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Council Building
2 High Street
Perth
PH1 5PH

26/10/2022

A hybrid Meeting of the **Learning and Families Committee** will be held in the **Council Chamber** on **Wednesday, 02 November 2022** at **14:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

THOMAS GLEN
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:

Councillor John Rebbeck (Convener)
Councillor Steven Carr (Vice-Convener)
Councillor Michelle Frampton (Vice-Convener)
Bailie Chris Ahern
Councillor Liz Barrett
Councillor Neil Freshwater
Councillor Noah Khogali
Councillor Brian Leishman
Councillor Iain MacPherson
Councillor Ian Massie
Provost Xander McDade
Councillor Crawford Reid
Councillor Caroline Shiers
Councillor Colin Stewart
Councillor Jack Welch

Mr Andy Charlton
Mrs M Conroy
Mr Adrian Ferguson
Mr Martin Gowrie
Mrs Audrey McAuley
Miss Teresa Moran
Ms Carolyn Weston

Learning and Families Committee

Wednesday, 02 November 2022

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

- 1 WELCOME AND APOLOGIES/SUBSTITUTES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTES**
 - 3(i) MINUTE OF MEETING OF THE LEARNING AND FAMILIES COMMITTEE OF 24 AUGUST 2022 FOR APPROVAL** **5 - 6**
(copy herewith)
 - 3(ii) MINUTE OF MEETING OF THE EXECUTIVE SUB-COMMITTEE OF LIFELONG LEARNING COMMITTEE OF 21 MARCH 2022 FOR NOTING** **7 - 8**
(copy herewith)
 - 3(iii) MINUTE OF MEETING OF THE CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 17 JUNE 2022 FOR NOTING** **9 - 12**
(copy herewith)
- 4 OUTSTANDING BUSINESS STATEMENT** **13 - 14**
(copy herewith)
- 5 STATUTORY CONSULTATION - ABERNYTE PRIMARY SCHOOL** **15 - 60**
Report by Executive Director (Education and Children's Services)
(copy herewith 22/264)
- 6 STATUTORY CONSULTATION - NEW PRIMARY SCHOOL AT BERTHA PARK** **61 - 118**
Report by Executive Director (Education and Children's Services)
(copy herewith 22/265)
- 7 SCHOOL ESTATE TRANSFORMATION PROGRAMME - UPDATE** **119 - 130**
Report by Executive Director (Education and Children's Services)
(copy herewith 22/263)

8	THE TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES (2021-23) Report by Executive Director (Education and Children's Services) (copy herewith 22/266)	131 - 188
9	PUPIL EQUITY FUNDING UPDATE 2022 Report by Executive Director (Education and Children's Services) (copy herewith 22/268)	189 - 210
10	RAISING ATTAINMENT UPDATE Report by Executive Director (Education and Children's Services) (copy herewith 22/267)	211 - 250

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LEARNING AND FAMILIES COMMITTEE

Minute of hybrid meeting of the Learning and Families Committee held in the Council Chambers, 2 High Street, Perth on Wednesday 24 August 2022 at 2.00pm.

Present: Councillors J Rebbeck, S Carr, M Frampton, Bailie C Ahern, Councillors L Barrett, J Duff (substituting for Councillor C Shiers), N Freshwater, N Khogali, B Leishman, I MacPherson, I Massie, Provost X McDade, Councillors C Reid, C Stewart and J Welch; Mrs M Conroy, Mrs A McAuley and Mrs C Weston.

In attendance: S Devlin, Executive Director (Education and Children's Services); G Boland, J Chiles, G Doogan, S Johnston, D Macluskey, H Robertson and B Scott (all Education and Children's Services); D Williams, A Brown, M Pasternak and S Morkis (all Corporate and Democratic Services).

Apologies for absence: Councillor C Shiers; Mr A Charlton, Mr A Ferguson, Mr M Gowrie and Professor T Moran.

Councillor J Rebbeck, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apologies for absence were noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTES

(i) Learning and Families Committee

The minute of meeting of the Learning and Families Committee of 29 June 2022 was submitted, approved as a correct record and authorised for signature.

(ii) Joint Negotiating Committee for Teaching Staff

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 22 March 2022 was submitted and noted.

(ii) Children, Young People and Families Partnership

The minute of meeting of the meeting of the Children, Young People and Families Partnership was of 4 March 2022 was submitted and noted.

5. PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2022/23

There was submitted a report by the Executive Director (Education and Children's Services) (22/189) providing an update on progress against the Education Improvement Plan 2021-2022, and to provide detail on the priorities set within the Education Improvement Plan 2022-2023. The new Plan covers the academic year from August 2022 to June 2023 and requires to be submitted to the Scottish Government by 30 September 2022.

Resolved:

- (i) The Education Improvement Plan 2022-2023, be approved.
- (ii) The Executive Director (Education and Children's Services) be requested to submit the Plan to the Scottish Government by 30 September 2022.

6. SCHOOL TERMS AND HOLIDAY DATES 2023/24 AND 2024/25

There was submitted a report by the Executive Director (Education and Children's Services) (22/190) setting out the future school terms and holiday dates for all schools in Perth and Kinross. This bi-annual report sets out the considerations in determining these dates and the consultation which has been undertaken prior to consideration by Committee.

Resolved:

- (i) The proposed schemes as the dates for school terms and holidays for sessions 2023/2024 and 2024/25, be approved.
- (ii) The proposals for school closure days for In-Service and Occasional Holidays, be approved.
- (iii) The proposals for additional closure days for schools, where necessary, be noted.

7. APPOINTMENT OF MEMBERS TO THE PERTH AND KINROSS EDUCATIONAL TRUST COMMITTEE

The Convener requested nominations from members of the Committee to sit as members of the Perth and Kinross Educational Trust Committee. It was agreed that these nominations would be submitted, by email, to the Committee Officer following the meeting.

EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Lifelong Learning Committee held virtually on Monday 21 March 2022 at 9.30am.

Present: Councillors C Shiers, J Duff, J Rebbeck and L Simpson.

In Attendance: S Johnston, Head of Education and Learning, A Burns, A Carr, J Chiles, G Doogan, G Knox, D MacLeod, D Macluskey, B Martin-Scott and F Robertson (all Education and Children's Services) and C Irons (Corporate and Democratic Services).

Also in Attendance: A Brown and M Pasternak (all Corporate and Democratic Services)

Apologies: Councillor F Sarwar

Councillor C Shiers, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. An apology for absence was noted above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 1 November 2021 was submitted, approved as a correct record and authorised for signature.

4. STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN

There was submitted a report by the Executive Director (Education and Children's Services) (22/58) (1) setting out the key findings following inspections and evaluations of early learning and childcare settings undertaken by Care Inspectorate on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 1 November 2021 and (2) reporting on follow-through inspections undertaken by Education Scotland in 2021.

Resolved:

Having heard from the relevant officers on the key findings of the inspection reports and following consideration and questions from the sub-committee, the reports as appended to Report 22/58 be noted as follows:

- (a) Summary of Care Inspectorate Day Care Inspections (Appendix 1)
- (b) Perth Grammar School (Appendix 2)
- (c) North Muirton Primary School (Appendix 3)



CHILDREN, YOUNG PEOPLE AND FAMILIES' PARTNERSHIP

Minute of virtual meeting of the Children, Young People and Families Partnership held on Friday 17 June 2022 at 10.00am.

Present: Councillor L Barrett
 Councillor M Frampton (substituting for Councillor J Rebbeck)
 Councillor C Shiers
 H Robertson, Head of Services for Children, Young People and Families, PKC,
 B Atkinson, Independent Chair of Child Protection Committee
 T Leonard, Chief Inspector, Police Scotland
 L Sharkey, Chief Midwife, Women Children and Families Division, NHS Tayside

In Attendance: J Chiles, R Drummond, and D Williams (all PKC).

Apologies: Councillor J Rebbeck; T Glenn, S Devlin, S Johnston, K Ogilvy, S Rodger (all PKC).

H Robertson in the Chair

1. WELCOME AND APOLOGIES FOR ABSENCE

H Robertson welcomed everyone to the meeting. Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest in terms of the relevant Codes of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of the meeting of the Children, Young People and Families Partnership 4 March 2022 was submitted and noted as a correct record.

4. MATTERS ARISING

There were no matters arising from the minute of the previous meeting.

5. MENTAL HEALTH

(i) Mental Health in Education and Children's Services – June 2022

There was submitted a note, for information, regarding Mental Health in Education and Children's Services.

H Robertson advised that in Education and Children's Services, mental health was an area of concern, with particular regard to available resources in the local area. H Robertson added that there was some positive collaborative work underway in this area, but that additional supports to address the myriad issues needed to be considered.

B Atkinson advised partners that this was a major issue across Scotland, not exclusive to Perth and Kinross, and offered support to any multi-agency work around the issue.

(ii) Work in Progress to Set Up Mental Health and Wellbeing Sub-Group

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/94). At the Partnership meeting of 4 March 2022, it was agreed that four sub-groups would support the work of the Partnership – Child Protection Committee, Corporate Parenting/The Promise, GIRFEC & UNCRC, and Young People's Mental Health.

Following a brief discussion with the Depute Director (Education and Children's Services), work to develop the draft Terms of Reference for the Mental Health and Wellbeing Group commenced, and the core membership identified and contacted.

An initial meeting has now been provisionally booked for 23 June 2022. This will enable further discussion around the role and remit of the group and the practicalities of reporting workstream progress against both the Perth and Kinross Community Plan priorities and the Connected Tayside Strategy/TRIC priority group 3 actions.

H Robertson advised that the membership of the sub-group was outlined in the Terms of Reference (attached as Appendix 1), but added that these were not set in stone and could be amended. H Robertson added that the sub-group would help to develop a P&K response to children's mental health. It was proposed that;

The Partnership:

- (i) Noted the draft Terms of Reference, as outlined in Appendix 1 of report G/22/94, and work to set up the first meeting of the Mental Health and Wellbeing sub-group.
- (ii) Requests the Executive Director (Education and Children's Services) to provide an update to the next Partnership meeting of progress from the Mental Health and Wellbeing Group.

6. CHILDREN'S SERVICES PLANNING

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/83) providing a summary of the context for Children's Services Planning and an outline of priorities for the Children, Young People and Families Partnership (CYP&FP). It notes the allocation of funding to support Whole Family Wellbeing, reinforces the governance of this fund, and seeks the endorsement of a collaborative approach to support the development of community-based services for families.

H Robertson advised partners that the delivery of a children's service plan is a statutory requirement and added that, with regards to the previous Tayside joint plan, there was some complexities given the differing challenges of each Local Authority.

H Robertson further advised that critical services had all been possible to deliver, adding that the report outlined broader objectives, and stressed the importance of the Partnership in delivering the aims of the plan. H Robertson highlighted the importance of helping families at the earliest possible opportunity and noted the role of the Partnership in managing the governance of the Family Wellbeing Fund.

In response to a query from Councillor Barrett regarding young carers, H Robertson advised that this was still a high priority area, and further advised that work with PKAVS was ongoing and again highlighted the importance of early intervention in this regard.

The Partnership:

- (i) Endorsed the approach to Children's Services Planning.
- (ii) Agreed to promote the collaborative development of community-based resources for families.
- (iii) Agreed to reinforce the role of the Partnership to support improved outcomes for children, young people and their families.

7. PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS ACTIVITY REPORT SINCE 4 MARCH 2022

There was submitted a report by the Independent Chair, Perth and Kinross Child Protection Committee, (G/22/84) providing a summary of the key business activities of the Child Protection Committee since the last written update was submitted to the Partnership on 4 March 2022.

In an update since the last meeting of the Partnership, B Atkinson advised partners that the Child Protection Committee was subject to risk-based inspection from the Care Inspectorate. B Atkinson advised partners that the Child Protection Committee had received a presentation from the Care Inspectorate on the revised inspection model and stressed the importance of preparation for this.

B Atkinson advised that the Child Protection Committee Annual Report to Council would continue but stated that the Child Protection Committee would need to look in a more focused fashion at self-evaluation and improvement.

H Robertson highlighted the consistent positive feedback the Child Protection Committee had received, stressing the importance of maintaining this and the importance of early work around evaluation.

H Robertson highlighted to partners the importance of working in close collaboration with colleagues, adding that it was important to continue to seek sustainable solutions in order to deliver the best possible service.

The Partnership:

- (i) Noted the information as set out in report G/22/84.

10. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/85) continuing the thematic reporting plan for performance and outcome information focused on children, young people and families. It sets out a suite of information around the second of the themes, namely, Outcomes for Vulnerable Children, for consideration and scrutiny by the Partnership.

J Chiles advised that the data presented was largely based on national data sets, and that there was work ongoing to replace data which was no longer publicly available. He also advised that there had been a significant increase in the number of young people eligible for aftercare.

The Partnership:

- (i) Noted the information as set out in Report G/21/155.

8. ANY OTHER COMPETENT BUSINESS

L Sharkey advised that work was ongoing around the implementation of the ICON programme, with Tayside being the first area in Scotland to roll out the scheme, having previously been implemented in some areas of England.

H Robertson stated that it may be beneficial to bring forward a report on the programme to the December meeting of the Partnership.

9. DATE OF NEXT MEETING

16 September 2022 at 10.00am

NAME OF COMMITTEE / SUB-COMMITTEE: LEARNING AND FAMILIES COMMITTEE

OUTSTANDING BUSINESS STATEMENT (OBS)

(Report No. 22/269)

Please note that this statement sets out outstanding decisions of Council / this committee / sub-committee along with an update and estimated completion date. Actions which are overdue are shaded for ease of reference. Where an update reflects that an action is complete then agreement will be sought to its removal from the OBS.

No	Date / Minute Reference / Report Number	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action Due/completed	Action Expected
5.	24 August 2022, Item 7.	Appointment of members to the Educational Trust Committee.	Members to submit nominations to Committee Officer.	Members submitted nominations and were appointed to the Educational Trust Committee. Meeting of Committee held 5 September 2022.	Danny Williams, Committee Services.	COMPLETED	September 2022

PERTH AND KINROSS COUNCIL
LEARNING & FAMILIES COMMITTEE

2 NOVEMBER 2022

STATUTORY CONSULTATION – ABERNYTE PRIMARY SCHOOL

Report by Executive Director (Education and Children’s Services)
(Report No. 22/264)

1. PURPOSE

- 1.1 This report informs the Learning & Families Committee of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to amend the catchment area for Abernyte Primary School, as detailed in the published Consultation Report (attached as Appendix A).

2. RECOMMENDATION

- | | |
|-----|---|
| 2.1 | <p>It is recommended that the Committee:</p> <ul style="list-style-type: none"> • Notes the contents of the Consultation Report (attached as Appendix A); and • Approves the amendment of the catchment area for Abernyte Primary School to include the area north of the A90, currently within Inchtute Primary School catchment area, with effect from August 2023. |
|-----|---|

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Statutory Consultation Exercise
- Section 6: Education Scotland Report
- Section 7: Conclusion

4. BACKGROUND

- 4.1 On 4 November 2020, Lifelong Learning Committee approved the scope and principles to be used to underpin the options appraisal to be developed for a catchment review for Abernyte Primary School ([Report No. 20/208 refers](#)). Lifelong Learning Committee requested the Executive Director (Education and Children’s Services) to submit a completed options appraisal to Lifelong Learning Committee in May 2021.
- 4.2 On 26 May 2021, Lifelong Learning Committee considered the outcome of the options appraisal ([Report No. 21/64 refers](#)). The proposed recommendations

within the report were considered and amended by the Lifelong Learning Committee in their [deliberations](#).

The Lifelong Learning Committee subsequently approved the recommendations of the [options appraisal](#) to maintain a school capacity of 44 pupils at Abernyte Primary School and undertake a statutory consultation on a proposal to amend the catchment area for Abernyte Primary School to include the area currently within the Inchtute Primary School catchment area north of the A90 within the catchment of Abernyte Primary School. This area would be removed from the current catchment area of Inchtute Primary School. It was also noted that the introduction of nursery provision is not required at Abernyte Primary School at this time.

- 4.3 The duties in undertaking a statutory consultation on a relevant school proposal are outlined in the [Schools \(Consultation\) \(Scotland\) Act 2010 and the accompanying Statutory Guidance](#).
- 4.4 The main considerations relating to the proposal are fully explained in the published [Proposal Paper](#).
- 4.5 The purpose of increasing Abernyte Primary School's catchment area would be to meet the principle of building a sustainable school roll for Abernyte Primary School.

5. STATUTORY CONSULTATION EXERCISE

- 5.1 A link to the [Proposal Paper](#) was issued by letter to those individuals and bodies listed under Distribution within the document. The Proposal Paper was also published on the Council's website. The number of letters issued with details of the Proposal Paper was 370.
- 5.2 The consultation period ran from Monday 16 May 2022 until Wednesday 29 June 2022 – a period of at least 30 school days.
- 5.3 One public meeting was held to discuss the proposal on Thursday 9 June 2022. Nine members of the public attended.
- 5.4 During the consultation period, representations were sought from interested parties, either in oral or written form or electronically. An online response form and generic email account was set up by the Council to receive representations and enquiries on the proposal.
- 5.5 In all, 12 online response forms were received. 10 responses agreed with the Council's proposal and two responses disagreed with the Council's proposal. No written representations were received.
- 5.6 Specific consultation meetings took place with pupils at both Abernyte Primary School and Inchtute Primary School.

- 5.7 The Consultation Report, attached as Appendix A, is the Council's response to the issues raised during the consultation period on the Proposal Paper.
- 5.8 The Consultation Report was published on the Council's website for a period of no less than three weeks prior to final consideration by the Learning & Families Committee on 2 November 2022.

6. EDUCATION SCOTLAND REPORT

- 6.1 Education Scotland were provided with the options appraisal and proposal paper. They visited the sites of both Abernyte and Inchtute Primary Schools and had discussion with relevant consultees. They also received a copy of all written representations and the minute of the public meeting. They then prepared a report on the educational aspects of the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010.
- 6.2 The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to amend the catchment area for Abernyte Primary School to include the area north of the A90 currently within Inchtute Primary School catchment area with effect from August 2023.
- 6.3 The Education Scotland report is reproduced in full in the Consultation Report (Appendix A, Appendix 4).
- 6.4 The report supports the proposal, and the Council welcomes the report from Education Scotland and accepts its findings.

7. CONCLUSION

- 7.1 The key points that have been highlighted during the consultation period are as follows:
- The report from Education Scotland acknowledges that the proposal has potential educational benefits for pupils. This includes the potential for a larger number and wider range of peers in Abernyte Primary School, which may allow children to access a learning environment where there may be groups of learners at all stages of school, providing a better age and gender balance.
 - It is unlikely that the proposal will adversely affect Inchtute Primary School due to the small number of pupils living in the area north of the A90. Pupils already in attendance at Inchtute Primary School will not be required to move schools and will be able to complete their education at Inchtute Primary School.
 - The Council's proposals have generally been supported by those stakeholders who responded, and the majority of those consulted have raised no issues or opposition to the proposal.

- 7.2 On the basis of the feedback received and taking account of the potential educational and social benefits of the proposal, it is recommended that the Committee approves the amendment of the catchment area for Abernyte Primary School.

Authors

Name	Designation	Contact Details
Karen Robertson	Service Manager (Business Services)	ECSCCommittee@pkc.gov.uk 07138 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 October 2022

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	Yes
Risk	No
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 Education and Children's Services has a statutory duty to transport primary pupils living more than 2 miles from their catchment school. There may be additional transport costs to transport pupils living north of the A90 to Abernyte Primary School. These may be new enrolments from north of the A90 attending Abernyte Primary School, any pupils from Inchtute Primary School choosing to move to their new catchment school, or where parents opt to send younger siblings to Abernyte Primary School. Once existing pupils living north of the A90 have finished at Inchtute Primary School, it will no longer be necessary to provide transport to Inchtute Primary School from north of the A90 which will balance out any temporary additional transport costs.

This expenditure will be contained within the existing Education and Children's Services Revenue budget.

Workforce

- 2.2 Not applicable.

Asset Management (land, property, IT)

- 2.3 Not applicable.

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Not applicable.

Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report. The recommendations of the report comply with the requirements of the Schools Consultation (Scotland) Act 2010.

- 3.5 Not applicable.

Risk

- 3.6 Not applicable.

4. Consultation

Internal

- 4.1 Consultation on this proposal has been undertaken with key stakeholders as part of the statutory consultation exercise.

External

- 4.2 This report contains full details of the Statutory Consultation exercise undertaken in respect of this proposal and this is fully detailed in Appendix A.

5. Communication

- 5.1 If Committee approves the amendment of the catchment area, the decision will be issued to both schools for communicating to parents and staff, and for publication on school websites and school handbooks, as well as publication on the Council website.

The Council will update its Geographic Information System to create and publish the amended catchment areas for both Abernyte Primary School and Inchtute Primary School. The catchment maps are published on the Council website and are linked to school registration applications where the correct

catchment school is identified by pupils' home addresses in sufficient time for school registrations for Session 2023/24.

2. BACKGROUND PAPERS

- 2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

- 3.1 Appendix A – Consultation Report
Appendix B – Current Catchment Area – Abernyte Primary School
Appendix C – Current Catchment Area – Inchtute Primary School
Appendix D – Proposed Catchment Areas



PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES
CONSULTATION REPORT

**REPORT ON THE OUTCOME OF THE CONSULTATION RELATING TO
THE PROPOSAL TO AMEND THE CATCHMENT AREA FOR
ABERNYTE PRIMARY SCHOOL TO INCLUDE THE AREA NORTH OF
THE A90 WHICH IS CURRENTLY WITHIN INCHTURE PRIMARY
SCHOOL CATCHMENT AREA.**

21 September 2022

This Consultation Report has been issued by Perth and Kinross Council in accordance with the Schools (Consultation) (Scotland) Act 2010.

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PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES

This report has been prepared following consultation on the Council's proposal to:

- Amend the catchment area for Abernyte Primary School to include the area north of the A90 currently within Inchtute Primary School catchment area with effect from August 2023.

Having had regard (in particular) to:

- (a) Relevant written representations received by the Council (from any person) during the consultation period;
- (b) Oral representations made to it (by any person) at the public meeting held on 9 June 2022; and
- (c) Education Scotland's report on the proposal.

1. INTRODUCTION

This is a consultation report prepared in compliance with the Schools (Consultation) (Scotland) Act 2010 on the above proposal.

1.1 The purpose of this report is to:

- Provide a record of the total number of written responses made during the Statutory Consultation period;
- Provide a summary of the written responses;
- Provide a summary of oral representations made at the public meeting held on 9 June 2022;
- Provide a statement of the Council's response to those written and oral representations;
- Provide the full text of Education Scotland's report and a statement of the Council's response to this report;
- State how the Council reviewed the above proposal following the representations received during the Statutory Consultation period and the report from Education Scotland; and
- Provide details of any omission from, or inaccuracy in, the [Proposal Paper](#) and state how the Council acted upon it.

2. BACKGROUND

- 2.1 On 4 November 2020, Lifelong Learning Committee approved the scope and principles to be used to underpin the options appraisal to be developed for a catchment review for Abernyte Primary School ([Report No. 20/208 refers](#)). Lifelong Learning Committee requested the Executive Director (Education and Children's Services) to submit a completed options appraisal to Lifelong Learning Committee in May 2021
- 2.2 On 26 May 2021, Lifelong Learning Committee considered the outcome of the options appraisal ([Report 21/64 refers](#)). The proposed recommendations within the report were considered and amended by the Lifelong Learning Committee in their [deliberations](#). The Lifelong Learning Committee subsequently approved the recommendations of the options appraisal to maintain a school capacity of 44 pupils at Abernyte Primary School and undertake a statutory consultation on a proposal to amend the catchment area for Abernyte Primary School to include the area currently within the Inchture Primary School catchment area north of the A90 within the catchment of Abernyte Primary School. This area would be removed from the current catchment area of Inchture Primary School. It was also noted that the introduction of nursery provision is not required at Abernyte Primary School at this time
- 2.3 The duties in undertaking a statutory consultation on a relevant school proposal are outlined in the [Schools \(Consultation\) \(Scotland\) Act 2010 and the accompanying Statutory Guidance](#).
- 2.4 Lifelong Learning Committee reports and the Proposal Paper referred to above are available on the Council's website www.pkc.gov.uk.

3. CONSIDERATIONS

- 3.1 The main considerations relating to the proposal are fully explained in the [Proposal Paper](#), and the main points are highlighted as follows:
- 3.2 The Council's Corporate Plan identifies the vision of "a confident and ambitious Perth & Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe secure and healthy environment: and a place where people and communities are nurtured and supported'.
- 3.3 This strategic approach embraces the vision for our area, our communities and our people as outlined in the Corporate Plan. Our key service priorities support the delivery of our commitments in the Community Planning Partnership's Single Outcome Agreement and Corporate Plan, helping Education and Children's Services to focus on the local outcomes that will achieve meaningful improvements for the area, our local communities and our citizens.
- 3.4 Councils have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.
- 3.5 Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value.

To achieve best value and optimum efficiency, the organisation of the school estate is therefore kept under regular review, including the need for school provision and other factors, such as altering catchment areas.

- 3.6 The [Schools \(Consultation\) \(Scotland\) Act 2010](#) provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals of major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland.
- 3.7 [The Education \(Scotland\) Act 2016](#) amends the Standards in Scotland's Schools Act 2000 by adding in new duties to address inequality of outcome. These duties apply in different ways to both Scottish Ministers and Education Authorities. Where the Education Authority is making or implementing strategic decisions about school education, it is required to have due regard to the need to carry out its functions in a way which is designed to reduce inequalities of outcome. This is particularly directed in the Act towards pupils who experience those inequalities through socio-economic disadvantage, but there is also a power to extend the range of pupils who are covered by this duty.

4. REASON FOR FORMULATING THE PROPOSAL

- 4.1 The purpose of increasing the Abernyste Primary School catchment area would be to meet the principle of building a sustainable school roll.

5. SCHOOL INFORMATION

- 5.1 Abernyste Primary School is a non-denominational school located in the village of Abernyste which is situated in the Carse of Gowrie, approximately 12 miles from Perth and approximately 12 miles from Dundee. The school roll as at Census 2021 was 18 pupils and the roll is 22 pupils for school session 2022/2023. The capacity of the school is 44 pupils. Abernyste Primary School serves all of Abernyste village and the surrounding area. The delineated catchment area is from within a boundary line from Outfield Farm, Balloleys Farm, Dundriven, Little Ballo, Lauriston Cottage Knapp and the Scottish Antiques & Arts Centre.
- 5.2 Inchtute Primary School is a non-denominational school located in the village of Inchtute situated in the Carse of Gowrie, approximately 13 miles from Perth and approximately 9 miles from Dundee. The school roll as at Census 2021 was 225 pupils and the roll is 223 pupils for school session 2022/2023. The capacity of the school is 264 pupils. The capacity of Inchtute Primary School can be increased beyond 264 pupils without the school being extended. The catchment area covers the village of Inchtute and surrounding areas of Rait, Kilspindie, Kinnauld, Craigdallie, Knapp and Ballindean. There is also nursery provision at Inchtute Primary School.
- 5.3 As part of an [options appraisal developed](#), information was collated regarding the options considered and rejected, along with feedback received during the pre-consultation exercise.

