



Inverness Royal Academy



2024-2025

***Information for Parents
Fiosrachadh Gu Parantan***

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

Inverness Royal Academy Prospectus

RECTOR

Mr Nigel Engstrand



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Inverness Royal Academy

is a non-denominational, comprehensive school, situated on the south side of the city of Inverness.

It is the Gaelic secondary school for Inverness with a number of subjects being taught through the medium of Gaelic.

Present Roll – 1307
Stages Covered – S1 to S6

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A WELCOME FROM THE RECTOR

As Rector of Inverness Royal Academy, I am delighted to introduce you to our school and hope you will get a sense of our school culture and the high expectations we set ourselves.

Our core values are respect, responsibility, compassion, commitment and honesty and we expect our young people to model these in every aspect of their lives.

Inverness Royal Academy is a school that has an historic past and an exciting future. We are privileged to have held a royal warrant since 1793 and the foundation of the school and the grammar school that predated it were based on the ideas of the Scottish Enlightenment which gave central importance to our ability to solve problems through the use of reason.

The optimistic belief in the ability of people to bring about change for the better in society and nature holds as true for us now in the 21st century as it did in the school in the 18th century.

We are very excited that in 2016 the latest chapter in the history of this school began with the opening of our new school building.

The new Inverness Royal Academy provides a modern 21st century learning environment capable of meeting the needs of current and future pupils, as well as offering greater provision for community use during the evenings and weekends.

The new school has a larger pupil capacity (nearly 1500 pupils) in order to accommodate housing growth within the catchment area and the increased uptake in Gaelic Medium education.

The Additional Support Needs (A.S.N.) accommodation has been expanded in order to improve the educational experience for A.S.N. pupils, providing a calm and positive learning environment as well as full access to the rest of the school.

Service and personal responsibility is expected of all our young people and our aim is to build on our achievements and enhance the learning of all students through partnership with you.

We have a strong desire to build firm, open and honest relationships with you as parents and carers with a view to ensuring the success of your son or daughter. Both teachers and parents have a vital role to play in our young people's progress.

The success of any school is measured by the achievements of its students. At Inverness Royal Academy we believe every student can not only fulfill their potential but also exceed it.

Our approach is to offer a wide variety of learning opportunities with the aim of engaging every young person so that they are excited by learning and enjoy their time at school.

Learning is at the centre of all we do, and we aim to encourage all of our young people to become independent, creative and confident learners.

One of our primary aims is to encourage each student to be a self-confident, inquiring, tolerant, positive young person. We hope to help develop your son or daughter into a well-rounded character with an independent mind who respects the differences of others.

By the time they leave school, we want every young person to have that true sense of self-worth that will enable them to make their mark and make a difference and, in doing so, to be of value to society.

We believe that school should be an enjoyable experience for pupils, staff and parents. We can only achieve that enjoyment through setting and maintaining high standards, allowing us to prepare our youngsters for the lives and the world that lies ahead of them.

We look forward to welcoming you and your child to Inverness Royal Academy and are confident that together we can provide the best education and range of opportunities for your son or daughter.



A WELCOME FROM THE RECTOR

Mar cheannard de dh'Acadamaidh Rìoghail Inbhir Nis, tha mi air leth toilichte fàilte a chur oirbh dhan sgoil againn. Tha mi an dòchas gun tog sibh blasad de chultar na sgoile às an aithisg seo agus gum faic sibh na tha sinn uile a' sùileachadh bhuiainn fhìn.

Tha sinn a' meas urram, cùram, uallach, tuigse, earbsa agus onair mar feartan bunaiteach na sgoile. Tha sinn an dòchas gun nochd na buaidhean seo anns na sgoilearan againn anns gach pàirt dem beathan fhèin.

Tha fìor eachdraidh aig Acadamaidh Rìoghail Inbhir Nis agus chan e sin a-mhàin, tha iomadh rud cudromach ri thachairt anns na bliadhnaichean ri teachd. Tha sinn fortanach gu bheil Barantas Rìoghail air a bhith againn bho 1793 agus bha bunachas na sgoile bho thùs stèidhichte air feallsanachd an Soillseachadh Albannach. Dh'fhàg seo sinn comasach air ar duilgheadasan fhuasgladh le ciall agus gliocas.

Tha am beachd gu bheil daoine comasach air rud sam bith atharrachadh gu ìre nas fheàrr, anns a' choimhearsnachd no san àrainneachd, cheart cho fìor san 21^{mh} linn sa bha e anns an sgoil anns an 18^{mh} linn.

Tha e na adhbhar thoileachas dhuinn gun do ghabh sinn ceum eile ann an eachdraidh na sgoile ann an 2016 le fosgladh an togalaich ùir.

Tha an Acadamaidh Rìoghail Inbhir Nis ùr na thogalach spaideil, goireasach, comasach air foghlam am 21^{mh} linn a libhrigeadh gu soirbheachail gus taic a thoirt do ionnsachadh nan sgoilearan uile, san latha an-diugh agus san am ri teachd. A bharrachd air sin, tha e na ghoireas air leth a ghabhas cleachdadh leis a' choimhearsnachd gu lèir gach feasgar agus deireadh-seachdain.

Gabhaidh an sgoil ùr barrachd (1420 sgoilear) gus àite a thoirt do chlann na sgìre, a thuilleadh air an àireamh de sgoilearan a tha a' leantainn foghlam tro mheadhan na Gàidhlig. Tha àireamh nan sgoilearan seo a' dol am meud gach bliadhna. Tha barrachd rum cuideachd aig roinn nam feumalachdan sònraichte (A.S.N.) gus eòlas-sgoile nas fheàrr a thoirt do fhoghlam nan sgoilearan A.S.N. Tha àrainn nas socaire aca airson sàr ionnsachadh, a thuilleadh air a h-uile cothrom a bheir an còrr dhen sgoil dhaibh.

