



Education Service Improvement Plan 2022-2023

Education & Children's Services

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Introduction

The statutory guidance *Standards in Scotland's Schools etc Act 2000* (as amended 2016), states that education authorities must prepare and publish annual plans describing the steps they intend to take to enhance equity and support school improvement, with a view to achieving the strategic priorities of the National Improvement Framework. It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year.

Planning for 2022/2023

There is a well-established quality improvement process in Perth and Kinross schools. The quality improvement framework supports effective evaluation, planning and reporting at establishment and department level. There is a structured model of quality assurance activity which includes data analysis, self-evaluation, professional discussion and a planned programme of school visits.

Each school and ELC setting prepared and published their individual School or Centre Improvement Plan for 2022/2023, in collaboration with their children and young people, parents/carers, and partners. These school and establishment-level plans have informed this Annual Education Plan.

The main quality improvement themes for 2022/23 are highlighted in the image below.



Wordle created by Headteachers 24 May 2022.

Summary of the Perth and Kinross Education Improvement Plan for Session 2022 – 2023

The 2022/2023 Education Service Improvement Plan outlines the high-level areas for improvement for all Education services and schools and is aligned to the developing Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan. The latter encompasses the Children's Services Plan for all three Tayside Local Authorities.

The Education Service Improvement Plan reflects our vision for our children and young people, '**Improving Lives Together**' and will be delivered in alignment with Education and Children's Services core values of **Integrity, Compassion and Ambition**.

It sets out the ambition of Perth and Kinross Council Education Service to **improve attainment and achievement and reduce inequity** by prioritising improvement in:

- *inclusive practice*
- *learner participation/parental engagement/partnership working*
- *professional Learning and Development*

It also focuses on supporting delivery of national legislation, policy, strategic objectives and priorities for education and improvement actions have been organised under the key priorities of the National Improvement Framework.

In addition to being guided by local and national strategic priorities, the Education Service Improvement Plan uses our analysis of performance in delivery of attainment and achievement, data on equity gaps, and evidence of impact against the actions set out in the 2021/22 Plan to identify areas for improvement. It has a focus on what needs to improve in both excellence and equity to deliver against the priorities in the National Improvement Framework, using self-evaluation activity drawn from across the service and schools, feedback from stakeholders, and learning from improvement processes, to inform the priorities for the year ahead. It is recognised that progress of some areas in our previous plan have been delayed due to the continuing challenging circumstances for education authorities last year, and therefore there will be a renewed focus on these this session.

This process has ensured that our plan reflects where our schools, Early Learning and Childcare (ELC) settings and stakeholders wish to see improvement, is based on evaluation of current performance, and is focussed on building on our culture of empowerment and collaboration.

More detail on the strategic landscape that informs and supports delivery of the Education Service Improvement Plan is illustrated in the diagram on Appendix 1. The planning landscape includes the delivery role of individual nurseries, schools and services and will support each to secure improvement relevant to their context.

National Context

'The [National Improvement Framework for Scottish Education: Achieving Excellence and Equity](#)' (NIF) was published in December 2021 and set out the key priorities for Education in the year ahead. These are:

- *Placing the human rights and needs of every child and young person at the centre of education*
- *Improvement in children and young people's health and wellbeing*
- *Closing the attainment gap between the most and least disadvantaged children and young people*
- *Improvement in skills and sustained, positive school-leaver destinations for all young people*
- *Improvement in attainment, particularly in literacy and numeracy.*

The NIF 2022 highlighted that there were a number of similar themes running through national reports published over the last year including:

- A co-ordinated response to combatting the effects of the pandemic and a recovery in education.
- The need to continue efforts to close the poverty related attainment gap.
- The importance of developing the range and consistency of education data.
- The need to combine effective collaboration with clear roles and responsibilities.
- The importance of digital infrastructure and connectivity.
- The health and wellbeing of staff and learners (including mental wellbeing).
- Putting children and young people at the centre of everything we do.

The delivery of education in Perth and Kinross in 2022/2023 will be guided by these themes and the following new national reports and developments. The most influential of these are listed below:

- [Curriculum for Excellence review: implementation framework](#)
- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#)
- [Scottish Attainment Challenge: Framework for Recovery and accelerating Progress](#)
- [Support for learning: All our Children and All their Potential; the Scottish Government ASL Action Plan and Progress Report](#)
- [The Promise](#)
- [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill](#)

Local Context

About Perth and Kinross

Perth and Kinross is home to approximately 30,000 children and young people up to the age of 18. Around 3,000 children attend publicly funded early learning and childcare settings (nurseries, funded partners and childminders), 10,500 in primary schools and 8,000 attend secondary schools. Around one third of these are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Sixty-five pupils attend Fairview Special School.

Nearly 1,500 Perth and Kinross pupils (8.2%) use English as an additional language; 49 home languages are experienced by school pupils, with Polish and Romanian the most common. Over 6,200 are recorded as having an additional support need, 34% of all those in schools.

The number of children looked after in Perth and Kinross in 2021 was 288. The rate (per 1,000 pop 0-17) is 10.5. This is similar to the comparator average rate of 10.8, and less than the Scotland average rate of 12.9 (Looked-after children statistics 2021: local authority benchmarking tool - gov.scot). Around three-quarters of these were looked after by Perth & Kinross Council (PKC), with the remainder the responsibility of other local authorities.

At the point of the 2021 census 1426 FTE teachers were employed by Perth & Kinross Council across all education sectors and the overall pupil to teacher ratio (schools) was 13.1:1.

Poverty

Around 12% of pupils are classified as being among the 30% most deprived in Scotland using SIMD. However, SIMD does not always accurately represent deprivation in a rural setting due to the dispersed nature of rural communities and using ACORN classification indicates that over a third of children and young people (6,000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 4 children live in poverty. In 2022, around 1,100 pupils (P5 and older) were registered for free school meals and by the end of 2021/22, 2250 pupils received a clothing grant (around 12% of the roll).

The 2020 estimate of number of children (under 16) in relative low-income families was just over 4,000 (16.4%), compared to 2,900 in 2015 (11.9%). The ONS Annual Population Survey indicates around 6000 households in Perth and Kinross are workless, but even for those in work, low pay remains an issue in some sectors that are important to the local economy - service and hospitality/tourism.

