

School Handbook

St Fergus R.C Primary School

2025-26



CONTENTS

Section 1	Welcome & Vision
Section 2	School Ethos
Section 3	School Information
Section 4	School Policies and Practical Information
Section 5	Parental Involvement
Section 6	Curriculum
Section 7	Support for Pupils
Section 8	School Improvement
Section 9	Extra Curricular Activities

SECTION 1 – WELCOME AND VISION

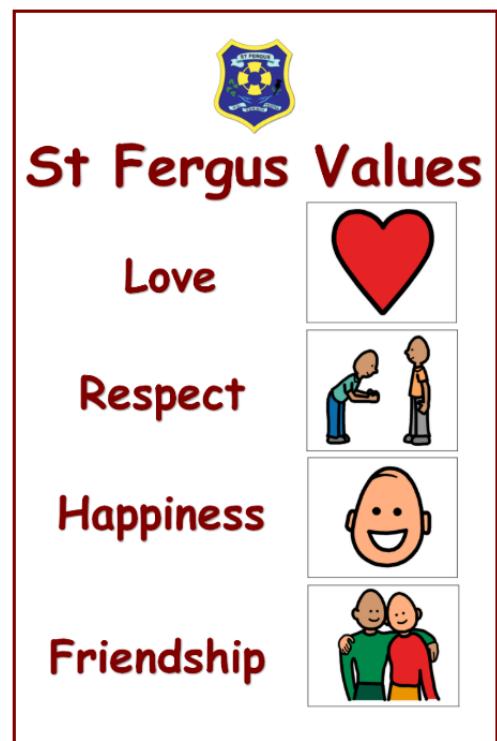
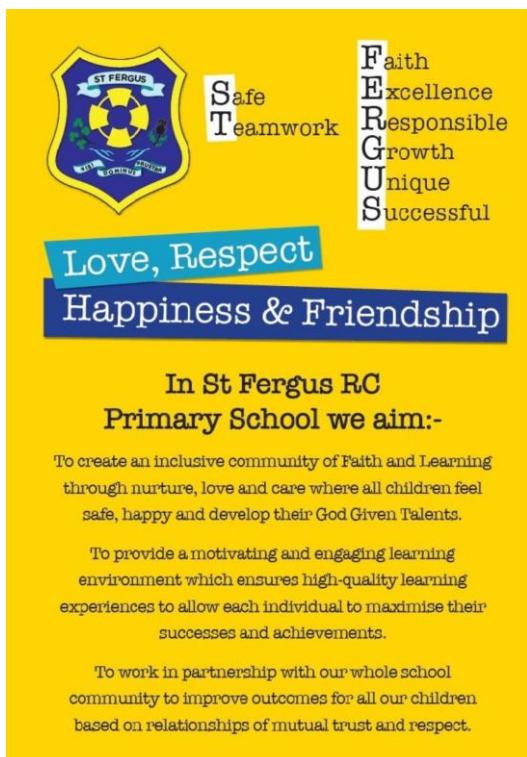
Dear Parents

Welcome to the St Fergus RC Primary School Handbook.

St Fergus RC primary is very proud of our warm, inclusive and nurturing environment. This has been created and developed through strong partnerships with our wider community, committed and dedicated staff and enthusiastic and ambitious children.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

At St Fergus RC Primary we aspire to develop as a community of faith and learning providing the highest quality of education and offering formation through promoting and living the Gospel values. Our mission is captured within our school vision, values and aims created by our pupils, staff and families



SECTION 2 – SCHOOL ETHOS

All aspects of life at St Fergus are shaped by Gospel values. Religious Education is taught throughout the school in the Catholic tradition of the Christian faith, helping children to understand that religion is fundamentally concerned with relationships and love. The Gospel values are modelled every day through daily interactions by our whole staff team, who work hard to foster sensitivity, compassion, love and respect towards others.

We recognise and celebrate the unique talents of every individual. We believe that each of us is made in the image and likeness of God and we give thanks for our God-given gifts. Through reflecting on everyday experiences, we help our children understand what the Gospels can teach us and encourage them to search for truth, values and meaning in their lives.

Our commitment to the UNCRC vision ensures that every child feels safe, valued and respected within our school community. We have high aspirations for all learners and strive for excellence in everything we do.

We are committed to Getting it right for Every Child and ensure all learners are equipped with the necessary skills or supports to best meet their needs and allow them to experience success. The principles of SHANARRI (Safe, Healthy, Achieving, Nurture, Respected, Responsibility and Included) at the heart of our St Fergus Family.

At St Fergus, staff work collaboratively to plan, prepare and deliver effective, stimulating and engaging learning experiences for all pupils. We take in account children voice to ensure children feel included in their learning. Our practice is grounded in national, local and school policies and is reflected consistently across every classroom.

