

## **WELCOME FROM THE HEADTEACHER**

Welcome to St Mary's Episcopal Primary School.

At St Mary's we aim to build a happy community where everyone is encouraged and supported to achieve their academic and personal potential.

We ensure that all our pupils have access to a lively stimulating curriculum reflecting our local context and which meets their needs, supporting them to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

In order to support our children, we work in partnership with a range of services including Speech and Language Therapists, Educational Psychologists, Social Workers, Health Professionals, Dunblane Library, St Mary's Episcopal Church Minister and Central Scotland Police. We also collaborate with volunteers who work with our children to enrich their learning and widen their horizons.

St Mary's is proud to be recognised as a Rights Respecting School. The philosophy and ethos of a Rights Respecting School is reflected in all aspects of our life and work here, with the children's voice central in all that we strive to achieve at St Mary's. All children in our school are members of one of our responsibility groups, as we work together to develop our learning environment in response to the needs of our children.

St Mary's Episcopal Primary recognises its' unique status in the community that surrounds the school. Local residents are very much an integral part of life at St Mary's and take pleasure being a part of the children's learning journey and celebrating the children's successes. We continue to build valuable partnerships with parents and the community in order to provide the best possible educational experience we can for the children in our care.

We encourage all the children in the school to live by our school values of respect, enthusiasm, aspiration, compassion and honesty and believe that in doing so we allow every child to achieve and recognise their full potential.

Further information about the school is available on the school website [www.stmarysepsdunblane.org.uk](http://www.stmarysepsdunblane.org.uk). Should you wish to visit St Mary's Episcopal Primary School please telephone 01786 822740 to arrange a suitable time.

Heather White  
Headteacher

## **DESCRIPTION OF THE SCHOOL**

St Mary's was established in the nineteenth century and originally stood in Mill Row in a house known as the "Auld Licht". The school has been on its present site since 1850. The ground for the present school was gifted by Kippendavie Estate. Over a century and a half since it was established St Mary's continues to flourish providing a high standard of education to all our pupils. The school has four classrooms and a computer/library area. The school is surrounded by a tarmac play area. The Church Hall is used for Assemblies, concerts and PE. School lunches and packed lunches are served in the Church Hall.

## SCHOOL INFORMATION

<b>Address</b>	St Mary's Episcopal Primary School Smithy Loan Dunblane FK15 0HQ
<b>Telephone</b>	01786 822740
<b>Fax</b>	01786 821072
<b>E-mail</b>	<a href="mailto:stmaryeps@stirling.gov.uk">stmaryeps@stirling.gov.uk</a>
<b>School Roll</b>	81
<b>Nursery Roll</b>	18
<b>Headteacher</b>	Heather White
<b>Principal Teacher</b>	Veronica Currie
<b>Teaching Staff</b>	Hayley Hughes Mary Johnston-Kehoe (Temporary) Jenny Kinvig Danielle Smith
<b>Support for Learning Teacher</b>	Esther Laing
<b>Nursery Staff</b>	Alyson Pearson (Senior ECE) ECE
<b>Visiting Specialists</b>	
<b>Music</b>	Karen Moore
<b>PE</b>	Jill McLachlan
<b>School Administrative Assistants</b>	Isobel Dewar
<b>School Support Staff</b>	Jo Mace Ann-Marie Reid Maria Pridden Elaine Savage
<b>St Mary's Episcopal Church</b>	Rev. Nick Green
<b>School Cleaners</b>	Larry Gilmour Jill Strickland

### The School Day

Morning Session	9.00 am – 12.15 pm
Lunchtime	12.15 pm – 1.15 pm
Afternoon Session	1.15 pm – 3.15 pm
Nursery Session	9.00 am – 12.10 pm

## **Stages of the School**

### **Nursery Class**

Within St Mary's Episcopal Primary School we have a nursery class with capacity for 20 children, offering a morning session lasting three hours and forty minutes. The nursery aims to provide a secure and happy environment which will meet the needs of all children. It offers a wide variety of child led learning activities and makes full use of the school, school grounds and the wider community.

Parents are actively encouraged to become involved in the life of the nursery. Further information regarding the nursery is available in the Nursery Handbook.

