

FORTROSE ACADEMY HANDBOOK



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Disclaimer

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.

Introduction from the Rector

Rector's Introduction to Fortrose Academy

As the Rector of Fortrose Academy, it is my privilege to welcome you to our prospectus for the academic year 2025-26. Situated in the heart of the historic town of Fortrose, our school serves the Black Isle of Ross-shire. Our school draws its pupils from seven associated primary schools – Avoch, Cromarty, Culbokie, North Kessock, Munloch, Resolis and Tore, as well those pupils who attend the school on placing requests.

Fortrose Academy has a rich heritage, having been established in 1791, but even as far back the 16th century there was a grammar school at Chanonry. The earliest part of the present school building was erected in 1891. Little remains of that original building other than the clock tower. 'Newer' extensions were added in 1966, 1973 and in August 2002, the most recent extension was added which incorporated a community library and theatre.



Whilst the condition of our building may be varied, we all understand that a school is not the building; a school is the community of people within that building. And within this building the first thing you will notice is how warm and positive the relationships are between all members of our school community. We strive to ensure that we continue to serve our community by equipping our young people to be able to make positive steps forward in their learning and working lives beyond school. Since the school's inception, we have dedicated ourselves to nurturing the potential of each student, fostering not only academic excellence but also the values that underpin a well-rounded education.

Fortrose Academy has a proud history of providing high-quality education tailored to meet the needs of our diverse student population. Our school was built upon the founding belief that education is a pathway to empowerment and opportunity. Transforming young learners into responsible citizens and lifelong learners is our driving force. Over the years, we have evolved in response to the changing educational landscape and the aspirations of our students and community. This progress is marked by our commitment to continuous improvement and an unwavering focus on fostering an inclusive environment where all students thrive.

When Her Majesty's Inspectorate of Education conducted an inspection of our school their report in 2020 evaluated our work as 'Good':

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2638>

At the core of Fortrose Academy's ethos are our values: respect, unity, and ambition. We believe that instilling these values in our students is critical in preparing them for the challenges of the modern world. By promoting respect for oneself, others, and the environment, students learn the importance of empathy and understanding. Unity fosters collaboration and a sense of belonging, encouraging students to work together towards common goals. Meanwhile, ambition inspires our young people to set high standards for themselves and to strive towards their aspirations with determination.

Our vision statement, "Going Forward Together," encapsulates our commitment to collaboration and shared progress. We believe that working together—students, staff, and the wider community—empowers us to create a dynamic and supportive educational environment where every individual can flourish.



Our aims are clear and steadfast. We strive to provide an exceptional educational experience that equips students with the knowledge, skills, and attributes necessary for success. We emphasise an integrated approach to education, encouraging academic achievement alongside personal development. We aim to foster a love for learning and to nurture intellectual curiosity, enabling our students to become critical thinkers and innovative problem-solvers. Our curriculum is designed not only to meet the requirements of the Scottish curriculum but also to inspire, challenge, and engage every learner.

Fortrose Academy's performance speaks to our commitment to excellence. Over the years, our examination results have consistently placed us among the top-performing secondary schools in the region. My dedicated colleagues—whether teaching or support staff—work tirelessly to ensure that every student reaches their full potential. We aim for targeted interventions and personalised support tailored to individual learning needs. We celebrate the successes of our students, not just in terms of academic achievements but also through their contributions to the wider school community and beyond. Our extracurricular activities provide invaluable opportunities for students to develop their talents, broaden their horizons, and foster a sense of belonging.

As we look towards the future, we remain steadfast in our commitment to continuously improve.

Fortrose Academy is not merely a school. It is a place of learning; a vibrant community where every young person is valued, respected, and encouraged to dream big. We invite you to join us on this exciting journey as we continue to nurture and inspire the leaders of tomorrow.

Together, we are going forward together: building a brighter future for our students and the communities we serve.

Thank you for entrusting your child's education to Fortrose Academy and for working in unity with us.

Mr N Engstrand,
Rector
Fortrose Academy

History of Fortrose Academy

Fortrose Academy is a 6-year comprehensive school which was founded in 1791. The school serves the Black Isle area of Ross-shire. It draws its pupils from 7 associated primary schools – Avoch, Cromarty, Culbokie, North Kessock, Munloch, Resolis and Tore.

The Black Isle Leisure Centre is available for school use between 9 am and 5 pm and has made a significant improvement to the facilities available within the school.

Our School Badge

LEFT (sinister) side:
silver & gold rose: St Moluag's connection to the foundation of the church at Rosemarkie.

Gold embattled barrulet:
represents the fort/castle once in Fortrose.

gold stag's head: Earls of Seaforth connected to Fortrose several of whom were Provosts of the Royal Burgh.



RIGHT (dexter) side:
silver lion: link to the Earls of Ross.

Mitre on lion's head:
represents the bishopric of Ross.

rose: two roses used to be on the seal of the Bishops of Ross.

CENTRE: wavy line represents the sea/firth & ferry that once crossed the firth.
TOP: books represent learning.

School Roll

The roll for the session 2025/2026 is:

Stage	Roll
Secondary 1	119
Secondary 2	107
Secondary 3	123
Secondary 4	112
Secondary 5	103
Secondary 6	57
Total Pupils	621

Staff List 2025-26

SENIOR MANAGEMENT	
Rector	Nigel Engstrand
Depute Rector	Andrew Findlater
Depute Rector	Ross Waldie
Acting Depute Rector	Margaret Rhynas

Expressive - ART & DESIGN	
Teacher	Leontia Glass
Teacher	Clare Barber

Expressive - MUSIC	
Principal Teacher	Alison Gilliland
Teacher	Murron Shepherd

ADDITIONAL SUPPORT FOR LEARNING (ASN)	
Principal Teacher	Joan Urquhart
Teacher	Ali Cawte
Teacher	Moira Henderson
Teacher	Kirsty Emberton
Teacher	Lee Williams
Pupil Support Assistant	Catherine Aiton
Pupil Support Assistant	Grace Pile
Pupil Support Assistant	Annette Davidson
Pupil Support Assistant	Lisa Mackay
Pupil Support Assistant	Margaret Jack
Pupil Support Assistant	Morag Cameron
Pupil Support Assistant	Joanna Cairns
Pupil Support Assistant	Lynn Brown
Pupil Support Assistant	Jacqueline Simpson

HWB - PHYSICAL EDUCATION	
Teacher	Calum McIntosh
Teacher	Connie Campbell
Teacher	Katie Cleland
Principal Teacher	Muir Morton
Teacher	Katie Salmond

