



2026 – 2027

Headteacher

Miss Vikki Forrester
Vikki.forrester@highland.gov.uk

Depute Headteachers

Mrs Emma Fyfe
Mrs Ann Huggan
Mrs Jenny Urquhart

The School Address is
Inverness High School, Montague Row, Inverness IV3 5DZ
Telephone 01463 233586
email: inverness.high@highland.gov.uk
Facebook and School App for Parents
Present Roll – 500
Stages Covered – S1 to S6

Adverse Weather

Phone = Dial 0800 564 2272 School PIN Code = 04 10 90
Website: www.highland.gov.uk/

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

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

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

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

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

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

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

Section 1: General Information

School ethos and aims

We spent a great deal of time last session talking as staff and then with learners, parents and the wider community about the values and beliefs we hold dear, and which exemplify what we expect from everybody at Inverness High School. Based on this, we have re-defined our school values statements as below.

They are now proudly displayed throughout the school, are used in the basis of many of our discussions with learners about expectations and behaviour and form the core elements of our new House system.

Inverness High School Core Values



Daily Timetable

Monday to Thursday

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

No registration on Wednesday mornings due to staff briefings

Friday

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

STAFFING 2025/2026

Headteacher

Depute Headteacher

Depute Headteacher

Depute Headteacher

Faculty Principal Teacher of Pupil Support

Principal Teacher of Guidance (Bruce House)

Principal Teacher of Guidance (Dochfour House)

Principal Teacher of Guidance (Montague House)

Principal Teacher of Guidance (Bruce House)

Principal Teacher of Guidance (Dochfour House)

Languages Faculty

English

Mr Liam Smith (FPT)

Mr Greg Campbell

Mr Stuart MacKenzie

Mr Iain Watt

Modern Languages

Miss Marine Gélard

ESOL

Mrs Alison Roy

Mrs Marion Burrow Smith

Humanities Faculty

Mrs Allison Colclough (FPT)

History / Modern Studies

Miss Ellie MacIntosh

Mrs Tegan Moir

Geography / Travel & Tourism

Modern Studies / Geography &

Criminology

Miss Katie MacBean

Scientific Studies Faculty

Science

Mrs Louise Hault (FPT) (Biology)

Mr Jacob Midwinter

(Biology/Computing)

Mr Ryan Honeyman (Chemistry)

Miss Emma MacRae (Biology)

Mr Angus Ross (Physics)

Home Economics

Mrs Marion Hamilton

Miss Eilidh Morrison

Miss Vikki Forrester

Mrs Emma Fyfe

Mrs Ann Huggan

Mrs Jenny Urquhart

Mrs Mhairi Johnston

Mrs Amy Johnston

Mrs Mandy Kemlo

Mrs Andrea Stevenson

Mr Jamie Macdonald

Mrs Ashley Macdonald

Support for Learning Teachers

Miss Grainne Cooney

Mrs Kathryn Jack

Miss Eileen MacKenzie

Mrs Sharon Harrison

Mrs April Shearer

Mr Jack Trevelyan

Pupil Support Assistants

Mr Sol Christie

Mrs Megan Edward

Mr Liam Foy

Mrs Karen Innes

Miss Roslyn Mackay

Mrs Morag MacLennan

Miss Mina Mahon

Mrs Helen Moody

Miss Jo Prunica

Mrs Fiona Craighead

Mrs Mhairi Neilson

Mrs Alice Shering

Mrs Ashley Thomson

Mrs Alison Twitchin

Creative Studies Faculty

Art

Mrs Donna Munro-Main (FPT)

Laura Dumitrescu

Physical Education

Miss Gemma Mackinnon

Mr Bruce Morrison

Mr Gavin Campbell

Music

Mrs Sharon Fowler

Mr Andrew Webster

ICT Faculty

Mr Darren Brown (FPT)

Mr Jacob Midwinter

Numeracy and Technologies***Mathematics***

Mrs Lorraine Cochrane (FPT)

Mrs Nicola Anderson

Mrs Maria Babu

Mrs Sarah MacLean

Miss Allison McGregor

Technical

Mr James Dickie

Mr Calum Fraser

Mrs Ashley MacDonald

Mr Mario Gonzales-Diaz

Miss Lynn Connelly

Music Instructors

Mr Lewis Barclay (Bagpipes)

Mr Drew Caldwell (Pipe band, drumming and cajon)

Mrs Eleanor Cameron (Strings)

Mr Douglas Galbraith (Percussion)

Mrs Judy Kyle (Woodwind and Piano)