### **Classes**

Parents should be aware that the formation of classes in the school could vary from year to year to reflect changing numbers within year groups. Due to the size of the school and the accommodation available to us all children within the school will be taught in composite classes. A composite class will not exceed 25 in number. Learning is organised in flexible teaching and learning groups and the classes operate in a manner that allows children to learn at their own level and pace.

We believe that the quality of the education children receive depends on excellent teaching and learning rather than the division of classes into single stage or composite year groups, and are therefore committed to continually improving teaching and learning throughout the school.

Currently our school and class structure involves:

Nursery	(maximum 20 children in a morning only session)
Primary 1/2 class	(maximum class size 25)
Primary 2/3 class	(maximum class size 25)
Primary 4/5 class	(maximum class size 25)
Primary 7 class	

### **Contact with the school**

#### **By telephone**

Please telephone 01786 822740. If the person you need to talk to is available, you will be put through to them by the school administrative assistant. Otherwise a message will be taken and forwarded to the appropriate person and they will get back to you as soon as possible.

#### **In person**

- if you prefer to come into the school in person, please make an appointment in advance
- if you don't have an appointment, we will meet with you if we are free to do so, otherwise you will be given an appointment.

#### **Parent mail**

You may contact the school using the school email [stmaryeps@stirling.gov.uk](mailto:stmaryeps@stirling.gov.uk).

### **How we contact parents/carers**

- If we need to contact you, we will telephone using the home, mobile or work numbers you have given us
- In an emergency, if there is no reply to these numbers, we will telephone your emergency contact.
- Please inform us of any changes to your contact numbers as soon as possible. If you would prefer us to contact your emergency contact before trying your work number, please let us know.

### **Text messaging**

We have set up a text messaging service for parents/carers. We use it to advise of emergency school closures and cancellation/rescheduling of school events.

## **SCHOOL VALUES AND AIMS**

### **Our Values**

Our school is a small community. We believe that certain qualities are essential if it is to function smoothly, efficiently and, most important of all, happily. These values which have been agreed by pupils, staff and parents are Respect, Enthusiasm, Aspiration, Compassion and Honesty – REACH. As a learning community we all attempt to live and learn by these values.

At St Mary's Episcopal Primary School we aim to enhance the pupils' self-esteem and encourage self-respect and respect for others; supporting pupils to develop independence and citizenship through becoming responsible for their own behaviour and contributing to the whole school community; to develop inter-personal skills which facilitate conflict resolution and negotiation. We support children as they develop resilience in themselves and encourage them to bounce back from challenging situations. We adopt a zero tolerance approach to bullying and all schools in the Dunblane Learning Community worked together to update policies and procedures in this area.

### **Our Aims**

Our vision for St Mary's Episcopal School and Nursery is that it should be a happy community where everyone is encouraged and supported to achieve their academic and personal potential.

To achieve this we will:

- Create an ethos where everyone is welcomed, treated fairly and with respect
- Promote positive behaviour and effective discipline with the emphasis on encouragement and praise
- Provide the best quality learning experience we can through a balanced curriculum which promotes academic achievement whilst recognising the importance of aesthetic, physical, moral and spiritual development
- Promote partnership with parents, carers and the local community
- Continue to build on the strong tradition of St Mary's as an Episcopal School whilst welcoming people of all beliefs
- Welcome individuality and diversity whilst ensuring that we promote equality of opportunity
- Ensure that these aims and values are underpinned by a whole school commitment to self evaluation, quality assurance and accountability
- Staff, children and parents worked together to agree the values which we aspire to live by. These are Respect, Enthusiasm, Aspiration, Compassion and Honesty.

## **ETHOS**

### **Pupil Council**

The Pupil Council has been running for a number of years and is now well established. Representatives are elected from Primaries 1-7 and meet on a regular basis to make decisions which affect, and are of concern to pupils. Amongst other things the Pupil Council is responsible for developing our school behaviour policy and looking at how we promote achievement. The Pupil Council are involved in the review and update of school policies. The senior members of this committee are also invited to attend some of our Parent Council meetings.

### **Responsibility Time**

All our children have a role to play in shaping the climate and ethos of our school. Every child is a member of one of our responsibility groups that meet every Thursday afternoon. These committees can and do change to meet the demands of our school.

