The logo features a stylized, overlapping diamond shape with a purple outline and a grey interior. Inside the diamond, there are abstract, overlapping shapes in shades of purple and grey, resembling a stylized 'C' or a similar symbol.

# **Culloden Academy School Handbook**

**Session 2013-14**

CULLODEN  
ACADEMY

**Table of contents**

Basic information	3
Absence	4
Parental involvement	5
School ethos	6
Community involvement	7
The curriculum	10
Skills for learning, life and work	12
Assessment	16
Reporting	18
Parents Evenings	18
Transitions	19
Support for Pupils	21
Child Protection	22
Pupil Support- additional support needs	22
School improvement	27
School policies	28
Extra-curricular activities	31
Pupil representation	32
School Merits	32
School meals	33
School hours	34
School Dress Code	35
Winter weather arrangements	37
Statistical information	38

**Please note that whilst information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter covered with in this handbook. We will endeavour to communicate such changes through newsletters, the school website or via a direct letter to parents depending on the change.**

## Basic contact information

**Name:** Culloden Academy

**Address:** Keppoch Road, Culloden, Inverness, IV2 7JZ

**Telephone:** 01463 790851

**Website address:** <http://www.culloden.highland.sch.uk>

**Email contact:** [culloden.academy@highland.gov.uk](mailto:culloden.academy@highland.gov.uk)

**Head-teacher:** Dr J Vance

Culloden Academy is a non-denominational secondary school catering for S1-6 (approximately 11-18 year olds). As of September 2013, the school roll was 1098 pupils. Gaelic is taught as part of the curriculum for S1-3 pupils, though there is no Gaelic medium teaching.

The Parent Council can be contacted via the school email address above or directly at [friendsofca@live.co.uk](mailto:friendsofca@live.co.uk). Minutes of meetings and other information are stored on the Parent Council section of the school website.

### Parental communication with the school

- i) **Visits:** In the case of a parent whose child has been offered or is seeking a place at this school which is outside their catchment area, if they wish to visit the school please get in touch at the phone number above and give details of the child or children and contact details. Thereafter, the year head or senior manager with responsibility for induction will get back in touch to arrange a time for a visit to the school. Parents who live within the catchment area will have the opportunity to visit the school during the P7 induction process.
- ii) **Concerns:** In the first instance when a pupil's parent has a concern about the pupil, they should ring the school and ask to speak to their child's Guidance teacher who is the first point of contact between home and school. The Guidance teacher will investigate the concern and either get back in touch with the parent or, depending on the nature of the concern, involve the school's Senior Management Team who will contact the parent. In all cases, parents have a right to expect a quick reply to a concern.
- iii) **Complaints:** Whilst the Guidance teacher is a parent's first point of contact for almost all issues, if a parent wishes to register an official complaint they should in the first instance communicate this to the Head-teacher- either by phone, email or letter. He will acknowledge the complaint and agree a timescale for getting back in touch with an update or resolution. From here, if necessary, the matter will be brought to the attention of the Area Education Manager who will decide what the next steps should be. Parents will be kept fully informed at each stage and will be invited to attend relevant meetings being held. Should you feel unable to speak to the Head-teacher you are entitled to contact the Area Education Manager, Callum Mackintosh at the Area Education Office, Highland Council Head Quarters, Glenurquhart Road, Inverness, IV3 5NX. Further advice is available on the Parentline website: <http://www.children1st.org.uk/what-we-do/our-services/search-our-services/parentline-scotland/>

## Absences

**Illness:** Good attendance is vital if pupils are to achieve their full potential. We strongly encourage parents to ring or email the school on the first day of any unexpected absence. Equally, please let us know in advance if you are aware that your child will be off on a certain date- a note should be handed by the child to their register teacher. If we have not heard from you by the third day of an unexplained absence, we will contact you asking for clarification. On return to school, irrespective of any earlier contact, a note explaining the period of absence must be brought by the pupil. The note should be dated and give the dates of absence being explained therein.

If an absence remains unexplained to the school's satisfaction despite communications between the school and home, the school is required to record the absence as truancy. Cases of persistent absence have to be referred to the Education Authority.

**Contact from school:** Please note that as outlined above, it is not currently our policy to initiate contact with parents about absence until the third day. The exception to this is those pupils for whom we have concerns and who are on our 'watch-list'. In the case of these pupils, their parents will be contacted if they are absent without explanation from even a single class. If you believe that you would like your child's name added to this list, please discuss this with your child's Guidance teacher.

This situation is likely to change as we are currently investigating the purchase of an electronic system which will either call or text a given contact number on each day of absence. It is likely that this will be implemented as some point in session 2014-15.

**Appointments:** Doctors' and dentists' appointments should be made out-with normal school hours. Where this is not possible a pupil will only be released from school for such appointments on production of an appointment card or a letter from their parent/guardian. Pupils will not be excused classes to attend other appointments, e.g. Hairdresser, kilt-fitting etc.

CULLODEN  
ACADEMY



## Parental Involvement

### *i) Parent Council*

All parents who have a pupil at the school are automatically part of the Parent Forum. The views of the Parent Forum are represented by a Parent Council which is made up of up to 24 parents who meet once a term with the Head-teacher. The Parent Council can be contacted via the generic school email address on page 2 or directly at [friendsofca@live.co.uk](mailto:friendsofca@live.co.uk). Minutes of meetings and other information are stored on the Parent Council section of the school website.

### *ii) Direct school-parent links*

Culloden Academy staff believe that a good home-school partnership is essential to maximising the support given to all learners. We know this only works when as a school we give you the information to support your child's learning. This is done in various ways:

- i) **An annual report** of each learner's progress, strengths and next steps in learning. (See Page 18 for details of when this report is issued for each year group).
- ii) **Parents' Evenings**. (See page 18 for details of when each year group Parents' Evening takes place).
- iii) **Occasional information evenings**. In 2013 this has involved an evening about the new curriculum and an evening about applying to University and further/higher education life.
- iv) **Newsletters**. There is a mid-term newsletter published on the school website and an end of term newsletter which pupils are given a paper copy of as well as being published on the website. You can request an emailed copy of all newsletters by notifying us through [culloden.academy@highland.gov.uk](mailto:culloden.academy@highland.gov.uk)
- v) **Pupil planners** contain not only homework but learning intentions for lessons and a wealth of other useful information for parents.
- vi) **Our website** which contains news, key documents, the daily notices and links to other websites relevant to your child's education.
- vii) **A responsive Guidance Team** who serve as a first point of contact for any parental concerns and will make contact with home if concerns arise.
- viii) **Head Teacher's drop-in**. About once a month the Head Teacher is available from 5pm-7pm for any parents who want to drop in, without an interview, to discuss some aspect of their child's learning. Details of these are published in the newsletters and/or on the school website.
- ix) **Progress Concern forms**. These have been introduced in session 2013-14 to ensure that pupils and parents are getting timely personalised information and strategies about what a learner needs to do in order to produce work of the quality that we know they are capable of when it is clear that they are in danger of underachieving. These are purely supportive and are not part of the discipline system.
- x) Winter weather arrangements are covered on page 3737. Please consult the phone line in the first instance as this is the first method of communication to be updated.

### *iii) Additional information to support learning.*

Parents are encouraged to check Parentzone- a website for parents, run by Education Scotland, which contains up to date information on developments in Scottish education. It can be found at <http://www.educationscotland.gov.uk/parentzone/index.asp>

## School Ethos

At Culloden Academy we set out to establish a caring, positive and enjoyable educational environment for all who participate in the life of our community school. To achieve this we will set ourselves the following aims.

1. We will promote a strong and positive school ethos by
  - encouraging all to achieve to their highest potential in all aspects of school life
  - setting high expectations of all
  - using a range of measures to improve performance, attainment and achievement
  - giving all members of our school community a real say in improving our school.
2. We will operate within an equal opportunities framework and establish parity of esteem for all.
3. We will create and maintain a spirit of partnership in which pupils, staff, parents and the wider community may work together to achieve our aims.
4. We aim to provide for each pupil excellent curriculum experiences that
  - are appropriate to their individual needs
  - give relevant educational, sporting, cultural and social experiences for each pupil
  - ensure that all aspects of school life are accessible to all.
5. We will engage parents in all aspects of the education, welfare and good conduct of our students, and seek their views on how we can work jointly to improve our students' achievement.
6. We will strive to improve and maintain an appropriate and modern range of accommodation and resources for learners, for teachers and for all the staff whose work supports the school's operation.
7. In partnership with others, we will work to broaden pupils understanding of the world of work, commerce and industry and prepare them to play a positive role in society.
8. We will develop our community school as a health and fitness-promoting centre, aiming to increase the number of students and members of our community that are involved in sporting, health promoting, cultural and extra-curricular pursuits.
9. We will provide development opportunities for pupils, staff and the community to increase their skills. These will include the use of information and communications technology in supporting learning and teaching.
10. We aim to assure the quality of our service by systematically evaluating our work, measuring our effectiveness in meeting our stated aims, and seeking improvements wherever possible.

