

Methven Primary School



School Handbook Academic Session 2026-27



Education and Learning
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This handbook is available from the school office in hard copy.

Introduction

In Methven Primary School, we recognise that every child is a unique individual with a range of abilities and needs. Through our whole school ethos, we aim to foster in each child a positive and responsible attitude, develop optimistic and motivated learners and children who are included, successful and encouraging to others. We recognise that this is achieved when there are good working relationships between school and home and will seek to work closely with you throughout your child's school career.

This handbook provides you with basic information you require for your child's time at Methven School. If you require further information, we will be happy to respond to queries through a phone call or a visit to the school.

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.

Delineated Area

Catchment Area of the School

A map of the catchment area of the school is on display in the school office. This map may be referred to by any parents interested in sending their children to Methven School. Children living in the delineated (catchment) area are eligible for admission to Methven School. Further information can be accessed electronically on:
<https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area> .

The policy of Perth and Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

Priority 1

Children normally resident within the catchment area of the specified school.
Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

- (b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school.
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (d) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

* Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.

** Priority will be given to those pupils who have attended an associated primary school the longest.

Where it may be necessary to refuse only some places in any of the Priorities at (a), (b) and (c), because the number of requests exceeds the number of places available, priority will be determined as follows:

- Category (a) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.
- Category (b) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.
- Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

Priority 2

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 3

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 4

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 5

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the

5 priorities above.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Any pupil who attends a primary school other than the one proposed by the Authority (for example as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives. For further information, view our [school enrolment webpage](#).

Visits

Parents who are considering registering children at Methven are welcome to contact us to arrange a visit. Registration forms are to be completed online through MyPKC [School enrolment - Perth & Kinross Council \(pkc.gov.uk\)](#). The child's Birth Certificate, a recent utility bill and your Council Tax documentation requires to be uploaded or brought to school as proof of your home address.

Enrolment

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 18 August 2026). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Tuesday 18 August 2026** and you should register your child for primary school during the January 2026 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid-January. They will be invited to contact the Headteacher for further information about registration arrangements.

Contact Details

School Address:	Methven Primary School Main Street Methven Perth PH1 3PX
Telephone No:	01738 477687
Email:	Methven@pkc.gov.uk
Website:	www.methvenprimary.org.uk
Stages Covered:	Nursery and Primaries 1 – 7 (Currently arranged over 6 classes)
Present Roll:	Nursery 31 Primary 117
HEAD TEACHER:	Mrs Stephanie Kellie

PRINCIPAL TEACHER: Mrs Gill Maclaughlan

Concerns

If a parent has a concern about their child, they should contact the school office, by telephone, email or in person, to arrange an appointment to speak to relevant staff. A meeting will be held as soon as possible. Concerns are always taken seriously and listened to. Children (where appropriate), parents and staff will give their views and together will work to agree a positive way forward.

Emergency Contacts

There may be occasions when it is imperative that the school contact you, for instance if your child is ill or injured and a hospital visit is necessary. We also require the name of a contact person who is on the phone and available to collect your child from school. Annual Data Check forms are issued to all parents in August/September. It is important that your details are checked, and any amendments noted. The form should be returned to school as soon as possible. Please help us to keep our records up-to-date by informing us of any changes in circumstances, e.g. change of address, phone numbers (home, work or mobile), email address or contact person, etc.

Attendance

Perth and Kinross Council is committed to working in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.

In working towards this, Perth and Kinross Council Education and Learning expects all schools to closely monitor the attendance of all children and young people. It is every parent's legal duty to ensure that, if their child is of school age, they attend school regularly. Our staff work with pupils and their families to ensure that pupils attend regularly and punctually.

A school may refer a child to the Scottish Children's Reporter for consideration of Compulsory Supervision measures if there are serious concerns about non-attendance. Perth and Kinross Council also has an Attendance Sub-Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Strategic Lead for Education and Learning.

If you are having problems with your child's attendance at school, you should discuss this with the school in the first instance as they have a range of supports that can be provided before these actions have to be taken.

For more information, visit our [school rules attendance and behaviour webpage](#).

Authorised and Unauthorised Absences

If your child is unable to attend school for any reason, please contact us by telephone, using our school absence line, 01738 477687, before 9am on each day of their absence to explain. In the interest of safety, the school will make a call home or send a text message directly to parents/carers if a child is absent and we have not been informed. If there is an unexplained

absence the school may call to enquire about the absence, this is first and foremost with regards to the safety of pupils.

It is particularly important that you contact the school if your child is not returning to school in the afternoon. This saves us a great deal of worry if we know that there is a reason for the afternoon absence. Appointments during the school day should be notified to the school in advance via email.

The Scottish Education Office requires all data regarding Pupil Attendance and Absence to be provided in an electronic format. For this reason, Perth & Kinross Council has provided schools with an Educational Management System to record all pupil attendance and absence.