### **House Captains**

There are four houses at St Mary's: Kilbryde, Kippenross, Keir and Cromlix. Children are placed in a house when they enter the school. Each House is led by two senior pupils who are responsible for organising and co-ordinating monthly house meetings in addition to leading one of our responsibility groups. These weekly responsibility group meetings promote a sense of belonging and teamwork amongst all members of the house. Pupils earn House Points for many reasons e.g. achievements, effort and behaviour and a points rubric has been designed by our Pupil Council to ensure that these are awarded fairly.

### **Health Committee**

This group is responsible for co-ordinating our Rights Respecting School status and organise many events and awareness raising sessions to help develop children's understanding of their rights and responsibilities. They help select the charities that the school will support each session and plan events to help raise the profile of these organisations. We embark on each new school year with our healthy start, reinforcing the crucial role that children's health and wellbeing plays in their learning.

### **Peer Supporters**

- **Buddies**  
As part of the transition arrangements each P1 is allocated a buddy from P7 to help them settle into school. The buddy system has proved very successful with a positive response from all those involved. Buddies are also used at the start of each session to help children moving to a new teacher to settle into class routines.
- **Problem Pals**  
Operating anonymously within our school these children provide a written respond to concerns or problems that others share with them.
- **Junior Road Safety Officers**  
This group helps to deliver messages about safety on our roads.
- **Munch Monitors**  
Support the younger children in the lunch hall

### **Acorn Media Group**

This group is responsible for producing our weekly acorn podcasts, updating our school website and this session for producing our St Mary's School annual. The Podcasts are available on our school website <http://stmarysepsdunblane.org.uk> and keep everyone up to date with the life and learning of the children in St Mary's Episcopal Primary School.

### **Eco Committee**

This group is responsible for the achievement of our Eco Flags. The children are very proud of our status as an Eco school and work hard to maintain this position.

## **SCHOOL IMPROVEMENT PLAN**

Each session the Headteacher, in consultation with staff, parents and pupils is responsible for identifying where and how the school needs to develop and improve. The school improvement plan is published in August and is available on the school website. Paper copies are available on request from the school office.

Session 2015-16 areas of development are:

- Building our curriculum
- Improving numeracy
- Progression in science and technology
- Developing a growth mindset culture
- Documenting pupil's learning journeys
- Promoting and celebrating wider achievement

## **Annual Report**

Our annual standards and quality report is available on our school website and from our school office. This report evaluates the work of the school including the impact of changes and is produced each year.

## **CURRICULUM**

### **Curriculum for Excellence**

The revised curriculum aims to offer seamless progression for all our young people 3-18. The curriculum is no longer only defined by what goes on in the classroom but is now everything that is planned in school and out of school to allow young people to learn. There is an increased focus on cross curricular learning as well as incorporating more opportunities for personalisation and choice in learning. The curriculum should reflect the needs of our young people as we prepare them for life and work in the 21st Century. The process of Designing our Learning at St Mary's is an on-going one and responds to the needs of our pupils ensuring that we offer breadth, challenge and opportunities to all learners as they strive to develop their skills for learning, life and work.

Class teachers plan and deliver a curriculum suited to the needs of the young people in their class. All of our teachers have participated in the Designing the learning course supporting them in developing teaching and learning practices that ensure children are active participants in their learning.

### **The Curriculum**

Curriculum outcomes are organised into eight areas. As part of our school improvement plan we are developing our curriculum in Social Subjects, Sciences, Health and Wellbeing and Literacy. Through our focus on these areas we aim to ensure a coherent, progressive curriculum which takes into account cross curricular opportunities such as languages, mathematics, technologies, and expressive arts. At the start of each term each teacher provides parents with a context for learning paper that provides parents with a summary of the work planned for that term.

### **Literacy**

The Literacy programme aims to develop skills in reading, writing, listening and talking. Core skills such as handwriting, spelling and grammar are also taught regularly through a variety of interactive techniques. We are developing our collaborative approaches to our literacy curriculum, promoting the use of reciprocal reading strategies. Children are encouraged to apply their skills learned through their talking, listening and learning sessions in all areas of the curriculum ensuring that every child's voice is heard.

### **Reading**

Throughout the school we have developed a reading diet which develops skills, knowledge and understanding of text in its widest sense. This programme has been updated to take account of the Curriculum for Excellence depiction of text and gives pupils the opportunity to study a wide range of text including novels, non-fiction text, Scottish texts, films, poetry, plays and web based text and respond to what they see and hear.

