

IRVINE ROYAL ACADEMY



Going for **Gold!**

A University of Glasgow Partner School

SCHOOL PROSPECTUS 2013

Introduction by the Headteacher

It is my pleasure to write the introduction to this year's handbook.

At Irvine Royal Academy we are pleased to be the 'Town's School'. There has been an Academy in Irvine for many hundreds of years and we are proud to be the inheritors of the name of the Royal Academy.

Our school is at the forefront of curricular change. Increased flexibility means that we can offer courses and options more suited to our students.

Irvine Royal Academy has a large number of talented pupils who succeed on the local, national and international scene in academic, sporting, artistic and musical activities, parents and carers will find details of this in the handbook.

Our Skills Centre initiative greatly increases the amount of vocational training available to pupils. We are one of only 10 schools in Scotland to offer courses on mandarin Chinese and we are building strong links with schools in Tianjin, near Beijing.

We are a partner school of the University of Glasgow and students and staff are already benefitting from this link.

Irvine Royal Academy is an exciting school to be in. We value the traditions of the past whilst looking to the future to ensure the best possible education for all of our pupils.

The improvements we have been making to our school have attracted national attention and been the focus of positive media articles and film pieces.

I hope parents and carers find the information in this handbook useful. Do not hesitate to contact us if you require any more detail.

ST Mackie

S T Mackie
Head Teacher

Irvine Royal Academy - School Aims

Vision, Values and Ethos

The vision for our school is:

A school where effective teaching, contributes to building a successful learning community, in which no pupil is left behind and all are supported to achieve their potential.

It is a school where the four Scottish values of wisdom, integrity, compassion and justice are encouraged, developed and upheld.

WISDOM

Open Minded
Creative
Enthusiastic
Motivated

INTEGRITY

High Expectations
Working Together
Positive Approach

COMPASSION

Friendly
Supportive
Cooperative

JUSTICE

Safe
Fair
Respectful

Our learning community is based on five core values which aim to develop responsible citizenship with an awareness of the world we live in.

Honesty Fairness Inclusion Respect Hard Work

Thus enabling every child and young person to become a **successful learner**, a **confident individual**, a **responsible citizen** and an **effective contributor** to society.

North Ayrshire Council Educational Services Aims

Our Overall Aim

To work in a sustainable way with our partners to build a better North Ayrshire in which all citizens can participate, learn and contribute to the community.

Our Values

- Excellence
- Openness
- Respect
- Inclusion
- Equity

Our Priorities

- Increasing Educational attainment and achievement.
- Developing confident individuals, responsible citizens, effective contributors and successful learners.
- Increasing the number of young people moving to positive post-school destinations.
- Promoting better health and more physical activity.
- Reducing disadvantage and promoting equality.
- Empowering community through participation in cultural and lifelong learning.
- Supporting the professional development of staff.
- Providing high quality facilities making best use of resources.

School Information

Irvine Royal Academy is a 6-year secondary comprehensive school, co-educational and non-denominational, with a capacity of 1250. Accommodation includes:-

- Specialist rooms fully equipped with networked computers used by Administration Business, Computing, Media and Digital Media classes
- IT suites equipped to support work in English, Maths, Technical Education, Modern Languages and Social Studies..
- Games Hall, 2 gymnasias, table tennis area and a fitness suite.
- All-weather pitch.
- Science labs including one equipped with networked computers.
- Specialised rooms for Art & Design, Home Economics, Music and Technical.
- Construction suite for brick laying and plumbing trades
- New state-of-the-art *professional* teaching kitchen
- General classrooms used by English, Maths, Modern Languages and Social Subjects.
- Small rooms used by Pupil Support.
- Assembly Hall fitted with a large stage.
- Library with a wide range of books, careers information and computers linked to the school network.
- Three Dining Halls.

In addition there are a range of offices to meet the needs of the senior staff, guidance team and administrative and finance team.

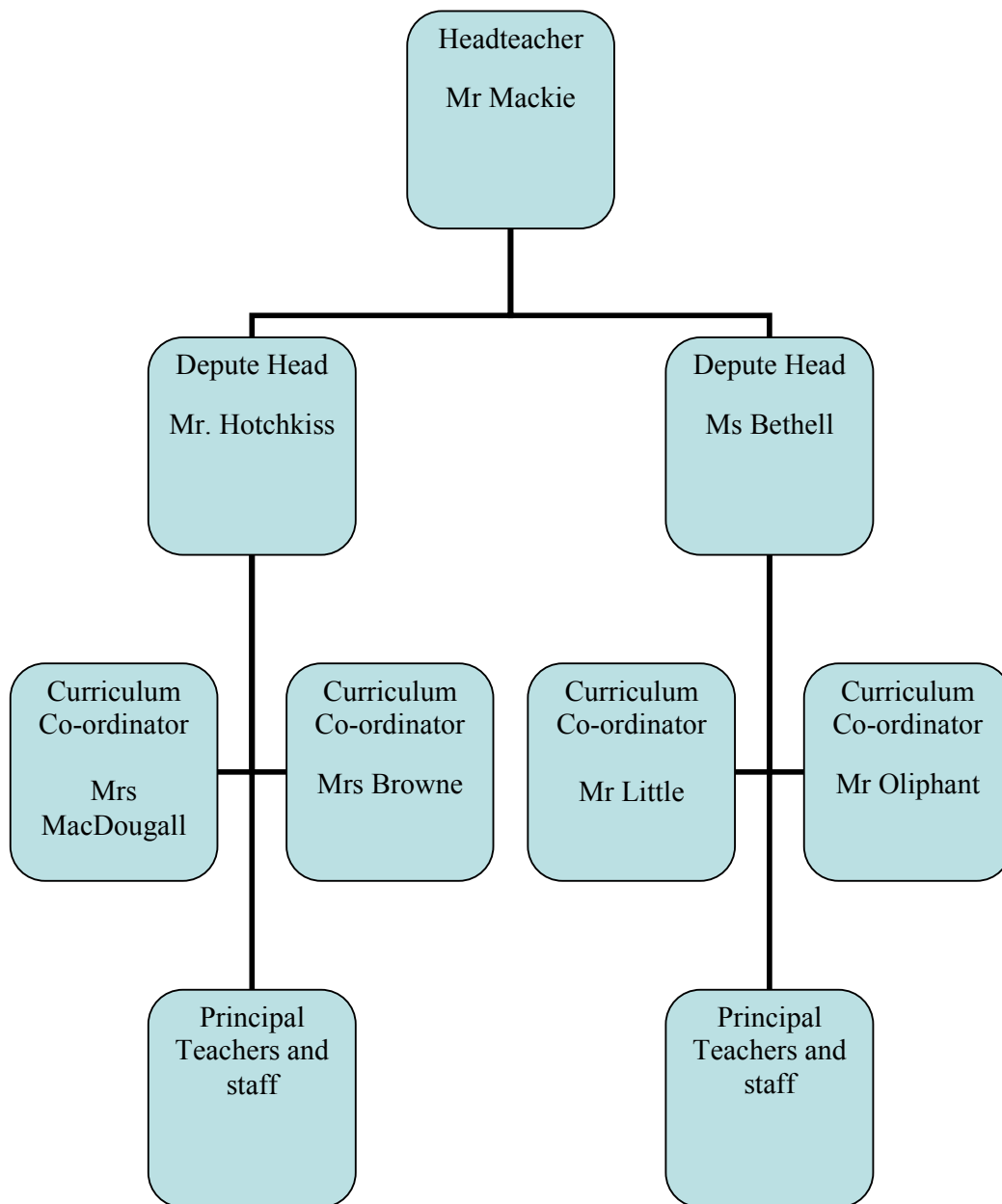
The entire school is wired to allow computers to be networked and in turn access the internet. The school is designed to allow access to all parts of the building for those who are physically impaired. This includes a lift serving all floors, a series of ramps and a covered walkway. In addition there is a disabled toilet facility.