Specific codes require to be used when recording the data for each pupil and it is for this reason that we require written notification giving the reason for every absence your child has, e.g. illness/holiday/type of appointment - doctor/dentist/hospital appointment etc.

A number of parents withdraw children from school during term times because of family holidays and it is the wish of Education & Children's Services that this practice should be discouraged. When parents request leave for a pupil for holiday or family commitments during the term, they receive from the school, an acknowledgement of this request. All holidays during term time are regarded as Unauthorised Absences. This will be done even if you have told the school you intend to take your child on holiday. No schoolwork will be given, although some schools may consider giving you information about what will be covered during the absence. Extended visits overseas to relatives or extended absence in relation to children of travelling people would be marked as an authorised absence. Extended is defined as a period of more than **four** weeks. If you wish to discuss the matter further in relation to your child, please contact the school. For more information, visit our [family holidays webpage](#).

Pupil absence is carefully tracked through the school's electronic management system. This highlights patterns and frequencies of absences. Where there are concerns over any pupil's attendance, parents will be contacted, in the first instance, by the Head Teacher.

Complaints Procedure

An environment of mutual trust, respect and open communication is promoted. To improve the school all suggestions and comments are welcome.

At Methven Primary 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 Head Teacher.

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

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

Child-friendly complaints - Children's Rights in Scotland

In Scotland, children and young people aged 17 years or under have the right to express their views on anything that affects them, including complaints made on their behalf or about issues which affect them.

Perth and Kinross Council follows guidelines from the Scottish Public Services Ombudsman (SPSO). Parents and carers can also find more information in the [SPSO Child-Friendly Complaints Parents Guide](#).

Further information is available on the [Council's website](#) or by contacting CustomerComplaints@pkc.gov.uk

School Ethos

At Methven Primary School we aim to build respectful relationships by **Being Our Best**.

Methven Promise

Positive
Responsible
Optimistic
Motivated
Included
Successful
Encouraging



Relationships and Positive Behaviour

We expect high standards of behaviour at Methven School and encourage an ethos where we work together as a school family to make our school the best learning environment it can be.

Restorative Approaches are used to provide a structure for exploring issues, discussing differences, disagreements and agreeing targets and strategies; children are encouraged to take an active role in the process and agree next steps.

We value the liaison between home and school and will contact parents at an early stage if there are issues with relationships and behaviour. We have found that where the school and parents are seen by the pupil to be working in partnership, issues are resolved with very little difficulty. If there are any circumstances which affect the child, e.g. bereavement, separation, it can help if we know (in confidence if necessary) so we can take the situation into account when dealing with any behaviour that is out of character.

We develop resilience and wellbeing skills and strategies through a whole school approach using Bounce Back and Emotion Works resources.

Fostering Inclusion and Reducing Exclusion

[‘Fostering Inclusion and Reducing Exclusion’](#) is the Authority’s revised guidance to support the planning and decision-making for children and young people who may be at risk of exclusion or where an exclusion from school has been deemed as a last resort and is required to take place. The guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which reduce the need for exclusion.

This guidance applies to children and young people who are enrolled in a Perth and Kinross school or ELC setting and will be relevant to the parents and family of those children and young people, staff in schools, staff in Perth and Kinross Council’s Education and Learning

service, and agencies who support our children and young people and families. The guidance is set out in two sections:

- Part 1 – Policy which explains the expectations of our schools and ELC settings, and the legal basis and parameters relating to exclusions.
- Part 2 – Procedures which provides some easy-to-follow flowcharts and checklists to help school staff manage situations where exclusion might be considered. The appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS reference codes and a template for the minute of the meeting to resolve an exclusion and support a return to school.

Equal Opportunities

Perth and Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth and Kinross Council recognise that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- race
- gender
- marital/family status
- disability
- religion
- sexual orientation
- age
- language
- place of residence
- socio-economic status

It is the responsibility of all staff to support a climate conducive to providing equal opportunities for all.

Parental Involvement

Communication with Parents

Close partnership between home and school is vitally important. Parents are encouraged to contact school to make an appointment whenever issues arise or advice is needed. We also actively encourage parents to join us for shared learning activities, concerts, fundraising

events, curriculum information meetings and trips out of school.

At Methven we communicate with parents in a variety of ways. The Just2Easy platform is used for profiling learners' work, sharing class homework and messages. Our school website and X feed are updated with information. Termly newsletters are emailed to parents, uploaded to the website and hard copies are available on request.

We use a variety of e-mails, letters, texts and phone calls to communicate details of class and school events, so it is important therefore that we have up to date contact details.

Prospective parents of Primary 1 pupils (August start) are welcome to visit the school during the summer term when their children can spend time following our transition programme with the other pupils starting in August. Similarly, new primary pupils and parents starting at other times during the year can come to view the school and speak to staff and pupils about the school.

