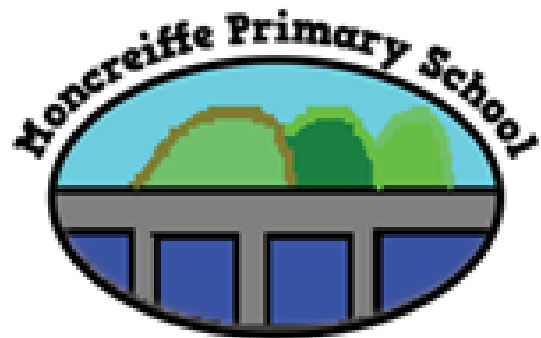


Moncreiffe Primary School



School Handbook

Academic Session 2025-2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8th of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

1. Introduction
2. Delineated Area
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6. **Transitions**
7. **The Curriculum**
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 - b) Maths
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Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

Our School

A warm welcome to Moncreiffe Primary School, where we are committed to creating a nurturing, inclusive, and exciting learning environment for all our pupils. Whether you are new to our school or returning for another year, we are thrilled to have you as part of our school community and the Moncreiffe Family.

Moncreiffe Primary School welcomed its first pupils on 16th August 1994.

The building is semi-open plan and has seven open plan classrooms with access out to the communal learning spaces. The communal learning spaces each house a library and active learning areas. There is a multi-purpose games and assembly hall, school kitchen, pupils' cloakrooms and toilets, reception area and administration suite. In addition, we have additional classrooms known as The Hub and The Rainbow Room which are used as nurturing, learning areas for pupils requiring individual or small group support. We also have a general-purpose room which has a full pupil kitchen and is also used as an additional learning area.

The school has an active Parent Forum represented by the Parent Council, which meets to discuss matters affecting the life of the school and promotes partnership in learning between families and school. The Parent Council work alongside the school to fundraise and provide social activities for the pupils, parents and whole school community, including, fayres, parties and parent social events.

As a school community, we are committed to raising awareness of environmental issues and improving the school environment, promoting healthy lifestyles and encouraging active citizenship, building strong links with the local community. We have-



Pupil leadership is important to our children, and we provide these leadership opportunities through House Captain and Vice-House Captains, along with Pupil Leadership Groups who meet to work on school improvement. This year our Pupil Leadership groups include Rights Respecting, Digital Leaders, Pupil Council, Equality, Diversity and Fair Trade, Outdoor Learning and STEM.

This handbook is designed to provide you with important information about school life, and we hope it helps you feel informed and confident as we work together to make this a year of learning, growth, and fun.

Nicola Murray
Acting Headteacher

Delineated Area

The local area, which forms the school catchment, includes the Moncreiffe and Upper Craigie area as follows:

| | |
|---------------------------------|------------------------------|
| Craigie Place | Glengarry Road |
| Craigie Road | Glenlochay Road |
| Craigie Knowes Avenue | Glenlyon Road |
| Craigie Knowes Road | Craigie View |
| Glenogle Crescent | Edinburgh Road (even No's) |
| Glenshee Crescent | Evelyn Terrace |
| Glentilt Terrace | Garry Place |
| Glenturret Terrace | Glenalmond Terrace |
| Kinnaird Bank | Glenartney Terrace |
| Moncreiffe Terrace | Glenbruar Crescent |
| Moredun Square & Terrace | Glendevon Road Quarry Road |
| Gleneagles Road | St Magdalene's Road |
| Glenearn Place Squires Cottages | Glenearn Road Verena Terrace |
| Glenfarg Terrace | Windsor Terrace |

A map of the delineated catchment area is available for your reference from the school office or via <https://www.pkc.gov.uk/article/18680/Map-of-catchment-areas>

Anyone living outwith the immediate area but wishing their child/children to attend Moncreiffe Primary School should apply for admission by making a 'Placing Request' to the Administration Officer, Schools Division at the Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD

Contact Details

Quality Improvement Officer

Anne Lemon

Acting Headteacher

Mrs Nicola Murray

Acting Depute Headteacher

Mrs Mairi Kennedy

- **Address**
Moncreiffe Primary School
Gleneagles Road
Perth
PH2 0AX
- **Telephone**
01738 472333
- **Email Address**
Moncrieffe@pkc.gov.uk
- **Website**
www.moncreiffeprimary.org.uk

- **Contact Arrangements**

Should you wish to speak with your child's Class Teacher please contact the Office to make an appointment.

You can also contact the School Office to speak with Mrs Nicola Murray, Acting Headteacher or Mrs Mairi Kennedy, Acting Depute Headteacher.

- **Sickness Procedure**

If the unfortunate event of your child being unwell and they are unable to attend school, please contact the school by 0915 of the first morning. When calling to report sickness absence, please inform us of the reason your child is absent so that we can ensure the government's Health Protection guidelines are followed.