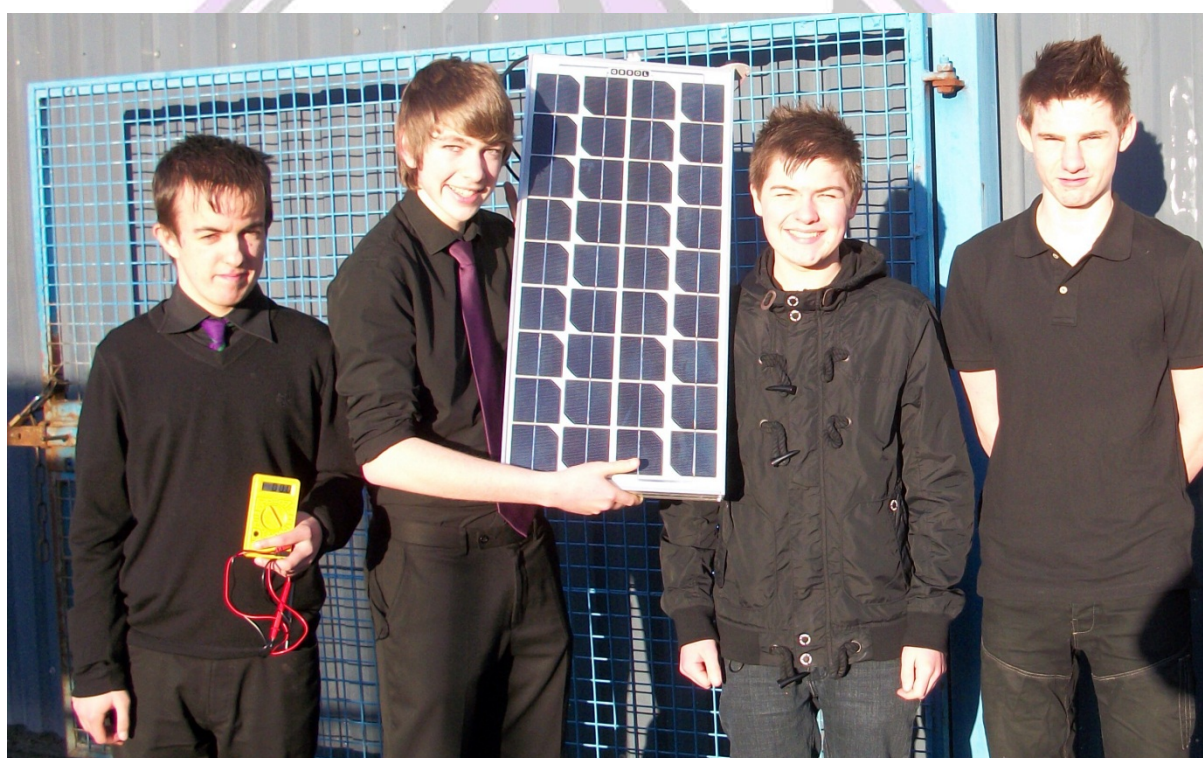
As with all aspects of our work, these aims are subject to review. As they stand, they reflect well our school priorities and will give good direction to our work. They should be able to encompass national priorities and any new priorities from the Highland Council Education Service Plan.

## Community involvement

One of our main partners is **Highlife Highland**. They manage the community facilities outside school hours (swimming pool, gym and some 'dry-side' activities) and all community staff are Highlife Highland employees. If you want to know more about Highlife Highland, please check out their website <http://highlifehighland.com> or the noticeboards around the community entrance.

The **Physics Department** have had excellent support over recent years from the Radiotherapy Physics Department (cancer services) at Raigmore Hospital and particular thanks are owed to Ian Foster and Diane Brawn for this.

Our Skills for Work Energy students are supported by **SEAM Centre**, Inverness College UHI and thanks go to Dr Peter Dennis for this.



We are indebted to **Construction Skills (Scotland)**, **Inverness College** and **Morgan Sindall** for their continual support. This enables us to deliver our Construction Crafts course with effective links to the world of work and excellent support to enable those youngsters who wish to progress in the Construction Industry to do so.

National 5 Biology pupils' curriculum has been enhanced by carrying out field work at **Aigas Field Centre**, under the instruction of specialist staff. We hope to make this an annual event.

The Biology department also have established links with the **Highland Wildlife Park**, with **Glasgow Science Centre Education** and with the **Virology Department of Glasgow University**. The latter collaborations are particularly valuable for our Advanced Higher Biology students.



Many thanks to **Lifescan** who have been of great assistance to our youngsters in coming to a greater understanding of the various issues regarding making the bridge from school into employment. They have given freely of a wide variety of resources, people and time. They have also supported our Business Education department with visiting classes to aid learning on Operations Management, Human Resource Management and Accounting and Finance.

The Art department would like to acknowledge the support they have had from the following individuals and groups:

- **Susan Christie, Director** and **Kirsten Body from IOTA (Inverness Old Town Arts)** who provide our contemporary art link - high end thinking and experience with project work such as "Touching Distance" at Culloden Battlefield, "Shift"- Inverness Flood Barrier Scheme, "Cathedral" – Crown Wall Public Art work, Team Recoat and street art workshops, allowing real links with known contemporary artists such as – Catherine Bertola, Roger & Reid", Mike Ingles, Kirsten and Amy Whiten, Ali Wyllie,.....
- **Sam Cassells** and **Hannah Douglas from Architecture and Design Scotland** who have worked with us in connection with the "Shift" Flood Barrier Project
- **Balloch Community Council Hedges Project** – Carved Benches Design Project linking with chain saw sculptor Ian Chalmers.
- **Highland Decorative and Fine Art Society** (part of National Association of Decorative and Fine Art Societies) provide lectures, sponsorship – life drawing and printmaking workshops, portfolio shows and a chance for our S6 to link with their wider community.
- **Highland Print Studio** - students have experienced printmaking in this professional standard studio producing work to enhance portfolio submissions to Art School funded in the past by Highland Council and now HDFAS.
- **Dean Melville** Life Drawing Tutor – Dean is about to deliver our second weekend of Life drawing funded by HDFAS producing key work for AH folios.
- **Tim Honor from Piccolo Press** gives a talk and printing demonstration for our S3 Broad General students to contextualise their printmaking work.
- Course, technical and teaching input from former students - **Shaun Fraser** Glass Design graduate ECA, **Matthew Johnston** Architect RGU graduate, **Jamie Snedden** Architecture GSA undergraduate, **Joanne Mearns** Fashion Design GSA undergraduate-enhancing course delivery.
- Various competitions from **Edinburgh Fringe** and **National Gallery Portrait** provide motivation and incentive for our students
- **Maggie Centre, Inverness** – as part of their Architectural Design projects Higher students benefit from a site visit and talk from centre staff
- **Travelling Gallery - National Gallery of Scotland Contemporary Art Shows** provide annual exhibitions and follow up work for our students to enhance our understanding and appreciation of Contemporary Art and its place in our society.

**Film G** have worked with pupils learning Gaelic, helping them to put together ideas for a short film in Gaelic and visiting the school for planning, filming & editing. (<http://filmg.co.uk/en/> is the website for more information).



**Stòrlann Nàiseanta na Gàidhlig**, the organisation charged with co-ordinating the production and distribution of Gaelic educational resources throughout Scotland, provide resources for our Gaelic learners, including textbooks & prelim papers.

**Sabhal Mòr Ostaig**, the College on Skye, is a National Centre for Gaelic Language and Culture, and supports our learners by inviting them to open days, which help them see the wider potential for their Gaelic language skills. Donald Murray, writer, came and did creative writing with the S4 Gaelic pupils.

**Global Energy Group** kindly provided an Accounting and Finance work experience placement.

**Baxters of Fochabers**: provided an informative tour of their production facilities.

**Culloden Battlefield** have provided us with classroom resources which enhance learning. We also visit the battlefield which allows pupils to explore our local heritage site.

**Scottish Parliament** - Pupils visit the parliament and experience its working, eg. First Ministers questions. Pupils also have the opportunity to meet and question MSPs.

**National Museum of Scotland** - Opportunity to explore Scotland's history and see actual historical artifacts, relevant to our lives and studies.

**SEPA** - Flood awareness presentation on how flooding happens, the science behind it and how we manage flooding in Scotland.

**Scottish Court Service** - Onsite visit to Inverness Court. Pupils have the opportunity to meet members of the judicial system and watch the Court in session.

A trip to Tanzania is planned for 30 of our young people through a collaboration with the **Vine Trust** and another collaboration with **Blythswood** will see 8 of our young people travel to Romania. Both trips have involved considerable fundraising on the part of the young people and they will be working for their respective communities during the visit.

Currently, the school has no partnerships with denominational bodies at local and national level although **The Gideon's Society** does visit once a year to distribute bibles to new S1 pupils.

**If any parent/guardian believes that they, their business or their place of work could become involved in assisting the school by becoming one of our partners, please ring 01463-790851 and ask for an appointment with the Head Teacher to discuss it further.**

## The curriculum

The curriculum aims to give a broad and balanced education to all our pupils. It is based on national guidelines and also aims to offer a flexible pathway to future employment or further studies.