Tha sinn an dùil gun gabh gach neach òg san sgoil uallach dhaibh fhèin agus gum bi iad taiceil do dhaoine eile. Tha sinn ag amas air ar n-euchdan a leasachadh barrachd agus piseach a thoirt air ionnsachadh gach sgoilear ann an co-obrachadh leibh fhèin.

Tha miann mhòr againn ceanglaichean làidir agus onarach a dhèanamh leibhse mar phàrantan agus luchd dìona. Cu-idichidh seo sinn ann a bhith a' toirt taic do ur mac no ur nighean agus an cuid soirbheachas. Tha pàirt chudromach aig tidsearan agus aig pàrantan, ann a bhith a' brosnachadh adhartas gach neach òg.

Tha soirbheachadh sgoil sam bith air a thomhas le soirbheachadh an cuid sgoilearan. Tha sinne ann an Acadamaidh Rìoghail Inbhir Nis den bheachd gu bheil gach sgoilear comasach air soirbheachadh aig ìre àrd.

Tha e nar beachd raon farsainn de chothroman ionnsachaidh a thairgse do na sgoilearan againn. Bidh sinn an dùil gum broснаich seo gach sgoilear gus dèanamh nas urrainn dhaibh de na làithean-sgoile aca.

Tha ionnsachadh aig cridhe gach gnìomh anns an sgoil. Tha sinn an dòchas a bhrosnachadh gach neach òg gu bhith nan luchd-ionnsachaidh neo-eisimeileach, cinnteach agus cruthachail.

'S e aon de na prìomh amasan againn, a chruthachadh sgoilearan a tha cinnteach, gleusta, seasmhach agus misneachail. Bidh sinn an dòchas ur nighean no ur mac a chur air an t-slighe a bhith nan inbhich uile gu lèir ciallach, tuigseach agus neo-eisimeileach nam beachdan.

Mus fàg gach neach òg an sgoil, tha sinn airson gum bi fèin-luach dha-riribh aca a bheir taic dhaibh ann a bhith a' dèanamh deagh chomharra air an t-saoghal gus am bi e na àite nas fheàrr do chàich.in.am an an sgoil fhèin bhrosnachadh gach neach òg

Tha sinn den bheachd gum bu choir dhan sgoil a bhith a' còrdadh ri sgoilearan, ri tidsearan agus ri pàrantan. Thèid againn air seo a dhèanamh le bhith a' stèidheachadh inbhe shònraichte anns gach raon den sgoil. Ullaichidh seo ar n-òigridh airson an cuid beathan fhèin agus airson an saoghal a tha romhpa.

Tha sinn a' coimhead air adhart gu mòr ri fàilte a chur air ur pàisde dhan sgoil seo agus tha sinn an dòchas gun dèan sinn an gnòthach air sàr foghlam agus gach cothrom a thoirt dhaibh nuair a tha iad còmhla rinn an seo ann an Acadamaidh Rìoghail Inbhir Nis.



Welcome to our Rights Respecting School

UNICEF is a global charity which protects and supports children. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships. This means that the whole school community will learn about rights, pupils will be involved in decisions about their school and the school community will have the knowledge to take action on standing up for the rights of children across the world.

What is happening at Inverness Royal Academy?

Inverness Royal Academy is committed to the principles and values of the UNCRC which are embedded in the ethos and curriculum of our school. We aim to educate our young people within a Rights Respecting School and were the first Secondary school in the Highland to achieve Silver Award status.

Look out for the following things happening around the school:


Updates and events from our RRSA group

Article of the Month for pupils, staff and parents shared on our social media and discussed at assemblies.

Opportunities across the school that are making sure rights are being met: Pupil council, extra-curricular clubs, fundraising events.


Events linked to raising awareness of children's rights across the world.

The UNCRC is being taken into account when making school policies. For example the Anti-bullying and Positive relationship policies.



Inverness Royal Academy

Rights Respecting Schools Charter



ARTICLE 19

Every child has the right to be kept safe.

ARTICLE 14

Every child has the right to freedom of thought.

ARTICLE 28

Every child has the right to an education.

ARTICLE 31

Every child has the right to relax, play and take part in a wide range of activities.

ARTICLE 12

Every child has the right to express their views, feelings and wishes in all matters.

Pupil Actions:

- Work hard - work to the best of your ability and take advantage of the opportunity of an education
- Respect the rights, opinions and privacy of your fellow pupils. Accept differences and show compassion to others.
- Don't ever be afraid to speak to an adult in school about anything that is worrying you. They *will* listen and they *will* help.
- Push yourself and be determined in everything you do.
- Trust that the teachers and staff at Inverness Royal Academy will always do what is best for you.

Actions of All:

- Listen to and tolerate others' viewpoints.
- Equality and fairness in all that you do.
- Treat others as you wish to be treated.
- Never discriminate or be prejudiced towards someone because they are different to you.
- 100% attendance - be committed to Inverness Royal Academy.
- Be prepared and organised.

Staff Actions:

- Staff will consult pupils in decisions that affect them. They will always listen to the voice you have.
- Staff will provide a safe and supportive working environment.
- Every pupil will be given the same opportunities to reach their full potential.
- Every pupil at Inverness Royal Academy will be provided with a wide range of engaging and inclusive activities.
- Staff will have high expectations and will always seek to encourage you through every step of your school journey.



A NOTE FROM OUR SCHOOL CAPTAINS

In my six years at Inverness Royal Academy, I have received an excellent education from both the wide range of subject availability and the conscientious and focussed teaching provided. This wide range allowed me to find the subjects I personally preferred and would want to go on and study in University. Being School Captain has also allowed me to gain valuable personal and social skills I can bring forward to succeed in University and life.