The 'cost of living' crisis emerging in 2022 is expected to last well into 2024. Inflation is forecast to remain very high for this period and without wage growth and lower benefit increases, family budgets will be impacted, especially around food, household energy and fuel for transport.

COVID-19 Pandemic – Impact on Education

The COVID-19 pandemic continued to have an impact on school education throughout 2021/22, in particular on pupil and staff attendance via sickness, self-isolation or carer responsibilities. In primary schools, overall pupil attendance for the year was 92.5%, compared to 95% for the last complete year not impacted by the pandemic (2018/19). Secondary attendance was 88%, compared to 91% in 18/19.

Staff absences, whether from sickness, COVID-19 or isolation had a significant impact on schools over 2021/2022. There were spikes in COVID-19 related absences and isolations over December and January 2021/22 and again in March 2022, although this was not felt uniformly across schools. For those schools impacted there was often a difficulty in securing short term supply cover creating a challenging environment in which to deliver continuity of learning and teaching. For schools less impacted by COVID-19 absences, the limited availability of short-term supply to cover sickness absences also created staffing challenges. Despite these challenges no school in Perth and Kinross was forced to close because of staff absences.

For the first session since 2018-19 Senior Phase attainment was assessed through a traditional exam diet with some adaptation to curriculum and assessment necessitated by national levels of Covid absence. This meant that all learners were experiencing their first formal examination diet and measures were implemented throughout the year to ensure these went smoothly.

Engagement of Children, Young People, Families and Staff Health and Wellbeing Census

The Scottish Government designed the Health and Wellbeing Census with input from a variety of stakeholders, for delivery across schools in academic year 2021/22. The census was administered to all primary (P5-P7) and secondary schools across Perth and Kinross during terms 2 and 3 of 2021/22. A total of 7700 valid responses were received and used for analysis.

Health and wellbeing under Curriculum for Excellence, is organised into six areas, all of which are covered within the census, as appropriate to the age/ stage of the respondent.

Headline data of their results include:

- Young people have a positive attitude to school; 9 out of 10 state that getting an education is important to them and that their parent or carers really care about it also.
- Some young people feel pressured (stressed) about schoolwork. 39% of P7 felt some or a lot of pressure, 65% of S1-S4s.
- Confidence of young people is generally good; 85% of primary and 74% of secondary aged pupils stated they had been feeling confident some of the time or more often.
- 97% primary and 94% secondary pupils report they have a trusted adult to talk to about problems.
- 90% of primary children say adults are good at listening to what they say, and 81% are good at taking their views into account. At secondary this reduces to 60% and 51% respectively
- 99% of respondents indicate they have access to the internet at home.
- Around 8- 9% report that they always or often go to school or bed hungry.
- Primary aged children are **fairly active**; 73% get out of breath/sweat 2 to 3 times per week or more often out of school and 84% say their general health is excellent or good. 77% are that active at secondary, and 74% report excellent or good health.
- 24% of S4 – S6 pupils indicated they had a girl or boyfriend and behaviours relating to these were mostly overall positive.
- The majority of S1-S4 want to continue full-time education **after S4**, 29% are unsure at the moment. Where known, university or FE college are the **preferred destinations** after school.

Further detailed analysis in specific topic areas is planned for early in session 2022/2023 and schools will be supported to use data that relates to their school, Perth and Kinross wide data and national data to support their improvement planning.

Parental Involvement and Engagement

The Scottish Government Parental Involvement and Engagement Survey was undertaken in March/April 2022, receiving around 1700 responses from parents and carers, a greater number than in 2019 when it was first carried out. Overall satisfaction with parental engagement was slightly reduced from 2019 and remains higher in Primary than Secondary.

Most respondents strongly agreed/agreed that school staff are approachable and that the school can be contacted within school opening hours. The majority of respondents strongly agreed/agreed that school keeps them well informed in a way they can understand, they know what their child is learning at school, the school provides them with useful information about how they can help their child learn at home, the cost of participating in school activities and events are affordable, they are confident that if they need to contact their child's school it will respond helpfully to their questions and comments, they feel that the views and suggestions of the Parent Council are taken into account by the school's senior management team, and overall, they are satisfied with how the school engages with them.

In terms of areas for improvement, fewer than half of respondents agreed that the school asks for their views about their child's learning, the school takes their views about their child's learning into account, the school seeks their views and opinions on school policies, that their views help the school to decide priorities in the school improvement plan, the school gives them the information they need to support their child's learning, the school helps them understand their child's rights, or that there are opportunities for them to help or volunteer at the school. Family learning opportunities were impacted heavily by the Covid pandemic, and this is also reflected in the results.

The survey results will be used to inform the Council's strategy for Parental Involvement and Engagement, allow focus on specific areas for improvement and inform schools of their own results to aid their self-evaluation and improvement.

Key Achievements and Performance 2021-2022

School leadership and improvement

Frequent strategic discussions with school leaders were undertaken to maintain a clear focus on recovery planning, explore how to use additional staffing and ensure interventions were targeted and contributed to progressing learning.

Professional Learning and Leadership has been a key priority for improvement this session. Career Progression Pathways have been developed which have supported a professional learning offer which is inclusive of the National and Tayside Regional Improvement Collaborative professional learning offers and is of a very high quality. The new offer supports the development of leadership and management skills in the revised Standards for Headship and Middle Leadership and will now allow all staff to access high quality opportunities throughout their career. They will also support line managers in undertaking Professional Review and Development with staff.

This session 1973 staff have attended a total of 153 opportunities provided by the central team. Training opportunities for teachers included areas such as Needs Analysis training, Loose Parts Play, Precision Teaching, Solihull Approach and Word Aware. Training for support staff, including Community Link Workers, Community Learning Assistants Pupil Support Assistants also included the Solihull Approach, as well as Anxiety Management Approaches, Peer Mediation, self-regulation and Circle of Friends, Hi 5 and Wave 3 as appropriate to role.

