



**WE
ARE
WHAT
WE
REPEATEDLY
DO.
EXCELLENCE,
THEN
IS NOT
AN ACT,
BUT A
HABIT.**

Aristotle

NAIRN ACADEMY
INFORMATION FOR PARENTS
SESSION 2023-24

WELCOME TO NAIRN ACADEMY

TOGETHER WE WILL SUCCEED

Welcome to all new pupils at Nairn Academy. Joining a new school is an exciting time with new opportunities and experiences.

In this booklet, you will find all of the relevant information you will need for starting school.

At Nairn Academy, we invest in our relationships with parents/carers. Your first point of contact is normally a child's Guidance teacher. They will either be able to answer your query or arrange a meeting with the appropriate member of staff.

We hope you settle in quickly, welcome to #TeamNairn!

Julie MacDonald and all at Nairn Academy

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NAIRN ACADEMY VISION

AND HOW WE AIM TO ACHIEVE IT

NAIRN ACADEMY STAFF, PUPILS AND PARENTS WORK TOWARDS A COMMON GOAL. IN A POSITIVE ENVIRONMENT, PUPILS ARE MOTIVATED, MAXIMISE POTENTIAL AND ACHIEVE SUCCESS.

We promote the Four Capacities as set out in the Curriculum for Excellence by encouraging all pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We aim to achieve this by:

- ▶ Supporting all pupils to achieve their individual potential;
- ▶ Improving the attainment of pupils;
- ▶ Encouraging lifelong learning;
- ▶ Developing pupils' citizenship skills, self-discipline, sense of responsibility, respect and concern for others, in school and in the community at large, both locally and globally;
- ▶ Promoting the health and well-being of the school community.

HISTORY AND DEVELOPMENT

Nairn Academy is a six-year non-denominational comprehensive school which was founded in 1832. The school serves the Burgh and former County of Nairn. Until 1953, the school had been known as Rose's Academical Institution, in honour of an early benefactor, Captain James Rose, RN. From 1953 onwards it has been known as Nairn Academy and was formerly housed in what is now Rosebank Primary School. By 1969 the school had grown to outstrip its former site and a new building was planned and subsequently erected at the western end of town. The new school was first occupied in January 1976, and was formally opened in June of that year.

Since then the building has had several upgrades and extensions which included improvements to:

- ▶ Science Department and Library extension;
- ▶ Relocation of Home Economics Department;
- ▶ Art and Design Department refurbishment;
- ▶ The outdoor sports facilities were upgraded to include an all-weather sports pitch and additional outdoor changing facilities;
- ▶ Support for Learning Department.

Our new building is currently at the planning stages.

- ▶ 2021/22: Planning and surveys; ground works.
- ▶ 2022/24: Build starts. Ground breaking July 2023.
- ▶ 2025: August - build completion, October - Handover and move into new school.



SCHOOL STAFF

SENIOR LEADERSHIP TEAM

HEAD TEACHER

Mrs J MacDonald

DEPUTE HEAD TEACHER

Mrs Sarah Abenheimer - Year Head S2 and S5, Curriculum Lead

Mr John Chalmers - Year Head S1 and S4, Pastoral Lead

Mrs Sharon Sharkey - Year Head S3 and S6, SQA Coordinator

Mr Sam Todd (Acting)- Year Head S3, Parental Engagement and Timetable Support

EXTENDED LEADERSHIP TEAM

GUIDANCE

Mrs Hannah Lucas

Miss Fiona Dabjen

Ms Michelle Brodie

FACULTY HEAD OF ART, DESIGN AND TECHNOLOGY

Mr Steven Ednie

FACULTY HEAD OF LANGUAGE AND BUSINESS

Miss Catriona McQueen

FACULTY HEAD OF ENGLISH AND LITERACY

Mr Sam Todd

Mrs Sandra Mills (Acting)

FACULTY HEAD OF HEALTH AND WELL BEING

Mr Brian Kerr

FACULTY HEAD OF MATHS AND NUMERACY

Mr Jamie McDonald

FACULTY HEAD OF SCIENCE

Miss Janine Bain

FACULTY HEAD OF HUMANITIES

Mr Alan Richardson

FACULTY HEAD OF SUPPORT

Mrs Emma Slade

TEACHING STAFF

HT

Mrs J MacDonald

DHT

Mrs S Abenheimer
Mr J Chalmers
Mrs S Sharkey
Mr S Todd

ART, DESIGN AND TECHNOLOGY

Technology

Mr S Ednie
Mrs Y MacKenzie
Mr A Quinn

Art

Mrs R McBride
Mrs J Philip
Mr J Porteous

BUSINESS AND LANGUAGES

Business

Miss C McQueen

Languages

Mrs K Felber
Mrs E Murchison-MacDonald
Mrs K McGhee

ENGLISH AND LITERACY

Mr K Allison
Mrs S Leckie
Mr A Morrison
Mrs S Mills
Mr S Todd

DRAMA

Miss R Sharp
Ms M Brodie
Mrs S Mills

GUIDANCE

Ms M Brodie (Jubilee)
Mrs H Lucas (Merryton)
Miss F Dabjen (Dulsie)

HEALTH AND WELL-BEING

Home Economics

Mr B Kerr
Mr M Rankin

PE

Mrs S-J Brown
Miss C Murray
Mr M Rankin
Mr Kerr
Mr J Lopez

Music

Ms M Shepherd

MATHEMATICS

Miss A Davison
Mrs S Das
Mr M Griffiths
Mrs J McDonald
Mr M Murphy

SCIENCE

Biology

Miss C Abousamak
Dr J Kinghorn
Mr D MacLeod

Chemistry

Miss J Bain
Dr K Comisso
Dr J Kinghorn
Mrs S MacIntyre
Physics
Mr C Bodie
Mrs H Whitelegge

HUMANITIES

Geography

Mrs A Rankin
Mr D Kerr

History

Mr B Dawson
Mr A Richardson
Mrs J Torok

RMPS

Miss K Richardson
Ms L Purdie
Mr J Rodriguez

SUPPORT FOR LEARNING

Mrs E Slade
Mrs A Baird
Mrs J McGillivray
Mr A Murphy
Mrs N Stuart
Mrs K Tregellas