The support from the Guidance Department gave me a sense of comfort knowing I could bring any problems I had to someone and be heard, especially in sixth year where I received support with my UCAS application and personal statement. My Guidance Teacher gave me essential advice, setting me up with the best possible chances for when I leave secondary school. In times where I have felt subjects difficult there was always help provided, from Mathematics with regular lunchtime support sessions to Science Teachers willing to stay behind after lessons to ensure I understood what I found difficult.

Minor concerns that I had about joining the school in first year were quickly diminished by the kindness from teachers and the open mindedness from peers allowing me to be who I wanted to be and to feel accepted at all times. This encouraging atmosphere enabled me to develop both academically and socially.

I would like to thank Mr Engstrand for the role as school captain which has allowed me to be the best version of myself possible and to have a positive impact within the school which will hopefully be remembered in the future .

Albin MacCallum, School Captain

Throughout my time here at Inverness Royal Academy I feel as if I have really been able to discover myself. I have made many lifelong friends as well as been given many opportunities to explore many different subjects to find my strengths.

Although there were many challenges I encountered throughout my time here, the support and encouragement I received from the teaching staff helped me massively in persevering through these hard times. The support I received from my teachers when encountering my exams has been much appreciated, the extent the staff has gone to provide extra help and revision materials has successfully helped me through all my exams and I will be forever grateful for that. The results I achieved have allowed me to have many possible career options.

Over the past year I was uncertain as to what to do for when I leave school. For many of my friends, University was their calling card. However, the staff and teachers here have shown me that there are many opportunities outside of the University path. By having speakers come into school, speaking individually to people about their career and with the support of my Guidance Teacher I found the right path for me which was to join the Royal Navy. Teaching staff have been extremely supportive of this decision, making me feel even more assured of my future.

I am also extremely grateful to be trusted with the role of School Captain this year. To work alongside Albin this year has been a fantastic experience. Being School Captain has given me opportunities that have made me more confident in myself and in my own abilities.

I would like to thank Mr Engstrand and the selection panel for allowing me the opportunity to be School Captain for this year and for creating such a welcoming, safe school environment. I hope that every pupil, new and current, has the same supportive experience at Inverness Royal Academy.

Emily Murray, School Captain



At Inverness Royal Academy we strive to bring out the best in all of our pupils.

Ann an Acadamaidh Rìoghail Inbhir Nis tha sinn airson gun dèan a h-uile sgoilear cho math 'sa 's urrainn.

AIMS OF THE SCHOOL

In pursuing broad aims we intend to contribute significantly to the preparation of pupils for various adult roles in society, namely continuing education, employment, leisure, parenthood and citizenship. We also hope to give them a sense of the heritage which stems from their Scottish and, in particular, Highland environment and from the long traditions of the school, while at the same time fostering awareness of the place of our society in the wider international community.

All of our work is underpinned by our core values: respect, compassion, responsibility, commitment and honesty.

Ann a bhith a' feuchainn ri na h-amasan farsaing seo a choileanadh, tha sinn am beachd cur gu mòr ri sgoilearan ullachadh airson iomadh dreuchd inbheach sa choimhearsnachd; is iad sin foghlam leantainneach, obair, cur-seachadan, pàrantachd agus saoranachd. Tha sinn cuideachd an dòchas mothachadh a thoirt dhaibh air an dualchas a tha ag èirigh bho àrainneachd na h-Alba, gu h-àraidh àrainneachd na Gàidhealtachd agus, cuideachd, bho eachdraidh na sgoile. Aig an aon àm tha sinn airson an dèanamh mothachail air an àithe a tha againn anns a' choimhearsnachd eadar-nàiseanta.



HISTORICAL NOTE

Inverness Royal Academy was founded in 1792, when it replaced the town Grammar School. The Grammar School, which had been located since about 1668 in the building now known as the Dunbar Centre, appears to have developed directly from an earlier school which began with the founding of a Dominican Priory in the Friars Street area of the town in about 1223. Thus the Academy stands at the

In 1793 a Royal Charter was obtained from King George III and, as Inverness Royal Academy, the school operated on the Academy Street site until 1895, in which year it moved to Midmills Road in the Crown area of the town. With various additions, this building housed the Academy until August 1977 when part of the school moved to the new building at Culduthel. For two sessions it was necessary to use the buildings at both Midmills and Culduthel, but in August 1979 the school moved fully to a site at Culduthel where it is now located. A replacement building, the fourth one for the school, was opened at this site in Autumn 2016.

In 1892, the year of the Academy's centenary, the Rector, George Bruce, suggested that the

school should have a badge. This idea was taken up and the present design eventually agreed, when the arms were matriculated with the Lord Lyon King of Arms in 1933. The Crown represents the 'Royal' in the title of the Academy; the cat-o-mountain is part of the Arms of Clan MacKintosh, one of whose members was a leading director of the school in its early days; the dromedary and elephant are from the Arms of Inverness, recognising the close relationship there has always been between the town and the school; the book and the burning torch indicate a place of learning.



The school's motto 'LABORE ET VIRTUTE' is best translated as 'WORK AND EXCELLENCE'.

A number of features have been incorporated from the old Academy buildings. We have War Memorial boards commemorating the former pupils and staff who served in the First and Second World Wars. These are located in the Theatre. Boards containing the names of the Gold Medallists (Dux) Winners from 1811 to 1972, and the Howden Medal winners for Service from 1922 to 1979 are also displayed in the Theatre along with the names of the most recent winners.

The school bell and the bust of Hector Fraser are both linked with the former Grammar School. The bell, in a display case at Reception, was gifted by Hector Fraser, who was the Rector of the Grammar School in 1756. In 1793 it was moved from that School to the Academy Street site, then to the Midmills site, then on to the old Culduthel building and now in the present building. The bust of Hector Fraser is on display in the Library.

