

## Index

### Section 1 Introduction

- Welcome
- Vision
- Who's Who in Forres Academy
- The School Day
- School Term Dates
- Contacting the School
- Enrolment and Induction

### Section 2 A Safe and Welcoming School

- School House System
- Transitions
- Supporting Learners
- Promoting Positive Behaviour
- Anti-Bullying
- School Dress Code
- Pupil Forum

### Section 3 High Quality Learning Experiences

- Curriculum for Excellence
- Broad General Education First – Third Year
- Senior Phase Fourth – Sixth Year
- Assessment, Achievement and Attainment
- Reporting
- Homework

### Section 4 In Partnership with Parents

- Parent Forum and Parent Council
- General Information for Parents
- Appendix A Useful links to Moray Council Website
- Appendix B Standards & Quality Report

Dear Parent/Carer

## **Welcome to Forres Academy**

On behalf of all pupils and staff, I am delighted to welcome you to Forres Academy. We hope this handbook will be useful as it has been prepared with you in mind and we hope it will answer many of the questions which you may have when your son/daughter moves to a new school. However it is never the intention that this handbook should replace the personal contact which we believe is crucial for any prospective new pupil and their parents/carers.

We all appreciate that moving to a new school can be a daunting process, not only for pupils, but also for their parents and this is particularly so when moving to a school as large and vibrant as Forres Academy. However, at all times we aspire to work in close partnership with our parents to ensure their sons and daughters are settling well into the school and to ensure that any concerns are being appropriately dressed. We aim to establish open, trusting and rewarding relationships between pupils, parents and ourselves.

We hope you will find Forres Academy a happy, safe and welcoming school where your child will have every opportunity to develop skills and acquire knowledge which will serve them well in the future as well as paying due care and attention to their welfare and development. We set high expectations of our pupils in terms of achievement, attitude, effort and behaviour. If we are successful in our aims then our pupils will achieve at the very highest standards of which they are capable.

We are certainly delighted that your child will be joining our school community and we look forward to welcoming them. Further information can be accessed on our website at [www.forresacademy.org.uk](http://www.forresacademy.org.uk) and you can also access minutes of Parent Council meetings there too. We are fortunate to have an active and supportive parent body and the Parent Council are always looking for more parents who wish to be involved in the life and work of the school

We wish your child a happy and successful time at Forres Academy.

Yours sincerely



Carol Stuart  
Head Teacher

# ASPIRE TO INSPIRE

## The Vision for Forbes Academy

Forbes Academy is a six year non-denominational secondary school serving the town of Forbes and its extensive rural catchment area in west Moray. This includes the villages of Alves, Dallas, Dyke, Logie, Kinloss (including children of Army personnel) and Findhorn (including the nearby Findhorn Community). A small number of pupils also transfer to the Academy from the local Rudolf Steiner school in S1 & S3. The school role is approximately 960. This varied catchment provides the school with a vibrant and unique atmosphere.

Forbes Academy aspires to be a school in which people are positive, open-minded, ready to meet change and involved in a planned and measured process of continuous growth and development. Everyone should be aware of their responsibilities and contribute positively to both the school and the wider community.

Parents, staff and pupils should work collaboratively from a basis of mutual respect and be fully involved in the decision-making process. The value and worth of every member of the school community should be recognised and achievements in all spheres of school life celebrated.

Forbes Academy has embarked on being a Rights Respecting School based on the United Nations Convention on the Rights of the Child (UNCRC) with the purpose of promoting rights-based values, attitudes, skills and practices amongst the whole school community with the young person at the heart.

## WHO'S WHO IN FORRES ACADEMY

### The Senior Leadership Team

The Senior Leadership Team have day-to-day responsibility for running the school. They are;

Mrs Carol Stuart	Head Teacher
Mr Mike Burchell	Depute Head Teacher
Mrs Ainsley James	Depute Head Teacher
Mrs Sandra McCulloch	Depute Head Teacher
Mrs Anne Smith	Depute Head Teacher

### The Guidance Team

#### Pupil Guidance

Every pupil who enters the Academy is allocated to a member of the Guidance Staff who will be their Guidance Teacher. The Guidance Teacher will maintain this link throughout the pupil's school career and become involved in many aspects of their education. These include attendance, absences, report cards, course choices, individual interviews, special needs and general academic progress.

Although Guidance Teachers are not responsible for discipline, other staff are quick to contact them in the event of any pupil having difficulties with work or behaviour so that they can be offered help and advice at an early stage. In return the pupil knows that they should contact their Guidance Teacher on any point of concern.

As the Guidance Teacher is the person in the school who has the closest knowledge of and the greatest responsibility for your child, **they should be your first point of contact with us.** The best way to make contact is by phoning 01309 672271 or by leaving a message on the school's answering service: 0870 054 9999, pin no - 031030. Alternatively you can send a letter or e-mail the school on [admin.forresacad@moray-edunet.gov.uk](mailto:admin.forresacad@moray-edunet.gov.uk) marked for the attention of the particular Guidance Teacher. **If your child is going to be absent on the day of your telephone call, this message can be left with Reception Staff who will deal with this information. Reception is open at 8.00 am.** Contact with parents is, of course, actively encouraged and the communication is two-way. Guidance Teachers will often contact parents directly to clarify an issue.

The role of the Guidance Teacher is to support the pupils as they progress through the various stages of Secondary. At points of major change, such as starting First Year or choosing new courses for Third Year, they are available for advice.

Mrs Shepherd\Mr Edwards	- Guidance Group	Altyre
Mr Wright	- Guidance Group	Brodie
Mrs Green	- Guidance Group	Culbin
Mrs Stevenson	- Guidance Group	Darnaway
Mrs MacInnes	- Guidance Group	Edinkillie

## Departments

<p><b>Art</b> Ms Cole (PT) Mr Fleming Mrs Williams</p> <p><b>Business Studies</b> Ms Bisset (PT) Miss Maclean</p> <p><b>Computing</b> Mr Drawbell (PT) Mr MacDonald</p> <p><b>Design &amp; Technology</b> Mr Slater (PT) Mr Daley</p> <p><b>Drama</b> Ms Auld (PT) Mrs Boyd</p> <p><b>English</b> Mrs Mitchell (PT) Mrs Davidson Ms Beaton Mrs Wood Miss King Miss Ross Mrs L Smith</p> <p><b>Home Economics</b> Miss E Stewart (PT) Mrs Anstruther Mrs Rossiter</p> <p><b>Mathematics</b> Mr Riddoch (PT) Mrs Clarke Ms McIntosh Mrs O'May Mr Forshaw Mr Scambler Mr Macdonald</p> <p><b>Modern Languages</b> Miss Harris (PT) Mrs Frost Miss E McKay Mrs E Smith (Acting PT)</p>	<p><b>Music</b> Ms H McKay (Acting PT) Mrs Lestienne</p> <p><b>Physical Education</b> Mr Fraser (PT) Miss Henderson Miss Deans Miss Simpson</p> <p><b>Religious Education</b> Mrs Adams (PT) Ms Cuthbertson Mrs Folly</p> <p><b>Sciences</b> Mr Baker (PT Physics) Mrs Major (PT Chemistry) Ms McGhee (PT Chemistry) Mr Walker (PT Biology) Ms McGhee Ms Oag Mrs Barrere Ms McCormick Mrs Grigg Mr Thornton</p> <p><b>Social Subjects (History/Modern Studies/Geography)</b> Mr Logan (PT) Mr MacLeod Mr Edwards Mr Pott Mr Simpson Mr Horton Mr Robertson</p> <p><b>Support for Learning</b> Mrs Ogilvie-Richards (PT) Mr Allison (PT) Mr Hunter Ms Michael Mrs Smart</p>	<p><b>Support Staff</b> Ms Black Mrs Breerton Mrs Dow Mrs Duggie Mrs Ellwood Mrs Henderson Mrs MacDonald Mrs Munro Mrs Noel Mrs Priestly Mrs Pugh Mrs Quilliam Mrs Shewry Mrs Thomson Mrs Whyte Mrs Yorkshades</p> <p><b>T Rooms</b> Mr Sim</p> <p><b>Sports Co-ordinator</b> Mrs Rossiter</p> <p><b>Janitors</b> Mr Burgess Mr Sutherland</p> <p><b>Technicians</b> Mrs Wright (Supervisory Technician) Mrs Garner Mr Milne Ms Ross Mrs Sutherland</p> <p><b>Librarian</b> Mrs McDowell Mrs Munn</p> <p><b>Administration</b> Mrs Hindle Mrs McRae Mrs Ballingall Mrs Burge Mrs Butters Mrs Curtis Mrs Hetherington Mrs Howard Mrs Maxwell</p>
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## THE SCHOOL DAY

The school day is divided into six teaching periods of approximately 55 minutes, four in the morning and two in the afternoon.

There is a 10 minute registration period each morning from 8.45 until 8.55.

There are 'Hurry Bells' at 8.40 am and 1.35 pm to ensure all pupils are on time at the start of either Registration in the morning or their period 5 class in the afternoon.

The school periods are as follows;

Registration	08:45	-	08:55
Period 1	08:55	-	09:50
Period 2	09:50	-	10:45
Interval	10:45	-	11:00
Period 3	11:00	-	11:55
Period 4	11:55	-	12:50
Lunch	12:50	-	13:40
Period 5	13:40	-	14:30
Period 6	14:30	-	15:20

## SCHOOL TERM DATES

<b>Term Begins</b>	Tuesday 16 August 2016 (Teachers only Monday 15 August)
<b>Term Ends</b>	Friday 07 October 2016
<b>Term Begins</b>	Monday 24 October 2016
<b>Term Ends</b>	Thursday 22 December 2016
<b>Term Begins</b>	Monday 09 January 2017
<b>Term Ends</b>	Friday 31 March 2017
<b>Term Begins</b>	Monday 17 April 2017
<b>Term Ends</b>	Friday 30 June 2017

### Mid Term, In-Service and Other Closures

<b>In-Service Closures</b>	Monday 14 November 2016 Tuesday 15 November 2016
<b>Mid Term Holiday</b>	Friday 10 February 2017 Monday 13 February 2017
<b>May Day Holiday</b>	Monday 1 May 2017
<b>In-Service Closures</b>	Thursday 18 May 2017 Friday 19 May 2017

Plus one occasional day holiday to be decided.