Improvements to The ECS Learning Hub website, the booking system and process of gathering evaluations have been made across the year, resulting in a consistent approach now being used across Services to promote, access and evaluate professional learning opportunities. The improvements ensure that all information regarding learning and development opportunities is posted on the Hub and is easily accessible. A new evaluation form will be used in all ECS training sessions and events and will provide reporting for trainers as well as overall reporting and decision making for management teams.

During 2021/22 Education Service managers participated in a Collaborative Improvement programme with the Association of Directors of Education Scotland (ADES) and Education Scotland. The purpose of the Collaborative Improvement Programme was to support improvement in an area identified by the local authority. This involved completing a strategic-level self-evaluation and exploring with colleagues what works well in other local authorities in relation to the identified area for improvement. Perth and Kinross Council Education Authority chose to focus on improving levels of achievement and attainment and reducing gaps in attainment levels for young people with social, emotional and behavioural needs.

In partnership with Education Scotland and Headteachers, a toolkit to support self-evaluation of inclusive practice in secondary schools has been developed. This will be used to complete a thematic review of support for young people with additional support needs (ASN) across all secondary schools in session 2022-2023.

A revised Devolved School Management scheme has been developed and implemented with a focus on improvement and collaboration; empowerment; clarity and equity and accountability, in line with new national guidelines.

Progress against the key priorities

Improvement in attainment, particularly literacy and numeracy

The proportion of P1 pupils meeting all expected developmental milestones in May 2022 is 84%. This is an increase of 2% from data gathered in May 2021.

Achievement of Curriculum for Excellence levels performance across P1-S3 improved in 2022. Curriculum for Excellence attainment levels for June 2022, in Primary 1, Primary 4 and Primary 7 have improved or remained the same since last session. Steady progress is being made in raising attainment across all areas of literacy and numeracy. In S3 literacy and numeracy levels, last collected in 2019 at 85% individually, improved to 90% in 2022. Performance, in 2021 while steady, in relation to our comparator authorities had also improved reflecting Covid related challenges across the country. In the senior phase, overall average tariff points increased again in 2021.

Year 3 of the Perth and Kinross Literacy and Numeracy strategies have been implemented with a focus on quality teaching in writing and numeracy. This included the creation of Writing and Numeracy Toolkits and professional learning activity which are supporting classroom practitioners. Progression frameworks in literacy and numeracy were updated to include exemplification of progress through CfE levels. This supports teacher judgements when undertaking tracking of individual learner progress.

12 Quality Assurance Moderation Support Officers (QAMSOs) including Headteachers, Depute Head teachers and class teachers have participated in cross authority moderation training delivered by Education Scotland and local authority leads. This training will support the development of a refreshed programme for assessment and moderation for Perth and Kinross.

A Maths and Numeracy Improvement Group was established by the Early Years Team in partnership with Education Scotland and six ELC settings. Training, support visits and newly developed resources were offered over a period of four months to target maths and numeracy improvement priorities. All settings involved reported an increased focus on maths/numeracy planning and playful maths environments. All settings reported that most children had made progress towards the benchmarks during the period of implementation.

Targeted and universal work was undertaken with identified schools to support improvements in reading, writing and numeracy skills and attainment. 275 practitioners from 39 schools participated in professional learning focussed on the teaching of Writing with follow up work carried out in schools. Feedback from schools highlights the positive impact on the practice of teachers. Building a positive reading culture in our schools continues to be a focus of work at local

Improvement in attainment, particularly literacy and numeracy *(continued)*

authority level with support to and development of school literacy leaders to lead their schools in Reading for Pleasure. 6 secondary and 5 primary schools to date have received accreditation with a further 21 having started their Reading Schools journey. Targeted work was undertaken as a pilot in collaboration with Education Scotland to improve learning and attainment in numeracy. 40 staff from 3 schools engaged in the work with improvements noted in teacher ability to support pupils with a positive mindset towards maths, using mathematical language and using materials to support their work in numeracy.

Closing the attainment gap between the most and least disadvantaged children

A new electronic developmental milestones tracker is now used in almost all ELC settings. Through an evaluation of its implementation, staff report that it is supporting their ability to plan for children's needs, identify gaps and next steps which are required to ensure children's progress in learning.

A new ELC "Support for Children and Families" process has been developed to ensure our most vulnerable children can benefit from ELC provision and as a result, 67 2-year-olds benefited from day-placements, and 233 children received additional holiday placements.

Almost all ELC settings have an identified Communication Champion trained in specific interventions to support Language development. Speech and language therapists recently recruited to work with the early years team are delivering a coaching programme in several targeted ELC settings. They are working alongside staff to improve their knowledge and skills in developing children's listening and attention skills. Almost all schools have had additional staffing in P1 to support play-based learning. This has had a positive impact increasing the number of children meeting their developmental milestones by 6% across the school session.

The ELC service has worked across 4 settings to provide STEP Starter Sacks; a new early years programme bringing play-based learning activities into the homes of Gypsy/Traveller children. Initial feedback from families has been positive:

"There was lots of lovely stories that mean something to us, the bags were lovely".

"My child loved playing with the puppets, he can't wait for the next bag"

A Strategic Plan developed following the allocation of Scottish Government Covid-related funding for interventions was implemented with targets to support recovery, through implementation of evidence-based approaches to target literacy, numeracy and health and wellbeing outcomes. Initial evidence suggests that these have had a positive impact on literacy and numeracy outcomes from Broad General Education (BGE) to Senior phase particularly for our most vulnerable learners and those most affected by the pandemic. Additional teachers and Pupil

Support Assistants were allocated to schools allowing for staff training in specific literacy and numeracy interventions which were then deployed to those children and young people most at risk of underachievement. This contributed towards improved outcomes at all levels.

Closing the attainment gap between the most and least disadvantaged children (continued)

A Staged Intervention Framework for Attendance has been launched to support good practice by schools in preventing and reducing absence by children and young people, including emotionally based absence. It was supported with virtual, universal level training which was developed and made available to all staff across all schools. This supported schools to address the drop in attendance levels of 2.5% in Primary and 3% in Secondary, in comparison with pre-Covid levels. The Community Link Worker (CLW) 'Relink' Attendance project began in March 2021 and has supported development of a suite of resources to be used with children and young people. In addition, CLWs enhanced the interventions offered in schools through training in Give us a Break (Loss and Bereavement) programme, the Solihull Approach, and 'Relationship Focus in Family Working' Workshops.

