure that records of attendance are accurate, and that misunderstandings do not occur. It is important that parents let the school know if an absence is expected to be for more than three days.

It is important for your child to establish a good attendance pattern from an early age. Employers want to recruit people who are reliable therefore pupils who have a good attendance record have a better chance of getting a good job.

Attending school every day = 100 % attendance

Attending school 4 ½ days a week = 90 % attendance (4 weeks missed per year)

Attending school 4 days a week = 80 % attendance (more than half a term missed per year)

Attending 3 ½ days each week = 70 % attendance (more than a quarter of the school year missed).

Being late for school also reduces learning time. Being on time is important and arriving late is disruptive for pupils, their classmates and the teacher. Guidance staff are requested to write references for pupils' job, apprenticeship, college and university applications and must comment on their punctuality.

Pupils who are late must go to the attendance officer to complete a late slip to explain reasons for their lateness. It may be they are then kept out of class until a break to prevent disruption to other learners. Parents may be contacted by text if a pupil is late and, after repeated instances, a letter will be sent home. If the situation still does not improve parents and carers will be contacted by guidance staff. Occasionally detentions are issued for persistent lateness to class after break and lunchtime. In some cases, parents and carers are invited to meet with a member of the Senior Management Team.

If your child is 5 minutes late every day they will miss three days of learning each year.

If your child is 15 minutes late every day they will miss two weeks of learning each year.

Lunch time: 1.15pm – 2.00pm

Pupils are allowed to leave the school grounds at lunchtime but, if they do so, they are no longer the responsibility of the school. The school does not supervise pupils outside of the school grounds but does take an interest in how they behave while out in the community. S5 and S6 pupils only are allowed to leave the school at morning break.

Dental and medical appointments

Pupils who have dental or medical appointments should try to give the school office at least one day's advance notice. After showing their appointment card (or a note from parent) to the office, they will be issued with a Permission Slip which should be returned to the office when they come back to school. In the interests of your child's education, please try to fix appointments outwith school hours.

During school hours no pupil is allowed to leave without permission.

Illness or accidents

If a pupil becomes ill during the school day they will be looked after. We do not have access to medical expertise in school but there are first aiders available to deal with minor health issues. If necessary, we will contact you to collect your child, or we will arrange for them to be taken home by an emergency contact. We will always try to ensure that there is someone at home before doing so.

In the event of an accident, we will either arrange for the child to be taken home or, if serious injury is suspected, to be taken to the Accident and Emergency Unit at Raigmore Hospital. It is essential, in the latter case, that we know where parents or an emergency

contact can be found, since A&E will not normally treat a child without the presence of a close relative. To help in this, we have on file the address and contact telephone number of all parents/carers and also details of an emergency contact. Please help us to keep these up-to-date by informing us of any changes.

Medical service

Visits are occasionally made by the school medical service who carry out a programme of preventative health care.

Although the school medical service tries to keep us informed of long-term medical conditions which may affect a child's education, it is helpful if parents let us know of possible problems, so that we can be prepared to cope with them. Examples would include asthma, hearing defects, visual defects including colour blindness, epilepsy, heart conditions, eczema, migraine, urinary tract problems, arthritis etc.

Anything of this nature, whether temporary or permanent, which can affect the child's education, should be reported to Mrs Emma Fyfe, depute in charge of support so that the relevant school staff may be informed. All such information will be regarded as confidential, and released only to those who need to know.

Cycling to school

As a school we actively encourage cycling and have been awarded status as a cycle-friendly school. Over the past year we have also carried out training sessions for pupils in cycling proficiency and in bike mechanics. Any pupil who wishes to cycle to school can leave their bike in the shelters provided at the Dochfour Road and Montague Row entrances. We would always encourage pupils to wear helmets given how well it is known they can prevent death and serious injury.

From time to time we have had problems with bikes being removed so it is crucial that any bike left at the school is securely locked inside the shelters. Highland Council will accept no responsibility for any personal possessions, including bicycles, brought into the school.

Adverse weather conditions - Highland Council Policy

The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the authority accepts that in severe weather conditions the safety of the pupils and staff is paramount.

For pupils using school transport, weather conditions and availability or otherwise of shelter at the 'pick-up' point will dictate just how long a child should wait and parents and carers are asked to advise children appropriately in relation to prevailing conditions.

Parents and carers are advised of the different circumstances affecting drivers of contract vehicles and public service vehicles. Drivers of contract vehicles are advised that they

should not drop children off where there is any doubt that they may safely reach home or other acceptable place of shelter. Drivers of public service vehicles, however, must travel by specified routes in accordance with scheduled time-tables and cannot make special provision for the individual needs of passengers. In either case, but more especially where public service transport is involved, parents and carers should arrange to have children met at the 'drop-off' point if it is felt that prevailing conditions so demand. Where parents and carers are sufficiently concerned about conditions at 'drop-off' points, they should contact the school as early as possible (01463 233586).

If adverse weather occurs during the school day a decision may be made by the School, in conjunction with the contract drivers, to send pupils home early. Usually such a decision is made at short notice and the first priority is to transport pupils home. Parents and carers should be aware of this procedure when adverse weather is forecast. Parents and carers should advise schools of an alternative address which may be used by their children in emergencies.

Some parents, carers and pupils are particularly concerned that important examinations may be missed, but this consideration should not override good judgement. Arrangements can be made regarding missed examinations. Local Radio Stations (Moray Firth Radio) will issue news and weather bulletins conveying appropriate information regarding traffic conditions, school closures, etc. While it is recognised that such transmissions may not cover all households, they will be helpful to many families.

Radio Stations request that, since telephones are busy at such times, parents should not 'phone in' for advice but listen to appropriate broadcasts.

The School Weather/Information Line 0800 564 2272 Pin No. 041090

Early closure of school

It is usually possible to inform pupils of an early closure with at least one day's notice. In some circumstances this may not be possible (e.g. failure of school heating system) and parents should ensure that pupils know precisely what to do should they be dismissed early from school.

