

Ballumbie Primary School

Handbook

2025/26



Contents

- 1. Welcome and Vision**
- 2. School Ethos**
- 3. School Information**
- 4. School Policies and Practical Information**
- 5. Parental Involvement**
- 6. Curriculum**
- 7. Support For Pupils**
- 8. School Improvement**
- 9. Extra Curricular Activities**

Section 1 - Welcome and Vision

Dear Parents/Carers,

Welcome to Ballumbie Primary School

Our school prides itself on high standards of achievement within a warm and welcoming environment. We hope that our school handbook is helpful in informing you about the many aspects of our school; school timings, policies and practices, as well as many of the procedures operated by the school and Dundee City Council.

Ballumbie Primary School is very much the heart of the Whitfield community and we value the support and partnership of all of our families and wider community. We continually strive to achieve our vision of supporting all, succeeding together in order to shine bright, which we refer to as:

SUPPORT SUCCEED SHINE

We look forward to working with you as parents/carers and recognise the important role you play in supporting your child's education. We believe that the partnership between home and school will ensure that your child benefits from a high quality educational experience at Ballumbie.

If you have any queries at any time or would like to visit the school prior to your child enrolling, please contact Depute Head Teacher, Mrs Cook, our Principal Teachers, Mrs Britten and Mrs Pinkman, or myself and we will be happy to answer any questions or show you around the school.

Yours sincerely,

Paula Cheghall

Head Teacher

Section 2 - School Ethos

At Ballumbie Primary School, we have a strong emphasis on providing our pupils with a high-quality education. We strive to meet the needs of all pupils by:

- offering a range of stimulating and challenging learning activities
- encouraging pupils to take responsibility for their own learning
- providing purposeful feedback to help take learning forward
- allowing pupils to share in planning and make personal choices about aspects of their learning
- encouraging creativity and enterprise
- investing in an ethos of mutual understanding and cooperation between home and school
- promoting whole school, class and individual achievements
- promoting positive relationships within the community and with a range of support agencies to ensure ongoing learning and wellbeing of our pupils

In doing so, we seek to create a safe, happy and stimulating environment to develop the whole child and let all, realise their potential.



The poster features the school crest with a thistle and a scroll, and the text 'At Ballumbie we CARE'. It is divided into sections: 'OUR VISION' (with a box for 'Support all Succeed together Shine bright'), 'OUR AIMS' (with a box for 'We want all children to be: curious and motivated to learn, have the confidence to take all opportunities, co-operate and support each other, be responsible and show respect to all'), 'OUR VALUES' (with boxes for Creativity, Ambition, Respect, and Equality, each with a corresponding icon), and a bottom row of numbered icons representing various school programs.

At Ballumbie we CARE

OUR VISION

Our vision is to ensure all our children are supported to succeed, ensuring they succeed together and everyone's achievements are celebrated.

Support all Succeed together Shine bright

OUR AIMS

We want all children to be:

- curious and motivated to learn
- have the confidence to take all opportunities
- co-operate and support each other
- be responsible and show respect to all

OUR VALUES

Creativity
We use our imaginations, we are curious, we communicate with each other and help solve problems.

Ambition
We show determination and strive to achieve our best.

Respect
We respect each other's feelings, beliefs, differences and rights.

Equality
We show fairness, we understand that we are all different and need different things to succeed.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

Section 3 - School Information

Ballumbie Primary School is a non denominational school catering for Primary 1 – Primary 7 pupils. We also have an Early Years Centre for children aged 2 – 5 years. There is no provision for Gaelic.