*The particulars are correct at the time of going to press*

School holiday dates are available on the internet [www.moray.gov.uk](http://www.moray.gov.uk)

## CONTACTING FORRES ACADEMY

**Address:** Burdsyard Road  
FORRES  
Moray  
IV36 1FG

**Telephone:** (01309) 672271

**Fax:** (01309) 676745

**Email:** [admin.forresacad@moray-edunet.gov.uk](mailto:admin.forresacad@moray-edunet.gov.uk)

**Website:** [forresacademy.org.uk](http://forresacademy.org.uk)

**Automatic Answering Service:** 0870 054 9999 pin No: 031030

The school office is a very busy place and the switchboard is open from 8.00 am until 4.45 pm. When you call the school, please ensure you know exactly, where possible, who it is you wish to speak to. As the Guidance Teacher is the person in the school who has the closest knowledge of and the greatest responsibility for your child, they should be your first point of contact with us.

The best way to make contact is by phoning 01309 672271 or by leaving a message on the school's answering service: 0870 054 9999, pin no - 031030. Alternatively you can send a letter or e-mail the school on [admin.forresacad@moray-edunet.gov.uk](mailto:admin.forresacad@moray-edunet.gov.uk) marked for the attention of the particular Guidance Teacher. If your child is going to be absent on the day of your telephone call, this message can be left with Reception Staff who will deal with this information. Reception is open at 8.00 am. Contact with parents is, of course, actively encouraged and the communication is two-way. Teachers will often contact parents directly to clarify an issue.

### Automatic Answering Service

In common with all other Moray schools, we have had an automatic answering service installed. By dialling a given number, available 24 hours a day, parents will have access to the following:

- a) School open or closed information. eg. in the event of bad weather parents can ring in for updated information.
- b) General school information
- c) The ability to leave a non urgent message : this facility is used for pupil attendance.
- d) A simple keypad operated menu system helps you through the options.

This facility does not prevent you from writing to us, phoning us on the normal school line or calling in to see us. However at times you may find it useful - as already stated, it is available 24 hours a day.



**The Procedure**

- a) The number to ring is 0870 054 9999.
- b) You will then be prompted to key in a PIN number - it is 031030.
- c) You will then be taken through the Forres Academy menu.

Press 1 - to hear severe weather information

Press 2 - to leave a non urgent message

Press 3 - to hear general school information

Press 4 - to enter a different school PIN (e.g. children at two schools)

Press # - to end call.

Please note that this is NOT a freephone service ie. you are paying for calls. As this is an 0870 service, charges are slightly higher than normal. Your messages will be forwarded by administration staff at certain times of the day, the first being between 8 and 8.30 am. The system therefore only suits non urgent messages. If your call is urgent use the normal school number 672271.

**Enrolment and Induction**

If you wish to enrol your child into Forres Academy, you will need to contact Mrs Anne Smith, Depute Head Teacher who is responsible for all pupil enrolments. She will arrange to meet with you, organise a tour of school and will make all necessary arrangements.

## SCHOOL HOUSE SYSTEM

All pupils in Forbes Academy are part of a “House”. They will join this House at the start of S1 and will remain in this House until they leave the Academy. Each House is looked after by a Guidance Teacher and a House Head. A considerable emphasis is placed on ensuring that new first year pupils settle in quickly and successfully to their new environment. The first point of contact for pupils is their Guidance Teacher. Their Guidance Teacher will also work with the pupils in their Personal and Social Education classes from S1 to S6.

HOUSE	GUIDANCE TEACHER	HOUSE HEAD
Altyre	Mrs Shepherd	Mrs Smith
Brodie	Mr Wright	Mr Burchell
Culbin	Mrs Green	Mrs James
Darnaway	Mrs Stevenson	Mr Burchell
Edinkillie	Mrs MacInnes	Mrs McCulloch

In Forbes Academy the “Named Person” identified in the ‘Getting it Right For Every Child’ (GIRFEC) legislation is also the young person’s Guidance Teacher.

## TRANSITIONS

### Transition from Primary School to Forbes Academy

Consultation between all the Primary Schools in the Forbes catchment area and Forbes Academy take place during the pupil’s Primary 7 year. Meetings take place regularly between the Depute Head Teacher in charge of Transitions and Primary School staff.

Forbes Academy staff will also meet with the parents of some pupils who have specific learning or teaching needs if it is deemed necessary by the Primary School. In exceptional circumstances these Transition Review Meetings can start as early as Primary 6 but are more usual during Primary 7. Decisions can be made here about Extended Transition for example.



Primary School pupils from all the associated primaries come to Forbes Academy for 2 induction days in June and follow their timetable. At the end of Day 2 of this Induction there is a Parents’ Evening giving Parents/Carers a chance to meet with Forbes Academy staff. Forbes Academy also organises a Transition Day on the Saturday following these 2 Induction Days.

## **Transition from Forres Academy to post-Forres Academy**

Increasingly a very high percentage of our S4 pupils stay on to S5 and then on to S6.

Pupils leave Forres Academy for a number of destinations, eg employment, training, college or university place. Guidance staff work closely with the young people to ensure that there are as many positive placements as is possible. Skills Development Scotland (the Careers Service) also work with our pupils to support positive placements.

For pupils who may be deemed to be at risk of not ensuring a positive post-Forres Academy placement, both Guidance and Skills Development Scotland will intensify their support. Forres Academy may also invite support from The Moray Council's Adult Transitions Service for some pupils who have specific issues.

## **SUPPORTING LEARNERS**

Forres Academy is committed to offering universal support to all learners. Teachers provide support on a day-to-day basis by engaging learners in personal learning planning and in giving feedback on their work. Guidance Teachers will also provide regular support via PSE or vertical registration. There are also other supports which can be accessed;

- Peer Support
- Buddies
- Social Work
- School Nurse
- Study Support programme
- Skills Development Scotland
- Aberlour Youth Point Moray
- Counselling
- T Rooms
- Home/School Links

### **Additional Support for Learning**

The Additional Support for Learning Team aims to provide help for a wide range of pupils in an integrated way within mainstream schooling. Some pupils will have an IEP (Individual Education Plan) or an ASP (Additional Support Plan), a few may have a CSP (Co-ordinated Support Plan) others will not.

Support is provided in a variety of ways by Support for Learning and non teaching auxiliaries:

- a) working alongside subject teachers.
- b) suggesting teaching strategies taking into account the difficulties faced by pupils with additional support needs.
- c) working together with mainstream staff in order to offer an appropriate curriculum. This may involve altering course materials for individual pupils.

A small number of pupils will not be able to engage with a full mainstream curriculum. Their individual requirements are met by the provision of an enhanced curriculum which will be arranged by the Additional Support for Learning department. This provides opportunities to facilitate pupils to achieve their maximum potential and independence.

The provision for pupils with significant learning difficulties includes a sensory room, toilet and shower provision and a range of other facilities. We feel strongly that all pupils living in our catchment area should, whenever possible, have the opportunity to be educated within their local school. Our Additional Support department prioritises the learning outcomes for individuals including those with severe and complex needs.

Close links exist with outside agencies such as Speech and Language Therapy and Physiotherapy.

### **For parental information:**

'Enquire' – the Scottish advice service for Additional Support for Learning offers independent, confidential advice and information on additional support for learning through:

- Telephone Helpline: 0845 123 2303
  - Email Enquiry Service: [info@enquire.org.uk](mailto:info@enquire.org.uk)
  - Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)
- 'Enquire' provides a range of clear and easy to read guides and factsheets including 'The parents' guide to additional support for learning'.

## **PROMOTING POSITIVE RELATIONSHIPS**

All of us in Forres Academy are dedicated to the improvement of relationships between pupils and staff. We recognise that this requires everyone to respect the rights of others: teachers must be allowed to teach and pupils to learn. Pupils who disrupt classes deny others their rights and may have to be removed temporarily. The rights of all pupils are protected, however. Rules are arrived at in classroom negotiation. A system of warnings is in place. Teachers will normally encourage disruptive pupils to think about the consequences of their behaviour before issuing formal warnings. Those who fail to change their behaviour, after two formal warnings, will transfer from class to another room. If the issue is one of Health & Safety the pupil is transferred out immediately. Pupils are made aware of Health & Safety rules in departments. A support system is automatically triggered by this transfer.



Pupils who are transferred out of class will be provided with work relating to the subject from which they have come. The work done by the pupil in the transfer room will be available for parents to see. Parents/carers will be informed by Groupcall. There are no forms to sign or return.

We hope that the early and positive involvement of parents\carers will be sufficient to remind sons / daughters of their responsibilities. Parents\carers will also have an opportunity to pass on any useful information to us in school regarding the situation. The vast majority of pupils display positive behaviour and it is stressed that an occasional transfer is seen by the school as an opportunity to support and not a reason to punish. Most parents\carers will never receive a Groupcall message. A pattern of persistent misbehaviour could lead to withdrawal of privileges e.g. attending social events, taking part in a trip. More serious incidents could lead to exclusion from school.

**It should also be noted that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to the department of Education and Social Care, and the Police may also be involved.**

Together, school and parent\carer can make a difference, mistakes will be corrected, and as self-discipline grows with maturity, so relationships across the school will improve.

### **How You Can Help?**

The way in which these rules and standards will operate in individual classes is a matter for negotiation between teachers and pupils. But in general, you can play your part by showing your support and encouraging your child to be prepared and promote positive behaviour.

### **How Can You Support Your Child?**

- If your child is transferred out of class, discuss the behaviour that led to transfer.
- Identify ways your child could avoid this behaviour.
- Work closely with the school to monitor improvements.
- Support and encourage your child with their school work and homework.
- Praise and reward success.
- Contact the school if there are any circumstances that may cause your child additional stress, pressure or unhappiness, as these can affect their behaviour.
- Discuss any concerns with your child's Guidance Teacher.

### **How Can You Help The School?**

- Parents\carers will be involved in meetings with the House Head and Guidance Teacher after 3 transfers.
- Parents\carers will be invited to work with the school to address the unacceptable behaviour.
- School reports will contain information on all transfers.
- Forres Academy will offer support in partnership with parents\carers, to improve your child's behaviour and attitude.
- Parents\carers will be able to leave messages for their child's Guidance Teacher on their answer phone service.

## ANTI BULLYING POLICY

As part of our general duty of care, Forres Academy has a well-developed anti-bullying policy. Pupils, parents and carers are urged to get in touch with Guidance Staff whenever a bullying incident occurs. We accept that bullying will sometimes happen. However, we will always tackle it speedily and with vigour. It is important, therefore, that we know about it as soon as possible.

We believe we are very successful in tackling incidents of bullying. Equally, we recognise that prevention is better than cure. At various points in the curriculum we cover specific aspects of the bullying problem. In addition, throughout the school, there is an emphasis on the need for good relationships, building self-confidence and self-esteem and caring for others.

Where bullying behaviour occurs, we adopt the "no blame approach" since this has proved, worldwide, to be effective. This means putting the parties together with a member of staff, clarifying the problems and talking through possible solutions. We ask pupils to accept their responsibilities of care towards one another. In the relatively few cases where this approach fails, further counselling is given before, finally, the school has to resort to strict disciplinary procedures.