There are afternoons/evenings set aside throughout the year when parents are invited to visit the school and discuss the progress of their children with individual members of staff. Shared Learning sessions provide parents with a chance to see their child's classroom and look at some of the exciting learning they have been involved in producing.

School Role in the Community

Methven School has a secure place in the local community. This is reflected in the school participation in such projects as litter picking, the Gala Day, Winter Fayre and visits to places in the locality. Social events at the school are always well supported. The school participate in local events and welcome visits from local organisations and individuals to enrich the learning within the school.

The local area is used as a natural extension of our school grounds. We often visit the park and local woods. We also participate in wider community events and opportunities like swimming at Perth Leisure Pool, curling at Dewar's and other sporting leagues and events.

Parent Forum

The membership of a Parent Forum is made up of parents who have a child at an education authority school. Parents are automatically members of the Parent Forum for their school. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council

The Parent Council support the school in its work with pupils, represent the views of parents and promote relationships between school, parents, teachers and the community for the benefit of the school children.

The Parent Council meets termly to discuss all sorts of topics. Some of the things we have covered in the past are the revision of the school Vision Statement and agreeing that a percentage of funds raised will support a Welfare Fund which ensures that all children have equity of opportunity.

The Parent Council organises fundraisers during the school year such as the Bingo Tea and MacMillan coffee morning. We also help at other school events such as sports day, parent

contact evenings and class outings.

Meetings are informative, constructive and a great way to get to know other parents and teachers, to gain a better understanding of what is going on in the school and to have a voice if any issues affect or concern you.

Come along and get involved right at the start of your child's time at nursery or school.

Current Parent Council Chair – Jenna Macnaughton

Further information about parental involvement can be found on the Perth & Kinross website: <http://www.pkc.gov.uk/parental-involvement>

Transitions

There are a variety of points of transition: starting Nursery, starting Primary 1, moving to a new class, moving to another school and moving to secondary school. Each school year there are a variety of factors which impact the class structure within a school and information about these can be found [here](#).

Pre-School – Primary Transitions

We have a programme in place to support all children who are preparing to enter our Primary 1. There are planned opportunities for parents and children to meet the staff and hear more about being in school. Methven staff also visit all new entrants in their pre-school settings to gather as much information as we can about each child. School registration dates are advertised in the local press and take place in January.

Primary – Secondary Transition

Pupils from Methven Primary who reside in the catchment area will transfer to Bertha Park High School, Perth when they complete their primary education. Guidance staff and promoted staff visit Methven Primary to support the transition process. Where appropriate, children may have an enhanced transition to secondary school. This will be discussed and planned on an individual basis. This may involve extra visits to Bertha Park High School to meet staff and look around the school.

Primary 7 children visit the Secondary School for two days in June and are given their S1 timetables. This helps to allay natural anxieties and familiarises the children with the lay-out of the school. It is also an opportunity to meet classmates and secondary staff.

Parents/carers of Primary 7 children due to transfer to Secondary School will receive a letter in January from the Education Authority giving transfer arrangements.

Further information is available on the school's website at www.berthaparkhigh.org.uk/

The Curriculum

The curriculum in Methven Primary is based on Curriculum for Excellence. It adheres to the Principles of this curriculum by ensuring breadth, depth, challenge, enjoyment, progression, coherence, relevance, personalisation and choice. The totality of the curriculum takes account of the 4 contexts for learning - ethos and life of the school, curriculum areas and subjects,

interdisciplinary learning and opportunities for personal achievement. It provides a variety of teaching methods and techniques which supports children to develop in the 4 capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Children learn at different rates and have different strengths and development needs. Ensuring that each child reaches their potential is an integral part of learning and teaching at Methven Primary. It will therefore be the norm that children will be working at different levels within the same year stage.

In line with best practice and promoting the principles of Curriculum for Excellence, active learning is promoted, relevant educational visits will be made, and visitors, who will enhance the educational experiences of the children, will be invited as appropriate. Outdoor learning in our community is an integral part of the learning activities undertaken. Children learn knowledge and understanding as well as skills for life, learning and work to prepare them for living in 21st Century Scotland. Literacy and numeracy learning is taken into account across other areas of the curriculum. Emphasis is put on children learning concepts and skills and then applying these in real-life, problem-solving situations. ICT will be used to enhance learning throughout as appropriate.

Children are given the Experiences and Outcomes of the curriculum which they are entitled to study. They then work with teachers to plan how they learn within contexts. This ensures they have choice in their learning. At various times they make choices about personal achievement work and targets, action groups and whole school focus weeks.