HWB - HOSPITALITY	
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GEOGRAPHY	
Principal Teacher	Alison Stewart
Teacher	Jamie Carcary

GUIDANCE	
Redcastle Lions	Iain Hogg
Seaforth Stags	Donald MacPherson
Lismore Roses	Kaela Jacobson

HISTORY	
Principal Teacher	Patrick Cronin
Teacher	Martina MacIver
Teacher	Stuart MacKenzie
Probationary Teacher	Andrew MacDonald

Science - PHYSICS	
Principal Teacher Science	Simon Garrod
Teacher	David Combe

Science - BIOLOGY	
Teacher	Stuart Fraser
Teacher	Ashley West
Teacher	Claire Jarvie

Science - CHEMISTRY	
Teacher	Liam Sutherland
Teacher	Melanie Phillips

MATHEMATICS	
Principal Teacher	Stuart Ghee
Teacher	Claire Stephenson
Teacher	Ross Wight
Teacher	Bill Prentice
Teacher	Amy Macfarlane

Technologies - BUSINESS STUDIES	
Principal Teacher	Keira Lyall
Probationary Teacher	Abbie McGarr

Technologies - TECHNICAL EDUCATION	
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For you Training Instructor	Julienne Paterson
For you Training Instructor	Carla Anderson

Teacher	Natasha Grant
Teacher	Tanya Marshall

CLEANING STAFF	
Sharon Hazlewood	Elaine Christie
David MacKenzie	James O'Connor
Karen Etheridge	Morag Cooper
Nicola MacLeod	Nicola Attenborough
Trish Black	

ENGLISH	
Faculty Head	Matthew Bell
Teacher	Caitlin Daley
Teacher	Anne-Marie MacLeod
Teacher	Emma Tweedie
Teacher	Naomi Westwood

NON-TEACHING STAFF	
Librarian	Sya Bruce
Technician	James Muir
Science Technician	Jane Setford
Science Technician	Andrea MacDonald

MODERN LANGUAGES	
Teacher	Elaine Adamson
Teacher	Erick Baillot
Teacher	Kathrin Felber

JANITORIAL STAFF	
Janitor	Elaine Pescodd
Janitor	Rosemary MacKeddie

SCHOOL OFFICE STAFF	
Admin Assistant	Maureen Cooper
Clerical	Vicky Benjamin
Clerical	Allison Greig
Clerical	Louise Mann
Clerical	Claire Hossack
Study Supervisor	Diane Patience

MUSIC INSTRUCTORS	
Brass	Heather Hook
Percussion	Dougie Galbraith
Pipe Band Drumming	Drew Caldwell
Piping	Ryan Anderson
Strings	Jan MacDonald
Woodwind	Colin Delmonte

Vision, Values and Ethos

Upholding Our School Values: Respect, Unity, and Ambition

These values shape our expectations and responsibilities for teachers, parents, and pupils alike, ensuring a positive and supportive learning environment for all.

Our Vision: "Going Forward Together" Fortrose Academy believes in progressing as a unified community, where every member contributes to a culture of mutual respect, collaboration, and aspiration. Our vision, "Going Forward Together," reflects our commitment to collective growth and success. To achieve this we have:

Expectations and responsibilities for Teachers, Parents and Pupils

Teachers Our teaching staff play a crucial role in demonstrating and upholding our school values. We are committed to:

Respect: Treating all learners with dignity by maintaining confidentiality and handling sensitive personal information with the utmost care. We act truthfully, honestly, and fairly in all matters relating to learners, ensuring a safe and trusting environment.

Unity: Serving as positive role models, fostering an inclusive and collaborative learning space where every student feels valued and supported. We work together as professionals to deliver the best possible outcomes for our pupils.

Ambition: Inspiring and motivating learners to reach their full potential. We stay informed about best practices in education and child protection, actively contributing to a culture of continuous improvement and safeguarding.

Parents Parents and carers are essential partners in reinforcing our school values. We encourage:

Respect: Open and respectful communication with school staff, setting a positive example for students in interactions within the school community.

Unity: Collaboration between home and school to support each child's education and wellbeing. We value parental involvement in school activities and decision-making processes.

Ambition: Encouraging children to take pride in their learning, set high aspirations, and make the most of the opportunities available at Fortrose Academy.

Pupils Every student at Fortrose Academy is expected to uphold our values in their daily conduct. We promote:

Respect: Treating peers, staff, and the wider community with kindness, fairness, and consideration. Pupils are expected to follow school rules and respect the learning environment.

Unity: Supporting one another, embracing diversity, and working together to create an inclusive and welcoming school culture.

Ambition: Striving for personal and academic excellence, setting goals, and actively engaging in school life with determination and enthusiasm.

By working together, we ensure that Fortrose Academy remains a place where respect, unity, and ambition are not just words but principles that guide us toward success and mutual growth.

School Day

School term dates for 25/26:

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

The School Day (current session 2025-26)

Monday to Thursday

Registration	0845-0850hours
Period 1	0850-0940 hours
Period 2	0940-1030 hours
Interval	1030-1045 hours
Period 3	1045-1135 hours
Period 4	1135-1225 hours
Period 5	1225-1315 hours
Lunch	1315-1400 hours
Period 6	1400-1450 hours
Period 7	1450-1540 hours

Friday

Registration	0845-0850 hours
Period 1	0850-0915 hours
Period 2	0915-1005 hours
Period 3	1005-1055 hours
Interval	1055-1110 hours
Period 4	1110-1200 hours
Period 5	1200-1250 hours
Lunch	1250-1315 hours

House Groups

Our school is made up of three house groups named after the elements of our school crest:



Dress Code/Uniform

The school expects a high standard of dress from pupils. Pupils are expected to adhere to the dress code which is black and white. Leggings are not appropriate. More information is available on the school website.

Physical Education

Pupils follow a planned programme in PE throughout their time at the Academy. All pupils should wear appropriate kit as identified by the PE department. There are a number of school items that can be purchased from the [School's online partner](#).



Home Economics

Pupils are expected to wear aprons over their school uniform when cooking. These can be provided, if necessary, but pupils are asked to bring their own if they wish, together with an appropriate container to take completed products home.

Promoting Positive Relationships / behaviour

One of the national priorities in education is "inclusion and equality" - the opportunity for every individual to achieve their full potential. At Fortrose Academy we endeavour to have structures in place to achieve this.