Inevitably, in virtually all cases of bullying, we meet pupils who don't feel good about themselves. They have low self-esteem and often find the only way they can make their mark is by belittling and/or acting violently (both physically and verbally) towards others. Thus our emphasis is on building self-esteem. We know, in the vast majority of cases, that we are only supporting here what every parent\carer is trying to do at home. Saying "well done" when it is deserved, often goes a long way in building confidence.

### Does the teacher know?

There are many reasons why a pupil might be experiencing problems in their school life. If teachers are to be able to assist pupils to follow a smooth, untroubled path through the system and yet allow full pupil participation in the life of the school, it may often be necessary to know something of the background of a particular child.

### For example:

- a) Are there health problems of which we should be aware?
- b) Does your child have any special diet requirements?
- c) Are there any problems in taking part in games or other physical activities?
- d) Are there any particular sensitivities of which we should be aware?

Obviously some of these issues might raise points of some delicacy and we would stress our commitment to consideration and confidentiality in dealing with information offered. Please give it some more thought. Is there anything we should know that would help us cater more fully for your child?



## SCHOOL DRESS CODE

The Academy sets down very clear rules about school dress, rules which are followed by all pupils and supported by their parents. We rely on and welcome the support of families in this matter. We do not wish to see parents and pupils involved in arguments over school dress. That is why we give a clear statement about what is acceptable.

We recommend strongly that all pupils wear official school dress.

1. School tie – compulsory.
2. Black skirt or black trousers – compulsory.
3. Plain black V-neck pullover or Blazer – compulsory.
4. Black V-neck pullover/blazer with school crest – optional.
  - Black denims are acceptable as long as they are black not faded grey.
  - All shirts/blouses must have a collar.
  - No round neck jumpers or sweatshirts.
  - Plain black cardigans are acceptable.
  - No logos are acceptable.
  - Footwear and outdoor clothing are not part of the dress code. Outdoor clothing should be removed in all classrooms.

Pupils whose dress does not comply with these rules will be logged, as will pupils who wear clothing which is a risk to health and safety or which is offensive or provocative.

### Unacceptable dress

Any dress which is likely to be hazardous either to the wearer or to others.

Any dress which is likely to cause offence to others or to provoke others.

#### Specific Examples

Football strips and scarves

T-shirts or sweatshirts with slogans likely to cause offence

Low cut or vest tops

Baggy trousers which trail on the ground

Baseball caps, hats

#### Inappropriate Jewellery:

rings with raised settings

earrings other than small studs

studded necklaces or bracelets

chains

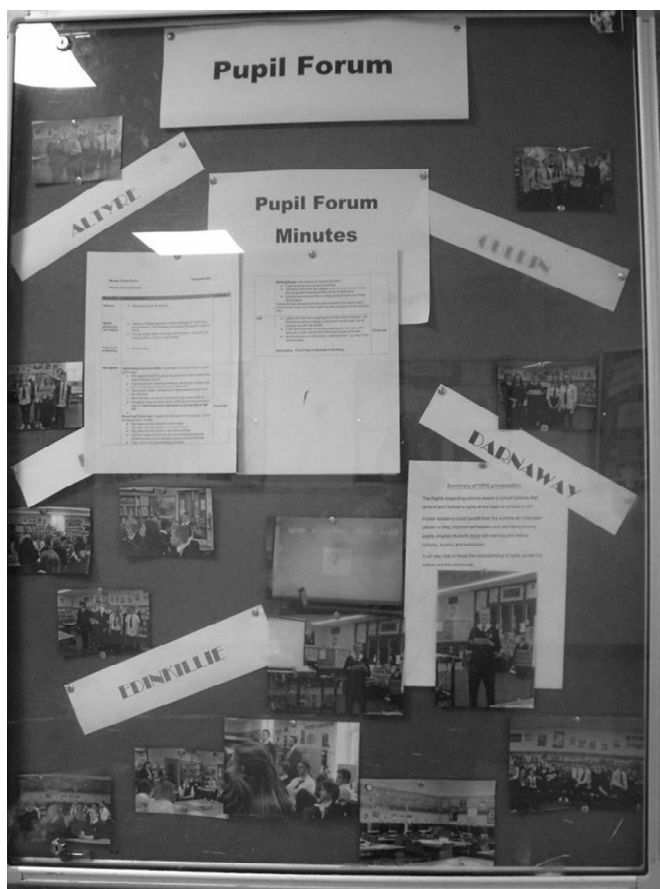
## PUPIL FORUM

The school has an active Pupil Forum which has evolved over the years in response to meeting the needs of what young people want today. The Forum is very much pupil led giving opportunities to discuss issues and ideas, be consulted and have its views heard. The Forum also participates in the development of a variety of school based initiatives.

Student representation on the Forum is through the five House Groups who nominate one representative from each of their classes.

Pupils from all year groups gather together once a month during the school day for an activity based meeting using the House Group identity to generate discussion and debate from issues raised in their register classes. The Forum is supported by members of staff.

Opportunities also arise for the pupils to work in sub groups and represent the school on local Authority wide consultations.





## High Quality Learning Experiences

In developing and delivering our curriculum, it is vital that we always keep our Vision and Values at the centre of our work and plan our curriculum around this. At Forres Academy, it is the role of those of us responsible for developing the curriculum to ensure that we are aspiring to inspire others through the curriculum we offer.

Central to the Forres Academy curriculum is the high importance we place on good quality learning and teaching. By having a skilled workforce keen to develop and use a wide variety of effective methodologies, we are well placed to deliver an innovative and creative curriculum which ensures our young people gain the many skills and the knowledge base they will require throughout their lives.

The emphasis we place on strong teacher/pupil relationships will also allow us to ensure that we instil a passion for learning and a hunger for knowledge in our young people to keep them switched on to learning throughout their lives.

The curriculum in Forres Academy aspires to instil in young people the skills, knowledge and attributes which will allow them to develop as successful learners, confident individuals, effective contributors and responsible citizens. These four capacities should be used by the whole school and by subject departments when planning the curriculum and when reviewing pupil achievement as they move through the school.

### Literacy and Numeracy

Every single teacher will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence gives a new focus to literacy across learning. Literacy skills will be developed in all subjects and across the eight curriculum areas. Literacy experiences will promote the development of critical thinking, creative thinking, competence in listening and talking, reading and writing, personal, interpersonal and team-working skills as well as skills in using language.

Curriculum for Excellence recognises the importance of numeracy and that our young people need to be confident when solving problems, making decisions and analysing situations that involve numbers. Throughout the curriculum the teaching of numeracy is organised into a number of areas which include understanding and calculating numbers, applying numbers when working with money, time and measurement and understanding information to make decisions.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping young people understand the world and make connections. It develops skills so that young people can think for themselves, make sound judgements, challenge, enquire and find solutions.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support if that's needed. There is a new emphasis on looking after our children's health and wellbeing – to ensure that the school is a place where young people feel safe and secure.

### **Broad General Education – First-Third Year**

Every child is entitled to a broad and deep general education, whatever their level and ability. In some subjects pupils are taught in class size groups of under 30; in others in practical size groups where the maximum number is 20. Primary school reports are used, along with information gathered by secondary staff during their visits to associated primary schools, to ensure as far as possible that an appropriate level of work for each youngster - as a starting point - is established. Pupils are given the choice of studying either French or German.

The curricular areas and subjects studied are:

- Languages & Literacy - English/Modern Language
- Mathematics & Numeracy - Mathematics
- Health & Wellbeing - Physical Education/Home Economics/Personal and Social Education
- Social Studies & RMPS - History/Geography/Modern Studies/ Business Education/Religious, Moral and Philosophical Education
- Expressive Arts - Art & Design/Music/Drama
- Sciences - Biology/Chemistry/Physics
- Technologies – ICT/Computing/ Business Education/Technical Education

### **Curriculum – Third Year**

The S3 experience is designed to continue offering a broad, general education while equally allowing greater personalisation and choice. Pupils are given every assistance as they make decisions about which subjects they will study in third year. An information booklet about the courses available is given to parents and pupils. Detailed advice is given by Guidance and Subject staff about courses, with every pupil studying English, Mathematics, and 6 other subjects which must ensure coverage of all curricular areas (see above). Courses in third year will not lead to certification. A profile detailing pupil achievement will be provided to parents at the end of third year.

### **S3 Profile**

The end of S3 represents an important milestone in our pupils' education. By the end of S3 all pupils will have produced their own Profile, supported by staff, which gives a reliable and full account of their cumulative progress and achievements. It should include a focus on what they feel are their latest and best successes. Indeed the on-going discussions staff have with our pupils about their progress through the profiling process should help them to increase self awareness, recognise their achievements as well as gain an insight into the skills they are developing. They will be able to build up a portfolio of their achievements as they go through third year in their own GLOW portfolio and will receive advice and guidance from their teachers.

## **The Senior Phase – Fourth Year 2013-14**

Pupils will select six subjects to study in fourth year. English and Mathematics /Numeracy are compulsory. These courses will lead to certificates through the Scottish Qualifications Authority. All courses are designed to lead to an appropriate level of award. (Please see page 23 for more information on SQA assessments.)

All pupils in third and fourth years have Physical Education, Personal and Social Education and Religious and Moral Education as a part of their core curriculum. There is also a programme called 'Skillforce' run by staff outwith Forres Academy which may be offered to appropriate pupils. Skillforce information leaflets are available from the school.

## **Work Experience and Business Links**

Previously all S4 pupils would have been given the opportunity to take part in one week's Work Experience. This opportunity has now been opened up to all S5/6 pupils or pupils undertaking Skillforce, a prerequisite given the requirements of the course awards. S5 & 6, in particular are encouraged to investigate potential placements, engendering a sense of independence at a time when they are preparing for the next steps beyond school. For all participants, it is a chance to experience aspects of the world of work, building their confidence and bringing focus to their career options, not to mention the benefits it brings to future applications.

We are very grateful for the excellent co-operation and support which we receive from the wide range of employers involved with the school. Throughout the curriculum, many courses benefit from links with local firms and organisations, in the development and delivery of courses and the subsequent pupil experiences.

## **Curriculum - Fifth and Sixth Year**

Pupils who reach the age of 16 years on or before the last day of February are entitled to leave school on the last day of term before Christmas holiday of the previous year. Pupils who reach the age of 16 on or before the last day of September may leave school on the last day of May of the same year. Any pupil leaving Forres Academy at any time should collect a leaver's form from the school office and should follow the instructions set out on it. All books and equipment belonging to the school should have been returned.

The vast majority of pupils remain in school for a fifth and sixth year to gain more advanced qualifications. In the senior school, pupils may study from a range of SQA courses covering a variety of subjects and levels (see page 23 for more information on SQA assessment). Detailed choice of course information will be issued during the Spring term to pupils in fourth and fifth year. Advice from Guidance Teachers and our Careers Adviser will also be available to allow seniors and parents to make informed and achievable choices.