Learning is shared with parents at curriculum events, parent contact meetings, assemblies, through Just2easy online Platform and on an individual basis as required. Surveys and audits completed by parents/carers also ensure they are involved in their child's learning. Parents of children with Additional Support Needs meet regularly with staff to discuss and agree progress/ next steps in learning. If school staff have any concerns about a child's learning parents will be invited to a meeting to discuss the concerns and the way forward. Parents will be given support and advice and additional opportunities (if requested) to meet more regularly with staff.

In Methven Primary children from P1 to P7 learn:

- Literacy: Reading, Writing, Listening & Talking.
- Numeracy and Maths: Number, Money & Measure, Shape, Position & Movement, Information Handling.
- Health and Wellbeing: Mental, Emotional, Social & Physical Wellbeing, Planning for choices & changes, Physical Education, Physical Activity and Sport, Food & Health, Substance Misuse and Relationships, Sexual Health & Parenthood.
- Sciences: Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials, Topical Science.
- Social Subjects: People, Past Events & Societies, People, Place & Environment, People in Society and Economy & Business.
- Technologies: Digital Literacy, Food & Textile Technology, Technological Developments in Society and Business, Craft, Design, Engineering & Graphics, Computing Science
- Expressive Arts: Participation in performances and presentations, Art & Design, Dance, Drama and Music
- Religious & Moral Education: Christianity, Other World Religions and Development of Beliefs & Values.
- Modern Languages: French – French is taught at all stages in accordance with the Scottish Government's 1 + 2 Approach and P5-7 learners are taught British Sign Language.

Parents can find out more about the curriculum from the Education Scotland and Parentzone websites:

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

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

Skills

As well as teaching the subject specific skills related to each area of the curriculum, Higher Order Thinking Skills: remembering, understanding, applying, analysing, evaluating and creating are taught and applied. Social skills: problem solving, leadership, working with others, enterprise & employability and organisation are taught to prepare children for their future lives.

Religious Observance

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value.

Under the terms of the Education (Scotland) Act 1980 “any pupil may be withdrawn by their parents from instruction in religious subjects and from religious observance”. Any parent wishing to exercise this right should first discuss it with the Head Teacher. Alternative provision will be made for these children during times of religious observance.

Homework

Children are encouraged to follow up their school interests at home. Homework will be assigned by the class teacher throughout the year which will reinforce work done in class and be used as an opportunity to share progress in learning with families.

Parental support with homework is appreciated by your child and the school. Parents who experience difficulty in helping with homework should contact the school for advice and assistance. At Methven, we encourage lots of reading at home. A quiet place to be comfortable and read will encourage children to look at or read books.

Children who are off ill for short periods are not expected to do normal class work at home. This time should be spent recuperating to enable their return to school. In the instance of those on holiday during term time, class work will not be provided. In these circumstances the school suggests that children may benefit from regular reading or perhaps keeping a diary of their new experiences.

Extra-Curricular Activities

The school realises the benefit of extra-curricular activities and offer a range of student led lunchtime clubs. Staff currently offer lunchtime football and running clubs and we liaise with our Active Schools Coordinator to engage with sporting opportunities within and outwith the school. We have access to the football pitches at the local park. There is also an outdoor netball court and extensive areas of playground to utilise.

At Methven Primary we have opportunities for the children to be involved in Action Groups to take part in wider aspects of school life. We have a Pupil Parliament who represent the pupil voice within the school. We have a House System with House Captains and Vice Captains

and regular House events. Children can earn points for their House and this is celebrated at weekly assemblies.

Assessment & Reporting

The school is committed to ensuring that every child reaches their potential. This is achieved through focussed teaching, involving children in their learning and parental support. We operate a policy of continuous assessment, in line with government guidelines on “Assessment is for Learning” and Curriculum for Excellence. Ongoing formative and summative assessment is an integral part of the curriculum and is built into the work at the planning stage. In conjunction with this, children are encouraged to self and peer assess. On a daily basis, children discuss their learning with staff and, at times, other children. They discuss their prior learning, why they are doing the current learning and can identify what their next steps in learning will be. A summary of this is captured in their Just2Easy Journal which are available for parents/carers throughout the year. Sharing Our Learning is issued to parents at the beginning of each term on Just2Easy. Teachers meet with the Head Teacher three times a year in November, March and May to discuss and track pupil attainment. National Standardised Assessments are used in P1, P4 and P7 and further information for parents can be found here <https://standardisedassessment.gov.scot/parents> Other standardised assessments are also used to identify baseline information to aid planning and identify areas of need.

Reporting

Evidence of each child’s work is collected and used to inform future teaching and reports to parents. Each child has a Just 2Easy Learning Profile which contains evidence of progress throughout their school career. A Primary 7 Profile for each child is produced annually and shared with the receiving secondary school. If parents wish to discuss the progress of their child at any time, they can make an appointment by contacting the school office. These meetings are generally informal with an emphasis on how best to support the child and build confidence in parents. The school operates an “open door” policy and parents are actively encouraged to be positive partners in their child’s learning. There are periodic ‘Sharing Learning’ events and assemblies to give pupils the opportunity to share their learning with their parents. There are also twice-yearly Parent Contact Evenings where parents will have the opportunity to discuss pupil progress.