Conduct and expectations of pupils

Inverness High School expects all pupils to behave and show respect to others. Most importantly, we expect that **everyone will be polite, friendly and considerate toward others at all times.**

Putting this into action we expect the following from all pupils:

- **In class you make it as easy as possible for everyone to learn and for the teacher to teach.** This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully,

following instructions, helping each other when appropriate and being sensible at all times.

- **You walk quietly about the school.** This means not running, barging or shouting, being ready to help by opening doors, standing back to let people pass and helping to carry things. Walking on the left along corridors and stairs also helps to keep accidents and congestion to a minimum.
- **You are polite to everyone** even if you feel bad tempered. Shouting is discourteous.
- **You keep the school clean and tidy** so that it is a welcoming place that we can be proud of. This means putting all litter in bins, keeping furniture and walls clean and unmarked, and taking care of the displays, especially of other people's work. You should look after school equipment and books, and treat other people's property with respect.
- **You always try to understand other people's points of view.**
- **Out of school**, walking home, or when out with a school party, remember that your reputation and that of the school depends on the way you behave.

PROMOTING POSITIVE RELATIONSHIPS

The school wants to produce as pleasant an atmosphere as possible and a situation in which all pupils enjoy the tasks they are given and want to learn. Every effort will be made to reward and commend worthwhile work and effort. We have been very successful in developing great relationships between pupils and staff and pupils and other pupils in all year groups. This is a major strength of the school and one everyone needs to work very hard to maintain.

Our wish is for all pupils to behave appropriately and staff make every effort to support children with behaviour problems by having high expectations and ensuring that they are coping with their schoolwork. We involve parents and carers at an early stage if it looks as if their child requires extra help. Our system is based on a belief in self-discipline at all times.

However, it is possible there will always be pupils who, for various reasons, will attempt to misbehave and disrupt the education of others. This cannot be allowed.

When dealing with pupil misbehaviour we strongly feel that parents and carers should be given as much information as early as possible. This enables school and home to be seen to be working together as a team. It also lets people at home exercise their own influence in bringing improved standards of behaviour.

Teachers are encouraged to praise pupils for their good work and to promote positive relationships. However, occasionally we may have to resort to sanctions if pupils fail to live up to expectations of behaviour.

Very few pupils in Inverness High School reach the serious sanction stage and in general our pupils respond well to our friendly working atmosphere.

Note:

1. Pupils are the school's responsibility from the time that they arrive at school until they leave (unless they leave the school grounds at lunch time) – however, we will do as much as we can to deal with misbehaviour on the way to and from school.
2. When pupils return to school to take part in sport, an extra-curricular activity, a trip or a social function they are subject to all the normal rules of the school.

Serious offences

There may be incidents where pupil behaviour will be of a serious nature; requiring an immediate response by the school's Senior Management. These incidents will include (but are not limited to) the following:

- (a) physical, verbal or racist threats to staff and/or fellow pupils
- (a) unprovoked physical assault on staff and/or pupils
- (b) incidents which put the health and safety of staff and pupils at risk
- (c) drugs related incidents.

The school would normally consider an exclusion from school as an appropriate response to the above types of behaviour although individual circumstances are always taken into account.

Bullying

The school works to the Highland Council anti-bullying policy, copies of which are made available to all parents and pupils on request or are available on the council website.

Simply put the policy is that bullying of any kind is unacceptable at Inverness High School. This can mean racial, sexual, homophobic and sectarian bullying and bullying because of disability or learning difficulty. Pupils and parents should alert a member of the teaching staff, support team, or Senior Management of any instances of bullying as soon as possible. If you are unsure whether bullying is taking place then you should always try to get advice from the school. Action will be taken as soon as possible.

The school dress code

The school has a dress code with a distinctive school logo. This was launched after extensive consultation with pupils, parents and staff. The uniform is important in providing a good image of the school and getting rid of debates based on the latest fashions. We are very reliant on parents in helping us maintain the standards of dress in the younger years. In S5 and S6, where pupils choose to remain in school we expect them to set the standard for younger years and may send pupils home if they come to school without the proper uniform and no good reason.

School dress code is for black and white items of clothing with the school logo displayed. A wide range of dress code items with school logo are available from Schoolwear Made Easy on Harbour Road. All pupils are expected to dress in line with the dress code. All pupils also have the option of wearing the school tie with a shirt.

Details of school uniform items on sale from Schoolwear Made Easy will be sent to all parents of P7 pupils prior to the summer holiday together with details of how to apply for the clothing grant available from Highland Council for eligible families.

School prefects often represent the school at external functions and have a separate uniform consisting of school tie, white shirt or blouse and a black blazer with school badge.

In consultation with pupils we are starting to look at changes to the dress code so we can maintain standards while also making sure any uniform is at a reasonable cost for families. There will be more details of how we are going to take this forward over the coming year.

NOTE: Some items of clothing including some makes of tracksuit are not acceptable school dress because they are a fire hazard and cannot be worn in practical classes. Pupils wearing flammable clothing may be sent home to change into something safer. Clothing considered indecent will result in the pupil being asked to remove or replace the offending article immediately. Football colours are not acceptable school wear and pupils wearing such colours will either be sent home to change or given the correct clothing from spare stocks within the school.

Kit for physical education classes

The following kit should be brought on every occasion where PE appears on the time-table:

Boys - t-shirts, shorts and training shoes for indoors or football boots for outdoors.

Girls - t-shirt, shorts or leggings and gym shoes.

Valuables

Pupils are responsible at all times for their own valuables, including jewellery and mobile phones. Staff cannot ensure safekeeping, especially in changing rooms. Some items of jewellery (rings, ear-rings, bracelets) are particularly dangerous to the wearer or to others in practical classes such as Home Economics, PE and Technical, and the wearing of such jewellery will not be permitted in the gym or in workshops. Likewise, exceptionally long false nails can be dangerous in practical classes and can inhibit learning. Lockers are available for hire in Inverness High School.

