

School Handbook

Our Lady's Roman Catholic Primary School



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A Charter for Catholic Schools

Section 1: Welcome and Vision

Dear Parent/Carer,

We hope that our school handbook is helpful in informing you about our school and we look forward to working in partnership with you as parents/carers. We recognise the important role you play in supporting your child's education and believe that a strong partnership between home and school will ensure your child benefits from the high-quality educational experience at Our Lady's Roman Catholic Primary School.

Our Vision Statement:

- Our Lady's Roman Catholic Primary School is a place of happiness and belonging, where we celebrate diversity and together grow in faith, love, and respect. We also celebrate inclusion within our school family, where every child is cherished and every voice matters.
- We believe that education is a shared journey, and we treasure the partnership between home and school. Parents are warmly welcomed and involved in their child's learning journey, with open communication and collaboration at the heart of everything we do.
- With high aspirations for every child, we offer an enriching curriculum that sparks curiosity and fosters a lifelong love of learning. Through meaningful connections with our local community, we provide experiences that inspire, challenge, and develop skills.
- At Our Lady's, excellence is not just an outcome-it's a way of being. Together, as children, families, staff, and partners, we are a school where hearts are open, minds are nourished, and every child shines.

Mrs Lorna Dashwood (Head Teacher)

Section 2: School Ethos

At Our Lady's RC Primary School, we have the following vision, values and aims. In striving to achieve these, we try to serve the best interests of our young people, parents and the wider school community.

Our Vision

Everyone Matters Everyone Succeeds

Our Values

We want everyone in the Our Lady's family to hold our VALUES in their HEARTS:

Honesty Excellence Ambition Respect Teamwork Success

Our Aims

- To promote a nurturing, loving and inclusive Catholic ethos.
- To raise attainment in literacy and numeracy.
- To meet the Health and Wellbeing needs of all our children.

School Uniform

We expect all pupils to wear the correct school uniform. This helps to encourage children and young people to take a pride in their appearance and to have respect for their school. All items of clothing should be labelled. This assists greatly in recovering lost property.

Our uniform is:

Boys: Black trousers, jumper, school sweatshirt, white shirt, polo shirt, school tie, blazer/jacket/fleece.

Girls: Black skirt, pinafore, jumper, school sweatshirt, white shirt, polo shirt, school tie, blazer/jacket/ fleece.

For PE, our uniform is shorts/t-shirt/gym shoes.

Section 3: School Information

School Address: Coldside Campus, 15 Alexander Street Dundee, DD3 7DL

Telephone: 01382435289

Email: ourladysrcprimary@dundeeschools.scot

Website: <http://ourladysprimary.ea.dundee.city.sch.uk>

Head Teacher: Mrs Lorna Dashwood

Depute Head Teacher: Mrs Paula Nicoll

Principal Teacher Supporting Learners: Mrs Kirsty Keegan

School Status: Denominational

Primary 1 – 7

No provision for Gaelic Language Education

School Roll: 250

School Hours: 9.00am-3.15pm

Parent Council Contact Information Email: pcourladys@dundee.npfs.org.uk

Chaplain/Parish Priest/Minister/other: Canon Kevin Golden

Contact Address: St Mary, Our Lady of Victories RC Church, Forebank Rd, Dundee.

Office Hours

The school office is open from 9.00am-3.15pm. Please help us by making routine telephone calls within office hours. Voicemail is available when the school office is unstaffed. Please leave a message and we will return your call as quickly as possible. Our Lady's RC Primary endeavors to operate an open-door policy for parents / carers. If you would like to make an appointment to meet with any member of staff, please do so by telephoning the school office, where administration staff will be more than happy to help arrange a convenient appointment for you.

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.

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.

School Policies are available by request or on our website [here](#).

Section 4: Parental Contact

Details of how parents can communicate with the school.

Parents/Contacts can contact the school by telephone or email or by visiting in person (although it's best to call first to make an appointment so that whoever you wish to see can be available).

Details of how the school communicates with parents.

- The school will get in touch via email or text message using Groupcall or via telephone.

Opportunities for Parents to become involved in the school

We are committed to maintaining positive links between home and school. This positive partnership is very important to the health, happiness and progress of our children. Parents/Carers are encouraged to participate in all aspects of school life whether it is:

- Open Mornings
- Parent Contact Meetings
- Curricular Meetings
- Transition Meetings
- Newsletters
- Friends of Our Lady's
- Sacraments
- School Website

Supporting Pupils' Learning

We feel that maintaining good relationships with each other is very important. After all, we are all here for the children and want what is best for them. Our Lady's RC Primary endeavours to operate an open-door policy for parents / carers. If you would like to make an appointment to meet with any member of staff, please do so by telephoning the school office, where administration staff will be more than happy to help arrange a convenient appointment for you.