Additional meetings are held annually for parents of children with additional support needs. See the section on Support for Pupils for further details.

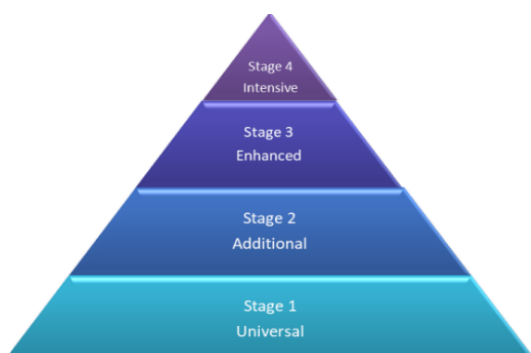
Support for Pupils

All children are well supported in Methven Primary. We rigorously apply the principles of GIRFEC (Getting it Right for Every Child). It is an integral part of daily life at the school. It is our firm belief that we work with children as learning partners in our school, so all feel safe and valued.

In accordance with Perth & Kinross Council policy the needs of Additional Support Needs (ASN) pupils will be met.

Additional support is a broad term used to describe barriers to learning which may be long or short in duration. There are many reasons why children and young people may have additional support needs. These may arise from various factors, including family circumstances, the school environment, health issues, learning, and social and emotional

difficulties. Therefore, it is common for children to require additional support at some stage during their education.



All children and young people are supported in ELC settings and schools by a **Staged Intervention Model**, which aims to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing, and improve education and wellbeing outcomes.

[Staged Intervention Framework May 24.pdf \(pkc.gov.uk\)](#)

Most children make progress in school and their education can be fully supported at a **universal** level by the class teacher. However, some children require **additional** or **enhanced** support through targeted interventions at times within their mainstream educational journey to allow them to achieve their full potential.

Where the requirement for additional or enhanced support is identified, a Child or Young Person's Plan (CYPP) sets out their support needs and the interventions required to address them.

A very small number of children and young people with significant and long-term additional support needs that require input from services other than Education may need a Co-ordinated Support Plan (CSP).

[Child and Young Person Planning Guidance May 24.pdf \(pkc.gov.uk\)](#)

Communication from school

Schools continually monitor and assess all children and young people's needs. If it is identified that your child requires additional support, the school will contact you to discuss this. Schools aim to offer support, advice and to agree appropriate interventions and next steps.

If your child has established additional support needs, you will be contacted throughout the academic year as agreed within your child's CYPP or CSP should there be any changes. Occasionally, challenges may arise that negatively affect a child or young person's attendance and engagement. To address this, support for the child and their parents or carers through assessment, planning, and action is provided. Therefore, the school will contact you following the attendance guidance outlined below:

[Attendance Policy and Guidance for Education and ELC Settings.pdf \(pkc.gov.uk\)](#)

Children with Additional Support Needs are fully included in the life of the school and every effort is made to meet their needs. Any concerns regarding pastoral care and support are fully discussed with parents and a plan is agreed to support the child. Regular meetings are held between key staff, parents and appropriate outside agencies to discuss progress, next steps and any other concerns. Parents can request a meeting as required.

Placing requests

Placing requests may be made for Fairview School or an Intensive Support Provision (ISP) when a child's education needs cannot be met in their catchment school and their learning requires to be supported at an **intensive** level.

A Transition Panel will consider the request, basing its decision on a comprehensive

assessment of the child's educational needs. This assessment will incorporate the perspectives of the child's parents, teacher, school Educational Psychologist, and the Inclusion Quality Improvement Officer.

Where a child has been identified as having support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or out with Perth and Kinross).

<https://www.pkc.gov.uk/article/17301/Placing-request>

Transitions

School transition is a process that prepares children, young people and their families with the necessary skills, knowledge and relationships to assist in successfully moving from one setting to another. The transition process can be challenging for some children and young people with additional support needs. You should discuss any transition concerns with school staff and any professionals supporting your child.

Transitions will be discussed as part of the child or young person's planning process (CYPP). Additional arrangements (enhanced transition) may be agreed if appropriate. The following leaflet explains the support that may be provided during this process:

[Microsoft Word - Leaflet 7 \(pkc.gov.uk\)](#)

Signposting

If you have any concerns about the support your child or young person is receiving, please contact their school in the first instance.

Each school has a 'named person' who serves as a clear point of contact for all children, young people, and their families. This person can provide access to ASN information, advice, and assistance. They can also offer insights into your child's progress and discuss the support currently in place [Named person - Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](#)

In most primary school settings, the named person will be the Headteacher or Depute Headteacher.