Our starting point is the expectation that all our pupils are well-behaved and motivated. However, we must recognise that a small minority of pupils are affected by factors which lead them to slip below these expected standards. These factors may include changing family patterns and home difficulties, uncertain economic climate and health-related issues.

It is important that we all recognise that all pupils are entitled to be educated in a safe and ordered environment, with no disruption to learning and teaching. The school has extensive support structures in place to work with individuals whose behaviour is causing us concern, and which may be interrupting the learning of others. This will involve Pupil Support staff, whole school staff, parents/carers and other agencies as appropriate.

Expectations on conduct are communicated to pupils and parents/carers by a variety of methods and on a regular basis. Pupils and parents/carers know what sanctions will be applied should pupils fall below the expected standards of conduct. They will also know what support will be in place to help pupils in this situation to get their conduct back on track to be acceptable.

Our behaviour policy is reviewed on a regular basis to ensure that it is effective and supports **ALL** the pupils who attend Fortrose Academy.

All schools are very aware of the possibility of bullying, including online bullying. All staff, teaching and non-teaching, are expected to be alert for any signs of bullying throughout the school day. Pupils are encouraged to speak to any trusted adult about any concerns they have. The school
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follows Highland Council's Positive Relationships and Bullying Prevention Policy. Further information can be found on the Highland Council website:

[Policies and guidance - support for learners | Promoting Positive Relationships - Framework and Guidance 2021](#)

and at;

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

The issue is supported by the English Department in S1 when pupils complete a unit of work on this topic. Bullying and cyberbullying are also covered in Lifeskills classes at various stages across the school.

At Fortrose Academy, we pride ourselves on being an integral part of the local community and fostering meaningful partnerships with a wide range of organisations, businesses, and individuals. These collaborations enrich the educational experience of our students, connecting them with opportunities in sports, business, arts, and culture. We actively promote global and local citizenship through initiatives such as the Eco-Schools program, Rights Respecting Schools, and our commitment to Fairtrade values. These efforts empower our students to develop as responsible, informed, and active members of society, both locally and globally. Our partnerships, whether supporting community sports clubs, engaging with local enterprises, or participating in international cultural exchanges, reflect our dedication to building a more sustainable and inclusive world.

Celebrating Success



At Fortrose Academy, we are committed to recognising and celebrating the wider achievements of our pupils both within and beyond the classroom. Whether it's excelling in sports, music, community service, or other personal accomplishments, we believe in showcasing these successes as part of our holistic approach to education.

Achievements are regularly shared through our social media channels with the consent of the pupils and their families, fostering a sense of pride among pupils, families, and the wider community. Where possible, we also link these achievements to national qualifications, highlighting their value and relevance to each pupil's journey.

We encourage pupils and families to share their accomplishments with us so we can celebrate them together.

Communication and Procedures

Adverse Weather

Please check the Highland Council Webpage <https://www.highland.gov.uk/schoolclosures> which will be updated by the Rector in the event of severe weather.

We also update our school website, Facebook and our school app with current information.

We will also send text messages to update you on closures.

The procedures outlined below are based on Highland Council guidelines:

Pupil Safety

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

Pick Up Points

For pupils using school transport, weather conditions and availability or otherwise of shelter at the pick-up point will dictate just how long a child should wait and parents/carers are asked to advise children appropriately in relation to prevailing conditions. During difficult weather conditions, no pupil is expected to wait longer than **twenty minutes** past the normal 'pick-up' time. Later in the day, where parents/carers are sufficiently concerned about conditions at 'drop off' points, they should contact the school as early as possible.

Contract/Public Service Buses

Parents/carers are advised of the different circumstances affecting drivers of contract vehicles and public service vehicles. Drivers of contract vehicles are advised that they should not drop off children where there is any doubt that they may not safely reach home or other acceptable place of shelter. Drivers of public service vehicles, however, must travel by specified routes in accordance with scheduled time-tables and cannot make special provision for the individual needs of passengers.

In either case, but more especially where public service transport is involved, parents/carers should arrange to have children met at the 'drop-off' point if it is felt that prevailing conditions so demand.

Emergency Address

Parents/carers should advise schools of an alternative address which may be used by their children in emergencies.

Examinations

Some parents/carers and pupils are often particularly concerned that important examinations may be missed but this consideration should not override good judgement. Arrangements can be made regarding examinations which are missed.

Early Closure

The school will tend to err on the safe side if weather conditions worsen during the day. A decision on whether to close will be made as early as possible to allow the bus drivers as much time as possible to deliver pupils home during daylight hours.

Local Radio Stations will issue news and weather bulletins conveying appropriate information regarding traffic conditions, school closures, etc. While it is recognised that such transmissions may not cover all households, they will be helpful to many families.

BBC Radio Highland - In extreme conditions Radio Highland will interrupt Radio Scotland transmission to carry emergency bulletins.

Moray Firth Radio - Special announcements about school closures are made regularly throughout the morning programmes.

Complaints

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.

The school will always endeavour to resolve issues by listening to parents/carers and seeking solutions in partnership. Should a situation not be resolved at school level, parents/carers can contact the Area Care and Learning Manager: Annika Jansson annika.jansson@highland.gov.uk

Area Education Office - Mid

Easter and Mid Ross

County Buildings,

Dingwall,

IV15 9QN

Telephone: [01349 886607](tel:01349 886607)

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

Please note that transport is not a school responsibility and any queries should be addressed to :
Transport Development Officer,
Highland Council,
Glenurquhart Road,
Inverness, IV3 5NX, or public.transport@highland.gov.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/carers 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. Placing request forms can be obtained from:

[Enrolment in a school outside your catchment area](#) | [Enrol your child for school](#) | [The Highland Council](#)

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents/carers wish them to attend Fortrose Academy they can contact the school to arrange a visit.

Pupil Absence Procedures

Reporting an Absence

Good attendance is essential for pupils to reach their full potential. If your child is absent, please contact the school **on the first day of absence** by either:

- **Phone:** 01381 620310
- **Email:** Fortrose.Pupilabsence@highland.gov.uk

You must provide a reason for the absence. Until we receive this, the absence will be marked as **"Unexplained"**. You can also send a written note with your child when they return, or use the contact link on our homepage: www.fortroseacademy.co.uk

Important: Prolonged unexplained absences may be recorded as truancy and could involve other agencies.

