

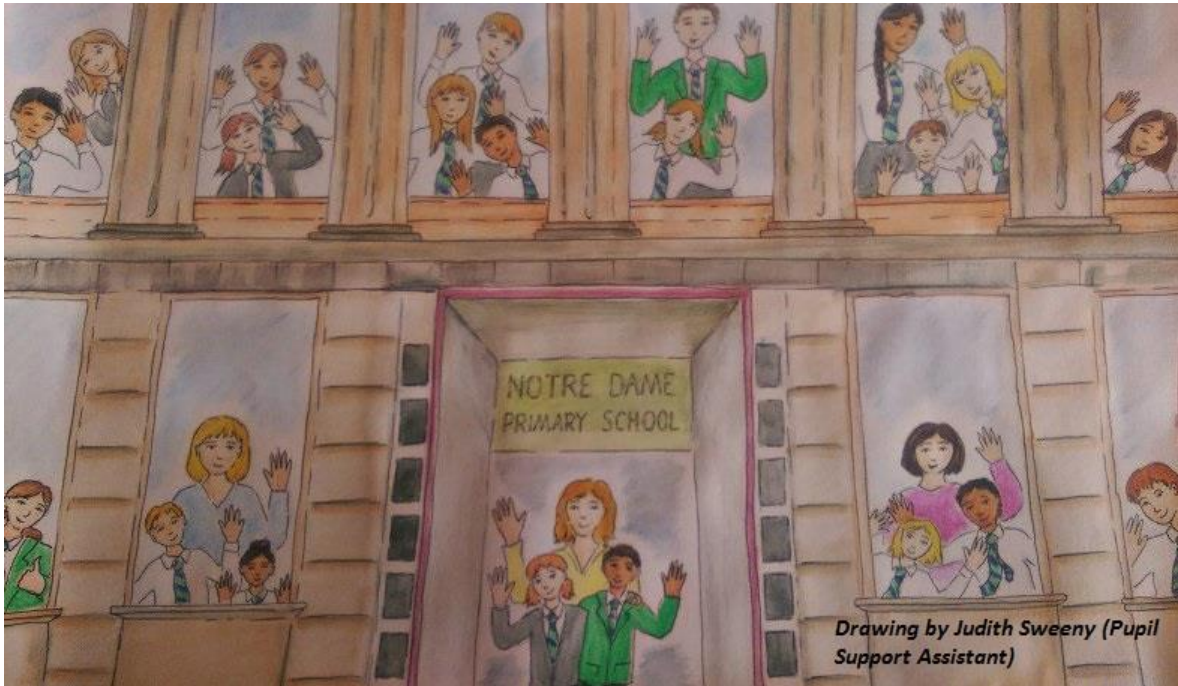
NOTRE DAME



PRIMARY SCHOOL

# Handbook

# **WELCOME TO NOTRE DAME PRIMARY SCHOOL**



Dear Parents / Carers

Our principal aim in Notre Dame Primary is to provide for each individual child the support and encouragement necessary for his/her moral, spiritual, intellectual and aesthetic development within the ethos of a Catholic school.

The curriculum we provide is intended to make our children confident individuals, successful learners, effective contributors and responsible citizens. Getting it Right for Every Child (GIRFEC) is what all of us strive to do and is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children by offering the right help at the right time from the right people. We want our children to be safe, healthy, active, nurtured, achieving, respected, responsible and included.

We want to raise attainment and achievement and work towards delivering excellence and equity for all and helping to reduce the poverty-related attainment gap. The staff are highly committed to this and will continuously review and evaluate strategies and initiatives to achieve the best for your child.

We want to work effectively with you to ensure that your child's journey through primary school is a memorable one where they achieve, attain and enjoy the whole experience.

Let's move forward together.

Mrs Christina MacDonald

**Head Teacher**

## Vision

Our vision in Notre Dame Primary is, as a community of faith and learning, to provide for each individual child a welcoming, stimulating learning environment and the highest level of education, support and encouragement necessary for his/her moral, spiritual, intellectual and aesthetic development within the ethos of a Catholic school.