Valuables, particularly money and mobile phones, should never be left unattended in bags or jacket pockets. If items go missing and we cannot solve thefts swiftly we will suggest parents report the matter to the police. The school cannot take responsibility for personal items brought onto school premises.

Mobile phones

The use of mobile phones is not permitted in classrooms, unless they are being used for educational reasons as instructed by teachers. They can otherwise prove very disruptive for learning. Pupils leave their mobile phones in boxes at the front of the classroom and, if they are used for non-educational purposes, phones will be confiscated and passed to members of Senior Management for pupils to collect at the end of the day. Parents may be sent a text to inform them if this happens. If pupils continue to abuse the use of phones, parents will be asked to come in to school to collect them.

Please note the responsibility for correct use of mobile phones always rests with the pupil. Even if a phone is confiscated we shall accept no responsibility for any damage or loss.

Complaints, comments and concerns

The school has a strong commitment to self-evaluation and feedback is always welcome. Please feel free to either email the school, or contact the headteacher or deputies directly with any comments or concerns you may have.

The school will always endeavour to resolve issues as soon as possible. If we do not deal with your complaint to your satisfaction you can contact the Area Education office on 01463 702074.

Further general information, policies and procedures

School meals

The School Meals Service provides a cafeteria from 1.15pm to 1.40pm every day. Pupils may choose a standard two-course meal (main course plus sweet) or may make a selection from a variety of dishes and drinks, each individually priced. A Sandwich Bar facility is also available.

The school operates a cashless card system using the Young Scot Card. Pupils will be given instruction in how to use this during the transition days in June.

Free school meals

Pupils entitled to free meals make a selection up to the maximum of their entitlement and can add cash for extra over the allowance to their account. At present, families in receipt of Income Support or Income-Based Job Seekers Allowance are entitled to free meals. Forms for claiming these (and grants for school clothing) are available online at https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing. We would strongly encourage all eligible parents and carers to apply.

Packed lunches

Pupils taking packed lunches to school are supervised in the same accommodation as those taking school meals.

Tuck shop

To discourage pupils from leaving school, the schools meals service runs a small tuckshop during the morning interval, at which pupils may buy drinks and snacks.

Arrangements for pupils leaving school at the end of their education

It is important that pupils do not leave school without letting us know, whether they have reached the end of their school education or they are moving to another area. Written notification should be sent to the school in good time and pupils should complete a leaver's form before departing. This allows us to contact the pupil's new school or, if the pupil is leaving secondary education, to arrange for appropriate follow-on advice on careers or further education.

Although the present minimum school leaving age is 16 years pupils do not leave on their birthday but on one of the statutory leaving dates, as follows:

- a) Pupils whose 16th birthday falls between the first day of October and the last day of February (inclusive) may leave on the last school day before the Christmas holiday.
- b) Pupils whose 16th birthday falls between the first day of March and the last day of September (inclusive) may leave on the 31st May.

Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

The Highland Child Protection Committee Inter-Agency Protection Guidelines say that Care and Learning staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Highland Child Protection Committee on 01463 703483.

Employment of children

For the benefit of parents who wish to allow their children to take up paid employment, the Education Authority has provided an Advice Sheet and a Permit Application Form, both obtainable from the School Office. The following are extracts from the rules:

- 1) No child under the age of 13 may be employed (except by his parents, and under certain conditions).
- 2) Between the ages of 13 and 15, a child must have a work permit before starting work.

- 3) Once the child is 16 these rules no longer apply.
- 4) The conditions of the work permit allow a child to work only two hours on a school day and these must fall between 7am and 8.30am and from the close of school until 7pm at the latest.
- 5) If paid work interferes with the child's schooling, or if the pupil plays truant, the permit may be revoked.
- 6) It is illegal for any pupil to work on a school day if he or she is absent from school, **for whatever reason.**
- 7) Any infringement of these rules may lead to fines for both parents and employer.

For a full list of regulations please ask at the School Office.

Equal opportunities

Inverness High School is an Equal Opportunities school. All pupils will have access to all courses - the only consideration may be the ability of the pupil. Advice on subject choice and career potential will be based on the aptitude and ability of the pupil. The school believes that each pupil should have an equal opportunity to pursue their education and subsequent career free from discrimination of any kind.

Data protection

The school holds electronic and paper based information on pupils. Our records conform to the requirements of the Data Protection Acts and are held securely. We abide by the eight Data Protection principles (see <https://ico.org.uk/for-organisations/guide-to-data-protection/>), and we require that all those who supply or use data also adhere to these principles. Candidate information has to be passed to the Scottish Qualifications Authority in order for candidates to be awarded the correct qualifications. We also supply addresses to the School Medical Service to assist them in arranging medical checks and vaccination programmes.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. The data policy section below explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 onwards to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce 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 made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

<https://www.highland.gov.uk/enrol>

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 Skills Development 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 results in national qualifications. 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
- enhance the quality of research to improve the lives of young people in Scotland.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this information are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.



Nethybridge 2022



Section 2: Parents and the School

Learning Policy

The school follows the Highland Learning, Teaching and Assessment Policy, copies of which are available from Highland Council offices or on its website. It is intended for teaching staff but also outlines the important role parents and carers have to play in their children's education and home learning. These responsibilities include parents and carers ensuring that:

- pupils attend school regularly
- they monitor homework, note deadlines and take an interest in work
- they provide, where possible, study facilities
- they attend parents' evenings
- a proper balance is kept between school work/part-time employment/social life
- they keep the school informed of any factors which might affect their child's progress at school.