To address increased levels of child and parental worry and anxiety at the time of transition to Secondary school, a 6-week Wellbeing Workshop programme has also been developed and piloted successfully in a small number of Primary schools.

A new Community Learning Assistants (CLAs) team was formed (Primary) and additional Pupil Care and Welfare Officers were employed (Secondary) to improve attendance and emotional wellbeing through targeted interventions. In the 6-month period between November 2021 and May 2022 the new CLA team provided individual support to 255 children predominately in Acorn 3 (25%), 4 (38%) and 5 (18%) categories. They also delivered, or supported the delivery of, 156 groups involving over 850 pupils. The main reasons for referral to the team were 1) Improving relationships, communication and social interaction and 2) Supporting self-regulation.

The removal of core curricular charges and charges for provision of Instrumental Music tuition by Scottish Government in May 2021 was successfully implemented in PKC allowing us to build upon existing measures to reduce the cost of the school day and remove these barriers to participation. The Instrumental Music Service (IMS) have prioritised the delivery of tuition to those schools with over 50% of pupils living in Acorn category 4 and 5 areas. This has been done through mainstream IMS; provisions funded by the Youth Music Initiative and 3 new projects in partnership with the Scottish Schools Pipes and Drums Trust.

The availability of outreach support for children with social, emotional and behavioural needs (SEBN), autistic spectrum disorder (ASD) and attention deficit and hyperactivity disorder (ADHD) in all Primary schools has continued to be

progressed with Phase 2 of the programme complete and a new team of teachers established to deliver support from August 2022.

New guidance to reduce exclusions from school has been developed and implemented. Over the past three years, exclusions in ELCs and schools have reduced from 27.3 per 1000 pupils to 13.1 per 1000 pupils.

A range of support has been provided to increase attainment levels of care experienced children and young people, this included development of year 2 of the MCR Pathways programme in three secondary schools and 26 young people successfully engaged with volunteer tutoring. In addition, 17 Primary-aged care-experienced children benefited from support from PRAISE, a small team of teachers that use trauma informed, attachment-focused practices to support children to engage and participate in their learning in school. The effective approaches have informed the development of the new Outreach Team of pupil support teachers that will be operational from August 2022.

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Digital capacity has been enhanced as part of a wider curricular review and refresh. The Senior Phase curriculum has been enhanced by the addition of the PKC Virtual Campus and work across Tayside with the Tayside Regional Improvement Collaborative (TRIC) virtual campus, with a range of new courses at Advanced Higher level being offered. Virtual Learning Regents (VLRs) in all secondary schools have produced nine new National 3 Virtual Learning Resources. These will form part of PKC curricular offer next session for those most at risk of disengagement.

The Young Person's Guarantee is in place to offer a coherent, universal, and targeted approach in partnership with a wide range of stakeholders, to support young people through 1:1 support, skills academies and job club opportunities to encourage positive destinations. This supported improvement in this area in session 2020-2021 with positive destinations improving to 97% in PKC. Post-school transitions were managed through partnership with Skills Development Scotland.

Improvement in children and young people's health and wellbeing

In partnership with Perth College, Forest Kindergarten training has been delivered to 90 participants from ELC, Schools, Out of School Care and Childminder settings. An evaluation of the training highlighted that 89% of respondents felt their confidence had increased, with 80% of respondents stating they are now delivering outdoor experiences every day.

Play Development Practitioners have worked within 12 schools on a weekly basis from October 2021 delivering a range of play opportunities and programmes for 435 children with a focus on supporting health and wellbeing.

Schools have reported:

- “It has supported children to “re-learn” how to play together after being apart during school closures and lockdowns”
- “There is a decrease in the number of disputes in the playgroup”
- “The older children have delivered play opportunities to the younger children developing relationships and friendships”

A total of 20 staff have been trained in the ‘Eat Well Play Well’ Programme. They have delivered 8 taster sessions during school holidays and 7 full programmes in Primary Schools. All ELC communities have staff trained to deliver the programme. Delivery is based on identified need within each ELC community.

To increase family learning opportunities 25 full-time equivalent Family Learning Practitioners are now supporting families across 41 ELC settings. A range of sessions have been delivered, including Peep Learning Together, Bookbug, Rhymetime and Eat Well Play Well. Parental feedback highlights the positive impact on children and parents.

The reviewed timetabling of our Active Schools Co-ordinators based on factors such as ACORN data, school size and participation in extracurricular activity was successfully implemented during session 2021-22. The Active Schools Coordinators supported the delivery of Jungle Journey in our primary schools to support targeted children who had not reached gross motor skill milestones. By the end of June 2022, over 5190 children and young people had participated in Physical Activity or Sport sessions beyond the school curriculum. During this past session 84 young people achieved a recognised qualification in sports leadership and/or a coaching qualification from a governing body.

Four cross authority events successfully took place this session; the St Andrews Day of Dance, Cross Country, Primary PKC Jubilee Games and Secondary PKC Jubilee Games. Collectively these events involved over 4,000 children and young people with the St Andrews Day of Dance being a virtual event and involved children taking part remotely within their own school setting, the other three events were able to be held at a central venue in-person.

The re-establishment of a Primary PE specialist network and subsequent in-service training days have been complemented by a range of bespoke CLPL opportunities for Primary teachers to further enhance high quality Physical Education is being delivered within primary settings. Each Local Management Group (LMGs) have their own Physical Activity, Physical Education and Sport (PEPAS) steering group to plan and support delivery of PEPAS.

Inclusive practice is being improved in all schools and ELC settings through implementation of the CIRCLE Framework, the nationally endorsed programme for Inclusive practice. This supports class teachers to enhance the classroom environment and the participation of children and young people in their learning. A survey of leaders and teachers to audit progress identified 95% of teacher respondents reported they had taken part in professional learning, and 93% had used the Inclusive Classroom Scale to self-evaluate their practice. 88% noted an impact on learners as a result, in areas such as self-sufficiency, enthusiasm and motivation, focus and engagement, calmness and improved interactions.