School address: 70 Lothian Crescent,
Dundee, DD4 0HU

Telephone number : 01382 438617

Email : ballumbieprimary@dundeeicity.gov.uk

School roll : 489 pupils

Senior Management Team:

Head Teacher Mrs Paula Cheghall
Depute Head Teacher Mrs Rachel Cook/ Mr Carl Skelton (Acting)
Supporting Learners Principal Teacher Mrs Clare Pinkman
Principal Teacher P1 – P7 Mrs Karen Britten

Parent Council : pcballumbie.npfs.org.uk

Structure of the School Day:

Morning session: 9.00am – 10.30am
Morning interval: 10.30am – 10.45am
Lunch break: 12.15pm - 1.15pm
Afternoon session: 1.15pm – 3.15pm

Section 4 - School Policies and Practical Information

Please see our website for further information [Welcome! — Welcome to Ballumbie Primary School website](#)

School uniform

We have 2 options for school uniform and our uniform can be purchased from Lees Keys and delivered to the school or picked up at the shop, purchased from the Schoolwear Shop in Dundee and plain jumpers etc in blue are available from other school wear providers. Of course you can decide where to buy uniform and children do not have to wear embroidered uniform, however, we do expect children to wear school colours and not wear any branded jumpers.

We also have a new school t-shirt that can be purchased in black or blue for PE. This is to support those who wish to wear a sports t-shirt to school under their hoodie or jumper.

Our uniform shop link can be found below and we have added the agreed uniform for Ballumbie.
[Ballumbie Primary School – Lee's Tees & Keys \(leeskeys.uk\)](#)

Option 1	Option 2
White shirt and school tie or white polo shirt Blue jumper/cardigan/sweatshirt/Ballumbie hoodie Dark grey or black trousers/skirt/leggings Black shoes/trainers	Ballumbie blue hoodie or black for P7s only White t-shirt or polo shirt or school t-shirt or black sports school t-shirt Dark grey or black trousers/skirt/leggings/shorts/joggers black shoes/trainers
<p>Gym kit Ballumbie hoodie</p> <p>Plain black, blue or white t-shirt black, blue or white school t-shirt</p> <p>black shorts/leggings/joggers</p> <p>Gym shoes to change into – in a gym bag (and labelled with names please)</p>	
<p>No football kits to be worn</p> <p>All items of clothing should be labelled. This assists greatly in recovering lost property.</p>	

If there are any problems, please contact us so that we can help with any issues you may have sourcing any items or have any financial difficulties, we can help access grants or help you apply for funding. The wearing of uniform develops community, pride and feeling belonging to our school community.

School Clothing Grants/Other grants:

If you are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Universal Credit funding is available and further information is available from the Dundee City Council website.

[School Clothing Grants | Dundee City Council](#)

Free School Meals

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.

Applications forms can be submitted online:

[**www.dundeecity.gov.uk/eduforms**](http://www.dundeecity.gov.uk/eduforms)

Payments to Schools

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

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

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

Emergency School Closure Procedures

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

Enrolment & Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address,

in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy

Agreement, Council Tax book or recent (within two months) utilities account must be shown. Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Wet weather arrangements:

During wet weather at break time and lunch-time all children will be able to remain inside the school supervised by staff. Children returning during a wet lunchtime should enter via the main door.

If it is raining, Primary 1 – Primary 7 pupils may enter the main door from 8.50am and wait at their classroom. Please be aware that children are not supervised at these times, therefore you may prefer your child to come to school for 9.00am and enter via the open doors.

Appointments

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

must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Accidents/Illness at School

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

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

General Safety

Pupils are not allowed to leave the school grounds during interval. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time. To ensure the safety of all children, children should behave responsibly both in the playground and within the school.

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 a concerns please come and talk to us so that we can resolve this for you as soon as possible.

School Holidays

Autumn Holiday

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

Winter Term

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

Christmas Holiday

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

Spring Term

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

Spring Holiday

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

Summer Term

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

Section 5 – Parental Involvement

Parental involvement is essential to ensure that we develop the whole child at Ballumbie Primary School. We value the importance of fostering good relationships with parents.

Our aims relating to parental partnership are:

- To promote an open door policy where parents are encouraged to play an active part in school life
- To provide opportunities for parents to keep abreast of educational initiatives
- To make provision for effective communication with regard to all aspects of school life

At Ballumbie we involve parents and family members weekly in the life of the school through our online platform Seesaw.