There is increasing evidence that, no matter what we do as a school, one of the most crucial impacts on a child's success in education is the support they get from their parents and/or carers. Spending time with them discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting learning. We do realise that not all parents and carers feel comfortable or able to do this but, if we can do anything to help you to work with your children, then we would love to be involved. Please feel free to contact the school in absolute confidence and to talk to either the headteacher or deputes about what we can do to help.

Useful information for parents and carers on how to get involved in your child's education and how to support the school, as well as information on curriculum developments and home learning, can be found at Parentzone: <https://education.gov.scot/parentzone/>

Communication with parents and carers

The school always seeks to involve parents and carers in any key decisions about their child's education and to keep them informed about progress. Parental information is obtained from questionnaires issued regularly at Parents' Evenings and from the Parent Forum which includes all the parents and carers of children in the school. The Parent Council, made up of volunteers from the parent forum, is one of the main ways in which

parents and carers can learn about the school, help to form policies and have concerns addressed.

The functions of the Parent Council are set down by the Scottish Government and include:

- supporting the school in its work with pupils
- representing the views of parents and carers
- promoting contact between school, parents and carers, pupils and the community
- reporting to the Parent Forum (all parents and carers are automatically members of the parent forum which has one meeting a year - normally in September).

Any parents or carers interested in joining the Parent Council are encouraged to contact the school.

School App

The school uses an app, funded by the parent council and available to download from your app store as School App for Parents. This has become our main source of communication with parents and carers. It holds general information such as daily notices, news items and subject-specific information from departments and notifications are issued as and when it is updated. Please do download the app onto your smartphone. If you are not able to do this, please let the school know so we can ensure other communication methods are used.

Social media

We use a dedicated app – called School App for Parents – for urgent announcements, reminders and general news. It can be downloaded from your App store. There is also a Facebook page for Inverness High.

Parents' evenings

Teachers are required “to report and discuss pupils’ progress with their parents and carers”. These progress discussions appear to have maximum impact and produce maximum benefit when a parents’ meeting follows soon after a school report.

Our structured time-table for parents’ evenings is based on this principle. Parents’ evenings are organised on an appointment basis, with firm appointments between parent and teacher being made and adhered to. This cuts down waiting time and ensures that everyone gets a fair share of the time available. The booking system is online and instructions are issued on its use – help is available from the school office for those with no internet access.

There are other ways in which the school ensures that parents and carers are kept informed about their children’s education, through:

- Progress checks, tracking and monitoring
- Target Setting
- Course choice/ Options evenings
- An open evening for prospective parents and carers in the January before enrolment
- Other periodic meetings of interest to parents and carers

Obviously, however, there are times when you may have specific questions or concerns about your children's progress. Parents and carers who wish to have further reports at any time are welcome to make an appointment with either guidance or pupil support staff in the first instance. We would encourage all parents and carers to have any concerns addressed as soon as possible and operate a very open door policy. Any questions can also be emailed to the headteacher (john.rutter@highland.gov.uk).

It is important to remember that, if you wish to consult a particular member of staff, you should telephone the school office to arrange a mutually convenient time. This is important, since no teacher can be asked to leave the teaching of other children to discuss any one individual. If you call at the school unannounced you can be certain of being seen by someone, but not necessarily by the person you would most wish to see or the one who can best answer your questions. Please telephone first to avoid disappointment.

Contacting parents and carers

It is very important that school records are kept up-to-date with changes of address, mobile phone numbers and email. Once a year contact forms are sent home for updating by parents and carers and office staff. We would greatly appreciate these being returned quickly with all the correct information filled in. We are increasingly using text messaging and app notifications of information to parents and carers including alerts for absence and lateness. Knowing the correct numbers will ensure these go to the correct people. Parental email addresses are also very useful for us to have on record.

Monitoring, tracking and reporting

Assessment and reporting

The school has an ongoing system of monitoring and tracking. For younger years, staff will be asked to comment twice a year on pupil progress. From S4 onwards the tracking and monitoring becomes more intense as we move towards qualifications and examinations. Senior phase reports are collated and sent home to parents and carers on a regular basis to address any concerns as soon as they arise. We have found this increased use of monitoring to be very effective in improving attainment and in letting pupils know exactly what they need to do to improve.

Monitoring and Tracking S1 to S3

From S1 to S3 pupil progress will be judged against how hard the pupil is working and how well they are performing compared to the expected standard for their age. This system

allows the school to identify pupils who are working hard and performing well and to ensure they receive praise for this. This system will also alert the school to any areas of concern and contact will be made to enable discussion with parents and carers.

Monitoring and Tracking S4 – S6

In the Senior Phase pupils and staff will be asked to set targets for National Qualifications. Pupils will then be tracked to see how they are performing against these targets. Parents and carers will again be alerted where there is cause for concern. Prelim examinations take place in January and the results of these examinations will be reported to parents and carers. Target grades and presentation levels may be revised after the prelim examinations.

The parents/carers and teachers contact evening for S4 – S6 usually occurs after Christmas. Parents and carers are also reminded that they are welcome to contact the school at any point to discuss pupil progress. Other information evenings on, for instance, course choices and options are held periodically throughout the year.

Home learning

Inverness High School home learning policy

Home learning - a name which more accurately describes what you may know as homework - is very important in ensuring that pupils reinforce what they have learnt at school. It should be stimulating and can be used by parents and carers to understand what their children are doing in class. The main purposes of home learning are to provide extra opportunities for pupils to engage with learning and to reinforce work covered in school. It also allows for revision for tests and examinations and to occasionally cover work for which there is insufficient time in the school day (such as learning vocabulary in French). It can also help pupils catch up after absence.

From S3 onwards, home learning contributes to final assessments. Failure to complete work on time can result in pupils being withdrawn from presentation in an examination.

The nature of home learning

All home learning will be:

1. related to classroom work or the development of skills and knowledge
2. well explained and with a clear purpose
3. planned as part of the learning programme
4. varied and challenging but not too difficult for the individual pupil.