Several local firms and organisations also use the premises for social and recreational purposes. All enquiries about evening or weekend lets should be made directly to North Ayrshire Council, Community Facilities, Cunninghame House, 4th Floor, Irvine KA12 8EE.

The school also has links with the community through its Work Experience and Young Enterprise initiatives and through its contacts with such organisations as the Incorporated Trades, the Carters' Society, the Rotary Club, the Harbour Arts Centre and local churches and clergy. School news is published weekly in both local newspapers.

STAFF

Management Structure



SCHOOL ADDRESS

Irvine Royal Academy
Kilwinning Road
IRVINE
KA12 8SJ

SCHOOL TELEPHONE NUMBERS Irvine (01294) 278756

Irvine (01294) 278757
Pupil absence line Irvine (01294) 276659

SCHOOL ROLL (at September 2012)

S1 - 88, S2 -98, S3 - 109, S4 -119, S5 - 85, S6 -72
(TOTAL 571)

LIKELY INTAKE (S1) FOR NEXT 4 YEARS

2013 -93, 2014 - 98, 2015 - 96, 2016 - 111

ASSOCIATED COMMUNITY SCHOOLS CLUSTER

Annick P S
Bensley Rise
Girdle Toll
Tel: 211654

Castlepark P S
Carron Place
Castlepark
Tel: 279764

John Galt P S
Tollerton Drive
IRVINE
Tel: 279487

Loudoun-Montgomery PS
Ayr Road
IRVINE
Tel: 279031

Woodlands P S
Woodlands Avenue
IRVINE
Tel: 279532

Haysholm School
Bank Street
IRVINE
Tel 272481

The Senior Management Team - Responsibilities

HEAD TEACHER



S Mackie

1. To promote and support a strong ethos of learning, achievement and inclusion throughout the school.
2. To formulate and keep under review the school's aims, values, purposes.
3. To establish and review the school's framework for delegation, consultation and communication.
4. To manage and monitor policy development.
5. To promote and structure effective teamwork and collaboration across the school.
6. To develop productive relationships in the immediate and wider community with a view to maximising the contribution of the school to the life of the community.
7. To build an effective partnership between school and home.
8. To liaise and work with the Parent Council and Parent Forum.
9. To oversee the school planning processes to ensure they remain systematic consistent and focused on improving teaching & learning and raising attainment.
10. To secure the efficient and effective management of school finances, ensuring that spending priorities and the use of financial resources are linked to school planning priorities.
11. To manage staff employment and deployment, ensuring all staff including auxiliary staff, have clearly defined and understood duties.
12. To be responsible for staff CPD.
13. To promote the participation of all staff in policy development, school planning and quality assurance.
14. To draw up, or to lead the processes which result in, the production of the school development plan and the school standards and quality report.
15. To be responsible for encouraging international links.
16. To implement the policies of North Ayrshire Council.
17. To be responsible for S5 & S6 (Year Head).

DEPUTE HEAD TEACHER



F Hotchkiss

1. Deputising for the Head Teacher.
2. Responsible for S1 and S2 (Year Head).
3. Production and maintenance of the school timetable.
4. Staff absence cover.
5. S1 and S2 pupil attendance.
6. Raising Attainment and Data Analysis.
7. Primary/Secondary links including transition events and arrangements.
8. Option process S2
9. School Handbook and Student Planners.
10. Out of school activities and transport.
11. Support and advise staff.
12. All aspects of Health and Safety.
13. Liaison with property Services, contractors, re repairs, adaptations and maintenance of the school building.
14. Manage school property.
15. Responsible for Columba 1400 project
16. Responsible for curriculum planning.

DEPUTE HEAD TEACHER



C Bethell

1. Deputising for the Head Teacher.
2. Responsible for S3 and S4 (Year Head).
3. S3 and S4 pupil attendance.
4. Preparation of reports for parents and carers.
5. Raising Attainment and Data Analysis.
6. Monitoring and Tracking.
7. SQA arrangements.
8. S3 exams, all prelims and SQA examinations.
9. Option process S3 to S4 and S4 to S5/S6.
10. Parents' Evenings.
11. Support and advise staff.
12. Responsible for maintenance of the School Inventory.
13. Responsible for School technicians
14. Confucius links

The Curriculum

The structure of our curriculum is built round the values of the curriculum for Excellence, embracing the design principle of: Pace; Challenge and Enjoyment; Personalisation and Choice; Relevance; Coherence; Skills for Learning Life and Work; and Literacy, Numeracy and Health and Wellbeing across learning.

From S1 to S3, pupils continue to follow the Broad General Education (BGE) that they enjoyed in Primary school. At Irvine Royal, the curriculum areas are taught distinctly, with the periods allocated as follows:

BGE1 - This lasts through all of S1 and until Christmas of S2 with 4 periods of English; 4 periods of mathematics; 4 periods of science; 4 periods of social studies (including business); 3 periods of modern languages (including French, Spanish and Mandarin); 2 periods of technical; 2 periods of music; 2 periods of art; 2 periods of PE; 1 period of HE; 1 period of RE; 1 period of literacy enhancement; 1 period of numeracy enhancement; 1 period of PSE; and 1 period of mentoring. When moving from S1 to S2 the curriculum doesn't change except for 1 of the social studies periods becoming a period of IT. Most pupils in BGE 1 will be undertaking courses at Level 3 of the Curriculum for Excellence, though pupils' individual needs are catered for and progress will be encouraged at an appropriate pace and level for the individual.

