

Moncreiffe Primary School



School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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Introduction

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

School information

Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2025), further changes may have occurred since then.

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

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 features a semi-open plan design, comprising six open-plan classrooms that connect to shared learning spaces, including a library, Hub, RCCT room, and other open areas. It also includes a multi-purpose hall for games and assemblies, a school kitchen, pupil cloakrooms and toilets, a reception area, and an administration suite. Additionally, there is a general-purpose room equipped with a full pupil kitchen, which is also used as an extra learning space.

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

Head Teacher

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
Gleearn Place Squires Cottages	Gleearn 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 wish their child/children to attend Moncreiffe Primary School should apply for admission by making a 'Placing Request' via <https://www.pkc.gov.uk/article/17301/Placing-request>

Contact Details

Quality Improvement Officer

Anne Lemon

Headteacher

Mrs Nicola Murray

Principal Teacher

Mrs Julie Pounder

Moncreiffe Primary School
Gleneagles Road
Perth
PH2 0AX

- **Telephone**
01738 472333
- **Email Address**
Moncreiffe@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, Headteacher or Mrs Julie Pounder, Principal Teacher.

- **Sickness Procedure**

In the unfortunate event of your child being unwell and unable to attend school, please contact the school by 0915 on 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.

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.

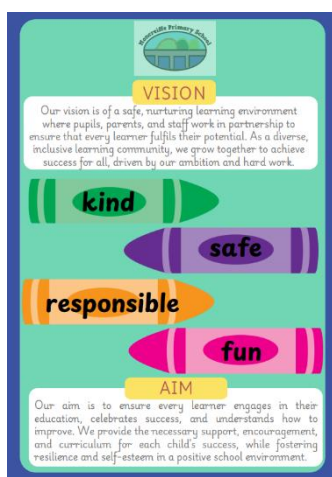
- **Communication**

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/ Endings
- Parent Contact Meetings (twice a year)
- Pupil Progress Record (annual)

We ask that all communication sent to school is done so via the school Office on moncreiffe@pkc.gov.uk.

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.

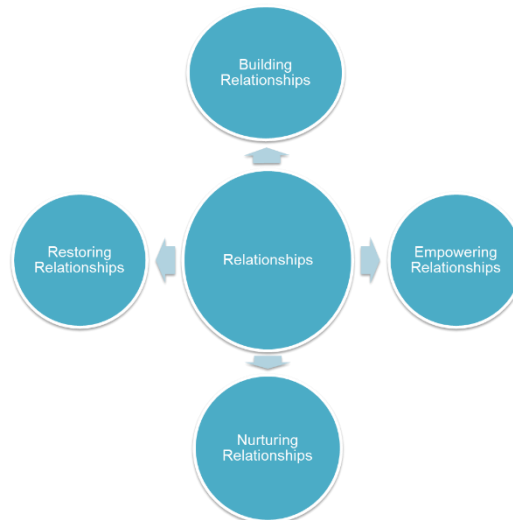
Our aim is to ensure every learner engages in their education, celebrates success, and understands how to improve. We provide the necessary support, encouragement, and curriculum for each child's success, while fostering resilience and self-esteem in a positive school environment.

• 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 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 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/carers 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. <http://www.pkc.gov.uk/parental-involvement>

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/ Endings

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 short, 10-minute 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 children to reflect on their learning, set goals, and monitor their progress. 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.

Further information can be found at <https://www.pkc.gov.uk/article/22479/Funded-early-learning-and-childcare-for-3-5-year-olds>

- **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 parent/carers 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 parent/carers 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.

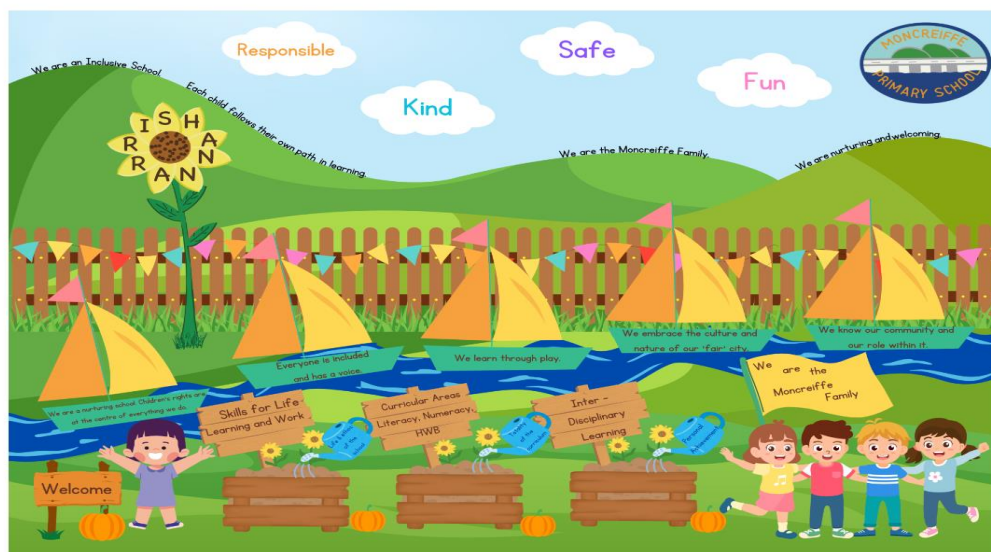
Perth High School
Oakbank Road
Perth
PH1 1HD
Tel: 01738 628271
Email: PerthHigh@pkc.gov.uk
Website: www.perthhigh.co.uk

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 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 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.