Ballumbie Parent Partnership:

Ballumbie Primary School has a very strong link with the Ballumbie Parent Partnership. The group is set up as a partnership of parents and school staff.

The main function of the group fall into the following areas:

- supporting the school in its work with pupils.
- representing the views of parents
- promoting contact between the school, parents, pupils and the wider community
- raising funds for various projects.

All parents are welcome to come along to any of the meetings.

Promoting Positive Behaviour

All children are encouraged to adhere to our agreed school rules in order to promote high standards of behaviour and support a positive school ethos. These are as follows:

Be Ready

Respect Yourself Respect Others Respect the Environment

Be Safe

We also have agreed school consistencies, and these are:

- **Respectful Rooms**
- **Excellent Environments**
- **Support Each Other**
- **Positive Playground**
- **Everyone Says Hello**
- **Calm Corridors**
- **Terrific Transitions**

Parents play an important part in the relationship policy of the school. When home and school work together this benefits the child greatly.

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.

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

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.

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 and Fourth	S1-S3, but earlier for some

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.

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.

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and look at their written work to build up a picture of where each child is in their learning. Assessment tasks are planned and built into day to day learning activities. From this, teachers help children to see how they can improve and what they need to practise. Self and peer assessment are important parts of this - pupils assess their own learning and help each other to improve.

Within the area of assessment, pupils' learning progress is also measured using standardised assessments which allow the school to develop diagnostic profiles of pupils' strengths and development needs. These assessments also allow comparisons with national levels of attainment. Currently, Scottish National Standardised Assessments (a series of computer-based adaptive tasks) are used to support teachers' judgements of progress in P1, P4 and P7.

The progress of every pupil is tracked throughout their school career. Individual Folios of work, learning journals and other profiles are started in Primary 1 and built upon throughout each child's school experience.

These provide evidence of learning progress and aid reporting to parents/carers.

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

At Ballumbie Primary all transition arrangements for nursery pupils are organised by Mrs Britten and Mrs Pinkman, Principal Teachers and Mrs Crowe, Early Years Teacher. They will oversee the enrolment process, parent evening organisation and pupil visits.

All Primary 1 entrants will not start at the same time on the first day of school. The times will be staggered to allow small groups to settle more easily. During the preceding summer term, the children and parents will be invited to the school to meet the teachers and each other. A Parents' Information afternoon/evening will also be held in the summer term.

Transfer to secondary school

When your child is due to leave Ballumbie Primary School at the end of Primary 7, he/she will be allocated a place at Greenfield Academy or their catchment high 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 at Ballumbie work closely with Greenfield Academy and provide a range of transitional activities throughout Primary 7. These include Primary School visits from Greenfield's Guidance Staff and pupils, taster lessons – where children are invited to Greenfield Academy and are taught

by secondary teachers in a number of subjects and also a 2 day visit to Greenfield Academy where pupils follow a secondary school timetable. Around this time, high school staff meet with the Primary 7 teachers to discuss the needs of the children.

Cluster Group

This represents all of the schools and nurseries associated with the Secondary School. Our Cluster group consists of:

Greenfield Academy

Quarry View Nursery

Ballumbie Primary and Early Years Centre

Longhaugh Primary

Mill of Mains Primary

Longhaugh Nursery

Fintry Primary and Fintry Nursery

Rowantree primary

The Head Teachers of these schools meet regularly to discuss issues common to all of the schools and to develop shared approaches to ensure educational continuity for all of the children.

Section 7 – 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 a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated 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 extra help 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 Council's Children and Families Service policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services 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.