### S1-3: A BROAD GENERAL EDUCATION

Throughout S1-3, pupils are taught specific subjects from all curricular areas as well as skills and attitudes which will be essential in the senior phase and later life. For the first three years all pupils study from all curricular areas although within this there is some specialisation in S2 and more in S3. Subjects studied presently are as follows:



English	Mathematics
Physical Education	Music
Science	Drama
French/Gaelic/Spanish	Geography, History, Modern Studies & RME
Business Education	Personal and Social Education
Art and Design	Technical Education

### S4

In February of their third year pupils choose the subjects they wish to continue to study in S4. Parents should check the website for more information at this time. We build in as much flexibility and choice as possible into this process, though all pupils will normally continue to study core subjects such as Mathematics and English. These courses lead in the main to the new National qualifications- available at National 3, National 4 and National 5 level. Whether a pupil is entered for National 3, 4 or 5 will depend on their work and attainment throughout S1-3 and on how they perform in the early months of S4. Pupils will study for 6 National qualifications throughout S4. Only National 5 qualifications have an end of year exam as National 3 and National 4 are entirely judged on assessment throughout the year.

Options can vary from year to year. Development work to allow the teaching of vocational courses on the premises means that we now have established a Construction Skills course. Courses of a practical and social skills building nature are also available and are certificated by ASDAN. Currently, the following subjects are offered to S4 pupils:

*Accounting, Administration, Art and Design, Biology, Business Management, Chemistry, Design and Manufacture, Drama, Economics, English, French, Gaelic, Geography, Graphic Communication, History, Hospitality (Home Economics), Maths, Modern Studies, Music, PE, Physics, Practical Woodworking, Spanish.*

## **S5/S6**

Pupils study Intermediate 1/2 qualifications (for 2013-14 session only), Higher and Advanced Higher usually up to a maximum of five subjects in any one year.

The choice and range of courses may vary from year to year depending on staffing and other resources. The S5/S6 course choice is subject to such constraints as the numbers of pupils opting to do a course. In most cases it should be possible to offer most options over the two years of S5 and S6 Session. Currently the following subjects are on offer:

*Accounting, Admin, Art and Design, Biology/ Human, Business Management, Chemistry, Construction Craft, Design and Manufacture, Economics, Electronics, Energy, English, French, Gaelic, Geography, Graphic Communication, History, Italian, Maths, Modern Studies, Music, PE, Physics, Practical Craft Skill, Product Design, Spanish. Online Highers in Psychology, Sociology and Early Years' Childcare are offered, dependent on the course provider (Inverness College) having enough pupils enrolling.*

Once again, details are available on the school website at course choice time.

## **RELIGIOUS AND MORAL EDUCATION**

After a prolonged absence, RME has been re-introduced into Culloden Academy's curriculum and in session 2013-14 all S2 and S3 pupils will have one block of RME each week. Parents who wish to exercise their right to withdraw their child from RME should write to the Head Teacher making their request to have their child excused.

## **PERSONAL AND SOCIAL EDUCATION**

All pupils have classes in Personal and Social Education (PSE) from stages S1 to S4. PSE covers work under the headings of Community, Health and Careers Education. The course is under review by a working group representing a range of teachers across the curriculum. Currently topics dealt with in these sections include careers guidance; smoking; alcohol; drugs and their effect on health; sex education; accident prevention; internet safety; study skills and consumer protection.

The content and approach of the course takes into account the age and stages of development of pupils so that while topics such as those under Careers Education may appear in years S1 to S4 the approach will be different each time, beginning with a general educational approach in S1, finally moving to specific job requirements in S2 and job seeking techniques such as interview skills in S4 and beyond.



## **Skills for learning, life and work**

Experiences which gives pupils the opportunity to develop skills for learning, life and work are one of the major components of the new *Curriculum for Excellence* curriculum. It is an expectation that young learners, on their way to becoming successful learners, responsible citizens, confident individuals and effective contributors should develop the following skills:

### **Literacy skills**

All staff and subject areas have a responsibility for teaching literacy. Teaching includes the basics, such as spelling and grammar, and also includes a wide variety of learner tasks which present opportunities for using language. The school has a Marking Key, which can be found on page 21 of the homework planner which every pupil receives in August of each session. The Marking Key is used in all subjects as an assessment tool for teachers and pupils to establish areas for development. All pupils have the opportunity to self and peer assess using the Marking Key, so that they have a clear idea of areas for improvement and next steps in development. Each department has a Spelling Method 'handy hints' sheet which is used by all teachers across subject areas. The consistent use of literacy strategies across subject areas ensures that youngsters transfer and consolidate literacy skills.

The school has recently established an Associated Schools Group (secondary and feeder primary schools) radio station. The radio station also includes voice recorders and the use of software such as Audacity which enables pupils to create their own podcasts in all subject areas. Pupils are able to develop Critical Thinking Skills and ICT skills, which is also important to developing literacy skills in the broadest sense. Pupils have the opportunity to create podcasts in a range of subjects, such as Science and Business Studies, and their work is shared with our feeder primary schools.

### **Numeracy skills**

All staff and subject areas have a responsibility for teaching numeracy. Each department and teacher is aware of which numeracy experiences and outcomes they deliver in the Broad General Education. Learner tasks within subject areas support and develop the four capacities and present opportunities to explore relevant topics, such as financial literacy. Departments are working on the consistent use of 'handy hints' sheets across subject areas to ensure that pupils are able to transfer and consolidate their numeracy skills. Learning intentions and success criteria are explicitly outlined during the lesson and pupils are given the opportunity to reflect on their learning and plan next steps in development.

This session we have Mr Allan Whiteford training as a Maths Recovery Trainer which will enable departments to identify effective intervention strategies for pupils who are struggling with certain numeracy skills. Our Maths department are also attending a numeracy in-service which will further enhance the teaching of basic numeracy skills in the Broad General Education. Information will be shared with all departments, so that there is consistent usage across the school.

### **Health & Wellbeing skills**

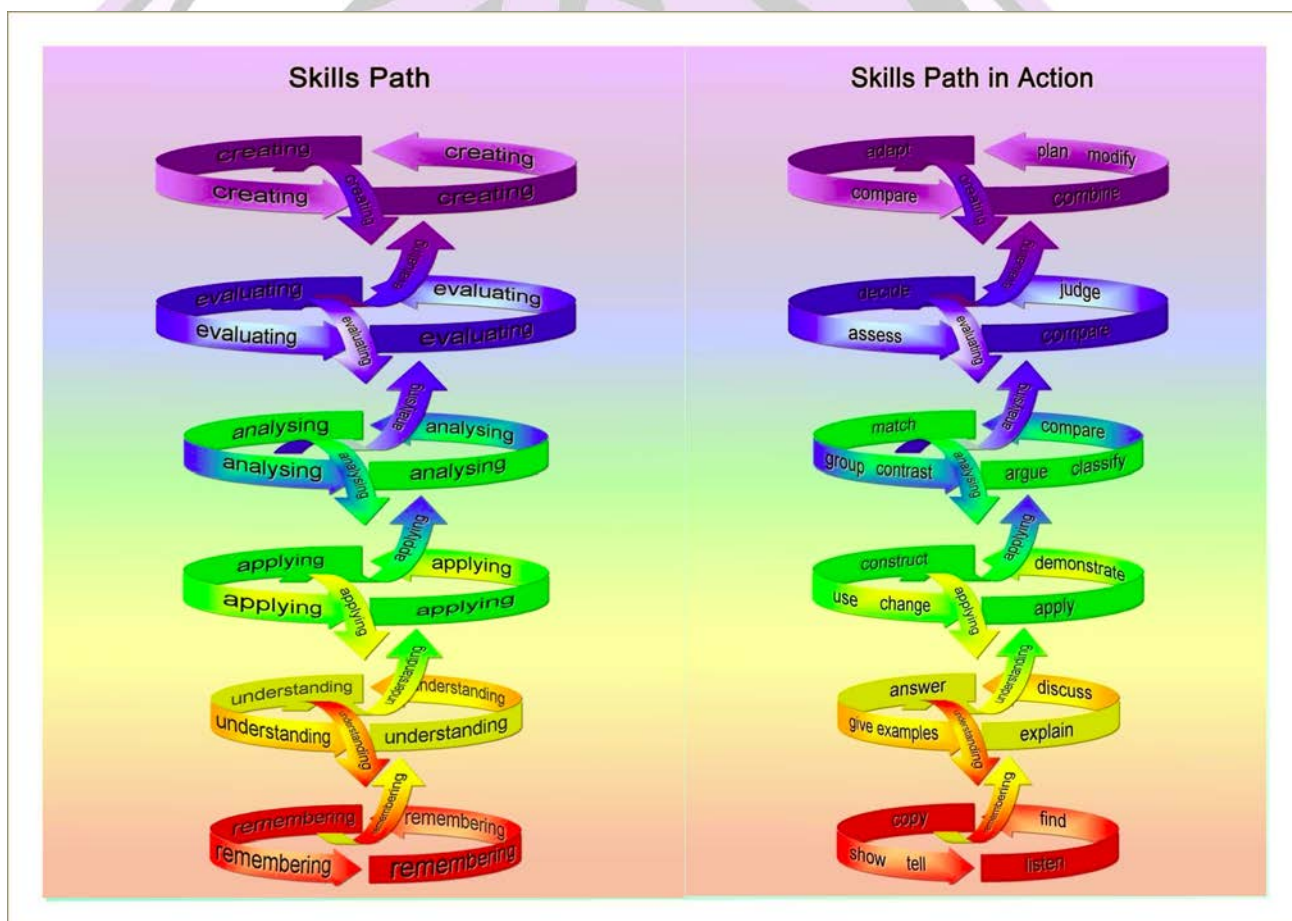
All staff and subject areas have a responsibility for teaching health & well-being. Health and well-being is defined in the broadest sense and not just seen as health & fitness. All teachers and departments have identified which experiences and outcomes are covered in their Broad General Education and have developed relevant and challenging learning tasks to support pupils to develop

the four capacities. Learning intentions and success criteria are made clear which enables learners to plan their next steps in development.