## Values

Based on guidance contained within the Scottish Charter for Catholic Schools in Scotland;

- We value a commitment to the integrated education and formation of the whole child.
- We are committed to upholding the moral teaching, faith tradition and sacramental life and value the spiritual formation of the whole school community.
- We are committed to demonstrating a welcoming and inclusive ethos and promoting respect for different beliefs and cultures.

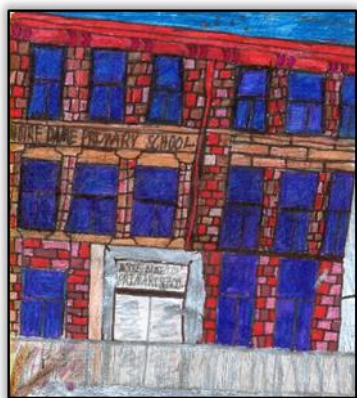
## Aims

Our Aims in Notre Dame Primary are;

To provide a consistently high quality of teaching and learning to ensure each child achieves their full potential and becomes an independent, successful, confident learner who is highly motivated, ambitious, secure and happy.

To create a vibrant, purposeful learning environment which encourages the promotion of good health and wellbeing and positive communication between home and school.

To cultivate an ethos of respect for all within the school community, promoting a friendly, welcoming and inclusive learning community and ensuring the needs of all pupils are met.



To demonstrate a commitment to working co-operatively with parents, staff, the wider community and our environment to nurture values and practices which encourage responsible and co-operative citizens.

To provide an environment which allows our children's natural talents to shine and equipping our children with the confidence skills and attitudes to become valued, responsible and confident individuals thus enabling them to become effective contributors in an ever-changing society.

## **SCHOOL INFORMATION**

**School Name:** Notre Dame Primary School  
**Address:** 30 Havelock Street  
Glasgow  
G11 5JE  
**Telephone Number:** 0141 357 0609  
**Email:** [headteacher@notredame-pri.glasgow.sch.uk](mailto:headteacher@notredame-pri.glasgow.sch.uk)  
**Website:** <http://www.notredame-pri.glasgow.sch.uk>

**Denominational Status:** Roman Catholic, Co-educational  
**Current Roll:** 475  
**Stages Taught** P1 to P7

Parents should note the working capacity of the school may vary depending upon the number of pupils at each stage and the way in which the classes are organised

**Parent Council Chairperson:** Mrs Suzanne Rae and Mrs Giovanna McDonald

### **School Hours**

<b>School Opens:</b>	9.00am	9.00am
<b>Morning Interval</b>	10.30am	10.30am
<b>Lunch</b>	12.15pm	12.15pm
<b>Closing Time</b>	3.00pm	3.00pm

**Please Note** – Breakfast Club is available from **8.00am - 8.45am** every day

### **Leadership Team**

**Head Teacher** Mrs Christina MacDonald  
**Depute Head Teacher:** Ms Clare Nicolson  
**Depute Head Teacher:** Mrs Laura MacDonald  
**Principal Teacher:** Mrs Kerry Traynor  
**Principal Teacher:** Miss Michelle Doherty  
**Principal Teacher:** Mrs Seonaid Worton

**School Staff:**

**Teaching Staff**

P1a Miss Kerry Anne McHugh  
P1b Mrs Angela Boyle  
P2/1 Mr Jacques Tierney / Mrs Eileen Neave  
P2a Miss Eleanor Smith  
P2b Mrs Victoria Gribben  
P3a Mrs Christine Carr  
P3b Ms Monica McMullan  
P4/3 Miss Michelle Doherty  
P4 Ms Campbell  
P4/5 Mr David Aubrey  
P5a Miss Christine Cullen  
P5b Mrs Angela Hilditch  
P6a Mrs Nam Forrest  
P6b Mrs Caroline Summers / Mrs Seonaid Worton  
P6c Mrs Elaine Rutherford / Mrs Sara Jane McIntosh  
P7a Mrs Frances Boyle  
P7b Miss Kyrsten Milne

Ms Janey Fellowes- EAL  
Ms Mhairi Thompson  
Mrs Ellen Trainer  
Mrs Jessica Conroy (maternity leave)  
Miss Niamh McCann (maternity leave)