If you require further advice or guidance, enquiries can also be made by emailing ASN@pkc.gov.uk.

Online support and information

Enquire – This is a Scottish independent advice service for additional support for learning. It has two websites available www.enquire.org.uk (tailored for parents/carers and practitioners) and <https://enquire.org.uk/category/children-and-young-people-info/> (tailored for children and young people).

Enquire also provides a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school' <https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/>

PKC website - This has a variety of ASN information, along with links to related topics of interest: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

PKC Directory of Services – This offers comprehensive information on the various support services available to families locally and nationally. This includes designated sections on additional support needs, parenting advice and mental health support [Whole family support - Directory of services - Perth & Kinross Council \(pkc.gov.uk\)](#)

If you cannot access the internet, please ask the school office if you require copies of this

Additional support for learning - resolving disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving**

Disagreements available on the [Council's website](#) or by contacting ASN@pkc.gov.uk.

School Improvement

Our Standards and Quality Report and School Improvement Plan are now available, should you require a copy, please contact the school office.

The latest HMI inspection report which was published in September 2019 is available to view on the following link:

https://www.pkc.gov.uk/media/32223/Methven-Primary-HM-Inspection-Report-2019/pdf/Methven_Primary_School_HM_Inspection_Report.pdf?m=637049985269830000

School Policies & Practical Information

School Policies

Copies of school policies are available upon request from the school office.

Access to information – parents and pupils

The [Pupils' Educational Records \(Scotland\) Regulations 2003](#) require the Authority to give a parent access to information relating to school pupils, past and present, held by them.

- The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.
- The regulations only cover information relating to the school education of the pupil.
- The request must be in writing (or other permanent format for future reference purposes, for example email/tape recording).
- The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested. *
- The Authority must comply with a request within 15 school days of receiving a validated request. A validated request means that the information requested at *(see above) has been provided.

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.

Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.

Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a [Subject Access Request](#).

If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed

mandate) before your request can be processed.

Subject Access Requests should be submitted to the Council's Information Governance Team at Council Building, 2 High Street, Perth, PH1 5PH, email DataProtection@pkc.gov.uk or telephone 01738 477933.

School Records

The [Pupil's Educational Records \(Scotland\) Regulations 2003](#) gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.

If you would like to exercise your right to see your child's PPR, you should contact your child's school directly – [view contact information](#) for all Perth and Kinross Council schools. Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity. Schools have **15 school days** to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.

Please ask if you need the information requested to be provided in an alternative language or format, for example, braille.

Occasionally, a school record may contain information, such as information about another pupil, which must be removed before you are provided with it.

If you wish to request information about other records relating to your child, such as social work records, you should submit a [Subject Access Request](#). If you're unsure about what kind of request you should submit, please contact the Council's Information Governance Team on 01738 477933 or by emailing DataProtection@pkc.gov.uk for advice.

Transferring education data about pupils

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland; and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government.

Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the [ScotXed website](#) will help you understand the importance of providing the data.

View a complete list of the [Scottish Government's School Education data collections](#).

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils, or specific groups
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of people in Scotland
- provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education
- providing school level information

Extracts of the data will also be shared with the Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their eighteenth birthday, Glow to access digital learning environments, ParentPay for management of online payment of school meals, excursions and activities, CRB for cashless catering, Groupcall for messaging services, Young Person's National Entitlement Card for access to public services across Scotland and with the NHS for monitoring the child health immunisation programme.

View the [Scottish Government Privacy Notice for children and young people](#).

View the [Council's main education Detailed Privacy Notice](#).

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the [ScotXed website](#). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a make a Subject Access Request online or using the Subject Access Request Form can be found our [Subject Access Request webpage](#).

Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond. If you would like further guidance about how to submit a request for personal information, contact the Information Governance Team on 01738 477933 or email DataProtection@pkc.gov.uk.

Concerns

The Data Protection Officer for this data is the Data Protection and Information Assets Team, email dpa@gov.scot.

If you have any concerns around this data collection, please contact the Data Protection and Information Assets Team, or Mick Wilson, Head of Education Analytical Services (email Mick.Wilson@gov.scot).

You can also write to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

PRACTICAL INFORMATION

The School Day

Primarys 1 – 7 9am – 12.30pm 1.30pm – 3.15pm

Nursery 1140 hours: 9.05am to 3.05pm

School staff take responsibility for primary children who have been presented at school from 9am onwards. Parents are responsible for children brought to school earlier than this.

[https://www.pkc.gov.uk/media/47906/Guidance-Supervision-in-Primary-School-playgrounds-outwith-the-school-day/pdf/Guidance -
_Supervision_in_Primary_School_playgrounds_outwith_the_school_day.pdf?m=637503595883370000](https://www.pkc.gov.uk/media/47906/Guidance-Supervision-in-Primary-School-playgrounds-outwith-the-school-day/pdf/Guidance_-_Supervision_in_Primary_School_playgrounds_outwith_the_school_day.pdf?m=637503595883370000)

It is important for parents to let the class teacher know if a named child-minder or any other adult is picking a child up from school.