Leaving School During the Day

If your child needs to leave school during the day (e.g. for a medical appointment), please follow these steps:

1. **Send a note** with your child from a parent/carer explaining the reason.
2. **Inform the school office in advance** if possible.
3. Your child must **sign out at reception** before leaving.
4. If returning the same day, they must **sign back in** at reception.

Whenever possible, please arrange appointments outside school hours.

Illness During the School Day

If your child becomes unwell during the school day, we will contact you to collect them. Please ensure we have **up-to-date daytime contact numbers and emergency contact details**.

Family Holidays During Term Time

Before planning a holiday during term time, please consider the following impacts:

- Loss of valuable classroom learning
- Pressure on your child to catch up on missed work
- Potential to miss assessments or curricular activities
- Negative effect on attendance records

Under national guidance, most term-time holidays are recorded as **unauthorised absences**, unless there are **exceptional circumstances**.

If you choose to take a holiday during term time:
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- Please **inform the Head Teacher in writing**
- Be aware that **staff are not required to provide work** for pupils absent due to holidays

To help plan holidays, you can view term dates here:

[Highland Council School Term Dates](#)

Transferring to Another School

If your child is moving to a new school:

1. Inform their **Guidance Teacher**
2. Provide a **forwarding address**
3. Complete a **Highland Council Pupil Transfer Form**
4. Your child will also complete a **school leavers' form** to return any school materials

Legal and Child Protection Responsibilities

Schools are legally required to keep accurate attendance records. We are also responsible for the **care and welfare of all pupils** during the school day.

These procedures are in line with **Highland Council policy** and **Child Protection guidelines**.

Need Help or Have Questions?

If you have any questions, suggestions, or need further information, please don't hesitate to contact us. We're here to help.

Transport

The great majority of pupils of Fortrose Academy travel to the school by bus, our main transport provider being D&E coaches. Pupils will be issued with a bus pass for the bus they have been allocated to.

The Education Act states that it is the duty of the local education authority to provide free transport for, or pay the travelling expenses of, any pupil of compulsory school age for whom a place at a day school is provided by the local education authority if his/her home is not within walking distance of the school. Walking distance is defined as two miles for children aged under eight and three miles for children aged eight or over, (although transport is provided for Avoch because of the nature of the road.) The transport must be provided for, or the fares paid must cover, the journey from a point *reasonably near the child's home to a point reasonably near the school*. There is a qualification in that should a child attend, at his/her parents/carers' wishes, a school which is not the nearest available school to his/her home then the authority is under no obligation to provide free transport or pay travelling expenses.

The safety of pupils using transport made available by education authorities is the responsibility of the authority concerned. Section 51 of the Education (Scotland) Act 1980 specifically states that the arrangement for the provision of transport for school children is a matter for education authorities to decide themselves. Authorities also have a duty of care arising under Regulation 3A of the Safety and Supervision Regulations (for those travelling on school transport) and under the common law. Guidelines are issued by the Scottish Government.

While pupils are travelling on school transport they must follow any instructions given by the driver, who will report any cases of misbehaviour to the school. Great care must be taken when boarding or leaving the bus and under no circumstances should pupils get on or off the bus while it is moving. Standing during the journey or chatting to the driver is also very dangerous and not permitted. Persistent or serious bad behaviour may result in pupils being removed from a bus, leaving parents/carers responsible for delivering to and collecting their child from school

Pupils are asked to help us to make our school transport as safe as possible by always behaving in a sensible and considerate manner on school buses.

Routine concerns about school transport (eg lost bus passes) can be addressed to the school office. However, any concerns about more serious issues (safety, discipline etc) should be addressed to the Rector.

Pupils are assigned to buses by Highland Council and cannot change bus – either permanently or temporarily – unless they organize this in advance through Highland Council.

Concerns about bus timings, condition of the buses, etc., should be taken up with DE Coaches (01463 222444) or with the Transport Office (01479 812992/812993).

Military Families

Fortrose Academy welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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/Young Person coming into or moving on from our School or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a ‘Welcome’ specifically for your Children and Young People moving into Highland. Click these links to view:

[Secondary School Welcome](#)

Please get in touch with your child’s named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

School Performance

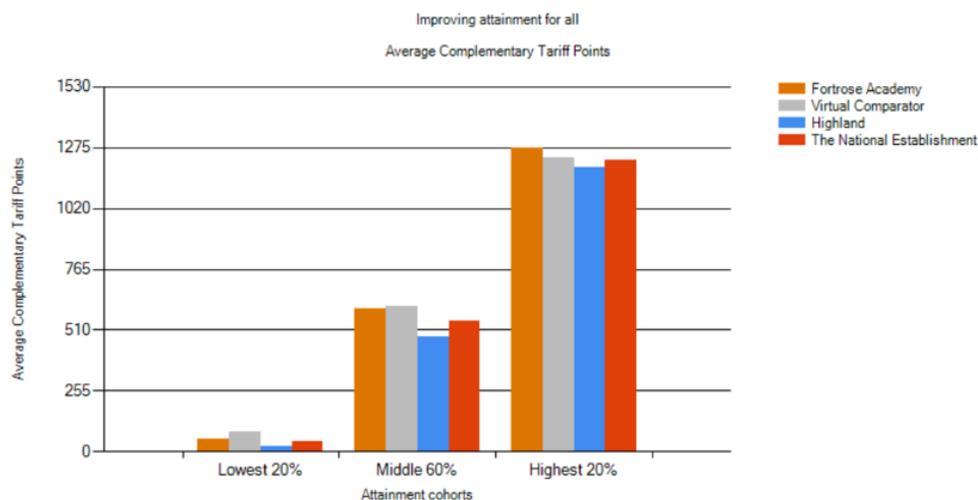
HMIE inspection reports:

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

Over the past five years, Fortrose Academy has consistently demonstrated strong academic performance, with pupils excelling across various measures of attainment. Our numeracy and literacy levels continue to perform above the national average, reflecting the dedication of both staff and pupils.

Performance in Scottish National 5 exams, taken by S4 pupils, has seen sustained success, with a high percentage of pupils achieving qualifications across a broad range of subjects.

In S5 and S6, our results in Scottish Highers have consistently outperformed national benchmarks, with many pupils achieving qualifications that support progression to higher education, apprenticeships, or employment. These achievements underscore our commitment to academic excellence and our focus on supporting every pupil to reach their full potential.



<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

Pupil Voice

In line with our school aim of “going forward together” we routinely interview, survey and engage our pupils in discussions around the various elements of their educational provision. This provides us as a school with valuable feedback on the service we provide but also provides each young person with skills and experience of reflecting on their experiences.