Our annual sponsored hike and numerous charity events provide opportunities for pupils to develop their skills in relevant and stimulating contexts and develop the four capacities. The Broad General Education and senior curriculum has been redesigned to include a broader entitlement of health & well-being. House and Year Group assemblies provide opportunities for the celebration of achievement and promotion of values. The PSE course is being revamped which provides opportunities for pupils to reflect on their health & well-being and plan next steps in development.

Beyond these three core skills, we are also charged with developing the following skills as part of your child's education:

**Thinking skills.** Through structured classroom activities, pupils are given appropriate opportunities to develop their thinking skills. The key 'thinking skills' are listed on the left of the diagram below with details of how these can be applied on the right hand side of the diagram<sup>1</sup>.



**Personal learning planning and career management.** Time has been allocated in the curriculum for S1 and S2 pupils to have a period of personal learning planning to help them develop the ability to reflect on their own learning, identify strengths and next steps in their learning and set appropriate

<sup>1</sup> A copy of this diagram and further information can be found on the Education Scotland website: [http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4659433.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4659433.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64)

targets. Once these skills are in place, pupils have much more ownership over their learning and how to keep progressing as a learner. Career management is covered in many lessons in the Broad General Education phase and in a more focused way in Personal and Social Education in S3.

**Working with others.** Pupils will have regular opportunities to learn collaboratively and come to appreciate the complexities of working with other people- including sharing responsibilities, accepting different roles, having the courage of their convictions and being open to other people's ways of learning and thinking.

**Leadership.** This is covered in a variety of ways- formal and informal. Pupils will have opportunities to experience formal leadership roles through participation in year group committees or by becoming a buddy to new S1 pupils, a prefect or a sports leaders. Within lessons, there are regular informal leadership opportunities which all pupils will experience: presenting to the class, managing a group project or ensuring that deadlines are met for the production of an investigation summary.

**Physical co-ordination and movement.** These skills are developed by a variety of departments- PE, Drama, Health Food Technology (Home Economics as it used to be known) and through many of the extra-curricular opportunities that are available.

**Enterprise and employability.** Pupils will have planned opportunities to recognise need and opportunity, evaluate risk, take the initiative, be creative and resilient and show resilience, adaptability and a determination to succeed.

### **How pupils learn and develop:**

Culloden Academy is committed to creating active and engaging learning experiences. We do this by employing a range of learning and teaching approaches, by creating real and relevant learning opportunities and by promoting learner choice. Learners will, when appropriate, have freedom of choice about reading material, projects, presentations and research topics. The amount of choice of subject increases each year as pupils become more secure in the Broad General Education and as they identify strengths and next steps in learning.

Pupil participation in planning what they learn comes from the use of learning intentions and success criteria which empower learners to identify their own future learning objectives. The school intends to introduce a system of timetabled personal learning planning to develop these skills in all S1/2 pupils.

Parental consultation about learning comes in the form of a parent comment section on all reports, occasional surveys, use of pupil planners to communicate queries or concerns to staff and through the Head Teacher's drop-ins. More comprehensively, however, we believe that parent consultation comes through having an open door approach, responsive guidance and senior management team and by taking all opportunities to talk and work together to support learning.

This is a time of significant change in Scottish education and you may want further information about the Scottish curriculum or about your child's learning. If that is the case, I would suggest the following website as the most important one for information about the Scottish curriculum. This is



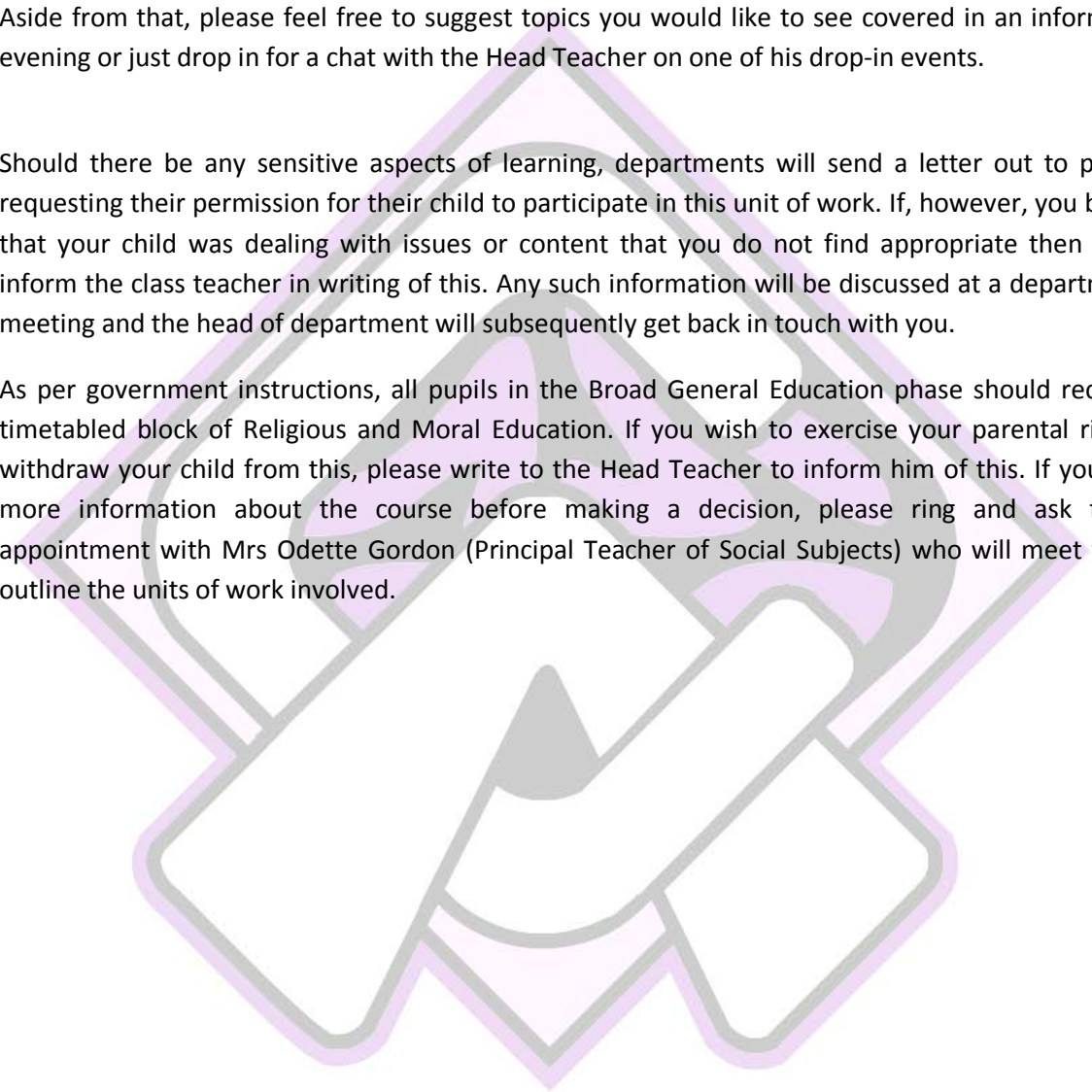
the main source of parental information from Education Scotland- the organisation which advises, inspects and supports schools.

<http://www.educationscotland.gov.uk/parentzone>

Aside from that, please feel free to suggest topics you would like to see covered in an information evening or just drop in for a chat with the Head Teacher on one of his drop-in events.

Should there be any sensitive aspects of learning, departments will send a letter out to parents requesting their permission for their child to participate in this unit of work. If, however, you believe that your child was dealing with issues or content that you do not find appropriate then please inform the class teacher in writing of this. Any such information will be discussed at a departmental meeting and the head of department will subsequently get back in touch with you.

As per government instructions, all pupils in the Broad General Education phase should receive a timetabled block of Religious and Moral Education. If you wish to exercise your parental right to withdraw your child from this, please write to the Head Teacher to inform him of this. If you want more information about the course before making a decision, please ring and ask for an appointment with Mrs Odette Gordon (Principal Teacher of Social Subjects) who will meet you to outline the units of work involved.



CULLODEN  
ACADEMY

## Assessment

Below I have copied (in italics) some of the key advice given by Education Scotland about assessment practices in school.<sup>2</sup> After each statement, there is a brief description of Culloden Academy's work in this area.

- i) *Information from assessment serves several important purposes: to support learning (and) to give assurance to parents and others about learners' progress.*

Culloden Academy assesses and monitors pupil progress in a variety of ways. At all times the focus is on generating information which supports learning by identifying strengths, learning needs and strategies for bringing about improvement. Pupils and parents are encouraged to focus on the comments that go along with assessment throughout the year because it is much more important to know how to improve than it is to know how good you are four months before the exam. Research suggests that feedback rather than marks is much more likely to bring about improvement. If we accept that learning is a journey, then the comments are the signposts towards the chosen destination. This information may be generated at the end of a lesson when pupils are asked to review the learning intentions ("what we intend the pupils to know by the end of the lesson") and success criteria ("the steps that pupils need to take during the lesson to complete the learning intention"), but also it may be an end of unit test, a homework or a revision exercise completed in class. In all cases, the information about how to improve is the crucial piece of information.