During their fifth and sixth years, we hope that our seniors will develop more advanced and increasingly 'independent' study skills. They are encouraged to take responsibility for the organisation of their work and, in particular, their private study.

We are conscious however, that education is about more than academic or vocational qualifications. Other skills and qualities which will enable young people to contribute to society and to make their own way in the world are also required. The senior students in particular are encouraged to make a contribution to the wider life of the school and community, developing skills of leadership and responsibility. This is offered to them in a variety of ways - particularly to those in sixth year.

It is encouraging to see that many do take the opportunities to enrich the life of the school, working alongside staff and independently, for the benefit of younger pupils, providing positive role models for them.

## **Peer Support Students**

Students who like the idea of helping others often become peer supporters. Peer supporters offer more in-depth support on a one to one basis. This will be arranged by Guidance Teachers. Pupil problems could include poor organisational skills, difficulties making friends, poor time keeping, emotional difficulties etc. Pupils who have had peer support in the past have found it very useful.

## **Buddies**

When S1 pupils join the Academy from primary, S6 students called Buddies belonging to the same House group are around to support. During induction, they will guide the pupils around the school to ensure they all get to their classes safe and well and they will also do this at the very beginning of the new school year in August. Thereafter they play a very valuable role in supporting the Guidance Teacher.

## **Prefects**

S6 Prefects help school staff to maintain order in the corridors during intervals and lunchtimes. In addition, Prefects take on a variety of other roles, including helping at Parents' Nights, accompanying visitors on tours round the school, organising pupils for school photographs etc. Prefects report any witnessed instances of bullying or truanting directly to the Senior Leadership Team. Prefects are easily identified by their Prefect badges and are expected to set an example to the rest of the student body in terms of attitude and dress.

## **16+ Learning Choices**

It is the intention of the Scottish Government that every young person of school leaving age in Scotland will receive an offer of continuing education or training that is attractive, appropriate and relevant to their needs. It is felt that this is the best way of ensuring young people's long term employability. In partnership with Schools, Colleges, Skills Development Scotland (Careers), the private, voluntary and other public sectors, Moray is developing systems and plans that will translate that vision into reality.

For many young people schools will continue to be the main route for that progression beyond S4; for others college will be the best option or it might be a combination of school and college. For some young people the best offer may lie outside of school and college and this is where alternative provision will be identified and developed. During a young person's final year of statutory schooling, school Guidance staff and Skills

Development Scotland (Careers) staff will be in discussion with pupils to identify the most appropriate offer ie. staying on at school in S5/6; a place on a college course; an offer of training and/or equivalent.

## Physical Education

All pupils from S1 to S6 will follow a Core PE programme which involves participation in a wide range of activities and fitness work. The activities include:

- Team games (outdoors and indoors)
- Racquet Sports
- Dance
- Gymnastics
- Athletics
- Fitness
- Swimming



Through these activities pupils will have the opportunity to develop their practical skills, knowledge of rules and tactics, ability to evaluate self and peers, and a range of leadership skills. Pupils will also gain an awareness of the physical, mental, emotional and social health benefits of participation in activity. It is hoped that pupils will identify activities that interest them and that may be part of a healthy lifestyle now and in the future.

Pupils who have a particular interest in physical activity will be able to choose from a variety of courses to study specific aspects of PE in greater detail from S3 onwards.

All pupils are required to change into appropriate clothing for PE, including different footwear as appropriate to the activity. Jewellery must be removed and long hair tied back for safety. (Gum shields are optional. Any pupils who suffer with Asthma are required to carry their own inhaler at all times.) Parents are requested to encourage participation and in the instance of illness or injury a note should be signed to explain inability to participate.

## Religious and Moral Education

Religious and Moral Education as a subject forms a part of the core curriculum for all pupils in first to fourth years. The school is committed to supporting its pupils as whole people and wishes to encourage their development in spiritual, moral, social and cultural terms. A programme of religious education examines responses to ultimate questions relating to the meaning, value and purpose of human life. Religious and Moral Education helps pupils to reflect on and respond to religious and spiritual beliefs, practices, insights and experiences that are part of man's search for meaning in life and are directed towards:

- Understanding that religious experience is part of the whole spectrum of human experiences of life.
- Enabling pupils to come to their own beliefs about the meaning of life.
- Fostering in pupils a respect for the commitment, beliefs and practices of others.
- Developing an appreciation of religious faith and the varieties of faith including those well-established ethical traditions that are present in our society



- Helping pupils to understand the development of religion in Scotland from pre Christian traditions to Christianity as well as other belief systems
- Appreciating the part played by religion in determining individual and community values, standards, behaviour and conduct.

Under the terms of the Education Scotland Act 1980, “any pupil may be withdrawn by his/her parent from any instruction in Religious Subjects and from Religious Observance”. Any parent who wishes to exercise his/her rights on grounds of belief should contact the Head Teacher in writing.

## School Activities, Visits and Trips

There are a wide variety of activities on offer to pupils at Forres Academy. Some of these activities will take place at lunchtime, some after school and some, such as school trips, take place during the school holidays. These activities are an important part of the education which we offer to all of our young people and we value parental support in encouraging participation

Among the activities pupils can become involved in are the school’s Book Group, Games Club, orchestra, choir and Media Group to name but a few.

A wide variety of sporting activities are also available and these are coordinated by the school’s Health and Wellbeing Co-ordinator Mrs Ann Rossiter. Throughout the year, there are a number of inter-house events such as inter-house football. This creates a really good buzz as well as a healthy rivalry between the House groups which culminates in the annual Sports Day at the end of the session.



The school runs an Activities Days Programme in the summer term which will have a wide variety of activities on offer. These offer a great opportunity to enhance positive relationships between pupils and teachers and also to build “House” identity and team spirit among our young people.

Many pupils venture further afield with trips in recent times to France, Germany, the USA, Switzerland, Holland plus many more. Staff often give up their own holidays to accompany these trips and this is a huge commitment.



We hope that your child will take full advantage of these opportunities when he/she comes to the Academy.

## Assessment, Achievement and Attainment



At Forres Academy, we take a holistic view of education and are very keen to celebrate not only the academic attainment, but also the much wider achievements of our young people.

Assessment and testing are important features of the school system. Our teachers use formative assessment on a day-to-day basis to ascertain how well pupils are learning, where there are gaps and how to best move forward with the learning process. In the early secondary years, there may well be end of unit tests or short weekly tests in certain subjects. It is important that our pupils take these seriously as they are an important preparation for the certificated exams which come at the end of S4 and then in S5/6. These exams will be required for entry to college, university and employment and it is very important that we all work very well in partnership to ensure all our young people do as well as they possibly can in these exams. This can be quite daunting for parents as the system may have changed radically since you were at school. If you ever require any explanations of what the different levels of exams mean, please contact your child's Guidance Teacher who will be happy to answer your queries.

### SQA Qualifications: The Senior Phase (S4-S6)

Pupils in Forres Academy sit examinations prepared by the Scottish Qualifications Authority (SQA). The school's SQA coordinator is Mrs Anne Smith, Depute Head Teacher.

The new National qualifications have been introduced gradually:

From August 2013 the new National 1 – 5 exams have been available, replacing Standard Grade qualifications.

From August 2014 the new Highers have been available.

From August 2015 the new Advanced Highers have been available.

In most cases pupils will be in S4, S5 and S6 when they study for these qualifications.

#### *How will these qualifications be assessed?*

Teachers will assess the new courses and units at National 2 to National 4. SQA will check the assessments to make sure they meet National standards.

Courses at National 5, Higher and Advanced Higher levels will still include work that is assessed by teachers, but pupils will also have to pass a course assessment for those qualifications – usually a question paper and/or coursework. This will be marked by the SQA.

Assessment methods – such as assignments, case studies and question papers – will be appropriate to the subject and level pupils are studying.

Courses will contain work that is assessed and marked throughout the year. These units are assessed as pass or fail.

Courses at National 2-4 will not be graded. They will be assessed as pass or fail. Courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'.

If a pupil fails a course assessment they will receive credit for the units they have achieved at that level.

## Reporting

### Open Evenings

Every year group of the school has an Open Evening where parents have the opportunity to discuss the progress of their child directly with the subject teachers. Open nights are arranged on an appointments basis. This will ensure that you will almost always be able to meet the teachers of those subjects where you are most concerned about your child's progress, with the minimum of queuing and waiting. You will be given precise details of these arrangements as and when it is appropriate, but perhaps we may make one or two general points here.

Open Evenings last two and a half hours from 4.00 to 6.30 pm. Within this time obviously a large number of parents may wish to see a particular teacher. It follows then that not every parent can see every teacher and, of necessity, interviews must be short general outlines of a pupil's progress. We would be very grateful if you could help us keep these evenings efficient by observing the following guidelines:

- Arrange to see those teachers whom you really need to see - don't try to see absolutely everyone in one night!
- Keep all your appointments to no more than 5 minutes so that other parents do not have to queue.
- Where a really serious issue has arisen which needs detailed discussion and consideration, make a separate appointment via the Guidance Teacher at a mutually convenient time.

Within these guidelines we are, of course, delighted to see as many parents as possible at these evenings. We always welcome helpful comment from parents on how we could make these evenings more efficient and pleasant for you.

### Written reports

During any one year you will receive at least one detailed written report on your child's progress. If you have any queries regarding the report, you should contact your child's Guidance Teacher who will be able to assist you.



## Profiles

All S3 pupils produce a profile which acts as a reflective summary statement of achievement allowing us to recognise progress in learning S1 – S3. This profile will contain a statement from the pupil and will build on the profile from P7. It should challenge, support and motivate learners to reflect on their progress before moving into the senior phase.

## Homework and Deadlines

The establishment of efficient study skills is an important aspect of your child's education. There will be many opportunities for them to develop all aspects of their learning skills during their everyday school work.

However your child can also develop in confidence and competence in the techniques of study and the process of learning through support and encouragement at home. There are a number of ways in which you as a parent can work along with us to help achieve this aim.

All pupils are issued with a homework diary in which to record their formal set homework. We ask you to sign this regularly. To keep parents informed, where homework is not being handed in on a regular basis, a letter is sent home. We hope this reminder will be sufficient to ensure that pupils maintain reasonable levels of work at home.

You may wish to encourage such independent learning in the following ways:

- Showing your interest and support through discussion of work set and the offer of help or advice where appropriate.
- Encouraging your child to develop a responsible attitude to homework and private study and to the discipline of regular study and investigation even without set homework.
- Encouraging your child to make use of materials available at home and to join and use the local Library.