BGE 2 starts after New Year of S2. Prior to this, all S2 pupils select which parts of the curriculum areas they are most interested in and wish to explore further. In this way all pupils will continue with science, for example, but can choose to investigate biology, chemistry or physics in more depth. If a pupil has a particular interest in science they are able to study two of these subjects in BGE 2. The other curriculum areas are treated in a similar way. In addition to this, the literacy and numeracy enhancements become two periods of curriculum enhancement where pupils choose a non-traditional subject such as jewellery making, world cinema, Scottish studies or world cinema to name a few. In BGE 2 most pupils will begin to undertake Experiences and Outcomes at level 4 of the Curriculum for Excellence, though again this is tailored to suit the needs of individual pupils.

In S4, May 2013 will see the last Standard Grade exams and S4 intermediate exams. In August 2013, the new S4 will become the first to undertake the new National Qualifications. Each pupil will take English and mathematics with a further four subjects of their choice. Most pupils will study these at National 4 or National 5 level. In addition, pupils will continue with RE and PE and may be able to gain additional qualifications in these. Pupils will also continue with a curriculum enhancement and their PSE and mentoring lessons.

In the senior school, in S5 and S6, young people can choose from a range of courses, including Highers, Intermediate 1 and 2 (in 2013 and 2014) Advanced Highers and vocational courses including in-school provision from James Watt and Kilmarnock college.

CURRICULUM CO-ORDINATORS

The Curriculum for Excellence places greater emphasis on 'joining up' the curriculum.

The expectation not only is that subjects are aware of what others are teaching but that cross-curricular themes are taught across subjects and departments.

In addition Literacy, Numeracy and Health & Wellbeing permeate all aspects of the

curriculum and are the responsibility of all.

This presents new challenges to schools in managing the curriculum.

To meet these challenges in our school we have created four new posts called curriculum co-ordinators. The four teams are as follows.

Arts, Culture & Health - Mr J Little

Maths, Science & Technology - Mr R Oliphant

Language & Society - Vacancy

Pupil Development - Mrs J MacDougall/ Mr G Bryden

Their main task is to facilitate the development of the curriculum along the guidelines of curriculum for excellence. However, they also carry a number of other responsibilities as outlined.

J Little Curriculum Co-ordinator

1. Curriculum Co-ordinator Arts, Culture & Health
2. Principal Teacher Physical Education
3. Principal Teacher Home Economics
4. Health & Wellbeing
5. Cultural/Extra Curricular Events
6. Health Promoting School
7. Homework
8. School Calendar
9. Staff Social Committee
10. I Sea/I Live Projects
11. Press Officer

R Oliphant Curriculum Co-ordinator

1. Curriculum Co-ordinator Maths, Science & Technology
2. Principal Teacher of Maths and Computing
3. Tracking & Monitoring
4. Timetable (back up to Depute Head)
5. Absence Cover (back up to Depute Head)
6. Numeracy across the curriculum
7. Information Communication Technology (ICT)

O Browne Curriculum Co-ordinator

1. Curriculum Co-ordinator of Language and Society Team (English, Modern Language and Social Subjects).
2. Literacy
3. International Education
4. Citizenship
5. Charities
6. Enterprise
7. Eco School
8. Mentoring

J MacDougall/ G Bryden Curriculum Co-ordinator

1. Curriculum Co-ordinator Pupil Development Team
2. Pastoral Care
3. Support for Learning
4. Child Protection
5. PSE
6. Promoting Positive Behaviour
7. JST/IST
8. Looked After Children
9. Classroom Assistants
10. Attendance/Timekeeping
11. Education Support Base

STAFF LIST

CC Curriculum Coordinators

PTG Principal Teacher Guidance

PTS Principal Teacher Subject

ART

Mrs S Stewart (PTS)

Mrs K Reid (maternity leave 2012/2013)

Mr S McMenamin (temporary - covering K Reid maternity)

Mrs D Donaghy

ENGLISH

Mrs Thomson (PTS)

Mrs L Clifford (part-time PTG)

Mrs A M McGowan

Miss A McIntosh

Mr K Dunlop

HOME ECONOMICS

Vacancy

ICT/ BUSINESS

Vacancy

Mr I Jeffrey

MATHEMATICS

Mr R Oliphant (CC & PTS)

Mr A Stevenson (PT Vocational Co-ordinator)

Miss N Currie

Miss L Norwood

Mrs F Cunningham

MODERN LANGUAGES

Miss M McCrae (PTS)

Miss M Pereira (maternity leave 2012/2013)

Mrs V Cunningham

Mrs S Jack

MUSIC

Mrs K Millar (PTS)

Mrs K Clark

PHYSICAL EDUCATION

Mr J Little (CC & PTS)

Mr A MacDonald

Miss C Howie (PTG)

Miss A Munro

Mr G Bryden (PTG)

SCIENCE

Mrs E Murray (PTS) Biology and Chemistry

Mr D Owen Biology (PTG)

Miss K Scott Biology

Mrs J McCaig Biology

Mrs S Denham Chemistry

Mrs C Dunlop Physics

Mr S McAvoy Physics

SOCIAL SUBJECTS

Mrs O Browne (CC and PTS) Modern Studies

Mrs L Nicol History

Miss E Elliott Modern Studies

Mrs K Muir Geography

Mrs J Marwick Religious Education

TECHNICAL

Mr D Love (PTS)

Mr A Hume

Mr J Turnball

CLASSROOM ASSISTANTS

Ms L Sneddon

Miss M Cornelius

Mrs I Robertson

Mrs A Campbell

CLERICAL STAFF

Mrs A MacMaster Area Finance Officer

Mrs P Gribben (Admin Officer)

Mrs E Beattie (DMR)

Mrs C Whyte

Ms W Steele

Mrs M Wilson

Mrs I Hendrie

Mrs M Gemmell

JANITORS

Mr P Houston

Mr T Taggart

LIBRARY

Mrs A McVay

TECHNICIANS

Mr G McClumpha (Senior Technician)

Mr A Atkinson (Technical Technician)

Mr D McAlpine (ICT Technician)

SUPPORT STAFF

Mrs M Wilson (Pupil Welfare Officer)

Mrs C MacKenzie (Home/School Link)

KITCHEN

Mrs N Ralston

MUSIC INSTRUCTORS

Mr P Driver Mrs A Montgomery

Ms A Gunn Mr J Robinson

Ms J Lax Mr G Sharp

Mrs M McFadzean Mr R Watson

The School Day

Monday - Wednesday

0850 - 0940 Period 1
0940 - 1030 Period 2
1030 - 1120 Period 3
1120 - 1135 Interval
1135 - 1225 Period 4
1225 - 1315 Period 5
1315 - 1355 Lunch
1355 - 1445 Period 6
1445 - 1535 Period 7