Office

Mrs Lorna Reid (Office Manager)

Miss Kelly Bisset

Mrs Sheena Cameron

Technicians

Mr Martin MacLennan

Miss Stephanie Ratcliffe

Library

Mrs Susan Fraser

Children's Services Worker

(Social Work Based)

Mrs Joyce MacFarlane

CSW (Leadership and Wider Achievement)

Miss Kylie Seymour

Miss Megan Fraser

Janitors

Mr Donald Cranston

Catchment area, placing requests and admissions

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

Parents do have the right to specify the school in which they wish to place their child. If you wish your child to be placed in a school other than Inverness High then an application must be made to the Area Quality Improvement Manager, Toni Macartney – Toni.Macartney@highland.gov.uk. Placing request applications are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

Parents of children with additional support for learning, (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.

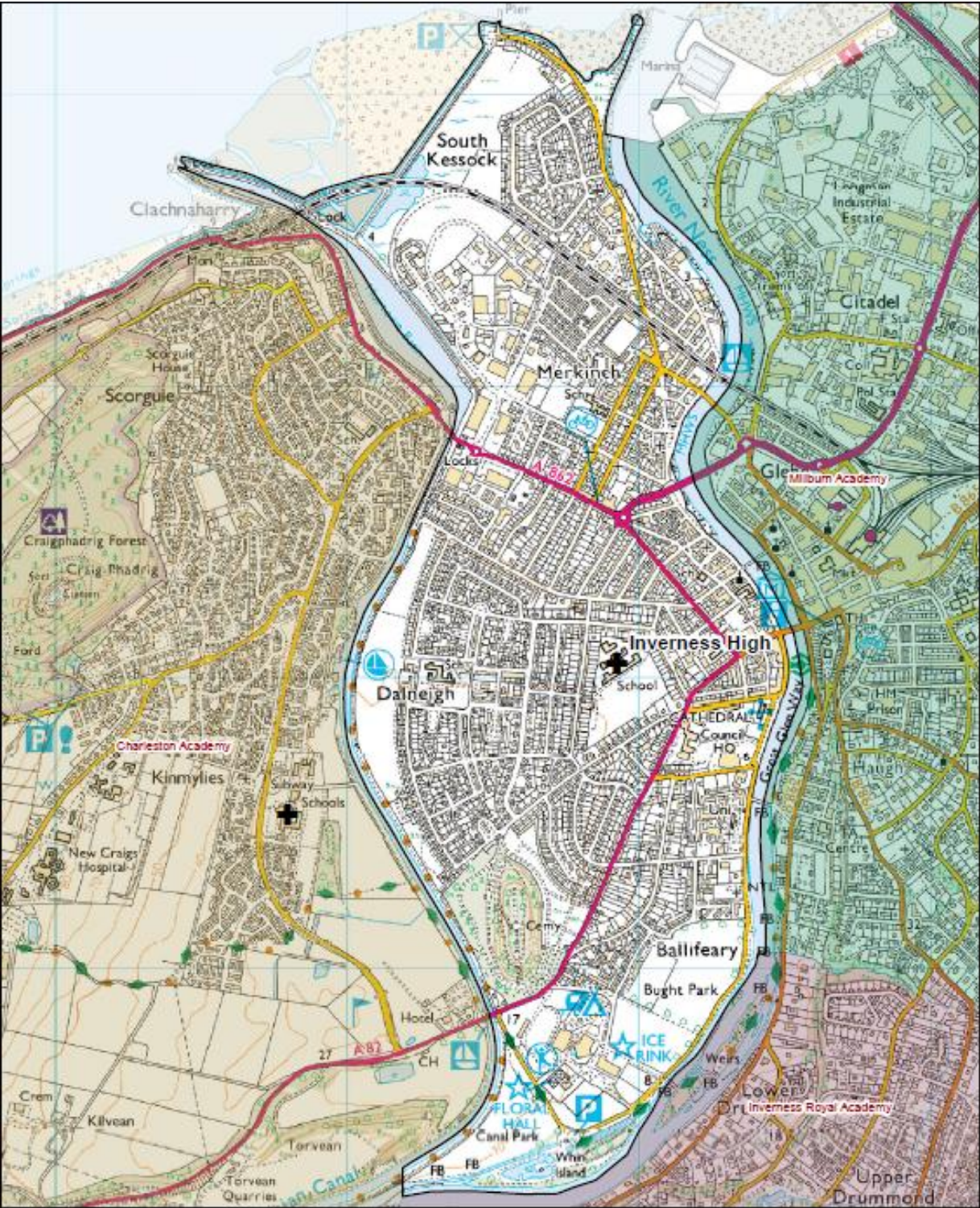
Transition Programme

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

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

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

Inverness High School catchment area map



Pupil Support

The Guidance system

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

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

There are currently three principal teachers of guidance in the school. Mrs Amy Johnston, Mrs Mandy Kemlo and Mrs Andrea Stevenson. Together with Additional Support Needs teachers and our deputies, they are responsible for the learners in our three houses as follows:

