

Eastern Primary School



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Section 1: Welcome and Vision

Dear Parent/Carer,

I'd like to welcome you to Eastern Primary School. I hope that the information contained in this handbook is informative and helpful to you.

Learning for children begins long before joining a school and it is our aim that we continue your child's learning journey and develop their knowledge and understanding of our world whilst equipping them with the skills that they require to become successful.

We hope to support you in developing your child's interests and abilities and believe that through strong partnership and joint working between home and school we can build successful learners who strive to do their best in all that they tackle. We recognise that children progress at individual rates and plan our teaching accordingly to suit the learning of your child.

We encourage our young people to develop a sense of responsibility for their learning experience, their environment and their positive interactions with others.

Our school is well supported by our active Parent Council. Please let us know if you would like to become involved in school activities. We continually look for ways to improve our school and would welcome any ideas, suggestions or any feedback that you may have.

We hope that you and your child will be happy and feel supported at our school.

Should you wish to speak to me for any reason please do not hesitate to contact me by phoning the school.

Gordon Ferrier
Head Teacher

Section 2: School Ethos

Mutual respect is important to the smooth running of any community. Our school community fosters this with all staff, pupils, parents and members of the local community having an important role to play.

We aim to create a happy, friendly and secure environment where everyone feels valued and is encouraged to give of his or her best. Clear expectations are shared with children at the start of each term and are supported by discussions in class and through related assemblies.

Our school values of Kindness, Responsibility, Ambition and Community are promoted and celebrated throughout the school. We encourage all our children and families to be aware of these and develop these values in all that they do.

We have strong links with our local community and regularly work in partnership with many different community bodies. This includes visiting residential homes in the area, participating in Broughty Ferry Gala week, regular visits into and around the local area, developing links with Broughty Ferry Library and working with a local business to enhance our Health and Wellbeing curriculum.

Eastern Primary benefits from close working relationships with Grove Academy and we work together to promote a continuous and progressive learning experience for all of our learners.

Section 3: School Information

School Address:	Camperdown Street Dundee, DD5 3AE
Telephone:	01382 436900
Email Address:	easternprimary@dundeeschools.scot
Website:	easternprimary.ea.dundee.sch.uk/
Head Teacher:	Gordon Ferrier
Depute Head Teacher:	Lynsey McLaren
Principal Teacher:	Ben Clark
PT Supporting Learners:	Michelle Radcliffe
School Status:	Non-Denominational Pre-School to Primary 7
School Roll:	406 pupils (including Nurse Class)
School Hours:	9.00am - 3.15pm
Parent Council Contact Info:	Chair: David Baxter

Section 3: School Information

Office Hours

The school office is open from 8:45am - 3.30pm.

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Class Organisation

The organisation of classes may vary from year to year dependent upon certain factors such as the school roll and the number of teachers allocated to the school that session.

At any stage of the school, pupils may be in a straight class which comprises of pupils from the same stage e.g. all Primary 2 pupils or they may be part of a composite class which comprises of pupils from more than one stage, for instance a class with some Primary 2 and some Primary 3 pupils.

You should be confident that the professionalism of the staff in the school will ensure that your child will always work within a programme appropriate for his/her age, ability and aptitude.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 18 August 2025 - Staff resume
Tuesday 19 August 2025 - Pupils resume
Friday 3 October 2025 - Term ends

AUTUMN HOLIDAY

Monday 6 October 2025 - Holiday starts
Friday 17 October 2025 - Holiday ends

WINTER TERM

Monday 20 October 2025 - Term starts
Thursday 13 November 2025 - In service day, schools closed
Friday 14 November 2025 - In service day
Tuesday 23 December 2025 - Term ends

CHRISTMAS HOLIDAY

Wednesday 24 December 2025 - Holiday starts
Tuesday 6 January 2026 - Holiday ends

SPRING TERM

Wednesday 7 January 2026 - All resume
Friday 13 - Monday 16 February 2026 - Mid term, all break
Tuesday 17 February 2026 - In service day, schools closed
Thursday 2 April 2026 - Term ends

SPRING HOLIDAY

Friday 3 April 2026 (Good Friday) - Holiday starts
Friday 17 April 2026 - Holiday ends

SUMMER TERM

Monday 20 April 2026 - All resume
Monday 4 May 2026 - May Day, schools closed
Friday 22 May 2026 - In Service Day, schools closed
Monday 25 May 2026 - Victoria Day, schools closed
Friday 3 July 2026 - Term ends

Section 4: School Policies & Practical Information

School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect and a sense of belonging to their school.