Annual Reporting

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.

The 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 above, the school handbook must include information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which 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->

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are 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 SC012741."

School Improvement



Moncreiffe Primary School STANDARDS AND QUALITY REPORT 2024-2025

The purpose of this report is to share information on the impact that school improvement developments and implementations have had on pupils' learning and progress over this school year. It also states in the table below our self-evaluation grades for key Quality Indicators taken from "How Good is Our School 4?" and "How good is our Early Learning and Childcare?"

Quality Indicator:		School Evaluation	Nursery Evaluation
1.3	<i>Leadership of Change</i>	<i>Good</i>	<i>Good</i>
2.3	<i>Learning, Teaching & Assessment</i>	<i>Good</i>	<i>Good</i>
3.1	<i>Ensuring wellbeing, equity & inclusion</i>	<i>Good</i>	<i>Good</i>
3.2	<i>Raising Attainment and Achievement</i>	<i>Good</i>	<i>Good</i>

The above performance evaluations are based on the on-going robust self-evaluation processes within the school. We have focussed on meeting the National Improvement Framework priorities of improvement in attainment, particularly in writing and numeracy, closing the attainment gap between the most and least disadvantaged children and improvement in children and young people's health and wellbeing.

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

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

Curriculum for Excellence (CFE) and PKC progression pathways are used to plan, deliver and evaluate our curriculum for our Nursery to P7 learners. Our revised curriculum rationale allows learners to become successful learners, confident individuals, effective contributors and responsible citizens through "The Moncreiffe Way." Through a revised assessment calendar, Class Teachers assess learner progress in a variety of ways and use information to plan next steps in learning. This year, learner progress has been shared with Parents/Carers through our new learning profiles, Learning Journals. Learner progress is tracked and monitored 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 June 2025 data indicates the following:

- In P1, almost all children achieved Early Level in Listening & Talking and Numeracy, whilst most achieved Early Level in Reading and Writing.
- In Primary 4, most of the children achieved First Level in Listening & Talking, whilst the majority of children achieved First Level Reading, Writing and Numeracy.
- In Primary 7, almost all children achieved Second Level in Listening & Talking and Reading, whilst most children achieved Second Level in Writing and Numeracy.

The average pupil attendance this academic session is 94.7 % which is a 2% increase from 23/24 and higher than the 23/24 PKC average of 93.8%. This session there has been an

increased focus on increasing school attendance to support raising attainment and pupil wellbeing. Where lateness issues or low attendance have been identified, we have reported to and supported parents/carers to find strategies to encourage and support better attendance at school. As a result, lateness has decreased, and attendance has increased in each term this session.

This session we launched our new school vision, values and aims (VVA), which have been at the heart of classroom and whole school learning opportunities. Alongside our VVA, our new Relationships Policy and Behaviour Blueprint have allowed consistency across the school to be established, resulting in better relationships and behaviour from Nursery to Primary 7. This work has also allowed us to be successful in achieving our UNCRC Silver Award and Perth & Kinross Councils, Nurturing Schools, Level 1 Award.

LEARNING

All staff have undertaken the Circle Inclusive Classroom Scale to inform learners' classroom readiness and engagement. This has been cross referenced with all P1-P7 learners participating in the Glasgow Motivation and Wellbeing Profile Survey, where we have noticed an increase in learner commitment, safety and involvement with our school.

For those who require a soft start to school, support staff have been able to offer a nurturing breakfast and check in. Class Teachers have established whole class soft start routines to check in and monitor learner wellbeing each day.

Increased equity of digital devices across classes has supported more consistent learning experiences for identified pupils who require devices to access learning. Targeted interventions in spelling and numeracy are delivered through effective timetabling of support staff and have led to measurable improvements in learner confidence and attainment. These focused supports have ensured that individual needs are being met more effectively, particularly for those requiring additional support to make progress.

Staff engagement in data analysis and targeted planning has strengthened our approach to supporting children who require additional input to meet national expectations in listening and talking, reading, writing, and numeracy. This strategic focus has enabled the implementation of purposeful, needs-based learning experiences. As a result, progress is being more effectively monitored, with targeted interventions showing positive impact on learner attainment and engagement. Staff are now exploring class and school data with local comparator schools.