Bruce: DHT: Mrs Huggan – PTG: Mr Macdonald – ASN: Mrs Kennedy

Dochfour: DHT: Mrs Fyfe – PTG: Mrs Kemlo – PTG: Mrs Macdonald – ASN: Mrs MacKenzie

Montague: DHT: Mrs Urquhart – PTG: Mrs Stevenson – ASN: Miss Cooney

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of learners through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with guidance staff. Schools have access to Highland Council's Primary Mental Health Worker Service and consultation, and advice may be sought if there are concerns that might require more targeted support. 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.

Additional Support Needs (ASN)

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

All teachers have a responsibility to provide an appropriate curriculum for all learners including those with learning difficulties and the most able. Our pupil support service operates in a variety of ways to ensure that every pupil can achieve his or her maximum potential in school, by:

- Working with subject teachers developing work appropriate to the whole range of abilities
- Working in the classroom alongside subject teachers supporting learners with learning difficulties
- Working with parents of learners with learning difficulties or special needs to promote understanding and a collaborative approach

- Making special arrangements with the Scottish Qualification Authority (SQA) for learners who have a specific difficulty, or a disability (permanent or temporary) so that they can demonstrate their full potential in SQA assessments
- Working closely with the primary schools to ensure an easy transition to the High School for learners with learning difficulties or support needs
- Ensuring that most learners with learning difficulties are not taught in a special class or unit but are supported in mainstream classes by support staff.

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

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

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

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

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

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

(a) Enquire – the Scottish advice and information service for additional support for learning

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

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs

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

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

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

Access to Pupil Records

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

Data Protection Legislation

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

Attendance and lateness

It is the legal responsibility of parents to ensure that each pupil attends school every day unless medically unfit. If a pupil is not well enough to be in school parents must contact the school as soon as possible to let us

know. If this is not done, the school has to make efforts to contact parents to find out the cause of the absence and this is time-consuming.

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

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

Establishing a good attendance pattern from an early age is crucial to success in school. Employers want to recruit people who are reliable therefore learners who have a good attendance record have a better chance of getting a good job.

Attending school every day = 100 % attendance

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

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

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

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

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

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

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

Lunch time: 1.15pm – 2.00pm

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

Dental and medical appointments

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

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

Illness or accidents

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

In the event of an accident, we will either arrange for the child to be taken home or, if serious injury is suspected, to be taken to the Accident and Emergency Unit at Raigmore Hospital. It is essential, in the latter case, that we know where parents or an emergency contact can be found, since A&E will not normally treat a child without the presence of a close relative. To help in this, we have on file the address and contact telephone number of all parents/carers and also details of an emergency contact. Please help us to keep these up to date by informing us of any changes.

Medical service

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

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

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

Cycling to school

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

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

Adverse weather conditions - Highland Council Policy

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

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

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

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

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

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

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

Early closure of school

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

Conduct and expectations of learners

Inverness High School expects all learners to behave and show respect to others. Most importantly, we expect that **everyone will be polite, friendly and considerate toward others at all times**. We want our learners to live and breathe their core school values of responsibility, resilience and respect.

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

- **In class you make it as easy as possible for everyone to learn and for the teacher to teach.** This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being sensible at all times.
- **You walk quietly about the school.** This means not running, barging or shouting, being ready to help by opening doors, standing back to let people pass and helping to carry things. Walking on the left along corridors and stairs also helps to keep accidents and congestion to a minimum.
- **You are polite to everyone** even if you feel bad tempered. Shouting is discourteous.

- **You keep the school clean and tidy** so that it is a welcoming place that we can be proud of. This means putting all litter in bins, keeping furniture and walls clean and unmarked, and taking care of the displays, especially of other people's work. You should look after school equipment and books and treat other people's property with respect.
- **You always try to understand other people's points of view.**
- **Out of school**, walking home, or when out with a school party, remember that your reputation and that of the school depends on the way you behave.