- **Complaint Information**

As part of Perth & Kinross Council, our school is committed to providing high quality services. To improve our school, all suggestions and comments are welcome, and an environment of mutual trust, respect and open communication is promoted.

If something goes wrong or you are dissatisfied with the service, the Council's Complaints Procedures is there to help you. We want to do the best we can for you and your children. Users of the school should have confidence that complaints will be dealt with promptly and in a professional manner. However, if you still feel that your concerns have not been addressed you may choose to make a formal complaint. This should be made to the Headteacher.

Complaints may be made in writing, by telephone or in person. The complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and relevant dates. This will be dealt with fairly, and in a sensitive and confidential manner. The complaint will be acknowledged on receipt and a full reply will be given within 5 working days from the date of receipt of the complaint.

If the problem is not resolved, the complainant should contact the school's designated Quality Improvement Officer, Perth and Kinross Council, who will advise on taking forward the complaint within the formal complaints' procedure of the Council.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

<http://www.pkc.gov.uk/complaints>

- **Enrolment**

Should you wish to visit the school as a prospective parent/carer, please contact the School Office to make an appointment. Please also visit our school website for more information www.moncreiffeprimary.org.uk

Enrolment at Moncreiffe is made via <https://www.pkc.gov.uk/article/17276/School-enrolment>

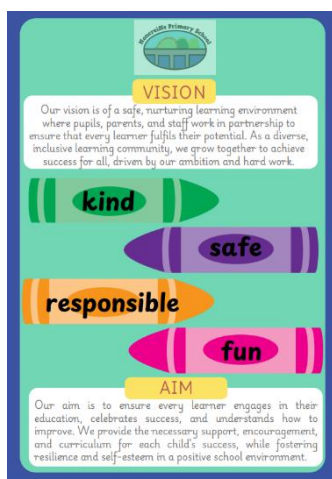
When registering, please have your child's birth certificate, a current utility bill and your council tax documentation ready for photographing.

- **Communication**

Here at Moncreiffe, we communicate via the following methods-

- Emails direct from the School Office
- Phone call
- Newsletters
- Face to face meetings
- Learning Journals
- School website
- Open Classroom events
- Busy Beginnings
- Parent Contact Meetings (twice a year)
- Pupil Progress Record (annual)

School Ethos



Moncreiffe Vision, Values & Aims

Our vision at Moncreiffe is of a safe, nurturing learning environment where pupils, parents and staff work in partnership to ensure that every learner fulfils their potential. As a diverse and inclusive learning community, we grow together to achieve success for all, driven by our ambitions and hard work.

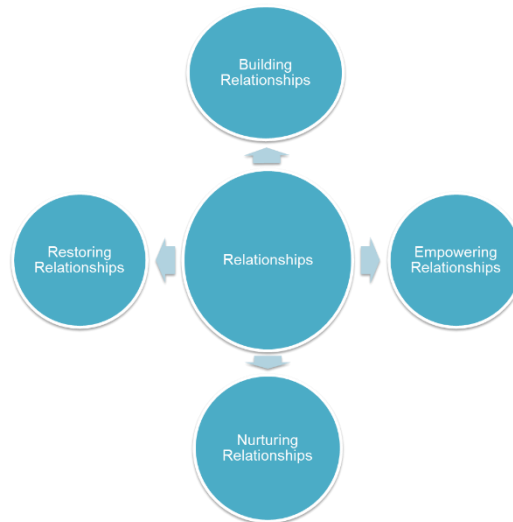
Our aim is to ensure every learner engages in their education, celebrates success, and understands how to improve. We provide the necessary support, encouragement, and curriculum for each child's success, while fostering resilience and self-esteem in a positive school environment.

- **Partnerships**

We recognise the valuable contribution the school community can have to the development of our young learners as active responsible citizens. We work closely with members of our local community who enhance our children's learning with their personal experiences and knowledge. Our children also participate in a wide range of community and sporting activities each year, for example:

- Cross country, football, rugby, curling, swimming, tennis and orienteering
- Expressive arts events and performances
- Helping in the Community, for example, singing at the local nursing home.
- Extra-Curricular activities are an important feature at our school. Each year a number of activities are organised at the end of the school day to further encourage an active lifestyle or interest amongst our young learners.
- After school activities change from term to term and are based around pupil interest and parental/community skills. A 'have a go' ethos is very much a part of our school philosophy.

- **Behaviour at Moncreiffe**



At Moncreiffe Primary School, we understand that behaviour is inextricably linked to values and relationships and that it is relationships that allow learners to access and engage with our curriculum. Expectations apply to everyone all of the time but how we respond to negative behaviours will be based on need.