**Support Staff**

Miss Pamela Carshaw – Childcare Development Officer  
Mrs Judith Sweeney – Support for Learning Worker  
Mrs Debbie Reid - Support for Learning Worker  
Mrs Catherine Cumming - Support for Learning Worker  
Mrs Annette Mattear - Support for Learning Worker  
Miss Margaret McMillan - Support for Learning Worker  
Miss Lucia Garcia - Support for Learning Worker  
Mrs Ayisha Basharat – Support for Learning Worker  
Mr John Ansdell - Support for Learning Worker

**Office Staff**

Miss Roslyn Swan  
Miss Melissa Gellan  
Miss Keren McKeown

## **A Health Promoting School**

We have achieved the status of a Health Promoting School. This means that our commitment to promoting health and well being has been recognised and rewarded.

“What makes us a Health Promoting School?”

We are a Health Promoting School because we provide health promoting activities and experiences which can change the attitudes and behaviour of pupils towards “positive, life-enhancing activities”. These are of central importance in improving health and wellbeing and in making contributions to the social inclusions and social justice agendas that are of such importance to our local communities and Scotland

### **Key Strengths**

The key strengths of the school as highlighted in the schools Education Perspective Report are-

- Overall attainment is consistently high, and attainment figures compare favourably with comparator schools
- Children at every stage develop their skills in music and the arts, which is recognised as a strength within the school community and beyond
- Children have opportunities across the school year, to share their learning with peers, across levels, with parents and staff and with visitors to the school
- There is a strong culture of collegiate working amongst staff

### **School Ethos**

Notre Dame Primary is a Catholic School – a community of faith & learning whose educational vision is based on the teachings and values of the Catholic Church as outlined below:

#### **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



## Enrolment

Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Prospective parents are welcome to visit the school and should contact the school office. Enrol is now conducted online – see the link below.

Families living outwith the catchment area are welcome to make a placing request to attend Glasgow Primary School but must enrol their child online as a first step. Further information is available using the following <https://www.glasgow.gov.uk/index.aspx?articleid=18426>

## Organisation of Classes

The following guidelines set by the Scottish Government apply:

P1	Maximum 25
P2 & 3	Maximum 30
P4-7	Maximum 33
Composite Classes	Maximum 25

Composite classes have pupils from more than one stage.

## School Term Dates

Details of school term dates are available on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=17024>

## Pupil Absence

Within Glasgow Primary School good attendance is encouraged at all times and children rewarded accordingly. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absences are investigated by the school and appropriate action taken. All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039. The line is open between 08.00-15.30 Monday to Friday. Alternatively you can use the online form on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

## Medical & Healthcare

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents are kept informed by letter.

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

## Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts and the local media etc.

## School Uniform

Our school uniform is:

- Green Blazer (with school badge)
- Grey Trousers / Skirt
- Grey V Neck Jumper / Cardigan (knitwear available with colours of tie in band)
- White Shirt
- School Tie
- Gym Kit – navy shorts, white polo shirt (also available with embroidered school badge), gym shoes

## PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- \* Potentially encourage factions (such as football colours)
- \* Could cause offence (such as anti-religious symbolism or political slogans)
- \* Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- \* Could cause damage to flooring
- \* Carry advertising, particularly for alcohol or tobacco
- \* Could be used to inflict damage on other pupils

## Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (check link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (check link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

## School meals

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided. Further information can be found here:

[http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical\\_Diet\\_Leaflet%20-%20June%202017%20WEB.pdf](http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf).

Please inform the Headteacher.

Children who prefer to bring packed lunches will be accommodated in a suitable area.

All children in P1-4 are entitled to a free school meal.

If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

## Transport

The education authority has a policy of providing free transport to all pupils who live outwith a certain radius from their local school by the recognised shortest walking route. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible can apply online at

<https://www.glasgow.gov.uk/index.aspx?articleid=17882>

## Transfer from Primary to Secondary School

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school arrangements no later than December of P7. Children from our school normally transfer to:

Children from our school normally transfer to:

Notre Dame High School  
160 Observatory Road  
Glasgow  
G12 9LN  
0141 582 0190

[headteacher@notredame-sec.glasgow.sch.uk](mailto:headteacher@notredame-sec.glasgow.sch.uk)



Saint Thomas Aquinas Secondary School  
112 Mitre Road  
Glasgow  
G14 9PP  
0141 582 0280  
[headteacher@st-thomasaquinas-sec.glasgow.sch.uk](mailto:headteacher@st-thomasaquinas-sec.glasgow.sch.uk)

We work closely with secondary school staff to prepare our children for transition.