The time needed for home learning

The time spent on home learning will vary according to the type and level of subjects being studied, the stage of education reached and the speed at which the individual pupil works.

It is difficult to give a guide for this but parents and carers should express their concern to the school if, in their opinion, a pupil is working too much or too little.

Monitoring home learning

Teachers will ensure that:

1. tasks and deadlines are clearly explained
2. tasks and deadlines are recorded by pupils
3. home learning is completed
4. parents and carers are informed when a pupil repeatedly fails to complete tasks set or to meet deadlines
5. additional home learning is provided on request.

Parents and carers should try to make home learning a part of the home routine by:

1. allocating a regular period of time for home learning
2. making a space available for pupils to learn, if possible
3. making the teacher aware when circumstances prevent the pupil from completing a task on time.

Increasingly, home learning is making use of the chromebooks which have been issued to pupils across Highland from P6 upwards. We shall ensure pupils who need to use these machines in school to complete home learning are given opportunities to do so. Parents and carers who have concerns over the use of chromebooks at home should contact Mr Rutter.

There are many ways in which you can support your child in home learning:

- Encourage your child to talk to you about their learning and what learning is happening at school and do what you can at home to build on that.
- Talk to your child about their strengths and interests and how they are progressing.
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school.
- Encourage **any** reading.

- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information.
- Help them work on tasks on their own and then talk about it with you afterwards.
- Do things together where appropriate – learn together, for example if your child has a project or task to do, take an interest and discuss with them what they are doing or offer support if this is needed.

It cannot be over-emphasised that much of the success achieved at external examinations depends on home learning completed in S3 and beyond.





Section 3: The curriculum and other opportunities

The Curriculum

Introduction

The curriculum is reviewed every year to look at how we best cater for all our pupils. Changes are made to increase opportunities for vocational qualifications as well as more academic pathways, including our Advanced Highers. If you would like to learn more, or ask questions about the potential opportunities for your children, please contact the headteacher. Our curriculum rationale can also be found at the end of this handbook.

Teaching groups

As a general rule numbers in teaching sets do not exceed 30 in classroom subjects (such as English, French and geography) and 20 in practical subjects (including sciences, home economics, art and technical). Where possible and, recently, through the money available under the Pupil Equity Funding we are providing intensive smaller group teaching in some maths and English classes.

From S3 to S6, where pupil choice has an influence on class size, the size of teaching classes may be smaller. In most subjects in S1 and S2 pupils are taught in broad ability groupings. From S3 to S6 there may be some setting in those subjects with sufficient numbers of pupils to allow it. Setting is based on performance in individual subjects and does not involve "streaming" by general ability.

The common course in S1 and S2

All pupils follow the same course which consists of:

English, mathematics, history, geography, computing, French, science, technical education, home economics, art and design, physical education, music, personal and social education, personal support, religious and moral education

Pupils who are most in need of learning support will often receive assistance from Pupil Support faculty staff, working with the normal subject teacher, in the pupil's normal class. If your child appears to need special assistance you will be invited in to meet Pupil Support staff.

All our S1 classes will have one period of personal support each week. This lesson provides pupils with support to help them review their learning and plan their next steps, to build on their personal achievements and prepare for changes and choices in school. Topics covered include brain science and growth mindset (to enable pupils to understand more about their ability to learn), citizenship and learning for sustainability.

The transition from S2 into S3

The move from S2 into S3 is under review but, currently, pupils study a core curriculum of

English, Mathematics, PE, RME and PSE and make **four** additional choices from curriculum areas (Sciences, Social Subjects, Creative Subjects and Technologies) plus **two** further free choices from a range of subjects including Modern Languages. This enables, for instance, pupils to study all three sciences, social subjects, technologies or creative subjects if they wish. The choices pupils take here will form the basis of the qualification courses they study in S4. Pupils continue some of the common courses from S1 and S2 which lead to exams from S4 to S6 and build their broad general education with some opportunity for choice and specialisation.

The mix of core curriculum and choices gives pupils a large number of curriculum pathways – keeping the curriculum broad until they settle on six subjects for qualifications in S4. Pupils will make these choices as they approach the end of S3.

Moving into the senior phase in S4

In S4 pupils follow courses which are certificated by the Scottish Qualifications Authority at a variety of levels from National 2 through to National 5 (the equivalent of an old Standard Grade Credit pass).

All pupils will study a mix of courses in S4. English, mathematics, PE and PSE are compulsory. Pupils have the choice of four other subjects from the ones they took in S3. These subjects are arranged in option columns to give a wide element of choice.

S4 Vocational Qualifications

In S4 pupils have the option of pursuing a vocational course at Inverness College. Pupils currently follow courses in construction, hairdressing, beauty, engineering, care and hospitality. These are normally on a Friday so pupils will be expected to catch-up on any work in school that they have missed in class.

The final years: S5 and S6

In general terms, it is expected that pupils will attempt some Higher level courses in S5, and some will go on to Advanced Higher in S6. Those who do not reach Higher standard in S5, or who attempt and fail, may carry on studying at National 4 and 5 levels and have the opportunity of progressing through the qualifications in S6.

National 4 and 5 courses are offered in a range of subjects. National 5 courses in S5 might allow students to progress to Higher Grade in S6. There are also a number of college courses available including Foundation Apprenticeships and some Higher courses not currently offered by the school.

In S5, pupils are expected to plan their timetables so that they are fully occupied. Pupils follow five courses as a rule in S5 and fill their timetables with study periods, in-class support and voluntary work in the school and the wider community. Work experience opportunities may also be available.

In S6 pupils have more latitude in arranging their own study time and have certain privileges in spending part of their non-taught time out of school. The purpose of this is to allow them to get used to the comparative freedom of further education systems, and to develop a sense of responsibility which they will need as they move into employment. Citizenship opportunities both within and outside school are also given to S6 pupils and there is an expectation that they will help with classes for younger pupils.

