

2026-27

INVERGORDON ACADEMY SCHOOL HANDBOOK



Connection

Fairness

Endeavour

Triumph

Table of Contents

SECTION 1	3
Information	3
WELCOME	4
SECTION 2	5
Contact Details	5
CONTACT DETAILS	6
SECTION 3	7
Parental involvement	7
ENROLMENT	8
SECTION 4	13
School Ethos	13
AIMS AND VALUES	14
SECTION 5	16
The Curriculum	16
SECTION 6 and 7	22
Assessment and Reporting	22
SECTION 8	24
Transitions	24
SECTION 9	26
Support for Pupils	26
SECTION 10	30
School Improvement	30
SECTION 11	32
School Policies and Practical Information	32
I	

Please note that this handbook is correct at the time of printing (November2025).
Please refer to school website for any updated version. www.invergordonacademy.org.uk

SECTION 1

Information

WELCOME

Welcome to Invergordon Academy.

A school which starts its day with Breakfast and ends with Homework/Study facilities. A school with a strong house system and a wide variety of extra-curricular activities.

Situated on the northern shore of the Cromarty Firth, Invergordon has a population of around 4,000. For the greater part of the twentieth century it was an important admiralty facility because of its deep harbour. The distillery was built in 1961 and continues to produce base spirit and fine whiskies for clients worldwide. An offshore rig repair yard has provided an important link with North Sea oil and gas exploration and often, during the summer months, the community welcomes the arrival of cruise liners such as the QEII and The World. Adjacent to the school is a sports centre and swimming complex and the rural hinterland offers opportunities for participation in a wide range of leisure pursuits. A broad range of leisure and social activities is provided by Inverness which is less than half an hour away.

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents.

These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school.

We want our pupils to feel they are valued as individuals, as in a family.

The friendly nature of the school makes it an extended family – a family which always welcomes new members.

I look forward to meeting you soon.

M McAndrew
Head Teacher

SECTION 2

Contact Details

CONTACT DETAILS

Invergordon Academy

Academy Road

Invergordon

Ross-shire

IV18 0LD

Phone: 01349 852362

School Message Number: 01349 855942

E-mail: Invergordon.academy@highland.gov.uk

Web address: <http://invergordonacademy.com/>



SENIOR LEADERSHIP TEAM

Head Teacher

Miss M McAndrew

01349 852362

Depute Head Teachers

Mr A Mezals/Mrs C Ferguson

Parent Council Contact

Invergordon.Academy@HighlandPC.co.uk

If a parent has any concerns they should contact their child's Guidance Teacher in the first instance, or the Senior Leadership Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, annika.jansson@highland.gov.uk. Or see

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

SECTION 3

Parental involvement

ENROLMENT

The school caters for children and young people from the age of 11 up until 18, from S1 to S6. School Roll is presently 310.

Invergordon Academy is the local school for pupils from Park, South Lodge, Newmore and Milton primaries. Enrolment forms for these pupils are issued to the pupils during primary 7.

Placing requests – Parental choice Each Secondary 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, for P7 pupils there is a deadline of end of February. Application must be made to the annika.jansson@highland.gov.uk, placing request forms can be obtained from

Placing request applications are made online at: [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.

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.

If pupils live out with the school catchment area and their parents wish them to attend Invergordon Academy they can contact Mrs Ferguson, on 01349 852362 to arrange a visit.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Guidance Teacher in the first instance, or the Senior Leadership Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, annika.jansson@highland.gov.uk. Or see

<http://www.children1st.org.uk/what-we-do/our-services/search-our-services/parentline-scotland/> for more information.

Please note that transport is not a school responsibility and any queries should be addressed to the duncan.macrae2@highland.gov.uk, or school.transport@highland.gov.uk

ATTENDANCE/ABSENCE

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent/carer should contact the school each day, by 8:40am of absence by either of the different ways listed below:

- 1) Leave a message: 01349 855942
- 2) E-mail Invergordon.Academy@highland.gov.uk

The school has an absentee notification system. Parents/carers will be notified via text message if pupils are absent from Tutor time. When returning to school after an absence, pupils should bring a note dated and signed by a parent or guardian given the reason for the time absent.

If a pupil needs to leave during the school day for an appointment etc, then a note confirming the appointment should be received by the school. Pupils must report to reception and 'sign out'. If returning the same day, they must report again to reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents/carers are contacted.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore we need to know the whereabouts of absent pupils.