### **Communication with Parents**

At Glasgow Primary School we use a variety of ways to keep in touch.

*Open Door Policy* – the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment.

*Class Diaries* – will let parents know what homework has been set and is also used to communicate between the class teacher and parents.

*Newsletters* – will be sent out on a regular basis to keep parents informed about the work of the school.

*Letters* – further information which requires a response may be sent out in letter form.

*School website/Twitter/App* – will contain a great deal of information about the school. It is a good idea to check this regularly.

*Text messaging* – You may also receive text reminders about events/school closures etc.

*Meetings* - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, religious and other assemblies. The school newsletter and website will keep you informed.

### **Emergency Contact Information**

At the start of each school session, parents will be issued with the annual data check form/emergency contact info. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

### **Data Protection – use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010> .

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

### **Appointments during school hours**

Please try to refrain from taking your child out of school. If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

## Comments & Complaints

In Glasgow Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available :  
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customercare@glasgow.gov.uk](mailto:education.customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

## Curriculum

### Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 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 (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.



Through the experiences we provide in Notre Dame Primary 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

## Literacy

The four main strands of Language are: - Reading, Writing, Talking and Listening. Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many other skills. We are currently in our first year of Literacy for All with a focus on Reading.

In Notre Dame Primary we attach a high priority to giving pupils a command of English Language and the ability to use it appropriately and concisely. We endeavour to develop the children's language as they learn to:  
- listen attentively, talk clearly and fluently, read with understanding write for different purposes in a fluent, legible manner with accurate spelling and punctuation.

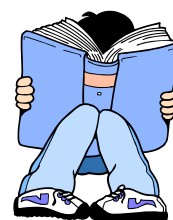
Core Schemes used:-

Reading and Language Schemes

Selection of e-books  
Heinemann Story worlds P1 – P3  
Literacy World P4 – P7  
Literacy Evolve  
Novel Studies – read & Respond

Phonics  
Spelling  
Handwriting

Jolly Phonics P1 - P3  
Prim Ed Spelling  
New Nelson Handwriting P1 – P7



## **Writing**

Writing is a major part of the curriculum and along with reading, listening and talking makes a significant contribution to the development of children as thinkers and learners.

Writing involves a set of complex skills that will not develop without structured teaching and practice. In Notre Dame we use the Ros Wilson approach to writing, which is child-centred, interactive learning with a focus on four core targets of Vocabulary, Connectives, Openers and Punctuation (V.C.O.P.)

Throughout the school the children use a variety of resources to gain more knowledge about how to improve their own writing. Children read to write and write to read..

We value writing and work hard to achieve high standards from all children, within a positive writing ethos.

In Notre Dame we aim to:

- Have a positive writing ethos throughout the school so that the pupils develop confidence and pleasure in writing.
- Teach writing through a structured programme with prescribed targets and lesson aims which have to be taught from P1 – P7.
- Teach writing in a structured way to ensure progression, continuity and consistency.
- Link planning, teaching and assessment in every writing lesson in order to raise levels of attainment and achievement throughout the school.

We run a Book Club each year and commission is used to purchase library books for all classes. We celebrate World Book Day each year. Teachers use a range of assessment strategies, both formative and summative, to measure pupils' progress, plan further teaching and learning and inform parents of pupil's attainment and achievement. Each class has sets of books to form a class library. Throughout the whole school, literacy skills are also developed across all areas of the curriculum e.g. in social studies, science, expressive arts. Teachers use a wide range of resources from many sources including the internet and Glasgow online.

## **Modern European Language**

Learning and Teaching Programmes are delivered to pupils in Primaries 5,6 and 7. Three members of the Teaching Staff have undertaken training in M.L.P.S.

## **Numeracy & Mathematics**

The main strands of mathematics are: Number, Money and Measure, Shape Position and Movement, Problem Solving and Information Handling.