UNIFORM

Grey or Red sweatshirt

White polo shirt or white shirt with Eastern tie

Grey trousers or skirt

Black shoes

Please note that football strips are not to be worn.

All items of clothing should be labelled with your child's name. This assists greatly in recovering lost property.

School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £726 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £18,725 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicants bank account or paid by cheque where the applicant does not have a bank account.

The current value of a Clothing Grant is £120 per primary school child and £150 per secondary school child.

The closing date for Clothing Grant applications is 17 March each year. Applications received after 17 March each year will NOT be processed for the current academic year. A fresh application will be required and a new application form will become available in June each year for the next school session beginning in August.

Section 4: School Policies & Practical Information

Applications can be made online at:

<http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

Automatic awards:

Most families will get an automatic award, which means they will not need to fill in a new application form each year.

You get an automatic award if you meet these conditions:

- you got an award in 2022/23 and
- you get Housing Benefit or Council Tax Reduction.

Payments will be made from 10 July onwards.

Otherwise, you must apply.

You will not get an automatic award if your child is entering P1.

Application forms can be made online:

[School Clothing Grant Application Form](#)

School Meals

School lunches cost £2.15 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs. To support our whole school community we ask that children do not bring foodstuffs containing nuts into our school.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

Section 4: School Policies & Practical Information

Free School Meals

All Primary 1 to 5 children and pupils attending special schools have the option of a free healthy school meal. If you wish your child to have a lunch then there is no requirement to complete the free school meal application form, but they will need to follow school procedure for ordering the meal.

From Primary 6 onwards parents will need to apply for free school meals. Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit where take home pay is less than £726 per month, Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £18,725, or BOTH Child Tax Credit and Working Tax Credit with an income less than £8,717 (as assessed by HMRC).

Application forms can be submitted online:

[School Meal Application Form](#)

Instrumental Tuition

We currently offer Brass and Percussion tuition for Primary 7 children and String tuition for children from P5-P7 children.

Section 4: School Policies & Practical Information

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

Section 4: School Policies & Practical Information

Enrolment & Placing Requests

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you need to complete a placing request form. To do this, you should apply online, on the Dundee City Council website - go to **Schools & Learning** then **Enrolments and Placing Requests** and select **In Year Change of School**. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 working days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name online on the DCC Website - again, go to **Schools & Learning** then **Enrolments and Placing Requests** then select **P1 Enrolments into Catchment School** between December and the February of the year the child starts school.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request online on the DCC Website - again, go to **Schools & Learning** then **P1 or S1 Placing Requests**. Placing Requests are dealt with in date order and the process should be concluded by the end of April.

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence a School and Family Development Worker will arrange to visit you and your child at home.

Section 4: School Policies & Practical Information

The following points are included in the Education Authority's Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Section 4: School Policies & Practical Information

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

General Safety

1. Pupils must stay in the school grounds during interval
2. Pupils staying for school lunches or packed lunches must stay within the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school

Promoting Positive Relationships

We believe that our relationships with families are key to building a supportive and productive learning environment within our school. We value the opportunity to meet with families prior to starting school in order to foster this relationship and share our school values and learn about your child's achievements and their needs. As your child travels through their primary school career we value regular opportunities to discuss your child's progress and their wellbeing. This should always be a two way conversation to ensure that successful partnership supports your child.

Section 4: School Policies & Practical Information

School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the leadership team it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Children and Families Service.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/departments-publications/Education>

Section 5: Parental Involvement

All parents and carers of children at Eastern Primary are considered members of the Parent Forum. Our Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at their school. Parent Councils are flexible and can decide on the type of group they want to represent their views.

We are keen to promote two way dialogue about your child throughout their primary school experience. We do this formally through two parent contact meetings during the year, two open afternoons and a final yearly report.

We are committed to good communication about your child and would encourage you to contact us around any queries or information you would like to share at any point in the year.

In addition to this we use the “Seesaw” app to share your child’s learning regularly.

We hold class assemblies throughout the year. Each class invites their parents or carers into the school. This allows parents to see their child’s class and hear about their learning and some of the exciting things they have been doing in school. A range of social events including a beetle drive, discos, bingo night, Scottish Evening, Christmas Singalong, Christmas and Summer Fairs provide our families with an opportunity to meet and enjoy their school community

Section 6: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Section 6: The Curriculum

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

Further curricular information can be found at:

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss this with the Head Teacher.