Pupil progress and the reporting system

At each stage in school, a pupil's progress is monitored, either by regular examinations, or, as is more likely, by continuous assessment. Full reports are sent home, with pupils, once per session.

The approximate dates of these reports are available from the school. If you do not receive reports at the expected times, please get in touch with the school. Parental reply sheets are attached to all school reports. The school also sends home tracking and monitoring reports to give parents a snapshot view of the progress their child is making.

Religious and moral education (including Highland Council policy)

The traditional Scottish view that a pupil's education would be incomplete without the inclusion of Religious and Moral Education is shared by the school. The school's approach to the subject is essentially non-denominational, the intention being to give pupils some understanding of religious thought and experience and of the influence of religious faith on the life of individuals in our own and other societies.

Morning assemblies, held at points throughout the year, are essentially non-denominational and non-sectarian and are usually taken by the Headteacher or deputies. Occasionally external speakers give assemblies of a religious nature. Any parent who wishes a child withdrawn from these should ask, in writing, for the Headteacher to do so.

The development of pupils' spiritual, moral, social and cultural values

Possibly at least as important as the academic education of the children at Inverness High School is the development of their character as moral individuals. While much of this is done through interactions in the classroom, and through extra-curricular activities, the school also aims to promote the pupils' spiritual, moral, social and cultural values through school assemblies, Religious and Moral Education and Personal and Social Education (PSE) courses. The ethos and aims of Inverness High School indicate the importance the school attaches to these aspects of a young person's development.

Our concern is to nurture and foster the development of young people in every aspect of their being, so that our pupils are made aware of the basic and important questions dealt with through moral, spiritual and social beliefs. Young people must be given help to reach their own conclusions and make their own commitments with as much insight and responsibility as possible.

Health education (incorporating sex education)

All pupils cover Health education as part of their Personal and Social Education programme. These courses comply with the requirements of National and Local Authority guidance. Any parent wishing details of our PSE programme can obtain information from their child's guidance teacher.

Careers education and guidance

Careers Education is provided for pupils through classes in personal and social education by subject teachers across their classes and by partners including Skills Development Scotland. The aim of the Careers Education programme is to help pupils develop the skills which will allow them to make realistic career choices i.e. self-assessment and awareness; realistic decision making; awareness of opportunity; how to access and use information; self-presentation.

Careers Guidance is provided at an individual level by each pupil's guidance teacher. This is mainly aimed at pupils from S4 to S6 (with some starting earlier in S3) who are making decisions about leaving school.

Pupils also have opportunities to meet with the Careers Advisors from Skills Development Scotland who offer professional expertise about the direction of their career choice. We work to ensure the best possible options are given to our pupils. We have developed a number of links with local employers (including through our membership of the Inverness Chamber of Commerce and organisations such as Developing the Young Workforce) and will continue to expand these as much as possible.

Each year opportunities are available for pupils to hear first-hand about various careers/jobs/courses through visiting speakers to school and pupil visits to career conventions. Visits to Colleges and Universities can be arranged and individual visits are encouraged - a travel subsidy is available towards the cost of these visits.

Skills Development Scotland

School based Careers Advisers work with pupils in group discussions, drop in clinics and 1:1 interviews from S1 onwards. Careers Advisers can help pupils understand Career Management Skills and how these skills can help them develop their career plans for beyond school. Careers Advisers attend parents' evenings to give advice where required. Whatever stage a pupil is at myworldofwork.co.uk has tools, information and videos to help, including help with subject choices, exam results, options on leaving school and preparing for work.

Education-Industry liaison

Inverness High School has extensive links with local businesses which we are expanding by working with partners from the local chamber of commerce and other agencies. In S4 we run a highly successful careers event for pupils. Each session pupils in S5 and S6 take part in

careers activities with local employers. Senior pupils also take part in a range of voluntary enterprise and citizenship activities. Inverness High School encourages contact with the local business community and many local businesses take an active interest in the school.

Extra-curricular activities

Activities outside of the classroom are very important in developing our childrens' all-round education and building relationships. In addition to the timetabled curriculum, the school normally offers a range of extra-curricular activities. Pupils are encouraged to participate in these for the opportunities they provide for the development of personal and social skills. These activities are dependent on staff, and on volunteers from outside the school who offer their services. They can change on a regular basis but the following activities have run over the past three years and pupils will have the opportunity to join many of them during the 2023/2024 session.

School orchestra	Jazz band	Choir	Musical productions
Volleyball	Basketball	Athletics	Football
Badminton	Orienteering	Hockey	Shinty
Dance groups	Art	Climbing	Outdoor club
Young engineers	Duke of Edinburgh	Rock Challenge	Enterprise activities

In addition to the above, there will be the usual annual events, such as the multi-sports day and the inter-house athletics tournament, in which the main emphasis lies in participation rather than on individual excellence.

Recent Musical events have been a great success and there is usually at least one musical evening each year as well as an event run by Creative Industries pupils.

Daily excursions, activity days and longer trips

Throughout the year there are curricular trips such as the S3 geography fieldwork day to Belladrum and Beaully and the opportunities that come through the Youth Philanthropy Initiative.

In May we have activities days where pupils from S1 to S3 have the chance to take part in a wide variety of experiences. We are currently revising these to ensure any trips away are affordable for all.

The school also takes pupils away on foreign travel such as Operation Wallacea in 2019, the French Trip in 2018 and the Peru trip with the Vine Trust in 2016. Fund-raising is an integral part of ensuring that as many pupils as possible are able to attend such trips and parents may be asked to support such initiatives. There is also the annual fully-funded S1 trip to Nethy Bridge in September which rounds off their transition from primary school.

For many of these activities in school it is necessary to raise money. Parents will therefore be asked to contribute to certain trips, especially those involving foreign travel or those which have a charge attached. In all cases with excursions we try to keep costs down to a minimum to enable as many pupils as possible to attend. In certain circumstances financial assistance may be available to help with payment.