- 5.4 The Council has engaged with stakeholders and considered other options prior to formulating its proposal.

6. THE CONSULTATION PROCESS

- 6.1 A link to the Proposal Paper was issued by letter to those individuals and bodies listed under Distribution within the document. The Proposal Paper was also published on the Council's website: www.pkc.gov.uk
- 6.2 The Proposal Paper informed consultees that the consultation period would run from Monday 16 May 2022 until Wednesday 29 June 2022 – a period of at least 30 school days.
- 6.3 The proposal on which consultation took place was to:
- Amend the catchment area for Abernyte Primary School to include the area north of the A90 currently within Inchtute Primary School catchment area with effect from August 2023.
- 6.4 The requirements for consulting on a relevant proposal relating to schools are set out in the Schools (Consultation) (Scotland) Act 2010.
- A Proposal Paper was published on Monday 16 May 2022. All statutory consultees were written to providing a link to the proposal paper and details of where and how to obtain a paper copy. A copy of this document was available free of charge to the consultees listed within the document.
 - The Proposal Paper was published on the Perth and Kinross Council website and was available in paper copy upon request.
 - One public meeting was held to discuss the proposal on Thursday 9 June 2022.
 - The Consultation period ended on Wednesday 29 June 2022.
 - Education Scotland's involvement consisted of the options appraisal and proposal paper documents being sent to them, and visits to the sites of both Abernyte and Inchtute Primary Schools, including discussion with relevant consultees. They also received a copy of all written online representations and the minute of the public meeting. They then prepared a report on the educational aspects of the proposal. This is attached as Appendix 4.
- 6.5 The following schools are affected by the proposal:
- Abernyte Primary School
 - Inchtute Primary School
- 6.6 In accordance with statutory requirements and good practice, the following persons were consulted:
- The parents of the pupils and children at the affected schools
 - The parents of children expected to attend the affected schools within 2 years of the date of publication of this proposal document
 - The Parent Council of the affected schools
 - Directly affected pupils at the affected schools

- The teaching and ancillary staff at the affected schools
- The trade union and professional association representatives of the above staff
- The Community Council
- Relevant users of the affected schools
- Elected Members of Perth and Kinross Council
- The Constituency MSPs and List MSPs covering the Constituency
- The Constituency MP
- The Executive Director, Communities, Perth and Kinross Council
- Tayside Contracts
- LiveActive Leisure
- Education Scotland

- 6.7 The number of letters issued with details of the Proposal Paper was 370.
- 6.8 During the consultation period, representations were sought from interested parties, either in oral or written form or electronically. An online response form and generic email account was set up by the Council to receive representations and enquiries on the proposal.
- 6.9 This Consultation Report is the Council's response to the issues raised during the consultation period on the Proposal Paper.
- 6.10 This Consultation Report is to be published on the Council's website for a period of no less than 3 weeks prior to final consideration by Learning & Families Committee on 2 November 2022.

7. THE PUBLIC MEETING

- 7.1 A public meeting was held in Inchtute Primary School on Thursday 9 June 2022. Nine members of the public attended. A full note of the meeting is attached as Appendix 1 which details the questions and issues raised at the meeting.

8. RESPONSES TO THE CONSULTATION EXERCISE

- 8.1 In all, 12 online response forms were received. Ten responses agreed with the Council's proposal and two responses disagreed with the Council's proposal. No written representations were received.

The details of the respondents are contained within the Summary of Consultation Responses, attached as Appendix 2.

- 8.2 In summary, the oral and written responses and questions can be grouped broadly as follows:
- Support for extending the catchment area of Abernyte Primary School.
 - Flexibility in the transition arrangements to guarantee younger siblings will be able to attend Inchtute Primary School with siblings and extend to include 2 year olds in nursery.

- Logistical implications for families with a child at nursery in Inchtute and a primary school child in the catchment for Abernyte.
- Composite classes.
- The future of Abernyte Primary School and required number of pupils.
- Benefits of children attending the same nursery and primary school.
- Where children living in Abernyte catchment area will attend nursery.
- Transition from nursery to a different primary school.
- Success of placing requests made for Inchtute Primary School.
- Some parents do not want to be told to change catchment areas.

- 8.3 In summary, 370 letters were issued inviting comments and participation in the consultation. Twelve online submissions and no written responses were received in respect of the consultation. Nine members of the public attended the public meeting to give oral representations.
- 8.4 Specific consultation meetings took place with pupils at both Abernyte Primary School and Inchtute Primary School and full details of these is attached as Appendix 3.

9. EDUCATION AUTHORITY RESPONSE TO WRITTEN AND ORAL REPRESENTATIONS

9.1 Clarification was sought on whether the catchment area was changing or increasing.

The proposal is to change the catchment areas by removing the part of Inchtute Primary School catchment area which is north of the A90 and for that part to be included in the new proposed catchment area for Abernyte Primary School. The proposal will permanently increase the catchment area for Abernyte Primary School by permanently reducing the catchment area for Inchtute Primary School.

9.2 Clarification was sought regarding parents who have a child at Inchtute Nursery and want their child to go to Inchtute Primary School. Therefore, if the catchment area changes then their catchment school will become Abernyte Primary School which would require parents to be in two places at once (Abernyte Primary School and Inchtute Nursery).

If the proposal is accepted, then this may be the case for some families if the catchment area is changed. School transport for primary school pupils living more than 2 miles from Abernyte Primary School will be provided by the Council which would mean that parents would not be required to drop-off and pick-up children at Abernyte Primary School.

9.3 Clarification was sought regarding pupils of different stages being in the same class.

Many schools have composite classes as well as single classes and this is not just the case in rural schools. It is common practice for schools to operate classes of pupils of different stages. Abernyte Primary School is currently a 2 teacher school operating 2 composite classes.

9.4 Clarification was sought whether the Council would consider providing the children already at Inchtute nursery a grace period to be able to continue to attend Inchtute Primary School and allow the transition arrangements to include nursery pupils attending Inchtute nursery.

It is recognised that the Council is proposing to change a school catchment area after some families have chosen to buy a house or where some children have already commenced at their current catchment school. The Council has set out within the Proposal Paper what it considers are reasonable transition arrangements for directly affected families should the proposal be accepted. It is not proposed to provide an extended grace period for children living in the affected area to continue to attend Inchtute Primary School if the catchment area is amended. Parents who wish to do so, may make placing requests to attend Inchtute Primary School from Inchtute nursery should they not wish their children to attend Abernyte Primary School. It is considered that extending the period for children in the affected area to transfer from Inchtute nursery to Inchtute Primary School if the catchment area is amended, will not support the principle of creating an increased and sustainable roll for Abernyte Primary School.

9.5 Clarification was sought whether the change of catchment is a commitment to keep Abernyte Primary School open

The School Closure Review Panel has determined that the Council's decision to close Abernyte Primary School cannot be implemented. This decision followed a Judicial Review of Scottish Ministers' decision to call in the Council's closure decision and was considered by the Court of Session. The Court of Session did not find in the Council's favour and referred the decision to the School Closure Review Panel for determination.

The Elected Members of the then Lifelong Learning Committee requested that statutory consultation is undertaken on a proposal to amend the catchment area serving Abernyte Primary School to create an increased, sustainable school roll for Abernyte Primary School.

9.6 Clarification was sought regarding where children will go to nursery if they cannot come to Inchtute nursery due to the catchment change as their catchment school will be Abernyte Primary School.

Attendance at nursery is not determined by school catchment areas. These are completely separate and different. There is much more flexibility in where children can attend nursery within their designated Early Learning and Childcare Community. Children will still be able to attend nursery at Inchtute Primary School whilst living in the school catchment area for Abernyte Primary School.

9.7 Clarification was sought regarding whether there was a certain number of pupils required to attend Abernyte Primary School or is there no guarantee that Abernyte might close in the next 5 years.

There is not a certain number of pupils required to attend Abernyte Primary School. The Council's decision to close Abernyte Primary School was considered by the School Closure Review Panel and consent was refused for the closure decision to be implemented by the Council. The legislation provides that this decision cannot be revisited by the Council for a five year period unless there is a material change of circumstances.

9.8 Clarification was sought regarding why the Council is not guaranteeing placements for siblings to attend Inchtute Primary School.

The Council cannot guarantee placements for any pupils to attend any particular school. The Council's Admission Policy sets out that whilst the Council tries to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

Therefore, the Council cannot provide guaranteed placements for children living outwith the catchment area when that guarantee is not afforded to pupils living within the catchment area. The Council has set out what it considers is reasonable transition arrangements for siblings should the catchment area be amended in line with the Council's Admission Policy which determines priority for siblings to attend the same school.

The purpose of the proposal is to try to create an increased and sustainable school roll for Abernyte Primary School. Changing the catchment area and then permitting pupils to attend their previous catchment school as entitled pupils may not achieve this. Parents continue to have the legal right to make a placing request for their child to attend a school which is not their catchment school.

9.9 Clarification was sought regarding the situation with placing requests for Inchtute Primary School.

To date, there has not been any issues with placing requests not being granted for younger siblings to attend Inchtute Primary School.

9.10 Parents need to understand how the transition will affect their family. Parents do not want to be told to change catchment areas.

Parents who raised concerns about their school catchment area being changed from Inchtute to Abernyte if the proposal was to be implemented, identified with Council Officers on the maps shown in the presentation that they do not live in the area affected by the proposed change. It was confirmed that their school catchment would remain as Inchtute Primary School as it is currently.

10. EDUCATION SCOTLAND REPORT

10.1 In accordance with the Schools (Consultation) (Scotland) Act 2010, a report was produced by Education Scotland on the educational aspects of the proposal.

10.2 The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to amend the catchment area for Abernyte Primary School to include the area north of the A90 currently within Inchtute Primary School catchment area with effect from August 2023.

10.3 Education Scotland visited Abernyte and Inchtute Primary Schools the week commencing 22 August 2022 to speak to relevant consultees.

10.4 The Education Scotland report is reproduced in full (Appendix 4).

10.5 The report supports the proposal and is summarised below:

- HM Inspectors agree with the Council's educational benefits statement and are confident that there is sufficient merit to amend the catchment area for Abernyte Primary School. The Council's proposal provides a possible solution to secure a sustainable roll for Abernyte Primary School with minimal to no impact on Inchtute Primary School.

- HM Inspectors agree with the Council that the proposal could also support a better gender balance, opportunities for cooperative teaching and increased opportunities for peer relationships.
- HM Inspectors agree that there are potential educational benefits in the proposal to amend the catchment of Abernyte Primary School. There have been previous periods of uncertainty around the future of the school therefore, measures to secure a sustainable future roll are welcome.
- Children, parents and staff at Abernyte Primary School who met with HM Inspectors are in favour of the proposal. Children are very proud of their school and recognise the potential benefits from an increase in the number of children attending. They particularly welcome opportunities to have a bigger peer group.
- Staff at Abernyte Primary School welcome the proposal and view it as a common sense change that could help secure the future of the school.
- Children, parents and staff at Inchtute Primary School who met with HM Inspectors' do not have any strong feelings either in favour or against the proposal. They are respectful of the views of stakeholders of Abernyte Primary School but view the proposal as having minimal or no impact on Inchtute Primary School.
- HM Inspectors agree with the views of stakeholders that the proposal brings potential longer term benefits to Abernyte Primary School with minimal impact to Inchtute Primary School.

10.6 **Perth and Kinross Council's Response to Education Scotland's Report**

The Council welcomes the report from Education Scotland and accepts its findings.

In response to the findings contained within the Education Scotland report, Perth and Kinross response is as follows:

10.6.1 **Children at Abernyte Primary School would like consideration given to cloakroom and toilet facilities should the roll grow more considerably.**

The Council monitors and reviews school rolls regularly to ensure that where considerable changes in school rolls have occurred, accommodation requirements are suitable to meet the needs of increased pupil numbers in accordance with national school accommodation standards.

10.6.2 **Staff at Abernyte Primary School would like the Council to consider the resourcing required to support learning and teaching across the curriculum for potentially larger year groups.**

Staffing levels in primary schools are reviewed on an annual basis as part of the staffing exercise which is undertaken ahead of each new school session. All primary schools are staffed in accordance with the Staffing Standard for Primary Schools which is determined by the total number of pupils attending the school. Abernyte Primary School will continue to be reviewed annually, along with all other primary schools, to ensure appropriate resourcing to support learning and teaching across the curriculum which will be determined by the actual number of pupils attending the school each school session.

10.6.3 Should the proposal go ahead, it would be helpful if the Council clarified the revised catchment area in the form of a map to ensure clarity for all stakeholders.

If the proposal is approved, then the Council will update its Geographic Information System to create and publish the amended catchment areas for both Abernyte Primary School and Inchtute Primary School. The catchment maps are published on the Council website and are linked to the online school registration application process where the correct catchment school is automatically identified by pupils' home addresses.

11. ALLEGED OMISSIONS OR INACCURACIES

- 11.1 Section (10) (3) of the 2010 Act also places a requirement on the Council to provide details of any inaccuracy or omission within the Proposal Paper which has either been identified by the Council or raised by consultees. This section of the 2010 Act also requires the Council to provide a statement on the action taken in respect of the inaccuracy or omission, or, if no action was taken, to state that fact and why.
- 11.2 In the course of the consultation exercise, there were no areas identified by respondents as being inaccurate or omitted from the Proposal Paper during the consultation period.

12. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

- 12.1 Section 9(1) of the Schools (Consultation) (Scotland) Act 2010 states that: After the Education Authority has received Education Scotland's report, the Authority is to review the relevant proposal having regard (in particular) to:
- (i) written representations received by the Authority (from any person) during the consultation period;
 - (ii) oral representations made to it (by any person) at the public meeting; and
 - (iii) Education Scotland's report.
- 12.2 Following receipt of the Education Scotland report, 12 online representations, no written representations and oral representations made at the public meeting held during the consultation period, officers reviewed the proposals.
- 12.3 The feedback from the consultation was considered by officers where all the questions and comments raised were considered in detail. This ensured that the Council met the requirements to review the proposal under section 9(1) and 13(5) of the 2010 Act.
- 12.4 Officers of the Education Authority have listened carefully to the points made at the public meeting and have considered equally carefully the Education Scotland report and the online representations. The proposal was reviewed to consider whether any of the representations led to the Council to reconsider other options as being reasonable alternatives to the proposal to amend the catchment area of Abernyte Primary School.
- 12.5 None of the representations led officers to conclude that there were any other reasonable alternatives to the proposal, nor that the proposal should be reconsidered.

- 12.6 The educational benefits were reviewed in respect of the Education Scotland report and representations made.
- 12.7 There were no factors included in the Education Scotland report or representations made requiring any aspect of the educational benefits to be reconsidered.
- 12.8 Having reviewed the Education Scotland report and feedback from consultees, officers concluded that the basis of the original proposal continues to be the most appropriate response to meet the principle of building a sustainable school roll for Abernyste Primary School.
- 12.9 It is considered that the proposal addresses the issue of meeting the principle of building a sustainable school roll and remains the best solution for Abernyste Primary School. There is sufficient capacity at Abernyste Primary School to accommodate an increased catchment area and this proposal is not considered to have any material detrimental impact on Inchtute Primary School.

13. LEGAL ISSUES

- 13.1 The Council has complied in full with the requirements of the Schools (Consultation) (Scotland) Act 2010 throughout this statutory consultation.
- 13.2 The Council is mindful of its duties in respect of equality and the Equality Impact Assessment did not identify that any parent, child or young person would be treated less favourably as a result of this proposal. Pupils may have access to a wider peer group of both sexes at Abernyste Primary School which is a positive impact.

In terms of Socio Economic Impact, the assessment identified that there may be a small disadvantage for some parents who may have slightly further to travel when attending meetings or events in school. However, the identified benefits significantly outweigh any disadvantage. In addition, a number of pupils from Inchtute catchment area are already attending Abernyste Primary School as the result of successful placing requests. If the proposal is implemented, those pupils living in the area north of the A90 and living more than 2 miles from school will be transported to Abernyste Primary School by the Council rather than travelling separately at a cost to the parents.

- 13.3 Under the terms of the Schools (Scotland) (Consultation) Act 2010, it is a legal requirement that the Council should not reach any formal decision without waiting until a period of three weeks starting on the day on which this Consultation Report is published in electronic and printed form has expired.
- 13.4 As it is the intention that this Consultation Report should be published, both electronically and in written form, if required, on 26 September 2022, this meets the statutory requirement to publish this report for more than three weeks before consideration of the proposal by Learning & Families Committee on 2 November 2022.

14. PERSONNEL IMPLICATIONS

- 14.1 There are no staffing implications relating to the proposal if implemented.

15. CONCLUSION

15.1 The Council now has 4 broad options to consider, namely:

- (a) adopt the proposal;
- (b) withdraw the proposal;
- (c) amend the proposal in some way which allows the proposal to proceed; or
- (d) amend the proposal significantly and undertake a further consultation exercise on a new proposal.

15.2 Education Scotland has considered that the proposal has potential educational benefits for young people. This may include a larger number and wider range of peers in Abernaye Primary School. This may allow children to access learning with groups of learners at all stages within a primary school and to develop their social and interpersonal skills in a broader range of appropriate contexts.

15.3 If the Council adopts the proposal, it is understood that the educational benefits set out in the Proposal Paper may materialise.

15.4 The key points that have been highlighted during the consultation period are as follows:

- The report from Education Scotland acknowledges that the proposal has potential educational benefits for pupils. This includes the potential for a larger number and wider range of peers in Abernaye Primary School, which may allow children to access a learning environment where there may be groups of learners at all stages of school, providing a better age and gender balance.
- The Council does not consider that the proposal will adversely affect Inchtute Primary School due to the small number of pupils living in the area north of the A90. Pupils already in attendance at Inchtute Primary School will not be required to move schools and will be able to complete their education at Inchtute Primary School.
- The Council's proposals have generally been supported by those stakeholders who participated in the consultation, and the majority of those consulted have raised no issues or opposition to the proposal.

16. RECOMMENDATIONS

16.1 On the basis of the feedback received and taking account of the potential educational and social benefits of the proposal, it is recommended that the Council approves:

- The amendment of the catchment area for Abernaye Primary School to include the area north of the A90 currently within Inchtute Primary School catchment area with effect from August 2023.

Sheena Devlin
Executive Director (Education and Children's Services)
21 September 2022



Education & Children's Services

Improving Lives Together Ambition | Compassion | Integrity

Statutory Consultation Public Meeting

**Minute of Meeting Held on Thursday 9 June 2022
At 7.00pm in Inchtute Primary School**

Present:

Councillor John Rebbeck
Sharon Johnston
Greg Boland
Karen Robertson

Convener, Learning & Families Committee
Head of Education & Learning
Head of Business & Resources
Service Manager - Business Services

In Attendance:

Caroline Nash – Minutes

Perth and Kinross Council

9 members of the public

Welcome and Introductions

Karen Robertson opened the meeting and welcomed the members of the public in attendance to the statutory consultation public meeting. Karen Robertson introduced herself and the panel to the members of the public and thanked them for attending.

Format of Meeting

Karen Robertson explained the format the meeting would follow.

The Proposal

Karen Robertson explained the consultation proposal to the attendees. Subject to the outcome of the consultation exercise, the Council proposes to:

- Amend the catchment area for Abernaye Primary School to include the area North of the A90 currently within Inchtute Primary School catchment area with effect from August 2023

Presentation

Karen Robertson gave a [presentation](#) explaining the proposal in further detail and explained the background to the proposal.

Karen Robertson advised that the process is strictly determined by legislation to ensure thorough and robust processes across authorities in Scotland. The process started with the consideration by Lifelong Learning Committee on 4 November 2020 which granted permission to undertake a statutory consultation. Karen Robertson emphasised that no decisions regarding the amending the catchment area for Abernyte Primary School area have been made. The only decision which has been taken to date is that Education and Children's Services is to undertake a statutory consultation on the above proposal and report the findings of the consultation back to Learning and Families Committee.

The Options Appraisal and Proposal Paper have been published on the Council's website. The period of consultation will run from Monday 16 May 2022 to Wednesday 29 June 2022 which includes a period of 31 school days. The purpose of this consultation is to seek representations from interested parties and this can be done online, in writing or in person.

The presentation outlined the current arrangements, and it was explained that the proposed revised catchment area would be effective from August 2023. The presentation also outlined the proposed transition arrangements for families in the affected area who already had children attending Inchtute Primary School. It was confirmed that if the offer of a place at Inchtute Primary School has already been made by the time of the Council decision, these will be honoured by the Council. Children would continue to attend Inchtute Primary School until they finish their education there unless parents/carers choose to transfer them to their new catchment school, Abernyte Primary School.

The presentation outlined the likely effect of the proposal on the local community and the likely effect caused by different travel arrangements. It was confirmed that no existing primary school pupils will be required to move school as a result of a change to the catchment area in which they live unless that is by parental choice. It was confirmed that transport would continue to be provided by the Council for those pupils who live beyond the statutory travel distance to their catchment school.

The anticipated educational benefits set out in the Proposal Paper were explained. Karen Robertson then went on to explain the statutory consultation process including the legal framework, consideration by Learning & Families Committee, the statutory consultation period and the different ways in which representations from interested parties could be made as the first part of the consultation process. Karen Robertson then went on to explain the next stages of the process which includes the involvement of Education Scotland, the preparation and publication of the consultation report and the final decision made by the Learning & Families Committee, currently anticipated to be November 2022.

Karen Robertson then opened up the meeting to any questions, comments or observations from the floor.

Member of Public Comment – I'm very supportive of extending the catchment area of Abernyte Primary School. I would encourage the Council to provide more flexibility into the transition period for affected families.

The After school club in Inchtute accommodates Abernyte pupils using the bus to enable them to access the provision, extending after-school care to Abernyte.

Member of Public Question - Are you changing or increasing the catchment area?

A – Karen Robertson informed the proposal was to change the catchment area.

Member of Public Comment - This is not clear, and parents think it is increasing and, therefore, there are not many parents here tonight.

Karen Robertson clarified that the proposed change to Abernyte Primary School's catchment area is to increase the catchment area for Abernyte Primary School by reducing the catchment area for Inchtute Primary School.

Member of Public Comment – If you have a child at Inchtute Nursery and want your child to go to Inchtute Primary School, if the catchment area changes then their catchment school will be Abernyte Primary School. The first day of my child attending P1 will also be the first day of my other child attending nursery. I cannot be in two places at once (Abernyte Primary School and Inchtute Nursery).

Member of Public responded – If I could answer this as I have a child at Inchtute Nursery and a P1 at Abernyte Primary School. The nursery has a 2.50pm pick up which enables me to then get to Abernyte Primary School to collect my other child.

Member of Public Question – So are you one of these parents flying from one place to another saying sorry for being late to collect your child from school? I am a stay-at-home mum and would not be happy with my P1 having to get a bus to school.

Member of Public responded – No not at all and I get there in time and I still have time to chat at the school gates. Most days my child gets the bus to Abernyte Primary School, however, if you are not happy with your child getting the bus then this does still work.

Member of Public Comment – Thank you it was nice hearing of another parent's experience. We lived in Abernyte and moved to Inchtute so that our children could go to nursery and primary school here.

Member of Public Comment – This is more like a business decision and just about numbers of pupils. There is no evidence about children's transition or educational impact.

Member of Public Comment – If you go to a school in P1 that has 16 pupils there are 4 five year olds and 4 eight year olds and 8 ten year olds all in the same class which is not ideal.

A - Sharon Johnston explained that a lot of schools have composite classes as well as single classes and this is not just the case in rural schools.

Member of Public Comment – I went to a school with composite classes and only one teacher.

Member of Public Comment – There is not just one teacher at Abernyte, there are 2 teachers and there is a pupil support / classroom assistant.

Member of Public Comment – I know for a fact that the parent that has just left is going to the housing development meeting regarding the building of new family homes. More families will move into the area with the housing development.

Member of Public Question – Would the Council consider providing the children already at Inchtute nursery a grace period to be able to continue to attend Inchtute Primary School?

A – Karen Robertson advised that it is recognised that the Council is proposing to change the catchment after some families have chosen to buy a house here or where some children have already commenced at their current catchment school. The Council has set out within the Proposal Paper what it considers are reasonable transition arrangements for directly affected families should the proposal be accepted. The Council will record and consider all comments so that these can be addressed in the final report.

Member of Public Comment – For the children already attending Inchtute, there must be flexibility in the transition period for younger siblings to attend the same school.

Councillor Rebbeck advised that this proposal is trying to make the school roll at Abernyte Primary School sustainable. The Council would like to do that without it being detrimental to people like some of the parents attending here tonight.

Member of Public Comment – I support the transition period being extended to include nursery pupils from 2 year old.

Karen Robertson advised that all views made at the meeting would be recorded and parents were being encouraged to look at the Proposal Paper and submit their views to the Council for consideration.

Member of Public Question – Is this change of catchment a commitment to keep Abernyte Primary School open? It was not deemed necessary to have a nursery at Abernyte Primary School.

A – The Decision has been taken that Abernyte Primary School is to remain open. The Elected Members of the then Lifelong Learning Committee have requested that statutory consultation is undertaken on a proposal to amend the catchment area serving Abernyte Primary School.

Member of Public Comment – I am a teacher and see the benefits of children attending the same nursery / school.

Member of Public Question – Where will my child go to nursery if they cannot come to Inchtute due to the catchment change meaning their catchment school will be Abernyte Primary School?

A – Attendance at nursery is not determined by school catchment areas. These are completely separate and different. There is much more flexibility in where children can attend nursery within their designated ELC Community.

Children will still be able to attend nursery at Inchtute Primary School whilst living in the school catchment area for Abernyte Primary School,

Member of Public Question – Would the Council consider an extended grace period for transition? Does the transition period go far enough?

A – Karen Robertson advised that it is critical the Council understands parents' concerns regarding any aspect of the proposal and parents are encouraged to ensure their views are made known in order that the Council can consider whether any further amendment requires to be made to the proposal before any final decisions are made.

Member of Public Comment – This is a personal choice of not wanting my children to go to Abernyte Primary School as this is where we live, where his peers live etc.

This is affecting Inchturk parents and children rather than Abernyte. I am not against the change of catchment as long as we get a say in what we want and a guarantee that if our child attends nursery at Inchturk and they go to Inchturk Primary School then their sibling will also be able to do the same.

A – Karen Robertson advised that it is perfectly reasonable to make representation to reflect a view that is not opposed to the proposal in principle, but to have an opposing view on how the proposal would affect your family directly.

Member of Public Question – Is there a certain number of pupils required to attend Abernyte Primary School or is there no guarantee that Abernyte might close in the next 5 years?

A – Councillor Rebbeck advised that it is Elected Members who make the decisions regarding any school closures, not Education and Children's Services. It has been confirmed that Abernyte Primary School will not be considered for closure within 5 years of the previous decision.

Member of Public Comment – I was surprised by the decision to keep Abernyte Primary School open given the size of the school.

Member of Public Response – The highest court in the land determined that the Council had not acted correctly attempting to close Abernyte Primary School.

Member of Public Comment – The Educational Benefits are not saying that the education of pupils will benefit. The education provision at Abernyte and Inchturk are both good.

Member of Public Comment – It's easier for a 12-year-old to transition from primary to secondary with their peers than it is to transition from a nursery to a different primary school.

Member of Public Comment – The transition from nursery to primary is very good in Perth and Kinross.