Pupil Support Assistants

Mrs V Alner
Mrs B Forsyth
Mrs A Cameron
Miss G Chisholm
Mrs I Gordon
Mrs K Hamilton
Mrs J James
Miss L James
Mrs M Johnston
Ms R Kari
Ms N Latimer
Mrs J Mackintosh
Mrs L MacLennan
Mrs L Ross
Ms K Taylor
Mrs L McBeath
Mrs J Weir
Miss C Wilkinson

NON -TEACHING STAFF

Office Staff

Administrative Assistant
Ms C Gordon

Main office

Mrs M Gunn
Mrs E Mason

Reception

Mrs B Hepburn

Reprographics

Mrs L Cuffley
Mrs E Iles (also HE auxiliary)

Library

Mrs J Murdoch – Librarian
Mrs A Fell – Library Assistant

Technicians

Mr D Leith (Technology)
Miss R Whelan (Science)

Janitors

Mr M Slade
Mr A Ambrose

Visiting Staff

| | |
|-------------------|----------------|
| Ian Shires | Brass |
| Judy Kyle | Woodwind/Piano |
| Dougie Galbraith | Percussion |
| Ryan Anderson | Pipes |
| David Hay | Strings |
| Christopher Josey | Voice |

Partner Staff

Active schools coordinator - Miss D Lundie
Youth Development Worker - Mrs S Macdonald
Children's Services Worker - Mrs C Townend
Community Paediatrician - Dr M MacLaughlin
Education Psychologist - Mrs G Watters
Careers Officer - Miss P O'Brien
Youth Action Link - Mrs S Peebles
Developing the Young Workforce - Debbie Khadi
Primary Mental Health Worker - Lara Fraser

This list was up to date in November 2022

NAIRN ACADEMY SCHOOL POLICIES

IMPORTANT INFORMATION

SCHOOL DAY

We operate alongside Highland Council Secondary schools, on a four and a half day week, comprising four days of 7 periods i.e. Monday to Thursday 08.45am - 3.45pm and a 4 period morning on a Friday, being 08.45am to 12.35pm.

MON-THURS
start 08.45am
end 3.45pm

FRIDAY
start 08.45am
end 12.35pm

Assemblies run for year groups during registration time with S5/6 on Monday, S4 on Tuesdays, S3 on Wednesdays, S2 on Thursdays and S1 on Fridays.

COV - At present, assemblies are delivered virtually as and when necessary.



The school calendar with all in-service, holidays and closure days can be found here:
<https://nairnacademy.wordpress.com/important-dates/>

SCHOOL RECEPTION

Visitors calling to the school must first report to Reception in the main concourse area of the school. The co-operation of all visitors in observing this requirement is designed to ensure the safety and security of everyone in the school. Visitors will be issued with visitors badges which should be returned to Reception at the end of the visit.

The School Office is staffed on a continual basis between 8.30am and 4.30pm, including the lunch break, outside of this a telephone answering machine is in operation.

ATTENDANCE / ABSENCE

Pupils' attendance is recorded period by period throughout the school day. Schools are required to keep an attendance register by law.

We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

Regular attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or carer should phone the school on that day on the school number -01667 453700 or email nairn.academy@highland.gov.uk.

When returning to school after an absence, pupils must bring a note dated and signed by a parent or carer giving the reason for the time absent.

GENERAL ABSENCE

When a pupil is absent, a parent/carers should:

- ▶ phone the school on 01667453700. or,
- ▶ email nairn.academy@highland.gov.uk

APPOINTMENTS DURING THE SCHOOL DAY

Where at all possible, medical and dental appointments should be made out-with school hours.

Parents/carers should do one of the following:

- ▶ provide a note via registration
- ▶ phone the school on 01667453700
- ▶ email nairn.academy@highland.gov.uk

In advance of appointments, pupils must:

- ▶ sign out at reception before they leave the building
- ▶ sign in at reception if they return during the same school day

ATTENDANCE / ABSENCE cont.

TERM TIME HOLIDAYS

When parents/carers are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- ▶ **under the guidance issued at a national level, will result in most family holidays being coded as an unauthorised absence; only in exceptional cases will the absence be recorded as authorised.**
- ▶ will result in a significant loss of classroom experience;
- ▶ will result in a pressure to 'catch up' on missed work by pupils;
- ▶ could result in pupils missing assessments with consequential impact on pupils and teachers;
- ▶ could result in the loss of curricular activities;
- ▶ will affect school attendance records and efforts to raise standards of attendance;

We would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

ATTEND TODAY ACHIEVE TOMORROW

GOOD ATTENDANCE AT NAIRN ACADEMY MEANS
BEING IN SCHOOL EVERY DAY, READY TO LEARN



DID YOU KNOW?

A two week holiday in term time means that the highest attendance you can achieve is 94.7%



DID YOU KNOW?

If you are 15 minutes late for each day you will have missed two full weeks of school in one year.



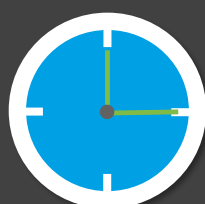
GOOD TIME KEEPING AT NAIRN ACADEMY MEANS
BEING IN SCHOOL ON TIME, EVERY DAY READY TO LEARN



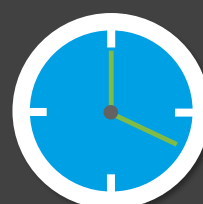
3
days lost



6.5
days lost



10
days lost



13
days lost



19
days lost

PUPILS WHO BECOME ILL AT SCHOOL

Pupils who become ill in school should report to Reception having asked for their teacher's permission if necessary. Under no circumstances should a pupil leave the school without permission.

The school has no facilities for pupils to use in case of serious illness or emergency and has no qualified nurse to attend to sick pupils. As a result, pupils who become ill at school will be allowed a brief recovery period after which, if they are not fit to return to class, parents will be contacted and asked to take them home. It is therefore essential that we have up to date day time contact numbers and emergency contact details for all pupils.

First Aid Staff will only administer medication when there are clear written guidance from the parents on:

The name of the medicine, the quantity of the medicine to be given, and the time it has to be given.

Prescriptive medication should be given at home by parents.

MINOR INJURIES

School will only deal with minor cuts and bruises. These will be cleaned and a plaster applied.