Prefects

The High School maintains a prefect system, where each year a number of S5 and S6 pupils are selected to serve. There are also opportunities available to become prefect leaders.

Their main functions are to assist the staff with corridor discipline in the school, to act as guides for visitors, to buddy pupils in younger years and to act as pupil representatives in liaising with staff. Prefects also represent the school at external events such as the Kirking of the Council and help with activities within the school including the annual Highlights days for P7 pupils. Taking on these responsibilities teaches pupils important lessons about, amongst other things, reliability and punctuality - skills which are important for work and also when writing personal statements for further and higher education.

Each prefect wears a badge of office, and can be easily recognised by wearing of the school blazer.

Section 4: Examinations, comparative data, school improvement plan and curriculum rationale

Presentation for external examinations

The normal situation is that pupils will be presented across a range of courses for National qualifications and Higher exams in S4, S5 and S6. Examination will involve a variety of different methods including internal assessment within the school, project work and external examinations from the Scottish Qualifications Authority.

The school operates a policy of 'positive presentation' - this is so that a pupil who has completed a course leading to the examination, and where there is a chance of success, will be presented for the examination.

Where the chance of, for example, Higher success is very remote (e.g. a pupil has obtained a prelim examination mark of under 30%) the Faculty Principal Teacher of the subject may decide the pupil is not yet ready for the final Higher examination, and may advise a further year's study or obtaining a qualification at a lower level. In all instances detailed feedback will be provided during the year to advise pupils how they can improve and warning will be given at the earliest stage possible if pupils are not working to the required level.

In some examinations where continuous assessment is an essential part of the course, frequent absences may lead to a lack of assessment and the pupil may not be presented for the final examination because of this.

It is always possible for parents and carers to discuss the presentation situation, and to seek advice from either the guidance teacher or subject teacher.

Further details of the current situation on National Qualifications can be gained from the Education Scotland website, which has a detailed section for parents, or from Parentzone. Parents and carers can, of course, ring the school to gain further information if need be. Details of the school's performance against some national statistics can also be found at <https://education.gov.scot/parentzone/my-school/school-information-dashboard/> or by contacting the school.

Abbreviated Standards and Quality Report, School Improvement Plan 2022/2023 and Curriculum Rationale

The school improvement plans are outlined in extract from the standards and quality report below. Please get in touch with the school if you would like to see the full version. It should be noted that this is a working document that may change at any time. Also included is our curriculum rationale – details of what we do and why we do it. This is under review year-on-year as we strive to increase what we offer to our pupils. If you have any questions about what exactly it all means for your children, please contact John Rutter at the school.

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of data and information including attainment results, responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff from our own and other schools, and partners in the local community and beyond. We use all of this information to arrive at our view of the quality of education we provide and our priorities for future development in the coming year and beyond.

Our School Improvement Plan is a dynamic document and may be changed through the year as we identify different priorities which need to be looked at.

Highlights from last year's Standards and Quality Report (including pupil voice)

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- Almost all pupils feel safe in school with refurbished toilets, welcoming classes, quiet areas such as the library and cabin-based nurture spaces and good relationships
- Many learning experiences are of a high quality with pupils feeling they get help when they need it, with quiet spaces for those with anxiety issues, teachers interacting well with classes and guidance and support staff being well aware of issues outside of school
- S6 pupils in particular said there was good mental health support
- Almost all pupils felt that they could share ideas in the class or in the school by talking to staff
- Almost all pupils appreciated the school building and thought it was welcoming.

Our Improvement Journey Headlines

Session 2021/22

- Good SQA qualification results in a number of different subjects including e.g. maths, English, Art, Modern Studies and others
- Enhanced options and increasing access to wider achievement courses for senior pupils
- Introduction of NPA Bakery award with funding for equipment through Education Scotland's Food for Thought funding

- Introduction of Modern Languages for Life and Work by modern languages department
- Data Science and Cyber Security introduced into BGE Computing courses
- Liaison with Education Scotland on work to ensure that all learners have an appropriately differentiated curriculum, with pace, support and challenge
- Review of health and wellbeing of pupils including work in small groups and individual counselling sessions; work with parents on influencing hwb
- Mentor programme started by staff for vulnerable pupils in S2 and S3
- Work with MCR Pathways on mentoring programme for pupils identified as being at risk of a negative destination
- Community involvement projects to restore a sense of belonging – including pupil placements in local primary schools and community litter-picking projects
- A concentration on outdoor learning for the new S3 ARK (Acts of Random Kindness) class including achievement through Duke of Edinburgh and volunteering awards and participation in the Shieling Project
- S6 leavers' trip to London identified by many as a school highlight
- Engagement with Aberdeen University's student outreach programme with two medical students providing in-class support and teaching through two-week placement in school
- Production of school magazine – IHS Satellite – by S1 class developing skills including fundraising, design, journalism and editorial
- Training in aspects of gender identity and equality; increased recognition of how different cultures interact with the school
- Initial work on developing a relationships policy that supports restorative approaches to supporting learners and staff (including PSAs)
- New extra-curricular activities provided including textiles club and pupil digital team – the latter gaining nine pupil drone licences and knowledge in multimedia editing
- Collaboration with ASG primary schools on literacy project = pupils in S1 making picture books to read to P1 classes in primaries

School Improvement Plan 2022/2023

Summary: Key School Improvement Priorities

Improvement Project 1: Raising Attainment and Meeting Learners' Needs

Introduction of NPAs and wider achievement awards in senior phase

- New courses introduced in Criminology, Cyber Security and Rural Studies for 2022/23 session
- Departments to look at opportunities for dual presentation of NPAs and other awards with Highers
- Departments to investigate opportunities for introduction of NPAs and wider achievement awards in 2023/2024 session

Pupil Support to look at range of awards available for pupils out of class/column and with high level of ASN.