Thursday & Friday

0850 - 0940 Period 1
0940 - 1030 Period 2
1030 - 1120 Period 3
1120 - 1135 Interval
1135 - 1225 Period 4
1225 - 1315 Period 5
1315 - 1355 Lunch
1355 - 1445 Period 6

The School Year

School Holidays and In-Service Dates 2012/2013

Term 1

Teachers return	Wednesday 15 August 2012
Pupils return	Thursday 16 August 2012
In-Service Day	Monday 17 September 2012
Holiday	Monday 15 October 2012 to Friday 19 October 2012

Term 2

Teachers/pupils return	Monday 22 October 2012
In-Service Day	Thursday 8 November 2012
Local holiday	Friday 9 November 2012
Local holiday	Monday 12 November 2012
Christmas/ New Year	Monday 24 December 2012 to Friday 4 January 2013

Term 3

Teachers/ pupils return	Monday 7 January 2013
Local Holiday	Monday 11 February 2013
Local Holiday	Tuesday 12 February 2013
In-Service Day	Wednesday 13 February 2013
Pupils Return	Thursday 14 February 2013
Easter Holiday	Friday 29 March 2013 to Friday 12 April 2013

Term 4

Teachers/ pupils return	Monday 15 April 2013
In-Service Day	Friday 3 May 2013
May Day	Monday 6 May 2013
Local Holiday	Friday 24 May 2013 and Monday 27 May 2013
School Closes (1.00pm)	Friday 28 June 2013

2013/2014

Term 1

Teachers return	Thursday 15 August 2013
Pupils return	Monday 19 August 2013
In-Service Day	Monday 23 September 2013
Holiday	Monday 14 October 2013 to Friday 18 October 2013

Term 2

Teachers/pupils return	Monday 21 October 2013
Local holiday	Friday 15 November 2013 to
Local holiday	Monday 18 November 2013
Christmas/ New Year	Monday 23 December 2013 to Friday 3 January 2014

Term 3

Teachers/ pupils return	Monday 6 January 2014
Local Holiday	Friday 7 February 2014
Holiday	Monday 10 February 2014

Term 4

In-Service Day	Tuesday 11 February 2014
Pupils Return	Wednesday 12 February 2014
Easter Holiday	Monday 7 April 2014 to Monday 21 April 2014

Term 5

Teachers/ pupils return	Tuesday 22 April 2014
In-Service Day	Friday 2 May 2014
May Day	Monday 5 May 2014
Local Holiday	Monday 26 May 2014
Schools Closed	Monday 30 June 2014 to Thursday 14 August 2014

2014/2015

Teachers return	Friday 15 August 2014
Pupils return	Monday 18 August 2014



Pupils love to organise and get involved with charity fundraising

Primary/Secondary Liaison

Cluster Group Meetings, attended by Head Teachers of all Associated Primary Schools, the Head Teacher of Irvine Royal Academy, the Depute Head Teacher of Irvine Royal Academy with responsibility for Primary Liaison, a member of the Advisory Staff, and other teaching, clerical or Integrated Community School staff as required, are held on a rotational basis in a cluster Primary or Irvine Royal Academy on the last Friday of each month during term time. Issues discussed include pastoral liaison, curricular liaison, management systems and finance.

Cross-curricular work is well established as part of the Curriculum for Excellence strategy. Joint curriculum development will eventually ensure that pupils of Irvine Royal Academy Cluster Group receive a cohesive, continuous and progressive education across all experiences and outcomes of CfE.

Members of subject departments and the Guidance team visit all associated primary schools at various times in the course of the year. Some of these visits will take the form of curricular liaison, in order to progress curricular development and ensure continuity, or to undertake specific projects; others will allow the secondary teachers to observe the primary teachers' course content and methodology, and to teach primary classes; others will take the form of Guidance or Learning Support staff interviewing the class teacher to obtain necessary details of the pupils while their secondary colleagues teach the class, or giving P7 information about Irvine Royal Academy.

A well-established Induction Programme entails Primary 7 pupils visiting Irvine Royal Academy for one day in October or November. During these visits there will be a Parents' Evening for the parents of the P7 pupils. In the last week of the summer term, all P7 pupils spend 2 or 3 days in Irvine Royal Academy, during which time they are arranged in their S1 classes and follow their S1 timetable. On one of the evenings of this Induction Period, a Parents' Evening is held in Irvine Royal Academy to allow parents to meet staff, tour the school, and order or collect items of the school's Code of Dress.

P7 pupils are also involved in other activities within Irvine Royal Academy: at the end of each Physical Education block taught in Primary Schools, a Festival of Sport is held in Irvine Royal Academy; teams from all Associated Primary Schools participate in a relay race on Sports Day; groups of primary pupils are involved in extra-curricular activities such as cross-country, choirs and bands; and a scientific and engineering problem-solving competition is held each year. Extra visits to Irvine Royal Academy are held for more vulnerable pupils.

Other Primary year groups in our cluster are also included in events involving staff from Irvine Royal Academy as they progress through Primary School.

Pupil belongings

It is appreciated that parent/carers and pupils may be distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. Parent/carers should note that the authority does not carry insurance to cover the loss of such items.

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons will have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent/carer. Inappropriate use of text messages and/or photographs whilst in school may be treated as a breach of school discipline or a serious incident which could be referred to the police. There is no insurance cover provided for the loss and or damage of such items.

Enrolment/Transfer

The Head and Depute Head Teachers of Irvine Royal Academy and its associated primaries are available to discuss pupil transfers at any time by arrangement. Parents/carers of pupils attending primary schools not associated with Irvine Royal Academy may make a placing request to have their children enrolled here. The procedure is initiated by contacting the Head Teacher of the primary school who will provide the necessary form.

A parent/carer has the right to choose the secondary school for his or her child. However, under normal circumstances, the choice of a school other than that in the normal catchment area of our associated primaries will involve the parent/carer in meeting transport costs.

Parents/carers of pupils enrolled in Irvine Royal Academy who move to an address outwith our catchment area of our associated primaries may request that their children remain here. Contact should be made with the school as soon as the proposed move is known in order that the school can initiate the correct paperwork. In these circumstances the Authority may not fund any costs incurred in travelling to school.

Partnership with the University of Glasgow

In February 2012, Irvine Royal Academy became an official partner school of the University of Glasgow. This means that student teachers and their lecturers are based in school where they can teach lessons, engage with staff, attend seminars and take part in “learning rounds” - a method of improving understanding of teachers about the practice of teaching.