- ii) *Above all else, assessment practices needs to meet learners' needs and enable all learners to achieve aspirational goals and fulfil their potential. Assessment practice should follow and reinforce the curriculum and promote high quality learning and teaching approaches.*

All assessments are a method of generating information about learning. The quality of the information is decided, to some extent, by the appropriateness of the assessment in terms of timing, language and environment. A 'fair' test of learning allows pupils to discover appropriate next steps in learning and move towards maximising their potential. Our assessments are carefully planned to follow and reinforce classwork which means that they have this idea of fairness and appropriateness built in. We are encouraged to assess what pupils say, make, write or do so as to give pupils the best opportunity to demonstrate their learning and to give teachers the best mechanisms for evaluating learning and identifying next steps. Please bear in mind the idea of learning being demonstrated by what they say, make, write or do when discussing learning with your child- even if they are not sitting many written tests but we are assessing their learning and skills development in a wide range of ways.

- iii) *Assessment also needs to support learning by engaging learners and providing high quality feedback.*

It has already been emphasised above that feedback is the key element of assessment. To further support high quality feedback- given at the right time- we have introduced a new procedure this session called the Progress Concern Form. If a teacher becomes convinced that a pupil's current attitude or effort is leading them to underachieve, they use one of these forms to identify the nature of the underachievement and strategies to get that pupil's learning back on track. A review date is set and the information is shared with relevant staff and with parents. At the review if there is evidence of improvement, the process ends but if not then the head of department, guidance

---

<sup>2</sup> [http://www.educationscotland.gov.uk/Images/AssessmentforCfE\\_tcm4-565505.pdf](http://www.educationscotland.gov.uk/Images/AssessmentforCfE_tcm4-565505.pdf)

teacher and eventually senior managers will get involved to see how to bring about improvement or if, ultimately, the pupil has been entered for too high a level of national examination and some change is required.

iv) *Assessment has to be fair and inclusive and allow every learner to show what they have achieved and how well they are progressing.*

In selecting the method of assessment (say, make write or do) and the timing of the assessment, our staff take care to ensure that assessments are fair and inclusive. This is one of several reasons why it is very ill-advised to take pupils out of school during term time if it can be at all avoided. Should authorised absence mean that a pupil is not ready to sit an assessment an alternative time can almost always be arranged. The most obvious exceptions to this practice are the SQA exams when no rescheduling is possible.

v) *Assessment which is used as the basis for awarding qualifications needs particular safeguards to ensure fairness to all candidates and give confidence to colleges, universities and employers.*

Scottish education has, this session, introduced national qualifications (National 1, National 2, National 3 and National 4) which are completely assessed in school. Some parents are worried about how employers will view the integrity of these qualifications. Please be assured that rigorous processes are required in all schools to ensure consistent and fair assessment judgements are made. Assessment decisions are sampled and checked by Highland Council employees and by the SQA themselves to ensure that pupils are being awarded qualifications at the standard warranted. The Higher exam remains unchanged- in that it still has an external exam- and it is to this exam universities and colleges look when evaluating applications.



CULLODEN  
ACADEMY



## Reporting

The school's arrangements for on-going and end of year reporting to a pupil's parent on that pupil's progress in curriculum areas, achievements and their future learning.

## Reports

These are issued as follows during the session.



S1	May
S2	June
S3	February
S4	November (Interim) & February
S5/S6	March

## Parents' Meetings

Meetings to allow parents to discuss pupils' progress with subject staff are usually arranged at the following times during the session, precise dates to be notified in due course.

S1 Parents	November
S2 Parents	April
S3 Parents	February
S4 Parents	March
S5 Parents	October and March
S6 Parents	October and March

Apart from these routine meetings, parents are most welcome to arrange appointments with the Senior Management Team or the Principal Teacher of Guidance for their child when required. The Head Teacher has regular drop-ins when parents can call in- without appointment- to discuss a concern or query about their child's education.

## Transitions

**P7 into S1:** The transition process starts in December when the Guidance team at Culloden Academy receive the names of pupils joining us next year. At this stage any pupils who have older siblings in the school are assigned to the same Pupil Support (Guidance) Teacher. This ensures that Guidance staff develop strong relationships with the families on their caseload. The Guidance and Support team may have already received information regarding particular pupils through liaison with the Primary Head Teachers throughout the year. This ensures that staff at Culloden are able to make provision for pupils who have more complex needs in advance of their arrival.

An enrolment pack is sent to parents in February to gather more information on pupils and in March 2 members of the Guidance staff and Support for Learning staff visit the P7 pupils in the primary schools. This is an opportunity for the pupils to meet one of the Guidance teachers, listen to a talk about coming to Culloden and to ask lots of questions. At the same time the second Guidance teacher gathers information from the Primary 7 Teachers on each pupil, relating to academic progress, strengths, friendship groups, successful strategies, any Additional Support Needs and the like. This is an invaluable opportunity for information sharing which is key to the successful transition of the pupils.

This information is used to create class lists of the pupils and the Guidance teams then liaise with the Primary teachers again to confirm that the class lists support the needs of all of the pupils. Guidance staff visit the primary schools again in May to meet with pupils and staff. There is also a Parents' Information Evening at Culloden Academy in May for P7 parents to enable all of the parents to meet relevant staff and to discuss any concerns.

Some P7 pupils require more support at transition than others and in these cases Culloden staff attend Transition meetings with the Primary Teachers, parents and any other relevant agencies to discuss the issues and find strategies to overcome them.

The P7 pupils attend Culloden Academy for 3 consecutive days in June. This is an opportunity for the pupils to experience life at Culloden Academy, start to find their way around, make new friends and meet their teachers. During this time, they are well supported by staff and senior pupils to ensure that their first real experience of life at secondary school is a positive experience.

For some pupils, more support is needed to ease their transition. Some pupils will attend additional taster visits on a more informal basis organised by the Support Department. Some will take part in a summer activities week held here over the summer holidays to enable them to make friendships and to feel more confident in moving to a new school. Where there is a greater need, Culloden staff will do all they can to overcome anxieties and problems and so a wide range of support is available as required.

In the first weeks and months at Culloden, S1 pupils are assigned an S6 buddy. These are S6 pupils who have applied to work as buddies and have undergone training. The role of the buddies is varied, from escorting pupils to class each lesson for the first week that S1s are in the school, to supporting in tutor time with organisation and to supporting pupils at break and lunchtime. Most buddies have a small group of pupils to look after but for some pupils an individual buddy is assigned with similar

interests to them. This ensures that more vulnerable pupils are fully supported and have a positive experience.

**Transitions through and from the school:** As pupils progress up the school, there are a number of transition stages. As pupils move from the Broad General Education (S1-3) into senior school it is crucial that advice is given to ensure suitable course choice. This maximises a pupil's chance of academic success. Advice on these transitions is given in a number of ways from a variety of people including Guidance staff, the Depute Rector, our partner Fionna Dowell from Skills Development Scotland and subject staff. This discussion is invaluable in ensuring that pupils make choices that will support their future career pathways as well as maximise their academic success.

For the transition into work, further education or University every effort is made to support pupils and parents. Pupils are interviewed by their Guidance staff and offered further careers guidance from Fionna Dowell and other agencies as required.

This year was our first UCAS Parents Evening to ensure that pupils and parents were fully aware of the details of university applications. Outside speakers from University and SAAS gave relevant advice on issues such as funding, the application process etc. This proved an excellent opportunity to prepare the pupils for the UCAS convention they attended the following day with the Guidance staff.

The school actively advertises apprenticeships and looks to support the transition of pupils as school leavers in a number of ways. The school liaises with a number of outside agencies to ensure that all pupils have sufficient opportunities to access further training and for some pupils this starts in S4 with the Vocational Pathways Programme. It is the aim of staff at Culloden Academy that all pupils leave Culloden with positive destination and the best possible qualifications. See <http://www.highland.gov.uk/learninghere/16pluslc/> for further information about Highland Council's support programme for school leavers.



CULLODEN  
ACADEMY

## Support for Pupils

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' 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, the named person will usually be the Principal Teacher Guidance/Pupil Support.

Sometimes 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 access more information at :

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/> or  
<http://forhighlandschildren.org/>

There are also Information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) click on Education.

All pupils have an entitlement to universal personal support during their time in education. For many, the support that they need is simply access to high quality learning experiences, a supportive school environment, support at key transition points and an identified key adult who they can discuss concerns and progress. We have five Pupil Support (Guidance) Principal Teachers who have skills, experience and an allocation of non-teaching time to help individual pupils on their caseload. This usually takes the form of advice about subjects or support with a problem. These staff are also responsible for the delivery of the Personal and Social Education courses in the school, a significant part of which is devoted to Careers Education. Pupil Support Principal Teachers also provide references when required, for employment and college and university attendance. These teachers take a particular interest in their pupils by monitoring behaviour, attendance and progress reports. Contact between Pupil Support staff and parents is always welcome and normally helps everyone involved.