EMERGENCY CONTACT/S

In homes where both parents are working it is often difficult for the school to make contact with either of them. For all families it is **essential** that prior arrangements be made with a relative, neighbour or friend who agrees to act as an 'emergency contact' and who can be contacted by telephone and who will be available during the school day to take charge of pupils who may become ill or who suffer an accident at school. Pupils and the school should then be informed of these arrangements. The school should be notified of any change to a pupil's "emergency contact". Please contact the school reception or relevant Guidance Teacher to update your personal details.

Should any pupil be involved in an accident and require to be taken to hospital or if a doctor is summoned to school, parents will be contacted at the earliest opportunity. All cases of accidental injury are reported to the Area Education Manager.

SCHOOL CLOSURES/ ADVERSE WEATHER

UNSCHEDULED SCHOOL CLOSURES AND ADVERSE WEATHER

| | |
|-------|--|
| DIAL | 0870 054 6999 |
| ENTER | PIN NO. 04 2700 |
| PRESS | 1 TO HEAR SCHOOL'S MESSAGE |
| PRESS | 4 TO ENTER PIN FOR ANOTHER SCHOOL |

Our telephone message service is able to provide information for parents, for example, when there is a risk of closure due to adverse weather.

This does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

Please note, you have two attempts to enter the pin number and you will be disconnected after a second failed attempt.

Care and Learning Winter Weather Information

The Care and Learning Service has now developed access to winter weather information that parents will be able to log onto from home in order to find out about school closures. Links to this information should appear on both the Highland Council and the Highland Virtual Learning Community websites. You can access winter weather information at the following web address: www.highland.gov.uk and follow the link 'Ready for Winter'.

PARENT COUNCIL

Parent Councils are composed of parents, staff and co-opted members with the Rector acting as the professional adviser to the Council. Parent Councils offer an opportunity for parents to meet, discuss and share information on school issues.

Duties include:

- ▶ consulting with parents and reporting to parents on matters of interest;
- ▶ encouraging the development of links between the school and parents;
- ▶ taking part in the selection of senior promoted staff to the school;
- ▶ setting dates for occasional holidays in consultation with interested parties;
- ▶ under the direction of the local Council assisting in the letting of school premises;
- ▶ receiving reports from the Rector and education authority;
- ▶ receiving an annual budget for administration, training and other expenses;
- ▶ having power to raise funds and spending these for the benefit of the school after consulting the Rector.

The Chairperson of the Parent Council can be contacted at

Chairperson - Mrs G Chisholm: nairnacademypc@gmail.com

Secretary: Mrs N Mackinlay

Elected Member Link - TBC

PUPIL COUNCIL

Our pupil council has the twin aims of...

...giving pupils a greater say in the life of the school

...gauging pupils' views on issues that affect them

The Pupil Council is made up of two representatives from each class and volunteer members of staff.

Regular meetings are held to discuss issues and make decisions which affect pupils and the school environment. On a regular basis representatives of the Pupil Council are invited to attend Senior Leadership Team meetings. They present at assemblies as well as meeting with the Parent Council to share their plans for improvement.

DRESS CODE

Since session 2014/2015 when the school dress code was reviewed by parents, staff and pupils, the following dress code is in place:

S1/3

Polo shirt and sweatshirt with school badge, smart black skirt/trousers (or tartan skirt)

OPTIONAL

Shirt/blouse (black/white)
School tartan tie

AVOID

Leggings/
Branded
clothing

S4/6

Shirt/blouse (black/white), school tartan tie, black v-neck jumper or cardigan, smart black trousers or skirt

OPTIONAL

Tartan skirt, zip
hoodie with school
badge

AVOID

Leggings/
Branded
clothing

School dress code...

- ▶ promotes a strong identity within the school
- ▶ removes any peer pressure regarding brands, designer labels
- ▶ allows pupils to be easily identified in and around the school (any intruders are obvious to staff)
- ▶ helps prepare pupils for the world of work and expected dress code for the majority of professions
- ▶ Contributes to an overall ethos of commitment and effort

DRESS CODE cont.

Order forms for dress code items and other items are available from the School Office and on the school website. The forms contain full details of the range of garments, their sizes, colours and options for logo position.

The school acts as a contact centre and not as a sales point for dress code items. However, parents can examine dress code items at a number of school events held throughout the year.

School dress code...

The following are **not** allowed in school:

- ▶ blue denim jeans/skirts, tracksuit/sports trousers, leggings, football colours/branded t-shirts/sweatshirts.
- ▶ clothing promoting other inappropriate messages/logos

Assistance may be available to help with the cost of purchase of school dress code. Please refer to following

<http://www.highland.gov.uk/learninghere/schools/schoolmeals/schoolmealsandclothinggrants.htm>

MacGregor Industrial Supplies
15-17 Henderson Road
INVERNESS
IV1 1SN

T 01463 717999
www.macgregorsupplies.co.uk

Schoolwear Made Easy
Unit 4/5
57 Harbour Road
Inverness
IV1 1UF

T 01463 222022
www.schoolwearmadeeasy.com

SCHOOL MEALS AND HEALTH PROMOTING SCHOOL

As a Health Promoting school we encourage pupils, staff and parents to think about healthier lifestyles.

School Meals keep improving, with better quality food, healthier meals, larger portion sizes and wider and better choices.

If a pupil has special dietary needs, please inform the school.

FREE SCHOOL MEALS

Free meals can be claimed in certain circumstances, for information and application form please see

<http://www.highland.gov.uk/learninghere/schools/schoolmeals/schoolmealsandclothinggrants.htm>

CASHLESS CATERING SYSTEM

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

<http://www.highland.gov.uk/learninghere/schools/schoolmeals/payingforschoolmeals.htm>

Pupil Scottish Candidate Numbers will be required when logging in. These can be provided by the school office. **Parents/carers are responsible for behaviour and choices of pupils who decide to go out-with school grounds at lunchtime.**

BREAKFAST CLUB

Breakfast club runs from 8.15am every morning and is supplied by Ashers Bakery and through the Fareshare scheme. Staff and pupils work together to provide a welcoming atmosphere and food/ drinks to any member of the school community who wants to come along.

LEARNING AT NAIRN ACADEMY

TOGETHER WE WILL SUCCEED

CURRICULUM MAP

YOUR PATHWAY....