The School Term and Holidays

Information on school term dates and holidays can be found on the following website:

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

Instrumental Music Instruction and Central Groups 2026 to 2027

In recognition of the integral part instrumental music plays in pupils' education and welfare, Scottish Government has announced that instrumental music lessons will be delivered free of charge. The Perth and Kinross Instrumental Music Service offers opportunities for pupils to play a musical instrument and participate in music making with many ensembles, orchestras and bands.

- Pupils learning musical instruments develop a wide range of unique skills, providing a means of fulfilment and enjoyment whilst nurturing a greater understanding of the arts.
- Parents can enjoy and share their child's excitement in learning to play an instrument. Your child performing at a concert will provide you with a great sense of pride and satisfaction.
- Schools will provide opportunities for pupils to enrich their curriculum and the life of the school.
- Instrumental music prepares pupils to make a meaningful contribution towards the artistic life of the community.

The service offers an exciting opportunity to participate in a unique course within education which will benefit all participants for the rest of their lives. Lessons will be delivered on a face-to-face basis. After a short period of time, pupils will also be able to perform in school ensembles and Local Authority orchestras and bands, as well as attending residential music camps. It is strongly advised that pupils receiving tuition in school strive to attend school bands and orchestras and one of these Central Groups as this is recognised as an integral part of tuition.

For further information, please visit our website, Instrumental Music Service App and social media pages via the contact details below:

- Email MusicService@pkc.gov.uk
- www.pkcmusic.com
- Facebook [PKC Music Service](https://www.facebook.com/PKC-Music-Service)
- X [@pkcmusicservice](https://twitter.com/pkcmusicservice)



- Instrumental Music Service App -

Uniform/Clothing

Pupils are encouraged to take pride in their appearance and should always dress in a neat and tidy way. The wearing of uniform helps pupils to take a pride in themselves and in their school. It gives all children a sense of belonging. The full support of parents is therefore sought in sending their children to school in the uniform listed below:

BOYS	White shirt/white polo shirt Grey/black trousers Red jumper or school sweatshirt (purchased through Sprinterz) Welcome (sprinterz.co.uk) Black, waterproof, shoes
GIRLS	White shirt/white blouse/white polo shirt

Grey/ black skirt/pinafore/trousers
Red jumper/cardigan or school sweatshirt (purchased through Sprinterz)
[Welcome \(sprinterz.co.uk\)](http://www.sprinterz.co.uk)
Black, waterproof, shoes

PE Kit Black shorts and polo shirt or T-shirt, Methven hoodie (optional outdoors)
 Black jogging bottoms or leggings during colder weather

Children are discouraged from wearing jewellery to school. Children with pierced ears must remove the jewellery or tape their own ears for PE.

School T-shirts, sweatshirts and hoodies are available to purchase from Sprinterz, and order forms are available from the school office.

Children who wear shirts and jumpers are asked to wear the school tie, which can be purchased via the Parent Council.

Free School Meals and School Clothing Grants

Free School Meals are offered to **ALL** pupils in P1 – P5 without the need for parents/carers to apply. Don't submit an application form for Free School Meals for your child when they move into P6 as they will no longer be automatically entitled to Free School Meals.

If your child is P6 or above, you can claim free school meals and a school clothing grant if you are in receipt of qualifying benefits. A list of qualifying benefits, together with a link to the online application can be found on the Council website at <https://www.pkc.gov.uk/freeschoolmeals>.

From 17th March 2025 families of P6 – P7 pupils who are not currently eligible for free school meals but who are in receipt of the Scottish Child Payment will now be eligible for free school meals. To claim free school meals for P6 - P7 please complete the online application on the Council website at <https://www.pkc.gov.uk/freeschoolmeals> and provide proof of your Scottish Child Payment.

If your child is in P1-P5 an application form must be completed if you also require a school clothing grant for your child. A link to the online application can be found at <https://www.pkc.gov.uk/freeschoolmeals>.

School Lunches

Lunches are provided, currently at a cost of £2.30 per day and should be paid for in advance. Parents/carers are asked to use our Online School Payments solution ParentPay to pay for lunches. ParentPay is a free service for you to use.

Packed lunches may be brought, and drinks should be in plastic containers (no glass please). No fizzy drinks please. As we have several children and staff with **nut allergies** we respectfully request that nut containing products are not sent in Packed Lunches. Packed lunches are eaten in the main hall within the school and school lunches are eaten in the dining hall. We currently have two sittings for lunch at 12.30 and 12.45.

Children can bring water bottles to school and have access to water during the school day.