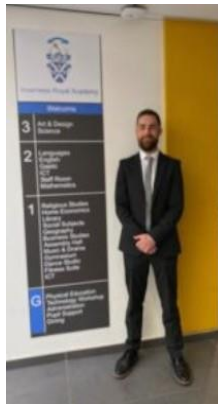
SENIOR MANAGEMENT

We have a Senior Management Team of six people:

Mr Nigel Engstrand



Mr Andrew McDonald



Mrs Morven Neil



Mrs Bridget Reid



Mr Gordon Piper

Mr Alex Gunn

GUIDANCE STAFF

Each pupil is allocated a Guidance teacher when he or she starts our school. This is your child's Named Person. His/her Guidance teacher stays with them throughout their time at the school, will watch their progress, give advice about school work, subject choices, future careers and help with any personal difficulties. Parents should contact the Guidance teacher with any matter relating to their child.



Mr Malcolm Turner



Mr Graeme Macdonald



Miss Karen Mason



Mrs Gillian Davies



Mrs Maire O'Boyle



Mr Oscar Mackay



Mr Michael Denmark

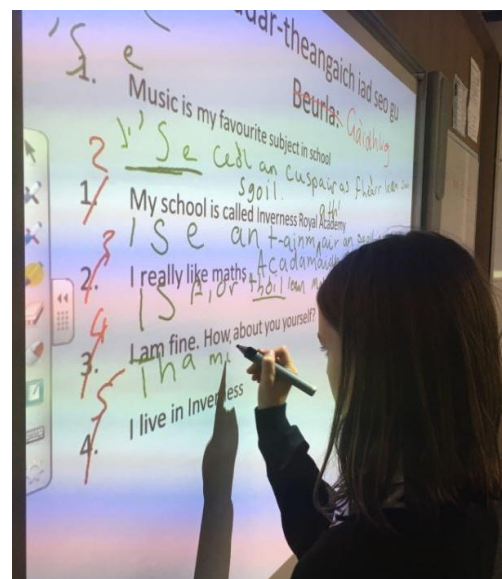
SCHOOL ETHOS

The ethos of a school can be defined by its core values which are fundamental to everything it does as a learning community. Our values of Commitment, Compassion, Honesty, Respect & Responsibility should both permeate the day-to-day operation and set the context for future planning and strategy.

At Inverness Royal Academy we have a well-established, student-centered ethos of which we are proud. It has ensured that generations of young people have enjoyed a highly positive and successful educational experience. It will also ensure that our current and future students can be encouraged to achieve their very best. The ethos of our school is underpinned by our Core Values.



- Respect
- Responsibility
- Compassion
- Commitment
- Honesty



CURRICULUM

PURPOSES OF THE CURRICULUM 3-18

The curriculum at Inverness Royal Academy will provide the structure and support in learning which will develop the four capacities which are: Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners.



Useful Links- Highland Council
www.npfs.org.uk

CURRICULUM AREAS

The curriculum areas are the organisers for setting out the experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

The curriculum areas are:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum areas are not just for timetabling and we have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of our children. Subjects are an essential feature of our curriculum, providing an important and familiar structure for knowledge, enabling subject teachers to inspire, stretch and motivate pupils.

S1/S3 CURRICULUM

In S1/S2 all pupils follow a broad general education (BGE). Pupils continue into S3 with a broad general education which includes opportunities for personalisation and choice. The curricular area choice at the end of S2 enables pupil entitlement to all third and fourth level experiences and outcomes to be met. As S3 pupils move into the senior phase and national qualifications it will be necessary, to allow sufficient hours of study, to reduce the number of subjects studied from the 8 studied in S3.

PRINCIPLES FOR CURRICULUM DESIGN

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence

PROGRESSION

At the end of S3 pupils will progress to a course leading onto a qualification at **National 3, National 4 or National 5**.

At the end of S4 pupils could choose from the following progression routes:

- A pupil achieving **National 3** may progress to **National 4**
- A pupil achieving **National 4** may progress to **National 5**
- A pupil achieving **National 5** may progress to **Higher**

The Pupil Support Team and specialist subject staff will do their best to help you and your child to make the choices best suited to the abilities, interests and the future plans of your child.

TRANSITIONS

The move from primary to secondary can, in some cases, be a daunting prospect for both parents and pupils. We try to make this transition as smooth as possible by close liaison with our feeder primaries, well in advance of the actual transfer. This can be as far ahead as two years where enhanced input is required. Parents have the opportunity of meeting the Rector and Depute Rector (S1) at an Information Evening in January or early February each year. Pupils also attend secondary school for three days in June prior to transfer in August. Parents are always welcome to contact the school to arrange a mutually convenient time to visit the school.

At each stage of your child's progression through secondary education, you will be consulted on the right choices for your child and you are encouraged to actively engage in this process. Meetings will be held to highlight the opportunities open to your child when choosing subjects as they move through the early years to the senior years of secondary education.

TRANSITIONS

When it is time for them to move on to employment or further education they will be guided through this process and given all the necessary information to make informed choices. Joan Duncan & Kevin Guthrie are our Careers Advisers from Skills Development Scotland. She offers support to pupils leaving school including careers advice, financial advice, further education and post 16+ learning choices.

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.

Opportunities for All is a commitment by the 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, where possible into eventual employment. Information about local opportunities is listed on the hi-hope.org website to support 16+ planning.

Useful Links

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

www.hi-hope.org

www.skillsdevelopmentscotland.co.uk

PLACING REQUESTS

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 Education Manager, Highland Council, Glenurquhart Road, Inverness, IV3 5NS.

Placing request forms can be obtained from <https://www.highland.gov.uk/enrol>

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 Inverness Royal Academy they can contact the relevant year head 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.

THE LIBRARY



The library is staffed by a qualified librarian and is open all day other than the first 15 minutes of lunch. The library's computer system is connected to the Public Library network. This means pupils will automatically join the Public and School Library when they start at the school.

Through the Public Library system pupils can access a wide range of online newspaper data-bases and other research materials. The school library is well stocked with a range of books, magazines, newspapers, audio books and DVDs.