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Section 6: The Curriculum

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and read their written work to build up a picture of where each child is in their learning. From this, the children are given information about and helped to see how they can improve and what they need to practise. Pupil performance is also measured using standardised assessments which allow measurement of value added by the school as well as giving diagnostic profiles of pupils' strengths and development needs.

Every pupil has an individual Work Folio started in Primary 1. This contains examples of work from a wide range of activities and is added to as a child moves through the school.

Reporting to parents

Throughout the year, teachers report to parents in a number of ways relating to the progress of the children. This takes the form of Parents' Evenings, formal settling in reports and reports at the end of the school year and also opportunities for further meetings with staff throughout the year if required.

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Section 6: The Curriculum

Transition to Primary 1

Whether your child is transferring from nursery to Primary 1 or from Primary 7 to secondary school or indeed transferring stage through school they will be entitled to support during this process. School staff make every effort to ensure that important information about your child, their learning and progress and any additional support they require is communicated to the teacher at the next stage of learning.

The school encourages parents to discuss these changes and the Leadership Team will be happy to meet with you to allay any concerns you may have over the new arrangements for your child.

Transfer to secondary school

When your child is due to leave the school at the end of Primary 7, he/she will be allocated a place at their catchment school. The move from primary to secondary school can be an exciting time for pupils and parents. To make this time in the pupils' school career more comfortable, we work closely with secondary schools to provide a range of transitional activities throughout Primary 7. These include Primary School visits from secondary school staff and also a 2 day visit to the secondary school where pupils follow a secondary school timetable. Around this time, secondary staff meet with the Primary 7 teachers to discuss the needs of the children.

Section 7: Support for Pupils

Most children make appropriate progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Supporting learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and additional support is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

Support for Learning is co-ordinated by the Principal Teacher in consultation with the Head Teacher, is regularly reviewed, and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Council's Children and Families Service policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services of an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

Section 8: School Improvement

Details of our School Improvement Report: 2024-25 can be obtained from the school office on request.

School Improvement Activity last session saw the following Developments:

- A reduction of 3.7% of children who were absent from school for 20 days or more throughout the session, ensuring a more consistent learning experience for almost 4% of our children based on the previous year.
- All school and nursery staff received an input from the Archie's foundation to ensure a consistent approach across our school on how we support children and families through the challenging experience of bereavement.
- All staff from across our school and nursery received training on Developmental Language Disorder. Supporting them to identify indicators and provide strategies for this condition.
- Almost all teachers reported success extending their use of differentiation strategies which impacted on the learning of children who benefitted from additional support.
- Three spacious areas in the school were developed to allow for a safe and secure environment to build personalised learning opportunities and develop the independent skills of our learners who require targeted and specialist supports in their learning.
- A range of planned resources were made available to support the teaching of music within our curriculum ensuring that all children experienced a progressive learning framework in this area.
- All classes are learning French on a weekly basis whilst children in P5-7 now learn German and French throughout the year.
- Focussed whole school listening and talking strategies have been used to build teachers' confidence in the delivery and assessment of listening and talking in classrooms.

Section 8: School Improvement

Significant Achievements for the school include:

- All classes have made use of learning opportunities outwith the boundaries of the school. The Science Centre, Glamis Castle, the Botanic Gardens, the Deer Centre and the local area in Broughty Ferry are some of the locations which have provided great sources of learning.
- A range of visitors have shared their expertise with the children, including the Broughty Lifeboat Crew, Emergency Service professionals, NYCOS and the Dundee Music Services team.
- Our P6 group worked alongside the Guildry to develop two enterprise projects which they successfully implemented and raised money for The Archies Foundation and the Foodbank, one of our teams took second place in the final of this city wide enterprise.
- Our Brass and Wind Instrumental Specialists worked together to create a wind band which performed at our P7 Leavers' Assembly.
- We partnered with Dundee Rotary to take part in a charity cyclathon which allowed our P5, 6 and 7 children the opportunity to use the skills learned in Bikeability sessions in a real life adventure, using the newly created cycle path to cycle to Monifieth and back. All year groups including our nursery were able to take part in a cyclathon activity.
- Our P1 pupils entertained parents with their nativity performance of the Christmas Recipe
- 8 of P7 pupils took part in the Rotary Quiz against our Cluster schools with one team taking second place.
- One of our Primary Seven girls won a silver medal in the city wide athletics event
- Our netball team shared the Tayside Shield in a tie for first place following a successful season.
- Our choir entertained local community members at the Braw Tea unveiling of their new murals and the Broughty Ferry Christmas Light Switch on.
- Our Active Travel group and P7 children took part in two beach cleans
- Our nursery children have visited and entertained local care home residents.