The school always welcomes pupil participation through the Pupil Voice – a key way for young people to contribute to planning for improvement and to share their views and be involved in decision making about aspects of school life.

Breakfast and Lunch

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. S1 pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals are **£2.65** for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see: http://www.highland.gov.uk/info/878/schools/9/school_meals/2

Application forms are available from the school reception or from Highland Council Service Points. Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see: https://www.highland.gov.uk/info/878/schools/9/school_meals/2

Information on school menus and other arrangements for school meal provision can be found at the above link.

A cafeteria system is in operation in the dining room with a wide selection of food for sale. Pupils can pre-order food in the canteen from 0830-0845 hours. Pupils may also eat packed lunches in the dining room. Application forms for free meals are available from the School Office or from:

Area Education Office, 84 High Street, Dingwall.

The Canteen Service operates a cashless system – the details of which are enclosed on a separate sheet in the handout folder (if you have been sent a paper version) and on the school website. Further information on pre-paying meals can be found using the following link from the Highland Council website: http://www.highland.gov.uk/info/878/schools/9/school_meals/2

We also offer pupils the chance to leave school grounds at lunch and break times. This is at the discretion of parents and as such, parents are responsible for pupils who decide to go out with school grounds at lunch time.

Breakfast Club

We operate a very popular breakfast club in Kitchen 1 every morning from 8.15 am - 8.40 am. There is a wide variety of options and no charge.

Parents/Carers as partners

There are many opportunities for parents/carers to become involved in the school. We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents/carers. We always welcome parental interest in the welfare of our pupils.

The school works very hard to keep parents/carers informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings – emails are sent to confirm electronic booking arrangements
- Progress checks
- Target Setting
- Course choice/options evenings
- Information on the school website and Facebook page.

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

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

Useful information for parents/carers 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/>

Parents Evenings

We use an on-line booking system - <https://parents-booking.co.uk/fortrose> Parents/carers will be sent information about the arrangements via email.

Parent Council

All parents/carers are warmly invited to attend the Parent Council meetings. Please get in touch with the school to find out the date of the next meeting or look at the minute of the last meeting on our website.

Parent council office Bearers:

- Kevin Gallacher (Co-Chair)
- Lynsey Ross (Treasurer)
- Morn Proudfoot (Secretary)

Contact the Parent Council via the following email address: Fortroseparentcouncil@gmail.com

Safeguarding and Child Protection

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 or may be at risk of coming to harm. If you have a **concern** about a child/young person at the school – speak to:

Mr Ross Waldie, Depute Rector

In his absence please contact:

Mr Nigel Engstrand, Rector

If neither are available, please speak to any member of SMT or guidance



Figure 1 Mr Ross Waldie, Depute Rector

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 Children’s Services/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 within Highland can be obtained from:

Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN - Telephone 01599 566305.

The policy is also published on Highland Council’s website – http://www.highland.gov.uk/downloads/file/162/child_protection_policy.

Members of the public who have concerns about a child’s safety or well-being are encouraged to contact the school. We will pass on any concerns to Children’s Services.

Supporting Pupils and Families

Principal Teachers of Pupil Support (Guidance)

At Fortrose Academy, we believe a school is a community made up of diverse individuals, subjects, interests, and abilities. To help this community thrive, we prioritise **care, harmony, and support**—and our **Guidance system** plays a key role in this.

What is the Guidance System?

While every staff member contributes to pupil wellbeing, our **Guidance Team** has specific responsibility for:

- **Personal support**
- **Curricular guidance**
- **Vocational advice**

Each **Principal Teacher of Guidance (PT Pupil Support)** works with a group of pupils from **S1 to S6**, getting to know them well and supporting their progress throughout their time at school. Pupils from the same family are assigned to the same Guidance teacher, making communication easier for parents and carers.

We encourage parents/carers to contact their child's Guidance teacher with **any concerns**, no matter how small. Open communication helps us support your child effectively.

Meet the Guidance Team

- **Mr Iain Hogg** – PT Guidance for **Redcastle Lions**
- **Mr Donald MacPherson** – PT Guidance for **Seaforth Stags**
- **Mrs Kaela Jacobsen** – PT Guidance for **Lismore Roses**

Depute Rectors Working with Guidance

- **Mrs Rhynas** works with **Mr Iain Hogg** and **Redcastle Lions**
- **Mr Findlater** works with **Mr Donald MacPherson** and **Seaforth Stags**
- **Mr Waldie** works with **Mrs Kaela Jacobsen** and the **Lismore Roses**

FASE Time and Register Teachers

To ensure every pupil has regular support, we've developed the role of the **Register Teacher**. These teachers meet pupils daily and lead **weekly FASE Time sessions** (Fortrose Academy Supporting Everyone).

During FASE Time, pupils:

- Reflect on their learning and progress
- Set personal goals
- Discuss wider achievements and skills development

These sessions help pupils take ownership of their learning and ensure they have a trusted adult who knows them well and can guide them.

Need Support or Have Questions?

If you'd like to speak to someone about your child's progress, wellbeing, or any aspect of their school experience, please don't hesitate to contact their Guidance teacher. We're here to help.

Additional Support for Learning

The Principal Teacher of Additional Support for Learning is Mrs Joan Urquhart.

Through close links with associated primary schools, support staff gain a clear picture of the abilities of all pupils before they enter S1 and advise class teachers. All teachers are responsible for all pupils and draw to the attention of the support teachers any pupils who are having difficulties. Such pupils are regularly monitored and parents/carers are kept informed of progress.

The support teachers monitor the progress of pupils formally recognised as having additional support 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. 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/carers and pupils will be involved in these procedures and in reviews.

Further information can be found at: <https://www.thrivingfamilies.org.uk/>

Fortrose Academy is dedicated to ensuring smooth and successful transitions for pupils with Additional Support Needs (ASN). To support this, we arrange comprehensive transition programs tailored to individual needs.

These include;

- collaborative meetings with primary school staff to gather essential insights about each pupil's strengths and requirements.
- Pupils participate in multiple visits to the support base and the wider school, enabling them to familiarise themselves with the new environment.
- Engaging activities with our experienced support staff are also arranged to help build trust and relationships, ensuring that pupils feel comfortable and confident as they begin their journey at Fortrose Academy.

Progress and ASN

Parents/carers of pupils requiring additional support for learning who wish to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with Mrs Joan Urquhart, PT Additional Support for Learning.