As part of Scottish Government pandemic funding for mental health a project to support resilience and connections for pupils experiencing transitions was created. At the beginning of session 2021-2022, all P7 and S1 learners in Perth and Kinross were invited to create a piece of personal art to express and represent themselves. The aim of this project was to enhance the agency and connectedness of P7 and S1 pupils through creative art-based project work linking learners across PKC. Over 200 pieces of artwork were submitted. In December 2021, learners' artwork was collated and shared digitally with all schools and across the wider community in Perth and Kinross through the PKC Reflect and Connect Exhibition, with over 800 views of the exhibition. In February 2022, learners' artwork was further shared through projections on public buildings in the city centre. [PKC Reflect and Connect Exhibition](#).

Young people who have been most impacted by the pandemic have been supported through enhanced universal and targeted wellbeing supports, including Counselling in Schools which is now embedded as a core support for children and young people aged 10 years+. By April 2022, over 600 children and young people had received one-to-one counselling support through the Counselling in Schools programme which commenced in November 2020. Evaluations show improvements in wellbeing targets set through the counselling.

To support the implementation of Connected Tayside (an Emotional Health and Wellbeing Strategy for Children and Young People), a Perth and Kinross local mental health pathway has been created. Negotiations are now ongoing with health to complete the development and articulate clear pathways to targeted and specialist support, when needed.

The Scottish Government Health and Wellbeing Census was completed successfully across all schools, with over 7,500 responses received from P5-S6 pupils. An analysis of results will inform improvement planning at school and authority level, including development of a refreshed Health and Wellbeing Strategy Action Plan for 2022/23 – 2024/25.

An audit of social and emotional training needs was undertaken with primary schools in term 2 to shape a plan for training. The initial training focused on understanding anxiety and was highly rated by participants in relation to its content and quality, with most participants rating it as excellent.

Further work was carried out to identify evidence-based social skills interventions and peer mediation. Eleven Primary Schools took part in the 'Circle of Friends' social inclusion intervention training and four Primaries and two Secondaries took part in the whole school 'Peer Mediation' project work input, both were delivered in May to support embedding of interventions in 2022-2023. Training was developed and delivered for secondary schools on suicide prevention and safety planning, and work is underway with the Suicide Prevention and Mental Health Co-ordination Officer to augment these supports.

Successful applications for creative arts funding provided through Scottish Government pandemic Mental Health funding enabled creative arts interventions such as music therapy for adolescents within Perth city, traditional arts and crafts workshops for primary children and their families in the Blairgowrie area, and art therapy group sessions for pupils at BGE in Highland Perthshire. This Scottish Government Pandemic funding for mental health has been utilised to develop tiered mental health and counselling supports through youth services with a focus on care experienced young people.

Community Mental Health funding has been secured for partnership working for young people experiencing sustained absence from school due to mental health concerns.

Planning to improve support for children and young people with ASN moving from nursery to P1, from P7 to S1 and from secondary school to post-school destinations, has been enhanced by earlier decision making and increased collaboration between settings. Targeted training opportunities for P1 teachers have been provided to enhance their understanding of factors contributing to children's ASN and support their preparation for the incoming pupil.

Enhanced transitions for young people with additional support needs moving from P7 to S1 continue to be supported over the summer by Community Link Workers, this helped to reduce anxiety about the move of school for the young people involved. The development of groups in schools, such as PRISM at Perth High, a group for LGBTQ+ young people and allies, have helped to reduce feelings of isolation that impacted from lockdown. Although the group only formed in May 2021, they have already been nominated for the Proud Scotland Awards.

What Does Our Data Tell Us?

The most pertinent data used to inform this plan is outlined below:

- The proportion of P1 children meeting all their expected developmental milestones is 84%, an increase of 2% from data gathered in May 2021.
- Provisional figures indicate that literacy and numeracy levels in Broad General Education are showing sustained levels of improvement in all areas and significant improvement since collection commenced of Achievement of CfE Levels. Attainment across P1, P4, P7 and S3 has increased by several percentage points on the previous year, building strong foundations for subsequent learning.
- The proportion of school leavers achieving literacy and numeracy qualifications at SCQF Level 5 in 2021 is high at 83% and 71% respectively; there is a continued challenge to meet the virtual comparator figure, especially in numeracy.
- Leavers' attainment has improved in recent years. The proportion of S4 pupils staying on to S5 education continues to grow.
- The poverty-related attainment gap remains in most measures.
- Positive destinations for school leavers and participation levels continue to be high and consistently within the top quartile.
- School attendance in 2021/22 has been impacted by the ongoing effects of COVID-19 and is somewhat reduced on previous years. Improving attendance remains a key priority.
- The number of exclusion incidents in 21/22 was above those of the non-standard school years of 19/20 and 20/21, but well below those seen in the previous 'normal' years of 17/18 and 18/19; a downward trend is evident.

Improvement Priorities for Session 2022/2023

As a result of our self-evaluation activity and analysis of our performance, we have identified our key areas of focus for this plan. These priorities align with the Raising Attainment Strategy and Action Plan 2022-2023 and will be delivered by Education Services through enhanced integrated working with Services for Children, Young People and Families.

This plan set out how the aims of the National Improvement Framework will be delivered in Perth and Kinross by further continuing to:

- Improve inclusive practice in all schools and ELC settings
- Develop communication and language in the early years
- Support nurturing relationships and positive behaviour in all settings
- Improve the mental health and wellbeing of children and young people
- Raise attainment and reduce gaps in literacy and numeracy levels
- Progress curricular development BGE and Senior phase
- Implement stretch aims to support delivery of the Scottish Attainment Challenge
- Develop learner participation in accordance with UNCRC
- Support and empowerment of parents, carers and families
- Embed digital learning and infrastructure
- Improve post-school transitions and positive destination outcomes for all young people
- Support leadership, teacher professionalism and skills and confidence of support staff to better support all learners
- Enhance quality improvement and the quality assurance framework

Improvement Plan 2022/2023

The following tables outline the intended outcomes and planned actions to be delivered by the Education Service to support delivery of the five NIF priorities in 2022/2023.