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

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

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

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

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

PARENTS/CARERS AS PARTNERS

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

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

- Parent contact evenings
- Progress checks
- Target Setting
- Course choice/Options evenings
- Information on the school website
- Text messaging
- School app for Parents
- Letters/e-mail
- Facebook/website



The support of parents 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 seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums. A member of the Senior Management team is in school most evenings for parents to contact with any issues.

Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Invergordon Academy runs a variety of family learning activities throughout the year. We will keep you up to date through our text service, school app and website. Parent Council is a group of parent volunteers to represent all parents of children at the school. The function of this body is to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between school, parents, pupils and the community

Any parent who wishes to raise an issue for the Parent Council to consider Invergordon.Academy@HighlandPC.co.uk or become involved can do so by contacting Miss M McAndrew 01349 852362.

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

Parental Communication

S1: Parents' Evenings in Term 1 and Term 3, with written reports in Term 4

S2: Parents' Evening in Term 2, with additional information events to support options choices. A written report in Term 3.

S3: Parents' Evening in Term 4, with a written report in Term 2.

S4/5/6: Parents' Evenings in Term 1 and Term 3, with additional information evening to support options choices and pathway planning. A written report in Term 2, as well as monthly tracking reports.

Regular updates are forwarded to parents throughout the year in the form of reports, target setting and progress checks.

Parents who wish specific reports on their child's progress at any time are welcome to make an appointment with the appropriate Guidance Teacher or the Depute Head Teacher.

We have a strong primary transition programme, which gives learners and parents several opportunities to visit the school, tour the building and meet key staff who will be supporting learners as they move into secondary education.

Regular news items are also published on the school app, website, facebook and X containing updates on school events.

Parent viewpoints are collated from surveys issued at parent contact evenings, the results of which are published on the school website.

Complaints / Concerns / Comments

Any feedback (good or bad) is always welcome at any time. Please feel free to either email the school, or contact the appropriate Depute, or the Head Teacher.

SECTION 4

School Ethos

AIMS AND VALUES

The aim of the school is to enable the pupils of Invergordon Academy to achieve their full potential, to contribute to their development as active citizens and to take advantage of the opportunities life will present to them. Invergordon Academy aims to provide all its learners with an education that allows them to achieve success in the widest sense in a friendly, supportive environment.

Our values were collegiately agreed with our Pupil Council leading the work on this. They are: Connection, Fairness, Endeavour and Triumph. We believe that living these values daily helps promote an ethos of inclusion, positivity and aspiration for all.



We have proudly achieved the Bronze Rights Respecting School Award, and are anticipating achieving the Silver Award in 2025.

In carrying out all aspects of our work, we will:

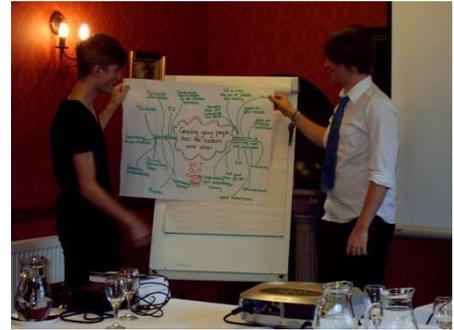
- value all our learners equally
- maintain positive purposeful relationships
- develop a strong sense of community
- have high expectations of all our learners
- seek to develop mutual respect between staff, pupils and parents
- Strive to improve the health & well-being of all members of our school community.
- Positive destinations for leavers
- Celebrate achievements through school website, prize-giving, assemblies, pupil profiles, house system and media systems.

The success of the school depends on good teamwork, in which the skills of the staff along with the support of parents and the wider community will be directed towards the advancement of the pupils. We therefore value highly the relationships we have developed with parents, our local community and business partnerships. Pupils are encouraged to participate in a wide range of activities involving local businesses and the wider community, many of which enhance qualifications and promote the personal development of the individual pupil.

PARTNERSHIPS

Local ministers are invited to assemblies throughout the session. Parents have the right to request their child does not attend assemblies with a Christian focus for alternative reflection.

The school has strong links/partnerships with a number of agencies/businesses/alternative education bodies. Successful links with local industry enable all pupils to participate in a work placement. Some of our partnerships include: Ross County Football Club, Dalmore Aromatics, The Croft, Highlife Highland Country Rangers, Invergordon Community Fire Station, as well as partnerships with the armed forces, NHS and Police Scotland.



PUPIL BEHAVIOUR AND POSITIVE RELATIONSHIPS

We believe

- Good order is essential for effective learning.
- All behaviour problems should be treated with firmness, fairness, sympathy and understanding.
- The welfare of all pupils is our concern.
- Communication and consultation with parents at an early stage are essential in preventing and treating behavioural problems.