Members of our school community are encouraged to develop leadership skills and to contribute to the wider life of the school in a spirit of collegiality.

Success in all its forms—academic and non-academic—is encouraged, recognised and celebrated. We are proud of every member of our St Fergus Family and we share in the achievements of all our children and support them in developing and sharing their unique gifts, talents and skills. Pupils are invited to bring photographs, certificates, medals and other awards to school so these can be shared during our Celebrating Wider Achievement events.

SECTION 3 - SCHOOL INFORMATION

School Address:	St Fergus R.C. Primary School Scotsraig Lane, Dundee, DD2 3TP
Telephone:	01382 436495
Email Address:	stfergusrcprimary@dundeeschools.scot
Head Teacher:	Miss D Smith
Depute Head Teacher:	Mrs D Kirk
Principal Teacher:	Mr C Hay
School Status:	Denominational P1 – P7 (No provision for Gaelic Language Education)
School Roll	178
School Hours	09:00 – 15:15
Parent Council Contact Information:	Chair: Sam Whyte
Parish Priest or Minister	Fr Alexander Obiorah
Parish Address	St Leonard's Place Ardler Dundee. DD3 9HD

Office Hours

The school office is open from **09:00-15:15** 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.

Parents can contact the school office via telephone or email. We aim to respond within 5 working days to parental requests.

Parents can also informally contact class teachers via Seesaw to discuss any pressing matters concerning their child. Staff aim to respond within 24 hours of parental communication. Seesaw is not an instant messaging service.

If your child will be absent from school, please ensure you phone the school office to share this information. Seesaw should not be used for this

Our main communication tool is Seesaw. This is where we will share whole school information and class teachers will share children's learning.

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 AND PRACTICAL INFORMATION

School Holidays

Autumn Term
Monday 18 August 2025 - Staff resume
Tuesday 19 August 2025 - Pupils return
Friday 3 October 2025 – Terms ends
Winter Term
Monday 20 th October 2025 – All resume
Thursday 13 November 2025 - In service day. Schools closed to children
Friday 14 November 2025 - In service day. Schools closed to children
Monday 17 November 2014 - All resume
Tuesday 23 December 2014 - Term ends at 12pm
Spring Term
Wednesday 7 January 2026 - All resume
Friday 13 th February 2026 – Mid Term Holiday
Monday 16 th February 2026 – Mid Term Holiday
Tuesday 17 th February 2026 – In Service Day. School closed to children
Thursday 2 nd April – Term ends at 3.15pm
Summer Term
Monday 20 April 2026 – All resume
Monday 4 May 2026 – May Day – schools closed for all staff and pupils
Tuesday 5 May 2026 – All resume
Friday 22 May 2026 – In service day. School closed to all children
Monday 25 May 2026 – Victoria day – schools closed for all staff and pupils
Tuesday 26 May 2026 – All resume
Friday 3 July 2026 – Term ends at 12pm

School Uniform

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

Boys	Girls
<p>School Sweatshirt (Grey or burgundy) White polo shirt/Shirt/Tie Fleece/Coat Grey trousers Black shoes/trainers</p> <p>PE – White TShirt and Black shorts Indoor gym shoes/trainers (with non-marking sole)</p>	<p>School sweatshirt/Cardigan (Grey or burgundy) White polo shirt/Blouse/Tie Fleece/coat Grey trousers/skirts/pinafore Summer dresses Black shoes/trainers</p> <p>PE - White TShirt and Black shorts Indoor gym shoes/trainers (with non-marking soles)</p>

<p>Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.</p>

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 not more than £850 per month), support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, or Council Tax Reduction 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 your bank account. If you do not have a bank account we will contact you to discuss other payment options.

The current value of a Clothing Grant is £125 per primary school child and £155 per secondary school child.

Application forms can be made online at [School Clothing Grants | Dundee City Council](#)

School Meals

School lunches cost £2.15 per day (P6+P7 children). All children across Scotland in P1-P5 receive free school meals.

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 not more than £850 per month, or support under Part VI of the Immigration and Asylum Act 1999.

From 03 March 2025 families who are not currently eligible for free school meals but are in receipt of the Scottish Child Payment will be able to access free school meals for P6 and P7 pupils. Proof of Scottish Child Payment will need to be supplied. Applications can be submitted online at: [School Meals | Dundee City Council](#)

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.

The dining room is supervised by staff at all times.

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 Seesaw Communication. You can be assured that we will never send a child home without first checking that there is an adult at home.

Enrolment & Placing Requests

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name online at: [Enrolment and Placing Requests for Schools in Dundee | Dundee City Council](#)

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request online at: [Enrolment and Placing Requests for Schools in Dundee | Dundee City Council](#)

Parents making a successful placing request for the school will be notified of this by Dundee City Council. A planned transition programme, with opportunities for new P1 pupils and parents to learn more about and become familiar with the school, takes place in the summer term.