In Primary One we aim to develop sight vocabulary using the look and say method. In addition to this phonic skills are developed through the Jolly Phonics Programme. The programme for reading in the early stages is Rigby Starr. Children in Primary One and Two also have the opportunity to borrow book bags to take home on loan. The loan and return of the book bags is organised by parent volunteers.

As the children's reading confidence grows we aim to widen their reading experience and they have the opportunity to read novels and a range of non-fiction books. Through this collaborative guided reading approach a wide range of reading skills are taught.

## **Writing**

We have a whole school approach to the teaching of writing. There is a progressive programme in place. Writing is taught as a core subject and in the context of other curricular areas. The basis of writing improvement is through the use of four key principles, the development of vocabulary, connectors, openers and punctuation. Children refer to this as VCOP and use their VCOP pyramids to help support their writing improvement.

## **Listening and talking**

As well as promoting good listening and talking skills by modelling and expecting high standards of interaction between all members of our school community we also develop these skills in a progressive way from nursery onwards. Our talking, listening and learning gestures and skills, taught in the early years, we feel are essential in providing an effective foundation for successful group work. These skills are developed as the children move up through the school. We use learning partners from Primary One to Primary Seven to encourage reflection and discussion. Learning Logs are used from nursery onwards.

## **Modern Languages**

French is taught from primary 1-7. The emphasis at first is on listening and talking. Key vocabulary is introduced and children are soon able to say simple phrases with confidence.

## **Numeracy**

To support children's development in numeracy the children are actively engaged in our web based Mathletics programme and interactive techniques and strategies taught using Big Maths as a key resource.

We use pathways created by our learning community to support teaching and learning in numeracy and mathematics. We also actively create learning opportunities for children to apply their numeracy and mathematics skills; for example children developing their understanding of money through playing in the class shop or making a graph in an environmental studies lesson.

## **Health and Wellbeing**

Health and Wellbeing is the foundation of our curriculum.

Our school is a UNICEF Rights Respecting School and this programme provides the firm basis on which our school's positive behaviour programme is established. Our health and wellbeing curriculum was recently revised to encompass all health issues from physical health to social and emotional health. We have achieved the Government target of 2 hours of PE per week, with our visiting P.E specialist delivering a portion of this fortnightly. We have a ten minute fresh air break during which pupils and staff participate in our daily mile. The Active Sports Co-ordinators also provide all children in the school with opportunities to engage in various sporting activities. Primary 5 children have the opportunity to participate in swimming classes at The Peak for a block of lessons during the school session.

## **Social Subjects**

We have an overview of suggested contexts for learning in Social Subjects. Through this overview we aim to ensure that there is appropriate pace, challenge and progression in our curriculum. Through our approaches to planning and delivery of the curriculum we ensure that account is taken of children's prior learning and interests. This eight year plan has built in flexibility to take account of prior learning, particularly in the early years where the flexibility and responsiveness of nursery experiences influences learning. Eco issues are an important part of our curriculum and embedded into the learning experiences of every child.

## **Sciences**

Our science curriculum promotes an interest in and enthusiasm for learning about science as a dynamic area for investigation. Through problem based and experiential learning we hope our children develop a range of enquiry skills that they can apply and transfer to a range of learning situations and life experiences.

## **Expressive Arts**

All children are given regular opportunities to be involved in performances, both within the school and in areas of the community. We have recently invested in a set of Ukuleles in order to provide every child the opportunity of learning to play a musical instrument. The curriculum is supported by regular visits from specialist teachers of Music.

## **Religious and Moral Education**

There is a planned programme of study in place which develops pupils' knowledge and understanding of all World Religions. Much of the study involves comparing faith groups and promotes tolerance understanding and respect for others their beliefs, rules, responsibilities, celebrations and traditions.

We have a weekly assembly with the reverend from St Mary's Episcopal Church and celebrate Harvest, Christmas and Easter with special services.

## **Technologies**

The school has a wide range of equipment including a computer suite and laptops which are shared between classrooms. The system is fully networked and there is a colour photocopier in the office. All classrooms have an Interactive Whiteboard, Active Expression Devices and cameras. The school also owns four wirelessly enabled ipads, which play a vital role in supporting children with Additional Support Needs and encouraging our children to populate their online profile.