Aim

- We aim to promote the development of each pupil by encouraging:
 - a sense of personal responsibility
 - concern for the welfare of others
- This depends on good working relationships, based on mutual respect and understanding:
 - among pupils
 - between teachers and pupils
 - between teachers and parents



Bullying

Fortunately, most pupils enjoy school most of the time. The greatest cause of unhappiness in any school can be the nastiness of pupil to pupil, this can happen in a variety of ways including verbal comments, physical conflict or, increasingly, through the internet and social networking sites. However when unhappiness is caused we will help and deal with any issues of bullying swiftly. Please speak to your Guidance Teacher.

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

Support through Teamwork

Within the school an effective referral system operates, with the staff working as a team. Difficult cases are passed to senior members of staff, thus offering support to class teachers and enabling the work of other pupils to continue with little interruption.

This team is often extended to include parents whose support is regarded as essential. Parents are encouraged to contact the school if they have any concerns.

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

Effective links are maintained with external support agencies such as the Psychological Service, Social Work Department, Children's Panel and Police. <http://forhighlandschildren.org/> In any incident involving misuse of drugs, the school will follow Council procedures.

SECTION 5

The Curriculum

CURRICULUM

Pupils are encouraged, in a warm and friendly environment, to acquire the skills for learning, life and work, including literacy, numeracy and Health and wellbeing in and out of the classroom which will enable them to develop as responsible adults. A balanced curriculum is provided to meet individual needs within the national guidelines.

The Subjects

As recommended in current national guidelines English, Maths, Religious and Moral Education, Physical Education and Personal and Social Education form the compulsory core of subjects.

Other subjects taken in S1 include Spanish, History, Geography, Modern Studies, Science, Technical Subjects, Home Economics, Art, Music, Information Technology.



Literacy, Numeracy and Health and Wellbeing are embedded across our Broad General Education (S1-3). Teachers work together to review progress in these key areas, and ensure that sound professional judgements are used to track the progress of each learner in these areas.

Courses in research skills and study skills are also provided to prepare pupils in the use of the library, computers, internet and project planning.

Personal and Social Education is largely delivered by the Support Team and incorporates all aspects of personal and social development e.g. Health Education, Careers Education, Relationships etc.

In accordance with Regional and National Guidelines, Religious and Moral Education offers a non-denominational approach to the study of world religions and seeks to promote tolerance of other people's views. Special arrangements will be made for pupils whose parents do not wish them to participate in religious education.

We have mapped our curriculum offer across S1-S3, and publish the course content to students and parents, so they understand the learner journey. We are currently refreshing our curriculum rationale and this should be ready for session 26-27.

Skills & Profiling

We use the national skills framework from Skills Development Scotland, to ensure that learners are developing skills for learning, life and work, throughout their time at school. Learners create their own digital profile of their skills and achievements, which helps to demonstrate the progress they make and recognise their successes along the way.

Subject Choice

During S1 – S3 pupils will follow an extensive programme of preparation for choice of subjects leading to National Qualification.

Advice will be offered on the likely level of success in the various courses. This advice will be based on careful monitoring of the pupils by class teachers and support staff. Personal interviews with pupils and their parents and possible career interests will also be taken into account.



A similar process applies in S4 and S5 as pupils are prepared for employment or further education.

Option choice information booklets are issued to pupils prior to entering S3, S5 and S6. Options Information Parents' Evenings are also arranged.

Curriculum for Excellence

Further information on the curriculum and qualifications is available at:

[Highland Curriculum for Excellence information](#)

[Curriculum for Excellence | Education Scotland](#)

Extended Range of Subjects

As pupils progress through school a range of courses is being offered to provide breadth and balance to the curriculum and to meet the individual needs of pupils.



Distance Learning

The school provides courses for which it does not have a teacher, or for which there is only a very small demand, by providing Senior pupils with the opportunity to participate in Open Learning and distance Learning Courses.

The pupils have access to a tutor in some distant location, using electronic mail, internet and video conferencing.

In this way we try to meet our aim of responding to each pupil's needs.

Technology

Information technology is widely used in all subjects and at all stages.

Pupils are able to use Chromebooks both in the classroom and at home to support their learning. Chromebook devices have been issued to all pupils.



Pupils are responsible for their own device, and are expected to bring the Chromebook to school each day and to charge them at home each evening.