We aim to create a climate and ethos that promotes positive behaviours and a desire to do the right thing linked to our rights respecting behaviours. The Moncreiffe Family views all behaviour as communication where the role of the adults is to interpret the child's needs and support accordingly.

Our approach at Moncreiffe is to always understand that all behaviour is communication and to seek to understand the motivations of behaviour and the unmet need behind it. We use relational approaches that avoid apportioning blame and punishment but instead focus on acknowledging where harm has occurred, making a reparation for harm caused and repairing relationships. We acknowledge that compliance through punishment and shame is not a strong goal in changing behaviour. Our approach is underpinned by the UNCRC and Restorative Practice, which is a robust, evidenced based theory in changing negative behaviours.

Parental Involvement

Children do better when families support their learning. There are many different ways parents can get involved, both at home and in school – from reading together, spending time talking and listening and finding out about their child's day. Parental involvement makes a world of difference to each child.

The Parentzone website at Educational Scotland is a very useful source for practical advice and ideas. Please visit <https://education.gov.scot/parentzone/> for more information.

At Moncreiffe we host a number of events throughout the school year allowing parents/carers to come into school to support learning and to engage with classroom activities. These events include-

- Open Classroom events
- Busy Beginnings

We also have two Parent/Carer Contact meetings each academic year, where parents/carers come into school to meet with the Class Teacher to discuss academic progress made. During these meetings, your child's work will be on display for you to look at and comment on.

Learning journals are a key part of your child's learning journey at Moncreiffe Primary. They offer a personal online space for students to reflect on their learning, set goals, and monitor their progress. The journals are regularly updated either by a member of the Staff Team or by your child themselves, and should capture reflections on what has been learned, the progress made, and the next steps in their learning. For more information on Learning Journals and how to videos, please refer to our school website. www.moncreiffeprimary.org.uk/Learning-Journals/

- **Parent Council**

Parent Council Chair- Mrs Cheryl McDonald

Email- moncreiffepc@outlook.com

Facebook (closed page) – Moncreiffe Parent Council

The Parent Council ensures that parents/carers have a say in their children's education and are able to express their views and wishes. The Parent Council meets frequently throughout the school year to discuss current school developments and events with the Headteacher. Members of the Parent Council share ideas, skills, knowledge and opinions of ways in which parents can work in partnership with the school to continually improve the learning experiences of their children.

To ensure the Parent Council has a clear perspective of parental views across the whole school, we aim to have a parent representative for each class on the Council. Representatives attend evening meetings, sharing parental views about current school developments and contributing ideas to the School Improvement Plan for next session.

Moncreiffe Parent Council have a key role to play in supporting the school in raising standards for every child by working in partnership with the school staff to:

- share information regarding new developments in the curriculum
- organise workshop events to demonstrate how children learn best
- carry out surveys to determine parental views and opinions
- detail how parents can become more involved in the life of Moncreiffe Primary School
- organise events to involve parents and support Moncreiffe's continual improvement and development.

Transitions

- **Transition into Nursery**

Our School Nursery caters for children aged 3-5 years of age. To support successful transitions, we have a number of visits before your child starts with us. Staff work with the family to ensure All About Me documentation is completed, ensuring we know as much about your child before officially starting- this includes medical information, their likes and dislikes and developmental journeys from birth.

- **Transition into Primary 1**

Making the transition into Primary 1 is an exciting milestone, and at Moncreiffe Primary, we are committed to supporting both children and parents through this important step.

To ensure a smooth transition, we focus on creating a welcoming, nurturing environment where children feel safe, valued, and confident. We provide opportunities for children to familiarise themselves with the school, meet their teachers, and develop new friendships before starting.

Our staff work closely with parents to share information, address any concerns, and ensure that every child's individual needs are met.

By fostering a positive, supportive atmosphere, we help children build the resilience and independence they need to thrive in P1 and beyond.

- **Transition to Secondary School**

Our local catchment secondary school is Perth High School.