Member of Public Question – It's not about the education for us, it's about the way we want our life to be and that's not taking one child here and another child there. Why can you not guarantee placements for siblings?

A – The Council has set out what it considers is reasonable transition arrangements for siblings should the catchment area be amended. The purpose of the proposal is to try to create an increased and sustainable school roll for Abernyte Primary School. Changing the catchment area and then permitting pupils to attend their previous catchment school as entitled pupils may not achieve this. Parents continue to have the right to make a placing request for their child to attend a school which is not their catchment school.

Member of Public Question – What is the situation with placing requests for Inchturk Primary School?

A – Karen Robertson advised that, to date, there has not been any issues with placing requests not being granted for younger siblings to attend Inchturk Primary School.

Member of Public Comment – We need to understand how the transition will affect our family. We do not want to be told to change catchment areas.

Karen Robertson advised that the Council is seeking views on the proposal and the Council wants to understand how parents feel about the proposal and if there are any other aspects the Council needs to consider further. This is the opportunity for parents to go away and review the Proposal Papers and have a think about the implications and make these known to the Council during the consultation period.

All consultees who make representations will be contacted when the Consultation Report is published, prior to any final decisions being taken.

There being no further questions or comments, Karen Robertson thanked everyone for attending. The meeting was then closed at 8.30pm.

Post Meeting Note

The parents who raised concerns about their school catchment area being changed from Inchtute to Abernyte if the proposal was to be implemented, identified with Council Officers on the maps shown in the presentation that they do not live in the area affected by the proposed change. It was confirmed that their school catchment would remain as Inchtute Primary School as it is currently.



Perth & Kinross Council

Education and Children's Services

Abernyte Primary School Catchment

Summary of Consultation Responses

The statutory consultation on the proposal to amend the catchment area for Abernyte Primary School commenced on Monday 16 May 2022 and closed on Wednesday 29 June 2022.

Details of the proposal document were issued to the list of consultees contained within the Proposal Paper. 370 letters were issued with a link to the proposal paper and details of where and how to obtain a paper copy. The Proposal Paper was also published on the Council website.

A specific email address was set up for representations and enquiries. This was in addition to the usual methods of submitting representations. An online response form was set up on the consultation webpage.

Online Response Forms

12 online response forms were received. 10 responses agreed with the Council's proposal and 2 disagreed with the Council's proposal.

RESPONDENT GROUP	NUMBER OF RESPONSES	AGREE	DISAGREE
Parents	9	7	2
Pupils	-	-	-
Staff	-	-	-
Elected Members	1	1	-
Parent Councils	-	-	-
Community Members	-	-	-
Grandparents	-	-	-
Trade Unions	-	-	-
Other	2	2	-
Not disclosed (Invalid)	-	-	-
Total	12	10	2

Public Meeting

As part of the statutory consultation process, 1 public meeting was held on 9 June 2022 at Inchtute Primary School. A presentation was given at the meeting.

Thursday 9 June 2022 – Inchtute Primary School

Attended by 9 members of the public.

The questions and comments were around:

- Support for extending the catchment area of Abernyte Primary School.
- Further flexibility within the transition arrangements for affected families.
- Clarification on whether the catchment area was changing or increasing.
- Logistical implications for families who would have a child at nursery at Inchtute and a primary school child in the catchment for Abernyte.

- Families have moved to Inchtute in order that their children can attend nursery and primary school in Inchtute.
- The reason for the change being about pupil numbers and not educational benefit.
- Composite classes.
- Whether the Council would consider providing assurance to affected families that children attending Inchtute nursery would be able to attend Inchtute Primary School.
- Flexibility in the transition arrangements to guarantee that younger siblings will be able to attend Inchtute Primary School with their siblings.
- Extend the transition arrangements to include 2 year olds in nursery.
- Whether there is a commitment to keep Abernyte Primary School open and what would be the required number of pupils.
- Benefits of children attending the same nursery and primary school.
- Where children who live in Abernyte catchment area will attend nursery.
- Education provision at Abernyte and Inchtute are both good.
- Transition from nursery to a different primary school.
- Transition from nursery to primary is good within Perth and Kinross.
- Can siblings be guaranteed placements at Inchtute Primary School and what is the situation with placing requests being granted for the school.
- Parents do not want to be told to change catchment areas.

Written Representations

During the consultation period between 16 May 2022 and 29 June 2022, representations were invited from statutory consultees and interested parties. No written responses were received:

Comments Received on Online Response Forms

The comments were:

My [REDACTED] went into p[REDACTED] at Abernyte primary school last august. I was so pleased when the school was saved and that [REDACTED] would get to go there. It's in a lovely location, the class sizes aren't too big and the staff put so much into the school and the children. It seems to result in confident, articulate, capable and respectful children, which sets them up well for high school and beyond. It's a great school and I 100% support moving the boundary as I believe it will help sustain the school which, in turn, will give more children the same opportunities that my [REDACTED] is now getting to benefit from everything this school has to offer.

This growth will not only help in growing the smaller Abernyte school but it also integrates the wider community.

I believe this one measure will secure the future of Abernyte long term and without it there are ongoing risks for the school. The buzz at Abernyte in the last few years has been inspiring and many people are now attracted to the rural school, quality education offering that it gives. I hope that Lifelong Learning Committee opinions have been changed since the vote to close it, on the basis that children were missing out. They are not missing out, the school is excellent. Please do all you can to support its future and the rural community it is at the heart of.

It is only by expanding the catchment of Abernyte Primary School that we can ensure that it will continue to build its roll and remain a great wee school.

I think that it makes sense for the kids in the rural areas to go to the rural school by default. Also Inchtur school is already very busy. The proposed change will help make Abernyte's school more sustainable for future generations.

The proposal benefits both Abernyte and Inchtur primary school rolls: It avoids overcrowding at Inchtur when the new 50 houses are built next to the redwoods; it removes the need to extend the Inchtur building to add a classroom; it fully utilises the 2 classrooms and facilities at Abernyte; it won't increase the cost or carbon footprint of transport as a minibus provision is already in place.

It should be up to parents to decide which local school their children go to. Abernyte can't ever expand so places will always be limited. There is limited numbers of peers to socialise with and learn with. The resources and opportunities are less than in a bigger primary. Going from a small village primary to a large town secondary school is very hard to deal with. Transport to the school is harder than going to Inchtur for us as both parents work in Dundee so are passing Inchtur whereas we'd need to take a detour to get to Abernyte. Breakfast and after school clubs won't be available at Abernyte either and I presume supported learning will be lacking also. What happens for school trips? It will be composite classes which we don't believe is the best way of teaching - the children need to be being taught only what's appropriate for their primary not the primary above or below them.

A second primary school with nursery to be built within Inchtur. Moving the current 18 children attending Abernyte PS is going to be a lot easier than moving a lot more children from surrounding villages to a school that has a very limited maximum capacity.

I think this is an excellent idea, the school is doing really well, all pupils are getting a first class education and its a great idea to help the school keep up the roll numbers. A lot from all over the carse already join as it offers something a little different to a normal primary environment. These options are important for many families as well as providing schooling for the local area.

After School club at Abernyte School

Pupil Consultation

Consultation with pupils in stages P1 – P5 was undertaken in the 2 directly affected primary schools. Pupils in P6 - P7 are not affected by the proposed change to the catchment area as these pupils will be at secondary school in August 2023 when the proposed change to the catchment area would be implemented. The consultation took place on 20 June 2022.

Abernyte Primary School

16 pupils from P1 - P5 were involved in the session. Questions and comments were:

- More children would come to Abernyte
- Changes would help adults get to work, if there was transport
- There would be more resources
- It would help with climate change
- There would be more people to be friends with

- Others will think it's a good school and more children would come
- It would be better for the staff

11 agreed with the proposal and 5 were against the proposal.

Inchtute Primary School

This was undertaken as a focus group session with representatives from P1 – P5. There were 12 pupils in this session. Questions and comments were around:

- placing requests
- space in school
- sharing their own experiences
- moving schools, one from a pupil who lived in the area that the proposal covered (they did not want to have to move)

9 agreed with the proposal and 3 were against the proposal.

Abernyte Catchment Review**Pupil Consultations – 20 June 2022**

Anne Lemon, Quality Improvement Officer and Lorna Hamilton, Project Manager

Abernyte Primary School

16 pupils from P1 to P5 were involved in the consultation exercise. The session focussed on the meaning of catchment areas, and checking the pupils' understanding of what this meant in terms of their school and the other school.

Discussion took place around what a change to the catchment area, as outlined in the proposal, would mean for these pupils, and any future pupils.

The pupils had the opportunity to look at maps, and to ask questions and make comments

Some questions and comments were:

- More children would come to Abernyte
- Changes would help adults get to work, if there was transport
- There would be more resources
- It would help with climate change
- There would be more people to be friends with
- Others will think it's a good school and more children would come
- It would be better for the staff

Understanding of all the points was checked and then the pupils were asked to say what they thought of the proposal.

Five were against the proposal

11 were for the proposal

Inchtute Primary School

As their catchment area is impacted by the proposal, a session took place with a focus group from the P1 to P5 classes at Inchtute Primary School.

The format was similar to that at Abernyte.

There were 12 children forming the focus group and they understood what a catchment area was, and how it affected them at the school, with thoughtful questions about placing requests, space in school, sharing their own experiences. There were questions about moving schools, one from a pupil who lived in the area that the proposal covered (they did not want to have to move)

The pupils enjoyed the maps and showed good understanding of where the areas were and where the schools were.

Understanding of all the points was checked and then the pupils were asked to say what they thought of the proposal.

Three were against the proposal

Nine were for the proposal

Schools (Consultation) (Scotland) Act 2010

Report by HM Inspectors of Education addressing educational aspects of the proposal by Perth and Kinross Council to amend the catchment area for Abernyte Primary School to include the area north of the A90 which is currently within Inchtute Primary School catchment area.

August 2022

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to amend the catchment area for Abernyte Primary School to include the area north of the A90, which is currently within Inchtute Primary School catchment area. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the 2010 Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the schools; any other users and children likely to become pupils within two years of the date of publication of the proposal paper;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the sites of Abernyte Primary School and Inchtute Primary School, including discussion with relevant consultees.

2. Consultation process

2.1 Perth and Kinross Council undertook the consultation on its proposal with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The consultation process ran from 16 May 2022 to 29 June 2022. A public meeting was held at Inchtute Primary School on 9 June 2022 and was attended by nine members of the public. Attendees asked questions to clarify how the proposal may affect their families. The main concern raised was to have increased flexibility to allow younger siblings to attend Inchtute Primary School should older siblings already attend the school. The council received 12 responses to the online survey. Ten responses were in favour of the proposal and two against the proposal. Consultation with pupils in P1 to P5 was undertaken in the two affected primary schools on 20 June 2022. Pupils in P6 and P7 are not affected by the proposed change to the catchment area. These pupils will be at secondary school in August 2023 when the proposed change to the catchment area would be implemented. Most children in both schools were in favour of the proposal.

3. Educational aspects of proposal

3.1 Perth and Kinross Council propose to increase the catchment area of Abernyte Primary School catchment area to build a sustainable school roll.

3.2 HM Inspectors agree with the council's educational benefits statement and are confident that there is sufficient merit to amend the catchment area for Abernyte Primary School. The council's proposal provides a possible solution to secure a sustainable roll for Abernyte Primary School with minimal to no impact on Inchtute Primary School. By sustaining the roll at Abernyte Primary School, it is likely that the current two composite class structure can be maintained. HM Inspectors agree with the council that the proposal could also support a better gender balance, opportunities for cooperative teaching and increased opportunities for peer relationships.

3.3 Children, parents and staff at Abernyte Primary School who met with HM Inspectors' are in favour of the proposal. Children are very proud of their school and recognise the potential benefits from an increase in the number of children attending. They particularly welcome opportunities to have a bigger peer group. They offer a solution focused approach to any challenges that may result from more children attending their school, for example, lunch routines. Children at Abernyte Primary School would like consideration given to cloakroom and toilet facilities should the roll grow more considerably. Staff at Abernyte Primary School welcome the proposal and view it as a common sense change that could help secure the future of the school. They would like the council to consider the resourcing required to support learning and teaching across the curriculum for potentially larger year groups. Parents who spoke with HM Inspectors' are all in favour of the proposal. They are passionate about securing the future of Abernyte Primary School. They are keen that other families have the opportunity to attend and benefit from similar positive experiences their children are having. Parents are keen that any amendments to the catchment are clear and publicised well to help prevent any future uncertainty. They feel this will also help secure the future roll of the school.

3.4 Children, parents and staff at Inchtute Primary School who met with HM Inspectors' do not have any strong feelings either in favour or against the proposal. They are respectful of the views of stakeholders of Abernyte Primary School but view the proposal as having minimal or no impact on Inchtute Primary School.

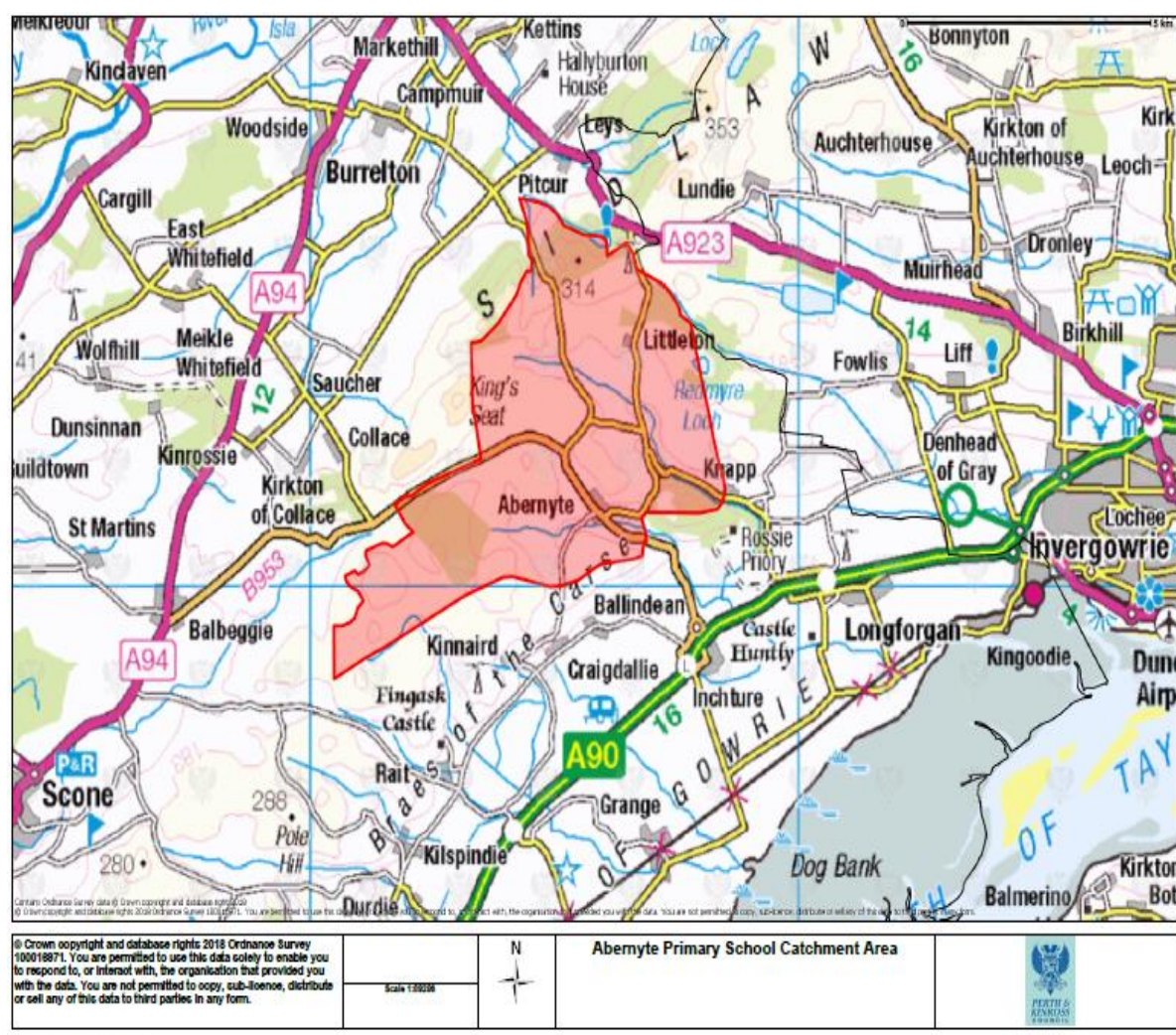
4. Summary

HM Inspectors' agree that there are potential educational benefits in the proposal to amend the catchment of Abernyte Primary School. There have been previous periods of uncertainty around the future of the school therefore measures to secure a sustainable future roll are welcome. HM Inspectors' agree with the views of stakeholders that the proposal brings potential longer term benefits to Abernyte Primary School with minimal impact to Inchtute Primary School. Should the proposal go ahead it would be helpful if the council clarified the revised catchment area in the form of a map to ensure clarity for all stakeholders.

**HM Inspectors
August 2022**

APPENDIX B

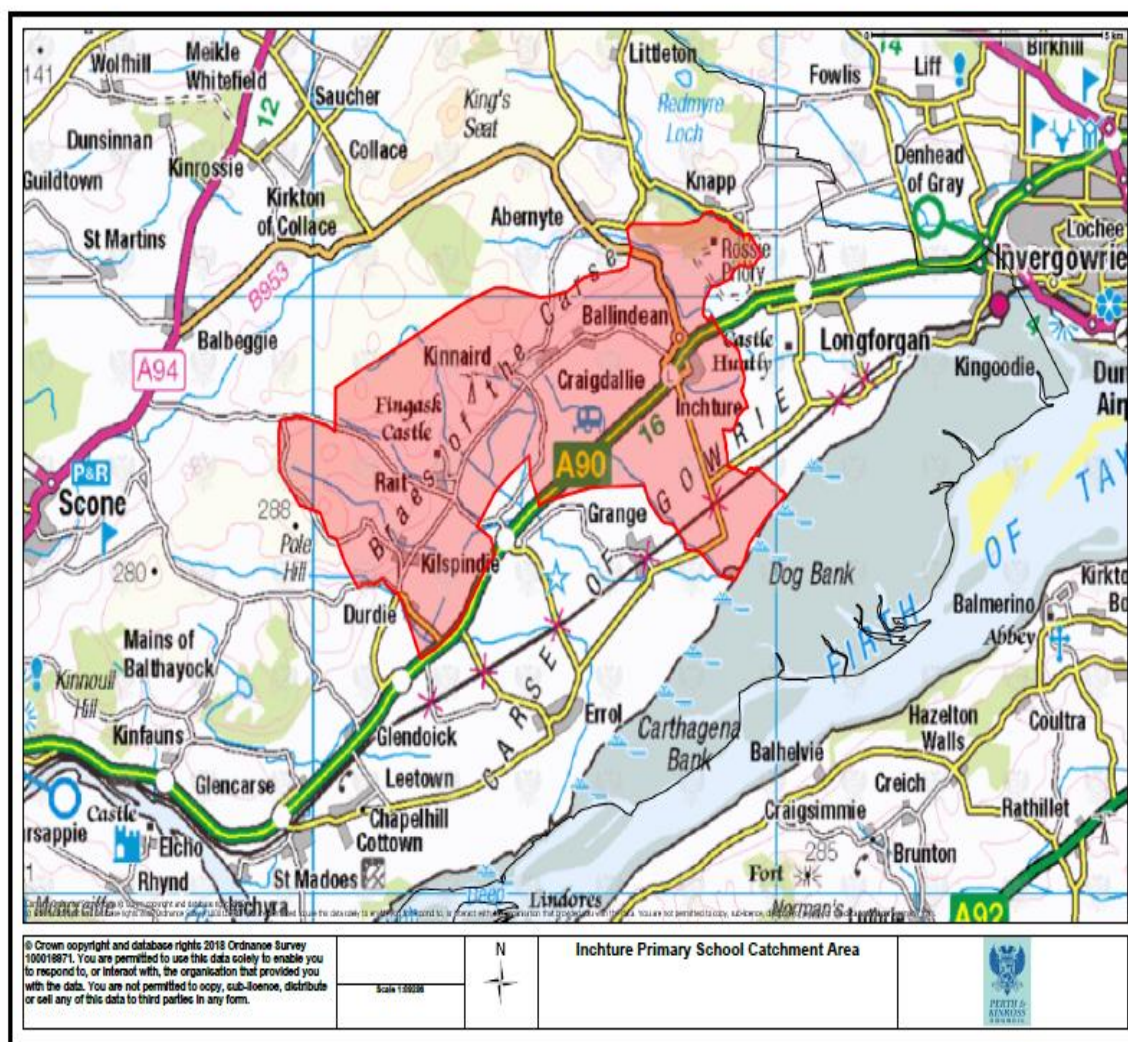
Current Catchment Area – Abernyste Primary School



made by Jodie Watt on 24 October 2018

APPENDIX C

Current Catchment Area – Inchtute Primary School



PERTH AND KINROSS COUNCIL
LEARNING & FAMILIES COMMITTEE

2 NOVEMBER 2022

STATUTORY CONSULTATION – NEW PRIMARY SCHOOL AT BERTHA PARK

Report by Executive Director (Education and Children’s Services)
(Report No. 22/265)

1. PURPOSE

- 1.1 This report informs the Learning & Families Committee of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to establish a new primary school at Bertha Park and establish a catchment area for the new primary school, as detailed in the published Consultation Report (attached as Appendix A).

2. RECOMMENDATION
<p>2.1 It is recommended that the Committee:</p> <ul style="list-style-type: none"> • Notes the contents of the Consultation Report (attached as Appendix A); • Approves the establishment of a new primary school on a preferred site at Bertha Park, Perth with effect from August 2026; • Approves the established catchment area for the new primary school as proposed; • Approves the amendment of the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School as proposed; • Approves the transfer arrangements for directly affected primary pupils to attend secondary school as proposed; and • Approves the interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026 as proposed.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Statutory Consultation Exercise
 - Section 6: Education Scotland Report
 - Section 7: Conclusion
 - Appendices

4. BACKGROUND

- 4.1 On 22 June 2016, the Council allocated funding for a new primary school within the Composite Capital Programme ([Report No. 16/277 refers](#)). This new primary school is to be built to accommodate pupil numbers from housebuilding within the strategic sites at the north and north west of Perth as it was anticipated that the catchment schools for these strategic sites would not be able to accommodate the projected pupil numbers.
- 4.2 There is a chronology of decisions leading to this report, including reports and options appraisals presented to Lifelong Learning Committee in relation to Ruthvenfield Primary School, the School Estate Transformation Programme and the new primary school at Bertha Park. These reports can provide, if required, fuller background information about the context of the decision that a new primary school is required and where that new primary school should ideally be located. These are as follows:
- August 2016 - 'Securing the Future of the School Estate' ([Report No. 16/347 refers](#)).
 - November 2016 – 'Securing the Future of the School Estate – Next Steps' ([Report 16/485 refers](#)).
 - March 2019 – School Estate Transformation Programme ([Report No.19/94 refers](#)).
 - September 2019 – 'School Estate Transformation Programme Strategic Sites North West/North Perth' ([Report No. 19/240 refers](#)).
 - 22 January 2020 - Lifelong Learning Committee ([Report No. 20/18 refers](#)).
 - 25 August 2021 - Lifelong Learning Committee ([Report No. 21/136 refers](#)).
- 4.3 Lifelong Learning Committee agreed that the Executive Director (Education and Children's Services) should commence a statutory consultation in respect of the new catchment areas and associated changes as required by the Schools Consultation (Scotland) Act 2010.
- 4.4 The duties in undertaking a statutory consultation on a relevant school proposal are outlined in the [Schools \(Consultation\) \(Scotland\) Act 2010 and the accompanying Statutory Guidance](#).
- 4.5 The main considerations relating to the proposal are fully explained in the published [Proposal Paper](#).

5. STATUTORY CONSULTATION EXERCISE

- 5.1 A link to the [Proposal Paper](#) was issued by letter to those individuals and bodies listed in the Paper. The Proposal Paper was also published on the Council's website. The number of letters issued was 848.
- 5.2 The consultation period ran from Monday 16 May 2022 until Wednesday 29 June 2022 – a period of at least 30 school days, in line with statutory requirements.

- 5.3 Two public meetings were held to discuss the proposal. The first was on Tuesday 31 May 2022 where nine members of the public attended. The second was on Monday 13 June 2022 where two members of the public attended.
- 5.4 During the consultation period, representations were sought from interested parties, either in oral or written form or electronically. An online response form and generic email account was set up by the Council to receive representations and enquiries on the proposal.
- 5.5 In all, 10 online response forms were received. Nine responses agreed with the Council's proposal and one response disagreed with the Council's proposal. However, four online responses were invalid as they failed to provide a required name, address or email address to validate the response. The six valid online responses agreed with the Council's proposal. One written representation was received which disagreed with the Council's proposal.
- 5.6 Specific consultation meetings took place with directly affected pupils at Luncarty, Pitcairn, Ruthvenfield and Tulloch Primary Schools.
- 5.7 The Consultation Report, attached as Appendix A, is the Council's response to the issues raised during the consultation period on the Proposal Paper.
- 5.8 The Consultation Report was published on the Council's website for a period of no less than 3 weeks prior to final consideration by Learning & Families Committee on 2 November 2022.

6. EDUCATION SCOTLAND REPORT

- 6.1 Education Scotland were provided with the options appraisal and proposal paper. They visited the sites of Luncarty, Pitcairn, Ruthvenfield and Tulloch Primary Schools and discussed the proposal with relevant consultees. They also received a copy of all written representations and the minutes of the public meetings. They then prepared a report on the educational aspects of the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010.
- 6.2 The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to establish a new primary school on the site of Bertha Park, Perth.
- 6.3 The Education Scotland report is reproduced in full in the Consultation Report (Appendix A, Appendix 6).
- 6.4 The report supports the proposal, and the Council welcomes the report from Education Scotland and accepts its findings.

7. CONCLUSION

7.1 The key points from the consultation are as follows:

- The report from Education Scotland acknowledges that the proposal has clear educational benefits for pupils. This includes providing a high-quality learning environment with a purpose-built design which has the potential to offer flexible learning and social spaces. The value of the new school to the local community is recognised, as well as the benefits of an additional nursery and Intensive Support Provision.
- The potential adverse impact of a change of school to a child's wellbeing has been recognised by the Council, and parents and children appreciate the Council allowing children to remain at their existing school should they wish.
- It has been acknowledged that the Council has been consulting and communicating effectively with stakeholders and should continue to engage them fully in the future planning and design stage, as well as continuing to support families through the process of transition to the new school and/or new catchment areas.
- Feedback from stakeholders generally has been that the approach developed in determining the proposed catchment areas and interim admission arrangements for Ruthvenfield Primary School has been sensible and appropriate. Stakeholders have considered the interim admission arrangements as a pragmatic approach of considering children with siblings at the school and who will reside within the new catchment in the priorities for admission. The addition of a new school at Bertha Park and the associated catchment review is considered sensible and shows a good understanding of the various communities being created with the new house building as well as showing clear connections with the existing communities for their further secondary education at Bertha Park High School.
- The Council's proposals have generally been supported by those who participated in the consultation, and the majority of those consulted have raised no issues or opposition to the proposal.