Teaching of skills in ICT is generally done in the context of other curricular areas. The skills of searching and researching on the internet, for example, would be developed in the context of science or social subjects. Word processing skills or publisher are used to present work that has been covered in other curricular areas.

This session we have invested in programmable technology and are looking forward to children developing their skills and capabilities in this area.

## **Enterprise Education**

We firmly believe in integrating enterprise education throughout the curriculum, as we feel this approach encourages responsibility, creativity, citizenship, co-operation as well as personal and social skills. Individual needs and learning styles are taken into account in the planning and delivery of the curriculum.

## **LEARNING AND TEACHING**

### **Building Learning Power**

Life-long learning and the development of children's capacity to learn in new and challenging circumstances throughout their lives is their right. Research suggests that there are several broad dispositions that we need to develop in order to become successful life-long learners; Resilience, Resourcefulness, Reflectiveness and Relationships. Here at St Mary's we like to think of these learning dispositions as being like groups of learning muscles. The design of our learning and teaching incorporates all of the above, allowing our children to exercise and develop these learning muscles, ensuring a good level of learning fitness in our pupils.

### **The Design of our Learning and Teaching**

Learning and teaching in the school is based on the 5 key principles of Designing the Learning; Community Learning, Reflective Learning, Experiential Learning, Quality Learning, and Problem Based Learning.

### **Learning Community**

Our School, the children, staff and parents are all part of our learning community. Within the school it is an intentionally structured classroom culture within which practitioners and learners support one another in pursuit of learning.

Sometimes, this may require individuals to work independently; sometimes, it requires individuals to work in pairs or in groups. However, the common denominator for all activities is that, no matter how the work is structured, it is always embedded in a learning community. For our learning community to thrive it is based around our core school values of Respect, Enthusiasm, Aspiration, Compassion, and Honesty

### **Reflective Learners**

For learners to succeed, learners at all levels, need to reflect upon three aspects of their learning if they are to improve. They must know where they are at present, where they need to go and how to close the gap between the two. The key to this is Formative Assessment. Formative assessment is a process of engaging the learner with their learning. It is a purposeful, meaningful dialogue in which learners understand the needs of each other. At St Mary's this involves a raft of teaching and learning techniques and tools. At the heart is working with children during weekly reflection time on what they want to learn, how they're going to learn it and how they will know they've learned.

### **Experiential learning**

Our Learning and Teaching is also steeped in experiential learning. Classrooms are structured to facilitate precisely this kind of learning because we believe that people learn best by doing; by engaging in real, immediate, authentic experiences from which we can make personal sense of our world.

Our learning adheres to the seven key design principles of Curriculum for Excellence ensuring; challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. These principles apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners.

Although all should apply at any one stage, the principles will have different emphases as a child learns and develops.

Our basic assumption is that active learning is better than passive learning and that the most powerful learning involves the solution of problems that are meaningful to the learner. That is the ultimate source of motivation for learners.

## **ASSESSMENT**

Assessment is an integral part of daily teaching, with teachers assessing what children know, understand and are able to do. Staff assess progress made and plan next steps in learning accordingly. This aims to improve standards of achievement, developing skills for learning, life and work

Children in Primaries 3, 5 and 7 also participate in our online Assessment for Excellence, which allows us to track children's progress and achievements in literacy and numeracy.

Evidence of children's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience. In the nursery this evidence is captured in the children's learning logs and through the children's profiles. This model is built upon throughout the school, with pupils taking ownership over the creation of their own Learning Logs and portfolios. We continue to pilot an e-portfolio for all children called Edu Profile. This allows evidence of learning, through the many forms of media, to be captured in one single location and progresses with the child as they make their way through school.

The school has a Quality Assurance Policy in place which aims to ensure that the educational experience provided at St Mary's is the very best it can be.

All key policies can be accessed via the school website and further information about Curriculum for Excellence can be found at <http://www.educationscotland.gov.uk/parentzone/index.asp>.

## **PARTNERSHIP WITH PARENTS**

St Mary's has always benefited from a high degree of parental support. At present there is an active Parent Council with a Fundraising group.. A parent council and AGM is held annually to which all parents and staff of the nursery and school are welcome to attend.