Parents of children other than Primary 1 beginners may make an “In Year, Change of School” placing request at: [Enrolment and Placing Requests for Schools in Dundee | Dundee City Council](https://www.dundee.gov.uk/education-and-training/education/enrolment-and-placing-requests-for-schools-in-dundee)

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

School Absence Procedures

Please contact the school as soon as possible if your child is absent via phone or email

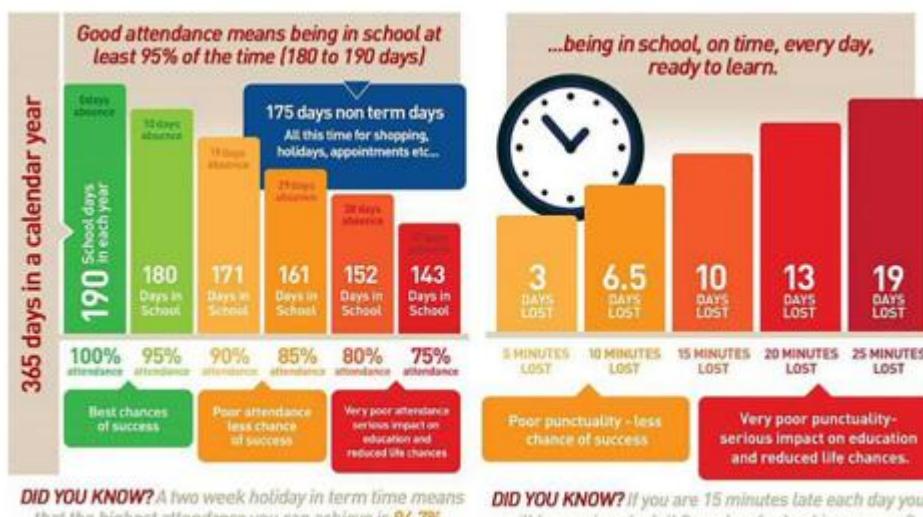
If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence, a school and family development worker will arrange to visit you and your child at home.

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 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 phone the school office and make us aware. 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.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the main contacts so that they can collect the child from school. However, if we cannot contact the main contacts, we will contact the other Emergency Contact whose name and telephone number that have been 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 are not allowed to leave the school grounds during interval
2. Pupils staying for school lunches or packed lunches must not leave 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 Behaviour

Positive relationships and inclusive ethos and culture are the foundation for learning.

Pupils are required to show a regard for their own safety and the safety of others. Our school ethos is rooted in our school aims and values and we continually promote positive relationships through: - our quality teaching and effective class management, pupil-staff relationships which are based on mutual trust and respect and the support of our parents/carers

In St Fergus, restorative approaches offer a powerful way of promoting harmonious relationships within our school community and can lead to the successful resolution of conflict.

In our school, restorative practice forms an integral part of our whole-school approach to building positive relationships. It supports high-quality learning by fostering a school culture and ethos in which everyone treats one another with love, dignity and respect.

We understand that how children learn, and therefore how they behave, is influenced by their emotional wellbeing, the relationships they experience and the stage of development of their brains. Restorative approaches recognise this and focus on connection before correction. They help children understand their feelings, reflect on their actions and consider the impact they have on others. Through calm, supportive conversations, pupils learn to express themselves, listen to different perspectives and work collaboratively to repair relationships and restore trust.

By embedding restorative approaches across the school, we provide children with important lifelong skills: empathy, responsibility, problem-solving and resilience. Staff model these values consistently, ensuring that pupils feel safe, heard and valued. Working in partnership with families, we ensure that children receive consistent guidance and support in making positive choices.

At St Fergus, restorative practice is not used only when things go wrong—it is a proactive way of nurturing a respectful, compassionate community in which everyone can learn, grow and flourish together

School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff 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 Education Department at: [Make a Complaint | Dundee City Council](#)

SECTION 5 – PARENTAL INVOLVEMENT

Partnership with Parents and Carers

At St Fergus, we recognise that parents and carers are essential partners in supporting children's learning and wellbeing. We value the strong relationships we build with families and actively encourage open communication and collaboration.

To support meaningful engagement, we host termly Open Afternoons, where parents and carers are invited into school to experience learning alongside their child(ren). These events provide valuable opportunities to see classroom learning in action and to share in the children's achievements. Each class showcase their learning through a celebration assembly where parents/carers are invited in to see their child's learning. In addition, Parent Contact Evenings take place twice a year, allowing parents and carers dedicated time to hear about their child's academic progress, next steps and wider development.