Section 5: School Improvement

We are committed to building a successful model for continuous school improvement. To achieve this, we continually seek and take into consideration the views of all stakeholders including our pupils, staff, parents/carers and partner agencies which, together with guidance at National and Authority levels, form our School Improvement Plan.

Attainment Data 2025/26 (percentages)

Stage	CFE Level	Reading	Writing	Listening & Talking	Numeracy
P1	Early	82	82	85	82
P4	First	84	81	90	81
P7	Second	79	79	82	79

Exclusion Data 2025-2026

	Boys	Girls
No. of pupils	0	0
No. of exclusions	0	0

Section 6: Extra Curricular Activities

Throughout the week members of staff offer the following clubs to children:

- | | | |
|----------------|---------------|----------------|
| - Football | - Poetry Club | - Hockey |
| - Dance | - Board Games | - Story Time |
| - Prayer Group | - Chess | - History Club |
| - STEM | - IT Club | - Basketball |
| - | | |

Our pupils participate in many non-academic events throughout each school session. It is a positive decision to include pupils in as many events as possible to give them opportunities to represent the school and identify within their local community and beyond. Some examples of the activities and events which our pupils were involved in during the past year are school shows, Christmas Fayre, Career's Day, P7 residential experience, projects with Hilltown Community Centre, Social Enterprise projects, Football Leagues, and Maxwell Garden projects

Section 7: Attendance

Presence at school is always a key feature of our school improvement plan. Good school attendance ensures all children receive the education to which they are entitled. Parents/Carers and school working together helps to make presence a reality. Even 90% attendance still means that 10% of learning time has been lost – nearly twenty days across a full year.

If an absence is planned, e.g. a hospital appointment, please let the school know in advance.

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. This can be by telephone or via Parents Portal. If your child is absent for more than three days, please contact the school again to update us.

If your child is absent and no contact is made by you, a text message will be sent from the school. If you have not contacted the school to say your child is absent but have received a text message, please contact the school as soon as possible.

If the school is concerned about your child's whereabouts, and there has been no explanation for an absence, a School Worker may arrange to visit you and your child at home (normally after three consecutive days of absence).

Dundee City Council asks that parents do not take children out of school for family holidays during term time. In accordance with Scottish Government guidelines, almost all holidays are recorded as unauthorised.

[School attendance: a guide for parents](#) is a government guide for parents about school attendance. It explains parental responsibilities with regard to children's attendance at school.

Section 8: General Information

The [Schools & Learning](#) pages on the Dundee City Council Website (go to www.dundeecc.gov.uk and choose Schools and Learning) contains a wide range of relevant information for Parents/Carers.

Enrolment & Placing Requests

Information on how to secure a school place for your P1 child, how P7-S1 transfer is managed, and how to change schools is on the DCC website at [Enrolment and Placing Requests for Schools in Dundee](#).

School Clothing Grants

Information on eligibility and application is on the DCC website at [School Clothing Grants](#).

School Meals

Information is on the Council's website at [School Meals](#), including details of how to apply for free meals.

Children/young people eat in the dining hall, which is supervised by staff. Glass bottles/glass flasks should not be brought to school. In primary schools, pupils staying for school lunches or packed lunches should not leave the grounds during lunch time without adult supervision and are not allowed to leave the school grounds during intervals. In secondary schools, specific policies are listed on the school's website.

School Holidays

Holidays and In Service Closure Days are listed on the Council's website at [School Term Dates](#).

Emergency School Closure

In exceptional circumstances the school may be unable to function normally eg in severe weather or with power or water 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. Primary children must be collected by an adult in the event of a closure during a school day.

Promoting Positive Behaviour

All Dundee schools encourage positive behaviour. Specific details for our school are available on the school's website. To ensure the safety and wellbeing of all, children and young people must behave responsibly within the school and in the grounds.

Accidents/Illness at School

If a child/young person has an accident or becomes ill at school, we will attempt to contact parents then will contact the nominated Emergency Contact. It is very important that Emergency Contact details are kept up to date – please inform us immediately of any changes via Parents Portal, by telephone or at the School Office.

Instrumental Tuition

Information is on the Council website at [Instrumental Music Service](#).

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. It's best if routine appointments could be made outwith school hours if possible. In the interest of safety, we cannot allow primary aged children to leave the school unaccompanied. If a primary aged child needs to leave school, they must be collected by a parent/carer/trusted adult from reception.

School Concerns and Complaints

If you want to talk to your child's teacher or a member of the senior staff, it is best 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.

To complain about any matter, please contact the school by telephone or by email, explaining as clearly as you can what you think is wrong. Your concern will be acknowledged promptly and the procedure for dealing with it will be explained to you. Please do not use platforms such as Seesaw to make complaints.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by an Officer in the Children and Families Service. This can be done by emailing children.families@dundeecity.gov.uk detailing your concerns.