Departments and faculties to engage with Education Scotland on improving methods of differentiation in class:

- Departments to pick one method of differentiation and to use for trial period and review
- FPTs to feed back on methods used at EMT meeting

Further work on differentiation by individual departments after FPT review.

Development of peer-observation programme for staff development

- Initial meeting with faculty representation to look at aspects of peer-observation of differentiation
- Further meetings to refine peer-observation with feedback to and from all departments

Peer-observation format settled upon for introduction in session 2022/23.

Improvement Project 2: Review of the Broad General Education

Work with Mark Priestley and others at Stirling University on rationale for, and implementation of, revised BGE curriculum:

- Re-establishment of working group on curriculum with representation from all faculties
- Meeting with Stirling University to establish a way forward
- Working party members to gather views from departments on the parts needed for new curriculum
- Impacts on timetable and staffing discussed to see which aspects of reform possible for 2023 and which for longer-term
- Further refinement with Stirling University

Introduction of some aspects of new BGE curriculum.

Improvement Project 3: Promoting Positive Relationships

Refocussing of school behaviour group to monitor aspects of positive relationships and behaviour within the school:

- Ensuring school relationships and behaviour policy follows THC's Promoting Positive Behaviour guidance
- Analysis of referrals to look for patterns within year groups/classes/ subjects
- Monitoring of consistent staff attitudes towards behaviour and school rules
- Continued introduction of rewards for pupils
- Introduction of restorative exercises for basis of discussion with pupils after removal from class

- Liaison with pupil council on aspects of behaviour and approaches to behaviour within the school

Possible introduction of restorative practice training for certain members of staff.

Refocussing of work in nurture and autism bases (to create Alternative Learning Zone) to take account of reductions in staffing

Monitoring of changes to deem effectiveness and further modifications.

Introduction of house system:

- Re-organisation of guidance caseloads into house groups
- Pupils informed of changes to houses and house competitions at start of new year
- House captains (S3 and S5/6) elected by pupils/staff

Programme of house activities for session published.

Awareness raising of the UNCRC and effects this will have on Scottish education (dependent on information and guidance from Scottish Government, Highland Council and other organisations).

Curriculum Rationale

At Inverness High School we believe in the principles of social justice and the universal right of everyone to a high quality education. Our aim is to provide a curriculum which enables every single one of our pupils to survive and thrive in the 21st century and develops:

- a life-long love of learning
- high levels of achievement and attainment
- skills for life, skills for work and a thirst for knowledge
- a growth mindset encouraging resilient attitudes and 'stickability'
- a wide range of possible pathways for life after school and,
- the four capacities of Curriculum for Excellence.

This will be done by increasing the opportunities for our young people and expanding the range of academic and vocational courses we offer throughout their school years.

The Broad General Education - S1 and S2

In the first two years of High School, pupils study a very wide range of subjects: they will expand their knowledge and skills across all the main areas of the curriculum; they will show progression in assessment; and they will have a curriculum which addresses the key milestones and significant aspects of learning.

Subjects studied over the first two years in secondary school will include:

English	Mathematics	History	Geography
Computing	Science	Art	Music
Physical Education	Personal and Social Education	Technologies	French
Home Economics	Religious Education	Modern Studies	Personal Support

Personal Support is a weekly lesson in which pupils will develop their learning conversations and will explore study skills, mindset, citizenship and other aspects of the Curriculum for Excellence crucial to their success in schools.

The Broad General Education - S3

As they enter S3 pupils make their first subject choices and start to develop their own personal pathways through the rest of their school life.

English and Maths remain compulsory subjects. All pupils also take Physical Education, Religious and Moral Education and Personal and Social Education.

For their remaining subjects pupils pick one course from each of the following curricular areas:

Sciences - Biology, Chemistry or Physics

Technologies - Computing Science, Home Economics or Technology

Creative Subjects - Art and Design, Music or Creative Studies

Social Subjects – Geography, History or Modern Studies

and, in addition, pupils can choose two subjects from columns as far as possible in a free choice from those above plus French. This gives pupils wide opportunities to either specialise (by, for instance, choosing three Sciences or three Creative subjects or three Social subjects) or to continue with a broad selection of subjects from across curricular areas.

Throughout the BGE and into the senior phase we also aim to provide opportunities for pupils to develop wider achievement. This can be done through extra-curricular clubs and activities, the Duke of Edinburgh award, leadership groups and prefect opportunities and volunteering. We will offer many ways for pupils to contribute to the life of the school and the wider community.

The Senior Phase - S4 through to S6

In the senior phase pupils continue with their specialisation as they move into their qualification years. Our main aims are to increase the choice available in both academic and vocational qualifications in order to ensure increased attainment for all our pupils.

In S4 pupils study maths and English and four subjects from a range organised into options columns. There are also opportunities for pupils to take vocational courses at Inverness College in, for instance, mechanics and health and beauty in order to complement their school-based classes with more vocational study. Extended work experience and personalised timetables are also available for certain pupils.

In S5 pupils pick subjects for National qualifications and Highers. They choose five subjects and have a degree of freedom with study periods allocated for independent work. There are further vocational and Skills for Work options (such as Engineering Skills and Travel and Tourism), both within the curriculum and college- and community-based.

S6 follows the same format as S5 with additional options of Advanced Highers and online Highers in specialist subjects offered by the UHI as well as citizenship and community volunteer work.

Details of all options choices in the senior phase can be seen on the attached sheets.

The future

There are some major developments which will affect our future curriculum. Initiatives such as Developing Scotland's Young Workforce will continue to be key drivers in increasing our engagement with employers and UHI to develop further vocational and skills-based pathways for our learners. An increasing school roll should enable us to expand the range of courses we offer. Plans we have include the introduction of drama, a further language, business management, administration and rural skills as a few starters.

We shall continue to look for opportunities to increase options in the senior phase thereby increasing personalisation and choice beyond what is available at present. Exciting times lie ahead.