Perth High School

Oakbank Road

Perth

PH1 1HD

Tel: 01738 628271

Email: PerthHigh@pkc.gov.uk

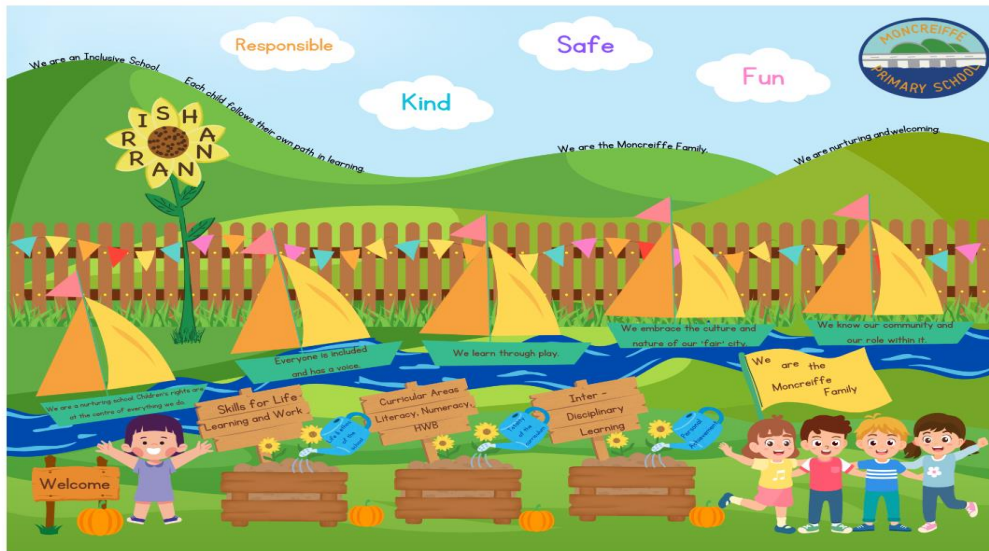
Website: www.perthhigh.co.uk

We work closely with the staff at Perth High School by-

- inviting Perth High School staff to visit the P7 pupils
- taking part in transition events
- advising PHS when they are constructing their new First Year classes
- working with the Community Link Workers to provide an enhanced transition programme of to support our P7 children who require some additional support with their transition
- invite Perth High School staff to child planning meetings for those pupils requiring additional support.
- promote events for P7 children and their Parent/Carers to visit Perth High School.

The Curriculum

- Our Curriculum Rationale



Moncreiffe Primary School is dedicated to delivering a curriculum that equips students with the essential knowledge, understanding, and skills needed for life, work, and lifelong learning in a rapidly evolving global society.

Our curriculum is designed and implemented in line with the principles of Curriculum for Excellence, ensuring it is both relevant and impactful.

The learning and teaching policies that guide our curriculum development provide a strong foundation for a wide range of learning experiences. These opportunities are personalised and offer choice through engaging, hands-on activities that are carefully structured to ensure all learners are challenged and supported. Detailed planning ensures a clear focus on continuity, coherence, and progression across all curricular areas, helping our students build a solid foundation in core skills such as literacy, numeracy, and health and well-being.

The subject areas of the Curriculum for Excellence are as follows: -

Literacy & Languages (including Modern Languages)
Numeracy & Mathematics
Health & Wellbeing
Sciences
Expressive Arts
Social Subjects
Religious & Moral Education
Technologies

Within each subject area, clearly defined 'Experiences and Outcomes' are detailed across the four stages of a young learner's 3 – 18 education: -

Early Level (Nursery – Primary 1)
First Level (Primary 2 – 4)
Second Level (Primary 5 – 7)
Third Level (S1 – S3)

The title 'Experiences' refers to the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. The 'Outcome' represents what is to be achieved.

Using Curriculum for Excellence 'Experiences and Outcomes' our teachers make professional judgements about what and how they teach. This encourages creative approaches to learning and teaching and enhances collaboration and co-operation across all stages to curriculum development.

Further information about each curricular area can be accessed by visiting the Education Scotland website: <https://education.gov.scot/curriculum-for-excellence/curriculum-for-excellence-documents/experiences-and-outcomes/>

Assessment & Reporting

Assessment is an integral part of the learning and teaching process, and our teachers use a variety of assessment strategies to ensure their young learners make continual progress in attainment and achievement throughout each stage of their primary school years.

Types of assessment undertaken: -

- Formative Assessment – Ongoing assessment is carried out by the class teacher in collaboration with pupils. Through observations, discussions, evaluations of daily activities, peer and self-assessments, feedback sessions, formative assessment strategies assist each of our children to understand where they are in the learning process, what progress they should aim for and how they should make that progress. This is referred to as Assessment for Learning.
- Summative Assessment – There will be occasions that we more formally assess our young learners as a means to ascertaining progress after a key piece of learning or towards the end of a Curriculum for Excellence Level. The results of this Summative Assessment will inform the school of pupil progress at specific times of the school year and also give the school information regarding the effectiveness of our learning and teaching strategies to enable us to identify future developments. The National Standardised Assessments for Scotland are an example of this.
- Diagnostic Assessment – Teachers use diagnostic assessment to support and confirm their own professional judgement regarding a pupil's aptitude.

Along with other assessment materials our school uses a range of resources which provide a shared understanding of standards and expectations nationally of pupil progress within Curriculum for Excellence.

Learning Journals

At Moncreiffe Primary, we are continually evolving our approach to profiling children's learning. As part of this, we are using electronic profiling and Learning Journals across both the school and nursery to support the tracking and sharing of children's progress. Learning Journals is an online platform that enables staff, children, and families to collaborate in creating a digital space where:

- Learning progress is shared with families in relation to the Curriculum for Excellence.
- It supports teacher assessment and reporting, as well as professional judgement.