Obviously the time spent on home study will increase as pupils progress through the school but the establishment of discipline and responsibility should begin in the early years. In the interests of promoting your child's education in the wider sense you might give some thought to the value of the following suggestions:

- assisting your child in developing self confidence by noticing and appreciating things he/she does well, and recognising his/her worth.
- taking your child to places of historic, cultural or general educational interest.
- providing your child with materials to stimulate interest such as books, artistic materials, musical instruments, construction kits, etc.

- encouraging the joining of local or national clubs or organisations dealing with their interests.
- developing in your child skills involved in everyday practical tasks such as writing letters, making purchases, making simple repairs, caring for plants and animals etc.

Over a year your child spends much more time on activities outside school than they do within school. Education and the realisation of a child's potential are therefore very much achieved in a partnership between home and school.

### **Senior pupils**

Pupils in S5 have identified Study Time when they will have no scheduled classes. This is deliberately intended to help them develop those skills in responsible individual study which they will need in Further or Higher Education and in employment. In Sixth Year additional periods may also be designated for study, depending on the student's choice of subject. They may work in the school library or at home at such times - but it is vital that the time is used regularly for study. We recommend that a Higher Grade subject be given 5 hours of study time by pupils outside the classroom depending on the individual. Any student who spends this time in any other way is damaging their chances of academic success.

### **Examination Statistics**

Please refer to page 41 for a summary of recent statistics

## In Partnership with Parents

We believe that an effective partnership between home and school is a very powerful support for our young people and their learning. Some of the ways in which parents can be involved have been set out elsewhere in this prospectus.

There are however several ways in which parents are linked with the school in a more direct way and it is to be hoped that these links continue to develop over the coming years through our very supportive Parent Council.

### Parent Forum and Council

There is an active and growing Parent Council and we would ask you to support your child and his/her school by becoming involved in the Parent Council.

All Parent Council meetings take place in Forres Academy and start at 7 pm.

The Chair of the Parent Council is Mrs Miller and she can be contacted at [admin.forresacad@moray-edunet.gov.uk](mailto:admin.forresacad@moray-edunet.gov.uk).

#### *What is the Parent Forum?*

The membership of a Parent Forum is made up of parents who have a child at an education authority school. Parents are automatically members of the Parent Forum for their school. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities
- Hear more in future about what partnership with parents means in their school
- Be invited to be involved in ways and times that suit them
- Participate in deciding how the parent representative body, the Parent Council, is organised and how it operates
- Identify issues they want the Parent Council to work on with the school
- Be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- Work in partnership with staff
- Enjoy taking part in the life of the school in whatever way they can.

#### *What is the Parent Council?*

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at a school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. Parents might decide they want a representative from each year group in the

school. They might want to include pupils, other teachers at the school or parents from a feeder primary or secondary school. This flexibility allows parents to choose a Parent Council which reflects their school and will encourage parents to get involved.

The type of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and Education Scotland
- Promoting contact between the school, parents, pupils, providers of nursery education and the local community
- Fundraising
- Organising events
- Being involved in the appointment of senior staff.

### **Information for Parents**

The Moray Council has produced a "Notes for Parents and Carers" booklet and "Information for Parents and Carers" leaflets which are designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. These are also available in other languages. Please refer to Appendix A for further information.

## **Attendance**

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

'Authorised absence' includes absence from school as a result of:

- sickness
- medical and dental treatment
- bereavement
- specific personal circumstances on which your child's Guidance Teacher will be able to advise.

The school has to be notified of the reason for absence if it is to be classed as authorised.

'Unauthorised absence' includes:

- unexplained absence
- truancy
- most family holidays taken during term time.

A family holiday taken in term time for any of the following reasons will be classified as unauthorised:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather during the school holidays
- Holidays which overlap the beginning and end of term
- Parental difficulty obtaining leave (unless the employer provides evidence that it cannot accommodate leave during the school holidays without serious consequences)

If youngsters are to achieve their full potential, regular attendance at school is extremely important.

For the safety and welfare of your child, the school tries to monitor attendance carefully at all times.

An official attendance check is made during registration each morning and during each period throughout the day.

### *Arrangements for Pupil Absence*

If a pupil is absent and the school has not received an explanation for this, you will automatically receive a Groupcall text message on the morning of the day of absence.

The Groupcall text message will inform you that your child has not registered that morning and will ask that you contact the school to explain the absence.

#### *How to contact the school*

Either

Use the Automatic Answering Service - Thus  
Leave a message on the Automatic Answering Service  
Telephone Number - 0870 054 9999 pin number 031030

Or

Use the Standard Form  
Copies of a standard form for the notification of absence are available from Registration teachers. If your child is absent, he/she should bring a completed and signed form on return to school.

#### *Planned absence*

If you know that your child is going to be absent from school, please let us know beforehand using either of the methods above. This information will be processed in advance and a call will be avoided.

Where a pupil is absent for four successive days without any explanation, the Guidance Teacher will make contact asking you to inform us of the reason for absence and the expected date of return of the pupil.

You can support the efficient working of this system by:

- warning the school in good time of short planned absences, say for a medical appointment or family business.
- providing written notes for all absences clearly stating why your child was absent and exactly when they were absent.
- contacting the school early in the event of prolonged absence to let us know the situation.

In this last case Guidance Teachers will do their best to provide homework on request if your child is unavoidably absent but able to work at home.

With this kind of support from parents the system works very effectively and it is extremely unlikely any child could truant without discovery. Where truancy is discovered, you will of course be informed as soon as possible, so that we can work together to ensure the problem is solved quickly in your child's best interests.

## Change of Address

In order to ensure efficient communication with parents we like to keep our school records as up to date as possible. If you change your address or any other relevant circumstances during your child's stay at the Academy, we would appreciate it if you could pass the updated information to us as soon as possible. All you need to do is contact the School Office.

## Clothing Grants

Please see Appendix A for information if you believe you may be eligible to receive clothing grants. Application forms are available from the school, or from the Payments Section of the Council's Finance and ICT Services (Tel: 01343 563144).

## Cycle Security

We cannot accept any responsibility for cycles brought to school. Cycles are left entirely at the risk of the owner. From time to time, security marking of cycles is undertaken by the school in co-operation with the Police.

## Department Charges

### ART AND DESIGN CHARGES

S1	£5.00
S2	£5.00
S3	£10.00
N4/5/Higher	£20.00
Advanced Higher	£30.00
NPA Photography	£40.00



### HOME ECONOMICS CHARGES

S1 Home Economics	.....£15.00
S2 Home Economics	.....£25.00
S3 Food Studies	.....£35.00
S4/5/6 Hospitality	.....£50.00
S4/5 Health & Food Studies	.....£25.00
S5 Creative cakes	.....£50.00
S3/4/5 Fashion and Textiles	....£10.00





## TECHNICAL DEPARTMENT CHARGES

S1	£5.00	
S2	£5.00	
S3	Practical Woodworking	£20.00 (or £5.00 per unit)
S3	Engineering Science	£5.00
S4/S5/S6	Practical Woodworking	£20.00 (or £5.00 per unit)



Graphic Communication equipment can be purchased at cost, see teacher for price list.

Pupils will be charged 50p to replace 'lost' folders.

## Education Maintenance Allowances (EMA)

Students who are planning to stay on at school after 16 years old and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week may be eligible for an EMA. An EMA consists of a weekly allowance during term time.

Further information on full eligibility criteria and application forms can be obtained from the school.

## Health Care in School

Within Forres Academy and its primary schools there is a school health team which consists of a school nurse, a public health nurse, a support worker and a team of first aid practitioners.

### *First Aid*

During school hours there is at least one first aider accessible throughout the day. For obvious reasons it is important that a sick child must not leave the premises on their own and must be supervised within school to monitor their condition and to liaise with parents/carers if required. Therefore there is a clear routine which is emphasised to pupils which is as follows:

- any pupil who is feeling unwell should report to their class teacher. During break-times illness should be reported directly to reception.
- the class teacher should send the pupil directly to the first aid team – for safety, the pupil should be accompanied if deemed necessary.



- If pupils are temporarily unwell and then recover, they can be managed at reception until well enough to return to class.
- if pupils are too ill to return to class, parents/carers will be contacted to come and collect their child.

At the time of enrolment, parents are asked to provide an emergency contact number to be used if parents/carers are not available. The school ask that any changes to telephone numbers and emergency contacts be communicated to us as soon as changes occur. It is very important these numbers are kept up to date so that you can be contacted easily. First Aid kits are accessible in several areas of the school. There is a portable first aid kit for school trips.

### *School Nursing Team*

The role of the school nursing team is wide ranging and aims to meet the health needs of the pupils within the schools. The team have a 'public health' role within the school which, although remaining pupil-centred, incorporates the whole family and school community. The school nursing team is responsible for promoting the health and well-being of pupils within the school by providing:

- drop-in clinics with open access for all pupils
- accessible service for those pupils with additional needs and those identified as vulnerable
- confidential one-to-one counselling for pupils requiring emotional and mental health support
- a comprehensive immunisation schedule within the school environment
- Individualised on-going support for those with identified health needs eg lack of exercise, weight, healthy eating, smoking, substance abuse, sexual health.
- support for children with complex needs
- liaison with other professionals to ensure pupils' health needs are met eg teaching staff, mental health services, specialist nurses, GPs and social work to name but a few
- clinics for issues identified by pupils and families e.g. sleep issues, behaviour, bed-wetting, dietary advice etc
- assistance in the teaching of Personal Social Education eg sexual health, first aid, child health
- teaching and awareness raising for staff, families and the community on health aspects such as diabetes, epilepsy, asthma, emergency adrenaline administration (epipen).

Diphtheria, Tetanus and Polio boosters are offered to all 3rd year pupils. Anyone with queries on this should contact the school Nurse who would be able to advise on immunisation.

Screening tests for vision are carried out at the request of the pupil.

Forres Academy is a designated school for the disabled. A lift has been installed. There are ramps and special toilet facilities.

Please enquire to school nursing team for further information on 07876 258574 (Shona Beattie)

### *Child Protection*

The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray schools.

"It is the duty of The Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect.

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first."

Mrs James (Depute Head Teacher) is the school's Child Protection Co-ordinator.

### *Food Safety*

In view of the fact that there are pupils in the school who may have severe allergic reactions to certain foodstuffs, all pupils are advised that they should not share, taste or handle foods from the snacks or lunches of other children. Children with severe food allergies should have snacks and lunches provided from home to enable parents to minimise the risks of their child's meal containing nuts or whichever food is implicated.

### *Health and Safety - Out of school visits*

Increasingly pupils find themselves taking part in project work involving out of school visits as part of their course. We would wish to encourage this as it involves the community in the educational process and gives the pupils real educational experiences involving the world outside the school. For their part, during such visits and excursions outside school, pupils are expected to behave in a responsible manner with due regard to the safety of themselves and others.