PROMOTING POSITIVE RELATIONSHIPS

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

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

However, it is possible there will always be learners who, for various reasons, may disrupt the education of others.

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

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

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

Note:

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

Serious offences

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

- (a) physical, verbal or racist threats to staff and/or fellow learners

- (a) unprovoked physical assault on staff and/or learners
- (b) incidents which put the health and safety of staff and learners at risk
- (c) drugs related incidents.

The school would normally consider a temporary exclusion from school as an appropriate response to the above types of behaviour in order to protect the safety and learning of other learners. Individual circumstances are always taken into account.

Bullying

The school works to the Highland Council anti-bullying policy, copies of which are made available to all parents and learners on request or is available online at:

[https://www.highland.gov.uk/downloads/file/19358/anti_bullying - guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

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

The school dress code

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

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

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

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

In consultation with learners, we are starting to look at changes to the dress code so we can maintain standards while also making sure any uniform is at a reasonable cost for families. This includes allowing learners to wear black tops without the school logo.

NOTE: Some items of clothing including some makes of tracksuit are not acceptable school dress because they are a fire hazard and cannot be worn in practical classes. Learners wearing flammable clothing may be sent home to change into something safer. Clothing considered indecent will result in the pupil being asked to

remove or replace the offending article immediately. Football colours are not acceptable school wear and learners wearing such colours will either be sent home to change or given the correct clothing from spare stocks within the school.

Kit for physical education classes

The following kit should be brought on every occasion where PE appears on the timetable:

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

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

Valuables

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

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

Mobile phones

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

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

Complaints, comments and concerns

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

The school will always endeavour to resolve issues as soon as possible. If we do not deal with your complaint to your satisfaction, you can contact the Area Quality Improvement Manager, Toni Macartney at Toni.Macartney@highland.gov.uk.

Please note that transport is not a school responsibility and any queries should be emailed to the Local Transport Officer at school.transport@highland.gov.uk.

Further general information, policies and procedures

School meals

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

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

Free school meals

Secondary school main meals are £2.65 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. Learners entitled to free meals select up to the maximum of their entitlement and can add cash for extra over the allowance to their account. At present, families in receipt of Income Support or Income-Based Job Seekers Allowance are entitled to free meals. Forms for claiming these (and grants for school clothing) are available online at <https://www.highland.gov.uk/benefits-money-help/free-school-meals-clothing-grants>

We would strongly encourage all eligible parents and carers to apply. Help in filling out the necessary forms can be given by the school in strictest confidence.

Packed lunches

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

Tuck shop

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

Arrangements for learners leaving school at the end of their education

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

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

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

Child Protection

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

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

Employment of children

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

- 1) No child under the age of 13 may be employed (except by his parents, and under certain conditions).
- 2) Between the ages of 13 and 15, a child must have a work permit before starting work.
- 3) Once the child is 16 these rules no longer apply.
- 4) The conditions of the work permit allow a child to work only two hours on a school day and these must fall between 7am and 8.30am and from the close of school until 7pm at the latest.
- 5) If paid work interferes with the child's schooling, or if the pupil plays truant, the permit may be revoked.
- 6) It is illegal for any pupil to work on a school day if he or she is absent from school, **for whatever reason.**
- 7) Any infringement of these rules may lead to fines for both parents and employer.

For a full list of regulations please ask at the School Office or see here [Employment of Children](#).

Equal opportunities

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

Data protection

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

addresses to the School Medical Service to assist them in arranging medical checks and vaccination programmes.

Transferring Educational data about learners

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

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

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

Data policy

Information about learners' 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 learners 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 learners 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 learners 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/12690/enrol-your-child-in-school-or-early-learning-and-childcare-setting>

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 learners. We are keen to help all our learners do well in all aspects of school life and achieve better results in national qualifications. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all learners
- plan and deliver better policies for the benefit of specific groups of learners

- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland.

Your data protection rights

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

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times learners' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

- Alternative versions of this information are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Section 2: Parents and the School

Learning Policy

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

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

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

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

Communication with parents and carers

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

The Parent Council, made up of volunteers from the parent forum, is one of the main ways in which parents and carers can learn about the school, help to form policies and have concerns addressed.

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

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

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

Social media

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

Parents' evenings

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

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

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

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

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

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

Contacting parents and carers

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

Monitoring, tracking and reporting

Assessment and reporting

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

Monitoring and Tracking S1 to S3

From S1 to S3 pupil progress will be judged against how hard the pupil is working and how well they are performing compared to the expected standard for their age. This system allows the school to identify learners who are working hard and performing well and to ensure they receive praise for this. This system will also alert the school to any areas of concern and contact will be made to enable discussion with parents and carers.