If you think your child(ren) may be eligible for free school meals and are in receipt of Income Support, Employment and Support Allowance (Income Related) or Jobseekers Allowance (income based), an application can be made online at www.pkc.gov.uk/freeschoolmeals.

Medically prescribed diets, and nut and/or peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. An information leaflet and application form are available on our [school catering webpage](#). Parents can also self-manage simple dietary requirements for their children by using the [interactive menu](#) and carbohydrate menu available on Tayside Contracts' website. Medically-prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

View further information on [school catering](#), including menus, meal photos and forms, or access the [current interactive menu](#) from Tayside Contracts which provides recipe, nutritional and allergy information. The website also contains details of forthcoming promotions.

For any other enquiry please contact: SchoolCatering@pkc.gov.uk

Health Care

Parents of Primary 1 children are asked to complete a questionnaire and are invited to be present with their child for Primary 1 screening.

Under the Dental Inspection Scheme Primary 1 and Primary 7 pupils will be inspected. If treatment is necessary, parents will receive a card giving the option of their child attending the School Dental Clinic or the family's own dentist.

Parents should inform the school of any medical condition so staff are aware and can take appropriate action. Any information received by the school will be treated with the strictest confidence. Medication is only administered in school under exceptional circumstances and only after all the appropriate training and paperwork has been completed. This is in accordance with Perth & Kinross Health and Safety Guidelines. If a child is completing a course of medication prescribed by the doctor this can usually be taken at home, outwith school hours. If you wish to discuss this further, please contact the Head Teacher.

Inhalers are kept in classrooms and spare inhalers locked in a medical cabinet. Parents must inform the school if their child has allergies and a medical protocol will be prepared.

If your child has been suffering from diarrhoea or vomiting, please note that the recommended period away from school is at least 48 hours from the last episode.

Parents should check the family's hair for headlice, adults and children alike, on a weekly basis in order to greatly reduce the spread of infection.

Security

In the interests of safety, all visitors, including parents, must enter through the main door and immediately report to the school office when visiting the school. All gates to the school grounds should be left closed after entering or exiting during the school day.

The Playground

Please do not bring dogs into the playground.
Please do not smoke in the playground.

Please do not bring vehicles into the playground during the school day.
Please do not use bicycles or scooters in the playground just before or after school.

Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is 'everyone's job and everyone's responsibility'. Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task. In our school, Mrs Stephanie Kellie and Mrs Gill Maclaughlan are the designated Child Protection Officers.

Child Protection sits within the wider [GIRFEC](#) policy and practice framework. [The National Guidance for Child Protection in Scotland](#) (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The [Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017](#) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all schools.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education and Learning. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Children, Families and Justice (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- your child/children's school
- the Child Protection and Duty Team on 01738 476768 (24-hour service)
- visit the Council's [Child Protection webpage](#)

Looked-After and Accommodated Children (LAAC)

Looked-After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009, are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of intensive support provisions. These are either attached to or are part of mainstream schools. In addition, there is one all-through special school (ages 3 to 18 years) for children with profound and complex difficulties.

Each school has a designated Care-Experienced Teacher who deals with all matters relating to children who are 'looked after', for example accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after. Read our [fostering, adoption and kinship care webpage](#) for further information on Looked-After services.

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.

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Methven Primary School.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

<https://www.pkc.gov.uk/families>

Our Nursery class has its own separate Nursery Handbook which is available from the School Office and Nursery and is also published on our school website.

Methven School Nursery opened August 2015. There are currently 37 places including 5 Strong Start 2 Places. Please contact the school office for further information about application for these places.

Throughout the year there are planned transition opportunities for the pre-school children and Primary 1 class. Nursery and Primary 1 staff plan shared learning events and visits. Nursery children are involved in whole school events and share facilities and resources.

We have good links with other nurseries in the area and ensure that there are planned transition opportunities for the children who will enrol at Methven School.

There are various Parent Groups which meet during term time. The Parenting Group are supported by Nursery staff and our visiting Early Years Family Learning Practitioner.

PKC Education and Children's Services are working towards the expansion of Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All 3-5 year olds and eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

Nursery inspection process

Social Care and Social Work Improvement Scotland (known as the Care Inspectorate) has a responsibility to inspect all nursery schools and classes on a regular basis. These inspections are part of the Regulation of Care Standards within Early Education and Childcare. Further information on Care Inspectorate inspections is available from the Headteacher or by contacting the Care Inspectorate on 0345 600 9527 or visiting the [Care Inspectorate website](#).

All providers of early learning and childcare for those aged two to four years are currently inspected by the Social Care and Social Work Improvement Scotland (known as the Care Inspectorate) and Her Majesty's Inspectorate (HMI), part of Education Scotland. Staff follow national guidelines for the early learning and childcare of children aged two to five years that encourage learning through play and the service must meet standards laid down by HMI. Further information on inspections is available from the Headteacher.



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