TO YOUR POSITIVE DESTINATION

EMPLOYMENT
FURTHER or
HIGHER EDUCATION
APPRENTICESHIPS
WORK EXPERIENCE

S1/2

BROAD GENERAL EDUCATION

| |
|--------------------------|
| ENGLISH |
| MATHS |
| GEOGRAPHY |
| HISTORY |
| MODERN STUDIES |
| R.M.P.S |
| LANGUAGES: FRENCH |
| LANGUAGES: GERMAN/GAELIC |
| MUSIC |
| P.E. |
| HOME ECONOMICS |
| ART AND DESIGN |
| TECHNOLOGY |
| SCIENCE |
| NAIRN ONE WORLD |
| DRAMA |
| P.S.E. |
| P.S.U. |

S3/4

BUILDING TO NATIONALS

| |
|-----------------------|
| ENGLISH and MATHS |
| + |
| 5 from |
| GEOGRAPHY |
| HISTORY |
| R.M.P.S. |
| FRENCH |
| GERMAN/GAELIC |
| ADMIN |
| BUSINESS |
| DRAMA |
| MUSIC |
| P. E. |
| ART AND DESIGN |
| DESIGN & MANUFACTURE |
| GRAPHIC COMMUNICATION |
| PRACTICAL WOODWORK |
| BIOLOGY |
| CHEMISTRY |
| PHYSICS |

| |
|----------|
| P.E. |
| R.M.P.S. |
| P.S.E. |
| P.S.U. |

S5/6

SENIOR PHASE

S5 5 qualifications

| |
|---------------------------------|
| HIGHER / N5 |
| HIGHER / N5 / FA |
| HIGHER / N5 / NPA |
| HIGHER / N5 / OTHER AWARD |
| 5 - HIGHER/N5 / H OPEN LEARNING |
| + |
| CORE STUDY |
| CORE P.S.E. |
| CORE R.M.P.S. |

S6 4 qualifications
or additional courses/
certificates/awards from....

| |
|--|
| ADV. HIGHER HIGHER FA (YEAR 2) NPA N4/5 OPEN LEARNING |
| FREE BLOCK |
| + |
| CORE STUDY |
| P.E. |
| R.M.P.S. |

YOUR
POSITIVE DESTINATION

EMPLOYMENT
FURTHER or
HIGHER EDUCATION
APPRENTICESHIPS
WORK EXPERIENCE

THE BGE CURRICULUM

S1/2

Broad General Education (BGE)

In First and Second Year pupils follow courses which will extend their knowledge and develop the skills which they acquired in Primary School.

During this time students will come to grips with the very different nature of the Secondary School – in particular with the wide range of subjects, taught by a range of teachers. In the first two years pupils undertake a **common course** of study (see curriculum map). Interdisciplinary Learning IDL projects take place throughout the BGE. S1 / 2 curriculum experience also includes Drama, Sustainability, Outdoor Learning, Digital Skills and Modern Studies.

BUILDING TO NATIONALS

S3

Near the end of Second Year, pupils have the option for personalisation and choice as they move into their Third Year. Comprehensive information is issued to pupils and parents in February of each year. The school offers a wide range of courses suitable for entry into all the major branches of Further and Higher Education.

During Third Year, pupils will continue to follow the BGE curriculum through the Building to Nationals structure. Pupils will study 7 subjects which they will carry forward into Fourth Year, when they will study towards SCQF Level 3, 4 and 5, Nationals and other Awards within the SCQF Framework. Pupils continue with Core PE, PSE and RMPS.



| |
|--------------------------|
| ENGLISH |
| MATHS |
| GEOGRAPHY |
| HISTORY |
| MODERN STUDIES |
| R.M.P.S. |
| LANGUAGES: FRENCH |
| LANGUAGES: GERMAN/GAELIC |
| MUSIC |
| P.E. |
| HOME ECONOMICS |
| ART AND DESIGN |
| TECHNOLOGY |
| SCIENCE |
| NAIRN ONE WORLD |
| DRAMA |
| P.S.E. |
| P.S.U. |



| |
|-----------------------|
| ENGLISH and MATHS |
| + |
| 5 from |
| GEOGRAPHY |
| HISTORY |
| R.M.P.S. |
| FRENCH |
| GERMAN/GAELIC |
| ADMIN |
| BUSINESS |
| DRAMA |
| MUSIC |
| P. E. |
| ART AND DESIGN |
| DESIGN & MANUFACTURE |
| GRAPHIC COMMUNICATION |
| PRACTICAL WOODWORK |
| BIOLOGY |
| CHEMISTRY |
| PHYSICS |
| + |
| P.E. |
| R.M.P.S. |
| P.S.E. |
| P.S.U. |

THE SENIOR PHASE CURRICULUM

S4

Pupils in Fourth Year will have the opportunity to study for 7 National Qualifications / SCQF Awards.

At the end of Fourth Year, after the National examinations, pupils' courses are reviewed and, where necessary, adjusted for ability or career intention. This process involves the pupils, parents, subject and Guidance teachers.

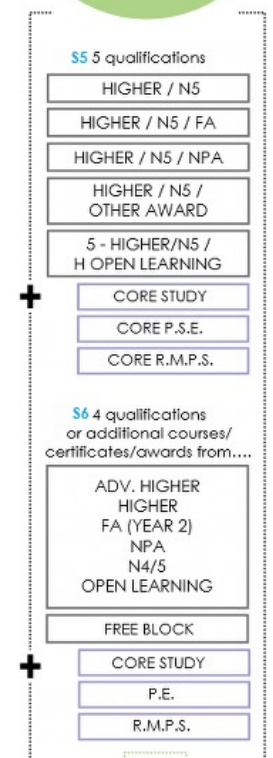
S5

In Fifth Year pupils select five subjects which could range from SQA Nationals or Highers to National Progression Awards, National Certificates and Foundation Apprenticeships. In this process pupils may have an opportunity to select subjects which they have not previously studied. The availability of courses varies from year to year depending on demand and staffing.

In Fifth and Sixth Year on top of their regular studies pupils have the opportunity to develop other skills and to have greater input into the school community.

S6

In S6, pupils select five subjects which could range from SQA Nationals, Highers or AH to National Progression Awards, National Certificates and Foundation Apprenticeships. In this process pupils may have an opportunity to select subjects which they have not previously studied. They will also be timetabled for Wider Achievement, in which they can develop qualities to strengthen their leadership and commitment, by participating as Prefects, Buddies, House Captains etc. and various other Making a Difference activities. As part of their Wider Achievement time they will work towards being accredited for these activities.