Monitoring and Tracking S4 – S6

In the Senior Phase learners and staff will be asked to set targets for National Qualifications. Learners will then be tracked to see how they are performing against these targets. Parents

and carers will again be alerted where there is cause for concern. Prelim examinations take place in January/February and the results of these examinations will be reported to parents and carers. Target grades and presentation levels may be revised after the prelim examinations.

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

Home learning

Inverness High School home learning policy

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

From S3 onwards, home learning contributes to final assessments. Failure to complete work on time can result in learners being withdrawn from presentation in national qualifications.

The nature of home learning

All home learning will be:

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

The time needed for home learning

The time spent on home learning will vary according to the type and level of subjects being studied, the stage of education reached and the speed at which the individual pupil works. It is difficult to give a guide for this, but parents and carers should express their concern to the school if, in their opinion, a pupil is working too much or too little.

Monitoring home learning

Teachers will ensure that:

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

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

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

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

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

- Encourage your child to talk to you about their learning and what learning is happening at school and do what you can at home to build on that.
- Talk to your child about their strengths and interests and how they are progressing.
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school.
- Encourage **any** reading.
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information.
- Help them work on tasks on their own and then talk about it with you afterwards.

- Do things together where appropriate – learn together, for example if your child has a project or task to do, take an interest and discuss with them what they are doing or offer support if this is needed.

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

Section 3: The curriculum and other opportunities

The Curriculum

Introduction

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

Teaching groups

As a general rule numbers in teaching sets do not exceed 30 in classroom subjects (such as English, French and geography) and 20 in practical subjects (including sciences, home economics, art and technical).

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

The common course in S1 and S2

All learners follow the same course which consists of:

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

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

The transition from S2 into S3

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

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

Moving into the senior phase in S4

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

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

S4 Vocational Qualifications

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

The final years: S5 and S6

In general terms, it is expected that learners will attempt some Higher (Level 6) courses in S5, and some will go on to Advanced Higher (Level 7) in S6. Increasingly we are offering National Progression Awards and Skills for Work Awards at Levels 4, 5 and 6. These are qualifications at the same level as Nationals and Higher but are mainly based on coursework and do not involve a final exam. Those who do not reach Level 6 in S5, or who attempt and fail, may carry on studying at Levels 4 and 5 and have the opportunity of progressing through the qualifications in S6.

Level 4 and 5 courses are offered in a range of subjects. Level 5 courses in S5 might allow students to progress to Level 6 in S6. There are also a number of college courses available including Foundation Apprenticeships and some Higher courses not currently offered by the school.

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

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

Pupil progress and the reporting system

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

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

Religious and moral education (including Highland Council policy)

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

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

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

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

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

Health education (incorporating sex education)

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

Careers education and guidance

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

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

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

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

There is support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices. How to access further information locally e.g.

Jobcentre Plus. [Hi Hope](#); [Job Centre Plus](#); [UCAS](#); [Skills Development Scotland - Apprenticeships](#)

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](#)

Skills Development Scotland

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*. 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.

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

Education-Industry liaison

Inverness High School has extensive links with local businesses which we are expanding by working with partners from the local chamber of commerce and other agencies. In S4 we run a highly successful careers event for learners. Each session learners in S5 and S6 take part in careers activities with local employers. Senior learners also take part in a range of voluntary enterprise and citizenship activities. Inverness High School encourages contact with the local business community, and many local businesses take an active interest in the school.

Extra-curricular activities

Activities outside of the classroom are very important in developing our children's all-round education and building relationships. In addition to the timetabled curriculum, the school normally offers a range of extra-curricular activities. Learners are encouraged to participate in these for the opportunities they provide for the development of personal and social skills. These activities are dependent on staff, and on volunteers from outside the school who offer their services

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

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

Daily excursions, activity days and longer trips

Throughout the year there are curricular trips such as the fieldwork days and visits to Inverness College for science and technology events.

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

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

Prefects

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

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

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

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

Presentation for external examinations

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

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

Where the chance of, for example, success at Level 6 is remote (e.g. a pupil has obtained a prelim examination mark of under 30%) the Faculty Principal Teacher of the subject may decide the pupil is not yet ready for the final examination and may advise a further year's study or obtaining a qualification at a lower level. In all instances detailed feedback will be provided during the year to advise learners how they can improve, and warning will be given at the earliest stage possible if learners are not working to the required level.

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

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

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

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