When your child enrolls you are asked to give your permission for your child to take part in school trips. If your child has any medical problems, however minor, which could cause difficulties on any trip you must let us know. We will ensure discreetly that relevant staff are aware of the problem and take special care of your child's welfare where appropriate.

Special permission will always be sought for dangerous activities or where overnight stays are required.

### *Insurance*

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

### *Medicines in School*

The school prefers pupils not to carry medicines (excluding inhalers for pupils with asthma), bearing in mind the safety of other pupils.

However, many pupils will need to take medication at school at some time in their school life. For some this will be for a short period only, for others it may be a long term health care need.

Parents are responsible for supplying information to the school about medicines that their child needs to take and for letting the school know of any changes to the prescription or the support needed.

The school is very willing to help. All we ask is that parents complete a Health Care Plan available from the school so that appropriate facilities can be provided for the supervision of the medication.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

A copy of the 'Supporting Pupils with Medical Needs in Schools including The Administration of Medicines' guidance document is available at the school.

### *Physical Intervention*

All schools in Moray are aware that there is an infrequent need for teachers to physically interact with pupils. In this respect they are advised by the Moray Council document "Physical Intervention Guidelines".

This document describes Physical Intervention at three levels:

1. Routine Level eg a teacher may hold a child's hand to demonstrate the use of a pencil, or the teacher of a young child may put an arm around his/her shoulder if a fall has caused upset.
2. Crisis Intervention: May be used if it is feared that a child is doing something that will hurt him or herself, or another child. Such interventions will be recorded in the school, and parents will be informed.

3. **Planned Intervention:** This might occur when it is anticipated that a child may put him/herself or others in danger. This could be because of a previous known incident caused by an emotional or physical difficulty experienced by the child. The plan, which guides such intervention, will be agreed in advance by parents in all cases.

A copy of the 'Physical Intervention Guidelines' is available in the school.

### *Road Safety*

All pupils, but especially cyclists, should exercise great care on the roads near the school, especially at the busiest times. Pedestrians and cyclists should be particularly wary in the vicinity of the school buses at the beginning and end of the school day. Though the staff do try to provide supervision at such times, there are large numbers of pupils milling about and any carelessness could have unfortunate consequences. Pupils who come to school by bicycle should always make sure they are highly visible and that they carefully obey the Highway Code.

### *Supervision Out of Class*

At breaks and lunchtimes, for those who remain inside the premises, the senior leadership team, together with S6, operates a light monitoring role. In the case of the outdoor area, pupils are permitted without close adult oversight as is the case at home where parents allow their children to play unsupervised.

However, there is always someone on hand to deal with problems and/or emergencies.

During non-school hours, or where children leave the school premises at lunchtimes, responsibility lies with the parent/carer. Pupils are not allowed off the school premises at break time.

At all times, the school develops and expects responsible attitudes and behaviour from its pupils. We cannot be expected to anticipate those rare occasions when pupils act in an irresponsible manner.

### **If you have a concern**

As a school, we provide many different services to many different people. If you wish to raise a concern with regard to any aspect of your son/daughter's education, then your first point of contact will usually be his/her Guidance Teacher and/or House Head. The five House teams will work hard to ensure that your concern is dealt with appropriately. However you may feel you wish your concern to be investigated further and should therefore contact the Head Teacher;

More information on the Local Authority Complaints policy can be accessed through the list shown in Appendix A.

## **Late coming**

Registration is a crucial part of the school day. Not only is it the school's way of ensuring that an accurate record of attendance is kept, but it is the only time in the day when essential administration can be undertaken and important information can be communicated to all our pupils.

Lateness, either to registration, or to class afterwards is disruptive and has a detrimental effect on educational progress. Every instance of late coming is recorded and regular reviews of each pupil's record are carried out. For lateness as a result of dental, optical or medical appointments, a pupil will be accepted at any time into the late book, the entry being "LATE". For lateness as a result of reasons under the control of the pupil e.g. slept in, missed bus etc. a limit is set before which a pupil is late, but after which a pupil is marked absent (unauthorised). Such unauthorised absence is treated in a similar way to truancy in statistical terms. Outside agencies would also view such absences in this light. We hope that attention to this important aspect of attendance encourages everyone to develop a responsible attitude to time keeping.

## **Leaving School**

When a pupil finally leaves school or moves out of the area, the following procedure should be adopted. They should:

- a. Inform their Guidance Teacher.
- b. Obtain a Leaver's Form to be signed by their teachers as they return all books/equipment.
- c. Give the completed Leaving Form to the Guidance Teacher.

We would make a particular request here, that you should encourage your children to return all books, including Library books, when they leave, so that their fellow pupils may have the future use of them.

## **Lockers**

For the convenience of pupils we have lockers available for hire. See main office for details and application form.

We emphasise the desirability of hiring a locker, since regrettably the school cannot accept responsibility for loss of property.

In certain exceptional circumstances, the school may require that a locker be opened in order to examine the contents. The following procedure will apply:

- The pupil will be asked to open the locker in the presence of at least 2 members of staff.
- If a pupil refuses, a member of staff may then open the locker in the presence of the pupil and at least one other member of staff.

- In the absence of the pupil, the locker may be opened in the presence of another member of staff. This only applies if there is an immediate need and every effort has been made to contact the pupil.
- Any item removed from the locker will be held securely pending further action.
- Once a search has been completed the locker will be secured immediately.

Please note that due to physical constraints, there are not enough lockers for every pupil to have one.

## Lost Property

Pupils can help to avoid confusion by labelling appropriate property such as clothing for easy identification. Lost and found items should be taken directly to Lost Property in Reprographics.

Pupils are advised not to bring valuables such as iPads, electronic games, iPods etc. to school and the school will not be held responsible if pupils choose to ignore this.

All pupils are responsible for their own property and the school cannot accept responsibility for bags left unattended.

## Meals and Packed Lunches

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

A variety of snacks and refreshments is available from 10.45am to the end of lunchtime from the school meals' service.



For those who wish to use the meals' service a varied menu of full meals and a cafeteria service are available at moderate cost. We consider them to be good value and highly recommend them.

Seating is available in the pupil social areas and in the canteen for pupils who wish to bring their own packed lunches. Soft drinks can be purchased through the cafeteria and from the vending machines. Pupils should remember to bring correct change.

Pupils are not permitted to bring items such as burgers, chips etc which they have purchased in the town, back onto school grounds.



### *Free School Meals*

If you think your household income may mean your child is eligible for free school lunches, then refer to Appendix A to access information and a claim form from The Moray Council. Application forms are also available from the school.

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

### **Pupil Use of Internet and E-mail**

Moray school networks are provided for pupils to do school related work, including research and communication with others. For Internet access, parental permission is required. Pupil use of the Internet is closely monitored and misuse or abuse of the Internet may result in access being withdrawn and other actions being taken.

### **School Transport**

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if this is their local catchment school. Door-to-door transport is not guaranteed. Children living outwith the zone are not entitled to transport. To claim entitlement, please refer to Appendix A for information on how to request an application.

Free bus passes are obtained through the school, but if lost, a replacement charge is levied by the Public Transport Unit. FINDHORN, KINLOSS and ALVES pupils involved in extra-curricular activities obtain a permit at the Academy, which extends their free bus ticket to 6.30 pm.

### **Special Examination Arrangements**

The Scottish Qualifications Authority (SQA) and Moray Council are keen to ensure that all pupils with Specific Learning Difficulties (e.g. Dyslexia) receive appropriate support in their SQA Examinations. The exact nature of this help depends upon individual circumstances. Commonly, however, pupils may receive assistance such as:

- Extra times for examinations.
- Use of a "scribe".
- Use of a "reader".
- Access to appropriate word processors/spell checkers etc.

### **Forres Academy Enrichment Fund**

The Forres Academy Enrichment Fund established in 1988 by Lord Laing of Dunphail, and supported by friends and parents of the school, now provides money annually from interest on the capital sum invested. Depending on the rate of interest, between £7000 and £9000 per annum may be available. This cash supports and increases opportunities for all pupils in a large variety of ways neither funded, nor likely to be funded by the Council and may provide assistance for school trips for those young people who otherwise may not be able to participate.

The success of the scheme depends on parents, former pupils, local employers and everyone else concerned about the quality of educational experience given in Forres Academy. For all those who wish to help, a donation can be made any time for any amount. However, a request for donations is issued to parents annually which we hope you will support. Every £1 counts and goes directly into funding the extra-curricular life of the school.

Donations should be sent to:

The Secretary  
Forres Academy Enrichment Fund  
Forres Academy  
Burdtyard Road  
Forres  
IV36 1FG



## ATTAINMENT 2014 – 15

It should be noted that differences between the assessment arrangements for the new National Qualifications (at National 3, 4 and 5 levels), compared with the previous Standard Grade qualification means that the 2014 and earlier years' data is not directly comparable. Also young people in Moray now study 5-6 courses in S4 compared with 8-9 previously.

Once again our examination results this year were very good. As Table 1 shows the percentage of students gaining 5+ National 5 awards was 39% which is above the Moray average. 17 pupils gained all 'A' grade awards in all of their 6 National 5 qualifications.

**Table 1**

**S4 Results**

Award	2014	2015
1+ N5	81%	76%
Authority	79%	79%
3+ N5	59%	60%
Authority	52%	56%
5+ N5	38%	39%
Authority	32%	34%

In 2015 standards of attainment in SQA examinations were very good overall. The percentage of young people attaining 3+ and 5+ awards at Level 6 in S5 and 5+ Level 6 and 1+ Level 7 awards in S6 was above Moray and virtual comparator averages. The percentage of young people attaining 1+ award at Level 6 in S5 and 1+ and 3+ Level 6 awards in S6 was also above the Moray average.