7.2 On the basis of the feedback received and taking account of the potential educational and social benefits of the proposal, it is recommended that the Committee approves the establishment of a new primary school at Bertha Park, the establishment of a catchment area for the new primary school and associated arrangements.

Authors

Name	Designation	Contact Details
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Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 October 2022

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	Yes
Risk	No
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 There are no financial implications arising from this report. The Council has allocated funding for a new primary school within the Composite Capital Programme.

Workforce

- 2.2 Not applicable.

Asset Management (land, property, IT)

- 2.3 Not applicable.

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **relevant** and actions taken to reduce or remove the following negative impacts:
- The Equality Impact Assessment did not identify that any parent, child or young person would be treated less favourably as a result of this proposal. The new primary school will comply with the Council's Accessibility Strategy and, therefore, would positively promote equal opportunities for any child who has a disability.
 - In terms of Socio-Economic Impact, the assessment identified that having a new school located in the community of Bertha Park means that it is more accessible for those who may be economically disadvantaged.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Not applicable.

Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report. The recommendations of the report comply with the requirements of the Schools Consultation (Scotland) Act 2010. The establishment of a new school fulfils the Council's duty to provide adequate and efficient education in its area, in line with the Education (Scotland) Act 1980.
- 3.5 Not applicable.

Risk

- 3.6 Not applicable.

4. Consultation

Internal

- 4.1 Consultation on this proposal has been undertaken with key stakeholders as part of the statutory consultation exercise.

External

- 4.2 This report contains full details of the Statutory Consultation exercise undertaken in respect of this proposal and this is fully detailed in Appendix A.

5. Communication

- 5.1 If Committee approves the recommendations within this report, the decision will be issued to all affected schools for communicating to parents and staff, as well as publication on the Council website. The Council will update its Geographic Information System to create and publish the amended catchment areas for the new school and affected schools in due course. The catchment maps are published on the Council website and are linked to

school registration applications where the correct catchment school is identified by pupils' home addresses in sufficient time for school registrations for Session 2026/27.

2. BACKGROUND PAPERS

- 2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

- 3.1 Appendix A – Consultation Report
Appendix B – Current Catchment Areas
Appendix C – Proposed Catchment Areas



PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES
CONSULTATION REPORT

**REPORT ON THE OUTCOME OF THE CONSULTATION RELATING TO
THE PROPOSAL TO:**

- **Establish a new primary school on a preferred site at Bertha Park, Perth;**
- **Establish a catchment area for the new primary school;**
- **Amend the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School;**
- **Establish the transfer arrangements for directly affected primary pupils to attend secondary school; and**
- **Establish interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026.**

21 September 2022

This Consultation Report has been issued by Perth and Kinross Council in accordance with the Schools (Consultation) (Scotland) Act 2010.

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PERTH AND KINROSS COUNCIL

EDUCATION AND CHILDREN'S SERVICES

This report has been prepared following consultation on the Council's proposal to:

- establish a new primary school on a preferred site at Bertha Park, Perth with effect from August 2026;
- establish a catchment area for the new primary school;
- amend the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School;
- establish the transfer arrangements for directly affected primary pupils to attend secondary school; and
- establish interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026.

Having had regard (in particular) to:

- (a) Relevant written representations received by the Council (from any person) during the consultation period;
- (b) Oral representations made to it (by any person) at the public meetings held on 31 May 2022 and 13 June 2022; and
- (c) Education Scotland's report on the proposal.

1. INTRODUCTION

This is a consultation report prepared in compliance with the Schools (Consultation) (Scotland) Act 2010 on the above proposal.

1.1 The purpose of this report is to:

- Provide a record of the total number of written responses made during the Statutory Consultation period;
- Provide a summary of the written responses;
- Provide a summary of oral representations made at the public meetings held on 31 May 2022 and 13 June 2022;
- Provide a statement of the Council's response to those written and oral representations;
- Provide the full text of Education Scotland's report and a statement of the Council's response to this report;
- State how the Council reviewed the above proposal following the representations received during the Statutory Consultation period and the report from Education Scotland; and
- Provide details of any omission from, or inaccuracy in, the [Proposal Paper](#) and state how the Council acted upon it.

2. BACKGROUND

- 2.1 On 22 June 2016, the Council allocated funding for a new primary school within the Composite Capital Programme ([Report No. 16/277 refers](#)). This new primary school is to be built to accommodate pupil numbers from housebuilding within the strategic sites at the north and north west of Perth as it was anticipated that the catchment schools for these strategic sites would not be able to accommodate the projected pupil numbers.

There is a chronology of decisions leading to this report including reports and options appraisals presented to Lifelong Learning Committee in relation to Ruthvenfield Primary School, the School Estate Transformation Programme and the new primary school at Bertha Park. These reports can be read if anyone wishes fuller background information about the background to the decision that a new primary school is required and where that new primary school should ideally be located. These are as follows;

- August 2016 - 'Securing the Future of the School Estate' ([Report No. 16/347 refers](#))
 - November 2016 - "Securing the Future of the School Estate – Next Steps" ([Report 16/485 refers](#))
 - March 2019 – School Estate Transformation Programme ([Report No. 19/94 refers](#))
 - September 2019 - "School Estate Transformation Programme Strategic Sites North West/North Perth" ([Report No. 19/240 refers](#))
 - 22 January 2020 Lifelong Learning Committee ([Report No. 20/18 refers](#)).
 - 25 August 2021 Lifelong Learning Committee ([Report No. 21/136 refers](#)).
- 2.2 In the report considered by Lifelong Learning Committee on 25 August 2021, it was agreed that the Executive Director (Education and Children's Services) commenced a statutory consultation in respect of the new catchment areas and associated changes as required by the Schools Consultation (Scotland) Act 2010.
- 2.3 The duties in undertaking a statutory consultation on a relevant school proposal are outlined in the [Schools \(Consultation\) \(Scotland\) Act 2010 and the accompanying Statutory Guidance](#).
- 2.4 Lifelong Learning Committee reports and the Proposal Paper referred to above are available on the Council's website www.pkc.gov.uk.

3. CONSIDERATIONS

- 3.1 The main considerations relating to the proposal are fully explained in the [Proposal Paper](#), and the main points are highlighted as follows:
- 3.2 The Council's Corporate Plan identifies the vision of "a confident and ambitious Perth & Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe secure and healthy environment: and a place where people and communities are nurtured and supported'.

- 3.3 This strategic approach embraces the vision for our area, our communities and our people as outlined in the Corporate Plan. Our key service priorities support the delivery of our commitments in the Community Planning Partnership's Single Outcome Agreement and Corporate Plan, helping Education and Children's Services to focus on the local outcomes that will achieve meaningful improvements for the area, our local communities and our citizens.
- 3.4 Councils have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.
- 3.5 Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value. To achieve best value and optimum efficiency, the organisation of the school estate is therefore kept under regular review, including the need for school provision and other factors, such as altering catchment areas.
- 3.6 The [Schools \(Consultation\) \(Scotland\) Act 2010](#) provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals of major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland.
- 3.7 [The Education \(Scotland\) Act 2016](#) amends the Standards in Scotland's Schools Act 2000 by adding in new duties to address inequality of outcome. These duties apply in different ways to both Scottish Ministers and Education Authorities. Where the Education Authority is making or implementing strategic decisions about school education, it is required to have due regard to the need to carry out its functions in a way which is designed to reduce inequalities of outcome. This is particularly directed in the Act towards pupils who experience those inequalities through socio-economic disadvantage, but there is also a power to extend the range of pupils who are covered by this duty.

4. REASON FOR FORMULATING THE PROPOSAL

- 4.1 There is a 30 year masterplan for housebuilding at the strategic sites of Almond Valley, Bertha Park and Perth West. In the next 10 years, based on the current Housing Land Audit (HLA), it is anticipated that 2512 houses will be built. This is estimated to generate approximately 678 primary school pupils who will need to be accommodated in schools near to where they live. Existing catchment schools will not be able to accommodate projected pupil numbers from housebuilding without the provision of a new primary school and changes being made to their catchment areas.

5. SCHOOL INFORMATION

- 5.1 Ruthvenfield Primary School is a non-denominational school situated in Ruthvenfield on the outskirts of Perth. The school roll as at Census 2021 is 60 pupils.

The catchment area currently covers a widespread rural area and is bordered by the Perth By-pass from Broxden to Crieff Road, Huntingtower Castle, Inveralmond Industrial Estate, Almondbank and round to Lochty and over to Blackruthven and Newhouse Farm on the outskirts of Perth City. The current catchment area for Ruthvenfield Primary School sits within the major housebuilding development of Almond Valley.

In addition, a part of the Perth West development (the Auld Mart) currently forms part of Ruthvenfield Primary School catchment area. A new housing development site named H319 in the Local Development Plan also forms part of Ruthvenfield Primary School catchment area and is in close proximity to Ruthvenfield Primary School. The catchment area borders the existing Perth City boundary adjacent to Tulloch Primary School's catchment area.

- 5.2 Pitcairn Primary School is a non-denominational school situated in Almondbank on the outskirts of Perth. The school roll as at Census 2021 is 92 pupils. The catchment area covers a rural area and includes the settlements of Lochty, Almondbank and Pitcairngreen. The catchment area is bordered by the primary school catchment areas of Luncarty, Logiealmond and Methven. The current catchment area includes part of the strategic development site of Bertha Park.
- 5.3 Luncarty Primary School is a non-denominational school situated approximately six miles North West of Perth, turning off the A9 at the Luncarty signpost. The school roll as at Census 2021 is 122 pupils. The school is situated in Marshall Road, which is a cul-de-sac. The school's delineated boundary extends to the River Tay in the East, from Ordie Cottage in a North Westerly line to Woodend Farm and South East to Bertha Park which falls within the strategic site for Bertha Park.
- 5.4 Tulloch Primary School is a non-denominational Perth City primary school situated in Gillespie Place, Perth. The school roll as at Census 2021 is 378 pupils. The catchment area covers the Hillyland area of Perth contained by the Crieff Road and Dunkeld Road and stretches to Inveralmond and to the boundary with Ruthvenfield.
- 5.5 As part of an [options appraisal developed](#), information was collated regarding the options considered and rejected, along with feedback received during the pre-consultation exercise.
- 5.6 The Council has engaged with stakeholders and considered other options prior to formulating its proposal.

6. THE CONSULTATION PROCESS

- 6.1 A link to the [Proposal Paper](#) was issued by letter to those individuals and bodies listed under Distribution within the document. The Proposal Paper was also published on the Council's website: www.pkc.gov.uk
- 6.2 The Proposal Paper informed consultees that the consultation period would run from Monday 16 May 2022 until Wednesday 29 June 2022 – a period of at least 30 school days.

6.3 The proposal on which consultation took place was to:

- establish a new primary school on a preferred site at Bertha Park, Perth with effect from August 2026;
- establish a catchment area for the new primary school;
- amend the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School;
- establish the transfer arrangements for directly affected primary pupils to attend secondary school; and
- establish interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026.

6.4 The requirements for consulting on a relevant proposal relating to schools are set out in the Schools (Consultation) (Scotland) Act 2010.

- A Proposal Paper was published on Monday 16 May 2022. All statutory consultees were written to providing a link to the proposal paper and details of where and how to obtain a paper copy. A copy of this document was available free of charge to the consultees listed within the document.
- The Proposal Paper was published on the Perth and Kinross Council website and was available in paper copy upon request. .
- Two public meetings were held to discuss the proposal on Tuesday 31 May 2022 and Monday 13 June 2022.
- The Consultation period ended on Wednesday 29 June 2022.
- Education Scotland's involvement consisted of the options appraisal and proposal paper documents being sent to them, and visits to the sites of Luncarty, Pitcairn, Ruthvenfield and Tulloch Primary Schools, including discussion with relevant consultees. They also received a copy of all online and representations and the minutes of the public meetings. They then prepared a report on the educational aspects of the proposal. This is attached as Appendix 6.

6.5 The following schools are affected by the proposal:

- Luncarty Primary School
- Pitcairn Primary School
- Ruthvenfield Primary School
- Tulloch Primary School

6.6 In accordance with statutory requirements and good practice, the following persons were consulted:

- The parents of the pupils and children at the affected schools
- The parents of children expected to attend the affected schools within 2 years of the date of publication of this proposal document
- The Parent Council of the affected schools
- Directly affected pupils at the affected schools
- The teaching and ancillary staff at the affected schools
- The trade union and professional association representatives of the above staff
- The Community Council
- Relevant users of the affected schools

- Elected Members of Perth and Kinross Council
- The Constituency MSPs and List MSPs covering the Constituency
- The Constituency MP
- The Executive Director, Communities, Perth and Kinross Council
- Tayside Contracts
- LiveActive Leisure
- Education Scotland

- 6.7 The number of letters issued with details of the Proposal Paper was 848.
- 6.8 During the consultation period, representations were sought from interested parties, either in oral or written form or electronically. An online response form and generic email account was set up by the Council to receive representations and enquiries on the proposal.
- 6.9 This Consultation Report is the Council's response to the issues raised during the consultation period on the Proposal Paper.
- 6.10 This Consultation Report is to be published on the Council's website for a period of no less than three weeks prior to final consideration by Learning & Families Committee on 2 November 2022.

7. THE PUBLIC MEETINGS

- 7.1 A public meeting was held in Bertha Park High School on Tuesday 31 May 2022. Nine members of the public attended. A full note of the meeting is attached as Appendix 1 which details the questions and issues raised at the meeting.
- 7.2 A second public meeting was held in Bertha Park High School on Monday 13 June 2022. Two members of the public attended. A full note of the meeting is attached as Appendix 2 which details the questions and issues raised at the meeting.

8. RESPONSES TO THE CONSULTATION EXERCISE

- 8.1 In all, 10 online response forms were received. Nine responses agreed with the Council's proposal and one response disagreed with the Council's proposal. However four online responses were invalid as they failed to provide a required name, address or email address to validate the response. The six valid online responses agreed with the Council's proposal. One written representation was received which disagreed with the Council's proposal.

The details of the respondents are contained within the Summary of Consultation Responses, attached as Appendix 3.

- 8.2 In summary, the oral and written responses and questions can be grouped broadly as follows:
- The proposal developed is a sensible approach in adapting the catchment areas.

- Families with children already attending Ruthvenfield Primary School wish to ensure that younger siblings will be able to attend the same school as their sibling.
- The proposed catchment area for Ruthvenfield Primary School includes the community of which it is the heart of, rather than splitting it down the middle.
- The interim admission arrangements take a pragmatic approach of considering children with siblings which is appreciated.
- The addition of a new school at Bertha Park and the associated catchment review shows a good understanding of the various communities being created with the new house building as well as clear connections with the existing communities for their secondary education at Bertha Park High School.
- The proposals for a new primary school will support the continued development of the Bertha Park community and support more active travel to and from school for pupils. Improved cycle routes should be included to aid safer journeys for children to attend school.
- The management of both Bertha Park High School and the new primary school should be managed by one management team.
- The houses currently in the new catchment for Ruthvenfield Primary School (less those that are planned to be developed) should be considered to be brought into catchment earlier than 2026.
- If the catchment area serving Huntingtowerfield was to be changed to the new school at Bertha Park, pupils could not walk to school as they do now. This does not help active travel and encourages use of cars which would add to congestion and pollution. Huntingtowerfield should remain in the catchment area for Ruthvenfield Primary School.

8.3 In summary, 848 letters were issued inviting comments and participation in the consultation. Ten online submissions and one written response was received in respect of the consultation and full details of these is attached as Appendix 4. Eleven members of the public attended the two public meetings to give oral representations.

8.4 Specific consultation meetings took place with directly affected pupils at Ruthvenfield, Pitcairn, Luncarty and Tulloch Primary Schools and full details of these is attached as Appendix 5.

9. EDUCATION AUTHORITY RESPONSE TO WRITTEN AND ORAL REPRESENTATIONS

9.1 **Clarification was sought regarding the new Ruthvenfield catchment area not extending to the Auld Mart and Perth West and whether this is because there is the potential for a new school to be built in Perth West.**
Housebuilding is expected to expand in the Almond Valley area so there may be a requirement for another primary school to be built at some point in the future within the 30 year plan.

As things stand, if the Council does not take steps now to reduce the catchment area of Ruthvenfield Primary School and with housebuilding continuing, there is a finite number of spaces within the school. Therefore, catchment children may not get into the school in the future and will have to be zoned to another school with space. This could mean parents may be left in a situation of not knowing where their child will go to school and those with siblings may not be able to enrol at the same school. The Council wants to avoid uncertainty for all parents and avoid the situation of siblings living in catchment not being able to attend the same school and this is reflected in the proposed catchment area to serve Ruthvenfield Primary School.

9.2 Clarification was sought regarding how many pupils the new school can accommodate.

The new primary school would have capacity for 434 pupils with 14 primary classrooms. The new school would not open initially with this number of pupils or classes. The Council will be modelling pupil numbers expected from August 2026. The Council closely monitors the Housing Land Audit for pupils from new housebuilding. Depending on how many pupils stay at their existing primary school and the number who choose to move to the new school when it opens, there could possibly be 1 or 2 classes on day one, or if all pupils move, there could possibly be 5 or 6 classes initially. The school will grow over time and the Council will be working to correlate pupil numbers in the year leading up to the new school opening. A number of children living in the strategic sites go to different schools currently, and the Council will be asking all parents in the new school catchment area of their enrolment intentions to allow class numbers and staffing to be planned for the new school opening. Registrations for the new school will begin in January 2026 for the school opening in August 2026.

9.3 Clarification was sought regarding what provision would be in place if there are any problems with recruitment for the new school and whether the children would remain in their existing school if staff could not be recruited.

The school registration process will commence in January 2026, this will give an indication of expected pupil numbers. The Council will also consider feedback from parents who will have been contacted to share their enrolment intentions and, during this period, the Council will also meet with Headteachers to assess their predicted pupil numbers. The Council has a Staffing Standard that will be applied and before the Council allocates school places the projected pupil numbers will determine what the required staffing will be as part of the annual staffing exercise. This is normal practice for planning the staffing requirements and managing vacancies for all schools for the new school session each year, and staff will be in place as required for the opening of the new school.

9.4 Clarification was sought regarding whether the school will open in August 2026 and when will building work start.

The Council has a process to follow and it is anticipated that building work would start in November 2024 and be completed in June 2026. The planning and design of the school will run concurrently with the statutory consultation. The Council will engage further with parents through the User Reference Group which will be established regarding design works, and it is expected that it will take 2 years to complete the design phase over the period October 2022 to October 2024.

9.5 It was queried if the nursery would be open in 2026.

The Council plans to open the nursery and the intensive support provision as part of the school, and all will open together in 2026.

9.6 Clarification was sought regarding projected pupil numbers for Ruthvenfield PS and Pitcairn PS and whether these would be breached.

The Council closely monitors pupil numbers during the school session. Ruthvenfield Primary School currently operates with 3 classes but has an additional classroom that could be used to accommodate a further class to accommodate additional catchment pupils. The approved capacity for Ruthvenfield Primary School is 91 pupils but this could be temporarily increased to 100 pupils, if necessary, to accommodate catchment pupils. The Council would only revert to this on an exceptional basis where catchment pupils could not be accommodated otherwise. Pitcairn Primary School does not have any unused classrooms and would potentially require temporary accommodation on site if capacity were to be breached before 2026. The pupils currently attending Pitcairn Primary School from Bertha Park would be in the proposed catchment for the new primary school and will have the option to move to the new primary school when it opens, or to remain at Pitcairn Primary School until they finish their primary education. The Council will undertake a detailed feasibility study of potential temporary accommodation which may be required, which may be at Pitcairn Primary School.

The Council has a duty to manage enrolments into Pitcairn Primary School and Ruthvenfield Primary School as it does for all schools, to ensure that there is space for catchment children, wherever possible, and to accommodate any increase in rolls without breaching physical capacity limits.

9.7 Clarification was sought regarding whether priority would always be given to existing and new catchment children to attend Ruthvenfield Primary School.

This would be the case until the new primary school is open and the new catchment areas are implemented. The Council's proposed interim admission arrangements for Ruthvenfield Primary School prioritise pupils living in the existing catchment area and then pupils living in the proposed new catchment area, and this will continue to be the case until August 2026.

9.8 A query was raised that if not enough children opted to go to the new primary school at Bertha Park, would temporary accommodation remain at Pitcairn Primary School.

No pupils would be forced to move school after they had commenced attending a particular school and the Council would honour these enrolments until the pupils left the school. If this resulted in a temporary increase in capacity and temporary accommodation, then this would remain in place until pupils had moved through the school and left or where the roll decreased, no longer requiring temporary accommodation.

9.9 Clarification was sought regarding whether there was a risk of a child not getting into Pitcairn Primary School between now until August 2026.

The Council will continue to manage enrolments until the new school is built and has a legal duty to ensure that there are enough school places for all children in Perth and Kinross. If it becomes necessary, temporary arrangements may need to be put into place for catchment children but this would not be a long term arrangement and only be in place for as long as it needed to be.

The Council's Admission Policy will continue to be applied and the proposed new arrangements would be operational from January 2026 for August 2026 enrolments.

9.10 Clarification was sought whether an older sibling can move from Pitcairn Primary School to the new primary school at Bertha Park.

This would absolutely be able to happen, and the Council recognises that moving forward, parents will start to consider this. The Council also recognises that everyone's circumstances are different and that this may depend on the individual pupil's class stage and friendship groups at the time of the new school opening, and it will be for parents to decide what they wish for their child. When the new primary school opens, pupils living in the catchment area for the new primary school may have been in another school for a number of years and choose to leave the school they started at to attend to the new primary school when it opens.

9.11 It was queried that if 150 homes are to be built in Ruthvenfield's catchment area, whether there will be space at Ruthvenfield Primary School to accommodate all potential children.

The Council uses the formula of 0.27 primary pupils per home to project future pupil numbers from housebuilding, but this can vary depending on the type and size of houses that are being built. The Council also monitors the build out rates agreed within the Housing Land Audit which sets out how many houses are to be built each year, as it will not be the case that all the houses will be built at the same time. Ruthvenfield Primary School is currently operating with 3 classes but can increase to 4 classes if required for catchment pupils to be accommodated. This could allow a maximum of 100 pupils in Ruthvenfield Primary School. Obviously, pupils will move through the school and leave, and it is important that the Council continues to manage the enrolments coming into Ruthvenfield Primary School to try to ensure that there will be space to accommodate all potential pupils living in the catchment area in the future.

9.12 Clarification was sought regarding whether any areas of the current Tulloch Primary School catchment area will become catchment for the new Primary School.

Double Dykes at Inveralmond is currently within the catchment area for Tulloch Primary School and is proposed to become part of the new Primary School catchment area.

9.13 Clarification was sought regarding whether the new Primary School would be the same size at Tulloch Primary School.

The new Primary School would have capacity for 434 pupils with 14 primary classrooms which is the same as Tulloch Primary School. Consideration has been given to the layout of the new Primary School and how to minimise noise within the open classroom layout. Similar consideration was given to the building of the new Riverside Primary School and will be applied to the building of the new Primary School in Bertha Park.

9.14 Clarification was sought regarding whether all the house building will go ahead.

Education and Children's Services must plan ahead based on the housebuilding that has been proposed and planned. The house building and build out rates will depend on the sales market position.

9.15 Clarification was sought regarding whether there is a risk that families living in Ruthvenfield Primary School catchment will want to go to the new Primary School when it opens for after school clubs and nursery, and will then move on to Bertha Park High School.

Perth and Kinross Council undertook a pre-consultation exercise where parents' views were gathered, and it was found that there was not a large number of Ruthvenfield Primary School catchment families who indicated that they wished their children to attend the new primary school. The feedback generally was that families who had children at Ruthvenfield Primary School wanted them to continue to attend Ruthvenfield Primary School. Perth and Kinross Council is aware that new schools can attract families from outwith the school's catchment area, but the number of outwith catchment pupils who would be able to attend will depend on how many classes and teachers there are in the school when the school opens. This will determine how many available places there would be for pupils from outwith the catchment area.

Parents have a legal right to apply to the school of their choice and the Council will continue to manage the pupil numbers during this time based on the Council's Admission Policy which is the case for all schools. Pupils living in the catchment area for Ruthvenfield Primary School and the new primary school are both within the catchment area for Bertha Park High School for secondary education.

9.16 A view was expressed that the houses currently in the new catchment area for Ruthvenfield Primary School should be considered to be brought into catchment early as it was not considered that it would lead to a significant volume of children that would cause an influx into the school and unlikely that they would all be eligible for the school at the same time.

The Council is proposing changes to the catchment areas of four primary schools and the timescale for all these changes is consistent with the opening of the new primary school. The Council has developed Interim Admission Arrangements for Ruthvenfield Primary School to give additional priority during the period until the new school opens to addresses which are proposed to become part of Ruthvenfield Primary School's catchment area in the future. It is considered that these interim arrangements are sufficient to ensure the management of admissions for the pupils from these areas during this period which are consistent with the Council's Admissions Policy for all schools.

It is acknowledged that a few parents may consider that this would guarantee placements in Ruthvenfield Primary School prior to the catchment area changing. However, the Council cannot guarantee placements for any pupils to attend any particular school. The Council's Admission Policy sets out that whilst the Council tries to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school. The Council has set out what it considers is reasonable Interim Admission arrangements for Ruthvenfield Primary School for addresses which are proposed to become part of Ruthvenfield Primary School's catchment area in the future and for siblings should the catchment area be amended which are in line with the Council's Admission Policy.

- 9.17 **A view was expressed that it was hoped that both Bertha Park High School and the new primary school can be managed by one management team and not duplicated, offering a better value for money proposition with less duplicated roles.**
Staffing arrangements for the new primary school will be consistent with Perth & Kinross Council Staffing Standard for primary schools and other local agreements. Consultation will be undertaken with staff, Trade Unions and professional associations where appropriate on an implementation plan for staffing the new primary school.
- 9.18 **Clarification was sought regarding why the dates for the public consultation meetings included in letter sent to parents of Ruthvenfield Primary School had passed.**
Letters were sent by Royal Mail directly to all parents/carers of pupils attending Ruthvenfield Primary School, on 12 May 2022, prior to the consultation period starting on 16 May 2022. These were sent to the addresses held on the child's school record. These letters advised of the meeting dates of 31 May 2022 and 13 June 2022 and provided more than two weeks' notice for the first meeting and four weeks' notice of the 2nd meeting. The public meeting dates were also published on the Council Website on 16 May 2022.
- 9.19 **A view was expressed that pupils living in Huntingtowerfield who attend Ruthvenfield Primary School should not have their catchment area changed to the new primary school at Bertha Park as pupils couldn't walk to school as they do now so. This would encourage a greater use of cars and would add to congestion and pollution. Pupils from Huntingtowerfield should attend Ruthvenfield Primary School and then Bertha Park for secondary school when children are old enough to walk.**
No pupils currently in attendance at Ruthvenfield Primary School would be required to move schools to transfer to the new primary school when it opens. Pupils living in Huntingtowerfield who currently walk to Ruthvenfield Primary School will be able to continue to do so until they transfer to secondary school. If the proposal is agreed, future pupils from Huntingtowerfield who live more than 2 miles from the new primary school, or where there is no safe walking route for pupils accompanied by a responsible adult, would be provided with free home to school transport and would not require to be transported by parents' cars.