Culloden Academy operates a house system, whereby there is a PT Pupil Support/Guidance for each House, looking after a group of pupils from each stage, S1 to S6. These houses are made up of the classes in which pupils meet for registration each morning. Children from one family will be placed with the same PT Pupil Support/Guidance teacher, so that parents need only be in contact with one person in relation to all members of their family. Merits and inter-house competitions throughout the session give a healthy competition to some aspects of school life and these all build towards the crowning of annual House Champions in June of each year.

Principal Teachers of Guidance/Pupil Support are as follows:

Ms C Gordon	<b>Clava Picts</b>
Mr S MacDonald	<b>Keppoch Scots</b>
Mr G Murphy	<b>Drumossie Vikings</b>
Mrs C Fraser	<b>Leanach Gaels</b>
Mrs K Smith	Additional Support Needs



## **Child Protection**

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff 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. More information about Child Protection Procedures within Highland can be obtained from [www.forhighlandchildren.org](http://www.forhighlandchildren.org) or the *Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463- 703483.*

## **Pupil Support- Additional Support Needs**

### **Information about the 2009 Additional Support for Learning Act**

2009 Additional Support for Learning Act: <http://www.legislation.gov.uk/asp/2009/7/contents>

### **Legal information**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

### **What does this mean for pupils and parents?**

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify

whether their child had additional support needs or when asking the education authority whether their child required a CSP.

- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on

[info@enquire.org.uk](mailto:info@enquire.org.uk)

The school supports learning at all stages. The aim of the Pupil Support Department is to provide a continuum of teaching and learning so that all pupils may progress as appropriate to their own stages of development and levels of ability. Our school provides an inclusive environment and experience for all our pupils. An integrated approach to Pupil Support is well established.

"Additional Support Needs" is the term used to describe varying degrees of learning difficulty, which can include short term difficulties related to a particular area of the curriculum, physical impairment, developmental delay and specific difficulties, e.g. dyslexia. However, this does not necessarily imply a lack of ability, and the SFL Department works with pupils across a broad ability range. Some pupils with particular difficulties hold a Record of Need which is a legal document supporting the pupil through the school with the appropriate provision of services. Individual Education Programmes are also used to make sure pupils' needs are met in the right ways across the curriculum.

The provision for pupils with additional support needs is wide ranging and flexible. It includes in-class support, tutorial groups within the Support department, one to one meetings with the key worker, quiet rooms for reflection and down time as well as supervised social areas to promote positive peer interactions. This is by no means an exhaustive list but gives an example of just some of the strategies available. Culloden Academy prides itself on our effective partnerships; one such example is the Shirlie Project and 'The Bigger Picture'. This is just one example of the holistic approach to tackling the challenges faced by pupils with additional support needs. In harnessing these partnerships we also work hard to create a flexible curriculum which includes ASDAN awards, Bushcraft, John Muir Awards and the Vocational Pathways Programme to name a few. This personalised curriculum allows pupils to thrive and succeed and build self-esteem whilst gaining credible qualifications.

Support is offered throughout the school across a variety of subjects, in addition to Spelling, Paired Reading programmes, Homework Clubs and Study Support. Support for emotional, personal and behavioural difficulties is also provided.

Staff supporting learning work with subject specialist staff give direct tuition to pupils, take part in co-operative teaching, provide short-term special services to absentees and provide staff with advice and in-service support. The Department, in conjunction with the Principal Teachers of Pupil Support/Guidance for each House, also supports children with behavioural difficulties by counselling and target setting.

The multi-agency School Liaison Group/Solution Focussed group brings together professionals from several agencies – Health, Medical, Psychological and Social Work Services to consider and plan support for pupils and their families. For some youngsters, where support is needed by this group pupils and parents are invited to become closely involved in planning suitable support at school and at home.

**How is information identified and shared?** At transition, information such as any additional support needs are gathered from the previous school and evaluated. The liaison between the schools is crucial in ensuring that existing assessments, diagnosis and successful strategies are carried forward with the child. This enables staff at Culloden Academy to meet the needs of the pupil.



Pupils with additional support needs will be assigned a key worker, this is a member of the Support Department who will be the link for the pupil, family and staff and this key person will co-ordinate the support required. In addition to this, the Principal Teacher of Pupil Support will also take a strategic overview of each pupil to ensure that needs are met and academic potential is maximised. Culloden Academy has very strong links between the Support for Learning and Guidance teams and both can be contacted by the family to discuss any issues.

If your child is identified as having additional support needs, once a key worker has been identified that person will make contact with you to discuss your child's needs, the support being offered and hopefully to begin to establish a good working relationship.

Weekly Solution Focussed Meetings enable staff, outside agencies and families to respond to changes in need, circumstance or provision and are an invaluable tool in keeping all parties informed of developments and responsive to change.

**“What should I do if my child's support needs change?”** If the pupil is already part of the Support department and parents believe they need increased support, parents can contact the Key worker directly or the Principal Teacher of Support for Learning. Alternatively the Guidance teacher can be contacted and a joint meeting arranged.

If the pupil is not currently aided by the Support department but a parent believes that additional support is required, the Guidance teacher would be the point of contact. They will be able to discuss your concerns and initiate the most appropriate next steps. This is likely to involve assessment by members of the Support department and potential involvement of outside agencies or partners.

At all points of this process, the Guidance teacher is available to support the pupil and to advise families on the next steps and possible strategies.

**What are the on-going support arrangements for pupils?** The Guidance and Pupil Support teams work closely together to ensure that pupils receive appropriate level of support to meet their needs. These staff will remain with the child throughout their academic career at Culloden Academy and this enables pupils, staff and families to develop strong relationships.

In addition to this all pupils have a large support network within Culloden Academy. Each pupil is part of a tutor group and this helps to develop social bonds. They will meet with their tutor teacher every day and this constant presence fosters a strong pupil-teacher relationship. The tutor group is also part of a house system with a Head of House and this community supports each pupil and celebrates their successes. Each House has a Head of House and each Year group also has a Year Head, who are members of the Senior Management Team. This layered support ensures that each pupil has a variety of key adults whose responsibility it is to support and care for them.



**How should I contact my child's key worker?** It is possible to contact all of the key adults mentioned above in a variety of ways. For many, telephoning the school is the quickest and most convenient method. The reception staff will direct your call or take messages when staff are not immediately available. The school telephone number is 01463 790851.

Alternatively, you can write to the member of staff via the school address email address given at the start of this handbook.

These methods are simply the first contact and we encourage parents to use these to make arrangements to meet staff at a mutually convenient time to discuss any issues you may have.

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.



CULLODEN  
ACADEMY

## School Improvement

Every session Highland secondary schools are required to produce a Standards and Quality report which sums up their main achievements and developments. This report is published on the school web-site around the end of October and any parent wanting a paper copy should request one from the school reception.

At the end of this handbook you will find summary information about the trends in attainment and information which give an overall picture of how the school is performing including achievements in SQA exams, leaver destinations, and any other significant achievements over the past 3 years.

The central strategic planning process for the school is summarised in the School Improvement plan. This session is the final year of a three year cycle and you can see below what the authority priorities have been for these three years and the main steps we are taking this session to bring about improvement. Next session, barring any change in procedure, we hope to share a new three year model with you through this handbook.

The authority prioritised:	We are focusing on:
<p><b>Self-evaluation</b> Improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people.</p>	<p>A detailed plan for self-evaluation has been agreed with staff and is being implemented in session 2013-14. It covers all the key components and will allow the school to embed best practice in this area. A staff working group is supporting departments in this area.</p>
<p><b>Improving performance</b> Continue to improve attainment: a) in literacy and numeracy and b) by the collection and use of data to ensure all learners achieve their full potential.</p>	<p>Work is underway to improve the development of literacy and numeracy skills through all curricular areas. A staff working group is supporting departments in this area. Extensive use is made of all available data to analyse attainment and improve performance. Our MIS-e1- allows us to monitor and track pupil progress of these processes. A staff working group is supporting departments in this area.</p>
<p><b>Learners experiences</b> Implement and embed the Learning, Teaching and Assessment policy.</p>	<p>A revised observation system, staff meetings dedicated to learning and teaching and access to Highland Council's Learning, Teaching and assessment toolkit support materials will allow staff to review and improve their practice. A staff working group is supporting departments in this area.</p>
<p><b>Curriculum for Excellence</b> Taking account of local circumstances, create a coherent 3 – 18 curriculum and support structure which ensures effective transitions.</p>	<p>A detailed 3 year CfE plan already exists and will be adhered to. Three separate staff working groups- focusing on Wider Achievement, Outdoor Education and Cross-Curricular Themes are supporting departments in this work.</p>
<p><b>Meeting Learners needs</b> Further improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.</p>	<p>Greater on-going support and information for all learners will be delivered by a revised 'early intervention' process. Two staff working groups are identifying how to bring improvement in this area.</p>

## School Policies and Practical Information

### Policies

Culloden Academy adheres to the standards and guidelines of Highland Council in all our practices. Therefore any parent wanting clarification on school procedures should check the appropriate section of the Highland Council website: <http://www.highland.gov.uk/learninghere/schools/policies/> where links to all authority policies can be found.

When we implement an individual policy or decide to further clarify the authority guidance, we will publish the policy on the school website. With a reasonably new Head Teacher keen to review our policies, the only one currently published is the school's anti-bullying policy.