- Pupils are encouraged to aim for high standards by showcasing their learning beyond the classroom.
- It fosters a meaningful home-school connection by highlighting learning progress and identifying next steps.

At the beginning of each teaching block, the Class Teacher will send home a 'Learning Tree' to parents, outlining the upcoming learning goals for each curricular area.

We also hold Parent Evenings twice a year to discuss pupil progress. These 10-minute appointments take place over two evenings in November and March.

Additionally, each pupil will receive an end-of-year report in June, which provides an overview of their strengths and areas for development across all curricular areas.

Pupil Reports aim to:

- provide clear, positive and constructive feedback about learning and progress, looking back on what has been achieved against the Curriculum for Excellence benchmarks and expectations
- create an agenda for discussions between learners and those teaching and supporting them about their next steps in learning

We welcome open dialogue between home and school and encourage Parents/Carers to contact us with any concerns.

Support for Pupils

Pupils at Moncreiffe are primarily supported in their learning by their Class Teacher who plans and delivers differentiated learning to ensure activities and tasks recognise where each child is on their learning journey. Each teacher works collaboratively with other members of staff to support the learning being undertaken.

The inclusion of children and young people with additional support needs is core to the delivery of learning within all of the ELC settings and schools. The support provided for children and young people with additional support needs should be as least intrusive as possible, based on assessment, and agreed through planning involving parents and carers, and any partner agencies who are providing support to the child.

Further information and helpful guides can be found-

<https://www.pkc.gov.uk/article/17278/Schools-additional-support>

Our Pupil Support Teacher currently visits for 2.5 day a week and in her consultative role, plans and reviews in partnership with the Class Teacher and support staff. She ensures appropriate resources are available to enable children to reach their individualised targets. The Pupil Support Teacher also works with individual pupils and with small groups, teaching and assessing their progress across the school, Nursery to Primary 7.

We work in collaboration with Speech & Language Therapy, Occupational Therapists, Counselling Services and other partner agencies.

If you wish to discuss your child's learning needs, please contact the Class Teacher in the first instance or the Headteacher as the key adult contact for an overall picture of pupil progress.

Mrs Kennedy, Acting Depute Headteacher, has responsibility for co-ordinating Additional Support Needs at Moncreiffe Primary School and can be contacted for further information and/or advice.

In addition to the information shown overleaf, information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 includes –

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who –
 - a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan,
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Further information and support to parents of children and young people with ASN can be identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

**Moncreiffe Standards & Quality Report
2023-2024**

| Quality Indicator: | | School Evaluation | Nursery Evaluation |
|---------------------------|---|--------------------------|---------------------------|
| 1.3 | Leadership of Change | Satisfactory | Good |
| 2.3 | Learning, Teaching & Assessment | Good | Good |
| 3.1 | Ensuring wellbeing, equity & inclusion | Satisfactory | Good |
| 3.2 | Raising Attainment and Achievement | Satisfactory | Good |

These Performance information evaluations are based on the on-going self-evaluation processes of the school. There has also been a focus on meeting the National Improvement Framework priorities of Improvement in attainment, particularly in Literacy and Numeracy, closing the attainment gap between the most and least disadvantaged children and young people, improvement in children and young people's health and wellbeing and Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Moncreiffe Primary School has good capacity for continuous improvement. This can be further improved through effective partnership working with parents and other professionals as we continue to aim for excellence and equity for all learners.

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for pupils from Nursery to P7. Our curriculum allows pupils to develop as successful learners, confident individuals, effective contributors and responsible citizens. Teachers effectively assess pupil progress in a variety of ways and use information to plan next steps in learning. Pupil progress is tracked through Curriculum for Excellence levels. Attainment data for each pupil is recorded in Literacy (Listening & Talking, Reading and Writing) and Numeracy. Within this report, progress towards achieving expected National Levels in Literacy and Numeracy are reported on for P1, P4 and P7, as per National guidance. Analysis of our May 2024 data indicates the following-

In P1, most children have achieved Early Level in Listening & Talking and the majority of children have achieved Early Level in Reading and Writing.

In Primary 4, almost all children have achieved First Level in Listening & Talking and Numeracy, and most children have achieved First Level in Reading and Writing.

In Primary 7, almost all children have achieved Second Level in Listening & Talking, whilst most children have achieved Second Level in Reading, Writing and Numeracy.

The average pupil attendance rate this academic session is 93.02 % which is equal to the 2022-23 PKC average of 93%.

Our children have continued to achieve both at school and at home. We continue to celebrate wider achievements through our whole school achievement board.

Successes are also celebrated at class level through positive reward systems that encourage engagement and commitment to learning and our school values. This includes our Star of the Week award which is focussed on demonstration of our school values.