### **Parents Council**

The objectives of the St Mary's Parent Council are:

- To work together to create a welcoming school which is inclusive for all
- To actively promote partnership between the school and nursery, its young people, parents, the church and wider community, so as to:
  - recognise and record achievements
  - support activities that aim to develop the children's fullest potential
  - identify and represent the views of parents on the education provided by the school and other matters affecting the education, welfare and emotional well being of the pupils

The parent forum is notified of meetings for the Parent Council and any member of the parent forum is welcome to attend even if not a member of the parent council. Any member of the parent forum can raise items for the parent council meeting agenda.

### **Parent Council Committee Members**

Mrs Fiona Frize (Chair)  
Mr Matt Robinson (Vice)  
Mrs Pauline Darnbrough (Secretary)  
Mrs Gemma Beher  
Mr John Ure  
Mrs Alison Sammut  
Mrs Mary Toop  
Mrs Mhairi MacIntyre (Treasurer)

### **Staff Member**

Mrs Jenny Kinvig

### **Fundraising Group**

The Fundraising Group organise several fundraising and social events throughout the school year with the purpose of raising monies which can then be used to enhance the education and experience of the children at the school and nursery. Parents are encouraged to support and volunteer for the various events through the year where possible.

## **Fundraising Group Committee Members**

Mrs Susi Shanks  
Mrs Fiona Byrne  
Mrs Kirsty Thompson  
Mrs Anke Freeman (Secretary)

## **Homework**

The purpose of homework is to give extra practise and reinforcement of skills taught in class. It also provides a valuable link between school and home. The result of regular homework should be of benefit to the child concerned, not a burden. At all stages we reinforce class work through our Learning Logs. We also have Grid Homework which is created by the children and is linked to the current learning contexts within your child's class and is expected to be completed in a given time period.

## **Newsletters**

A newsletter is issued at least twice a month. This is available by e-mail or paper copy.

## **School Website and Twitter**

<http://www.stmarysepsdunblane.org.uk>



[St Mary's EPS@stmaryseps](https://twitter.com/stmaryseps)

Our school website is updated regularly with news, important dates, events and key documents. It also contains examples of children's work and photographs of displays and activities in school. On our website we have our fortnightly podcasts, which are created by members of our Acorn media team and allow everyone to hear about what has been going on in St Mary's Episcopal Primary School.

We have a school twitter feed which parents can view through a link on our school website or by choosing to follow the school on twitter.

We also encourage parents to communicate with us through surveys on individual issues, annual questionnaires on quality of provision and impact of school improvements.

## **Open Days**

We have a regular programme of open afternoons and mornings as well as curriculum information evenings.

## **Meet the Teacher Evenings**

At the start of each session there is an opportunity to come to school in the evening and meet your child's teacher and of course socialise with other parents.

## **Parent Volunteers**

Parent volunteers are an essential part of St Mary's Episcopal Primary School. We welcome parental involvement in many forms; help in class, on trips, to organise the loan and return of materials and to provide information and expertise connected to learning contexts. Parents are also involved in development work wherever possible and we enjoy parental representation on each of our pupil committees.

## **Shows and Special Occasions**

In the course of each session we invite parents to school to share in special occasions. At Christmas the younger children present a Nativity Play and the older children lead a carol service at the end of term. There is also an upper school performance in June.

## **SCHOOL UNIFORM**

We strongly encourage the wearing of school uniform.

### **Boys**

Grey trousers  
Blue polo shirt  
School sweatshirt  
Grey socks  
Black shoes

### **Girls**

Grey skirt/pinafore/trousers  
Blue polo shirt  
School sweatshirt  
Grey tights  
Grey or White socks  
Check dress (summer)  
Black shoes

Sweatshirts and polo shirts can be ordered through the school. All children's clothing should be clearly marked with the child's name.

### **Physical Education Clothing and Footwear**

- White polo shirt/tee shirt
- Blue or black shorts
- White socks
- Gym shoes

For health and safety reasons pupils should wear these for PE lessons. All jewellery and hairslides should be removed, and long hair tied up, during P.E.

## **SECONDARY SCHOOL**

At the end of P7 pupils transfer to their catchment secondary school. Pupils who live in the catchment area for Dunblane High School will be offered a place there. Pupils who live out with the Dunblane High School catchment and wish to attend Dunblane High School will be required to submit a placing request.

Dunblane High School  
Old Doune Road  
Dunblane  
FK15 9DR

Headteacher: Mr Francis Lennon

Tel: 01786 823823