Cabinet Secretary Michael Russell attended the Partnership launch

This exciting initiative was launched at an event attended by the Cabinet Secretary for Education, Michael Russell and the Principal of Glasgow University, Professor Anton Muscatelli. This initiative includes Primary schools in the Irvine Royal cluster and cooperation with other schools in the Authority, spreading the benefits.



Pupils in Irvine Royal have access to some of the latest thinking in educational practice and also have a daily reminder of the possibility of University as a destination that is open to them. Traditionally fewer pupils from this area go on to Higher Education and our link with Glasgow University helps to make this aspiration more real to those who attend Irvine Royal.

School Transport

(i) General

North Ayrshire Council has a policy of providing free transport to secondary pupils who live more than three miles from their local school by the recognised shortest safe walking route. Parent/carers who consider they are eligible should obtain an application form from the school or Education Offices, Cunninghame House, Irvine. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The appropriate Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

(ii) Pick-up Points

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport.

(iii) Placing Request

North Ayrshire Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

School Dress

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in school in its area. The Council encourages each school to adopt its own code, after discussion with parent/carers, pupils and the Parent Council.

North Ayrshire Council believes that establishing a dress code has many benefits. These include: improvements in safety, security, discipline, and community spirit and a decrease in bullying and in expense for parent/carers.

North Ayrshire Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or discipline.

Types of clothing which will not be allowed include:

- clothes which are a health or safety risk
- clothes which may damage the school building
- clothes which may provoke other pupils
- clothes which are offensive or indecent
- clothes which encourage the use of alcohol or tobacco

The council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

All items of clothing should be clearly labelled with the child's name in case of loss. Following extensive consultation with parents, pupils, staff, associated primary schools and interested local organisations, a Code of Dress for Irvine Royal Academy was devised. This recommends the following:

- black skirt or trousers, worn with:
- school sweatshirt or polo shirt
- white or blue shirt with school tie
- no shorts or trainers, no tracksuit bottoms
- school P.E. top or plain top with plain shorts, a gym skirt or tracksuit bottoms and soft-soled trainers

Ties are available from the school office. Part of the contract signed by S5 and S6 pupils stipulates that items approved by the Code of Dress be worn at all times in school.

Items of the Code of Dress are available via the school office at cost.

In the event of a failure to bring correct PE kit, the PE department will provide clean kit for use by pupils. Pupils will also be expected to change for PE even if they are unable to directly participate. In these circumstances pupils can be used as line judges or scorers, and thus be able in some way to remain as part of the teaching group.

In certain circumstances, persistent refusal to dress appropriately for school may lead to pupils being excluded from certain extra-curricular activities.

Parent/cares receiving Job Seekers allowance or income support, family credit, housing benefit or council tax rebate will normally be entitled to grants for footwear and clothing for their children. Information and application forms may be obtained from schools or from the Education Department, Cunninghame House, Irvine KA12 8EE.

School Meals

The school meals service provides excellent meals in 3 large dining halls. The cafeteria system provides a very wide range of meals and snacks each day.

Special diets are available for pupils who need them on medical grounds.

Pupils who bring packed lunches also use the dining halls.

Irvine Royal Academy operates a non-cash system for the purchase of school meals.

Each pupil receives a 'Young Person National Entitlement Card' carrying his/her name and code number. These cards may be loaded with cash value on machines provided, with the value of each subsequent transaction being automatically deducted. For those receiving free meals (see below), the sum of £1.90 is automatically credited each day; further value can also be added to the card in the normal way. Parents can, on request, receive a print-out of their children's spending on school meals, and the items purchased.

Pupils who forget their Young Person National Entitlement Card will be issued with a slip to allow them to purchase lunch.

Children of parents who receive job seeker's allowance or income support, are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Education Department, Cunninghame House, Irvine KA12 8EE.

Other parent/carers will require to purchase their child's midday meal, including those parents in receipt of family credit. The education authority is no longer permitted to administer discretionary schemes.

Home and School Links

The co-operative working of home and school makes an important contribution to a pupil having a successful career in school. At the core of the co-operative working lies good communication at appropriate times. Some of the communication is in the form of reports and parents' evenings as detailed below. However, throughout the session, parents/guardians can arrange a meeting with the appropriate member of the senior management team or guidance team by contacting the school office (01294 278756) when a suitable appointment time will be agreed.

The school also provides regular information through the weekly school notes in the local newspaper, and Parents' Newsletters. In addition parents/carers are encouraged to attend or seek nomination to the Parent Council.

In special circumstances e.g. prolonged absence, Mrs McKenzie, the school's home link worker will seek to ensure that necessary information or work is provided and where appropriate agreed arrangements between home and school.

Parents' Meetings and Reports

During each school session, certain meetings are held for the parent/carers of particular year groups to attend. Parent/carers will be informed of the dates of these meetings early in the session and should be reminded by letter a week in advance of the agreed date.

Parent Council and Parent Forum

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in their child's education. The main aims of the Act are to:

- help parents become more involved with their child's education and learning
- welcome parents as active participants in the life of the school
- provide easier ways for parents to express their views and wishes

To help achieve these aims, all parent/carers are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school. The objectives of the Parent Council are:

- to work in partnership with staff to create a welcoming school which is inclusive for all parents/carers
- to promote partnership between the school, its pupils and all its parent/carers
- to develop and engage in activities which support the education and welfare of the pupils
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils
- to be involved in the recruitment process for appointing the Head Teacher and Depute Head Teachers of the school

Irvine Royal Academy has a Parent Council:

Members are:-

Chairperson: Mrs P McFetridge

Treasurer: Mrs M Craig

Parent Members: Mrs J Jackson

Mrs B Lawson

Mrs L Kerr

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parent/carers as partners in their children's learning, please contact the school or North Ayrshire Council Educational Services or visit www.parentzone.gov.uk

Homework

The key to every pupil reaching her or his full potential in school depends on good study habits. Study skills, where pupils are shown how to plan their work, will form part of the curriculum for every pupil. An important feature of every study programme will be Homework. Every pupil will receive regular homework. Homework is recognised as making a significant contribution towards pupils fulfilling their potential. It allows consolidation and preparation of classwork, provides the opportunity to develop study skills, develops good habits and self-discipline and encourages ownership and responsibility for learning.

The type and amount of homework will vary from subject to subject and year to year.

The following is a guideline as to what should be expected.

S1 approximately **ONE HOUR** per evening

S2 approximately **ONE HOUR** per evening

S3 and S4 approximately **1-2 HOURS** per evening

S5 and S6 approximately **2 HOURS** per evening

Clearly, homework must involve a partnership between pupils, teachers and parents/carers. To facilitate this, each pupil is issued with a Homework Diary and Planner. This not only provides parent/carers with a homework record but also provides information on progress in each subject. In addition, there are pages which allow pupils to build up a record of activities which they have been involved in. Parent/carers are asked to contribute to the monitoring of progress through discussing the contents with pupils.