Throughout this session we have revised and refreshed our School values and our vision. This has been collaboratively undertaken with pupils, parents and staff. We have also completed a new Relationships and Behaviour Policy ready for launch in session 24/25. This work has been undertaken in conjunction with other relational approaches including the introduction of PACE, an approach to support children who have experienced trauma, and a revisiting and re-launching of Restorative Approaches.

LEARNING

This academic year, we have reviewed and refreshed our universal offer in respect of the physical environment in our classrooms. Almost all learning areas have been decorated with muted colours and new furniture has been provided for all classrooms. We have agreed as a staff team clear expectations for the visuals within classrooms and how they are displayed. There is a shared staff understanding of universal provision of the physical environment and we have identified our next steps to be the creation of a shared understanding of the Structures and Routines element of the Circle Inclusive Classroom Framework.

There has been a focussed effort to increase pupil voice in the school over this academic session. Learners have had many opportunities to provide their opinion on different aspects of school life from the entrance/exit music to assembly through to devising colours and mascots for our new school values. Most notably, the Pupil Leadership Groups have enabled learners to take a leading role in developing aspects of the curriculum, purchasing resources and providing information and learning across the school.

All children from Nursery to Primary 7 have successfully taken part in theme weeks, working across classes to enhance their learning within literacy, numeracy, health & wellbeing, Careers education and STEM. Theme weeks are planned alongside the children, allowing them to take leadership of their learning and provide support to others. Feedback has shown that theme weeks are well liked and have increased learner engagement and enthusiasm for these subject areas.

Individual classes in the school have taken part in the National Improvement in Writing programme to develop writing skills in key areas. This is an extremely well researched and robust intervention which has resulted in improvement in writing attainment in P3, P4, P5 and P7 this year.

Staff have worked closely with colleagues from across the LMG to enhance skills and knowledge in the moderation of learning. We have focussed on moderation of writing as this has been a key focus for school improvement. Colleagues have undertaken professional dialogue on what makes a good writing lesson to compare practice and establish the key components. Additionally, colleagues have met in cross-stage groupings to blindly assess pieces of writing. Collation of this activity showed a good consensus in terms of learning level and there was good professional discussion resulting in increased confidence in teacher judgment of a level in writing.

All children have continued their learning on their rights through in-depth work on The United Nations Convention of the Rights of a Child (UNCRC). Each class has co-constructed their class charter and these are regularly referred to during the day. The refreshed Vision and Values have been cross-referenced using the UNCRC.

LEADERSHIP

Our dedicated and effective teaching staff team have continued to lead learning and provide opportunities across the school. Staff successfully lead on curriculum development, external award schemes and run extra-curricular clubs such as football, Glee and Cross Country.

Pupil Leadership has significantly increased this year with the establishment of Pupil Leadership Groups. The vertical groups meet every 2 weeks to plan and lead on key areas across the school. This year our groups have been STEAM (Science, Technology, Engineering, Art and Maths), Outdoor Learning, Rights Respecting Schools, ICT, Equality and Diversity (including Fairtrade) and Pupil Council. Learners have fed back that they value the opportunity to work with others in a team, and to be creative.

Our resourceful Support Staff Team have continued to work with our most vulnerable pupils and have led meetings to share information with other professionals ensuring support needs are met.

The House Captain Team have led on School Improvement activities and collated the results of the pupil decisions on our refreshed Values. They have planned whole school events such as Sports Day and led pupil groups to agree upon the new equipment for the upgrade to the Trim Trail. The House Captain Team have also collected feedback on Parent Council led events such as the Halloween Disco.

The Senior Leadership Team have led an approach to embed Trauma Informed Practice, incorporating new systems of planning across all classes to ensure there is a consistent approach to meet all learners' needs. This has resulted in fewer episodes of dysregulated behaviours across the school.

NURSERY

Our Nursery staff have focused on embedding inclusive practices to better meet learners' needs, ensuring that their approaches align with local and national guidance.

The majority of pre-school children transitioning to Primary 1 are meeting their developmental milestones across all aspects of learning. All children are tracked against their developmental milestones and interventions are skilfully used to support progression in learning and development. Planning for children at universal and targeted levels has been very effective this session, with almost all pre-school children increasing their competencies in speech and language and rote counting to 10. Staff feel more confident with the delivery of numeracy and mathematics activities linked to next steps in learning.

The opportunities for Family Learning have increased this session with weekly Bookbug sessions where Parent/Carers are invited to attend with their child. These popular sessions have also been used, alongside PEEP sessions to support children transitioning to Primary 1 next session.

IMPROVEMENT PRIORITIES FOR SESSION 2024-2025

The following improvement priorities have been identified through our ongoing self-evaluation processes.