The library offers access to the internet and programmes for revision and study. There is also a careers library with a comprehensive range of college and university prospectus.

SUPPORT FOR PUPILS

The aim of the Pupil Support Team is to ensure that the pupils are fully supported to allow them to reach their full potential, both in and out of school. The Team is led by Mr Gunn, Depute Rector, and he is supported by five Principal Teachers (Guidance) and one Principal Teacher Learning Support, Mrs Blair. Each Principal Teacher (Guidance) is responsible for one of the five houses: Glamaig - Mr Turner; Lomond - Mr MacDonald; Nevis - Mrs O'Boyle; Slioch - Mr Mackay and Wyvis - Ms Davies. They are responsible for the Pastoral, Curricular and Vocational care of the pupils within that House. During a pupil's school career, they will be interviewed at least once per session by their Principal Teacher Pupil Support. Where any problems have become apparent, the pupil should make contact with the Principal Teacher, who is also the designated person for parents to contact. Their role is also to help with any personal problems or worries and to be the first line of contact between school and home. They are also your child's Named Person and parents are encouraged to get to know them and to keep the school informed of anything affecting their child's progress.

While the Principal Teacher will liaise closely with school staff, there may be situations where other agencies may be asked for advice/assistance and this will be in line with GIRFEC procedures. A considerable amount of the Principal Teacher's time is devoted to teaching Personal and Social Education. Information and advice on school courses and links to careers are explained and discussed. The advice will be based on a realistic appraisal of the pupil's prospects and considerations of their career aspirations.

The pupils will also receive advice and assistance on completing application forms for the workplace/colleges/universities and interview techniques. A wide range of Health and Social Issues are also covered within the programme.

It is the responsibility of all staff in Inverness Royal Academy to meet the learning needs of all pupils. Meeting additional support needs is therefore an inclusive, whole school system. Mr Gunn, Depute Head, oversees support for pupils with additional support needs in conjunction with the Principal Teacher.

Useful Links

<http://forhighlandschildren.org/>

Support for Learners Website
<http://enquire.org.uk/>

The P.T. Additional Support Needs has special responsibility for existing pupils with Individual Education Plans (IEP), Additional Support Plans (ASP) and Coordinated Support Plans (CSP). The Pupil Support Team (ASN) works with all subject departments to ensure that all young people at Inverness Royal Academy make good progress. The Principal Teacher consults with primary colleagues, the DHT, the Educational Psychologist and Pupil Support Managers to identify and support pupils with special educational needs.

Pupils' work is supported and monitored throughout first to sixth years. Special arrangements for formal testing and SQA examinations are negotiated and provided using readers and scribes. The Principal Teacher, together with her team of learning support teachers and classroom assistants, works cooperatively with classroom teachers to support vulnerable pupils with their learning. Progress is always being monitored. The support team responds quickly to problems with learning and behaviour. Timetables are under constant review and change in response to pupils' needs as they are identified. To raise attainment in language and numeracy, identified first and second year pupils have access to a learning programme that consolidates basic skills in reading, writing and mathematics. The support team assist at intervals and lunchtimes in the CORE. They keep a friendly eye to ensure all pupils behave responsibly and are kept safe and feel secure.

Useful Links

<http://enquire.org/myrightsmysay>

Scottish Independent
Advocacy Alliance
<https://www.siaa.org.uk/>

Scottish Child Law Centre
<http://www.sclc.org.uk/>

RELIGIOUS EDUCATION

Schools are obliged by law to have Religious Education in their curriculum.

In this school the approach to the subject is essentially non-denominational. The intention is 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.

In addition we have Assemblies throughout the year, some of which are led by one of the Chaplains. Our Assemblies promote widely accepted

values and encourage pupils to reflect on their own beliefs rather than promote any one denomination or faith. Parents have the right to request withdrawal of a pupil from Religious Education classes or from an Assembly involving religious observance. In fact this request is very seldom made. Any parents wishing to exercise the right to withdraw should put the request in writing to the Rector. The alternative on offer is unsupervised study.

FUNDRAISING

The school community comes together throughout the year to raise funds for various charities. This year we raised:

- STV Childrens Appeal – £318.46
- Spinal Muscular Atrophy UK - £143.95
- LGBT Youth Scotland - £313.60
- Turkey Earthquake Appeal - £962.76
- Blythwood Shoe Box Appeal - £543.80
- Teenage Cancer Trust - £1000.00
- Mikeysline - £195.69
- Trussell Trust (Blythwood Care) - £273.00

Our Sponsored Walk raised £10792.65



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.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service 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 are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures can be obtained from Alex Gunn, Depute Rector or the *Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN - telephone (01463) 703483 - fax (01463) 713237.*

'It's everyone's job to make sure I'm alright'

Agencies offering additional advice:

Scottish Independent Advocacy Alliance (SIAA)
<http://www.siaa.org.uk/>

Scottish Child Law Centre
<http://www.sclc.org.uk/>

My Rights, My Say
<http://enquire.org.uk/myrightsmysay>

Useful Link - Highland Council:-

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

Children 1st:-

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

PARENTAL INVOLVEMENT

As parents and carers, you are all members of the Parent Forum, our role as Parent Council is to represent your views. We actively encourage parents and carers to support the school in its work with pupils to maximise their educational achievements and to participate in events and activities in the school calendar. Inverness Royal Academy Parent Council is one of the methods of engaging and promoting contact between school, parents, pupils and the community. The Chair Person of the Parent Council is Murray Ferguson.

Your Parent Council representatives can be contacted by email - iraparentcouncil@gmail.com

Please email if you would like to be added to the email list. You can receive the papers from meetings and hear what we are up to even if you are not able to come along to meetings. Meetings usually run from 7pm to 8/8.30pm in the Theatre.

All parents and carers are very, very welcome to all our meetings .

Proposed meeting dates are can be found on the Parent Council section of the school website as well as on the Parent Council Facebook page.