Further information and advice can be found using the links to the following websites:

[Additional support for learning | Additional support for learning | The Highland Council;](#)
<http://enquire.org.uk/> [Education Scotland information](#) the Scottish advice and information service for additional support for learning.

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

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

Equalities and Inclusion

Pupil participation

Fortrose Academy offer pupils a range of opportunities beyond a basic pupil council. Our pupils engage in:

- Senior Leadership team – tasked with delivering school experiences and improvement projects
- Mental Health Ambassadors – Supporting the Health and Wellbeing of all our learners.
- Rights respecting schools group – Tasked with securing our rights and developing wider awareness around rights issues.
- Wee Hear – Focus groups on a range of issues pertaining to the educational experience in school.

Promoting Diversity and Equality Policy

Our children and young people live in a diverse society in 21st century Scotland. Fortrose Academy is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of the national policy of *Getting it Right for Every Child*.

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity;
- Promote understanding of equality and diversity through the school curriculum and ethos; and
- Help the school to meet these aims and fulfil our legal obligations.

We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

Further information about this topic can be found using the following link:

http://www.highland.gov.uk/downloads/file/11627/promoting_diversity_and_equality_policy.

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.

School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support.

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

Counselling

Fortrose Academy is dedicated to supporting the mental health and well-being of our pupils through a confidential and accessible counselling service. Operated on a referral-based, triaged system, pupils can access the service by speaking with their guidance teacher, who will help coordinate support. Our team of three professional counsellors is available on Tuesdays, Wednesdays, and Thursdays each week, offering a safe space for pupils to explore challenges and develop coping strategies. This vital service aims to promote positive mental health, ensuring that all pupils feel supported during their time at Fortrose Academy.

Wellbeing -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.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

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 unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

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. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed here.

Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. 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. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed here. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

HEALTH CARE

School Nurse – Lindsey Harper (part-time)
Based in Dingwall
Tel 01349 868833

The Community Paediatrician assigned to the school sees pupils who have ongoing health problems which may affect their education. BCG immunisations are offered to all S1 pupils, and tetanus, diphtheria and polio immunisations to all pupils aged 14. Parental consent forms are issued prior to immunisation. Meningitis C immunisation will be offered as necessary and the HPV vaccine will be administered to girls.

The school operates a 'sick bay' under the care of the Office, for pupils who take ill during the school day. Parents/carers will be contacted and a decision will be made as to whether or not the pupil needs to go home. In more serious situations, eg accidents which need hospital treatment, pupils will be taken to Raigmore Hospital, Inverness and parents/carers will be contacted immediately.

Where appropriate, the Office will hold medicines on behalf of parents/carers, eg asthma inhalers, and medicines to be taken during the school day. Any such requests should be clearly labelled. (Please note: No medication can be given without parental permission - this includes medicine such as paracetamol and cough medicine.)

Education Maintenance Allowance (EMA)

An EMA is a weekly payment of £30 for pupils who are planning to stay on at school after their leaving age (16-19). Students must apply online at www.highland.gov.uk/ema and complete a learning agreement with their Guidance teacher.

Where pupils do not meet the terms agreed to receive the EMA, they and parents will receive confirmation from the Rector, together with information as to how to appeal decisions.

If you are 16 to 19 years old, in a school or college, and come from a low income household you may be eligible to receive financial assistance from an [Education Maintenance Allowance \(EMA\) \(external link\)](#).

EMA is a weekly allowance of £30 per week payable during term time.

To be eligible, your family household income must be less than:

- £24,421- for households with 1 dependant child
- £26,884 - for households with 2 or more dependant children

Employment of Children

The employment of school children byelaws regulate the types of work children under school leaving age can be employed. For further information please see:

[Employment of children](#)

Improvement Planning

School Improvement Plan and Standards and Quality Report

These documents are available using the following link:

<https://www.fortroseacademy.co.uk/school-improvement-plan>

Curriculum

Curriculum Design - BGE and Senior Phase

At Fortrose Academy we aim to maximise attainment and achievement for all our pupils. We also aim to provide a relaxed and caring organisation to promote a good learning environment which will equip pupils for work, leisure and citizenship.

Curriculum for Excellence - [Curriculum for Excellence | Education Scotland](#)



All pupils in S1-2 follow a broad general education (BGE), learning across all nationally identified curriculum areas. In February of S2, pupils are supported in making choices for the subjects which they will study in S3 as they begin to personalise their learning more as they complete their BGE and prepare for the Senior Phase – S4-6.

At Fortrose Academy, all learners develop essential skills for learning, life and work across the curriculum. This includes key areas such as:

- **Literacy**
- **Numeracy**
- **Health and Wellbeing**

These skills are developed not only through subject-based learning but also through wider opportunities such as:

- **Leadership Awards (e.g. HLH Leadership)**
- **Volunteering**
- **Community-based learning**
- **Work-based learning**

Curriculum Pathways

Learning is delivered through:

- **Formal Curriculum** – subjects taught in school
- **Wider Achievement Opportunities** – including awards and extracurricular activities
- **Vocational Options** – from S4 onwards, pupils can apply for college-based courses to complement their school studies

Senior Phase (S4–S6)

In S4–S6, pupils work towards national qualifications through the **Scottish Qualifications Authority (SQA)**. These include:

- **National 1–4**: Assessed by teachers
- **National 5**: Includes final external assessments (usually exams)
- **Higher and Advanced Higher**: Available based on pupil needs and aspirations

Some courses may be delivered:

- **Off-site** – e.g. Inverness College / University of the Highlands and Islands
- **Online** – via approved learning providers

Flexible Learning Options

Pupils and parents can work with the school to plan personalised learning programmes. These may include:

- **Work placements**
- **Volunteering**
- **Community involvement**

For support with planning, please contact your child's **Guidance Teacher**.

More Information

Up-to-date details about our curriculum can be found on our school website:

[🔗 Fortrose Academy Curriculum Information](https://sites.google.com/fortroseacademy.org.uk/learning-pathways/welcome)

<https://sites.google.com/fortroseacademy.org.uk/learning-pathways/welcome>

Curriculum Equal Opportunities Policy

In accordance with the Highland Council Equal Opportunities Policy, the school is committed to maintaining a curriculum intended to develop the individual pupil's potential, irrespective of gender, sexual orientation, race or disability. We do not charge pupils for trips or experiences that form core curriculum experiences.