Further details on the Council's complaints processes are on its website at [Complaints to the Council](#).

Reporting to Parents/Carers

Throughout the year, teachers report to parents on the progress of the children in several ways, including Evenings, Profiles, and written reports (e.g. at the end of the school year). Further opportunities for meeting staff throughout the year are provided if required.

Further information on how we recognise achievement, report and produce pupil profiles is on the school's website.

Transitions

When your child transfers from nursery to Primary 1, stage to stage within primary, from P7 to S1 or year to year from then on they will be supported 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 and that parents are involved whenever necessary.

The school encourages parents to discuss these changes, and the Senior 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, they will be allocated a place at their catchment school, based on home address.

The move from primary to secondary school can be a daunting step for pupils and parents. To make this time more comfortable, primary and secondary schools work closely together to provide a range of transitional activities throughout Primary 7. These include Primary School visits from secondary school staff and a 2-day visit to the secondary school where pupils follow a secondary school timetable. Around this time, secondary guidance and support for learning staff meet with the Primary 7 teachers to discuss the needs of the children.

Section 9: The Curriculum

Information about the school curriculum in Scotland can be found by clicking the Curriculum for Excellence tab at <https://education.gov.scot/>. This includes details of curricular areas, learning pathways, progression through levels, and assessment methods. A link to the Parentzone parent support website is also included. The Scottish Curriculum is in the process of being reviewed. Information on the Curriculum Improvement Cycle can be found [here](#).

Additional specific details for our school are available on the school's website.

Religious Education and 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 principal 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 pupil may be withdrawn by their parents/carers from instruction in religious subjects and from religious observance'. Parents wishing to exercise this right should discuss with the Head Teacher.

Sensitive Issues

Parts of our curriculum involve learning about issues which could be considered sensitive e.g. sexual health and relationships education or drugs and alcohol awareness. Whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter 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 has any concerns over content, please to raise this with a member of staff.

Assessment

A variety of assessment takes place in every classroom, every day. Teachers use these assessments to record pupil progress, inform next steps in learning and identify strengths and developmental needs. Through observations, discussions and the tasks the learners undertake, a profile of the pupil's progress is collected to evidence their learning. This is added to as the pupil moves through the school system. Pupils are given feedback about their learning and are helped to see how they can improve and what they need to practise.

Pupil performance is also measured using standardised assessments. These allow measurement of value added by the school as well as giving diagnostic profiles of pupils' strengths and development needs.

During the Broad General Education (BGE) from Nursery to S3, there are benchmark assessment points at P1, P4, P7 and S3. This included National Standardised Assessments for Scotland (NSA), computerised assessments which give standardised information about pupil progress. Teachers use the data from these to plan next steps in learning.

At S4-6, pupil assessment in the Senior Phase follows the Qualifications Scotland Framework outlined at <https://qualifications.gov.scot/>.

Section 10: Supporting Learners

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach outlined at www.scotland.gov.uk/gettingitright guides how staff in all children's services, including schools, meet the needs of all children and young by working together to ensure that children reach their full potential and are safe. [The Dundee Protects Website](#) has lots of information about how GIRFEC and Child Protection operate in Dundee, including the Team Around the Child approach

[The Additional Support for Learning \(Scotland\) Act 2004](#), the [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#) and the [Children and Young People's Act \(Scotland\) \(2014\)](#) guide how we assess and plan for all children and young people.

Additional Support

Most children make satisfactory progress in school, and their education can be fully supported by their class teacher. Some may need additional support to help them access learning in the classroom. Through assessment and planning we identify their strengths, barriers to learning and what action or support required to meet their additional needs.

Support for learning takes place in every class and is the responsibility of all staff. Pupils are encouraged to work to the highest level of their ability; extra help is available for children who may require it to help them achieve their potential. Senior Leaders, 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 Senior Leadership Team, based upon pupil need, and is regularly reviewed. Support may be given within the class or within another setting and may be within a group. Support it is always based upon the needs of the individual child.

To help assess the specific needs of any pupil, the school can involve an Educational Psychologist from Dundee Educational Psychology Service. Parents are always contacted first, and the reason for such a referral is fully explained and parental co-operation sought. We also work with a wide variety of partner agencies to provide whatever support our pupils need.

Information about how Additional Support works in Dundee is on the Council's website at <https://www.dundee.gov.uk/additional-support-needs>. This includes information on

- 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 in Dundee – our policy

This internet page also provides many other support leaflets on related topics which might be of interest to you and links to external services.

If you cannot access the internet, please ask the School Office for support.

Section 11: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices 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>



A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.