10. EDUCATION SCOTLAND REPORT

- 10.1 In accordance with the Schools (Consultation) (Scotland) Act 2010, a report was produced by Education Scotland on the educational aspects of the proposal.
- 10.2 The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to establish a new primary school on the site of Bertha Park, Perth and associated matters relating to catchment areas, admission arrangements and transfer to secondary school arrangements.
- 10.3 Education Scotland visited Ruthvenfield, Pitcairn, Luncarty and Tulloch Primary Schools the week commencing 22 August 2022 to speak to relevant consultees.
- 10.4 The Education Scotland report is reproduced in full (Appendix 6).

10.5 The report supports the proposal and is summarised below:

- The council has set out clearly a number of educational benefits in its proposal paper. A new school has the potential to provide a high-quality learning environment. Stakeholders who spoke with HM Inspectors welcome the Council's commitment to designing a school which will allow spaces to be used flexibly. They are enthusiastic about the creation of different learning environments which could be used to encourage children to learn in different ways, such as through play-based, interdisciplinary and outdoor learning. Children are positive about the potential for the new school to offer a greater range of clubs and activities within their community. The new school is planned to include a nursery and Intensive Support Provision for children with complex additional needs and staff recognise the significant benefits these services will provide to children and families across the area. HM Inspectors agree that the proposed school has the potential to inspire and motivate children in their learning.
- Perth and Kinross Council recognise the potential adverse impact of a change of school to a child's wellbeing. Parents and children appreciate the Council, as part of the proposal, allowing children to remain at their existing school should they wish. Staff and children recognise that selecting a school could be difficult and that they and their families may need help to do this. A few senior leaders also identify that children changing schools in P7 may need enhanced primary to secondary transition support.
- The Council intends to establish a User Reference Group to contribute local information to support the design and development of the new school. This intended group would include staff from local schools, parents and members of the community. Should the proposal go ahead, the Council should consider how best to recruit for this group whilst the new catchment area is not yet established. They should also reflect on how children will be able to contribute their ideas for the development of the plans for the new school.
- Most of the parents who met with HM Inspectors want further information about the impact on their child's current school if a new school is built. Parents from Pitcairn Primary School and Ruthvenfield Primary School also seek clarity on the transition arrangements until the new school opens. They want to know if these schools will experience a short term increase to their school roll as additional families move into the area and if so, how the council plan to support this. A few parents of Ruthvenfield Primary School remain anxious about whether younger siblings will be offered a place at the school. The Council should continue to listen to these families and seek to address their concerns. Parents from Ruthvenfield Primary School are also worried that the proposals will lead to the school's catchment area being reduced. They are legitimately concerned that a reduction in the school roll may lead to the school being considered for closure again in the future. They seek further reassurance from the Council about how it intends to support the school to progress and thrive moving forward.
- Perth and Kinross Council has taken important steps to address the genuine concerns of parents about the school roll at Ruthvenfield Primary School. They have suggested an amendment to the school's admission arrangements until the new school opens.

This recognises the significant number of placing requests received by the school and the prioritisation of children moving into the new housing sites.

- HM Inspectors agree that the Council's proposal to build a new school at the Bertha Park site has clear educational benefits. A new school would provide a high-quality learning environment. The purpose-build design has the potential to offer flexible learning and social spaces. Stakeholders recognise the value of the new school to the local community, as well as the benefits of an additional nursery and Intensive Support Provision.
- Perth and Kinross Council should seek to support families through the transition to newly defined catchment areas. Parents value the option for their child to stay at their existing school should they wish. Stakeholders recognise this may not be an easy decision and children and families may need support through this process.
- A few parents reported to HM Inspectors that they did not find the consultation and supporting documents accessible or easy to understand.

10.6 Perth and Kinross Council's Response to Education Scotland's Report

The Council welcomes the report from Education Scotland and accepts its findings.

In response to the findings contained within the Education Scotland report, Perth and Kinross response is as follows:

10.6.1 The Council should consider how best to recruit for the User Reference Group whilst the new catchment area is not yet established. They should also reflect on how children will be able to contribute their ideas for the development of the plans for the new school.

The User Reference Group will be established with representation from the existing schools and communities serving the pupils and their families who live in the proposed new catchment area.

In respect of opportunities for children to contribute their ideas for the development of the plans for the new school, as part of preparing a strategic design brief for the new school, the Council has undertaken a pupil voice consultation. In order to learn lessons about Perth and Kinross Council's recent school designs, views from pupils at several new build primary schools were gathered. Focus groups of primary pupils at each of these schools were asked questions about their building, what they feel works well and what they feel could be improved in their learning environments so that these can be understood and considered as a part of developing a strategic direction for the design of the new primary school at Bertha Park. A pupil voice focus group will be formed with pupils from the directly affected schools which will form the catchment area for the new primary school to inform the ongoing design process and to capture the thoughts and ideas that pupils have for the new primary school.

10.6.2 Perth and Kinross Council should seek to support families through the transition to newly defined catchment areas.

If the proposals are approved, the Council will attend the affected schools following the Committee decision, offering initial meetings with parents to discuss the transition to the newly defined catchment areas and provide opportunities for individual parents to discuss any concerns or queries they may have.

As the opening of the new primary school approaches, the Council will be engaging with each individual family within the new catchment area to discuss and understand their views and potential plans for their children to either attend the new primary school or remain in their existing schools.

10.6.3 Most of the parents who met with HM Inspectors would value further information around the transition period and impact of the new school on existing provisions. Parents from Ruthvenfield Primary School also remain legitimately concerned about the long term future of their school. Moving forward, it is important that the Council continues to listen to these concerns.

The Council is committed to continuing to engage with, and listen to, the concerns of parents at Ruthvenfield Primary School. Following consideration of the proposal by Committee, officers will facilitate meetings with parents and staff to discuss the outcome and provide further information around the transition period and future admissions to the school and how these will be managed. This work will continue during the period leading up to the new primary school opening and beyond.

10.6.4 The Council should continue to consult and communicate effectively with all stakeholders to engage them fully in the future planning and design stages of the proposal.

The Council will continue to use a broad range of mechanisms for consulting and communicating with all stakeholders in the future planning and design stages. The Council has well established arrangements in place for projects such as these and will continue to build on the positive engagement opportunities which have been successful in similar school projects undertaken by the Council.

10.6.5 A few parents reported to HM Inspectors that they did not find the consultation and supporting documents accessible or easy to understand. The Council should seek to address this to ensure all stakeholders can fully engage in the process.

The Council is disappointed to note that a few parents advised that they did not find the consultation and supporting documents accessible. The Council published all documentation on its website as it is legally required to do. All parents were sent a letter by post which advised step by step how to access the documents online. In addition, the letter advised that anyone who experienced any difficulty could telephone or email the Council in order that a paper copy could be sent to them by post, or a copy emailed directly to them. The Council was not contacted by any parents advising they could not access the documents. It is noted that a few parents also advised that they did not find the documents easy to understand. This is regrettable and it is acknowledged that much of the required content of these documents is determined by the Schools (Consultation) (Scotland) Act 2010. The format of the documentation has been in use since 2010 for all statutory consultations relating to relevant school proposals and the Council will seek to review and amend future documentation to simplify this, where possible.

11. ALLEGED OMISSIONS OR INACCURACIES

11.1 Section (10) (3) of the 2010 Act also places a requirement on the Council to provide details of any inaccuracy or omission within the Proposal Paper which has either been identified by the Council or raised by consultees.

This section of the 2010 Act also requires the Council to provide a statement on the action taken in respect of the inaccuracy or omission, or, if no action was taken, to state that fact and why.

- 11.2 In the course of the consultation exercise, there were no areas identified by respondents as being inaccurate or omitted from the Proposal Paper during the consultation period.

12. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

- 12.1 Section 9(1) of the Schools (Consultation) (Scotland) Act 2010 states that: After the Education Authority has received Education Scotland's report, the Authority is to review the relevant proposal having regard (in particular) to:
- (i) written representations received by the Authority (from any person) during the consultation period;
 - (ii) oral representations made to it (by any person) at the public meetings; and
 - (iii) Education Scotland's report.
- 12.2 Following receipt of the Education Scotland report, six online representations, one written representations and oral representations made at the two public meetings held during the consultation period, officers reviewed the proposals.
- 12.3 The feedback from the consultation was considered by officers where all the questions and comments raised were considered in detail. This ensured that the Council met the requirements to review the proposal under section 9(1) and 13(5) of the 2010 Act.
- 12.4 Officers of the Education Authority have listened carefully to the points made at the public meeting and have considered equally carefully the Education Scotland report and the online representations. The proposal was reviewed to consider whether any of the representations led the Council to reconsider other options as being reasonable alternatives to the proposal.
- 12.5 None of the representations led officers to conclude that there were any other reasonable alternatives to the proposal, nor that the proposal should be reconsidered.
- 12.6 The educational benefits were reviewed in respect of the Education Scotland report and representations made.
- 12.7 There were no factors included in the Education Scotland report or representations made requiring any aspect of the educational benefits to be reconsidered.
- 12.8 Having reviewed the Education Scotland report and feedback from consultees, officers concluded that the basis of the original proposal continues to be the most appropriate response to establishing a new primary school, establishing a catchment area for the new primary school and the associated arrangements for interim admissions and transfer to secondary school for affected pupils.

- 12.9 It is considered that the proposal sets out a clearly defined catchment area to serve the new primary school, makes appropriate adjustments to the existing school catchment areas serving Ruthvenfield, Pitcairn, Luncarty and Tulloch Primary Schools. The proposal also provides appropriate interim admission arrangements for Ruthvenfield Primary School until the new primary school opens, and provides clarity on the transfer arrangements for directly affected pupils to attend secondary school.

13. LEGAL ISSUES

- 13.1 The Council has complied in full with the requirements of the Schools (Consultation) (Scotland) Act 2010 throughout this statutory consultation.
- 13.2 The Council is mindful of its duties in respect of equality and the Equality Impact Assessment did not identify that any parent, child or young person would be treated less favourably as a result of this proposal. The new primary school will comply with the Council's Accessibility Strategy and, therefore, would positively promote equal opportunities for any child who has a disability.

In terms of Socio Economic Impact, the assessment identified that having a new school located in the community of Bertha Park means that it is more accessible for those who may be economically disadvantaged.

- 13.3 Under the terms of the Schools (Scotland) (Consultation) Act 2010, it is a legal requirement that the Council should not reach any formal decision without waiting until a period of three weeks starting on the day on which this Consultation Report is published in electronic and printed form has expired.
- 13.4 As it is the intention that this Consultation Report should be published, both electronically and in written form, if required, on 26 September 2022, this meets the statutory requirement to publish this report for more than three weeks before consideration of the proposal by Learning & Families Committee on 2 November 2022.

14. PERSONNEL IMPLICATIONS

- 14.1 Staffing arrangements for the new primary school will be consistent with Perth & Kinross Council Staffing Standard for primary schools and other local agreements. Consultation will be undertaken with staff, Trade Unions and professional associations where appropriate on an implementation plan for staffing the new primary school.

15. CONCLUSION

- 15.1 The Council now has 4 broad options to consider, namely:
- (a) adopt the proposal;
 - (b) withdraw the proposal;
 - (c) amend the proposal in some way which allows the proposal to proceed; or
 - (d) amend the proposal significantly and undertake a further consultation exercise on a new proposal.

- 15.2 Education Scotland has identified that the proposal to build a new school at the Bertha Park site has clear educational benefits. A new school has the potential to provide a high-quality learning environment. The purpose-build design has the potential to offer flexible learning and social spaces. Stakeholders recognise the value of the new school to the local community, as well as the benefits of an additional nursery and Intensive Support Provision.
- 15.3 If the Council adopts the proposal, it is understood that the educational benefits set out in the Proposal Paper would likely materialise.
- 15.4 The key points that have been highlighted during the consultation period are as follows:
- The report from Education Scotland acknowledges that the proposal has clear educational benefits for pupils. This includes the potential to provide a high-quality learning environment with purpose-build design which has the potential to offer flexible learning and social spaces. The value of the new school to the local community is recognised, as well as the benefits of an additional nursery and Intensive Support Provision.
 - The potential adverse impact of a change of school to a child's wellbeing has been recognised by the Council, and parents and children appreciate the Council allowing children to remain at their existing schools should they wish.
 - It has been acknowledged that the Council has been consulting and communicating effectively with stakeholders and should continue to engage them fully in the future planning and design stage, as well as continuing to support families through the process of transition to the new school and/or new catchment areas.
 - Feedback from stakeholders generally has been that the approach developed in determining the proposed catchment areas and interim admission arrangements for Ruthvenfield Primary School has been sensible and appropriate.
 - Stakeholders have considered the interim admission arrangements for Ruthvenfield Primary School as a pragmatic approach to considering children with siblings at the school and those who will reside within the proposed new catchment in determining the priorities for admission to the school. The addition of a new school at Bertha Park and the associated catchment review is considered sensible and shows a good understanding of the various communities being created with the new house building as well as showing clear connections with the existing communities for their further secondary education at Bertha Park High School.
 - The Council's proposals have generally been supported by those who participated in the consultation, and the majority of those consulted have raised no issues or opposition to the proposal.

16. RECOMMENDATIONS

16.1 On the basis of the feedback received and taking account of the educational and social benefits of the proposal, it is recommended that the Council approves:

- the establishment of a new primary school on a preferred site at Bertha Park, Perth with effect from August 2026;
- the established catchment area for the new primary school as proposed;
- the amendment of the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School as proposed;
- the transfer arrangements for directly affected primary pupils to attend secondary school as proposed; and
- the interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026 as proposed.

Sheena Devlin
Executive Director (Education and Children's Services)
21 September 2022



Education & Children's Services

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Statutory Consultation Public Meeting

Minute of meeting held on Tuesday 31 May 2022
at 7:00p.m. in Bertha Park High School

Present:

Councillor John Rebbeck	Convener, Learning & Families Committee
Sheena Devlin	Executive Director (Education & Children's Services)
Karen Robertson	Service Manager – Business Services
Evelyn Gilruth	Team Leader – Resource Management

Present:

Gill Innes – Minutes	Perth and Kinross Council
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9 members of the public

Welcome and Introductions

Karen Robertson opened the meeting and welcomed the members of public in attendance to the Statutory Consultation Public Meeting. Karen Robertson introduced herself and the panel to the members of the public and thanked them for attending.

Format of meeting

Karen Robertson then explained the format the meeting would follow.

The Proposal

Karen Robertson explained the consultation proposal to the attendees. The Council proposes to:

- Establish a new primary school on a preferred site at Bertha Park, Perth;
- Establish a catchment area for the new primary school;
- Amend the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School;
- Establish the transfer arrangements for directly affected primary pupils to attend secondary school; and
- Establish interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026.

Presentation

Karen Robertson gave a [presentation](#) explaining the proposal in further detail and explained the background to the proposal and the reasons a new primary school is required. This proposal relates to the provision of a new, additional primary school in Perth and Kinross. The presentation outlined the current arrangements and the proposed catchment area for the new school. It was explained that the proposed timeline for the new primary school opening was August 2026. The presentation outlined the proposed interim admission arrangements and anticipated educational benefits.

Karen Robertson then went on to explain the statutory consultation process including the legal framework, consideration by Learning & Families Committee, the statutory consultation period and the different ways in which representations from interested parties could be made as the first part of the consultation process. Karen Robertson then went on to explain the next stages of the process which includes the involvement of Education Scotland, the preparation and publication of the consultation report and the final decision made by the Learning & Families Committee, currently anticipated to be November 2022.

Karen Robertson then opened up the meeting to any questions, comments or observations from the floor.

Q. The new Ruthvenfield catchment area does not extend to the Auld Mart and Perth West, is this because there is the potential for a new school to be built in Perth West?

A. Karen Robertson advised that housebuilding is expected to expand in the Almond Valley area so there may be a requirement for another primary school to be built at some point in the future within the 30 year plan. As things stand, if the Council does not take steps now to reduce the catchment area of Ruthvenfield Primary School and with housebuilding continuing, there is a finite number of spaces within the school. Therefore, catchment children may not get into the school in the future and will have to be zoned to another school with space. This could mean parents may be left in a situation of not knowing where their child will go to school and those with siblings may not be able to enrol at the same school. The Council wants to avoid uncertainty for all parents and avoid the situation of siblings living in catchment not being able to attend the same school.

Q. How many pupils can the new school accommodate?

A. Karen Robertson advised that the new primary school would have capacity for 434 pupils with 14 primary classrooms. The new school would not open initially with this number of pupils or classes. The Council will be modelling pupil numbers expected on day one. The Council closely monitors the Housing Land Audit for pupils from new housebuilding, and depending on how many pupils stay at their existing primary school and the number who choose to move to the new school when it opens, there could possibly be 1 or 2 classes on day one, or if all pupils move, there could possibly be 5 or 6 classes.

The school will grow over time and the Council will be working on correlating pupil numbers in the year leading up to the new school opening. A number of children living in the strategic sites go to different schools currently, and the Council will be asking all parents in the new school catchment area of their enrolment intentions to allow class numbers and staffing to be planned for the new school opening. Registration for the new school will begin in January 2026 for the school opening in August 2026.

Q. What provision would be in place if there are any problems with recruitment for the new school? Will the children remain in their existing schools?

A. Karen Robertson advised that the school registration process will commence in January 2026, this will give an indication of expected pupil numbers.

The Council will also consider feedback from parents who will have been contacted to share their enrolment intentions and during this period we will also meet with Headteachers to assess their predicted pupil numbers. The Council has a Staffing Standard that will be applied and before the Council allocates school places the projected pupil numbers will determine what the required staffing will be as part of the annual staffing exercise. This is normal practice for planning the staffing requirements for all schools for the new school session each year and staff will be in place as required for the opening of the new school.

Q. If this new school is to open in August 2026, when will building work start?

A. Karen Robertson and Evelyn Gilruth jointly advised that the Council's Project Support Team have a process to follow, and it is anticipated that building work would start in November 2024 and complete in June 2026. The planning and design of the school will run concurrently with the statutory consultation. The Council will engage further with parents through the User Reference Group which will be established regarding design works, and it is expected that it will take 2 years to complete the design phase over the period October 2022 to October 2024.

Q. Will the nursery open in 2026?

A. Karen Robertson advised that the Council plans to open the nursery and the intensive support provision as part of the school, and all will open together.

Q. When will projected pupil numbers for Ruthvenfield PS and Pitcairn PS be breached?

A. Karen Robertson advised that the Council closely monitors pupil numbers during the school session. Ruthvenfield Primary School currently operates with 3 classes but has an additional classroom that could be used to accommodate a further class to accommodate additional catchment pupils. The approved capacity for Ruthvenfield Primary School is 91 pupils but this could be temporarily increased to 100 pupils, if necessary, to accommodate catchment pupils. The Council would only revert to this on an exceptional basis where catchment pupils could not be accommodated otherwise. Pitcairn Primary School does not have any unused classrooms and would potentially require temporary accommodation on site if capacity were to be breached before 2026. The pupils currently attending Pitcairn Primary School from Bertha Park would be in the proposed catchment for the new primary school. The Council is still to undertake a detailed feasibility study of potential temporary accommodation which may be required, and which may be at Pitcairn Primary School.

The Council has a duty to manage enrolments into Pitcairn Primary School and Ruthvenfield Primary School as it does for all schools, to ensure that there is space for catchment children, wherever possible, and to accommodate any increase in rolls without breaching physical capacity limits.

Q. Would priority always be given to existing and new catchment children?

A. Karen Robertson responded to confirm that this would be the case as the Council's proposed interim admission arrangements are to prioritise pupils living in the existing catchment area and then pupils living in the proposed new catchment area.

Q. If not enough children opted to go to the new primary school at Bertha Park, would temporary accommodation remain at Pitcairn Primary School?

A. Karen Robertson advised that no pupils would be forced to move school after they had commenced attending a particular school and the Council would honour these enrolments until the pupils left the school.

If this resulted in a temporary increase in capacity and temporary accommodation, then this would remain in place until pupils had moved through the school and left or where the roll decreased, no longer requiring temporary accommodation.

Q. Is there a risk for a child not getting into Pitcairn Primary School from now until August 2026?

A. Karen Robertson advised that the Council would continue to manage enrolments until the new school is built and has a legal duty to ensure that there are enough school places for all children in Perth and Kinross. If it becomes necessary, temporary arrangements may need to be put into place for catchment children but this would not be a long term arrangement and only be in place for as long as it needed to be. The Council's Admission Policy will continue to be applied and the proposed new arrangements would be operational from January 2026 for August 2026 enrolments.

Q. Can an older sibling move from Pitcairn Primary School to the new primary school at Bertha Park?

A. Karen Robertson responded that this would absolutely be able to happen and advised that the Council recognises that moving forward parents will start to consider this. The Council also recognises that everyone's circumstances are different and that this may depend on the individual pupil's class stage and friendship groups at the time of the new school opening, and it will be for parents to decide what they wish for their child. When the new primary school opens, pupils may have been in a school for a number of years and choose to leave the school they started at to go to the new primary school.

Councillor Rebbeck, Convener, Learning & Families Committee shared with the parents attending that it was nice to see them and noted that he was keen to get their views as there would be a lot of nuances over the next 4 years. Councillor Rebbeck advised the parents of the importance to feedback into this consultation, confirming that the final decision is made by Elected Members who would pay attention to what is said during the consultation.

Sheena Devlin, Executive Director (Education & Children's Services) added that it was not possible to predetermine the outcome of the consultation until we have gone through each stage, and that the process is understandably long with a multi-million pound investment.

Sheena Devlin noted that this was an exciting and good news story and that the Council have put together a proposal to get the best fit for as many pupils as possible.

Sheena Devlin encouraged parents to look at the PKC web page relating to the consultation and to share their views, advising that all information received will be provided to Elected Members for their consideration to allow them to make a full and informed decision.

Karen Robertson thanked everyone for attending and closed the meeting.



Education & Children's Services

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Statutory Consultation Public Meeting

Minute of meeting held on Monday 13 June 2022
at 7:00p.m. in Bertha Park High School

Present:

Councillor John Rebbeck
Sharon Johnston
Karen Robertson

Convener, Learning & Families Committee
Head of Education and Learning
Service Manager – Business Services

Present:

Jodie Watt – Minutes

Perth and Kinross Council

2 members of the public

Welcome and Introductions

Karen Robertson opened the meeting and welcomed the members of public in attendance to the Statutory Consultation Public Meeting. Karen Robertson introduced herself and the panel to the members of the public and thanked them for attending.

Format of meeting

Karen Robertson then explained the format the meeting would follow.

The proposal

Karen Robertson explained the consultation proposal to the attendees. The Council proposes to:

- Establish a new primary school on a preferred site at Bertha Park, Perth;
- Establish a catchment area for the new primary school;
- Amend the catchment areas of Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School;
- Establish the transfer arrangements for directly affected primary pupils to attend secondary school; and
- Establish interim admission arrangements for Ruthvenfield Primary School until the new primary school opens in August 2026.

Presentation

Karen Robertson gave a [presentation](#) explaining the proposal in further detail and explained the background to the proposal and the reasons a new primary school is required. This proposal relates to the provision of a new, additional primary school in Perth and Kinross.

The presentation outlined the current arrangements and the proposed catchment area for the new school. It was explained that the proposed timeline for the new primary school opening was August 2026. The presentation outlined the proposed interim admission arrangements and anticipated educational benefits.

Karen Robertson then went on to explain the statutory consultation process including the legal framework, consideration by Learning & Families Committee, the statutory consultation period and the different ways in which representations from interested parties could be made as the first part of the consultation process. Karen Robertson then explained the next stages of the process which includes the involvement of Education Scotland, the preparation and publication of the consultation report and the final decision made by the Learning & Families Committee, currently anticipated to be November 2022.

Karen Robertson then opened up the meeting to any questions, comments or observations from the floor.

Q. If 150 homes are to be built in Ruthvenfield's catchment area, will there be space at Ruthvenfield Primary School to accommodate all potential children?

A. Karen Robertson advised that the formula of 0.27 primary pupils per home is used to project future pupil numbers from housebuilding, but this can vary depending on the type and size of houses that are being built. The Council also monitors the build out rates agreed within the Housing Land Audit which sets out how many houses are to be built each year, as it will not be the case that all the houses will be built at the same time. Ruthvenfield Primary School is currently operating with 3 classes but can increase to 4 classes if required for catchment pupils to be accommodated. This could allow a maximum of 100 pupils in Ruthvenfield Primary School. Obviously, pupils will move through the school and leave, and it is important that the Council continues to manage the enrolments coming into Ruthvenfield Primary School to try to ensure that there will be space to accommodate all potential pupils living in the catchment area in the future.

Q. We are slightly unclear of the current catchment area of Ruthvenfield Primary School.

A. Karen Robertson explained the catchment area of Ruthvenfield Primary School using a map from the PowerPoint presentation.

Q. Will any areas of the current Tulloch Primary School catchment area become catchment for the new Primary School?

A. Karen Robertson advised that Double Dykes is currently within Tulloch Primary School's catchment area and is proposed to become part of the new Primary School catchment area. Karen Robertson explained this using a map from the PowerPoint presentation.

Q. Will the new Primary School be the same size at Tulloch Primary School?

A. Karen Robertson advised that the new Primary School would have capacity for 434 pupils with 14 primary classrooms. The new school would not open initially with this number of pupils or classes. The Council will be modelling pupil numbers expected on day one. The Council closely monitors the Housing Land Audit for pupils from new housebuilding, and depending on how many pupils stay at their existing primary school and the number who choose to move to the new school when it opens, there could possibly be 1 or 2 classes on day one, or if all pupils move, there could possibly be 5 or 6 classes. The school will grow over time and the Council will be working on correlating pupil numbers in the year leading up to the new school opening.

Sharon Johnston shared that consideration has been given to the layout of the new Primary School and how to minimise noise within the open classroom layout. Similar consideration was given to the building of the new Riverside Primary School and will be applied to the building of the new Primary School in Bertha Park.

Q. Will all the house building go ahead?

A. Councillor Rebbeck, Convener, Learning & Families Committee advised that as an Education Service we must plan ahead based on the housebuilding that has been proposed and planned. The house building will depend on the sales market position.

Q. Is there a risk that families living in Ruthvenfield Primary School catchment will want to go to the new Primary School when it opens for after school clubs and nursery, and will then move on to Bertha Park High School?

A. Karen Robertson advised that Perth and Kinross Council undertook a pre consultation exercise where parents' views were gathered, and it was found that there was not a large number of Ruthvenfield Primary School catchment families who indicated that they wished their children to attend the new Primary School. The feedback generally was that families who had children at Ruthvenfield Primary School wanted them to continue to attend Ruthvenfield Primary School. Perth and Kinross Council is aware that new schools can attract families from outwith the school's catchment area, but the number of outwith catchment pupils who would be able to attend will depend on how many classes and teachers there are in the school when the school opens. This will determine how many available places there would be for pupils from outwith the catchment area. Parents have a legal right to apply to the school of their choice and the Council will continue to manage the pupil numbers during this time based on the Council's Admission Policy which is the case for all schools.

There being no further questions or comments, Karen Robertson thanked everyone for attending and closed the meeting.