One of the important aims of regular homework is to encourage the development of the pupil, and to support them in taking greater responsibility for their own learning as they mature into young adults.

Medical and Health Care

Parents should notify the school of any medical requirements or health issues that their child may have. If medication is required it is better if this can be provided outwith the school day but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements for this. Staff are not obliged to administer medicine.

Parents may request the school to keep medicines which will need to be taken during the school day. These will be kept by Mrs Hendrie until required. Pupils should not carry medicines in school unless in exceptional circumstances agreed by school and parent.

In addition parental consent is required for the administration of painkillers such as paracetamol.

From time to time a pupil may become unwell in the course of the school day. They should inform their class teacher and gain permission to go to the Medical Room where staff will assess the situation as would a prudent parent. If the pupil requires to be sent home a member of the guidance staff or senior management team will authorise it. Before a pupil is allowed to leave the school, the parent or emergency contact will be phoned to inform them of the situation. For this reason, it is important that the school has contact details for parents/carers and an additional contact person in case parents/carers cannot be reached. This information should be updated as required:-

- home address
- home telephone number
- working hours telephone number
- other person(s) to act as an emergency contact giving their
- home address and phone number
- in the event of a serious illness or accident, medical help will be obtained and parents/carers notified immediately.

If a medical appointment is required during the school day, an appointment card or parental letter should be presented to the office` staff in order that an official 'out of school' permission slip can be provided.

In the event of a pupil being temporarily disabled, permission will be given to use the lift until they are fit to resume using the stairs.

School Attendance

All parent/carers of a child of school age have a duty to ensure that their child attends school regularly. Absence from school is recorded in the school register as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone 01294 276659, if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

We also encourage good attendance by awarding certificates to pupils.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parent/carers should inform the school by letter, before going on holiday of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term-time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

If there is no explanation from the child's parents, the absence will be regarded as unauthorised.

The Pupil Welfare Officer will investigate unexplained absence and the authority has the power to write to, interview and seek the prosecution of parents, or refer pupils to the REPORTER TO THE CHILDREN'S PANEL if that is deemed necessary. Under the school's attendance initiative the school may contact parents by phone or text if no contact has been made with the school to explain an absence. We appreciate the support of those parent/carers who do phone the school on the first day of absence and would encourage such calls.

Absence rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on West Sound FM.

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors book, badges and escorts while visitors are within the school building. Normally, anyone calling at the school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

At Irvine Royal Academy, all teaching and non-teaching staff wear their ID card as a means of identification. All adults visiting the school must report to reception to receive a visitor's pass. They must also sign in and sign out. Workmen and van men making deliveries must report to the janitor's office, where they will be required to sign in and sign out.

Parent/carers who have appointments with teaching staff must first report to reception. In the interests of promoting security and reducing vandalism, the school has a closed circuit television system, which is monitored in the janitor's office.

Children Leaving School Premises at Break

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent/carer would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils who are younger than the school leaving age should not be allowed to leave the school grounds at intervals. Parent/carers should encourage their children to follow these rules in the interests of safety. Our policy is stated below.

Arrangements are made, through the provision of the cafeterias, vending machines and 'deli van' for snacks and meals to be available at all breaks. All pupils are, therefore, forbidden to leave the school premises at morning interval; they are also forbidden to leave the school premises at lunchtime, unless they have written permission from their parents. Social areas (the cafeterias for years 1-4, the exhibition area for S5, and the Common Room for S5/6 Prefects) are set aside to provide shelter in inclement weather. There is also an external wet-weather shelter adjacent to the dining halls.

Behaviour and Discipline

For every pupil, a successful career in school is summarised simply in the words “Be good, work hard”. In other words, effective learning is closely dependant on good behaviour. In Irvine Royal Academy in 2005, after consultation with staff, pupils, parents, the Local Authority and other interested parties, and Assertive Discipline policy was adopted, which is in line with National and North Ayrshire guidelines. Under this system, five basic rules are displayed on posters around the school:

- arrive at class on time
- arrive at class prepared to work
- keep hands, feet and hurtful comments to yourself
- listen to and follow the teacher’s instructions
- follow the routines of the class

A clear indicator of classroom and corridor routines to be followed has also been issued to all staff and communicated to all pupils. Each department has added one or two specific rules of its own to suit its own curriculum and methodology. Pupils are taught the Classroom Code and the reasons for its existence. They are also taught the consequences of breaking the rules, ranging from a warning, through isolation in class, isolation in another room, punishment exercises and letters home, to referral to the Senior Management Team for serious offences. When this system is properly embedded, staff and pupils are all aware of the actions to be taken at each stage, and pupils are aware that any consequences are a result of their own choices. Good behaviour is rewarded by, for example, praise, commendations in pupil planners, letters home and through our Promoting Positive Behaviour strategy. It is hoped this positive reinforcement will encourage good behaviour.

If an incident is serious or the routines described previously are not proving successful, a pupil may be excluded from the school for a period of time, usually 1 to 5 days, depending on circumstances. The parent/carer will normally be given an appointment to meet with the Year Head responsible for the year group to discuss the situation and agree a strategy for return to school.

Where considered appropriate it may be agreed to offer a reduced timetable for a period of time to try to establish a pattern of good behaviour prior to returning to a full timetable, if behaviour permits. In addition to the above a pupil may be asked to carry a Support Timetable where teacher comments each period will help guidance staff to monitor progress. Similarly a Target Timetable might be used by the Behaviour Support staff and a Behaviour Timetable by a Year Head. Each timetable in varying degrees is to encourage, support and monitor behaviour progress. If the above strategies are meeting with limited success a pupil may be referred to the school’s Internal Support Team or the Joint Support Team. Here the pupil, parent/carers meet together with representatives from Social Work and Educational Psychology and school staff to try to devise a strategy which will support the young person in achieving a settled career in school.

SUPPORT FOR PUPILS

Introducing the team

The Pupil Development Team lies at the heart of the school. The structure of this team includes Guidance staff, Pupil Support staff, Home School Inclusion Worker (HSIW), Pupil Welfare Officer (PWO), Vocational Co-ordinator, School Nurse, Campus Police Officer and several classroom assistants.