In Notre Dame Primary we lay considerable emphasis on children learning the basic number bonds and tables. This involves the use of a variety of stimulating and appropriate materials through which we foster an enquiring attitude towards Numeracy and engender an enjoyment of the subject. Numeracy is a focus for us this year with staff undergoing considerable training.

## **Active Learning**

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. Active learning is an integral component of how our pupils engage with the curriculum throughout the school. Learning in an active way helps pupils develop within the capacities of areas of 'A Curriculum for Excellence'

Our children's learning in Numeracy enables them to:

- Develop essential numeracy skills which will allow them to participate fully in society
- Understand that successful independent living requires financial awareness, effective money management, use schedules and other related skills
- Interpret numerical information appropriately and use it to draw conclusions, assess risk, make reasoned evaluations and informed decisions
- Apply skills and understanding creatively and logically to solve problems within a variety of contexts
- Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

Our children's learning in Mathematics will include all of the above and enable them to:

- Develop a secure understanding of the concepts, principles and process of mathematics and apply these in different contexts, including the world at work
- Engage with more abstract mathematical concepts and develop important new kinds of thinking



- Understand the application of mathematics, its impact on our society, past and present, and its potential for the future

### **Core Scheme used to deliver Numeracy & Mathematics:-**

P1 – P7	Heinemann Interactive Maths
P1 – P7	Tee Jay Maths
	Cambridge Interactive Maths
P1 – P7	Badger Maths
P1 – P7	Variety of Online Resources

Computer resources, games, Technology equipment, problem solving materials and Heinemann Home Link resources are also used throughout the school to enhance and fulfil children's learning. We are currently in our second year of Glasgow Counts.

### **Social Studies and Interdisciplinary Learning**

Through Social Studies our children develop their understanding of the world by learning about people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. As the children move through the primary stages, their experiences will be broadened using Scottish, British, European and wider contexts for learning.

The Social Studies experiences and outcomes are structured under three main organisers:

- People, past events and societies
- People, place and environment
- People, society, economy and business

In Notre Dame Primary we aim to develop knowledge through a skills based approach through:

- Active learning – providing opportunities to observe, explore, experiment and play
- Use of relevant contexts and experiences
- Use of technology
- Collaborative and independent learning
- Discussion and debate
- Learning and outdoors, field trips, visits by external contributors



Interdisciplinary Learning – enables children to make connections across learning and provides opportunities for deepening learning through answering big questions, exploring an issue, solving problems and completing a final project.

Interdisciplinary learning is based upon experiences and outcomes drawn from different curriculum areas and subjects within them. We are currently developing a range of topics and learning experiences which provide children opportunities to develop their skills, knowledge and understanding across subject areas and disciplines.

### **Sciences**

Through their learning in the Sciences, our children will begin to develop interest in, and an understanding of, the living, material and physical world. They will engage in a wide range of collaborative, investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

### **Expressive Arts**

Our expressive arts programme is designed to enable our children to enhance their creative talent and develop artistic skills in music, drama, dance and art and craft. At times, experiences will be linked with interdisciplinary topics. We have a school choir. Some children receive instrumental tuition in violin, cello and woodwind and there are after school opportunities.

Across the school session there are a number of planned events and celebrations including School Talent Show, Christmas Carol Concert, Nativity Play, P7 Musical Play, entry to festivals and participation in community events. The school has a tradition of encouraging children to enjoy, experience and participate in a full programme of expressive arts.



## Health & Wellbeing

Our programme ensures our children develop the knowledge, understanding and skills they need now and in the future. We have a holistic approach to promoting health and wellbeing, taking account of the children's stage of growth and development to provide experiences which ensure mental, emotional and physical wellbeing.

## Physical Education

Every class has at least 2 hours of physical education each week. Our new gym hall provides a fantastic space to allow children to experience a range of sports and physical activities. The 'multi use gym area' in the playground provides a further learning and teaching area for PE. Our Active Schools Co-Ordinator plans and organises a range of after school sports activities across the session.