Section 8: School Improvement

- Almost all of our P7 children took part in our residential trip to Dalguise, experiencing achievement and independence whilst building their P7 relationships.
- We were visited by 2 authors who helped them to understand the craft of being an author
- A range of Sports coaches have visited the school and provided our children with expert sessions in Hockey, Judo, Golf and netball.
- We held a successful Scottish Evening which involved children from all year groups entertaining families with Scottish Arts. We were joined by the Tayside Young Fiddlers and Former Pupil who piped in the guests.
- Our Parent Council have worked tirelessly this session to build funds for our library renovation project which will be developed ready for next session.

Section 8: School Improvement

Attainment Data 2024 - 2025 (percentages)

	Reading	Writing	Talking & Listening	Numeracy
Primary 1 (CFE Early Level)	81	79	81	83
Primary 4 (CFE 1st Level)	92	88	92	86
Primary 7 (CFE 2nd Level)	83	77	94	77
AGGREGATE	85	81	89	82

Attendance Data 2024 - 2025

Attendance description	Roll (Census)		Authorised absence		Unauthorised absence		Attendance	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Whole School	210	165	4.1%	5.3%	0.5%	0.8%	95%	94%
LAC	2	2	4.1%	0.4%			96%	100%
Dundee Primary Average			4.7%	4.8%	2.3%	2.4%	93%	93%

Exclusions Data 2024 - 2025

Exclusions	Roll (Census)	No. of pupils excluded	No. of exclusions	No. of half day exclusions	Average length of exclusion
All pupils	366	0	0	0	0
LAC	4	0	0	0	0

Our School Improvement Cycle is shown here and includes our priorities for this session

Completed (2024 / 2025)

- Reduction of children whose attendance was lower than 90% to 10.3% from 14%
- Development of appropriate small group areas to support those children who require augmented supports in learning
- Music Resource introduced across the school to support skill development
- 1+2 planning and impelnetatrrion now includes French from P1 -7 and German from P5-7
- Agreed expectations across the school to support assessment in Listening and Talking

Embedding (25-26)

- Use of Explicitly Teaching Writing frameworks and PM writing resources
- Use of Tools for writing in Primaries 4-7
- Use of the Eastern Learning and Teaching Standard across the school
- Continue our focus on school values and links to UNCRCAssessment and recording of Listening and Talking
- Record and Track evidence of pupils' development in writing, Listening and Talking and Numeracy and Maths
- Ensure consistent delivery of Modern Languages across the school
- Extend our use of concrete materials when teaching numeracy
- Teachers' confidence in the use of data for improvement

New developments (for 25-26)

- Improve school attendance from 94.41% to 96%
- Audit our provision for the Rights Respecting School Award and apply for accreditation
- Audit our provision of Digital Literacy across the school and apply for the Digital Schools Award
- Audit our Reading practices and apply for Reading School status
- Develop a programme of progressive art experiences across our school
- Develop learner's skills in using and providing effective feedback

Implementation Phase (25-26)

- Develop our curriculum for Music across the school
- Create a progressive resource map for reading
- Development of our Reading for enjoyment opportunities
- Extend our opportunities for pupil engagement in their learning, leadership and the school's evaluation processes
- Continue to strengthen our Inclusive Practice across the school

Section 9: Extra Curricular Activities

This session, we are able to offer extra-curricular activities due to the willingness, enthusiasm and expertise of teaching staff and sports coaches and parent helpers.

P1

Multi Sports

P2

Multi Sports

P3

Rugby

Football

Winter Multi Sports

P4

Rugby

Hockey

Winter Multi Sports

Glee

P5

Rugby

Hockey

Football

Multi Sports

Winter Multi Sports

Glee

Code Club

Running Club

Tennis

P6

Rugby

Hockey

Girls Football

Football

Code Club

Glee

Running Club

Tennis

Netball Team

Football Team

School Choir

P7

Rugby

Hockey

Girls Football

Football

Code Club

Glee

Running Club

Tennis

Netball Team

Football Team

School Choir

Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...
dundeecity.gov.uk