Useful Link - Highland Council:-

<https://education.gov.scot/parentzone/>

The positive input of parents and carers is vital in ensuring the best possible educational experience for our students. Throughout your child's time in this school you will have the opportunity to attend Parents Meetings, Information Evenings, social gatherings and other activities which are all intended to enhance the partnership between home and school.

If at any time you would like to share any of your child's achievements we would be delighted to hear from you. Equally, should you have any areas of concern please do not hesitate to contact the school office or your child's Guidance teacher, as often a small anxiety can be resolved quickly and easily before it manifests into a more serious matter. For urgent concerns we would hope that a member of the Senior Management or Guidance teams would be able to deal with your query at short notice. However, it may not be possible to see your child's Year Head or Guidance Teacher without arranging an appointment.

ASSESSMENT AND REPORTING

ASSESSMENT

For all pupils assessment is based on a mixture of continuous assessment (coursework), tests carried out during class time and more formal examinations.

Prelim examinations for S4 are held in December, S5 and S6 are in January/February.

REPORTS TO PARENTS

Progress reports are issued to parents once per session as follows:

1st Year: May
 2nd Year: March
 3rd Year: May
 4th Year: January
 5th & 6th Year: February

These are emailed to the pupils to share with their parents and contain individual reports for each subject as well as

information on attendance and punctuality.

As well as the full reports mentioned above, we regularly monitor the progress and performance of all our pupils. This allows an interim tracking report to be issued to each pupil as an earlier indication of progress. Interim reports are issued as follows:

S1, 2, 3: November
 S4, 5, 6: September

Useful Links—<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Where a pupil's progress is causing concern you will be contacted and consulted.

SCHOOL POLICIES AND PRACTICAL INFORMATION

EQUALITY AND INCLUSION

Our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity and promote good relations. Activities should not discriminate against any of the following 'protected characteristics':

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual Orientation
- Gender reassignment

Supporting aims to improve pupil attainment and performance of pupils with 'protected characteristics', particularly those experiencing poverty and deprivation. Meeting the needs of children who have experienced interrupted learning; young carers, children with ASN and children from military families.

For up to date information please see:
http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

MILITARY FAMILIES

Our school welcomes and supports families and their children from Forces families: serving, veteran and reservists. We understand some of the challenges that mobility of service life can bring and we look forward

to working with you to ensure a smooth transition for your child coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality for your children in their education.

If you have any concerns, please get in touch with your child's named person (usually their Guidance Teacher) or the Head Teacher.

HOMEWORK

Your child can expect homework throughout their time at school as it is an important part of school work and they must make an honest attempt to complete it. Pupils will be issued with work through Google Classroom. Parents can sign up for daily or weekly Google Classroom Updates through email to keep up to date with pupils' progress and to see details of homework issued and deadlines.

Useful link:

<https://armedforcesfamilieshighland.wordpress.com/>

SCHOOL POLICIES AND PRACTICAL INFORMATION

DATA PROTECTION LEGISLATION

Information on pupils, parents 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 and 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](http://www.gov.scot/Topics/Statistics/ScotXed).

Data about pupil preferred routes, 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>

Useful Links

<https://www.highland.gov.uk/info/878/>

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.

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.

Useful Links

<https://www.highland.gov.uk/directory record>

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 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/School/Education>

SCHOOL POLICIES AND PRACTICAL INFORMATION

ADMINISTRATION OF MEDICINES

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning. Under Article 24 of the United Nations convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views. NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing. Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights. If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible, prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

PUPIL ABSENCE OR SICKNESS PROCEDURE

During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home.

Good attendance is vital if pupils are to achieve their full potential. In the event of any known absences please contact the school in writing giving the reason for your child's absence and the dates applicable. In the event of unexpected absences please phone the school office on 01463 667800 each day your child is absent from school. If a pupil needs to leave school during the day for an appointment, they should bring a note with them from a parent or guardian. Pupils must sign out when leaving school or arriving/returning later than 8.40am.

If you are considering taking your child out of school for a family holiday please be aware that this should be confirmed in writing to the Head Teacher. Under the Guidance issued at a national level, most family holidays will be recorded as unauthorised absence.

PUPIL ILLNESS

If a child falls ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

MINOR INJURIES

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

MENTAL HEALTH & WELLBEING

Staff will support the emotional development of pupils through informal and curricular activities. Any concerns about a pupil's wellbeing can be discussed with your child's Named Person, their Guidance Teacher. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing can be accessed here. We have access to the 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. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's Guidance Teacher. Alternatively, there is a completely confidential, online counselling service called Kooth for children and young people from age 10. As Parents, you would generally be involved in discussions beforehand however a pupil over the age of 12 can ask for support themselves.

SCHOOL POLICIES AND PRACTICAL INFORMATION

COMPLAINTS PROCEDURE

Most contact with parents and pupils takes the form of queries or comments rather than complaints. Almost all issues are resolved and are not logged as complaints. However, if a matter is not resolved, a parent can make a formal complaint by contacting their child's Named Person, this would be their Guidance Teacher or the Senior Management Team for more serious issues. The school will respond to the parent within a reasonable time. Should a situation not be resolved parents can contact the Area Education Manager, Fiona Shearer, Highland Council Headquarters, Glenurquhart Road, Inverness

Useful Link : Highland Council — www.highland.gov.uk
http://www.highland.gov.uk/info/670/consultations_complaints_and_compliments/368/

Inverness Royal Academy has adopted many of the Highland Council Policies but should you require any specific information please do not hesitate to contact the school.

Telephone (01463) 667800

Fax (01463) 667815

E-mail ira@highland.gov.uk

Website www.invernessroyalacademy.org.uk

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, IV3 5NX, or public.transport@highland.gov.uk

SCHOOL MEALS

The school meal service offers nutritionally balanced, well presented food in an environment that is safe, well ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience. Inverness Royal Academy operates the cashless system which creates a unique meal account for every pupil. Pupils can access their meal accounts using a unique personalised PIN. This system for school meals helps reduce queuing, provides anonymity for those receiving free school

meals and improves the overall quality of the school meal experience.