Perth & Kinross Council

Education and Children's Services

New Primary School at Bertha Park

Summary of Consultation Responses

The statutory consultation on the proposal to establish a new primary school and catchment area at Bertha Park commenced on Monday 16 May 2022 and closed on Wednesday 29 June 2022.

Details of the proposal document were issued to the list of consultees contained within the Proposal Paper. 848 letters were issued with a link to the proposal paper and details of where and how to obtain a paper copy. The Proposal Paper was also published on the Council website.

A specific email address was set up for representations and enquiries. This was in addition to the usual methods of submitting representations. An online response form was set up on the consultation webpage.

Online Response Forms

10 online response forms were received. 9 responses agreed with the Council's proposal and 1 disagreed with the Council's proposal. However 4 responses were invalid as they failed to provide a required name, address or email address to validate the response.

RESPONDENT GROUP	NUMBER OF RESPONSES	AGREE	DISAGREE
Parents	4	4	-
Pupils	1	1	-
Staff	-	-	-
Elected Members	-	-	-
Parent Councils	-	-	-
Community Members	-	-	-
Grandparents	-	-	-
Trade Unions	-	-	-
Other	1	1	-
Not disclosed (Invalid)	4	3	1
Total	10	9	1
Validated Total	6	6	-

Public Meetings

As part of the statutory consultation process, 2 public meetings were held on 31 May 2022 and 13 June 2022 at Bertha Park High School. The same presentation was given at each meeting.

Tuesday 31 May 2022 – Bertha Park High School

Attended by 9 members of the public.

The questions and comments were around:

- Ruthvenfield Primary School's proposed catchment area not including Auld Mart and Perth West and whether there was the potential for a new school to be built in Perth West in the future.
- The size of the new primary school.
- What provision would be made if there were problems recruiting staff for the new primary school.
- When building work will start for the new school opening in August 2026.
- If the nursery will also open in August 2026.
- When will Ruthvenfield Primary School and Pitcairn Primary School breach capacity.
- Whether priority will be given to existing and new catchment area pupils to attend Ruthvenfield Primary School.
- Whether temporary accommodation would remain at Pitcairn Primary School if pupils did not opt to move to the new primary school.
- Whether there was a risk that pupils will not be able to attend Pitcairn Primary School before the new primary school opens.
- Whether older siblings could move from Pitcairn Primary School to the new primary school when it opens.

Monday 13 June 2022 – Bertha Park High School

Attended by 2 members of the public.

The questions and comments were around:

- The planned housebuilding in Ruthvenfield Primary School's catchment area and whether the school would have capacity for all potential pupils.
- The current catchment area of Ruthvenfield Primary School.
- Which areas of Tulloch Primary School's current catchment area would become catchment for the new primary school.
- Whether the new primary school will be the same size as Tulloch Primary School.
- Whether all planned housebuilding will go ahead.
- Whether families living in Ruthvenfield Primary School's catchment area may choose to attend the new primary school to access nursery and out of school provision.

Written Representations

During the consultation period between 16 May 2022 and 29 June 2022, representations were invited from statutory consultees and interested parties. 1 written response was received in total:

RESPONDENT GROUP	NUMBER OF RESPONSES	AGREE	DISAGREE
Grandparents	1		1

The written representation stated they did not agree with the proposals.

The comments were around:

- Why would the catchment area serving Huntingtowerfield be changed to the new school at Bertha Park.

- Pupils could not walk to school as they do now so if green active travel is to be considered then this does not help. More use of cars would add to congestion and pollution.
- Huntingtowerfield should remain in the catchment area for Ruthvenfield Primary School and then Bertha Park for secondary school when children are old enough to walk.
- Ruthvenfield Primary is a lovely rural school offering a good education to local children and is part of our community. Bertha Park would not give this.

Comments Received on Response Forms

The comments were around:

- The proposals developed is a sensible approach in adapting the catchment areas.
- Families with children already attending Ruthvenfield Primary School wish to ensure that younger siblings will be able to attend the same school as their sibling.
- It is important for families living in the village of Ruthvenfield who are currently within the catchment area for Tulloch Primary School, for their children to attend the same school in the community in which they live.
- The catchment review takes the sensible approach of building a catchment for Ruthvenfield Primary School that includes the community of which it is the heart rather than splitting it down the middle.
- The interim admission arrangements take the pragmatic approach of considering children with siblings at the school and who will reside within the new catchment in the priorities for placement are appreciated.
- The addition of a new school at Bertha Park and the associated catchment review is very sensible and shows a good understanding of the various communities being created with the new house building as well as showing clear connections with the existing communities for their further secondary education at Bertha Park High School.
- The proposals for a new primary school which will support the continued development of the Bertha Park community are welcomed and the catchment area changes seem to be reasonable and support more active travel to and from school for pupils.
- It is hoped that both Bertha Park High School and the new primary school can be managed by one management team and not duplicated, therefore, offering a better value for money proposition with less duplicated roles.
- The houses currently in the new catchment for Ruthvenfield Primary School (less those that are planned to be developed) should be considered to be brought into catchment early. Ruthvenmill View and The Orchard would not have a significant volume of children that would cause an influx into the school.
It would also be unlikely that they would all be eligible for the school at the same time if they were brought into catchment early.
- Improved cycle routes should be included around the school to aid safer journeys for children to both schools.

Pupil Consultation

Consultation with pupils in stages P1 - P3 was undertaken in the 4 directly affected primary schools. Pupils in P4 - P7 are not affected by the new primary school as these pupils will be at secondary school in August 2026 when the new primary school opens. The consultation took place on 21 and 22 June 2022.

Ruthvenfield Primary School

19 pupils from P1 to P3 were involved in the session. Comments were around where the individual children lived, whether they would have to move school and whether Ruthvenfield Primary School would be closed.

14 agreed with the proposal and 5 were against the proposal.

Pitcairn Primary School

41 pupils from P1 to P3 were involved in the sessions. Questions were around moving school, not wanting too many children in Pitcairn Primary School, and why the Council is moving catchment boundaries.

37 agreed with the proposal and 4 were against the proposal.

Luncarty Primary School

This was undertaken as a focus group session as the proposed changes have a lesser impact for Luncarty Primary School, with representatives from P1, P2 and P3. There were 15 pupils in this session. They discussed catchment areas, the new house building, and what any impact would be on them and their school.

12 agreed with the proposal and 3 were against the proposal.

Tulloch Primary School

This was undertaken as a focus group session as the proposed changes have a lesser impact for Tulloch Primary School, with representatives from P1, P2 and P3. There were 13 pupils in this session. They discussed catchment areas, the new house building, and what any impact would be on them and their school.

11 agreed with the proposal and 2 were against the proposal.

Online and Written Responses

I hope that both Bertha Park High School and the new primary school can be managed by ONE management team and not duplicated therefore offering a better value for money proposition with less duplicated roles.

I welcome the proposals for a new primary school which will support the continued development of the Bertha Park community and the catchment area changes seem to be reasonable and support more active travel to and from school for pupils.

We live in the village of Ruthvenfield a [REDACTED] walk from the school and yet as a result of the existing catchment are currently expected to send our children to Tulloch a 26 min (2km) walk away. Our [REDACTED] eldest children have been fortunate enough to have successful applications to attend the school, our youngest will be due to register in [REDACTED]. It is really important for us for our children to attend the same school in the community in which we live. This new catchment review takes the sensible approach of building a catchment for Ruthvenfield school that includes the community of which it is the heart rather than splitting it down the middle. We also appreciate the interim admission arrangements which take the pragmatic approach of considering children with siblings at the school and who will reside within the new catchment in the priorities for placement. The addition of a new school at Bertha Park and the associated catchment review is very sensible and shows a good understanding of the various communities being created with the new house building as well as showing clear connections with the existing communities for their further secondary education at Berth Park High school. We are in firm agreement that the proposed approaches are the right ones for our children and to build strong foundations for the communities which they support. Thank You.

I believe that what has been developed is a sensible approach in adapting the catchment areas. My primary concern was around the catchment areas for Ruthvenfield Primary. Specifically the estate directly across from the school at [REDACTED] as I am purchasing a property in this area with a view that my [REDACTED] will be able to attend the school , the same school as his [REDACTED].

Improved cycle routes around the school to aid safer journeys for children to both schools

I believe for the houses currently in the new catchment (less those that are in plan to be developed) should be considered to be brought into catchment early. I dont believe that the area of Ruthvenmill View and the Orchard would have significant volume of Children that would cause an influx into the school. It would also be unlikely that they would all be eligible for the school at the same time if they were brought into catchment. In addition it was advised that the school currently works to a 2m per child rule and this could be flexed to 1.7 even in the unlikely event that this was going to cause and issue.

Firstly I would like to ask why are dates for public consultation included in letter sent to parents of Ruthvenfield primary school are past? Not very helpful! I live in Huntingtowerfield as does my [REDACTED] and [REDACTED] attends Ruthvenfield school along with many of [REDACTED] friends who also live in Huntingtowerfield. Why would catchment area be changed to proposed new school at Bertha Park? [REDACTED] couldn't walk to school as [REDACTED] does now so if green active travel is to be considered then this does not help. More use of cars would add to congestion and pollution. I have no problem with new catchment areas being made but Huntingtowerfield should be included in Ruthvenfields and then Bertha Park for secondary school when children are old enough to walk!

Ruthvenfield primary is a lovely rural school offering a good education to local children and is part of our community. Bertha Park would not give this. Please consider these arguments when making any decisions.

New School at Bertha Park Catchment Review Pupil Consultations – 21 and 22 June 2022

Anne Lemon, Quality Improvement Officer and Lorna Hamilton, Project Manager visited the four schools impacted by the formation of a catchment area for the new primary school, and the revision of the existing catchment areas.

Ruthvenfield Primary School

19 pupils from P1 to P3 were involved in the consultation exercise. The session focussed on the meaning of catchment areas, and checking the pupils' understanding of what this meant in terms of their school and other schools involved.

Discussion took place around what a change to the catchment area, as outlined in the proposal, would mean for these pupils, and any future pupils.

The pupils had opportunity to look at maps, and to ask questions and make comments.

Comments were around where the individual children lived, and whether they would have to move.

There was a question asking whether Ruthvenfield would be closed down.

Discussion took place around different sizes of schools, different sizes of catchment areas, and the new houses that were being built.

The pupils enjoyed the maps and showed good understanding of where the areas were and where the schools were.

Understanding of all the points was checked and then the pupils were asked to say what they thought of the proposal.

Voting was secret, to allow the pupils to make their own decisions.

Five were against the proposal

14 were for the proposal

Pitcairn Primary School

Due to the numbers involved, the sessions were split between classes, to encompass all P1, P2 and P3 pupils.

41 children were involved in the sessions.

The format was similar to that at Ruthvenfield.

The pupils understood what a catchment area was, and how it affected them at the school.

Questions were around moving school, not wanting too many children in Pitcairn, and why we were moving boundaries.

The pupils enjoyed the maps and showed good understanding of where the areas were and where the schools were.

Understanding of all the points was checked and then the pupils were asked to say what they thought of the proposal.

Four were against the proposal

37 were for the proposal

Luncarty Primary School

As the changes for Luncarty Primary would have a lesser impact than those of Ruthvenfield and Pitcairn, this was conducted as a focus group session, with representatives from P1, P2 and P3.

There were 15 pupils in this session, and the format followed that used at the other schools. They discussed catchment areas, the new house building, and what any impact would be on them and their school.

Maps were left with the school, for any future questions.

The pupils showed a good understanding of the proposal, and had a secret vote on whether they thought the proposal was a good idea or not.

Three were against the proposal

12 were for the proposal

Tulloch Primary School

This followed the same format as Luncarty.

There were 13 pupils in the focus group, and the questions and comments were similar to the other schools.

Two were against the proposal

11 were for the proposal

Schools (Consultation) (Scotland) Act 2010

Report by HM Inspectors of Education addressing educational aspects of the proposal by Perth and Kinross Council to:

- establish a new primary school on the site of Bertha Park, Perth;
- establish a catchment area for the new school and amend the catchment areas of Luncarty Primary School, Pitcairn Primary School, Ruthvenfield Primary School and Tulloch Primary School;
- establish the transfer arrangements for affected primary pupils to attend secondary school; and
- establish interim admission arrangements for Ruthvenfield Primary School until the new primary opens in August 2026.

August 2022

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to establish a new primary school on the site of Bertha Park, Perth. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the 2010 Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the proposed school's catchment area; any other users; children likely to become pupils when the school opens; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of the records of the public meetings held on 31 May 2022 and 13 June 2022 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Luncarty Primary School, Pitcairn Primary School, Ruthvenfield Primary School and Tulloch Primary School, including discussion with relevant consultees.

2. Consultation process

2.1 Perth and Kinross Council undertook the consultation on its proposals with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The statutory consultation ran from 16 May 2022 to 29 June 2022. Copies of the consultation proposal were made available to statutory consultees. The council distributed 848 letters to consultees, including parents of the impacted schools, with a link to the proposal paper and details of how to obtain a paper copy. The proposal paper was also published on the council website.

2.3 Public meetings were held at Bertha Park High School on 31 May 2022 and 13 June 2022. Eleven stakeholders took part in these public meetings. They sought further information about the changes to the catchment areas, the size of the new primary school, and the transition

arrangements until the new school would be built. In order to seek further the views of stakeholders, the council arranged consultation sessions with children from Luncarty Primary School, Pitcairn Primary School, Ruthvenfield Primary School and Tulloch Primary School. Most children who participated in the consultation sessions agreed with the proposals. The council received ten responses to an online questionnaire relating to the public consultation, in addition to one email response from a stakeholder. Eighty two percent of these online responses were in favour of the proposal and 18% were against.

3. Educational aspects of proposal

3.1 Perth and Kinross Council are seeking to address a substantial increase in housebuilding in the Perth West region of the council area. The council estimate housebuilding will result in an additional 678 primary aged children who will need to be accommodated in schools near to where they live. The existing catchment schools will not be able to accommodate these projected pupil numbers. Perth and Kinross Council propose to create a new primary school at the Bertha Park site and adapt existing catchment areas. This will ensure all children can be educated in their local community.

3.2 The council has set out clearly a number of important educational benefits in its proposal paper. A new school has the potential to provide a high-quality learning environment. Stakeholders who spoke with HM Inspectors welcome the council's commitment to designing a school which will allow spaces to be used flexibly. They are enthusiastic about the creation of different learning environments which could be used to encourage children to learn in different ways, such as through play-based, interdisciplinary and outdoor learning. Children are positive about the potential for the new school to offer a greater range of clubs and activities within their community. The new school is planned to include a nursery and Intensive Support Provision for children with complex additional needs. Staff recognise the significant benefits these services will provide to children and families across the area.

3.3 Perth and Kinross Council recognise the potential adverse impact of a change of school to a child's wellbeing. Parents and children appreciate the council, as part of the proposal, allowing children to remain at their existing school should they wish. Staff and children recognise that selecting a school could be difficult and that they and their families may need help to do this. A few senior leaders also identify that children changing schools in P7 may need enhanced primary to secondary transition support.

3.4 The council intend to establish a User Reference Group to contribute local information to support the design and development of the new school. This intended group would include staff from local schools, parents and members of the community. Should the proposal go ahead, the council should consider how best to recruit for this group whilst the new catchment area is not yet established. They should also reflect on how children will be able to contribute their ideas for the development of the plans for the new school.

3.5 Most of the parents who met with HM Inspectors want further information about the impact on their child's current school if a new school is built. Parents from Pitcairn Primary School and Ruthvenfield Primary School also seek clarity on the transition arrangements until the new school opens. They want to know if these schools will experience a short term increase to their school roll as additional families move into the area and if so, how the council plan to support this. Perth and Kinross Council have taken important steps to address the genuine concerns of parents about the school roll at Ruthvenfield Primary School. They have suggested an amendment to the school's admission arrangements until the new school opens. This recognises the significant number of placing requests received by the school and the prioritisation of children moving into the new housing sites. A few parents of Ruthvenfield Primary School remain anxious about whether

younger siblings will be offered a place at the school. The council should continue to listen to these families and seek to address their concerns. Parents from Ruthvenfield Primary School are also worried that the proposals will lead to the school's catchment area being reduced. They are legitimately concerned that a reduction in the school roll may lead to the school being considered for closure again in the future. They seek further reassurance from the council about how it intends to support the school to progress and thrive moving forward.

3.6 A few parents reported to HM Inspectors that they did not find the consultation and supporting documents accessible or easy to understand. The council should seek to address this to ensure all stakeholders can fully engage in the process.

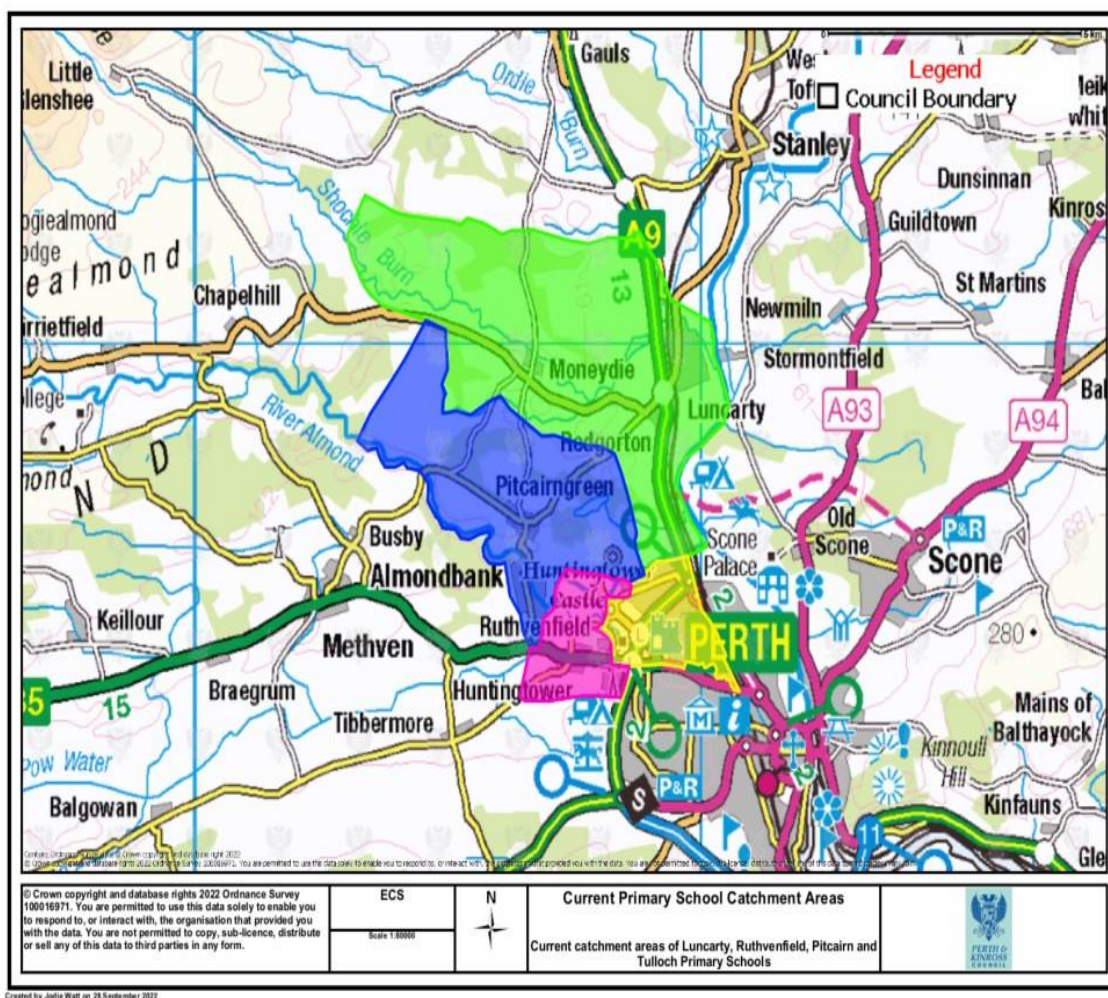
4. Summary

HM Inspectors agree that the council's proposal to build a new school at the Bertha Park site has clear educational benefits. A new school has the potential to provide a high-quality learning environment. The purpose-build design has the potential to offer flexible learning and social spaces. Stakeholders recognise the value of the new school to the local community, as well as the benefits of an additional nursery and Intensive Support Provision. Should the proposal be successful, Perth and Kinross Council should seek to support families through the transition to newly-defined catchment areas. Parents value the option for their child to stay at their existing school should they wish. Stakeholders recognise this may not be an easy decision and children and families may need support through this process. The council should consider how to develop an appropriate User Reference Group and ensure the views of children are considered by this group. Most of the parents who met with HM Inspectors would value further information around the transition period and impact of the new school on existing provisions. Parents from Ruthvenfield Primary School also remain legitimately concerned about the long term future of their school. Moving forward, it is important that the council continues to listen to these concerns. The council should continue to consult and communicate effectively with all stakeholders to engage them fully in the future planning and design stages of the proposal.

**HM Inspectors
August 2022**

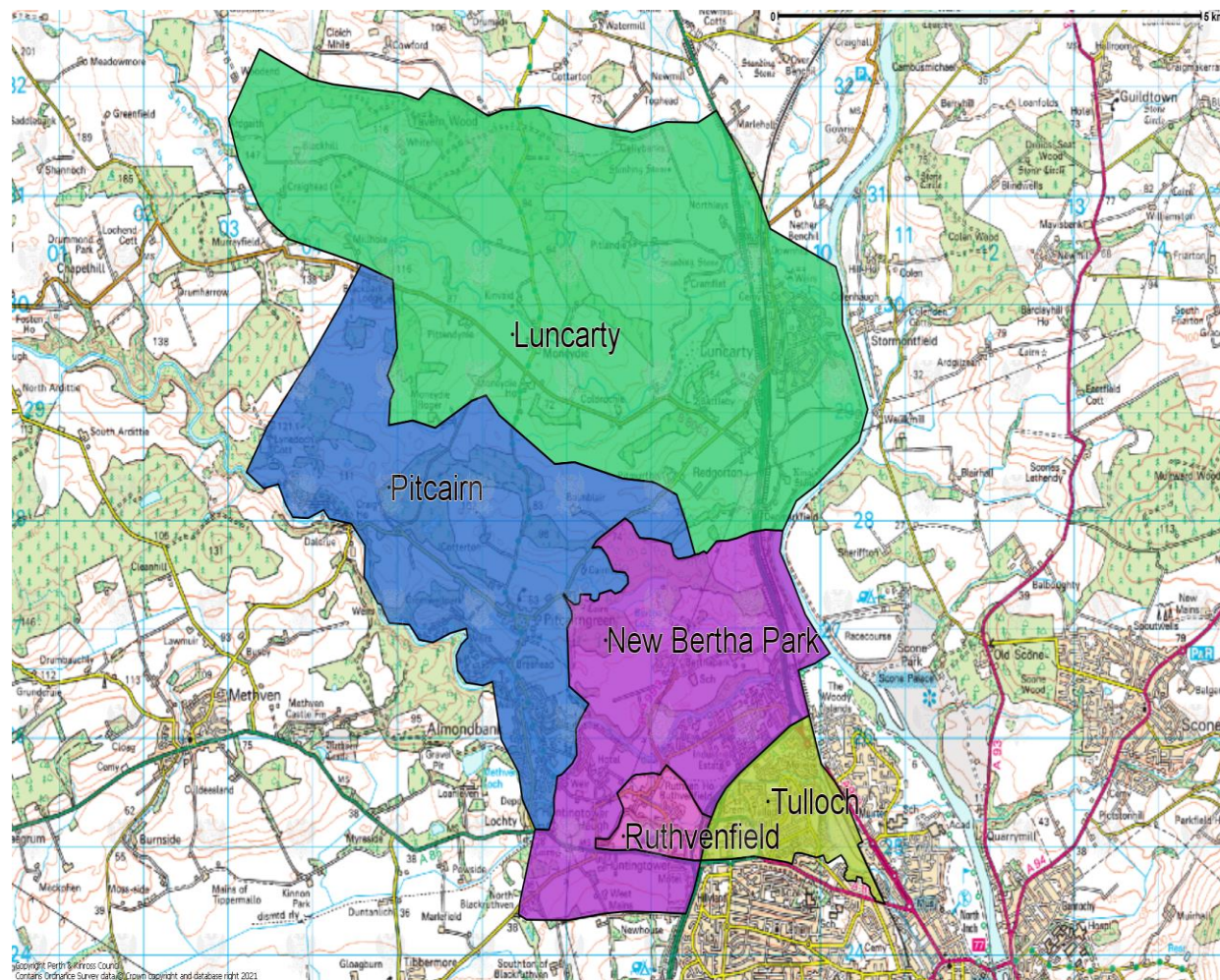
APPENDIX B

Current Catchment Areas



APPENDIX C

Proposed Catchment Areas



PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

2 NOVEMBER 2022

SCHOOL ESTATE TRANSFORMATION PROGRAMME – UPDATE

Report by Executive Director (Education and Children's Services)
(Report No. 22/263)

1. PURPOSE

- 1.1 The purpose of this report is to provide an update on the progress made to date, and the work which remains in progress, in relation to Phase 1 and Phase 2 of the current School Estate Transformation Programme. Additionally, this report seeks direction on a future transformation programme.
- 1.2 Since the establishment of the School Estate Transformation Programme, significant work has been undertaken within Phase 1 and Phase 2, although not all resultant work has been completed.
- 1.3 We have clarity of direction and decisions have been made on the remaining work identified as part of Phase 1 and Phase 2 and this is detailed within this report.
- 1.4 Given the approval at Full Council on 6 March 2020 of the Investment Blueprint ([Report No. 20/58 refers](#)), it would be appropriate that a review of all schools be undertaken in line with the principles set out in the Blueprint to determine the scale and scope of any future School Estate Transformation Programme. As such, the previously proposed Phase 3 of the School Estate Transformation Programme should be considered as being concluded.

2.	RECOMMENDATION
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- | | |
|-----|--|
| 2.1 | <p>It is recommended that the Committee:</p> <ul style="list-style-type: none"> • Notes the update and completion of Phase 1 and Phase 2 of the School Estate Transformation Programme; and • Approves the Executive Director (Education and Children's Services) plan a review of the school estate in line with the principles of the approved Investment Blueprint and Financial Strategy; and bring an update on that work back to the Committee in August 2023. |
|-----|--|

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
 - Section 4: Background
 - Section 5: Options Appraisals Updates

- Section 6: Current Position
- Section 7: Phase 3
- Section 8: Investment Blueprint
- Section 9: Proposals

4. BACKGROUND

- 4.1 The Council's Transformation Strategy 2015-2020 'Building Ambition' and Organisational Development Framework ([Report No. 15/292 refers](#)) were approved by Council on 1 July 2015.
- 4.2 On 24 August 2016, Lifelong Learning Committee approved the principles to be used as a basis for the transformation review, 'Securing the Future of the School Estate' ([Report No. 16/347 refers](#)). The principles approved by Lifelong Learning Committee, as a basis for the transformation review, were as follows:
- Schools should have an occupancy rate, where possible, greater than 60% of the capacity and ideally should be operating at over 80%;
 - Every school should be rated as A or B, ie at least satisfactory for condition and suitability; and
 - Life expired buildings within the school estate should be prioritised for replacement.
- 4.3 On 2 November 2016, Lifelong Learning Committee approved the development of a number of options appraisals, to consider in detail, schools which were identified as requiring further consideration ([Report No. 16/485 refers](#)).
- 4.4 On 30 September 2020, the Council approved an Investment Blueprint and Capital Budget 2020/21 – 2028/29 ([Report No. 20/175 refers](#)). This report approved the development of a long-term Investment Blueprint to inform and guide future capital decision making and set out our ambitions and aspirations for Perth and Kinross.
- 4.5 The Learning Estate is a significant and valuable asset to the communities of Perth and Kinross. Perth and Kinross Council has invested £95m since 2015/2016, and between 2022 and 2028, the Council will invest a further £190m in the Learning Estate.
- 4.6 On 3 November 2021, The Learning Estate Strategy ([Report No. 21/202 refers](#)) was approved at Lifelong Learning Committee. It sets out the Council's aspirations for our schools, and in particular, the high value we place on learning, through our vision for well designed, maintained and managed schools.
- 4.7 It is important, in light of the significant investment and costs associated with the Learning Estate, that it is managed in an efficient and effective manner, and that the priorities which are addressed meet the wider strategic objectives of the Council and the needs of our communities.