Guidance

Structure

Each pupil in Irvine Royal Academy is the responsibility of one designated member of the Guidance Staff. There are 4 Principal Teachers in the school whose main responsibility is the welfare of pupils. The school has a vertical house system so guidance staff work with pupils from first to sixth year. Family ties are taken into consideration when placing pupils in classes so that families can work with the same guidance teacher. The houses and guidance teachers are organised as follows:

ARRAN Miss C Howie

BUTE Mr G Bryden/Mrs L Clifford

CUMBRAE Mr D Owen

Role

To help provide a supportive system able to respond to the needs of the young people. Guidance staff along with mentoring teachers and all staff in the school help provide a supportive system able to respond to the needs of the young people. Guidance staff attend all Pupil Council meetings and are able to listen to pupils' viewpoints on a range of issues, as well as assist pupils in a range of charitable and social activities. Guidance staff, in conjunction with Home School Inclusion and Pupil Welfare Officer, monitor pupils' attendance and latecoming, working constructively with the home to resolve any difficulties. All pupils from S1-S6 are interviewed individually during the year by Guidance Staff. These interviews help ensure that pupils settle easily into Secondary School, give advice with course choice, check progress in subjects and prepare pupils for appropriate courses in the upper school or for the world outside school.

Course and Career Choice

Selection of a suitable, balanced and relevant curriculum for each pupil at each stage of his/her school career. This is done in consultation with the pupil and the parents/carers.

The Guidance Staff work with the Senior Management Team and Principal Teachers to ensure that each child is following the course best suited to his/her potential, bearing in mind a possible future career.

Provision of a planned programme of information and advice which will help each pupil to think realistically about his/her future career and to consider the demands of the chosen job or career as well as the rewards and satisfaction it may offer. Pupils are given detailed information as to the job specification of any potential career including, where appropriate, the necessary entrance requirements in terms of SQA courses or units. Close co-operation with the Librarian, the Principal Teacher of Vocational Coordination and the Careers Officer is involved. Each school leaver is interviewed automatically by the Careers Officer.

Personal Support

Assistance is provided to pupils with any problems relevant to school life. These problems may be of a personal nature or may be related to behaviour or attendance. The school acknowledges the central role of parents and carers in the upbringing of their children and therefore care is taken to establish a very close relationship with the home. The Guidance System provides an anchor point for each pupil throughout his/her school career and a teacher to whom each child who has a problem can turn for advice. Pupils are also given advice on their personal and social development and there is a weekly Guidance period (PSE) from S1-S6 which deals with such matters as Health, Concern for Others, Moral Issues, Rules and Responsibilities and Equal Opportunities. To help pupils, constructive links are fostered with other groups in the wider community. Special facilities are available within the school to help pupils who are having particular difficulties.

Parents and carers are encouraged to maintain a close contact with the school through Parents' Evenings, personal visits, or, on a specific matter, by writing to or telephoning the appropriate member of the Guidance Team.

Pupil Support

Additional Support Needs

Within Irvine Royal Academy students with Additional Support Needs are supported in class, but where this is impossible, small group tutorials or 1:1 provision may be provided.

Support is given to students who experience short or long term difficulties in gaining access to the curriculum.

Through consultation and information gathering, effective links with primary schools, external agencies and a partnership with parents/carers, Pupil Support assists our students in gaining access to the curriculum. The Department meets with subject departments on a consultative basis within the school to support staff in providing effective programmes for all students. Through our primary liaison programme advice is given to assist staff on strategies for working with pupils with additional support needs to ease their transition to Irvine Royal Academy.

Staff are also made aware of those students who are very able and who will require extended materials or work to maximise their potential.

The range of Additional Support Needs catered for in Irvine Royal Academy is wide and includes the needs of students with physical disabilities, visual impairment, hearing impairment, medical conditions, emotional difficulties as well as students with specific learning difficulties.

Much use is made of external agencies such as community medicine and the services of the physio or occupational therapists, the social work department, specialist careers advice, local colleges, psychological services and a variety of other agencies involved in specialised adaptations to buildings.

The Pupil Support team has two working areas, Support for Learning and the Education Support Resource.

Support for Learning

At Irvine Royal Academy we are pleased to have enhanced provision from the Pupil Support Service in support for learning. A team of staff are available in order to support all young people who may face difficulties within the curriculum. A wide range of strategies are employed including one to one support as well as support in the classroom setting.

Psychological Services

The Educational Psychology Service in North Ayrshire contributes to the aims of the Educational Service by improving outcomes for children and young people. Educational psychologists work together with teachers, parents/carers and other professionals to help children and young people make the most of their lives, particularly in educational settings.

When does an educational psychologist become involved?

Your child's school already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school has a link educational psychologist who visits on a regular basis.

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school staff may have an informal discussion with the educational psychologist. However, if the educational psychologist is to become more involved this will be discussed with you beforehand by school staff and a joint meeting arranged. Through this process the educational psychologist can contribute to the ongoing assessment and support for your child.

Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

Additional Support Needs

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

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

Summary of the main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

What North Ayrshire Council does to meet its duties under the ‘Additional Support for Learning’ legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time

to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinate Support Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Dispute Resolution Procedures

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

Further Support

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

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning

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

Helpline: **0845 123 2303**

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website: <http://www.sclc.org.uk/>

Telephone: **0131 667 6333**

Email: enquiries@sclc.org.uk

The Wider Life of the School

At Irvine Royal Academy we are very aware of the importance of the whole range of activities which, although not always a direct part of the curriculum, enhance and enrich the education of the young people who attend our school.

Broadly speaking they can be divided into two main areas, sporting and cultural, but will also include the European dimension in education and our work experience programme.

Sporting Achievements

We are very proud of the sporting achievements of our young sportsmen and women. The range of sporting activities in which they are involved include, football, volleyball, badminton, basketball, athletics, rugby, netball, cross country and many others.

In football, Irvine Royal teams have won the North Ayrshire and Ayrshire Cups and progressed well in Scottish competitions.

Football is not confined only to boys, as we also have a thriving girls' football team, who Regularly compete against other schools. County representation has been achieved by pupils from the cross country, netball, football, volleyball and athletics squads. Pupils have also represented their country in girls football and boys volleyball.

In 2012, Irvine Royal Academy was named as a School of Sport and is currently working with the Irvine Rugby Club and the SRU to develop S1 pupils in this sport.

Cultural Activities

Irvine Royal Academy has such a wide diversity of young talent that we have achieved national recognition in a number of cultural activities.

The school has developed a national reputation in the area of music. Our Music department has gained national recognition from Her Majesty's Inspectors as a centre of excellence in the teaching of Music. In 2012 students took 1st and 2nd place in the Young Traditional Music Competition.

Young musicians from Irvine Royal often gain entry to the Royal Scottish Academy of Music and Drama against stiff national opposition.

Similarly our Art Department attracts national interest. Displays of their work can be seen both around the school and on public display around North Ayrshire. The Art Department has also led the school in successful Enterprise Projects with Scottish Opera and local firms.