We are one of the most well equipped schools for Information Technology in the Highlands. All pupils have access to e-mail and internet. Every classroom has a digital projector. Classrooms have Interactive Smart boards or clever touch 70" interactive screens. All this equipment and other electronic aids are widely used to enhance the learning experiences of the pupils. Pupils are encouraged to use them as tools in problem solving, investigative work and the presentation of information.

Invergordon Leisure Centre is next to the school, this enables pupils to use these facilities, not only during PE times, but for personal fitness programmes. The centre has a swimming pool, fitness rooms, games hall, squash courts.

Library

The Library is staffed by a qualified Librarian and is open Monday, Tuesday, Thursday & Friday, including lunch times. Access on Wednesdays can be arranged. The Library's computer system is connected to the Public Libraries. This means that pupils will automatically join the Public and school Library when they start at the school. Using the Public Library system gives pupils free access to a wide range of online newspaper databases and other materials.



The school Library houses books, magazines, newspapers, audio books, DVDs, videos and board games. The computers in the Library offer access to the Internet and several software programmes used for revision and study. The Library works in co-operation with departments within the school by providing resources to support each subject as well as teaching research and study skills, which will assist pupils both in school and in later life.

A careers section houses a comprehensive range of information in both print and multi-media form, as well as prospectus for Universities and Colleges.

Work Experience

All pupils are given the opportunity to participate in work experience during their school career. Senior pupils also have the opportunity to build work experience into their timetables.



College Links

A number of pupils now attend College as part of the Vocational Pathways Programme and this enables them to gain first-hand knowledge of particular areas of work.



Additional Support Needs

Through close links with the primary schools the support staff to gain a clear picture of the abilities of all pupils before they come into the school and advise class teachers.

Teachers draw to the attention of the support teachers any pupils who are having difficulties. Such pupils are regularly monitored and parents kept informed of progress.

The support teachers monitor the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses but with specialist advice and support as required.

Under certain circumstances the school will make special arrangements, with the approval of the Scottish Qualifications Authority, to allow pupils with specific learning difficulties to participate in examinations for the award of National Qualifications. This ensures equality of opportunity and enables such pupils to achieve to their maximum potential. [Support for Learners Website](http://enquire.org.uk/)



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



Finance information for pupils leaving for College and University is provided to pupils.

RELIGIOUS OBSERVANCE

Withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.



CAREERS ADVICE/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. 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.

No-one Left Behind is a commitment by Scottish Government to deliver a system that is more tailored and responsive to the needs of people of all ages who want help and support on their journey towards, into and in work - particularly people with health conditions, disabled people and others who are disadvantaged in the labour market. Highland Council has a lead role in respect of this agenda 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 - [Work.Life.Highland](#)

During their time at Invergordon Academy, all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, school librarian and 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.

The strategic aim of SDS is ***to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives.*** 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.

Invergordon Academy operates the 16+ initiative which is aimed at ensuring all school leavers have the offer of a positive sustainable destination.



[Hi Hope; Job Centre Plus; UCAS; Skills Development Scotland -Apprenticeships](#)
[16+ Learning Choices Information](#)

There is a key Careers Adviser linked to Invergordon Academy, and is available on selected Parents' Contact Evenings to advise on matters relating to career and curricular choice. The Careers Team can also be contacted by parents or pupils at: **Skills Development Scotland:** Telephone 01349 855258

SECTION 6 and 7

Assessment and Reporting

ASSESSMENT AND REPORTING

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

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

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

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

Parents/Carers will receive feedback on their child's progress through pupil reports, progress checks, and target setting information.

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with the individual pupil's Guidance Teacher.

SECTION 8

Transitions

TRANSITION

Transition from P7 into S1 arrangements begin within on-going and close liaison between the Academy and associated primary schools over particular needs and priorities.

A mini highland games event is held in May for P7 pupils with S1 pupils helping.

Secondary staff visit primary schools, each pupil receives an information pack.

Transition induction days are held in June when P7 pupils attend the Academy. During this week pupils follow their Secondary timetable in their Secondary classes. By the end of their visit, pupils have dealt with all the Secondary routines and have met their teachers. A parents' evening is held during this week.



We have a peer buddy system, where S3 students buddy up with a S1 pupils to help them settle in.

Senior pupils work closely with younger pupils in paired reading, Maths, PE programmes.

Secondary pupils receive information at option stages during PSE lessons, Parents' Evenings and through option booklets.