**Table 2**

**S5 Results**

Award	2010	2011	2012	2013	2014	2015
1+ Higher	52%	51%	53%	52%	54%	57%
Authority	45%	44%	47%	49%	50%	52%
3+ Higher	31%	27%	34%	37%	38%	42%
Authority	25%	23%	26%	28%	29%	30%
5+ Higher	10%	12%	16%	18%	19%	20%
Authority	9%	11%	11%	11%	14%	14%

**Table 3**

**S6 Results**

Award	2014	2015
1+ Higher	60%	63%
Authority	55%	57%
3+ Higher	48%	46%
Authority	39%	37%
5+ Higher	38%	37%
Authority	27%	27%
1+ AH	25%	27%
Authority	18%	20%

Further information can be found at: [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)



## APPENDIX A

**Contact:** The Moray Council, Education and Social Care    **Address:** Council Office, High Street, Elgin IV30 1BX    **Website:** [www.moray.gov.uk](http://www.moray.gov.uk)  
**Telephone:** 01343 563374    **Fax:** 01343 563990    **Email:** [educationandsocialcare@moray.gov.uk](mailto:educationandsocialcare@moray.gov.uk)    **Hours:** 8.45am - 5.00pm Monday to Friday

Revised 19/11/2015

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	<a href="http://www.moray.gov.uk/moray_standard/page_42597.html">http://www.moray.gov.uk/moray_standard/page_42597.html</a>
Additional Support for Learning	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">http://www.moray.gov.uk/moray_standard/page_42567.html</a>
Admission to Primary School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_52987.html">http://www.moray.gov.uk/moray_standard/page_52987.html</a>
Adverse Weather Procedures	Local school or 01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_53021.html">http://www.moray.gov.uk/moray_standard/page_53021.html</a> <a href="http://schoolclosures.moray.gov.uk/">http://schoolclosures.moray.gov.uk/</a> <a href="http://www.moray.gov.uk/moray_standard/page_40560.html">http://www.moray.gov.uk/moray_standard/page_40560.html</a>
After School Clubs	01343 563374	<a href="http://www.moray.gov.uk/moray_services/page_44889.html">http://www.moray.gov.uk/moray_services/page_44889.html</a>
Armed Forces Families Information	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">http://www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">http://www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">http://www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	01343 563374	<a href="https://www.scottishfamilies.gov.uk/">https://www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">http://www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	01343 563900 03457 565656 (out of hours) 101 (Police Scotland)	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">http://www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	01343 563144	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">http://www.moray.gov.uk/moray_standard/page_55486.html</a>

Moray Council A-Z	Telephone:	Web page address:
Community Care	01343 563999	<a href="http://www.moray.gov.uk/moray_standard/page_77362.html">http://www.moray.gov.uk/moray_standard/page_77362.html</a>
Community Learning & Development	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_39860.html">http://www.moray.gov.uk/moray_standard/page_39860.html</a>
Curriculum for Excellence	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_76320.html">http://www.moray.gov.uk/moray_standard/page_76320.html</a>
Data Protection	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">http://www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">http://www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability Discrimination	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">http://www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">http://www.moray.gov.uk/moray_standard/page_42682.html</a>
<b>Education and Social Care</b>	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43612.html">http://www.moray.gov.uk/moray_standard/page_43612.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_2069.html">http://www.moray.gov.uk/moray_standard/page_2069.html</a>
Education Maintenance Allowance	01343 563338	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">http://www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">http://www.moray.gov.uk/moray_standard/page_53001.html</a>
Free School Meals	Local school	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">http://www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">http://www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_76320.html">http://www.moray.gov.uk/moray_standard/page_76320.html</a>
Information for Parents and Carers Leaflets	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42708.html">http://www.moray.gov.uk/moray_standard/page_42708.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_47236.html">http://www.moray.gov.uk/moray_standard/page_47236.html</a>
Instrumental Instruction	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">http://www.moray.gov.uk/moray_standard/page_53005.html</a>
Notes for Parents and Carers booklet	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42708.html">http://www.moray.gov.uk/moray_standard/page_42708.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_47236.html">http://www.moray.gov.uk/moray_standard/page_47236.html</a>

Moray Council A-Z	Telephone:	Web page address:
Learning and Education	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_44028.html">http://www.moray.gov.uk/moray_standard/page_44028.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_76320.html">http://www.moray.gov.uk/moray_standard/page_76320.html</a>
Libraries & Information Services	01343 562600	<a href="http://www.moray.gov.uk/moray_standard/page_1472.html">http://www.moray.gov.uk/moray_standard/page_1472.html</a>
Museums Service	01309 673701	<a href="http://www.moray.gov.uk/moray_standard/page_572.html">http://www.moray.gov.uk/moray_standard/page_572.html</a>
Parental Involvement & Parent Councils	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55068.html">http://www.moray.gov.uk/moray_standard/page_55068.html</a>
Placing Requests	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">http://www.moray.gov.uk/moray_standard/page_49601.html</a>
Pre-School Education	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">http://www.moray.gov.uk/moray_standard/page_42682.html</a>
Racial Equality	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Catchment Areas	01343 563374	<a href="http://findmynearest.moray.gov.uk/my_moray.php?pcode">http://findmynearest.moray.gov.uk/my_moray.php?pcode</a>
School Contact Details	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55590.html">http://www.moray.gov.uk/moray_standard/page_55590.html</a>
School Information Line	0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	<a href="http://www.moray.gov.uk/moray_standard/page_40560.html">http://www.moray.gov.uk/moray_standard/page_40560.html</a>
School Meals	01343 557086	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">http://www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">http://www.moray.gov.uk/moray_standard/page_55829.html</a>
Sports Facilities	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_2237.html">http://www.moray.gov.uk/moray_standard/page_2237.html</a>
Swimming Pools	01542 882222	<a href="http://www.moray.gov.uk/moray_standard/page_74674.html">http://www.moray.gov.uk/moray_standard/page_74674.html</a>
Transport (Pupils)	0300 123 4565	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">http://www.moray.gov.uk/moray_standard/page_1680.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_47797.html">http://www.moray.gov.uk/moray_standard/page_47797.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_56922.html">http://www.moray.gov.uk/moray_standard/page_56922.html</a>
Travelling People	0300 123 4566	<a href="http://www.moray.gov.uk/moray_services/page_40313.html">http://www.moray.gov.uk/moray_services/page_40313.html</a>



# Standards and Quality Report Session 2013 -14



*Amy Tulloch Senior Dux and  
Calum Noel Junior Dux*



*Pupils with their Art work  
which was displayed in the  
Athletes' Village at the  
Commonwealth Games*

Dear Parent/Carer

Every year we make major decisions about our school to try and ensure that we are continually improving the education we provide for all our young people. This is summarised in our school improvement plan. We make these decisions based on information we have gathered from parents, pupils, teachers, the Local Authority and members of the wider community. Our full improvement plan is available from the school office or from our website ([www.forresacademy.org.uk](http://www.forresacademy.org.uk)).

This leaflet is designed to provide a summary of information about our school's progress over the last year. In particular:

## Continuous Improvement

Progress with our school improvement priorities 2013-14

Our School Improvement agenda 2014-15

## Successes and Achievements

Details of achievements of our pupils both as individuals and through collective endeavours

I hope you enjoy reading about our progress, achievements and future plans for Forres Academy and that our excellent weekly coverage from our FANG (Forres Academy News Group) in the local press and on our website, have kept you up-to-date with the life and work of the school during session 2013-14.

## Continuous Improvement:

Our staff and pupils have been actively involved in a process of continually improving what we do. We have all been learning our way through major change but moreover we have been taking more control over the direction in which we want our school to go. Building the capacity to continually improve what we are doing for our young people has been a major focus for staff this year with planned continuous professional development opportunities in school as well as with colleagues across the Authority and Scotland. This has led to innovative additions to the curriculum as well as increased choice and flexibility for our young people. It has also led to increased partnership working, building trust and support with the wide variety of people with whom we work. Being able to confidently meet the challenges we face requires our pupils and staff to have the desire to achieve, to be flexible, bold and creative. We need to know what we are doing well as well as the areas we need to improve. This year our approaches to this have changed and as a result we believe we are in a stronger position to continually build on what we are doing successfully and thus ensure sustainable improvement for our students. How?

- All departments have a clear improvement plan which is decided following review meetings and based on a variety of data including observations, focus groups with students as well as assessment and achievement information. This is reviewed during the session.
- Whole school observations of lessons.
- Whole school programme of shadowing students for a day.
- Focus group discussions with students from all year groups. Pupil Forum working groups.
- Feedback from parent focus groups
- Effective use of staff meetings to discuss our key improvement priorities.
- Involvement in key strategic improvement groups at school, local authority and national level
- Increased staff ownership of curriculum developments, in particular focussing on progression through S1 -3 and ensuring a good transition to the senior phase of the S4-6 curriculum.



Below is a brief summary of our progress last session and our improvement priorities for session 2014 - 15.

## Improving the Curriculum

We have continued to review and improve our curriculum, particularly focusing on the new National 4, 5 and 6 courses. In fourth year we offered a wide range of new courses, increasing the choice given to students. We are now more confident in our ability to meet the wide range of needs of our students in S4 so they can progress to reach their potential. We have also been developing new Higher courses some of which have been offered from June 2014. Finally, we have also started a review of our S1-3 curriculum to ensure all pupils have access to the full range of experiences covered in the broad general education. As part of our evaluation we focused on how well we provided appropriate progression for all our young people.

- ◆ All subject departments have developed appropriate progression pathways into the senior phase (S4-6). These are based on National 4 & 5 SQA arrangements. S4 pupils sat National 5 examinations and National 4 assessments in all courses this year. Feedback from students was reassuring stating they felt well prepared for their examinations. Extensive development work and appropriately judged moderation work completed by staff over the year has been rewarded by our very good examination results.
- ◆ The senior timetable has been reviewed with increased choice and flexibility in terms of pupil pathways. More students can access courses and work experience through partnerships with Moray and Inverness Colleges UHL, local businesses etc.
- ◆ Our new wider achievement programme in S4 will continue next year and indeed will be extended to include further choice. This has allowed us to increase the breadth of the new S4 curriculum. Pupils received recognised SQA awards in most of these courses this year.
- ◆ As a result of classroom observations and pupil focus groups, it is clear that all new S1-3 courses provide a broad range of experiences which are relevant and allow pupils to enjoy their learning. Further planning will focus on ensuring that all students are challenged and can progress at an appropriate pace.
- ◆ Joint working continues with our primary school colleagues to support curriculum development. Our Literacy, Numeracy and Health and Wellbeing co-ordinators have contributed to a joint resource to share an understanding of standards of work across different subjects. We have also improved our joint working across Modern Languages and will be embarking on a joint project in Science.



*Pupils who have successfully had their poems published in a National Anthology*

## Improving attainment and achievement through high quality learning and teaching

Our continued focus on monitoring and tracking students' progress has seen improved capacity as a school to support our learners in achieving success with their learning. We continue to provide students with a positive learning environment in their classrooms. Staff confidence and capacity to deliver effective learning and teaching has been supported and further improved.