If a pupil has special dietary needs, please inform the school. Free school meals can be claimed in certain circumstances. For more information and application form, please see the link below. Application forms are also available from the school reception.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school for a minimum of 21 learning hours per week. In session 2024/2025 pupils born between 1st March 2005 and 30th September 2008 can receive payments from August 2024. Pupils born between 1st October 2008 and 28th February 2009 can receive payments from January 2025. Further information on full eligibility criteria and the online application process can be obtained from the school.

Useful Links:

http://www.highland.gov.uk/info/878/schools/9/school_meals/2

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

http://www.highland.gov.uk/info/899/schools—grants_and_benefits/14/education_maintenance_allowance

SCHOOL DRESS

Black or white shirt, school tie and black non branded knitwear. For those who would like to continue wearing the school badge you will be able to purchase a black jumper or cardigan with the crest and wear this with a shirt and school tie. Black skirt or trousers. (*Black jeans, black leggings and black shorts will not be accepted as school uniform.*)

Pupils will also be encouraged to wear a black blazer with the school badge but this will be optional. Pupils should come to school in black footwear i.e., conventional black school shoes. However, in an attempt to keep costs as low as possible, trainers which are completely black will be acceptable. Black and white or any other colour will not be acceptable.

Items of school dress bearing the school badge can be purchased from

Gilmour Sports

57 Harbour Road

Inverness, IV1 1UF

Tel. No. 01463 222022

SCHOOL POLICIES AND PRACTICAL INFORMATION

TRANSPORT

Most pupils walk or cycle to school. Bikes should be kept in the lockable bike sheds. Parents using the drop off zone should take extreme care, the area can be very congested.

Highland Council provides free transport for pupils living more than 3 miles from the school and living in our catchment. Season tickets for public service buses from Foyers and Whitebridge are supplied through the Education Office, Unit4C, Dalfaber Industrial Estate, Aviemore. Details of all bus services are available from the bus station at Farraline Park.

We expect pupils to behave sensibly on the buses and the co-operation of parents is essential to achieve this.

COMMUNICATION WITH PARENTS/GUARDIANS

Depending upon the nature of the communication, we use various methods to make contact with parents and

Useful Highland Council Link for School

Transport:-

http://www.highland.gov.uk/info/878/schools/12/school_transport

Useful Highland Council Link :-

www.highland.gov.uk/schoolclosures

guardians. These include:- school bag mail, mail, telephone, text, website, email, twitter and Facebook.

ADVERSE WEATHER

Occasionally in the winter, adverse weather can cause parents concern. If you are uncertain that the School will be open, please listen to the local radio stations. We also have a telephone information service to give you up to date information about school closure. Call 0870 054 6999, then enter the school pin: 041100. Any closure announcement is made through them. Please do not telephone the School first thing in the morning to check if we will be opening as this blocks the switchboard causing difficulties for senior staff trying to resolve staffing in adverse weather. In November each year we issue a letter giving detailed instructions to parents of pupils travelling from our landward area during adverse weather.

ACCESS TO PUPIL RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access to any record held in relation to their child. Information we hold is protected by data protection legislation.

The Scottish Government collect and use information about pupils through the Pupil Census to help improve education across Scotland. Further information can be obtained from www.gov.scot/topics/statistics/scotxed

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; www.highland.gov.uk/directoryrecord/1095920/enrolyourchildataschool

ANTI-BULLYING

We are aware that bullying, in its various forms, can cause anxiety and unhappiness for those subjected to it and we have developed a policy and procedures to help prevent and, where necessary, deal positively with the problem.

Essentially this involves:

- alerting staff to the need for vigilance;
- advising pupils on appropriate action if threatened
- using opportunities within the curriculum to lead pupils to understand the unacceptability of bullying behaviour
- establishing procedures for dealing with incidences of bullying
- inviting the co-operation of parents as appropriate.

The basic message is, "if you are being bullied, tell someone".

Racist behaviour of any kind is not acceptable and will not be tolerated. We have a school policy which deals with both the perpetrator and the victim. If

your child is on the receiving end of racist behaviour, or if they witness racist behaviour, he/she should tell someone.

If you have concerns you should phone the appropriate Guidance teacher or a member of the senior management team. Bullying, racism and victimisation of any kind is not acceptable.

The school adheres to the Highland Council Bullying & Positive Relationships Policy.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_guidance_for_schools

The basic message is, "if you are being bullied, tell someone".

SCHOOL POLICIES AND PRACTICAL INFORMATION

EMPLOYMENT OF CHILDREN

The employment of children bylaws 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

TERM AND HOLIDAY DATES 2023—2024 FOR PUPILS

School Opens		School Closes	
Tuesday	20.08.24	Thursday	03.07.25
Monday	28.10.24	Friday	11.10.24
Monday	06.01.25	Friday	20.12.24
Tuesday	22.04.25	Friday	04.04.25

Holidays: Monday/Tuesday 17, 18 February 2025
Monday 5 May 2025

In addition there will be the following In-Service days this year when the school is closed to pupils.

Monday 19 August 2024: Monday 16, Tuesday 17
September 2024: Wednesday 19 February 2025: Thursday 2nd
June 2025

Please refer to the Highland Council Website where you will find term dates for 3 years
<http://www.highland.gov.uk/learninghere/schools/schooltermdates/>

ORGANISATION OF SCHOOL DAY

Pupils move from one subject room to another as required.
Occasionally it may be necessary to depart from these hours and prior notification will normally be given.
In winter a letter is issued to parents explaining procedures if the weather forces pupils to be sent home.