The school will ensure that all pupils leaving school are supported to have a positive destination. Senior students' intended leavers date and destination are reviewed yearly, and relevant opportunities and information signposted to them. The careers adviser offers appointments and support, and our Developing the Young Workforce coordinator provides vital links with industries, supporting us to deliver the Career Education Standard (CES), and develop career management skills (CMS) in all learners. Links with Aspire North support students through the lengthy application process to Higher Education, and also organise a number of trips to university open days to support learners to make informed choices.

Parents should spend time with their child looking at the world of work website:

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

<http://www.highland.gov.uk/learninghere/16pluslc/www.hi-hope.org>

[http://creativityportal.org.uk/?q=&t=,developing-the-young-workforce&s=,](http://creativityportal.org.uk/?q=&t=,developing-the-young-workforce&s=)

https://www.highland.gov.uk/info/878/schools/19/school_leavers

SECTION 9

Support for Pupils

SUPPORT FOR PUPILS

The System

The support system is designed to:

- Make sure that each pupil individually receives the care and advice which young people need in growing up and choosing careers.
- Help pupils in consultation with their parents to take increasing responsibility for decisions which have to be made.
- Ensure that there is a teacher, well known to the pupil, who may be approached for help and information.

Support staff maintain contact with a case load of pupils throughout their period of attendance at the school. This is developed through:

- Personal counselling interviews.
- Teaching Social and Careers Education.
- Monitoring of attendance and punctuality and exchange essential information with teachers in support of the pupils.

We actively promote the personal development of individuals. The Support team seeks to encourage pupils both within and out of school to participate in a healthy, balanced range of pursuits.

Relationships and Sexual Health Education is presented in a context that values stable relationships, healthy living and personal responsibility. It is set within the wider context of health education and personal and social development. The programme, from S1 - S6, follows National and Regional Guidelines and is regularly reviewed. Materials are available for parents to view and discuss at parents evenings throughout the year and at any other time arranged to suit.

Discussion with parents on any aspect of the pupils' personal development will be welcomed.

(for Learning, Emotional, Social & Behavioural Difficulties)

Identification

Through close links with the primary schools the support staff to gain a clear picture of the abilities of all pupils before they come into the school and advise class teachers.

Teachers draw to the attention of the support teachers any pupils who are having difficulties. Such pupils are regularly monitored and parents kept informed of progress.

Tailored Curriculum Experiences

The Support faculty regular review the needs of learners, and where appropriate will put in place tailored curriculum packages to support learning. These can range from literacy and numeracy interventions, to outdoor learning experiences such as Rural Skills, or Employability and Enterprise courses and more.

Additional Support Needs

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

All children have a *Named Person* and whom to contact if a parent thinks that a pupil has additional support needs, this is the pupil's Guidance Teacher at the school.

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

If you feel your child has additional support needs please contact Mrs Ferguson at the school. For further information:

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

My Rights, My Say – an advocacy and advice service for young people over 12
Scottish Independent Advocacy Alliance, an advocacy service to support parents and children with additional support needs <http://enquire.org.uk>

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

<http://www.highland.gov.uk/learninghere/supportforlearners/>

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

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

<http://forhighlandschildren.org/> <https://www.thrivingfamilies.org.uk/>

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the individual pupil's Guidance Teacher.

Mrs J Reilly
 Support for Learning

Miss Brook-Oliver
 Guidance Teacher

Miss A Stewart
 Guidance Teacher



Inclusion Support Workers:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support, improving attendance at school, and supporting academic progress.

The School Nurse, visits and is available for consultation by pupils.

Primary Mental Health worker, is also in school on a regular basis.

SECTION 10

School Improvement

STANDARDS AND QUALITY REPORT

Invergordon Academy's Standard and Quality report is available on our website at: <http://invergordonacademy.com/>

<https://invergordonacademy.com/parents/standards-and-quality-reports/>

- Most pupils in the school are happy, get on well together and present to visitors as polite and courteous young people.
- Our school has a very positive ethos and a safe, productive learning environment.
- Staff in the school deliver a high level of personal support for pupils which maximises the opportunities for most pupils.
- The staff in the school work hard at trying to improve what they do.