- Improve attainment within reading and writing across the school
- Improve attainment within numeracy and mathematics across the school
- To effectively profile children's attainment and achievement using the new Learning

Journals program

Please refer to our school website for further information on School Improvement and previous Standards and Quality Reports.

School Policies & Practical Information

Additional School Documentation


| | |
|----------------------------------|--|
| Attendance | https://www.moncreiffeprimary.org.uk/Attendance/ |
| Nursery Policies | https://www.moncreiffeprimary.org.uk/Nursery-Policies/ |
| Vision, Values & Aims | https://www.moncreiffeprimary.org.uk/Our-Vision-Values-and-Aims/ |
| Tayside Contracts-School Dinners | Children select their meal choice each morning via the Interactive Whiteboard. Our school meals are transported in from Perth Grammar School. School Menu https://www.tayside-contracts.co.uk/tc-document?dsid=1729&frm=862 Nursery Menu https://www.tayside-contracts.co.uk/tc-document?dsid=1730&frm=862 |
| Additional Support Needs | https://www.moncreiffeprimary.org.uk/Additional-Support/ |
| Mobile Device Policy | https://www.moncreiffeprimary.org.uk/docs/Policies/Moncreiffe_Mobile_Device_Policy.pdf |
| UNCRC | https://www.moncreiffeprimary.org.uk/UNCRC/ |

Organisation of the School Day

| | | |
|----------------------------|------|---|
| Start of School Day | 0900 | Children line up at their entrance door |
| Breaktime starts | 1040 | Children are taken outside by their Class Teacher. All children are supervised by Support Staff |
| Breaktime ends | 1055 | Children re-enter the building in class lines at their entrance point |
| Staggered Lunchtime starts | 1215 | P1-3 enter the dining hall for lunch service. P4-7 come in class at a time after the P1-3 service. All children have play opportunities within the playground. Support Staff and The Senior Leadership Team supervise during this time. |
| Lunchtime ends | 1315 | Children line up at their entrance point and are collected by their Class Teacher |
| Home time | 1515 | Children are walked to their cloakroom and escorted outside by their Class Teacher. |

- **School Uniform** - <https://www.moncreiffeprimary.org.uk/School-Uniform/>



Moncreiffe Uniform



We believe that the Moncreiffe uniform fosters a sense of our identity and children's belonging, as well as promoting the ethos of our school. Uniform should be worn each day, by every pupil in our school.

Daily Uniform

Moncreiffe polo shirts and sweatshirts can be purchased via-
<https://www.border-embroideries.co.uk/moncreiffe-primary-sweatshirt-212191.html>

BE UNIFORMS

Equivalent yellow polo shirts and sweatshirts can also be worn, without our school logo.

Alternatively, children can wear a white shirt and Moncreiffe school tie. Ties are available to purchase via the school office.

A skirt, pinafore, smart trousers or shorts, along with a jumper or cardigan should be worn, in either black, grey or navy. During warmer weather, a green or yellow summer dress can be worn.

P7 pupils during their final term at Moncreiffe have the opportunity to order a school hoodie which can be worn each day.

All children should bring a pair of indoor shoes (e.g. plimsols) for changing into when entering the school building. This is to maintain the school's interior flooring.

Participation in Physical Education

For children to participate safely and comfortably in physical education, a PE kit should be supplied for Primary 1-3 to change into in school. This should consist of-

- Suitable length shorts
- A plain white t-shirt or a t-shirt which is the colour of your child's house team (Dragons- green, Jesters- yellow, Knights- red, Wizards- blue)
- Suitable footwear e.g. trainers or plimsols

Classes P4-7 are permitted to wear their PE uniform to school on allocated PE days. Plain joggers/leggings and a zip up hoodie/sweatshirt can be worn. These should be plain black, navy or grey. Please note that earrings and jewellery must be removed or covered for PE.

We ask that School and PE uniform is not branded with large logos/graphics etc. and that skirts and shorts are of a suitable length.

We are proud of our Moncreiffe identity and dressing smartly contributes to our culture founded on respect and learning.

June 2024

- **Emergency Contacts**

There may be occasions when it is imperative that the school contact you, for instance if your child is unwell or has sustained an injury.

We require the name and telephone number/s of a contact person who would be available to collect your child from school. Annual Data Check forms are issued to all parents in August/September. It is important that you check your details, and we are informed of any amendments. i.e., change of address, mobile telephone number or emergency contact person.

If your details change throughout the school year, please contact us immediately so that our systems have the most up to date details.

- **Health Care**

If your child becomes ill at school or has an accident, the school will notify you at once by telephone. If it is considered that emergency treatment is required, your child will be taken straight to Perth Royal Infirmary (PRI) while you are being contacted and you will be asked to go to PRI to take responsibility for your child's treatment.

If your child requires medication administered whilst they are at school. Contact should be made with the school office to ensure the correct paperwork is completed. Please note that only medication that has a pharmacy label attached with the child's name printed can be administered.