Following staff CLPL focused on the Explicitly Teaching Text Types, learners demonstrated increased confidence, engagement and attainment in their writing. This progression was clearly evidenced through the production of high-quality, structured pieces celebrating our school's 30th birthday. The targeted approach led to improved understanding of genre-specific features and contributed to a noticeable rise in writing attainment across classes.

Two classes have participated 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 P4 and P5. A further three classes (ELC and P6&7) have engaged in improvement methodology to improve outcomes in writing and numeracy.

Community engagement has increased as a result of our Community Café which has been led by our P7 learners, to teach a wider range of skills, whilst increasing parental engagement within the school.

LEADERSHIP

Effective school leadership has allowed rapid and robust changes to the systems and processes

within the school this session. A culture of trust and collaboration has allowed both staff and learners to lead change within their classrooms and across the school.

The House Captain Team have raised the profile of our House System through planning, hosting and evaluating their events. Pupil voice has been gathered through a range of strategies, with learners seeing the impact of their suggestions.

Class responsibilities and Pupil Leadership Groups (PLGs) have empowered learners to actively contribute to school improvement. Through these activities, teamwork and decision-making skills, alongside developing a sense of ownership and responsibility has increased learners' sense of belonging.

Our UNCRC committee, worked alongside a staff lead to plan, implement and collate evidence for our Silver Award. Learners confidently led discussions during the accreditation process.

This year, learners from across the school have also confidently used their voice during whole school and class assemblies to drive forward change within our school and ELC setting, whilst raising the profile of global goals.

NURSERY

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

ELC staff have enthusiastically engaged in professional learning with another two ELC settings to share their leadership areas of maths, communication and health and wellbeing. Staff visited and worked in other settings, gathering and sharing good practice, as well as moderating planning and milestone developments targets.

Almost all 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. ELC staff have engaged in improvement methodology to target and enhance learning experiences.

The opportunities for Family Learning have continued to increase, with weekly Bookbug sessions, where Parents/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. We have hosted Incredible Years workshops for Moncreiffe and external parents/carers to attend, resulting in support being provided for our families and the wider community.

IMPROVEMENT PRIORITIES FOR SESSION 2025-2026

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

- to further improve attainment within writing, using a blended approach of improvement methodology and Explicitly Teaching Text Types
- to develop and implement a clear and consistent Learning and Teaching Policy that provides excellent learning and teaching for all learners.
- to strengthen leadership of learning across the school (learners and staff)

Nicola Murray, Head Teacher

June 2025

KIND

SAFE

RESPONSIBLE

FUN

School Policies & Practical Information

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	<p>Children select their meal choice each morning via the Interactive Whiteboard. Our school meals are transported in from Perth Grammar School.</p> <p>School Menu https://www.tayside-contracts.co.uk/tc-document?dsid=1729&frm=862</p> <p>Nursery Menu https://www.tayside-contracts.co.uk/tc-document?dsid=1730&frm=862</p>
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/
School uniform	https://www.moncreiffeprimary.org.uk/docs/Uniform_Policy_June_2025_2_.pdf

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	<p>P1-3 enter the dining hall for lunch service. P4-7 come in class at a time after the P1-3 service.</p> <p>All children have play opportunities within the playground.</p> <p>Support Staff and The Senior Leadership Team supervise during this time.</p>
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.

Pupil Council

Our Pupil Council meets twice each term to give children a voice in school life. Representatives from each class work together to share ideas, discuss improvements, and plan activities that make our school an even better place to learn and play. This helps pupils develop leadership skills and ensures everyone's opinions are valued.

School Meals

Our school lunches are provided by Tayside Contracts, offering a variety of balanced and nutritious meals. If your child has any allergies or dietary requirements, please inform the school so we can ensure their needs are met safely. We encourage healthy packed lunches for pupils who bring their own food, avoiding sweets and fizzy drinks. If you think you may be eligible for Free School Meals, or need support with the application process, please contact the school office in confidence—we are here to help.

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. We are unable to administer the first dose of medication.

There are occasional visits from NHS Dentists and the School Nurse. Parents/Carers 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, 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/carer 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 Officer

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, Safeguarding and PREVENT Officers are-

Mrs Nicola Murray (HT)

Mrs Julie Pounder (PT)

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

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	Post	Name
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Quality Improvement Officer	Anne Lemon	Headteacher	Nicola Murray
Principal Teacher	Julie Pounder	Clerical	Jackie Coady
Support Staff	Gillian Harris	Support Staff	Jean McKechnie
Support Staff	Susie Smith	Support Staff	Donna Stephen
Lunchtime Supervisor	Elizabeth Dow	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 1/2 Class Teacher	Lynn Graham	Primary 2/3 Class Teacher	Kerry Christie
Primary 3/4 Class Teacher (Mon/Tues)	Jennifer Leslie	Primary 3/4 Class Teacher (Wed-Fri)	Lorna Curran
Primary 5 Class Teacher	Gillian Holden	Primary 6 Class Teacher	Kevin Johnston
Primary 7 Class Teacher	Julia Moore	Drama Specialist	Noeleen Ogg