School Improvement plan can be found at: <http://invergordonacademy.com/>

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

Attainment

We have an improving trend in Literacy and Numeracy in the Broad General Education. Students are assessed at the end of S3, showing improvements in both key skills:

Measure	2022	2023	2024	2025
ACEL – S3 Literacy L3	74%	77%	75%	91%
ACEL – S3 Numeracy L3	74%	87%	82%	91%
ACEL – S3 Literacy L4	17%	43%	23%	39%
ACEL – S3 Numeracy L4	46%	59%	56%	61%

In Senior Phase, we also have improvements in Literacy and Numeracy:

S4						
Establishment	Year	% Level 4 Literacy	% Level 5 Literacy	% Level 4 Numeracy	% Level 5 Numeracy	Number in Cohort
Invergordon Academy	2025	87.32	69.01	81.69	46.48	71
Virtual Comparator	2025	89.58	71.13	88.59	61.83	710
Invergordon Academy	2024	97.01	67.16	91.04	59.7	67
Virtual Comparator	2024	86.87	68.66	83.28	58.66	670
Invergordon Academy	2023	93.75	79.69	87.5	45.31	64
Virtual Comparator	2023	89.69	67.34	84.06	56.09	640
Invergordon Academy	2022	95.71	51.43	88.57	22.86	70
Virtual Comparator	2022	90	67.29	82	49.86	700

At S4, the proportion of young people achieving one or more to seven or more course awards at SCQF Level 5C has shown further improvement in 2024, demonstrating approaches to raising attainment are having positive impact. In 2025, where there is decline in performance, this is still in line with the students' ACEL data

By S5, the proportion of young people attaining 5 or more courses at SCQF level 5C or better has improved, closing the gap between the school and its virtual comparator.

By S6, the picture reflects small increases in S5 data, and an improving trend in S6 3@6, 5@6 and 1@7 measures.

SECTION 11

School Policies and Practical Information

Highland Council Policies: [Authority Policies](#)

INVERGORDON ACADEMY DRESS CODE

We regularly review our dress code with the help of pupils and parents.

We are very glad that the popular opinion is that pupils should look smart in school.

School dress code can be a big expense for a family and for this reason we will provide every S1 and new pupil a free school tie.

Our Dress Code

Our over-arching standard is to be **‘Professional Office Smart’**

- All pupils can wear a school tie with a white or black school shirt.
 - Smart black zip tops or school jumpers **with school logo** are available from <http://macgregorschoolwear.co.uk/> or visit Macgregor’s Industrial Supplies in Inverness.
 - A plain black jumper or cardigan can be worn with no logos.
 - Trousers or skirts should be black.
 - Please note Grey hoodies can be worn until May 2024, at which point it will be black zips/jumpers only. The grey hoodies after May 2024 can then be used for PE only.
-
- **Points to note**
 - Skirts should be a reasonable length
 - Coloured/sports leggings and any joggers/tracksuit bottoms are not acceptable other than during PE.
 - Sleeveless, collarless blouses are not appropriate with a school tie.
 - There are no restrictions on footwear other than health & safety concerns
 - Large jewellery is not considered appropriate for school.
 - Outdoor clothing including scarves, hats, gloves, etc should not be worn around the school.
 - All pupils have a locker provided to store their outdoor clothes securely.

Physical Education Kit

PE kit is **essential**. The following is required

<i>Inside</i>	<i>Outside</i>
Shorts/Joggers	Shorts or Joggers
T-Shirt	T-Shirt and Sweatshirt or Jumper
Trainers (non-marking)	Outdoor Trainers

There will be times when classes will be working outside in inclement weather and therefore, for health and hygiene reasons, pupil's kit should be a complete change of clothing. Pupils forgetting kit will borrow school PE kit.

Health

If a child is unable to take part in PE a note must be presented to the teacher in charge at the start of the lesson. Pupils must still take their PE kit with them and change into it so they can help out in class, for example, refereeing, coaching others, supporting others. Pupils may have a shower after PE if they ask the teacher in charge at the start of the lesson so adequate time can be given.

EXTRA-CURRICULAR ACTIVITIES

Sporting

Football, Hockey, Athletics, Badminton, Basketball, Cross-country, Cycling, Golf, Rugby, and occasional weekend outdoor excursions are offered to pupils.



Cultural

Activities include Art Club, Drama, Debating, Public Speaking, Traditional Music Group, Orchestra, String Group, Breakfast, Chess Club, lego club,



Charitable

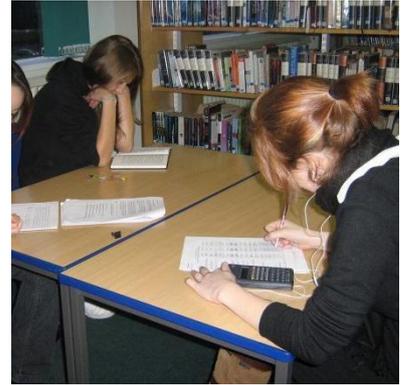
Each year pupils organise a range of events to raise funds for charities. Sponsored events, sales, concerts, fashion shows etc have all enabled pupils to work with the community to show their concern for those less fortunate than themselves. A number of successful enterprise projects have enabled pupils to raise funds this session.