- ◆ All departments have supported students with their S3 Profiles by ensuring all pupils are involved in reviewing their learning and setting meaningful next steps so they can progress further.
- ◆ Developments to our profiling processes over the last year have further supported our young people to think about how they learn, to be more resilient and more motivated. The transition from S3 – 4 is very important and we want to make sure students are more actively involved in their own progress. We will therefore continue to provide one dedicated period per week to support students in S3 with their learning.
- ◆ Our whole school approach to tracking pupil progress, setting targets with pupils and mentoring some pupils has been further developed. Joint working with primary colleagues has allowed us to enhance our transfer of attainment and achievement data from P7. We have successfully implemented our Driving Attainment programme this year to all S5/6 students. This included setting targets as well as monitoring progress. Attainment and achievement has increased and parent/student feedback has been very positive. All staff have been trained in using a new tracking system called 'On track with learning' with two departments piloting this for the Authority last session.
- ◆ We have agreed areas for development and implementation next year to ensure a more consistent approach to recognising and celebrating the success and achievement of our pupils.
- ◆ We agreed a common format for all P7 Profiles so we are now able to build on the very useful information from our new S1 students. This will improve our tracking of progress from S1 onwards.
- ◆ We have improved our approaches of communication with parents by introducing a variety of methods such as expanding and up-dating our school website, introducing more information evenings, holding parent focus groups at parent evenings as well as changing the format of parents' meetings with Guidance staff.
- ◆ New business links have been established with Accunostics and Atos and several departments have enhanced their courses as a result of such partnership working. We have also been able to enhance induction activities for our S5 students this year.
- ◆ We continue to see an increase in the percentage of our pupils moving onto positive destinations after leaving Forres Academy. Figures also showed an increase in **sustained** positive destinations for our leavers after a year from leaving school.

## Leading improvement and building capacity

- ♦ Staff have been engaged in the working life of the school through opportunities for discussion, consultation and planned collegiate activities which promote distributed leadership. Working groups have played a significant role in moving forward our improvement priorities.
- ♦ To allow staff to become more confident in being able to meet their development needs we set out a programme of relevant professional development opportunities which allowed us as a school to target support more effectively. Positive staff feedback clearly shows that our training opportunities have been beneficial and have allowed much welcomed collegiate working.
- ♦ Senior students' roles and responsibilities allow them to make a more effective contribution to the school. Our S5 induction programme has been further enhanced through our partnership working with a local business and other agencies.
- ♦ Leaders at all levels have clear roles and responsibilities in quality improvement as part of our revised self-evaluation policy and procedures. Through the pupil forum, focus groups, classroom visits, departmental audits as well as our work with our partners in the local and wider community we have an accurate picture of how well we are doing as a school and what we need to do to improve.
- ♦ Monitoring procedures have been improved for absences, late-coming and dress code. Our new dress code has been successfully implemented.



Mount Dora  
Exchange  
Students

## What are we going to do now?

In order to continue to improve provision for our learners we need to continue to focus on the following:

### Improve the curriculum

- Continue to develop and review National 3 – 6 courses to ensure we meet the needs of all learners.
- Finalise any changes to our S1-3 curriculum for session 2015 -16 based on feedback from our review.
- Build on the good work in Literacy, Numeracy and Health and Wellbeing in partnership with our Primary colleagues as well as across curricular areas.
- Review options offered in the senior phase of our curriculum. Offer a wider range of SQA awards and flexible pathways in learning which will involve continued effective partnership working.

### Improve learners' success and achievement

- A more consistent approach to ensuring high levels of intellectual challenge will be supported.
- Students will be more actively involved in how to improve their learning.
- A whole school approach to recognising achievement will be finalised to ensure pupils are motivated to reach their potential and their success is celebrated.
- An effective tracking and monitoring system S1 – S3 will be developed across the school.
- A range of professional opportunities will focus on supporting students to demonstrate high aspirations in their positive approach to coursework, attainment, attendance and behaviour.

### Improve our leadership at all levels.

- We will 'open up learning' through a school approach to learning visits which will further build on robust self-evaluation procedures so we are confident about how well we are doing and clear about what we need to do next to continually improve.
- Focus support provided to staff through joint professional learning opportunities including our in-house training programmes and professional learning communities.
- Increase the opportunities for our young people to be more involved in making decisions about the life and work of the school.

## SQA Examination Results

Once again our examination results this year were very good. The percentage of students gaining 5+ National 5 awards was 38% and 53 % of our students gained 5+ National 4 awards. Both are above the Moray average. 17 pupils gained all 'A' grade awards in all of their 6 National 5 qualifications.

Our Higher Grade awards were also very good and the best for the past 6 years. The percentage of students gaining 1+, 3 + and 5+ Higher Grade awards all increased with 54%, 38% and 19% respectively. These are well above the Local Authority average. Our Advanced Higher awards rose significantly with 25% gaining 1 + Advanced Higher award. Again this is significantly above the Local Authority average.

Six students gained 5 A grade awards in their Higher Grade examinations – Nathan Gibb, James Hanton, Chloe Hetherington, Caitlin O'Neill, Samantha Ross and Amy Tulloch. Miriam Scott, also in S5, achieved 4 A's at Higher and an A at Advanced Higher Music.



Culbin House - winners of the House  
Trophy at our annual Sports day

## Charity and Aid Work

- £2455 –Cash for Kids
- £1330 –FLAG Malawi
- £333 – Fil-Scot Foundation (Philippines)
- £251 –Freedom4kids
- £605 – Mount Dora Association
- £152 – Sports Relief



## Some examples of our achievements during session 2013-14 are shown below:

### Individual Successes

- Eliza Bonsall and Andrew Barr were selected to be our Young Ambassadors for sport for this session. Jake Carpenter, Robert Fraser and Kathryn Barr were selected for the Lead 2014 Roles.
- Andrew and Kathryn Barr were both selected for Scottish and UK Orienteering Selection. Andrew was winner of the sportMoray Junior Award in November 2013. They have recently been selected for the GB Team at the European Youth Orienteering Championships.
- Gillies Munro has been selected for the Youth GBR Squad for sailing with a ranking of 2nd in GB for him and his team mate past student Daniel Harris. Competing Internationally in 2013 – 2014 with great success. Winners of the sportMoray Junior Team Award in November 2013.
- Carrine Taylor won the North of Scotland Girls Golf Championships.
- Natasha Burge, Megan Davies, Ronan Macfarlane, Stewart Maclean, Eliza Bonsall and Vaila Hornsby completed their Able Crew Award on the Moray Gig –
- Eilidh McRitchie and Callum McBeath represented Moray at the Scottish Schools Individual Swimming Championships. Eilidh – 11th in Scotland for 50m Breaststroke and Callum 3rd in Scotland for two Breaststroke events.
- Moray Secondary School Cross Country - Gold medallists – Lucy Massie, Fraser Scott, Anna Macfadyen, Owen Paterson. Silver medallists – Johnstone MacPherson-Stewart, Eliza Bonsall. Bronze medallists – Harry Hurst, Lauren Hanton.
- Moray Secondary Schools Tennis Championships - Forres Academy players Matthew Douglas S1/2 age group and Orla Oates S3/4 group took gold medal position with Jamie Riddick S1/2 taking silver position.
- A number of our pupils had success with Badminton at the Crombie Single's League; Erin Carpenter winner of U14; Erin Chase runner up of U14; Orla Oates runner up of U16; Jack Tregellas Runner up of U19. Additional success came at the Highland Tournament with Erin Chase winner of U15 singles and winner of U15 mixed doubles. Orla Oates runner up of U15 singles; Erin Chase and Erin Carpenter winners of U15 girls doubles; Jack Tregellas runner up of U19 and winner of U19 boys doubles.
- Alex Allan, Kirsty MacBeath, Katie Miller and Rachel Fraser completed their NPLQ prior to volunteering for Pool Side Lifeguarding for the School's Early Morning Swimming Club.
- Anna Macfadyen also won silver at the North of Scotland Cross Country.
- Fraser Scott, Catherine Ellis, Lawrence Clark, Eliza Bonsall, Vaila Hornsby represented GB in the Atlantic Seamanship Challenge in Brittany through their involvement with the Moray Gig.
- Lucy Massie competed at the Scottish Schools Indoor 800m coming home 6th in Scotland.
- This year our Rotary Young Musician was Miriam Scott and Rotary Young Chef was Hannah Linfoot.

- Two pupils reached the Scottish Schools Athletics Finals for their respective disciplines – Lucy Massie and Fraser Scott
- Orla Oates and Matthew Douglas took Gold Medals at the Moray Secondary School Tennis Championships.
- 4 Senior pupils – Sarah Rodway Swanson, Billy Gregory, Callum Smart and Dominic Walker successfully completed a Leadership Qualification after school using Archery.
- Moray Secondary Golf Championships, individual winners from Forres Academy – Katie Miller Girls Handicap Shield, Jake Carpenter Boys Scratch Shield and Tom Bell taking Bronze scratch position.
- North of Scotland Track and Field Championships – Forres Academy pupils were successful in winning 3 Gold Lucy Massie (800m – championship best performance), Fraser Scott (400m) and Hannah Rogan (Long Jump), 3 silver Anna MacFadyen (1500m), Ellie Stone (100m) and Aiden Ferry (1500m), and 3 Bronze Fraser Scott (400m), Finlay Donegon (High Jump + 100m). The team also took three 4<sup>th</sup> placings and achieved 8 personal bests.

**Duke of Edinburgh Awards** – over 40 pupils participated in the Duke of Edinburgh Awards at Bronze, Silver and Gold levels with over 30 pupils aiming for the Gold award.

**Young Enterprise Scotland** – 17 students participated in the Young Enterprise Scotland scheme this year and all passed their exam receiving the Strathclyde Business School certificate.

**Scottish Mathematics Challenge** – Calum Noel in S4 and Jack Noel in S1 gained a Gold and Matthew Douglas received a Bronze award.

**Senior level UK Mathematics Challenge** – 26 pupils sat this and 2 pupils received Silver awards and 7 Bronze awards.

### Team Successes

- ♦ The Badaguish Challenge Shield was retained for a second year by the Forres Academy Team.
- ♦ Forres Academy U19 Badminton Team represented Moray at the Scottish Schools Badminton Team Event and came 3rd in Scotland with only 50% of the team playing in the age category.
- ♦ Forres Academy Badminton 'Crombie B League' team retained the cup for a second year.
- ♦ Forres Academy was given the Best Overall Secondary School at the Moray Schools Orienteering Event.
- ♦ Forres Academy Swim team won 11 golds, 11 silver and 3 bronze medals at the Moray Secondary Schools Time Trials.
- ♦ Moray Secondary Schools Cross Country Event saw Forres Academy S3/4 boys, S5/6 girls and S5/6 boys winning their respective Team Shields
- ♦ Forres Academy Curling Team won the Moray draws to go on to represent Moray at the Scottish Schools.
- ♦ Forres Academy senior boys and girls teams won Team Gold for the North of Scotland Cross Country event.
- ♦ Forres Academy U16's Rugby Team won the 7's Garioch Shield and Moray Cup during the season.
- ♦ Moray Secondary Schools Golf Championships Team Shield won by Forres Academy.
- ♦ Forres Academy Badminton A Team took silver position in the Crombie League.
- ♦ Forres Academy swimming squad took top school position in the Moray Time Trials.