## Information and Communication Technology (ICT)

The development of Computing Skills is encouraged at every stage. A variety of educational programmes and games link the computer to other subjects in the curriculum. The school is fully connected to the Glasgow Schools' Network and has internet access. Each class has a minimum of two fully networked PCs. SMARTboards and digital projectors make access to the internet easy for all. Laptops are now also used throughout the school. Digital and video cameras and visualisers further enhance our children's learning.



An ICT suite is located within the school library and classes are timetabled to visit each week.

\*All users of the network are required to sign an agreement saying they will not abuse the system or use it for personal use (Acceptable Use Policy).

This session we will be part of Glasgow City Council's ICT Refresh. All our ICT will be upgraded.

Children in P6&7 will be allocated an Ipad each and P1-5 will have one Ipad per 5 children. Every classroom will have an apple TV.

## Technologies

Within Curriculum for Excellence there is a framework of experiences and outcomes which include craft, design, engineering and graphics. Through interdisciplinary learning and science we are developing experiences in this area e.g. we have developed links with S.T.E.M (Science, Technology, Engineering and Mathematics) and children in the upper stages have been involved in science and design projects.

## Homework

Homework is a very valuable addition to work that children do in school. Our policy is very well supported by all parents.

In Notre Dame Primary homework is given up to four evenings per week. Homework should not take longer than 30 minutes. Activities to reinforce literacy and numeracy skills form the basis of most tasks. Other activities include problem solving, research and observation. In the upper school pupils are encouraged to conduct further research topic work to extend learning and promote independent study.

Homework diaries are provided and parents are asked to encourage their children in self-discipline by setting aside time and space for homework.

Samples of pupils' class work and review sheets inviting parents to comment are sent home each term.

## Useful Websites

<http://www.gov.scot/Topics/Education/Schools/curriculum>

<https://education.gov.scot/parentzone/>

## Religious Observance

As a Catholic school, religious education is an integral part of the school day. Our aim is to present Christianity as a loving, caring way of life and to bring the children to an awareness of the happiness of a life spent in following Christ's example of love and respect for God and for all creation.

The publication of This Is Our Faith is highly significant for many reasons. It is the religious educational syllabus which has originated in Scotland and has been created to meet the distinctive needs of our young people. We are successfully developing the use of this resource throughout our school. Catholic schools are communities which are open, welcoming and inclusive. The church expects that Catholic schools, working with parents and families, will seek to prepare pupils to find happiness and to lead lives of goodness, built upon

Christian values, personal integrity and moral courage.

#### Preparation for Sacraments

First Penance (First Confession) – P3 (During Lent)

First Holy Communion – P4

Confirmation – P7



Canon McBride (Parish Priest of St Peter's Partick) makes frequent visits to the school, visiting classes, leading hymn practices and conducting services in St Peter's Church across the school session for feast days and liturgical celebrations. All classes participate in leading mass once a month.

As a Catholic school we welcome all children as members of our school community. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

#### Assessment & Reporting

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in October and March. An annual report is sent to parents towards the end of each school year.

If you have any concerns about your child's progress do not hesitate to contact the school.

In Notre Dame Primary we focus on improving the classroom learning experiences and pedagogy to plan, stimulate, reflect and evaluate the learning and teaching process.

We share this with our parents at our Open Evening, Open Afternoons and workshops. We are continuing to build and work on:-

- Teaching For Effective Learning Strategies
- Learning Through Play
- Outdoor Learning
- Contextualised, cognitive active learning
- Glasgow Counts strategies for Numeracy
- Problem Solving Approaches
- Digital Literacy
- Active Learning in Context
- Assessment is for Learning Principles
- Literacy for All - Reading

#### Support for Pupils – Additional Support Needs

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

In Notre Dame we have a staged intervention process in place where children require different levels of support.

**Stage 1** - adaptations/support within class by class teacher

**Stage 2** - support given by another teacher / assistant

**Stage 3** - supported by another agency such as speech and language, occupational therapy

**Stage 4** - multi-agency support



Children who require support or have additional learning needs may be discussed at a SIIM (Staged Intervention & Inclusion Meeting) where appropriate strategies or other pathways may be advised.

Children who are at Stage 3 or 4 will require a Wellbeing and Assessment Plan and parents and children will be fully involved with this (where possible).

### **Nurturing City**

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts.

Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

This year we are fortunate enough to have a nurture base called 'The Den' for children requiring some nurture interventions.

### **English As An Additional Language**

The EAL teacher works in the school 3 days a week to support pupils where English is not their first language. In Notre Dame our children speak within a range of sixteen languages. The EAL teacher works with teachers to plan and deliver support to pupils taking into account their level of acquisition of English. The EAL teacher reports to parents at Parents Evenings.

### **Getting It Right For Every Child**

The GIRFEC approach is about how staff in all children's services meet children's needs by working together where necessary to ensure that they reach their full potential. We aim to ensure that our children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.  
[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Equal Opportunities And Social Inclusion**

All children are treated equally. Every child is encouraged to reach his/her full potential and we strive to meet the needs of all children. No child is barred from any activity, which would traditionally have been either male or female.

The Education Authority requires every school to produce its own Race Relations Policy to comply with the Race Relations (Amended) Act 2000. A copy of this policy is held in the school office.

### **Additional Support Needs/Accessibility Strategy**

We have a duty to ensure that all of our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies, but also minor adaptations to the physical environment of our building to address the needs of pupils with physical or sensory impairments. We also need to ensure that parents/carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for Parents Meetings to facilitate physical access; provision of an interpreter for parents with English as an additional language or hearing impairment; agreeing a phone contact system to provide direct feedback to parents/carers.

### **Promoting Positive Behaviour**

We are a Rights Respecting School.

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. This applies to all adults and children. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe, and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Schools).

Notre Dame Primary is in the process of developing an Anti-Bullying Policy in line with Glasgow City Council Anti-bullying Policy with the Parent Council and Pupil Council. In Notre Dame Primary we promote positive behaviour resulting in positive attitudes to learning and relationships with others.

Any anti-bullying strategy must stress the importance of partnership with the parents/carers of their children. The relationship between pupils and teachers is similar to that between child and his/her parent/carer, requiring mutual consideration and respect on both sides.

There is an adult presence in the yard at break and lunch times i.e. up to 8 adults. The Head Teacher and Depute Head Teachers frequently visit the yard at break times. Our children are encouraged to play fairly, to share games and show care to one another.

Any events of indiscipline are investigated and almost always resolved at an early stage. Serious indiscipline may require a member of the leadership team to contact the children/children's parents to resolve any issues and support all children.

Our Primary 7 children are buddies to children in Primary 1. Each session our pupil council select, order and organise playground games for all stages.

## **Supervision Of Pupils And School Security**

When the weather is suitable, children from all classes go outside to play.

An adult presence is provided in the playgrounds from 8.45, under the terms of "Schools Safety and Supervision of Pupils Scotland" Regulations 1990.

When children are in the school yard at morning intervals and lunchtimes, they are accompanied by our Support for Learning Workers, in high-viz coats, and our janitors.

We would encourage you not to enter the playground unless necessary and if so please stay behind the red lines for the safety of the children. No bikes, scooters or dogs allowed in playground.

Children should be brought to the door at the children's toilets on inclement mornings and put into school. (Not before 8.45am). **No adult should enter the school by this entrance at this time.** If you wish to speak to a teacher or a member of the management team, please make an appointment at the school office, via the front door.

Children not attending the breakfast club must remain in the school yard until told to come in after 8.45. (inclement weather)

Children remain indoors if it is very wet or very slippery underfoot.

The school security system electronically covers all entrances and exits. All visitors sign the Visitors' Book on entering the building. Two internal security doors in the front entrance hallway further enhance the safety and security of all in the building.

No adult should enter the building unless allowed access by office staff/janitor. Please close all doors and gates behind you.

We ask for your cooperation in maintaining these systems.

## **School Improvement**

### **The Evaluation Process**

Throughout the session all stakeholders are involved in reflecting on the progress in implementing and developing School Improvement Plan priorities. Staff work collegiately to plan, reflect and regroup with stage partners, CfEX level group working, working parties, parent/staff links, across the Learning Community and being involved in Authority Initiatives. Pupils continue to participate in:

- School groups i.e. we have 8 committees. We are developing more this year
- In regular discussion in class to plan targets in their learning and influence directions for further learning across the curriculum
- Working jointly with pupils in other establishments

The Parent Council and wider parent community contribute to the evaluation process at meetings, open evenings, response sheets and questionnaires.