Singers and musicians also regularly visit homes for senior citizens to provide entertainment.

Homework Space

There is a Homework space available in the Cafe to all pupils after school on Tuesdays and Thursdays, 3.35pm - 4.30pm. Expertise in different subjects and access to Chromebooks is given. There are also snacks and refreshments available. This is also available in the cafe on Monday and Wednesday lunchtimes.



Homework is important because it helps learners to...

- Take ownership of their learning.
- Practise and apply skills in different contexts.
- Prepare for future assessment and qualifications.
- Build confidence in using digital tools for learning.

Homework may take several forms

- Online quizzes or assignments using Google Classroom or Glow.
- Reading tasks and comprehension activities.
- Practice exercises (e.g., numeracy fluency, vocabulary, or spelling).
- Reflective journals or self-assessment tasks.
- Project work or creative challenges.
- Revision of notes, videos, or online resources shared by the teacher.
- Research activities to support contextual learning.

Parents are important

Parents and carers are encouraged to:

- Provide a quiet space and routine for homework.
- Discuss learning with their child and celebrate effort and progress.
- Communicate with teachers if difficulties arise.

All pupils receive homework either via Google classroom or paper copy.

House System

Pupils are assigned to houses under the leadership of their House captains. Various sporting and cultural activities which ensure high levels of participation among pupils of all ages in a variety of recreational and educational pursuits.

Points are awarded for competitions and a trophy is presented to the winning house each year.

<i>House</i>	<i>Leader</i>
Balnagown	Mr MacLellan/Mrs Booth
Kildermorie	Mrs Simpson De Alcas/Mr Mackay
Novar	Ms Stanesby/Miss Atcheson

Pupil Council

Pupil participation in school is encouraged through the Pupil Council. Representatives from each year and each House meet regularly with their Head of House and the SMT to discuss issues that are of concern and new ideas from pupils. All pupils have the opportunity to raise issues for discussion at the Pupil Council through PSE lessons.

Positive Relationships and Behaviour

We have 4 expectations of students across their classes and wider learning community: Ready, Respectful, Safe & Engaged.

We regularly discuss what each expectation means in assemblies, and promote these when having restorative conversations with learners.

Our expectations are linked to a merit system, whereby students can earn merits across the school day for meeting any of the expectations. We have twice termly reward activities for pupils who achieve over the given quota each monitoring period, and the slate is cleaned for the start of each monitoring period, giving all learners the opportunity to be recognised for meeting expectations.

Health Promoting School

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 cost £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

Application forms are also available from school reception if required. 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

Lunchtime Choices

Parents are responsible for pupils who decided to go outwith school grounds at lunch time. For school meal menus:

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

Breakfast

A morning cuppa + toast and a piece of fruit is available for all pupils free of charge from 8.15 am - 8.40am in the café.

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 unopen, 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. Alternatively, 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.

Mobile Phone Policy

- All pupils have digital technology to enhance their learning in school (Chromebooks)
- All parents/carers can contact the school office by phone or text if they need a message given to their child during class times
- Pupils will be allowed to use the school phone if there is an urgent issue.
- We prefer that pupils play, talk to each other, or participate in extra-curricular activities during break times.
- We want to put a stop on online social media issues which can occur throughout the school day.

- We would appreciate parental support in encouraging appropriate use of mobile phones/social media.
- All phones must be switched off and placed in a lock box at the start of lessons.
- Pupils can use their phones at interval and lunch times.
- Misuse of mobile phones after an initial warning during class may result in the phone being confiscated until the end of the class
- More serious misuse may require the phone to be submitted to SMT and collected by a parent at the end of the day.

Employment of Children

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

http://www.highland.gov.uk/info/1125/licences_permits_and_permissions/23/employment_of_children

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2026/2027 pupils born between 1 March 2007 and 30 September 2010 can receive payments from August 2026. Pupils born between 1 October 2010 and 28 February 2011 can receive payments from January 2027. Further information on full eligibility criteria and the online application process can be obtained from the school.

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

Further information on full eligibility criteria and the online application process can be obtained from the school, Mrs Ferguson

Adverse Weather

Highland school closure website on: <http://www.highland.gov.uk/schoolclosures> for school closure information. Also Radio broadcasts, as described in the schools Adverse Weather Guidelines. See school app, information.