Healthy School - Healthy Community

The importance of health education cannot be underestimated, and has always featured in the curriculum as well as the personal and social education programme. At Irvine Royal Academy we have gone a step further than any other school in Scotland.

In partnership with the local Health Trust, £40,000 has been invested in equipment and staff to develop a state of the art fitness suite. In the mornings this equipment is available to the pupils, in the afternoons access is given to patients in need of structured exercise programmes who have been referred by local GPs.

It is the most successful project of its type in Scotland, and is bringing measurable health benefits to all who use it. It is a model of the kind of community partnership which we have built between Irvine Royal and our local community - to the benefit of both! The fitness suite has been extended and modernised.

The school is an accredited Health Promoting School and Eco-School.

The Library

The Library aims to support staff and pupils in all areas where information is required. The Library offers staff and pupils' time for private study, use of the latest technology on offer and to borrow resources.

The library offers research facilities to departments as well as resource boxes for the classroom. Departments are encouraged to use the extensive technology available from basic word processing facilities to classes accessing Revision Websites as part of their SQA coursework.

S1, S2 and S3 pupils are timetabled to use the library every week during an English class. This allows pupils to select fiction and non-fiction books for personal reading. Senior pupils can use the Library on their own time or by arrangement with the Librarian during English classes.

The World of Work and Careers Information

Within the Library is the Careers Library, which holds current prospectuses for most local institutions of Further and Higher Education as well as additional careers information. S1 pupils are introduced to the Careers Library during their Information and Study Skills Programme. S2 pupils are supported during their Option Choices by Kudos, an ICT careers guide as well as a full option programme. S3 pupils complete the PlanitPlus Interest programme as an introduction to their S4 options programme.

The Work Experience Job Shop takes place in September and January for S4. The option programme for S4 contains opportunities to meet with the Careers Adviser and a reintroduction to the Careers Library as well as information about courses available for S5. The S4 Summer Leavers programme is offered from Easter and assists pupils with applications and interview skills S5 and S6 pupils are offered support programmes for university and college applications.

Focus West

Focus West is an established programme in Irvine Royal Academy. It focuses on working with pupils in the West of Scotland and provides them with the knowledge and experience to decide whether or not university study is right for them. Pupils are selected by the school, to participate as they are recognised to have the potential to go to college or university. Once they have been selected in S3 they have the opportunity to take part in a number of different activities until they leave school.

Work Experience/Enterprise Activities

Irvine Royal Academy understands the importance of preparation for the World of Work. Unlike most schools we have created the post of Principal Teacher, Vocational Coordination whose job is to co-ordinate all matters relating to the World of Work: Work Experience/Work Shadowing; Education/ Industry Links and School/College Liaison.

This Includes:

- All aspects of the Work Experience Programme (S4); Work Shadowing (S5/6).
- Development and maintenance of School/College links.
- Development and maintenance of Education/Industry Links.
- Organisation of Careers Conventions/Seminars/Open Days and Careers Information Evenings for parents/carers and pupils
- Co-ordination of Information, Enrolment and Guidance for Returning Adults.
- Liaison with the Guidance Team/Learning Support Department/Careers Service.

Some activities this year have included

- A Work Experience qualification at Access 3 Level undertaken by all S4 pupils in the Social Education Programme, with the vast majority of pupils gaining experience of the World of Work for one week in September/October/January.
- Work Experience/Work Shadowing continuing as a logical extension for those S5/6 students who have made a career choice.
- A work fair for S3 featuring a host of local and national businesses

Equal Opportunities

In line with North Ayrshire Council policy, education within the school is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. If parent/carers have any concerns about any aspect of this in relation to their own child, they should contact the school to discuss the matter. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours. Irvine Royal Academy has a written anti-discrimination policy.

All courses are equally available to both boys and girls. Opportunities are taken through the Guidance, Social Education and Work Experience programmes, and in many subject areas, at Irvine Royal Academy to allow both boys and girls to consider instances of work and social situations which in the past have been considered for only boys or girls. Steps are taken to advise both groups of widening career opportunities in such areas as catering for men or engineering for women. Specialist careers advice is provided for pupils with learning difficulties.

Physically challenged young people who attend the school are as fully integrated into all areas of school life as possible. The school is equipped with a lift, covered ramps, emergency evacuation equipment, and toilets for the use of the physically challenged.

Auxiliaries are available to help these young people around the school as required. The Pupil Support Department supports staff and pupils in the provision of appropriate education for the children of travelling families in the area, and for children with additional support needs. These children are integrated into mainstream classes according to their needs and progress.

The department also provides support for those young people whose family, social, psychological and/or emotional problems render them vulnerable. Specific cases are discussed at the meetings of the Internal Support Team or the Joint Support Team, at which Senior Management, Guidance staff, the Social Work Department, Psychological Services and other agencies are represented.

In order to provide an environment conducive to study for all pupils, an after-school Supported Study Scheme for pupils taking SQA exams and an Easter Study Scheme has been continued in session 2011-2012. Support is given by volunteer school staff. The Gender Equality Duty came into force in April 2007 (in addition to the Race Equality Duty and the Disability Equality Duty). Schools have an obligation to implement these duties and to report annually on progress being made in this regard. It should be noted that under the gender Equality Duty, schools have an obligation to encourage both parents to play an active role in their children's education. If parent/carers have concerns about this duty in relation to their child, they should contact the school to discuss the matter.

Spiritual, Social, Moral and Cultural Values

Pupils are offered Religious Education in a number of different ways:

1 Through a weekly assembly which has a religious or moral theme on around one occasion per month, when the member of the school's group chaplaincy assigned to a particular year group gives a short service.

2 Through the Religious Education department where courses are designed to give a basic introduction to the main world religions and customs.

All pupils receive Religious Education. In addition pupils may choose to study a courses in Religious Education leading to qualifications.

Parent/carers who do not wish their children to take part in any of the activities described above are asked to contact the Head Teacher at an early stage and plans can be made accordingly.

Authority policies with regard to Religious Education and observance have regard to national advice set out in SOEID Circular 6/91 and in the Education (Scotland) Act 1980.

Parent/carers from ethnic minority communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

School Chaplains:

Rev. N. Urquhart

Rev. H. Adamson

In addition to this there is a comprehensive Personal and Social education (PSE) programme in which all pupils participate. This covers a wide range of issues designed to better equip our young people with the information they need to make informed choices about their own lives.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

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

Concerns

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

Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch. If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right. There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Corporate Director of Education Services at Cunninghame House, Irvine, KA12 8EE (01294 324400)
- You should also note that you have the right to raise unresolved concerns with your local councillor or MSP/MP
- Parent Council have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern.

However parent/carers are advised that individual, more personal complaints are not appropriate for at Parent Council meetings due to the need for confidentiality.