SCHOOL RULES

- * You should arrive punctually for school and all your classes.
- * You must not leave school during the school day without permission.
- * You must bring a note of explanation from your parents or guardians if you have been absent.
- * Follow the instructions of staff regarding your behaviour, schoolwork and homework.
- * Take care of the school – don't drop litter, damage or deface the building or furniture in any way.
- * Carry your school books, folders and jotters in a suitable bag, and generally take care of all things issued to you by the school.
- * Behave in a way which allows everyone to be safe and comfortable – bullying, stealing, gambling, smoking, consumption of alcohol or unlawful drug taking are all strictly prohibited.
- * Don't bring anything to school which might be a danger to yourself or others.
- * Aerosol deodorants should not be used in any P.E. changing rooms
- * Fighting or rowdy behaviour is not allowed.
- * If you are unwell you should go to the Medical Suite on the Ground Floor and report to Ms McClurg or seek assistance from another member of staff. You should not go into the Medical Suite unless told to by a member of staff.
- * Mobile phones etc. must be switched off during class time unless otherwise stated by a class teacher.
- * Pupils are expected to comply with the school dress code. If you fail to comply with school dress code you will be unable to attend extra-curricular activities. If you choose to dress inappropriately you may be sent home.

Structure of Week			
Monday to Thursday		Friday	
Registration	0840 - 0850	Registration	0840 - 850
Period 1	0850 - 0940	Period 1	0850 - 0940
Period 2	0940 - 1030	Period 2	0940 - 1030
Period 3	1030 - 1120	Period 3	1030 - 1120
Interval	1120 - 1135	Interval	1120 - 1135
Period 4	1135 - 1225	Period 4	1135 - 1225
Period 5	1225 - 1315		
Lunch	1315 - 1400		
Period 6	1400 - 1450		
Period 7	1450 - 1540		

SCHOOL IMPROVEMENT

As a learning community we continually strive to monitor and improve our performance. You can find the most recent Education Scotland inspection information for the school on the below website:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>



Inverness Royal Academy

SCHOOL IMPROVEMENT PLAN

SESSION 2022-25

1. Overview of School's 3 Year Cycle of Improvement Plan Priorities
2. Strategic 3 Year Overview
3. Improvement Project 1: **To achieve the Unicef Rights Respecting Schools Gold Award**
4. Improvement Project 2: **To introduce 'Teaching Sprints' (Learning & Teaching)**
5. Improvement Project 3: **To close the attainment gap**
6. Improvement Project 4: **To improve our young people's health and wellbeing**
7. Improvement Project 5: **A' leudachadh cultar na Gàidhlig anns an sgoil / To Deepen the Gaelic Ethos of the School**
8. Improvement Project 6: **Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment**

SUBJECT DEPARTMENTS

There are eighteen distinct subject departments. A staff list accurate at December 2023 is shown. The Head of Department is named first in each subject department.

ART AND DESIGN

Mr Trevor South (P.T.)

Ms Laura Quinn
Ms Leanne Sharp
Mr Joao Sobral

BUSINESS STUDIES/ECONOMICS

Mr Gavin Stuart (Acting P.T.)

Ms Jan Maclean
Mrs Kirsten Mackintosh
Miss Holly Wilson

CRAFT, DESIGN & TECHNOLOGY (CDT)

Mr Gavin Stuart (Acting P.T.)

Mr Daniel Johnson
Mr Blair Lockwood
Mr Ian McCallum
Mr Kenny Stone

ENGLISH

Mr Stephen Mansell (P.T.)

Miss Amber Friedman
Miss Joanna Galloway
Dr Michael Gregson
Mr Sean McAnena
Mrs Tyla Ells
Dr Lisa Rose
Miss Simona Subrt

GAELIC

Miss Shonagh McLennan (P.T)

Mrs Diane Beattie
Mr Seonaidh Charity
Mrs Catriona MacPhee

GEOGRAPHY

Mrs Janis Macdonald (P.T.)

Mrs Laura Duthie
Mrs Sarah Kish
Mr Colin Main

HISTORY

Mr John Quigley (P.T.)

Miss Rowan Burrell
Miss Dione Reid
Mrs Catriona Ward

HOME ECONOMICS

Mrs Anna Graham (P.T.)

Ms Judith MacDonald
Ms Judith Mususa
Miss Leanne Sumner

LEARNING SUPPORT

Mrs Joanna Blair (P.T.)

Mr Craig Bailey
Miss Kirsteen Cowie
Mrs Susan Denoon
Mr Grant Kay
Ms Jane Lloyd
Mrs Anne MacRae
Ms Jillian Marwick
Dr Owen Morris
Mr Donald Murchison
Mrs Elizabeth O'Donoghue
Mr Dave Sherratt
Mrs Lynn Tibbitt
Mrs Mandy Woods

MATHEMATICS

Mrs Amy Henderson (P.T.)

Mrs Mairi Brindle
Dr David Cummins
Mr Brian Davidson
Mr David Ferrier
Mrs Eilidh Grant
Mr Mark Paton
Miss Heather Preece
Mrs Catriona Stirling

MODERN LANGUAGES

Miss Dawn Munro (P./T)

Ms Julie Cooling
Ms Aliette Danielo
Ms Benedicte Mulot
Mr Glenn Perard

MUSIC

Mr Alyn Ross (P.T.)

Mr Scott Kemp
Miss Heather McCallum
Miss Catriona Rutherford

PHYSICAL EDUCATION

Mr Norrie Morrison (P.T.)

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Mr Alasdair Clarkson

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Miss Annabelle Bradford
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(Positive Relationships Instructor)

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Ms Sara Pearson

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Mr Colin Delmonte—Woodwind
Mr Chris Josey—Voice
Mr David Hay—String
Mr Colin Melville—Piping
Mr Martin Oparka—Drumkit
Mr Mike Simpson—Guitar

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Rev Scott Macroberts

HONORARY ARCHIVIST

Robert Preece

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.



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