National Priority

Placing the human rights and needs of every child and young person at the centre of education

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
Through an effective learner participation strategy, all learners, will be supported to be involved and engaged in all aspects of school life.	Develop and implement a Learner Participation Strategy to ensure the participation of all learners in accordance with UNCRC	Jan 23
	Establish local authority wide consultation groups both digitally and in person, including an ASN Children and Young Person's Forum. Ensure systems are in place to access already established groups.	Jan 23
	Continue to embed use of CIRCLE training on the participation scale for learners with additional support needs, to support implementation of UNCRC	Jun 23
The views of young people are at the heart of evaluation of the quality of inclusive practice within all secondary schools which will inform future planning, practice and improvements.	Ensure the self-evaluation toolkit to support the VSE in Secondary schools has effective approaches to support young people's participation in the process.	April 23
The number & diversity of young people supported to develop leadership skills and volunteer in school and community sport will increase across all school communities	Develop a pathway and programme for young people to progress their leadership skills via volunteering opportunities across our schools.	Jun 23

National Priority

Improvement in Attainment, particularly in Literacy and Numeracy

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
Attainment in literacy and numeracy will be increased at all stages from early - to Senior Phase	<ul style="list-style-type: none"> Review current literacy and numeracy strategies. Deliver universal and targeted literacy interventions in schools to improve attainment in reading and writing. Deliver universal and targeted interventions in schools to improve identified areas of core numeracy and to raise attainment Implement training developed in partnership with Education Scotland to promote playful numeracy for ELC settings with maths and numeracy improvement priorities. 	<p>Apr 23</p> <p>Mar 23</p> <p>Mar 23</p> <p>Jun 23</p>
Increase developmental milestones levels for children across all areas of communication and language.	<ul style="list-style-type: none"> In partnership with NHS Tayside Speech and Language Therapy embed the role of Communication Champion in ELC settings to ensure communication rich environments and deliver the Teaching Children to Listen coaching programme in prioritised settings. Pilot Imagination Library and activity packs at four ELC settings targeting children with Strong Start places. 	Apr 23
Parents/Carers will increase the learning opportunities for their child/ren within the home environment to support their children to reach their developmental milestones.	<ul style="list-style-type: none"> Extend reach of Parenting and Family Learning practitioners to all funded provider ELC settings 	
All schools and settings will have an improved and shared understanding of high-quality approaches to learning, teaching and assessment	<ul style="list-style-type: none"> Refresh guidance for practitioners relating to effective learning, teaching, assessment and moderation Develop and enhance the role of QAMSOs, develop progression frameworks and provide quality CLPL for practitioners 	Apr 23

National Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
Children from ELC settings in North Perth will have weekly access to an outdoor Nursery facility within a designated woodland site	<ul style="list-style-type: none"> Extend access to outdoor learning for targeted ELC settings within a natural woodland setting. 	Jun 23
Attendance, engagement and participation of all children in learning and the life of the school will be increased through improved inclusive practice.	<ul style="list-style-type: none"> Review attendance procedures to support good practice in preventing absence from school, including Emotionally Based Absence. 	Jan 23
Secondary schools will complete a self-evaluation of the quality of inclusive practice within all secondary schools which will inform future planning, practice and improvements	<ul style="list-style-type: none"> Implement VSE toolkit and complete self-evaluations of inclusive practice in all secondary schools 	Feb 23
Children and young people have their needs identified, assessed and met by skilled and confident staff within schools and the Inclusion Service.	<ul style="list-style-type: none"> Further extend learning opportunities for all to improve support for children and young people with SEBN and ASD Revised the Staged intervention Framework Launch Outreach Team support for all Primary Schools Implement identified actions to contribute to delivery of the Promise Plan 2021-2024. 	Apr 23 Jan 23 Aug 22
Partnership working with the 3 rd sector will support positive engagement and improved practice for children, young people and families	<ul style="list-style-type: none"> In collaboration with 3rd sector organisations, establish an ASN 3rd sector partnership forum. 	Jun 23 Jan 23

National Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
Increase parental engagement, involvement and family learning in schools.	<ul style="list-style-type: none">• Use national survey analysis to inform development and delivery of the Parental Involvement and Engagement Strategy• Collaborate with families through a parent panel to ensure they are included in making decisions to shape the future of services.• Establish an ASN Parents Network to support better communication, engagement and involvement in service developments.• In collaboration with Services for Children, Young people and Families, further develop the new roles which provide targeted support for families established in all sectors.• Work with school and ELC settings to ensure that they have an established a programme of appropriate family learning experiences.• Create an online resource that provides Parents and Carers with up to date and timely information to support their child or family.	<p>Oct 22</p> <p>Dec 22</p> <p>Dec 22</p>

National Priority

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
All young people at risk of a non-positive destination receive direct targeted support alongside an excellent universal DYW experience.	<ul style="list-style-type: none">• Ensure that there is a coherent universal and targeted approach to the “Young Person’s Guarantee” in partnership with stakeholders through the local employability partnership	Jun 23
Children and young people will fully experience a curriculum that is reflective of Curriculum for Excellence and enables them to develop skills for learning, life and work.	<ul style="list-style-type: none">• In collaboration with Youth and Adult Services deliver all school leavers with ASN effective e transition planning which meets their needs• Build digital capacity to maximise learning opportunities for young people• Implement recommendations from PKC curriculum review.	Jun 23 Oct 22
Young people experience a Senior Phase curriculum that is personalised and creative, enabling a cohesive transition from school to a positive destination.	<ul style="list-style-type: none">• Work collaboratively with school leaders, stakeholders and other organisations to create a universal Perth & Kinross senior phase offer which will build on Perth College/UHI and Virtual campus offer.• Collaborate with adult care transition support to improve early decision-making processes for targeted young people.	Jun 24 Jun 23
Young people can self-evaluate their progress and articulate their skills in preparation for the world of work or further study.	<ul style="list-style-type: none">• Launch PKC Career Management Skills Evaluation Toolkit.• Reframe and relaunch PKC Skills Framework in all Secondary schools	Dec 22 Jan 23