GAELIC MEDIUM EDUCATION

GME is offered for 3-5 periods a week in S1-2 through languages and Geography. Pupils can then go on to study Gaidhlig at National 4/5 and Higher levels in S4-6.

The opportunities to develop the language register of Gaelic Medium pupils which are supported by outside agencies such as Bord na Gàidhlig enable these pupils to use language in different settings such as debating, film production and creative writing. This enrichment will add to their attainment at different levels.



OPEN LEARNING

Fifth and Sixth Year pupils are given the opportunity to undertake some subjects by **Open Learning through IC UHI and various online and virtual providers.**

- ▶ This widens the range of subjects available to senior phase pupils. This is most likely to be of benefit to very able, committed pupils who are able to work independently and who are genuinely seeking to make the best use of their school careers.
- ▶ It can help senior phase pupils in the further development of their study skills and thereby assist their preparation for study and University or College.

Entry to Open Learning Courses will be discussed by individual pupils and Guidance Teachers and only pupils deemed to have a proven record of commitment and self-discipline will be considered.

RMPS

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

In First, Second and Third Year pupils study RMPS. Any parent who would like further information about the RMPS curriculum/topics, or who would like information about religious instruction, observance and related arrangements, please contact their Guidance Teacher.

Courses are experiential and activities include class discussions and there is an emphasis on developing investigative skills. During senior phase, pupils have the option to study RMPS towards SQA qualifications.

PERSONAL SOCIAL EDUCATION

The PSE curriculum includes coverage of areas such as drug and alcohol awareness, skills for resilience, sexual health, relationships, parenthood and other sensitive aspects of learning. Details of the PSE curriculum can be found at:

<https://nairnacademy.wordpress.com/pse/> and guidance staff are happy to provide more detailed information if required.

INSTRUMENTAL TUITION

Tuition is available for pupils in Bagpipes, Brass, Percussion, String and Woodwind. Colleagues in the Music Department will discuss the opportunities with new pupils and is also available to deal with any queries from parents. A special Parents' Evening is arranged to allow parents of those receiving tuition to meet the tutors and to discuss pupil progress. The instrumental tutors issue annual reports on the progress of their pupils via the Music Department.

EXTRA-CURRICULAR ACTIVITIES

A number of groups/clubs operate within the school throughout the year. These range from Eco-group, debating, chess and a number of sports and music clubs that cater for a wide variety of pupil interests. The school has various sports teams including football, rugby, basketball and netball.

All pupils are encouraged to participate in their choice of activities and will find information regarding these via the daily 'Register Notices' which are read during tutor time and are also published on the school's website: www.nairnacademy.wordpress.com

Some departments also offer pupils the opportunity to travel overseas as part of an educational trip, such as the History battlefield trip, the RMPS trip to Auschwitz and languages trips.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

EMAs are available nationally to eligible pupils in Fifth and Sixth Year. This extra financial help is to enable them to stay on in post-16 education.

What is an EMA?

An EMA is an allowance payable to eligible young people who stay on in full-time education at school or college after their sixteenth birthday. It can be paid for a maximum of 3 consecutive years, with 2 years at most (usually) in secondary school.

The young person has to satisfy attendance requirements. Also, they have to complete a **Learning Agreement** - a contract between the young person and their school or college.

EMA may be granted at the discretion of the Authority to any person who:

- ▶ remains in full-time education (minimum 21 hours per week) at school beyond the statutory leaving age
- ▶ is 16 years old (in future years this will move progressively to a 16 - 19 years range)
- ▶ is either a resident in the Highland area or attends a Highland School.

In session 2022/2023 pupils who are 16 on or before 30th September can receive payments from August 2022. Pupils who turn 16 between 1st October 2022 and 28th February 2023 can receive payments from January 2022. Further information on full eligibility criteria and the online application process can be obtained from the school.

<http://www.highland.gov.uk/learninghere/grantsandallowances/ema/>

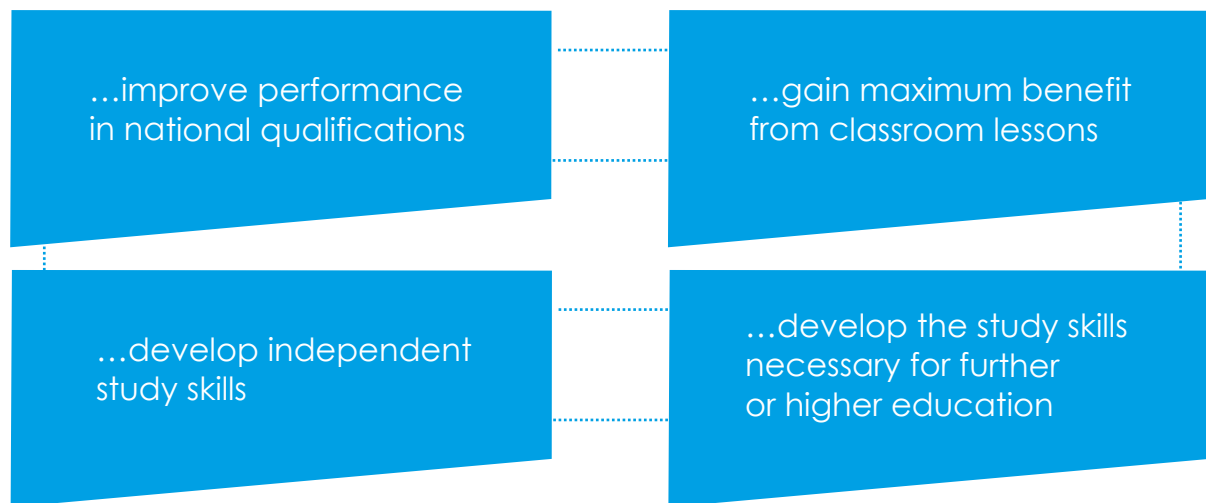
EMPLOYMENT OF CHILDREN

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

HOMework / HOME LEARNING

Completing homework regularly will help pupils...



Homework tasks may be set for:

Consolidation

E.g. learning vocabulary, learning facts

Reinforcement

E.g. maths examples or grammar exercises

Enhancement

E.g. improving a piece of work already started

Creative work

E.g. artwork, essay, project based work

Online

E.g. Google Apps for Education

If you have internet access you will find a lot of useful information on the school website

<http://nairnacademy.wordpress.com>

HOW CAN PARENT/CARERS SUPPORT LEARNING?