There are occasional visits from NHS Dentists and the School Nurse. Parents whose children are being examined by the School Nurse or Dentist are notified by the Health Service via the school. The results of the Dentist's visits are conveyed to parents, who are then expected to take the appropriate action if so advised.

Moncreiffe also hosts annual Flu Spray administration for children in Primary 1- 7. Information from NHS is sent out to Parent/Carers via the school.

- **First Aid**

We have staff trained in First Aid procedures. Should your child require first aid during the school day your child will have a note home explaining any incident that required them to have first aid.

Any child who suffers a head bump will have a phone call home to their Parent/Carer so that an observation period can be observed.

- **Homework**

In our school we recognise the importance of homework as a tool to encourage our young learners to develop the confidence and self-discipline to work on their own, an essential skill for adult life. Homework activities are planned across the school to consolidate and reinforce literacy and numeracy skills, to extend learning undertaken in the classroom and to encourage independent research. Homework tasks are set on a weekly basis and generally do not exceed 15 – 30mins each evening

Homework can be uploaded onto Learning Journals or returned via a homework jotter.

- **Wet Weather Procedures**

If the weather is poor during break times, the children will remain indoors and our 'wet weather' plan will be implemented. Primary Seven monitors take on duties in the P1 to P6 classrooms, engaging with the children and assisting the supervisory staff.

- **Emergency Closure**

Should there be severe weather prior to the start of the school day please note information regarding emergency closures due to snow or flooding will be available from the following sources.

| Service | Contact Details | When Used | Other Comments |
|--|---|-----------------------|--|
| Radio Tay Am | Not applicable | All Instances | Frequency AM 1584 and 116 |
| Radio Tay FM | Not applicable | All Instances | FM 96.4 and 102.8 |
| PKC Customer Service Centre – Number for Parents | 01738 475000 (calls charged at local rate) | All Instances | Available from 07:00 hours to 18:00 hours. |
| PKC website | www.pkc.gov.uk | All Instances | Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk and go into the link 'Information for you' listed at the bottom of the page, and then into the link 'school closures'. |
| PKC X and Facebook | https://www.pkc.gov.uk/schoolclosures | All Instances | |
| Radio Heartland | Not applicable | Widespread conditions | FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal |
| Radio Central | Not applicable | Widespread conditions | FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal |

Early Emergency Closure

If early closure is planned e.g. end of session, notice will be given by email or text. Both planned and unplanned closures are rare. If an occasion arises where pupils require to be sent home, pupils must be collected from school by a parent or their nominated adult. If we are unable to get in touch with a parent or emergency contact, pupils will stay in school with staff until contact is made.

Child Protection

Schools are required to report if they think that a child has come to harm as a consequence of possible abuse. A member of staff in each school is designated to be responsible for Child Protection matters and has received specific training which is regularly updated.

Moncreiffe's Child Protection Officers are Mrs Nicola Murray (HT) and Mrs Mairi Kennedy (DHT).

Should you wish to talk further about Child Protection, or the safety of children please do not hesitate to contact Mrs Murray or Mrs Kennedy.

The whole school staff team receive Child Protection Training annually through In-Service Training Days and collegiate sessions throughout the school year.

- **GIRFEC**

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Appendix 1- School Staffing

| Post | Name |
|-------------------------------|-------------------|
| Quality Improvement Officer | Anne Lemon |
| Acting Headteacher | Nicola Murray |
| Acting Depute Headteacher | Mairi Kennedy |
| Clerical | Jackie Coady |
| Support Staff | Gillian Harris |
| Support Staff | Jean McKechnie |
| Support Staff | Susie Smith |
| Support Staff | Donna Stephen |
| Lunchtime Supervisor | Vacancy |
| P1 ECP | Colleen Hunter |
| Nursery ECP | Julie High |
| Nursery ECP | Rebecca McKenzie |
| Nursery ECP | Julie Sellen |
| Play Assistant | Carolyn Scott |
| Early Years Support Teacher | Rachel Dawson |
| Family Learning Practitioner | Shirley Blyth |
| Primary Pupil Support Teacher | Beth McCall |
| Primary 1 Class Teacher | Lynn Graham |
| Primary 2 Class Teacher | Kerry Christie |
| Primary 3 Class Teacher | Jennifer Leslie |
| Primary 3 Class Teacher | Lorna Curran |
| Primary 4 Class Teacher | Elaine Anderson |
| Primary 5 Class Teacher (0.5) | Hannah Robertson |
| Primary 5 Class Teacher (0.5) | Valerie Pretorius |
| Primary 6 Class Teacher | Gillian Holden |
| Primary 7 Class Teacher | Kevin Johnston |
| Drama Specialist | Noeleen Ogg |