- 4.8 There are significant challenges for managing the Learning Estate over the coming years.

These include changing demographics, including population growth and movement, housebuilding in certain locations, ongoing deterioration in building infrastructure, pressure on planned maintenance budgets, increasing revenue costs and net zero climate targets.

- 4.9 On 22 June 2022, the Council set a new five year Transformation and Change Strategy 2022/23 - 2027/28 ([Report No. 22/142 refers](#)) which sets out the next phase of transformation, which sits within the Council's wider strategic framework, and acts as an enabler to deliver on corporate objectives.

5. OPTIONS APPRAISALS UPDATES

- 5.1 The development of the options appraisals has been undertaken on a phased basis. Outcomes of the programme to date are detailed in Table 1 below:

Table 1 - Update of Completed Works Phase 1

Transformation Project	Outcome/Current Status	Committee Approval
Blairingone Primary School - Phase 1	Blairingone Primary School was permanently closed on 28 June 2019 due to low pupil numbers. The school roll was 5 pupils. Catchment area permanently rezoned to Fossoway Primary School.	27 March 2019
Forteviot Primary School - Phase 1	Forteviot Primary School was permanently closed on 28 June 2019 due to low pupil numbers. At the time of closure there were 0 pupils in attendance and the school was therefore mothballed. Catchment area permanently rezoned to Forgandenny Primary School.	31 October 2018
Greenloaning Primary School - Phase 1	Greenloaning Primary School was permanently closed on 28 June 2019 due to low pupil numbers. At the time of closure there were 0 pupils in attendance and the school was therefore mothballed. Catchment area permanently rezoned to Braco Primary School. Investment in Braco Primary School is planned.	27 March 2019
Logiealmond Primary School – Phase 1	Logiealmond Primary School remained open. The occupancy has been reviewed and the school currently has 10 ¹ pupils	21 March 2018
St. Ninian's Episcopal Primary School - Phase 1	Project to provide a nursery class is complete. Capacity revised from 150	24 January 2018

¹ As at 6 September 2022.

Transformation Project	Outcome/Current Status	Committee Approval
	pupils to 99 pupils as a result of building works which utilised a classroom space.	
Grandtully Primary School - Phase 2	Education provision continues at Grandtully Primary School as the increased pupil roll is likely to be sustained.	27 March 2019
Logierait Primary School - Phase 2	Project to provide a nursery class with a view to making the school roll more sustainable is complete.	4 September 2019

5.2 Ongoing Projects

Table 2 below details the position regarding ongoing work being carried out in the programme:

Table 2 – Ongoing Projects

Transformation Project	Phase	Outcome/Current Status
Abernyte Primary School	Phase 1	School capacity of 44 pupils to be maintained. Statutory Consultation has been undertaken on a proposal to amend the catchment area to include the area currently within Inchtute Primary School catchment area north of the A90. A report on this is presented to the Learning & Families Committee on 2 November 2022 for a decision.
Balhousie Primary School/North Muirton Primary School	Phase 1	A new school to replace both Balhousie Primary School and North Muirton School is currently being built on the site of North Muirton Primary School. The new school, Riverside Primary School, is anticipated to be completed in April 2023.
Braco Primary School	Phase 1	Feasibility studies have been developed which considered the refurbishment and extension of the existing school and for a new school on another site. Negotiations continue for the purchase of land which would see a new school building on an alternative site with a desired opening of the school taking place in 2025.
Cleish Primary School	Phase 2	Further detailed analysis is being carried out for improving the condition and suitability with some works to take place summer 2023. Detailed design work on the most recent feasibility study will be taken forward and then definitive proposals for the main project will be brought back to the appropriate Committee.
Methven Primary School	Phase 1	Project to replace the gym/PE facilities to improve the condition of Methven Primary School is ongoing. Enablement work has been undertaken and full

Transformation Project	Phase	Outcome/Current Status
		design work for the hall has commenced. The target delivery date for the new hall is 2025. The capacity will be reduced from 229 to 176 pupils following completion of the project.
Pitlochry High School	Phase 2	<p>Proposals are being developed to maximise wider community use of Pitlochry High School and to evaluate property and community facilities in conjunction with other services and partners.</p> <p>A scoping exercise on the possibility of making Kirkmichael Primary School catchment area a dual secondary school catchment area for both Pitlochry High School and Blairgowrie High School was undertaken. Following this exercise, Lifelong Learning Committee approved the retention of the existing secondary catchment arrangements.</p> <p>A feasibility study was completed in May 2022 to provide options for consideration in terms of accommodation use and facilities for Perth College UHI and the wider community. The outcomes of the feasibility study are being considered.</p>
Ruthvenfield Primary School/ Strategic Sites ²	Phase 2	<p>A new, additional, primary school is to be built to provide capacity for pupils from the strategic sites being progressed to the north and northwest of Perth. The new primary school will consist of 14 classrooms along with a nursery and Intensive Support Provision. Associated ancillary support spaces will also be provided.</p> <p>A Statutory Consultation has been undertaken in respect of the establishment of the school, new catchment areas proposed, and associated changes required by the Schools Consultation (Scotland) Act 2010. Ruthvenfield Primary School will continue to operate from their existing building at this time with a new catchment area created and the condition of the building improved.</p>

6. CURRENT POSITION

² It should be noted that sites have been identified in Almond Valley and Perth West as locations for future primary schools. Whether, and when, these schools are required and developed in future years will be determined by the build out of housing and the number of pupils generated from this housing. Any new school will require its own catchment area and therefore a review and a Statutory Consultation will be required prior to any new school being built.

- 6.1 The School Estate Transformation Programme is ongoing as detailed in Section 5.2 of this report. There are actions that Education and Children's Services still require to take forward/develop as part of Phase 1 and Phase 2 of the Transformation Programme.

7. PHASE 3

- 7.1 There are seven schools which were previously identified for Phase 3 of the programme. Table 3 below details these schools and the reasons why these schools were originally included within the transformation programme:

Table 3 - Phase 3 Schools

School	Reason(s)
Balbeggie Primary School	An options appraisal to be developed to consider the under occupancy.
Collace Primary School	An options appraisal to be developed to consider the under occupancy and life expired buildings.
Coupar Angus Primary School	An options appraisal to be developed to consider the under occupancy.
Glendelvine Primary School	An options appraisal to be developed to consider the under occupancy.
Kettins Primary School	An options appraisal to be developed to consider the under occupancy and life expired buildings.
Meigle Primary School	An options appraisal to be developed to consider the under occupancy and life expired buildings.
Stanley Primary School	An options appraisal to be developed which will consider the under occupancy.

8. INVESTMENT BLUEPRINT

- 8.1 Since the development of the School Estate Transformation Programme in 2015/16, the Council has approved a 30-year Investment Blueprint ([Report No. 20/58 refers](#)).
- 8.2 The Investment Blueprint will consider all identified strategic drivers and how these are likely to drive our investment decisions. Through its flexible strategic approach, the Investment Blueprint will support the development of the Perth and Kinross Offer.
It will also provide a framework to develop inclusive growth and a vibrant economy, support our focus on climate change, delivery on the National Performance Framework, Infrastructure Commission and any other national policy initiatives.
- 8.3 It will be developed as an investment delivery plan from the blueprint and will be a flexible 5-year programme. The Investment Blueprint will demonstrate the Council's ongoing commitment to securing the best outcomes for all its citizens and be in accordance with best practice in strategic investment thinking and place Perth and Kinross Council as a sector leading authority.
- 8.4 Strategies around asset management planning of the Learning Estate will link into this Investment Blueprint and allow Perth and Kinross Council to assess its wider buildings portfolio on an ongoing basis.
- 8.5 This approach will also align with the new 5-year Transformation and Change Strategy 2022/23 - 2027/28 as detailed in this report which sits within the Council's wider strategic framework and acts as an enabler to deliver on corporate objectives.
- 8.6 The Investment Blueprint will ensure that capital investment fits with delivery of the Perth and Kinross Offer and is responsive to the changing needs within our communities.

9. PROPOSALS

- 9.1 Since the establishment of the School Estate Transformation Programme, significant work has been undertaken within Phase 1 and Phase 2, although not all resultant work has been completed.
- 9.2 We have clarity of direction and decisions have been made on remaining work identified as part of Phase 1 and Phase 2.
- 9.3 The schools previously identified under Phase 3 of the School Estate Transformation Programme will now be considered along with all other schools within the Learning Estate as part of any wider review which would be determined by the principles of the Investment Blueprint and the Learning Estate Management Plan.
- 9.4 If agreed that the current programme be concluded, a new plan to review the school estate will be brought back to this Committee in August 2023. In

addition to this, future projects may still be considered as part of the normal asset management planning process and reported on through the appropriate governance framework.

Authors

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Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 October 2022

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	Yes
Workforce	Yes
Asset Management (land, property, IST)	Yes
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 There are financial implications associated with the projects detailed in the main body of the report.

Workforce

- 2.2 There are no workforce implications.

Asset Management (land, property, IT)

- 2.3 There are no asset management implications other than those noted in the main body of the report.

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 3.2.1 However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

3.3 N/A

Legal and Governance

3.4 Legal and Governance Services have been consulted on all proposals contained within the main body of the report.

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 The Head of Finance, the Head of Legal and Governance and the Head of Property Services have been consulted in the preparation of this report.

External

4.2 External consultation has not taken place in the preparation of this report.

5. Communication

5.1 N/A

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

3.1 None.

PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

2 NOVEMBER 2022

**THE TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE
AND FAMILIES (2021-23)**

**Report by Executive Director (Education and Children's Services)
(Report No. 22/266)**

1. PURPOSE

- 1.1 This report provides an update on the continued commitment to joint working with the Tayside Regional Improvement Collaborative to deliver on shared objectives in a single Children's Services Plan (CSP) for 2021-2023.

The report highlights progress against headline actions within Perth and Kinross (P&K) and the full detail of actions from all three local authorities, and the statutory partners in NHS Tayside and Police Scotland, is contained within the annual update (Appendix 1).

2. RECOMMENDATION	
2.1	<p>It is recommended that the Committee:</p> <ul style="list-style-type: none"> Notes progress on the agreed actions within the annual update report; and Requests the Executive Director (Education and Children's Services) to provide an annual progress report and revised Tayside Plan (2023-2026) to the Learning and Families Committee in August 2023.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Proposals
- Section 6: Further Considerations
- Appendices

4. BACKGROUND

- 4.1 The Tayside Plan for Children, Young People and Families (2021-23) builds on the commitment shared by partners to produce a collaborative plan which

ensures that 'children and young people have the best start in life and that Tayside will be the best place in Scotland to grow up'.

- 4.2 Since 2017, when the original plan was established, there have been strenuous efforts to hear the 'voices' of children and young people in determining the priorities for service improvement. This plan provides an update on the implementation of identified actions and details the progress made on plans for the future.
- 4.3 The CSP is key to the delivery of Getting It Right For Every Child (GIRFEC), at a strategic, operational, and practice level. The production of a plan is a joint statutory requirement of the local authority and health board. The aim is to work in partnership with public bodies, statutory and third sector organisations, children, young people, families and communities to produce a plan to meet local need. All partners have individual and collective responsibility to progress the implementation of GIRFEC and to deliver on commitments to The Promise as fundamental aspects of children's services planning.
- 4.4 Within P&K, the Children, Young People & Families Partnership (CYPFP) has a key role in ensuring oversight of these aims and to provide governance on the actions which are reported annually. The CYPFP seeks assurance that the challenges are being mitigated and that there is commitment from every sector to achieving the agreed objectives.
- 4.5 The last two years (2020-2021) have presented extraordinary levels of challenge in delivering the objectives set out within the Plan and it is acknowledged that the impact of COVID-19 is yet to be fully quantified. However, despite this unprecedented pressure, the flexibility of staff and the resilience of children and their families has ensured that many actions have been successfully fulfilled.

5. PROPOSALS

- 5.1 The work to address priority actions has been undertaken within five strategic priority groups and the headline information for P&K is documented below:

Priority 1: Pre-birth and Early Years

Workstream	Progress in Year 1	Actions for Year 2
Transitions	Supported children with additional needs in their transition to nursery. Developing a clear assessment of need profile for children with complex needs who are due to access a Strong Start 2 place, with improved training for health visitors.	Using tests of change to develop process maps and identify gaps in transitions processes. Implement a Tayside-wide process to ensure successful transitions and partnership/information sharing.

Family Support: Welfare and Poverty	Increased awareness of income maximisation schemes with increased referrals from healthcare professionals through to the Welfare Rights Team, leading to over 280 referrals and over £145,000 of identified financial gains.	Development of mobile phone app and website to assist families in accessing information on income maximisation. Increase referrals from health and education to welfare/energy advice services.
Early Years Tracking	Development and roll out of software to allow improved tracking of children aged 3-5 within nurseries in P&K in meeting their key developmental milestones. Training delivered to settings and evaluation showed that over 80% of practitioners were confident in using the tool.	Further analysis of data collected from Early Years tracker at a local authority level, with identification of further developments/interventions that support progress of children in meeting milestones. Finalise development of tracking system for 18-36 months with pilot and implementation plan.

Priority 2: Learning and Attainment

Workstream	Progress in Year 1	Actions for Year 2
UN Convention on the Rights of the Child (UNCRC)	Quality improvement pilot project in conjunction with Children and Young People's Improvement Collaborative (CYPIC) focused on improving attendance and engagement.	Use data from attendance pilot to develop strategies to increase wellbeing and raise levels of attendance, engagement and participation for identified cohorts.
Digital Learning	Virtual Campus launched across Tayside supporting 35 learners overall (17 in P&K) engaging with four Advanced Higher subjects (French, Spanish, Computing and PE), with staff from P&K involved in the development and delivery of courses. Development of Open Tay Learning, an online collection of Nat1 - Nat3 resources for learners in STEM subject areas.	Widening of curriculum offer through Tayside Virtual Campus model. Roll-out of Open Tay Learning resources, with specific focus on learners with barriers to learning.
Moderation and Assessment	Joint training for Quality Assurance and Moderation Support Officers (QAMSOs) delivered to 67 practitioners across Tayside covering aspects of assessment, with high levels of confidence expressed by participants.	Additional moderation and training events.

Leadership	Leadership Development and Induction Programme (LDIP) completed by 15 Headteachers (HT) across Tayside.	Development of training and induction programme for middle leadership.
School Improvement	Development of interactive resource tool to support effective self-evaluation of the "How good is our school" Quality Indicator 2.3. Shared with HT across Tayside and used in HT Development Days.	Reciprocal visits by central teams across Tayside will resume in September 2022. Monitoring of effectiveness and impact of 2.3 toolkit on classroom practice.
STEM	Professional learning and development of digital resources. Support to promote positive engagement with STEM.	Continue to embed professional learning and sharing of good practice across the three local authority areas.

Priority 3: Health and Wellbeing

Workstream	Progress in Year 1	Actions for Year 2
Child Healthy Weight	Launch of the Tayside Child Healthy Weight (CHW) Strategy (June 2021). Focus of early work has been developing Whole Systems Approach in Dundee and outcomes framework for evaluation and monitoring impact.	Learning from development of Whole Systems Approach in Dundee to be shared in Angus and P&K. Development of action plans specific to P&K in developing a whole systems approach to CHW in due course.
Mental Health and Wellbeing	Launch of the Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People (C&YP) (November 2021). Various activities relating to implementation of the Strategy, sharing resources and developing evidence bases for monitoring impact. Continued rollout of the Counselling in Schools service. 317 referrals to counsellors based in P&K schools between August 2021 and March 2022. Major issues identified as anxiety/stress, self-esteem, family issues and emotional/behavioural issues. Information shared with schools to enable planning and provision of support as needed.	Integration of Connected Tayside strategy into local authority plans for promoting health and wellbeing. Ongoing promotion of counselling in schools service, using data to support school health and wellbeing planning. Evaluation of the impact of counselling in schools (supported by Abertay University) to support school staff in improving their understanding of counselling for children and young people.

Priority 4: Care Experienced Children and Young People

Workstream	Progress in Year 1	Actions for Year 2
Education	Analysis of attendance data for children who are looked after within P&K (and across Tayside). Biggest gap between children who are looked after at home, especially in years S1-S3.	Link with colleagues in education to develop tests of change around improving attendance for children who are looked after (with particular focus on those who are looked after at home).
Health	Work ongoing within NHS to upgrade data management systems.	Use health data to identify any gaps in health provision for care-experienced children and young people.
Secure Care	Self-evaluation of the Secure Care Standards across Tayside with support from the Strathclyde University Centre for Youth and Criminal Justice Studies (CYCJ).	Workforce development and training.
Brothers and Sisters	New national guidance on keeping brothers and sisters together, with local authorities developing practical applications of the guidance.	Build on national guidance and local learning to develop action plans that allow improved communication, identification of significant relationships and improved scaffolding around families in care.

Priority 5: Safeguarding and Child Protection

Workstream	Progress in Year 1	Actions for Year 2
Workforce Development	Launch of Tayside "Priorities for Practice" (key practice themes to support the child protection workforce and enhance the safety, protection and wellbeing of children and young people across Tayside). Development of a co-production approach to multi-agency workforce development. 28 managers and practitioners from P&K involved in the 5 different workstreams developing resources.	Creation of training programme and high-quality learning resources to share with practitioners working with children and their families. Evaluation of training/resources.
Performance	Continued use of Tayside child protection dataset. Thematic review of a spike in non-accidental injuries in infants and young children in Tayside (Aug 20 - Mar 21). Series of learning themes identified and included as part of workforce development programme.	Continue to use Tayside data to identify emerging issues and concerns.

6. FURTHER CONSIDERATIONS AND RECOMMENDATIONS

School Improvement

- 6.1 Reciprocal visits were paused in 2021 as a direct consequence of COVID-19 and recovery. The key focus of the school improvement workstream has been the development of online resources to support self-evaluation. Reciprocal school visits by central teams across Tayside will resume in September 2022.

Child Healthy Weight

- 6.2 The Whole System Approach, Early Adopter Programme was established in 2019 by the Scottish Government, to address its ambition to halve childhood obesity by 2030. Ongoing work in Dundee (as an early adopter) has highlighted commitment to developing a range of strategies in each local authority area to address this issue. This learning will inform the development of action within P&K in forthcoming years.

Health Improvement Plans for Care-experienced Children and Young People

- 6.3 Essential updates of NHS data systems have caused a delay in the development of this area of work. However, it is hoped that work to analyse the data and develop improvement plans can be started in Year 2 of the current Tayside Plan.

Care-experienced Children (Brothers and Sisters)

- 6.4 Whilst new national practice guidance to support the rights of care experienced children and their brothers and sisters was published in July 2021, there is ongoing work at a national level to consider the practical application of the guidance. Within P&K, we have introduced Family Group Decision Making (FGDM) and Lifelong Links to ensure that we meet our commitment to keep The Promise. FGDM and Lifelong Links are designed to drive changes in culture and practice, to improve decision-making and to support care experienced children to build a network of supportive relationships into adulthood. Work to progress the development of collaborative actions across Tayside will be determined by the outcome of the national work.
- 6.5 It is recommended that Committee:
- (i) Notes progress on the agreed actions within the annual update report; and
 - (ii) Requests the Executive Director (Education and Children's Services) provide an annual progress report and revised Tayside Plan (2023-2026) to the Learning and Families Committee in August 2023.

Authors

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Carol McAuley	Project Officer	

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 October 2022

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	N/A
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of all of the key Priority areas.

2. Resource Implications

Financial

- 2.1 To support delivery of the aims of the joint Children's Services Plan, Tayside Regional Improvement Collaborative (TRIC) activity has been funded by the Scottish Government via a grant allocation for the period 1 August 2021 to 31 July 2022. Funding for 2021-22 was £758k across Tayside.

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 The Executive Director (Education and Children's Services) has been consulted in the preparation of this report.

External

4.2 N/A

5. Communication

5.1 The communications for the progress reports for 2021-2022 are arranged via the TRIC resources.

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

3.1 Appendix 1 - Tayside Plan for Children, Young People and Families
Annual Report 2021 - 2022

Tayside Plan for Children, Young People and Families (2021-2023)

Annual Report 2021-2022

**Tayside Regional
Improvement Collaborative**

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This report was approved by the Tayside Regional Improvement Collaborative on 1/9/22. Should you wish to enquire on this report, please contact us via www.taycollab.org.uk

Foreword

Welcome to the end of year progress report on the Tayside Plan for Children Young People and Families covering April 2021 to March 2022. There is much to report on the progress we have made towards improving outcomes for children, young people and families across Tayside. This report will highlight what we have achieved and how we relate this to evidence (including our performance data) and what we believe is important, as we move forward into the next phase of integrated planning for children across Tayside.

As was reported in the 2020/21 annual progress report, Covid-19 continued to present significant challenges for many families (and particularly more vulnerable families) which will impact on people and communities for years to come, placing increased pressure on children's services. As an existing Collaborative, we were well placed to identify opportunities to work together as we have moved through response to recovery stages. We re-prioritised and reframed some of our approaches, including those for our current plan, which takes us from April 2021 until March 2023, in line with the national planning and reporting framework.

We continue to fully integrate work of the Tayside Regional Improvement Collaborative (TRIC) within our children's planning framework, recognising that outcomes in health, wellbeing and educational attainment are inter-related and inter-dependent. We have recognised and built on early successes and reflected on areas where we want to make further progress.

Our collaborative response to the challenges faced during this reporting period, demonstrate a strong commitment to work together across Tayside. We will continue to further develop and embed our approach to joint work, where there is clear added value to children and families from taking a regional approach. This is reflected in some of the actions that have paused or are not progressing on a Tayside basis, and in those that are being driven forward with clear benefit. This means we have a planning landscape that is not linear. It is one that reflects the commitment of each community planning area to be people-driven, data informed, transparent and responsive to need, so that we can deliver services in a combined way, either locally or across the Tayside region.

TRIC Leadership Group

Introduction

'Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'

The **Tayside Plan for Children, Young People and Families 2021-23** forms the Integrated Children's Services Plan (ICSP) for the three Community Planning Partnership areas in Tayside and is led by the three Councils in Tayside (Angus, Dundee and Perth and Kinross), NHS Tayside, Police Scotland, the Third Sector and other organisations that influence service delivery in the Community Planning Partnership (CPP) areas. The plan was developed, and is being delivered, within a framework of policy, legislation, evidence-based practice and analyses of local needs. It maintains a focus on the improvement of outcomes for children and young people in the area, recognising the importance of a holistic approach. It builds the collective capacity and resilience of services, shares expertise and makes the best use of resources to accelerate progress towards improving outcomes in health, wellbeing and attainment.

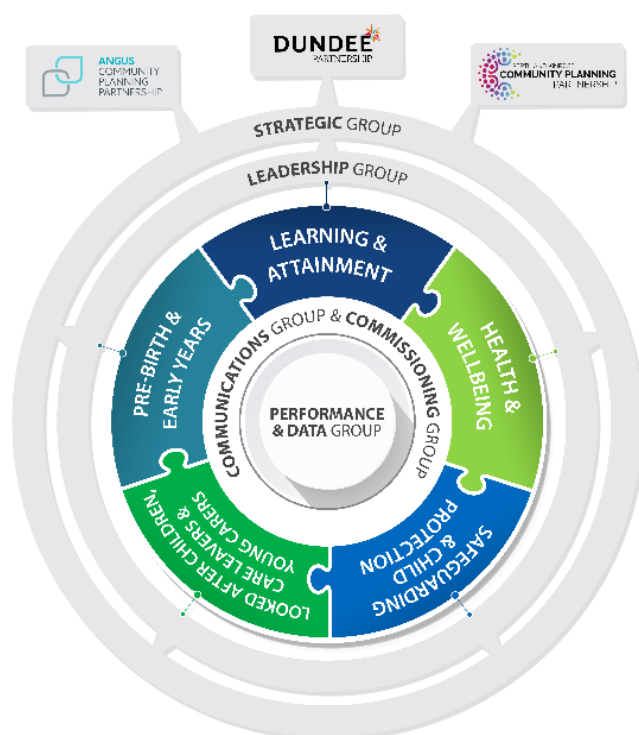
The Plan focuses on five shared priority areas to improve outcomes for children and young people, stated under each associated group in the progress section below.

In developing the Plan, and following consultation with key stakeholders, partners committed to several areas of collaboration: the development of shared planning and delivery; the alignment of systems and processes; shared learning and workforce development. As the first Tayside Plan (2017-2020) was worked through, the ambitious nature of the original priorities was recognised, and the current Tayside Plan was developed to be more streamlined and focused on activities where collaboration between areas could be shown to add value.

The plan is underpinned by a range of key drivers: legislation such as the Children and Young People (Scotland) Act 2014 and the Education (Scotland) Act 2016; national policy such as Getting It Right For Every Child and national improvement frameworks such as Best Start and the Child Protection Improvement Programme. This plan is also heavily influenced by the findings of **The Promise** (reported in February 2020), with the 5 foundations of The Promise underpinning the region's priorities and actions. Although not currently incorporated into Scots Law, the United Nations Convention on the Rights of the Child (UNCRC) has also further informed our approach to Children's Rights.

Tayside Collaborative Model

The diagram below (Figure 1) shows how the Collaborative has worked over the last five years. The five Priority Groups (PGs), with representation from across the three areas, deliver detailed action plans against which their progress is reported. The sub-groups, focussing on Performance and Data, Commissioning and Communication, continue to offer support to the PGs to deliver their outcomes.



Governance is delivered through the Leadership Group and further by the Strategic Group at Chief Executive level. Leadership of TRIC moved from Perth & Kinross Council to Dundee City Council during 2021. There is further governance oversight within the respective Children's Planning Partnerships across Tayside.

Although there has been continued support for the existing collaborative model, the positioning of the Performance and Data at the core of the model continues to reflect how clearly evidencing the impact of collaborative work being undertaken helps drive decision making.

Figure 1: TRIC Collaborative Model

Group Progress and Next Steps

In this reporting period, which includes significant impact of the COVID-19 pandemic, each group continued to base their activity on the original high level aims of the Tayside Plan 2021-2023 (building on the next steps reported in the annual report 2020-2021). This has necessitated a narrowing of focus in some areas compared with actions within the previous Tayside plan (2017-2020).