Leaving procedures

If you are transferring to another school some paperwork needs to be completed which requires a signature from a parent/Carer. Please arrange an appointment with Mrs Ferguson.

If you have come to the end of your school career, pupils aged 16 between 1st March and 30th of September may leave school at the end of May, pupils aged 16 between 1st of October and the end of February inclusively may leave school at the end of the Christmas term. A leavers form is available from the school office and return all books or resources to your teachers, and hand your Chromebook back to Mr Mezals.

Pupil Property

Pupils are responsible for their own belongings, school is not responsible for any items that go missing or are damaged. Pupils are provided with a locker. It is recommended that pupils use the locker during the day and take all their property home each night. We strongly recommend pupils have their names on their clothing as a vast amount of property has to be disposed of every year.

Access to Pupil Records

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

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data protection legislation and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed> .

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.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here - <http://hi-hope.org/directory/listing/16plus-planning>

16+ Learning Choices Information

Why do we need your data?

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

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

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.

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

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.

Equality and Inclusion

For up to date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

PROTECTION OF CHILDREN

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from

Mrs C Ferguson or online at

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

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

Military Families

Our school 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.

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

[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: Primary School Welcome | Secondary School Welcome](#)

Please get in touch with your child's Guidance teacher or the Head Teacher if you have any concerns, Or contact the MLG (Education) lead [here](#)

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

School day Monday - Thursday- pupils must be in their tutor class at 8.40am

Tutor Time 08:40 - 08:50

Period 1 08.50 – 09.40

Period 2 09.40 – 10.30

Period 3 10.30 – 11.20

Interval 10.20 – 10.35

Period 4 11.35 – 12.25

Period 5 12.25 – 13.15

Lunch 13.15 – 13.55

Period 6 13.55 – 14.45

Period 7 14.45 – 15.35

School day on a Friday ends at 12:25.

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

School Opens

School Closes

Wednesday 19 August 2026

Friday 9 October 2026

Monday 26 October 2026

Tuesday 22 December 2026

Wednesday 6 January 2027

Thursday 25 March 2027

Monday 12 April 2027

Thursday 1 July 2027

February Break Monday 15 & Tuesday 16 February 2027

May Holiday Monday 3 May 2027

In-service training days – School closed to pupils

Monday 17 and Tuesday 18 August 2026

Monday 14 September 2026

Wednesday 17 February 2027

Thursday 6 May 2027

Our Senior Management Team consists of:

Miss M McAndrew
Head Teacher



Mr A Mezals
Depute Head Teacher



Mrs C Ferguson
Depute Head Teacher



Our Faculty Heads are:

Mrs R Braddick
Art, English & Languages



Mrs F Philips
Maths, Music
Design & Technology



Mrs D Booth
Science,
Home Economics,
Business Studies



Mrs S Massey
Physical Education, RME,
Social Subjects



MEMBERS OF STAFF

Head Teacher	Ms M McAndrew
Depute Head Teacher	Mr A Mezals, Mrs C Ferguson
Art & Design	Mrs S Forsyth, Ms A Murray
Business Studies	Mr S Sommerville
Design and Technology	Mr S Rasmussen
English	Mrs R Braddick, Miss E Atcheson
Home Economics	Mrs D Booth
Mathematics	Mrs F Philips, Ms E Stanesby, Mrs S Thompson
Languages	Mrs C Simpson De Alcas
Music	Mr B McHale
Physical Education	Mr J Maclellan, Mrs G Parker, Miss L Edmond
RME & Philosophy:	Ms K McKie
Science	Mr S Mackay, Mr D Johnson, Miss E Traynor
Social Subjects	Mrs S Massey, Mr D Cameron, Mrs R MacInnes-Bell
Support Team	Ms K Brook-Oliver, Miss A Stewart, Mrs J Bregazzi, Mrs J Reilly, Ms A Gordon
Pupils Support Assistants	Mrs M Lohse, Miss L Urquhart, Mrs Y Miller-Stoner Mrs E Sinclair, Mrs L Finlayson, Miss N Watters, Mrs E Rolfe, Mr C Przemyslaw, Ms M Mitchell, Ms H Mclellan
Children's Inclusion Workers	Mrs L Brown, Mrs R Wright
Librarians	Mr G Cryle, Ms J McLelland
Technicians	Mrs D McFarlane, Mr J Ritchie
Administrative Assistant	Mrs L Robson
Clerical Assistants	Mrs J Fowler, Mrs J Hogg
Facilities Staff	Mrs B Campbell

Invergordon Academy

Floorplan and Subject Layout