Gaelic Education

Whilst we do not currently have in school provision for the learning of Gaelic, it is possible to make arrangements for learner and native speaker provision. Parents of pupils wishing to study/continue to study in Gaelic should please contact the Rector.

Further information re the curriculum in Scotland can be found at

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

Transitions

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

Global Education

At Fortrose Academy, preparing pupils to take their place in an ever-changing world is given a high priority. We aim to put the global dimension at the heart of learning where appropriate, supporting subject departments and also cross-curricular learning. By doing this, we hope all pupils will leave school as well-prepared global citizens who:

- are aware of the wider world and have a sense of their own roles as world citizens; respect and value diversity;
- have an understanding of how the world works economically, environmentally and socially;
- participate in and contribute to the community at a range of levels from the local to the global;
- are willing to act to make the world a more equitable and sustainable place;
- take responsibility for their actions.



Such global citizens will be of lasting benefit in an age of enhanced global awareness.

Religious and Moral Education

All pupils participate in a planned programme in RME at Fortrose Academy. Religious and Moral Education helps pupils throughout their whole school career to reflect on and respond to the religious and spiritual beliefs, practices, insights and experiences that are expressed in the human search for meaning in life and are directed towards

'developing a knowledge and understanding of the broad cultural, religious and spiritual heritage of our entire community and its changing character; enabling pupils to confirm, deepen or come to their own approach to the meaning of life; fostering in pupils a respect for the commitment, beliefs and practices of others; developing an appreciation of religious faith and the varieties of faith including those well established ethical traditions that are present in our society; appreciating the part played by religion in determining individual and community values, standards, behaviour and conduct.'

Arrangements will be made for pupils whose parents do not wish them to participate. Parents/carers who do not wish their children to participate in RME activities should advise the Rector in writing.

Personal and Social Education = “Lifeskills”

Personal and Social Education is a critical part of a young person's education. These 'Lifeskills' lessons prepare young people for dealing with a wide variety of situations that they may face at some point in their lives. They also inform pupils about current events and incidents that may impact on their future. Lessons are relevant to the issues that young people are facing and are regularly evaluated and updated to keep them fresh, informative and current. Some examples of topics covered are:

- Substance misuse
- Bullying, including cyber bullying
- Relationships, Sexual Health and Parenthood
- LGBT+
- Internet safety
- Conflict resolution
- Mental Health
- Building resilience
- Road Safety
- Human Rights
- Extremism and Immigration
- Careers and development of skills, working in partnership with Skills Development Scotland

A more detailed PSE course outline can be accessed via the school website.

Skills Development

Information for pupils leaving school can be obtained from the guidance staff, through Skills Development Scotland, through Jobcentre Plus or via this link. [16+ Learning Choices Information](#)

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.

Developing the Young Workforce

During their time at Fortrose Academy all pupils will participate in a planned programme of careers education delivered by a range of people including Lifeskills teachers, outside speakers 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*. If you wish to consult a Skills Development Scotland Adviser, please contact your child's Guidance teacher who will arrange an appointment.

Guidance staff and Skills Development Advisers provide advice and careers information on the school website and on the noticeboards outside the Guidance room. Mr Findlater leads on Developing the Young Workforce (DYW).

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:

- high priority pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.
- medium priority are those not at risk but nevertheless requiring career planning support;
- low priority are pupils able to self-help.

The school will always try to ensure that each pupil 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

Extra-curricular

A large number of activities are available to pupils at lunchtimes and after school. Regular updates are posted on the school's Facebook page and in daily notices to pupils/parents.

Sporting opportunities include football, basketball, dance, rugby, hockey and badminton. Pupils are told about these activities during daily announcements (these are published on the school's website).

Musical activities often include ceilidh band, choir, windband, orchestra, piping group, rock bands and rock n reel.

Other activities include drama, expressive arts, film club, debating and public speaking.



Learning, Teaching, Assessment and Reporting

Learning and Teaching Policy

We understand it is vital that pupils are aware of the progress they are making across the range of subjects that they study. It is also essential that they know how they can improve and what areas of their learning they should focus on. Staff in Fortrose Academy use a variety of assessment methods throughout the year and engage in quality feedback with learners informing them of their next steps.

Pupils should be aware of where they are in their learning and should also be confident that they know what they need to do to improve. Pupils should ensure they fully utilise the feedback given to them by their teacher. This will also be reinforced with S1-S4 pupils during FASE Time.

Formal tracking and recording of progress is carried out twice a year and parents/carers will receive a tracking report based on evidence gathered throughout the session. This tracking report will advise parents/carers and pupils of potential targets and current levels of achievement.

Homework

Learning is not confined to the classroom, and studying at home can help to encourage a habit which is of lasting benefit to pupils. Homework provides pupils with opportunities to develop further interests and understanding in particular subjects and may take a variety of forms.

Parental interest in pupils' homework is encouraged. In particular, it is important that time is set aside for homework and that suitable facilities are made available. Homework is recorded in a number of ways e.g. Google Classroom.

A suitable amount of time will be given for the completion of homework. Some assignments will require some days, others may require as little as 10 minutes.

Homework should always be seen as relevant to the class work and every attempt is made to suit the needs of individual pupils. It might include:

- Project work
- Formal exercises
- Completion of class work
- Consolidation/learning class work
- Home reading - class library
- "Core/extension" homework sheets
- Watching and reporting on appropriate TV programmes
- Vocabulary learning
- Practical/physical exercises
- Preparation for class talk
- Redrafting written work
- Researching a topic.

Non-Completion of Homework

It is expected that all pupils complete the homework set. It is recognised that there can be exceptional circumstances which prevent this happening and parents/carers are encouraged to communicate such circumstances to the school/subject teacher.

Lifelong Learning

The school has a large and well-equipped Library and an Open Learning Base.

Our philosophy is that these facilities should be fully available for the community and they have full access to the library during the school day. This operates very successfully. The school is also in direct communication with Further and Higher Education institutions, together with employers and the voluntary sector to

Family Learning

The school works hard to maintain effective links with home to enable parents/carers to support learners as appropriate. Parents/carers will be informed of any specific advice, events and opportunities via the school newsletter, through the school texting service, by letter or by social media. Ideas for events from parents are always welcomed.

At Fortrose Academy, we believe that strong partnerships with parents are essential to supporting our pupils' education. We actively involve parents by maintaining open lines of communication through regular updates, parents' evenings, and information events designed to equip parents with the tools to support their child's learning, particularly at key stages such as subject selection and career planning.