National Priority

Improvement in children and young people's health and wellbeing

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
Children and young people report improvements in their health and wellbeing	<ul style="list-style-type: none"> • Use HWB Census data to inform refresh of the Strategy and implementation plan, to further develop the curriculum, progression pathways, tracking and improve evidence-based practice • Support schools to use data from the national Health and Wellbeing Census to identify strengths and areas for improvement using evidence-based interventions and approaches 	<p>Jun 23</p> <p>Apr 23</p>
Children and their families can be supported to eat well, be active, enjoy playing outdoors and have a healthy weight	<ul style="list-style-type: none"> • Work with schools to ensure children have access to high quality play experiences. • Further develop the holiday, food and childcare offer across PKC. • Lead, co-ordinate and deliver the PEPAS action plan together with our partners • Review all inter school/PKC wide PEPAS events to explore opportunities to further participation • Sub-group of PEPAS steering group to be established to consider, plan and lead the Community Cycling Fund initiative. 	<p>Jan 23</p> <p>Mar 23</p> <p>Jun 23</p> <p>Jun 23</p> <p>Jun 23</p>
All schools and settings have a positive culture, supported by a refreshed Inclusive Practice Policy Framework that supports children and young people to feel safe and respected	<ul style="list-style-type: none"> • Update Anti-Bullying Policy • Develop PSE curriculum and work with partners to enhance the focus on Equalities areas that are important to young people • Review the policy on Physical Intervention in line with finalised national guidance • Work with schools to develop 'Nurturing Relationships' guidance • Working with 6 new schools, implement year 2 of the 5-year whole school nurture programme 	<p>Jun 23</p> <p>Jun 23</p> <p>Mar 23</p> <p>Jun 23</p> <p>Jun 23</p>

National Priority

Improvement in children and young people's health and wellbeing

NIF Drivers: School leadership; Teacher professionalism; School Improvement; Assessing children's progress; Parental engagement; Performance information.

Intended Outcomes	Planned Actions	Delivery timescale
Levels of positive mental health, social and emotional wellbeing reported by children and young people have increased	• Implement year 3 of 5-yr plan of universal level CIRCLE in all schools and ELC settings	Jun 23
	• Develop guidance for schools on supporting Care Experienced Children	Feb 23
	• Implement the Tayside Emotional and Mental Wellbeing Strategy 'Connected Tayside' incorporated in the Perth and Kinross Health and Wellbeing Action Plan.	Apr 23
	• Collaborate with NHS Tayside to complete the development of the PKC mental health pathway and articulate clear pathways for children and young people to targeted and specialist support, when needed	Jun 23
	• Work with school representatives to establish guidelines and training needs for supporting mental health in school and devise actions for Mentally Flourishing schools.	Jun 23
	• Work in partnership with NHS Tayside to develop approaches to support young people experiencing sustained absence from school due to mental health concerns	Apr 23

In addition to the above planning aligned to NIF priorities, the following Local Priority has key actions outlined below.