► MONITORING HOMEWORK REGULARLY

Many pupils use Chromebooks to record homework as an alternative to a diary. Google Classroom invites parents to check and be involved in pupil homework in some subjects.

► PROVIDE SUITABLE STUDY FACILITIES AND ENCOURAGING REGULAR STUDY AT HOME

An area which is not subject to the distractions of television, mobile phones and of normal family life will contribute to improved attainment providing that the pupil makes regular use of the provision.

► ENCOURAGING THEIR CHILDREN TO TALK GENERALLY ABOUT PROGRESS IN SCHOOL GETTING INVOLVED IN DISCUSSIONS ABOUT THE VARIOUS OPTIONS OPEN TO THEIR CHILD AT THE THREE "CHOICE OF COURSE" POINTS

It is particularly useful if parents encourage early discussion of course choice for senior phase and of future options after school.

► CONTACTING THE SCHOOL EARLY IF THERE ARE CONCERNS ABOUT PROGRESS OR BEHAVIOUR ENCOURAGING THE APPROPRIATE BALANCE BETWEEN SCHOOL WORK, SOCIAL LIFE AND PART-TIME WORK

The performance of many pupils has been shown to have been affected by the lack of balance in these three aspects of their lives. Especially for pupils in senior phase, parents can play an important role in ensuring that their child's education does not suffer from the combined effect of a part-time job and an over active social life.

► ATTENDING PARENTS' MEETINGS

Their attendance at parents' meetings shows pupils that their parent(s)/carer(s) are interested in their progress and wish to be supportive. Teachers welcome the opportunity to involve parents/carers in the drive for higher standards of performance.

► RESPONDING TO REPORTS ON PROGRESS AND OTHER COMMUNICATIONS

The school is always pleased when parents/carers contact the school to discuss concerns or to inform us of factors which may affect their children's progress at school.

► ENCOURAGING REGULAR ATTENDANCE/GOOD TIMEKEEPING.

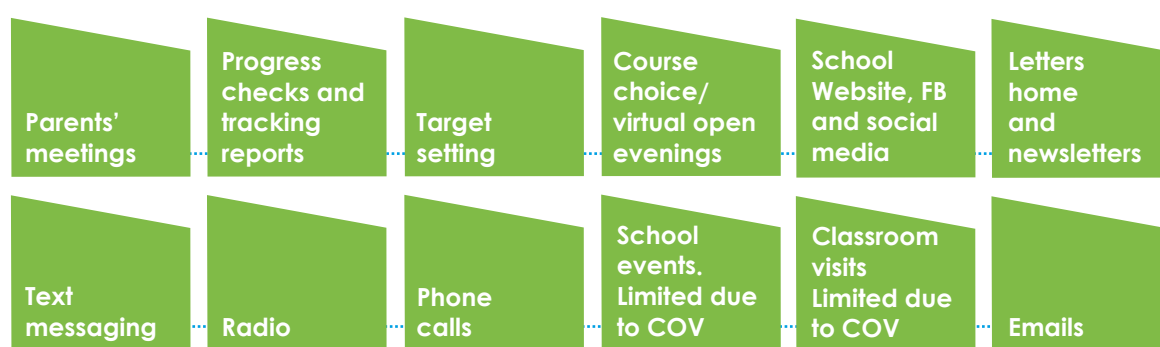
► REINFORCING THE MESSAGE THAT A GOOD EDUCATION IS IMPORTANT

and that they want their children to achieve the best of which they are capable.

PARENTS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. Ways we communicate with parents include:



The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important in supporting children's learning.

The school always seeks to involve parents in any key decisions about their child's education and to keep parents informed about progress.

Parental feedback is also obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

A member of the Senior Leadership Team is in school most evenings for parents to contact with any issues.

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the school Reception or through email at nairn.academy@highland.gov.uk.

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

A **Children's Service Worker** (currently a vacancy) is based at the school who:
works in collaboration with the support team in school

- ▶ works to support families in their own communities
- ▶ works with individual pupils and small groups - offering a further level of support
- ▶

ASSESSMENT AND REPORTING

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through tracking reports, progress checks, and target setting information as well as through tools such as Google Classroom. Pupils in BGE will receive two tracking reports and Senior phase pupils will receive three over the course of a session. In addition to this, year groups will also have a scheduled Parents' meeting later in the year.

PROGRESS

Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's Guidance teacher in the first instance.

TRANSITIONS

Transition from our feeder primaries begins in P5 when staff work with primary colleagues and any other relevant agencies and partners to forward plan for individuals where necessary.

Open evenings and Teach the Parent events are open to P6/7 parents and pupils, and there are programmes of enhanced transition for any pupil for whom this is appropriate.

Meetings between secondary and primary staff ensure that notes are passed on effectively and several departments run successful transition projects with the primaries to provide continuity of skills between sectors and a more productive learner journey.

Transition days run in June of each year for P7's and their teachers to come and work with secondary staff and experience their timetables.

Summer clubs run for identified groups and positive links and whole school / ASG events mean we work effectively as a school group.

CAREERS ADVICE EMPLOYABILITY AND TRANSITION BEYOND SCHOOL

During their time at Nairn Academy all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, school librarian and representatives from Skills Development Scotland. At key stages such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is....

... to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives.

Skills
Development
Scotland

Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need.

CAREERS ADVISOR FOR
NAIRN ACADEMY IS...
KEVIN GUTHRIE



**My
World of
Work**

The key Careers Adviser linked to Nairn Academy is **Penny O'Brien**. Penny is available to give advice on matters relating to career and curricular choice. Please arrange contact through the relevant member of the Guidance team. The My World of Work tool is key to this. This can be accessed through: <https://www.myworldofwork.co.uk/>

CAREERS ADVICE EMPLOYABILITY AND TRANSITION BEYOND SCHOOL cont.

Please find a link to [16+ Learning Choices Information](#) which provides advice on the opportunities available to our young people post school. The school currently has a very high success rate in pupils moving on the positive destinations, and we work with a number of local and national employers and educational and training establishments to facilitate this.

Opportunities for All is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of Opportunities for all whilst young people are still in school. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment.