### Practical information

#### Administration of Medicines

Staff will only administer medication when there are clear written guidance from the parents on: The name of the medicine, the quantity of the medicine to be given, the time it has to be given. Prescriptive medication should be given at home by parents.

#### Minor injuries

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

#### 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/yourcouncil/committees/committeeinformation/byelaw-employ-child-99.htm>

#### 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 2013/2014 pupils born between 1st March 1994 and 30th September 1997 can receive payments from August 2013. Pupils born between 1st October 1997 and 28th February 1998 can receive payments from January 2014. Further information on full eligibility criteria and application forms can be obtained from the school.

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

#### Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 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 Act 1998

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 Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from [www.scotxed.net](http://www.scotxed.net).

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.

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:

- o plan and deliver better policies for the benefit of all pupils
- o plan and deliver better policies for the benefit of specific groups of pupils
- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better
- o 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.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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 ([www.scotxed.net](http://www.scotxed.net)).

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, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@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.



### Extra-Curricular Activities

In addition to the formal classroom education, a great deal of learning goes on through the many clubs in existence in school. These activities generally occur at lunch-time, but after school matches and practices also take place. Clubs in operation are listed below:-

<u>Clubs</u>	<u>Member(s) of Staff</u>
Athletics (Boys & Girls)	Physical Education Staff
Basketball (Boys & Girls)	Mrs A MacLean
Badminton	Mr G Calder and Mrs A McAdam
Book Clubs	Mrs C Muirhead
Bridge	Mr A Whiteford
Casabanda	Miss C Munro
Ceilidh Band	Mrs A M Mackenzie
Chess	Mr C Spence
Choir – S1	Miss C Munro
Choir – Boys	Miss J Burgess
Choir – Girls	Mrs A M Mackenzie
Confidence Swimming	Mrs A Hepburn
Culloden Strings	Mr R Lusher and Mr W Gilmour
Cross Country Running	Mr G Calder
Dance	Miss J Wallace
Drama	Drama Department staff
Duke of Edinburgh Award Scheme	Mrs C Muirhead
Film Production	Ms K Van Exen
Football U13	Mr S Scott-Woodhouse
Football U14	Mr D Eadie
Football U16	Mr S Livesey
Football Senior	Mr A Robertson/ Mr A Harrison/ Mr G Skinner
Football (Girls)	Mrs A Hepburn and Miss C Munro
Guitar	Mr S McAnena
Golf	Mr G Moonan
Grappling Club	Mr P Crossley and Mr I Airey
Highland Dancing	Mrs M Spence and Mrs L Shepherd
Hockey Girls	Mrs A Hepburn
Hockey Boys	Mrs A Hepburn
Junior Ceilidh Band	Mrs A M Mackenzie
Madrigals	Miss J Burgess
Manga Drawing	Mr S McAnena
Musical Productions	Music & Drama Department - Assisted by other Members of Staff
Orienteering	Mrs C Muirhead
Philosophy	Mr D Kerr
Rock Jam	Mr M Macdermid
Rugby	Mr I Dunbar, Mr G Murphy, Highland RFC & Parent Coaches

Scottish Country Dance	Mrs M Spence and Mrs L Shepherd
Shinty	Mr S MacDonald
Ski Club/Trips	Miss J Burgess/Mr G Calder/Mrs J Johnston/Mrs L Shepherd
Salsa Band	Miss C Munro
Wind Band	Mr M Bell/Miss K Miller/Miss C Munro
Scripture Union	Mrs A Mackenzie

The enthusiasm and commitment of teachers and staff who give up their own free time ensures that all these opportunities can be offered to our pupils.

### **Pupil representation**

Culloden Academy has an established Year Group committee structure through which all pupils are represented in discussions with designated staff. In addition, these groups elect a Pupil Council who represent the views of all pupils in meetings with senior management.

Less formally, heads of department regularly survey focus groups of pupils about their experience in the department and about the ethos and quality of learning and teaching.

Finally, the Head Boy and Head Girl regularly represent the pupil body at public gatherings and have access to bring forward pupil issues to the Head Teacher.

### **School Merits**

All pupils receive Merits (House points) throughout the session of an exceptional piece of work, an achievement or performance in extra-curricular activities or for sustained high standards in classwork and homework. These are recorded against each individual and help decide who receives Silver, Gold and Platinum Awards at the annual Prize Giving for each year group. When added together the merits for all the pupils in each House, along with house points awarded for inter-house competitions and Sports Day, decide which House is declared House Champion in June. Competition is very keen and every merit matters.

## School meals

Mrs G Rabbeth is our catering officer and works hard to ensure good healthy food is chosen by our pupils and staff. Regular Theme Days also bring an element of interest, education and fun to meal times. Cafeteria Lunches are provided in the cash cafeteria. Pupils simply choose the items they wish and pay at the till. The menu includes a standard two course meal and usually a range of hot snacks, filled rolls and a selection of sweet dishes, yoghurt, milk-shakes and fresh fruit. Healthy eating is promoted. A sample menu is shown below. If a pupil has special dietary needs, please inform the school.

Children who bring their own lunches can eat these in the cafeteria. Parents are responsible for pupils who decided to go outwith school grounds at lunch time.

Pupils are eligible for free school meals in certain circumstances. For information and application form please see

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

Application forms are available from the school reception.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. Pupils receive credit on their account which they can use during break and lunchtime in the canteen. For further details please see:

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

### Lunchtime Choices

(2 Course plus Free Drink (250ml Milk/200ml Aqua Juice/330ml Water	£2.08
Homemade Soup of the Day with Bread Basket Selection	£0.68
Main Course with selection of Fresh Vegetables or Salad	£1.40
Traditional Dessert	£0.68
Yoghurt	£0.42

### AVAILABLE DAILY

Hot Snack selection	from	£1.25
Baked Potatoes with selection of Fillings	from	£1.41
Baguettes, Wraps & Sandwiches with selection of Fillings	from	£1.15
Fresh Fruits – Whole, Portioned, Fresh Fruit Salad	from	£0.31
Healthy Home Baked Items	from	£0.47
A Selection of Drinks	from	£0.26

Ctrl + Click on the following link for sample menus which are also available in Gaelic or Polish:

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



## School Hours

### MORNING

8.40 - Warning Bell

8.45 - 8.55 Tutor time

8.55 - 9.50 Block 1

9.50 - 10.45 Block 2

10.45 - 11.00 Interval

11.00 - 11.50 Block 3

11.50 - 12.40 Block 4

### AFTERNOON

12.40 - 13.30 Lunch

13.25 - Warning Bell

13.30 - 14.25 Block 5

14.25 - 15.20 Block 6



CULLODEN  
ACADEMY

### **School dress code**

Culloden Academy has a dress code which we wear with pride. Amongst the reasons we are strongly in favour of a school dress code which all pupils follow are the facts that:

- It improves school security by making it easier to identify intruders.
- It is better value than clothing pupils may press parents to buy for school.
- It will give greater equality of appearance and discourage remarks about who can or cannot afford designer clothes.
- It gives a sense of community and a simple focus on what matters- learning.
- It encourages better conduct and improves the atmosphere for learning.
- It could help to reduce truancy by identifying pupils when not in school.
- It heightens the reputation of the school in the community- some of whom are future employers of our young people.

The agreed school dress code for Culloden Academy is:

- Sweatshirt, cardigan or jumper black or grey (available with school logo)
- Shirt/blouse black or white OR
- Polo shirt black, white, grey or purple (available with school logo) OR
- V-neck t-shirt black or white (available with school logo)
- Trousers/skirt- black only.
- Tie (compulsory for S5/6, optional for S1-4) S5/6 purple, S1-4 striped.

Other optional elements, available through the catalogue are:

- Pleated skirt- Isle of Skye tartan
- Body warmer- Black with logo
- Blazer- black, with logo and braid for prefects.

We recognise that some parents find the cost of the official school-wear prohibitive and have decided to buy jumpers and polo shirts from other sources which do not have the Culloden Academy logo on them. This is acceptable- so long as they are plain and do not have any other logo on them. For the reasons outlined above, from August all pupils should be clearly identifiable as a pupil of Culloden Academy and so I would ask that all pupils either have at least one item with a logo on it or are wearing the school tie.

### **SPECIAL CLOTHING**

Physical Education

1. All pupils should take part in P.E. courses to the best of their ability within any physical or medical constraints which may apply.
2. A suitable change of clothes should be brought for the activity studied.
  - a) Games (Football, Hockey etc.) Long sleeved top, shorts, socks, boots or training shoes and towel - we advise tracksuit or similar for cold weather.

- b) Games (Badminton, Volleyball etc.), Health and Fitness (Aerobics, Weight-training etc.) and Creative and Aesthetic (Gymnastics, Dance etc.) - Tops, shorts, socks and training shoes (not black soles).
- c) Aquatics (Swimming, Life-saving etc.) Swimming trunks or one piece costume and towel.
3. When a pupil cannot participate in the active part of P.E. due to illness or injury, a note from home should be brought explaining the extent and likely duration of the medical complaint. Such pupils should be prepared to officiate. If pupils return to school before they are entirely recovered from viral infection such as 'flu' they will still be expected to study the activity in the usual area of work. They will be required to participate, although not fully, and should come prepared with the appropriate clothing. This must include waterproofs if the activity is to be outdoors. Pupils may be excused on a regular basis only if there is a valid medical reason supported by a medical certificate.