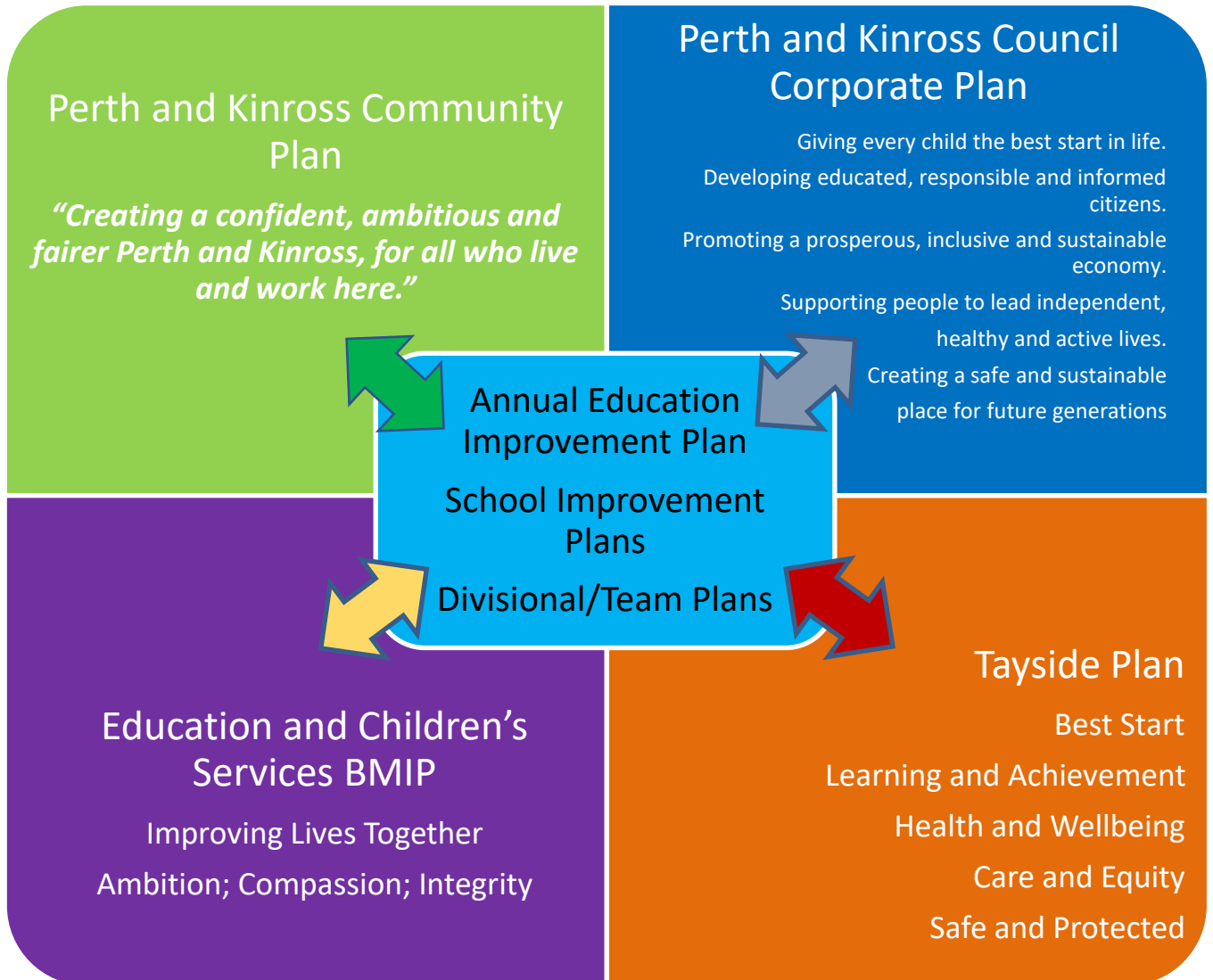
Local Priority

Professional Learning and Development - Staff will have access to a variety high quality learning and development opportunities suited to their role and career progression.

Intended Outcomes	Planned Actions	Delivery Timescale
PKC staff and ELC funded providers will have access to career management resources to support their professional learning and career development.	<ul style="list-style-type: none"> • Create a career management website providing easy to access career progression information, learning and development opportunities, employee and managers resources, and links to job opportunities for our staff. 	Jun 23
	<ul style="list-style-type: none"> • Develop career and training and progression pathway information to support professional development, career goals and promotion of the opportunities available within Perth and Kinross Council for teaching and support staff 	Jun 23
	<ul style="list-style-type: none"> • Line managers will increase the Professional Review and Development (PRD) uptake to support their staff to maintain their professional development. 	Jun 23
	<ul style="list-style-type: none"> • Redesign of ECS Learning Hub and increase courses available to staff through it to encourage staff participation in the courses available. 	Apr 23

Appendix 1

Perth and Kinross Strategic Planning Framework



Appendix 2

National Policy, Strategic Plans and reports

[Achieving Excellence and Equity 2022 National Improvement Framework and Improvement Plan](#)

The 2022 National Improvement Framework (NIF) and Improvement Plan “sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.”

This year the NIF is clear that learner voice should permeate the whole NIF and that the centrality and rights of children and young people should be more clearly articulated. The driver on assessment of children’s progress has also been renamed, so that it becomes curriculum and assessment and can more clearly encompass the actions in response to the OECD recommendations. Therefore, there have been changes to the NIF vision, priorities, and drivers of improvement, retaining six drivers of improvement but increasing the number of priorities to five with the inclusion of the rights and needs of children and young people. Some of the drivers of improvement have also been renamed to include Early Learning and Childcare (ELC) to reflect the continuous nature of the Scottish education system from 3-18.

[Curriculum for Excellence review: implementation framework](#)

A refreshed presentation of Scotland’s curriculum which re-emphasises the centrality of developing the four capacities of learners within a coherent curriculum delivered within and beyond classroom learning.

[Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#)

Proposals by Professor Ken Muir regarding the governance, curriculum and assessment bodies in the Scottish education system.

[Scottish Attainment Challenge: Framework for Recovery and accelerating Progress](#)

A changed approach to school and local authority direct funding from Scottish Government under the Scottish Attainment Challenge.

[Support for Learning: All our Children and All their Potential](#)

In September 2019, John Swinney MSP, Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills, commissioned a Review of the implementation of the legislation and appointed Angela Morgan as the Independent Chair. The remit for the Review was agreed between the Scottish Government, the Convention of Scottish Local Authorities (COSLA) and the Association of Directors of Education in Scotland (ADES). The report from the review was published in June 2020 and made a wide range of recommendations.

[Additional Support for Learning Action Plan](#)

The Scottish Government accepted the recommendations which the review made. In response they set out a series of actions which together seek to address these recommendations and enhance the experiences of children and young people with additional support needs. Robust implementation and outcome measures for each recommendation which relate to the National Improvement Framework were also to be agreed. The Scottish Government, COSLA and ADES are collaborative partners in this action plan and are represented on all of the related strategic or working groups.

[Additional Support for Learning Action Plan: A Progress Report from Scottish Government and COSLA](#)

The Scottish Government and COSLA published a report on 1 November 2021 summarising the key actions taken to deliver the actions set out in the Additional Support for Learning Action Plan. The report shared that through positive and sustained collaborative working, eight of the actions have been completed fully within the first year and the vast majority of the other actions are ongoing and on track. The initial ASL Action Plan was updated to reflect the progress.

[The Promise](#)

In 2020 the national Independent Care Review report “The Promise” was published. This long-awaited report into the children’s care system in Scotland is regarded as the most significant in a generation and it is anticipated it will have a fundamental impact on the design and delivery of all children and family services now and over the next decade.

As the implementation of the findings of “The Promise” report commence, we have considered the importance it will have over the lifetime of the new Tayside Plan for Children, Young People and Families and beyond. The Promise sets out a vision and blueprint for transformational change. At the heart of The Promise are 5 Foundations, which provide clarity of vision, a shared purpose, and a clear direction.

These are:

- **Voice:** Children must be meaningfully heard and listened to in all decisions about their care.
- **Family:** Where children are safe in their families and feel loved, they must stay.
- **Care:** Where living with their family is not possible, children must stay with their brothers and sisters when safe to do so.
- **People:** The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community.
- **Scaffolding:** Children, families and the workforce must be supported by a system that is there when needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

These 5 foundations have been developed into 5 areas for action in 'The Plan 21-24':

1. The right to a childhood
2. Whole family support
3. Supporting the workforce
4. Planning
5. Building capacity

[United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill](#)

The Scottish Government have taken steps to ensure that children enjoy their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC). These include:

- implementing the UNCRC and incorporating it into Scots law
- an action plan to help children and young people experience their rights
- using the Child Rights and Wellbeing Impact Assessment (CRWIA) to ensure that our policies and legislation protect and promote the rights and wellbeing of children and young people
- reporting on our progress to parliament

The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament in September 2020. On 16 March 2021, MSPs voted unanimously for the Bill to become law, meaning public authorities will have to comply with children's rights. The Bill will commence six months from Royal Assent.