The school will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website:

<http://www.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning: www.hi-hope.org



There are specific arrangements in place to ensure pupils with additional support needs make successful transitions. These include access to transition fairs with local employers and educational establishments, links with our career adviser and other agencies such as the 14-25 transitions team. The curriculum features life skills development such as cooking, time management, money management, travel and visiting partner establishments.

NAIRN ACADEMY SCHOOL ETHOS

AND HOW WE AIM TO ACHIEVE IT

Nairn Academy staff, pupils and parents work towards a common goal. In a positive environment, pupils are motivated, maximise potential and achieve success.

CELEBRATING SUCCESS

Celebrating success is an ongoing throughout the year at Nairn Academy as is part of the fundamental ethos of the school. Our Vision, *Nairn Academy staff, pupils and parents work towards a common goal. In a positive environment, pupils are motivated, maximise potential and achieve success*, is built on a focus of success for all, be this academic, in the wider school or community, on a personal level, or sporting and arts achievements.

At the end of the year, pupils in S1-3 are nominated to receive certificates for Commitment and Achievements. A formal Awards Ceremony for these and Senior Phase Awards is held at the end of summer term when prizes are awarded for individual subjects, Merit or Distinction Awards and Recognition for Outstanding Commitment to the school. Medals for overall school Dux and Proxime Accessit are also awarded on that evening.

Throughout the session we also aim to highlight pupil achievements in our newsletter, Five Piece Fridays and power cards. It is great to hear about pupil successes out with the classroom. Please write or email details to include on the Star Achiever notice board (at Reception). We also use the school website, Blog (www.nairnacademy.wordpress.com), local press and social media - follow us on;

Face book - Nairn Academy / **Twitter** @Nairnacad / **Instagram** nairnacademy.

EQUALITY AND INCLUSION

In summary, our activities in school should ensure that we: eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' outlined in the Equality Act – age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

Our school have an active Equality Forum who promote the inclusion summarised in the Equality Act.

The Equality Forum is made up of pupil volunteers from a range of year groups and has tripled in size over the last year. Regular meetings allow pupils to discuss current issues, receive training and create resources. The group have helped the school gain the Bronze Charter Award for supporting LGBT+ learners, and have shared our success at various national events as well as having their work recognised in the latest government legislation.

EQUALITY AND INCLUSION cont.

In 2020, the Equality Forum rewrote the Northern Alliance guidance on equality 'INCLUDE'. This was a fantastic opportunity, in which pupils were also given the opportunity to present to the Education Committee at Highland Council and produced a video to launch the policy for the INCLUDE ME event run by the Northern Alliance. This year we are hoping to work with other schools across the Northern Alliance to create an 'INCLUDE' award system.

[https://www.highland.gov.uk/downloads/file/11627/include - equality diversity and inclusion guidance and self-evaluation for educational settings](https://www.highland.gov.uk/downloads/file/11627/include-equality-diversity-and-inclusion-guidance-and-self-evaluation-for-educational-settings)

We would love to have your input, for more information on how to join the Equality Forum and support please see Mrs Lucas or Mrs Torok.

For up-to-date information please see:

<http://www.highland.gov.uk/info/751/equality-diversity-and-citizenship/313/equality-opportunities>



BULLYING

The school has an effective strategy for dealing with bullying. Lessons in P.S.E. raise awareness of the impact of bullying and strategies for dealing with it. Guidance staff provide first line support and year heads follow up with any disciplinary issues. Support is also available from older buddies and other professionals where appropriate. All bullying is dealt with seriously and the behaviour management policy is used in these cases. We also benefit from a dynamic pupil council group who organise awareness events on bullying and a number of other issues such as stress and mental health.

Pupils have in the past trained as Mentors for Violence Protection, through a highly-acclaimed programme which raises confidence in pupils to challenge everyday anti-social or bullying behaviour they might come across and so positively impact the culture of the pupil cohort. We are hoping to introduce this again. More details can be found below:

<http://mvpscotland.org.uk/>

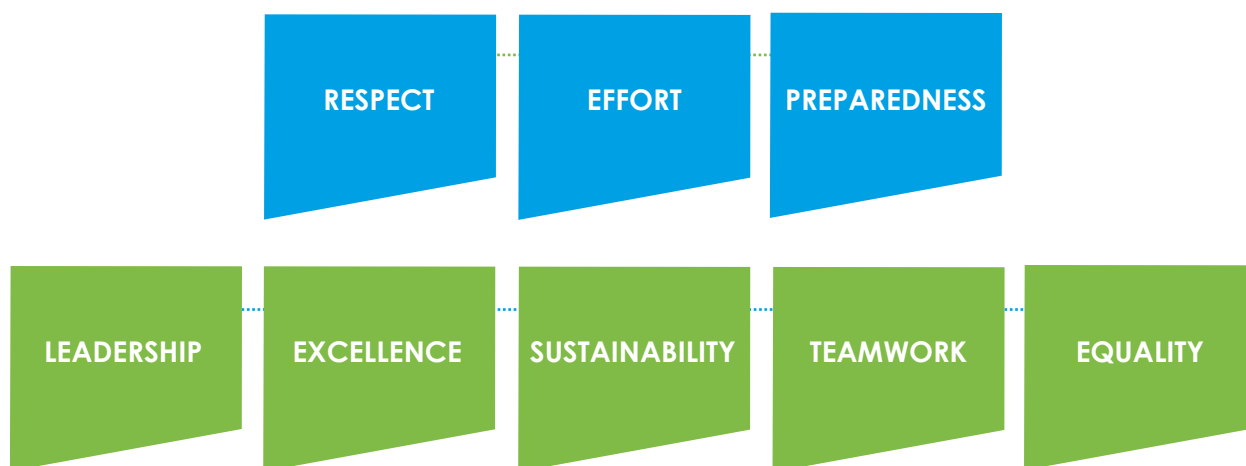


Any pupil or parent with a concern should contact guidance staff as a first port of call.

Please find a link to the school's Positive Behaviour and Bullying Policies:

<https://nairnacademy.wordpress.com/school-policies/>

Key Values underline our Vision. These are...



These values permeate our curriculum and policies.

In addition to the Promoting Positive Behaviour policy, we are currently developing other ways of Celebrating Success and as such use Praise Postcards, greater press and social media coverage of good news stories and achievements, and broadening our range of SCQF Awards to recognise the work pupils put in both in lessons and around the school in terms of wider achievements. Our Positive Behaviour Policy is based on restorative, solution focussed and nurturing approaches.