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health and wellbeing. Our priorities for improvement are detailed in our

School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office.

School Improvement Plan Priorities 2019-2020

1. Raising attainment in Literacy & Numeracy
2. Inclusion and Nurture
3. Developing young workforce

We are using some of our Pupil Equity Funding to resource Numeracy and have delivered training to staff on Outdoor Learning. We are also further developing our outdoor learning spaces.

### **Parents As partners In Their Children's Learning**

The Parent Forum and The Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective views to be represented on matters such as the quality and standard of education at the school and other matters of interest to parents/carers. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, Education Authority and HMle
- Promoting contact between the school, parents/carers, children and their local community
- Fundraising
- Involvement in the appointment of senior school staff

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children and young people's education. The school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role

At the Notre Dame Parent Council Meeting held in June 2018 parents voted the following members as key personnel within the Parent Council:-

- Suzanne Rae and Giovanna McDonald - Joint Chair
- Vivianna Kennedy - Secretary
- John Grady - Treasurer

Our school enjoys the support of a very active and supportive Parent Council. The Parent Council hold regular meetings and during the session have also been involved in consultation meetings with the authority to plan for the future of the new school.

Notre Dame Parent Council is an integral part of the school. Their effective partnership working makes a positive difference to the life and work of the school. They continually demonstrate their support and commitment to our school community raising funds to support curricular developments, for ICT equipment, events, performances and school outings. They have organised our new School Library, have set up a reading club and have planned a full calendar of events across the session to raise funds, support curriculum developments and promote positive partnerships with the whole school community.

## Other Information & Communication with Parents

- Monthly Newsletters
- Updates/Letters to classes/stages re. events, visits as necessary
- P1 Parents' Open Afternoon – August
- Parents' Evenings – October and March
- Curriculum Open Evening – September
- P1 Open Afternoon – October (Pre Enrolment)
- P1 Enrolment – November and January (dates advertised in press)
- Sharing Our Learning
- Annual Reports – June
- Celebration of Achievement – June

## Parental Involvement in the curriculum

Our parents are very involved in developing and supporting many aspects of the curriculum through:

- Helping at field trips and events
- Making costumes and props
- Giving talks and workshops
- Careers day
- Supporting the modern language programme in the school
- Skills clubs

## Extra Curricular Activities

Extra curricular activities are a valuable part of the life of the school.

Throughout the school year Notre Dame Primary pupils take part in extra curricular activities e.g.

- Football
- Basketball
- Badminton
- Tai Kwon Do
- Multisports
- Dodgeball
- Drama
- Dance
- Recorder Club
- Percussion Club
- Choir

Activities are attended by pupils in P1-7

## The Freedom Of Information (Scotland) Act

This Act enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; the Police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service
- Factual information
- The reason for decisions made by it

The legal right of access includes all types of "recorded" information of any data held by the Scottish Public Authorities. From January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17479>

## Dealing With Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999, the guidelines "Dealing With Racial Harassment" were issued to assist all teaching staff in dealing with such incidents.

The adoption of a multicultural and anti-racist approach should be seen as one part of the continuing attempts to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure in school. We have a significant number of children who come to us from all over Europe, Asia and Africa. These children are a huge asset to the ethos of

the school. At this point in time no racist incidents have occurred within the school. This speaks volumes for the respect that all working in the school exhibit on a daily basis.

### **Useful Addresses**

Customer Liaison Unit  
Education Services  
Glasgow City Council  
City Chambers East  
40 John Street  
Glasgow  
G1 1JL

### **Local Councillors for Partick West:**

Feargal Dalton  
Maggie McTernan  
Tony Curtis  
Kenny McLean

More information and contact details for the above councillors can be found at  
<http://www.glasgow.gov.uk/councillorsandcommittees/doCouncillorSearch.asp?c=P6L8GOFGI7FQUTT1Z381T1T1T1ZLNTNTZLOG>

St Peter's Church Partick  
46-60 Hyndland Street  
Glasgow  
G11 5PS

Canon Peter McBride