### **Practical Cooking/Hospitality**

Most of the course involves practical food work. In order to take part the pupils must be appropriately dressed and kitted out, i.e. they should:-

- Wear safe clothing (\*)
- Have hair tied back
- Have unpolished nails
- Remove sweatshirt
- Bring a suitable food container (\*\*)

\* *Safe clothing is a school polo shirt or a cotton T-shirt. Short skimpy tops, lycra tops, polyester tops and football shirts may not be worn since they are not deemed safe. An apron will be provided.*

\*\* If pupils are unable to provide an ovenproof dish when required, a small foil container and lid may be purchased at the teacher's discretion for a small sum.

CULLODEN  
ACADEMY

### **Winter weather arrangements**

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:-

- please ensure that we have an alternative address, as close as possible to the school, which may be used by your children in emergencies.
- we will advise you of local arrangements for school transport and any special arrangements in the event of adverse weather.

We have an established system of communication with parents and transport operators and we seek to ensure that parents are fully informed of the arrangements. Parents are asked to use the phone-line as the main source of information: Telephone **0870 054 6999** and when asked enter the Culloden Academy pin number: **041000**

The **website** <http://www.highland.gov.uk/learninghere/schools/schoolclosures> will also be updated with information for individual schools.

**D and E Coaches** run a Facebook page but the school does not directly upload information to it.

Finally, when weather conditions are poor local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

**BBC Radio Highland** broadcasts updates at 6.55 am – 7.00 am, 12.55 pm – 1.00 pm, 4.55 pm – 5.00 pm and 7.50 pm – 8.00 pm. In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.

*Please do not telephone local Radio for advice but listen to appropriate broadcasts.*

### **For pupils using school transport**

Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.

Parents should note differences between contract vehicles and public service vehicles. Drivers of contract vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of public service vehicles must travel their normal routes and cannot make special provision for the individual pupils.

Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible. When weather conditions are poor, parents should arrange to have children met at the “drop-off” point, especially where public service transport is used.



**Statistical data (Exam result summary and School Leaver Destination Report)**

Below is a summary of the percentage of our pupils attaining exam passes as all key stages. For each measure the first row are Culloden's figures, the second row are Highland's figures and the third row are the national figures.

% of S4 pupils who attained 5 or more Foundation passes in their exams

	Culloden	Highland	Scotland
2011	91.7	92.3	92.7
2012	89.2	92.0	93.9
2013	92.7	93.6	94.5

% of S4 pupils who attained 5 or more General/Intermediate 1 level passes in their exams

2011	85.8	82.9	78.8
2012	81.4	81.4	80.2
2013	79.1	84.5	81.5

% of S4 pupils who attained 5 or more Credit/Intermediate 2 level passes in their exams

2011	50.5	38.2	36.4
2012	41.2	37.8	37.4
2013	48.1	41.2	38.4

% of S5 pupils who attained 1 or more passes at Higher level

2011	43.7	47.9	44.9
2012	58.3	49.1	46.8
2013	45.6	48.3	48.0

% of S5 pupils who attained 3 or more passes at Higher level

2011	24.9	28.0	26.3
2012	33.3	27.9	27.2
2013	28.9	28.2	28.2

% of S5 pupils who attained 5 passes at Higher level

2011	14.2	12.9	12.1
2012	16.2	13.3	13.0
2013	15.7	12.4	13.2

% of S6 pupils who attained 1 or more passes at Advanced Higher level

	Culloden	Highland	National
2011	17.1	17.6	15.8
2012	18.8	17.3	16.4
2013	19.6	16.4	16.9

% of S6 pupils who attained 3 or more passes at Higher level

2011	38.7	39.2	35.3
2012	38.6	39.8	36.8
2013	47.5	39.3	37.8

% of S6 pupils who attained 5 passes at Higher level

2011	27.6	25.9	23.9
2012	23.9	26.9	25.7
2013	33.8	26.7	26.1



CULLODEN  
ACADEMY

Highland Council School Leaver Destination Report 2011/12 (Initial Destination Percentages)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Pos	% Other
Alness Academy	88	17.0%	25.0%	5.7%	30.7%	1.1%	2.3%	11.4%	1.1%	5.7%	81.8%	18.2%
Ardnamurchan High School	24	45.8%	20.8%	0.0%	29.2%	4.2%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Charleston Academy	156	41.7%	17.3%	1.3%	31.4%	0.6%	0.0%	5.1%	0.6%	1.9%	92.3%	7.7%
Culloden Academy	179	34.6%	19.0%	1.1%	32.4%	0.0%	2.2%	7.8%	1.7%	1.1%	89.4%	10.6%
Dingwall Academy	162	46.3%	17.9%	1.2%	22.8%	1.9%	1.9%	5.6%	1.2%	1.2%	92.0%	8.0%
Dornoch Academy	48	47.9%	18.8%	2.1%	18.8%	2.1%	0.0%	2.1%	2.1%	6.3%	89.6%	10.4%
Farr High School	18	38.9%	38.9%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	5.6%	94.4%	5.6%
Fortrose Academy	126	47.6%	10.3%	1.6%	29.4%	1.6%	0.8%	2.4%	1.6%	4.8%	91.3%	8.7%
Gairloch High School	27	25.9%	25.9%	0.0%	25.9%	7.4%	3.7%	7.4%	3.7%	0.0%	88.9%	11.1%
Glen Urquhart High School	40	42.5%	20.0%	2.5%	32.5%	0.0%	0.0%	2.5%	0.0%	0.0%	97.5%	2.5%
Golspie High School	58	25.9%	34.5%	0.0%	22.4%	0.0%	0.0%	15.5%	0.0%	1.7%	82.8%	17.2%
Grantown Grammar School	70	27.1%	17.1%	11.4%	37.1%	0.0%	2.9%	1.4%	2.9%	0.0%	95.7%	4.3%
Invergordon Academy	70	22.9%	31.4%	2.9%	25.7%	0.0%	1.4%	11.4%	4.3%	0.0%	84.3%	15.7%
Inverness High School	96	11.5%	36.5%	2.1%	24.0%	0.0%	5.2%	17.7%	2.1%	1.0%	79.2%	20.8%
Inverness Royal Academy	130	43.8%	13.1%	0.8%	31.5%	0.0%	0.0%	8.5%	0.0%	2.3%	89.2%	10.8%
Kilchuimen Academy	15	46.7%	20.0%	0.0%	26.7%	0.0%	6.7%	0.0%	0.0%	0.0%	100.0%	0.0%
Kingussie High School	89	25.8%	27.0%	3.4%	39.3%	0.0%	1.1%	2.2%	1.1%	0.0%	96.6%	3.4%
Kinlochbervie High School	10	10.0%	20.0%	0.0%	60.0%	0.0%	0.0%	10.0%	0.0%	0.0%	90.0%	10.0%
Kinlochleven High School	22	31.8%	13.6%	4.5%	45.5%	0.0%	0.0%	4.5%	0.0%	0.0%	95.5%	4.5%
Lochaber High School	150	32.7%	22.7%	4.7%	32.7%	2.0%	2.7%	1.3%	0.7%	0.7%	97.3%	2.7%
Mallaig High School	21	28.6%	19.0%	0.0%	47.6%	0.0%	0.0%	0.0%	0.0%	4.8%	95.2%	4.8%
Millburn Academy	173	46.2%	15.0%	3.5%	24.3%	1.7%	1.7%	4.6%	1.7%	1.2%	92.5%	7.5%
Nairn Academy	143	30.1%	29.4%	2.1%	29.4%	0.7%	3.5%	3.5%	1.4%	0.0%	95.1%	4.9%
Plockton High School	56	42.9%	19.6%	0.0%	30.4%	0.0%	1.8%	3.6%	1.8%	0.0%	94.6%	5.4%
Portree High School	111	34.2%	11.7%	2.7%	41.4%	0.9%	0.0%	4.5%	4.5%	0.0%	91.0%	9.0%
Tain Royal Academy	67	22.4%	28.4%	3.0%	28.4%	0.0%	4.5%	9.0%	3.0%	1.5%	86.6%	13.4%
Thurso High School	160	33.8%	28.1%	0.0%	28.1%	1.3%	0.0%	3.1%	2.5%	3.1%	91.3%	8.8%
Ullapool High School	42	47.6%	2.4%	7.1%	28.6%	2.4%	2.4%	2.4%	7.1%	0.0%	90.5%	9.5%
Wick High School	144	25.0%	24.3%	4.2%	25.7%	0.0%	4.2%	11.1%	4.9%	0.7%	83.3%	16.7%
<b>Highland Council</b>	<b>2,495</b>	<b>34.6%</b>	<b>21.2%</b>	<b>2.5%</b>	<b>29.7%</b>	<b>0.9%</b>	<b>1.8%</b>	<b>5.9%</b>	<b>1.9%</b>	<b>1.5%</b>	<b>90.7%</b>	<b>9.3%</b>
<b>Scotland</b>	<b>50,892</b>	<b>37.3%</b>	<b>26.8%</b>	<b>4.6%</b>	<b>19.8%</b>	<b>0.4%</b>	<b>0.9%</b>	<b>8.4%</b>	<b>1.3%</b>	<b>0.4%</b>	<b>89.9%</b>	<b>10.1%</b>