We warmly welcome parents and carers into school to share information, skills and experiences that enrich our learning community. Anyone wishing to become involved in learning activities or school events is encouraged to contact Mrs Daisy Kirk, who will help to arrange opportunities to increase engagement.

We are also fortunate to have a School and Family Development Worker, Keith Gibson, whose role includes facilitating parent groups and strengthening home–school partnerships. Keith regularly shares updates and opportunities via Seesaw, including holiday provision, parent drop-ins, learning breakfasts and a variety of family events.

Parents and carers may find Parentzone a helpful online resource offering guidance, information and support related to children's learning and school life:

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

Parent Council

Our Parent Council consists of parents selected in accordance with the Parent Council Constitution to represent all families within the school. Parents of any child at St Fergus are welcome to seek membership, following the procedures set out in the constitution. The Parent Council may also co-opt additional members as required.

We are grateful for the commitment and contributions made by our Parent Council.

Anyone interested in becoming involved or supporting the group in any capacity is encouraged to speak directly to a council member or chair.

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.

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

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 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.



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.

Assessment

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Benchmarks
- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):
Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

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>

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 reports at the end of the school year and also opportunities for further meetings with staff throughout the year if required.

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 senior management 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 a daunting step 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 6 – SUPPORT FOR PUPILS

Most children make satisfactory 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 an Individual Education 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.

Support for 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 planned supported 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.

The work of Support for Learning staff is co-ordinated by 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 Education Department's 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 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.

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.city.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.

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.

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

As a whole school community, we collectively took forward our agreed development priorities as stated in our School Improvement Plan. Academic session 2025-26 is year one in our three-year development cycle. The key priorities are detailed below:

School Improvement Priority 1 – PRESENCE - Revising of Vision, Values and Aims

We aspire that by the end of the session all stakeholders can articulate our school values and reflect how these are used to shape our lives in school and out with.

School Improvement Priority 2 – PARTICIPATION – Learners to build resilience, responsibility and ownership of own learning

We aspire to improve opportunities for pupil leadership of their own learning and improve progress and participation in learning.

School Improvement Priority 3 – PROGRESS – Improve in learning, teaching and numeracy

We aspire to improve attainment in numeracy through support and challenge in numeracy

In December 2025 we had a positive HMIe inspection around learning and teaching and inclusion and wellbeing which found key strengths across our school as:

Inclusion and Wellbeing

- Across the school community there is a strong, nurturing ethos.
- Staff ensure positive relationships underpin their response to behaviour and use the principles of emotional regulation to support children.
- Most children are motivated and engaged in their learning when they work independently, in pairs and in groups.
- Staff have worked together to develop a helpful learning and teaching standard which identifies expectations and features of effective practice
- Teachers provide constructive and helpful feedback to support children to know where they are in their learning
- Staff identify children who are facing additional challenges, and they provide effective support to help children overcome barriers to learning
- Staff engage well with national guidance and professional learning to develop play at early level.
- Staff use a range of digital technology, such as interactive screens and visualisers, successfully to support class lessons
- Teachers recently reviewed the approaches to assessment they use to check children's progress in learning. They use a range of ongoing, periodic and summative assessments. They use assessment information effectively to identify targeted support and interventions for those children who are not making expected progress
- Staff support each other very well. They also work effectively with colleagues from other schools. This includes opportunities to engage in a range of moderation activities
- Teachers plan well for breadth of learning experiences using frameworks devised by the school
- The headteacher uses a whole school tracking system to monitor effectively children's progress and attainment in literacy, numeracy and health and wellbeing. Staff use this data well to support their termly discussions about the progress of all children

Learning and Teaching

- Overall, attainment in literacy and numeracy is good. Attainment data indicates that most children are on track to achieve expected Curriculum for Excellence levels in literacy and numeracy.

- Staff track children's progress in literacy, numeracy and health and wellbeing regularly. Overall, most children make good progress as they move through the school. Staff have employed a range of interventions to raise attainment in literacy and numeracy for children

Attainment over time

Senior leaders have reviewed and strengthened their approaches to gathering and analysing data on children's attainment. They have increased assessment and moderation approaches across the school to ensure teachers have a clearer understanding of children's progress across and within levels.

As a result, most children continue to make good progress in their learning over time.

SECTION 9 – EXTRA CURRICULAR ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime		GIRLS FOOTBALL	Dance Club P1-3	Hockey Club	Dundee West Football Minecraft Club
After school 3:15-4:15	Football P4-7		Young Carers Club	School football team games	Community Sports Club

At St Fergus we recognise that achievement is recognised in all forms. We offer opportunities for children to not only experience tasters of different sports but also experience success.

We work closely with Active Schools to provide different experiences for our children throughout the year and actively promote healthy lifestyles daily and health dedicated weeks.