Our Parent Council plays a vital role in shaping school policies and fostering a sense of community, providing a platform for collaboration and constructive dialogue.

We offer a range of resources, advice, and guidance to parents to help them navigate critical decisions in their child's education. Additionally, we value and seek parental feedback through surveys, suggestion boxes, and focus groups, encouraging parents to share their views and contribute to the continuous improvement of our school. Together, we aim to create a supportive environment that empowers pupils to thrive.

Substance Misuse

Fortrose Academy operates a zero-tolerance policy on the misuse of drugs and alcohol; this includes any equipment associated with drugs.

Pupils caught with drugs, drugs equipment or alcohol in or around the school, on any school trip or at a school function will be dealt with appropriately and the Police may be involved. There may be further repercussions including the pupil being banned from future school trips/events and may result in exclusion.

We have few incidents of substance abuse but will continue to operate the above policy for the protection of our pupils and staff.

ICT Agreement

Highland Council provides all secondary pupils with a 1:1 Chromebook device where parental permission is agreed. All users are required to complete an Acceptable Use Policy prior to issue. Fortrose Academy also has a number of other networked computers and access to the Internet which is filtered to help prevent pupils accessing inappropriate sites. To gain access to the

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internet, all pupils must obtain parental permission and forms are sent to parents/carers when pupils enroll at the school. Should a parent prefer that a pupil not have Internet access, use of the computers is still possible for purposes such as word processing.

What is possible?

Access to e-mail and the Internet will enable pupils to explore thousands of libraries, databases, museums, and other repositories and to communicate with other Internet users around the world. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive goals, pupils may find ways to access other materials. We believe that the benefits to pupils from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents/carers of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

What is expected?

Pupils are responsible for appropriate behaviour on the school's computer network just as they are in the classroom or a school playground. Communications on the network are often public in nature. General school rules for behaviour and communications apply. The use of the network is a privilege not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilising the school's computer resources. The pupils are advised never to access, keep, or send anything that they would not want their parents/carers or teachers to see. Pupils and parents are asked to sign an ICT/Chromebook Acceptable Use Agreement which highlights expectations.

What are the rules?

Privacy – Network storage areas are treated like school lockers. Network administrators may review communications to maintain system integrity and to check that pupils are using the system responsibly.

Storage capacity – Users are expected to remain within allocated disk space and delete e-mail or other material, which take up excessive storage space.

Illegal copying – pupils should never attempt to download or install any commercial software, shareware, or freeware onto network drives or disks. Pupils should not copy other people's work or intrude into other people's files.

Inappropriate materials or language – No profane, abusive or impolite language should be used to communicate nor should materials be accessed which are not in line with the rules of school behaviour. A good rule to follow is "Never view, send, or access materials which you would not want your teachers or parents/carers to see". Should pupils encounter such materials by accident, they should report it to their teacher immediately.

Abuse of password – Users should not allow other users to their files nor their mailbox by disclosing passwords. Passwords should be changed regularly and held as private information.

Essential Rules

- Do not use a computer to harm other people at their work.
- Do not damage the computer or the network in any way.
- Do not interfere with the operation of the network by attempting to install commercial software, shareware, or freeware.
- Do not violate copyright laws.
- Do not view, send, or display offensive messages or pictures.
- Do not share your password(s) with another person.
- Do not waste limited resources such as disk space or printing capacity.
- Do not trespass in another's folders, work or files.
- Do notify an adult immediately if, by accident, you encounter materials that violate the rules of appropriate use.
- Be prepared to be held accountable for your actions and for the loss of privileges if the rules of appropriate use are violated.

If you have any queries about any aspect of this, please contact the school.

Further information can be found on Highland Council's website:

http://www.highland.gov.uk/downloads/file/10924/ict_acceptable_use

Mobile Phone Policy

Objective:

To ensure mobile phone use supports a positive learning environment, promotes health and social wellbeing, and respects the needs of vulnerable pupils.

Policy Overview:

1. Out of Sight During School Hours:
 - Phones must remain off and stored in a designated location (bag, box, or locker) during class, corridors, and transitions between classes.
 - No phone use between classes.
2. Break and Lunchtime Restrictions:
 - Phones are not permitted during break and lunch, fostering social interaction and screen-free time.
 - Exceptions apply for vulnerable pupils with specific needs, as approved by SMT/Guidance/ASN. "Phone safe" designated areas will be available.
3. Emergency Contact:
 - All communication with home must go through the school office.
4. Classroom Use:
 - Phones may only be used with explicit teacher permission for educational purposes.
 - Earbuds and smart devices are subject to the same rules.
5. Consequences for Non-Compliance:
"See it, Hear it, Lose it" Rule:
 - Step 1: Immediate confiscation; stored securely in the classroom.
 - Step 2: Persistent issues result in storage at a central secure location ("Phone Hotel").
 - Step 3: Repeated offenses escalate to confiscation for an extended period ("Phone Jail"), with parental notification.

6. Tracking and Recording:

- All confiscations are logged in SEEMIS, with patterns reviewed by SMT.

7. Respect and Consent:

- No photos, sound recordings or videos may be taken of others without permission as per Scottish Government Guidance.
- Disrespectful refusal to follow the policy will result in disciplinary action.

8. Medical and Vulnerable Pupil Exceptions:

- Diabetic and other vulnerable pupils may have tailored accommodations approved by SMT/Guidance.

9. Responsibility and Risk:

- Phones brought to school are the owner's responsibility, and the school is not liable for loss or damage.

Contacting Home:

Pupils needing to contact home must do so through the school office. Parents may reach pupils in emergencies via the same channel.

End of School Day:

Phones may be turned on after school hours for travel or safety reasons.

SMT Support:

The Senior Management Team ensures consistent enforcement and handles repeat non-compliance.

Library

During term time the Library is open for all pupils and members of the public from 9.00 am – 5.00 pm daily; Saturdays 10.00 am – 1.00 pm. It is also open to the public from 6.00 pm – 8.00 pm on Wednesdays and Thursdays. During school holiday periods different opening hours apply – contact Ms S Bruce, Librarian, for further information.

Study

After School Study usually starts in December and takes place on most Wednesdays until 5.00 pm. Many teachers stay to offer pupils extra time and help with their subjects. Contact the school if you would like more information.

Data protection

Our data protection officer: Mr Nigel Engstrand

Why do we need your data?

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.

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 these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

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 Headteacher.

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:

[16plus Planning | Hi-hope](#)

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