ADDITIONAL SUPPORT NEEDS

The Highland Council has a policy of inclusion and attaches great importance to meeting the needs of all pupils in local mainstream schools and communities where this is in the best interest of the pupil. The Support Department at Nairn have been recognised for their work by HMIE and in Highland Council Partnership Awards.

Support teachers monitor the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses but with specialist advice and support as required via Tutorials and if required, a Child's Plan may be put in place to outline an action plan to help organise, monitor and regularly review a child's progress. Parents and pupils and other agencies like social work or health will be involved in these procedures and in reviews.

More information can be found about the Highland Council model for Child's Plans at:

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>
[http://www.highland.gov.uk/downloads/file/230/highland_practice_model -
delivering additional support for learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)
http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Additional support needs are identified through sharing information with primary colleagues and other agencies prior to transition, and during secondary when appropriate. Teaching staff, parents, and pupils may highlight concerns to our **Faculty Head of ASN, Emma Slade**, who will collate a bank of evidence to assess and arrange to any diagnostics to be carried out if necessary. We work with our link Educational Psychologist to ensure pupils are effectively diagnosed and supported.

Additional support may include in class support, small group tutorial time, an personalised curriculum and timetable, additional arrangements for exams, use of ICT support and alternative provision in house if available. We have enhanced support provision within the department.

Further information regarding the provision for additional support needs can be found at: Support for Learners Website and <http://enquire.org.uk/>
This includes information of any organisations, specified by Scottish Ministers, which provides advice, further information and support to parents of children and young people with ASN.

If any parent has a query relating to provision of additional support in Nairn Academy, they are encouraged to contact Mrs Emma Slade, Faculty Head for ASN.

ADDITIONAL SUPPORT NEEDS cont.

Note that all children will have a **Named Person** who is the year head. Lead professionals are either school staff such as support for learning key teachers or guidance staff, or outside partners such as social work staff. Year Heads can be contacted at the school, and if you require an overall picture of the pupil's progress, please contact guidance staff.

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools -
additional support needs/1/support for learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- ▶ work in collaboration with the support team in school
- ▶ work to support families in their own communities
- ▶ work with individual pupils and small groups - offering a further level of support

Useful Links

- ▶ Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- ▶ My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- ▶ Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
- ▶ Scottish Child Law Centre, an organisation providing free legal advice to young people

PASTORAL CARE

Pupils' link for pastoral support is guidance staff, who both lead the PSE curriculum and provide everyday links between home and school and home.

- ▶ Pupils have regular checking-in appointments with guidance staff at key points in the year, and contact can be arranged out-with these times too.
- ▶ Pupils can pop into the guidance base to arrange a chat, or parents can contact guidance staff.

Register staff also have a role in pastoral care, able to note any concerns on a daily basis and ensuring absence information and other communications are shared effectively.

GUIDANCE TEACHER FOR
PUPILS IN DULSIE IS...
MISS DABJEN

GUIDANCE TEACHER FOR
PUPILS IN JUBILEE IS...
MS BRODIE

GUIDANCE TEACHER FOR
PUPILS IN MERRYTON IS...
MRS LUCAS

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 the named person and / or guidance staff.

The Guidance Department have created a Guidance Virtual Library and curated a selection of videos, organisations and resources to arm pupils with knowledge and self care.

The school has 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. We also have two counsellors working with pupils over 4 days.

Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

PROTECTION OF CHILDREN

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.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from John Chalmers at the school, or online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

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 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.

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. This note 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 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>

PROTECTION OF CHILDREN cont.

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/directory_record/1095920/enrol_your_child_at_a_school

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 examination results. Accurate and up-to-date data allows us to:

- ▶ plan and deliver better policies for the benefit of all pupils
- ▶ plan and deliver better policies for the benefit of specific groups of pupils
- ▶ better understand some of the factors which influence pupil attainment and achievement
- ▶ share good practice
- ▶ target resources better
- ▶ enhance the quality of research to improve the lives of young people in Scotland

PROTECTION OF CHILDREN cont.

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 of how we use data. 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 this 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 page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

SCHOOL PERFORMANCE DATA AND STANDARDS AND QUALITY REPORT

The trends and information on overall school performance at SCQF Levels and other awards, leaver destinations and any other significant achievements over the last three years, including how the school has improved standards in relation to literacy, numeracy and health and well-being can be found in our Standards and Quality report, available on our website at: <http://nairnacademy.wordpress.com>.

School performance data (last three years), including leaver destinations and details of School Inspection Reports can be accessed by visiting:
<http://www.educationscotland.gov.uk/parentzone/myschool/findaschool/schools/nairnacademy>

SCHOOL IMPROVEMENT

The latest Improvement Plan for Nairn Academy can be accessed on The Highland Council website. This report includes plans for the school's improvement over the next three years and how the school will involve parents. A parent friendly format is available here: <https://nairnacademy.wordpress.com/school-improvement-plans/>

Useful Contacts for Advice/Support...

PARENTLINE

T 0800 0282 233

parentlinescotland@children1st.org.uk

PARENTZONE

www.educationscotland.gov.uk/Parentzone

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Guidance teacher in the first instance, or the Senior Management Team for more serious issues, both via the school number 01667 453 700.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager at the Area Education Office, Glenurquhart Road, Inverness.

Telephone: 01463 702074. You may also find the following link useful:

Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

PLACING REQUESTS PARENTAL CHOICE

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager Tel 01463 702074; placing request forms can be obtained from

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

TRANSPORT

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Application forms are available from the school office. Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Nairn Academy, they are welcome to contact the Head Teacher to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

NOTE

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

CATCHMENT



The map shows the area from which Nairn Academy draws most of its pupils. If a secondary school pupil lives inside the dashed line on the map they will normally enrol in Nairn Academy.

Regulations make it possible for pupils to attend a school even though they do not live within its catchment area. Any parent wishing more information should contact the Rector.

School Roll as at November 2022 – 685 pupils

CONTACT US



Nairn Academy, Duncan Drive, Nairn, IV12 4RD



P 01667 453 700 F 01667453128



nairn.academy@highland.gov.uk



<http://nairnacademy.wordpress.com>



nairn academy (education)

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