Information on additional support needs is also available to you from:
Enquire - The Scottish Advice Service for Additional Support for Learning

Let's Talk ASN

Scottish Child Law Centre

Section 8 – School Improvement

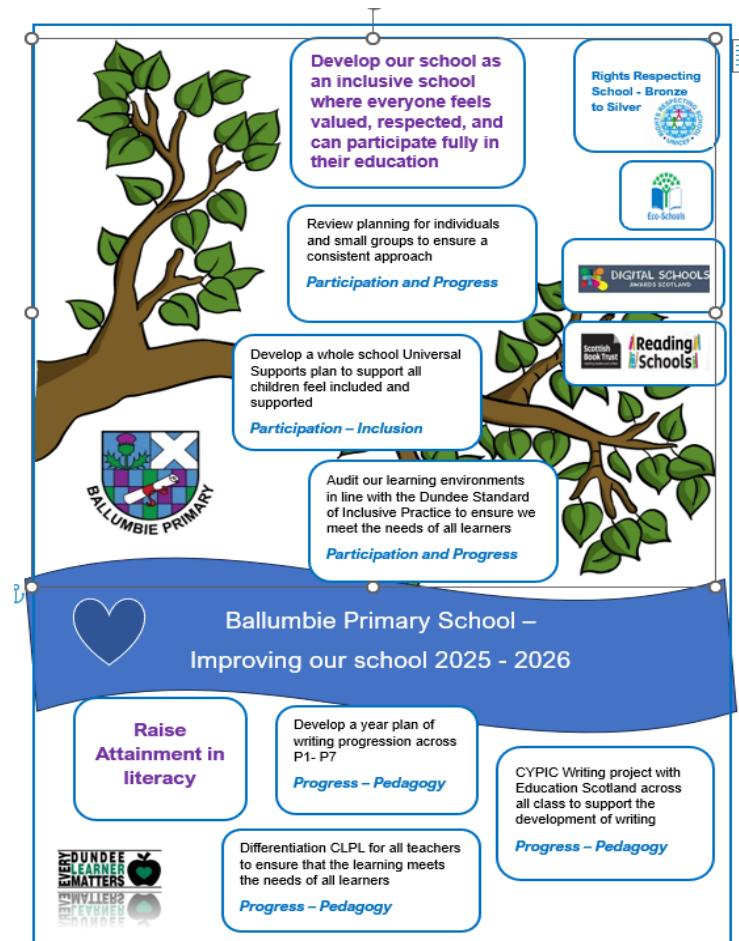
The School Improvement Plan includes the following key priorities;

Raise attainment in literacy to 80% by June 2026

- All teaching staff to implement CYPIC Writing CLPL with Education Scotland and Pedagogy team across P1 – 7
- Quality Assurance discussions focused on raising attainment in all areas of literacy and numeracy
- Develop a year plan of writing progression across P1- P7 for session 26/27
- Development of an online writing resource bank
- Development of writing assessment across P1 – P7
- Attain Reading School Bronze level award

Develop our school as an inclusive school where everyone feels valued, respected, and can participate fully in their education

- Agree as a staff team what inclusion means and looks like at Ballumbie
- Audit our learning environments in line with the Dundee Standard of Inclusive Practice
- Develop a whole school Universal Supports plan
- As part of our Ballumbie Learning and Teaching Standard – encompass Universal supports
- Review planning for individuals and small groups to ensure a consistent approach
- Create a knowledge and understanding of children's rights through assemblies and Rights Respecting Group
- Right of the Month is embedded into class learning linked to our school values
- Embed our new school values into practice through discussions, assemblies, etc



Section 9 – Extra Curricular Activities

At Ballumbie Primary School we run a number of sports-based clubs at lunchtime and after school such as basketball, rugby, hockey, athletics, multisport and football. A number of teams are chosen from these to represent the school at sporting events and festivals. In addition to this we have a wide range of additional clubs such as dance, fun games club, computer and story-telling clubs.

We work closely with Active Schools and our Active Schools Assistant within Ballumbie works with a number of groups and to support regular activity, community clubs and an active lifestyle for all. We continue to be committed to providing learners with a range of activities to be involved in the wider life of the school, further develop social skills and provide opportunities for wider achievement.