Priority Group 1: Pre-birth & Early Years

'Our children will have the best start in life in a nurturing environment'

Narrowing the focus of work previously carried out within this priority group, three key areas had been identified for action within the 2021-23 Tayside plan; **transitions for children aged 0-3 years with emergent developmental or additional support need, tracking and monitoring in Early Years and Support for families (welfare and poverty).**

Transitions

During 2021-22, a multi-agency group has worked collaboratively to find new ways of working to improve home to nursery transitions for children aged 0-3 years with emergent developmental or additional support needs.

Data from Public Health Scotland early childhood development statistics (year 2019-2020) at each of the 3 age reviews highlighted significant levels of emergent needs and concerns.

Age review	Highest proportion of concerns
13-15 m	Gross motor skills
27-30 m	Speech language & communication
4-5 y	Emotional & behavioural development

Tests of Change

Over the last year, a series of small tests of change have been carried out in each local authority area. Although each area has had a slightly different focus, a series of common themes have been identified.

Learning from tests of change – Shared themes across Tayside

Bringing together the learning through consultation with families, staff working in nurseries and Health Visitors, similar themes were identified: -

- There is high quality assessment information within the system, but it is not always accessible or shared with those who may need it to support the child and family to achieve successful transitions
- In too many cases, staff reported children with early concerns of emergent ASN who had no coordinated Child's Plans/Team Around The Child processes in place upon arrival at nursery

- Closer partnership working between universal services is required to understand each other's processes, roles and responsibilities, and to avoid assumptions that someone else will take the necessary action to provide effectively coordinated planning for support for families.
- Parents are best placed to take a central role in planning for support of their child, in collaboration with services and agencies.

Theory of change project charter

The ongoing focus of the PG1 transitions group (Figure 2) is to support meeting the needs for a successful transition into nursery, for children with significant, but not complex additional needs:



Figure 2: Theory of change project charter

Next steps

Whilst groups in each local authority area are continuing to refine tests of change, key themes are being developed more holistically and include: -

- Development and sharing of process maps
- Identification of gaps in transitions processes
- Agreeing, implementing, and testing a localised process which will ensure successful transitions and partnership/information sharing
- Developing, implementing and analysing an annual multi-agency staff survey

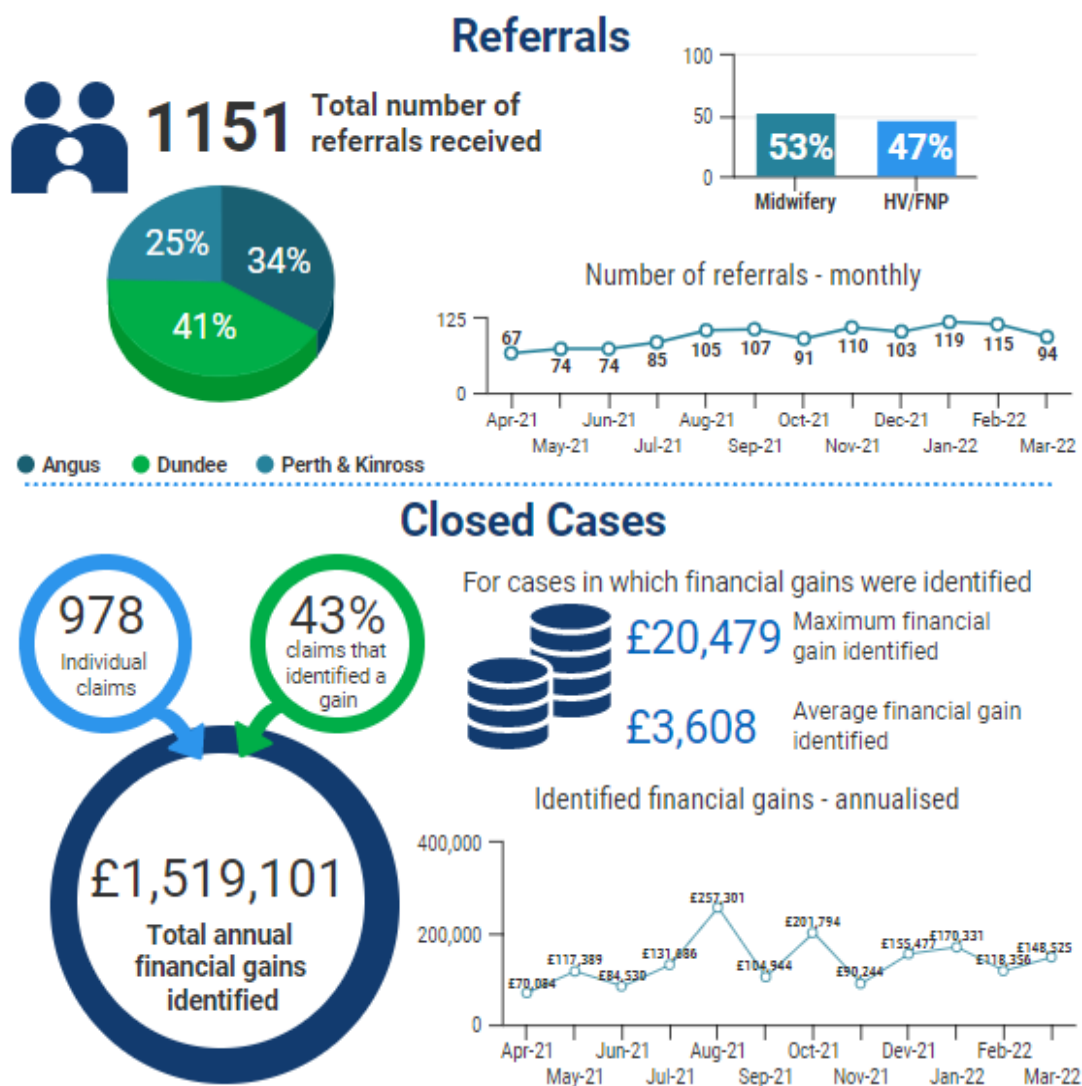
Support for Families (Welfare and Poverty)

This group brings together key representatives across Universal Health Services, Education, Welfare and Energy Advice Services. The key focus for this year was to build upon the earlier development of financial inclusion and income maximisation support across universal health services.

Health & Welfare Referrals

The graphic below shows data around referrals made by Universal Health Services (Maternity, Health Visiting and Family Nurse Partnership) to Welfare Rights teams across Tayside for the period April 21 – March 22). Dundee had the highest proportion of referrals (478) with identified financial gains of £881,789. Education and engagement programmes for NHS practitioners have been developed, and awareness-raising training sessions offered.

Figure 3: Data relating to referrals and claims to LA Welfare Teams April 21 – March 22



“FNP Tayside has valued the welfare and health pathway. Family Nurses have found this an easy referral system to use, which supports them to get the best information for their clients. Clients mostly report that they are contacted quickly by the welfare rights service and that they feel supported through this”. (Family Nurse Partnership, NHS Tayside)

Other actions:

NHS Tayside, Adult Inpatient Nursing Admission Documentation

New documentation allowing adult inpatients to identify potential money worries has been introduced within PRI and Ninewells this year and has now been embedded in admission practice. This allows patients to request a referral to an appropriate welfare advice service more easily.

Live Warm & Well - Hospital Discharge Pilot – Paediatrics and Respiratory Nov 2021-May2022

The Directorate of Public Health, NHS Tayside, have been working closely with colleagues within Respiratory and Paediatrics as part of the Respiratory Winter Action Plans. It is acknowledged that poverty, including increases in energy costs, can result in cold homes and poor nutrition, impacting significantly on respiratory development in children and is damaging to the fragile respiratory health and wellbeing of those with chronic and life limiting conditions. The pilot aims to increase referrals to relevant organisations, including Citizens Advice Bureau, with a view to accessing available financial assistance. Total financial gains to date are in the region of £40,000.

“The importance of this support cannot be underestimated and the impact of maintaining at home is physically and psychologically empowering for the patient and their loved ones. It is essential that the complex issues and the link between poverty and poor health outcomes are embedded into the learning and empathetic understanding of those providing health care and support”. (Interim Senior Nurse – Elective Medicine)

“The RCPCH have made it a priority for paediatricians to advocate for change, and signposting families to financial support services is an essential step. The Live Warm and Well pilot in Tayside has provided an easy way to meet that goal. One simple form allows us to put families in contact with welfare services that make a difference”. (Consultant Paediatrician, NHS Tayside)

Education and training

A range of training opportunities have been delivered including:

- CPD session for Early Years Practitioners on providing support around the cost of living
- A Fuel Poverty E-Learning Module developed by MSc students at the University of Dundee. Both student and professional feedback was very positive.
- Medical undergraduate engagement with Global Citizenship Placements, allowing students to develop a better understanding of a range of socio/economic issues people experiencing within communities.
- The Directorate of Public Health delivered two ‘Grand Round Sessions’ for Paediatric & Community Child Health Colleagues on Child Poverty and Income Maximisation (50 NHS colleagues). Feedback was very positive, and teams are exploring how they can embed money worries as part of their routine practice.

Next steps

- Development of a mobile phone app and website to assist families in accessing information on income maximisation and fuel insecurity in Tayside.
- Mapping Welfare provision across Tayside
- Increase number of health and educational income maximisation referrals to welfare/energy advice services across Tayside
- Re-establishment of the Advice Centre – multiple agency support across NHS Tayside Hospitals
- Identify other mechanisms of raising awareness of the availability of support around income maximisation. This will include developing processes within schools and early years settings (with an additional pilot in Angus).

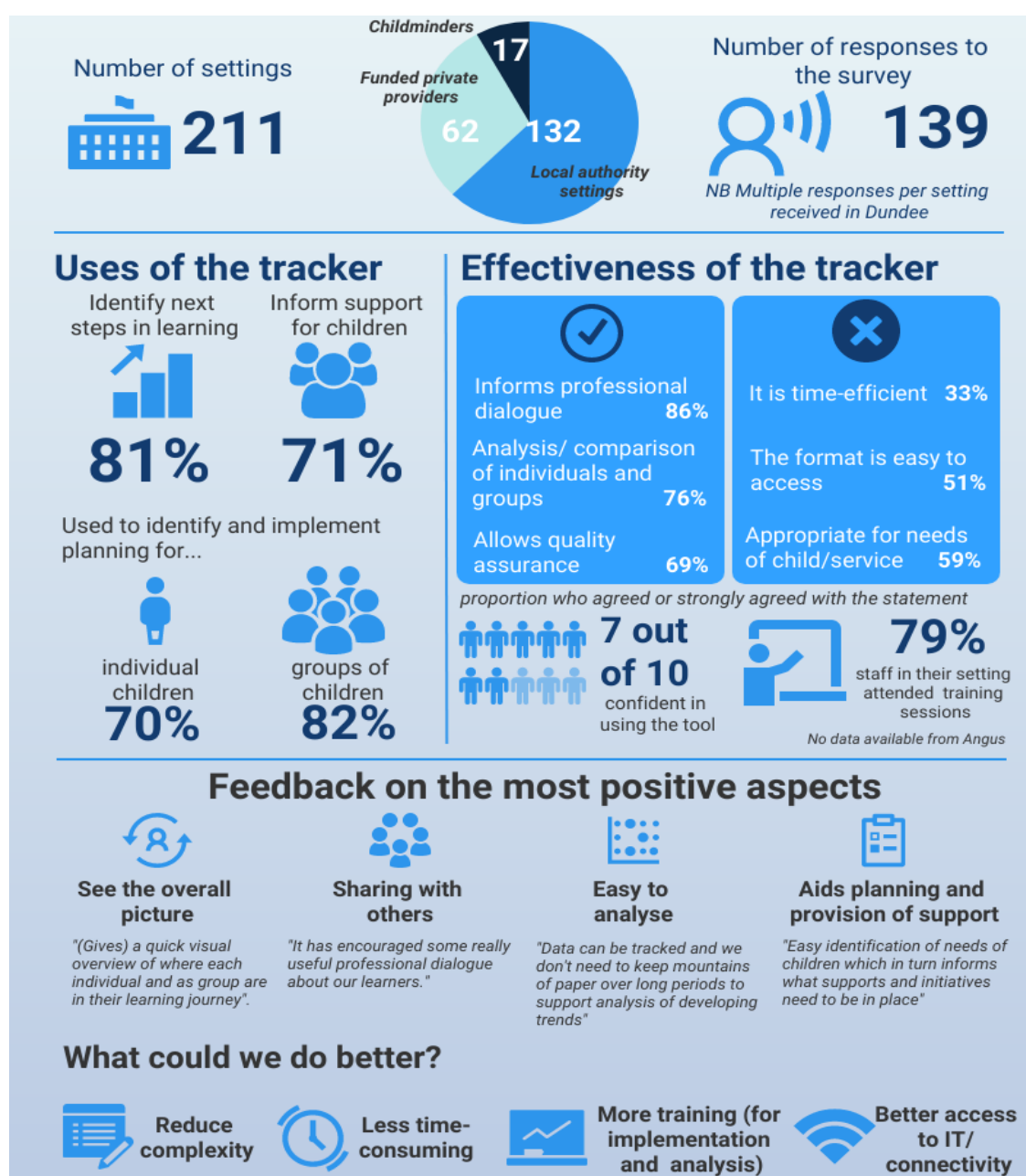
Tracking and monitoring in Early years

An ELC Tracking tool to monitor the progress of children aged 3-5 years was developed during 2020-21 and a pilot carried out with a small selection of settings within Perth & Kinross in spring/summer 2021. In the academic year 2021/22, the tracking tool has been implemented across Tayside. All local authority settings in the 3 local authority areas are using the tool, along with private funded providers in both Angus, and Perth & Kinross, and childminders in Angus. In August/September 2021, each authority provided training sessions and/or training resources to support staff with the implementation process as well as guidance regarding professional discussion and moderation of children's progress and learning. Data reporting periods are October/November, January/March and May (with there being slight differences in the 3 areas to allow for local cycles).

An evaluation was developed to take account of feedback, improvements, and outcomes which resulted from the implementation of the ELC Tracking tool in the first two reporting periods. A summary of the responses is provided in Figure 4. Learning from this feedback will be used to further refine the tracking tool for the academic year 2022/23.

Alongside the implementation of the 3-5 year tracking, a subgroup is developing an 18 – 36 months ELC tracking tool, taking account of current National and local planning frameworks and ASQ Questionnaires (14 months and 27 months).

Figure 4. Evaluation of the first year of using the ELC tracker



Next steps

- Review of feedback and data to evaluate the impact of the 3-5y tracking tool
- Identify any next steps/future developments which arise from data collection
- Identification of interventions which can be developed as case studies
- Finalise the 18-36m tracking tool and agree timeline for pilot and implementation

Priority Group 2: Learning & Attainment

'Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.'

In terms of the previously identified workstreams, the following can be noted in terms of progress:

UNCRC

During 2021-22 we continued to increase school participation in the Rights Respecting Schools programme to help embed the UNCRC into our schools' curriculum. This was supported by our Service Level Agreements in place with UNICEF.

A number of schools across Tayside have registered with the Rights Respecting Schools Award this session. An additional 47 schools across Tayside have registered with the RRSA during the 2021/22 session, bringing the total of schools who are participants in the programme to 131 (see Figure 5).

The RRS professional learning sessions were offered to schools to help increase the understanding of UNCRC. These were well attended. The Service Level Agreement has removed the financial barriers to schools looking to undertake Silver and Gold Awards.

During the year a series of CLPL sessions have been delivered across Tayside. These have included sessions run by Education Scotland and the One World Centre in conjunction with colleagues within our services, which have been attended by over 500 members of staff. These sessions have included –

- UNCRC – Awareness Raising Session
- UNCRC – Train the Trainer
- UNCRC – What, Why, How?
- One World Centre – Children's Rights and Learning for Sustainability

During the session 2021/22, and in collaboration with Scottish Government Improvement Advisors, a Quality Improvement programme was started to develop and enhance children's participation in learning by focussing on increasing attendance. Six schools across Tayside participated in a pilot study using this

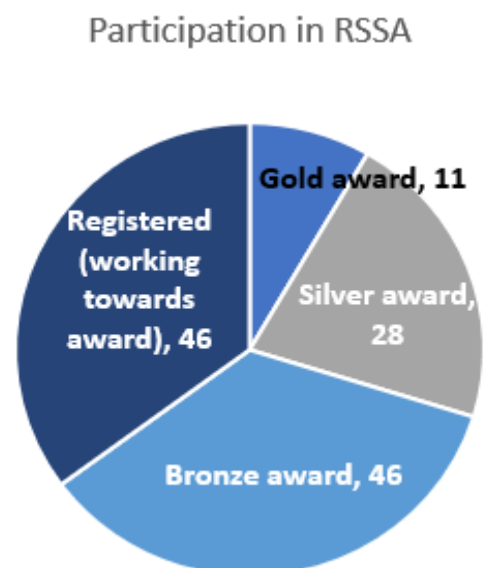


Figure 5: Participation in RSSA programme

programme as a small test of change to help improve attendance and participation with an identified cohort. At the end of this pilot in June 2022, we aim to share learning and good practice with schools across the TRIC, and to upscale this project.

Next steps

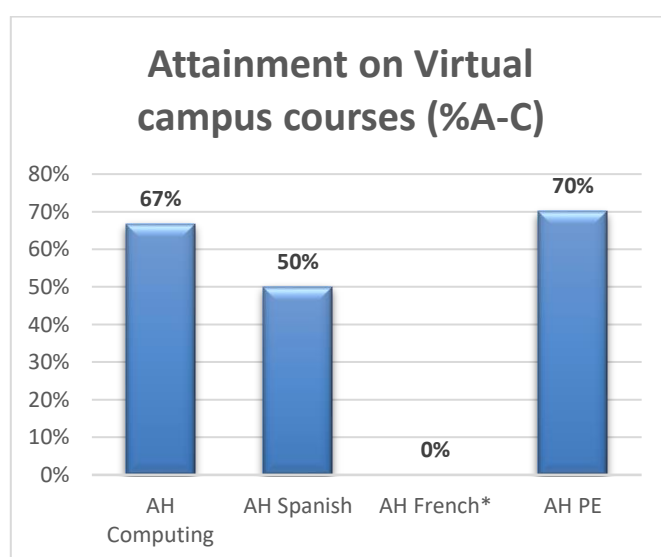
- Continue with our focused interventions to increase wellbeing and raise levels of attendance, engagement and participation in learning for identified cohorts of children and young people across Tayside.
- With the Supreme Court ruling in November 2021, the UNCRC was not adopted into Scots Law. Scottish Government publications have signposted areas of good practice, and we will endeavour to work together to share this practice and ensure that policies across the three local authorities are UNCRC compliant and have children's rights at the core of their practice.
- Continue to promote the Rights Respecting School Award in schools and further increase levels of engagement in this award.

Digital Learning

Virtual Campus

The Tayside Virtual campus has made good progress in supporting 35 learners engaging with four Advanced Higher subjects (French, Spanish, Computing and PE). In session 22/23 we will increase this offer to 6 Advanced Higher subjects (adding Modern Studies and Business Management). The campus is an asynchronous model with a blend of self-study, live delivery, webinars and tutorials.

Attainment on Virtual Campus Advanced Higher courses



"I have enjoyed the virtual campus as its given me the opportunity to take a subject that wouldn't otherwise be available. getting all the choices i wanted have made learning more enjoyable"

Figure 6: Attainment on Virtual Campus courses (NB*AH French – no students completed the AH French course)

Open Tay Learning

We have developed and collated National 1 – National 3 resources for learners in the Senior Phase in all STEM subject areas in partnership with Forth Valley Regional Improvement collaborative and the TRIC STEM officer. We have also created a new website, Open Tay Learning, to house these resources. This website will allow us to create a bespoke resource with many accessibility functions to enhance learning for our young people with additional support needs and barriers to learning. These resources will be available and ready to support learners and teachers by August 2022. The website will form part of the National eLearning offer (NeLO).

Feedback and analytics, on both teacher and learner usage, gathered in December 2022, will inform the further development of the resource bank to include all other curricular areas.

Digital Pedagogy Professional Learning

Key themes around digital pedagogy have been identified across Tayside. A range of programmes have been delivered including CEOP Ambassadors and "This is Digital". Each local authority is utilising the Digital Schools Award Scotland self-evaluation framework. Schools are developing their digital pedagogy with a total of 26 schools in the region having achieved their award, and a further 100 enrolled across the region.

A Digital Needs Analysis was carried out across all three Local Authorities that led to the creation of a Digital Action Plan of strategic actions and measures. The needs which were identified through this process are reviewed at the bi-monthly Digital Network meeting. These have been agreed as the overarching desired outcomes for all three local authorities across Tayside.

Next steps

- Further widen the curriculum offer to young people in the Senior Phase through our Virtual Campus model.
- Provide greater opportunities for children and young people for independent learning through engagement with accessible and flexible online digital resources such as our N1 – N3 resource bank. We will increase this offer for learners with barriers to learning by providing resources across all curricular areas by June 2023.
- Provide further professional learning opportunities for teachers to improve digital pedagogy.

Leadership Development and Induction Programme (LDIP)

In session 2021 – 2022, 15 headteachers from across Tayside participated in the Leadership, Development and Induction Programme. The programme continued in an online format and was delivered across six workshops. The programme was adapted this session to reflect the new GTCS Standard for Headship.

All participants who provided feedback were able to identify clear next steps at the end of each session. Recurring themes in the feedback were the importance of taking time to reflect on the nature and practice of leadership and the opportunity to explore key strategic issues, (e.g., data analysis for school improvement) in a supportive environment.

The overall evaluations of the programme were very positive. 75% of evaluations categorised the programme as being very useful in developing confidence in the role of headteacher. 25% said it was moderately useful. When reflecting on the effectiveness of the workshops in supporting headteachers in their new roles, feedback was highly positive. One headteacher commented:

As a new HT, and as an HT with a significant teaching remit, stepping out of day-to-day business and being part of these conversations was very useful. It is easy to neglect the wider picture and the broader part of my job when the day is so easily filled with teaching and pupil/family issues.

Workshop themes were developed in consultation with participants at the beginning of the year. This allowed for programme to be planned to meet the leadership development needs of the cohort. This was positively recognised by participants in the evaluations.

Advantages of engaging in this programme as a collaborative were identified by participants. Feedback highlighted they appreciated the extended network, sharing experiences and practice.

I think it's good to meet and build the network with HTs and QIOs from across the TRIC. I don't think there are disadvantages we need to look outwards more!

Headteachers evaluated the impact of the programme on their confidence levels of eight areas of the Standard for Headship on a scale of 0 to 10, with 10 being highly confident. They evaluated their confidence levels at the beginning of their new post and at the end of the programme. For some headteachers, this will have been over less than a year. All final evaluations evidenced an impact for all standards evaluated. The highest increase (14.2 %) was for Strategic Vision, Values, and Aims. Leadership of change and improvement increased by 12.5% and Networking and Collaboration with headteachers increased by 13.5%

Next steps

- Progress against the middle leadership plans has been impacted by staffing pressures. A small working group has been identified and they aim to audit

professional learning opportunities for middle leaders across the Regional Improvement Collaborative to identify any areas for potential collaboration.

- This could potentially lead to a Collaborative Network for Middle Leaders and Masterclass CLPL opportunities leading on from areas identified in the Network. This work will be resumed in August 2022.

Moderation and Assessment

The online QAMSO programme was delivered to practitioners from across Angus Council, Dundee City Council and Perth & Kinross council. In total, 67 practitioners signed up to the programme, which was delivered over six sessions, with consistently high numbers of practitioners accessing the professional learning courses.

Evaluation of the programme was carried out using pre- and post-programme questionnaires completed by participants. Participants reported increased levels of confidence in all key areas assessed. Figure 7 shows the proportion of participants who indicated they were either fairly or completely confident with each of the statements.

Further feedback comments were requested from practitioners on the programme to gather information on how their practice had changed because of the programme, and any additional improvements or support that may be required.

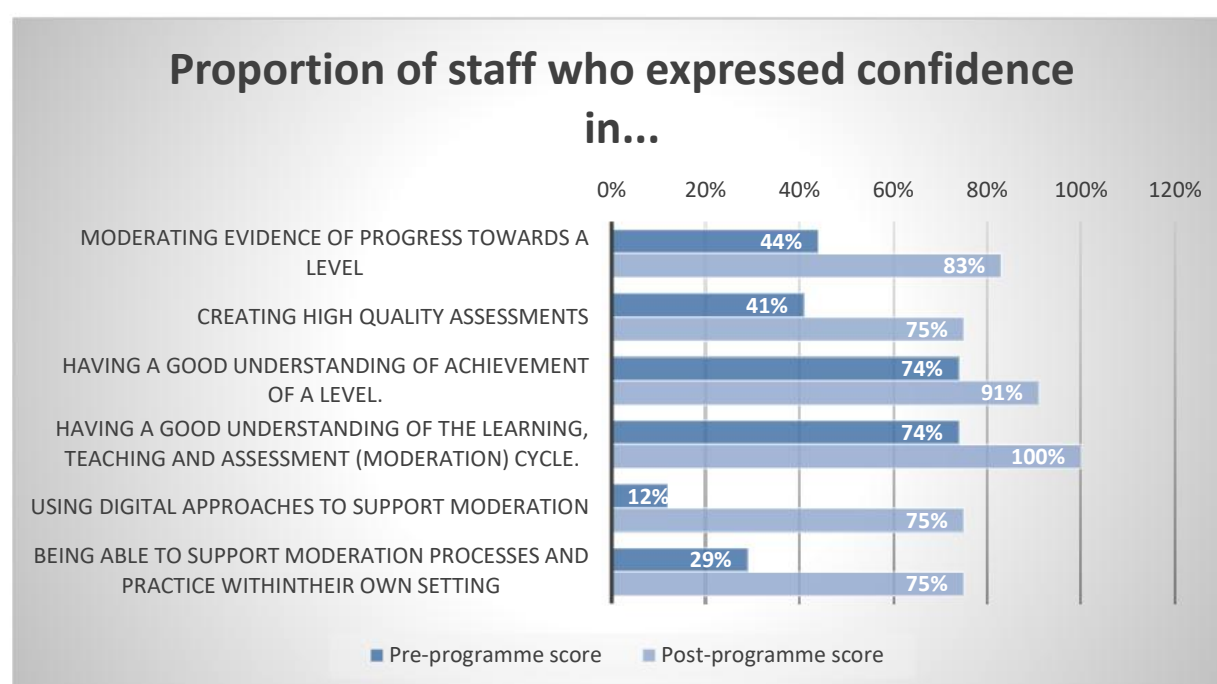


Figure 7: Evaluation of moderation and assessment programme

Comments included:

“I have a better understanding of the moderation cycle, which I can share with my colleagues”

“It has allowed me to build and develop my leadership skills and my confidence in delivering whole school training”

Next steps

- Further moderation events have been organised to bring QAMSOs together from across Tayside to engage in digital moderation activities. These events will provide an opportunity for colleagues to work collaboratively to moderate examples of planning for learning, teaching and assessment and learner evidence from across a range of schools and settings and will take place later in Spring 2022.

School Improvement

With reciprocal visits being paused in 2021 due to COVID-19 and recovery, the key focus of the workstream has been the development of resources to support self-evaluation for improvement. A collaborative interactive resource tool was created to support effective self-evaluation of the How Good is Our School (4th edition) QI 2.3. This has been shared with all Headteachers across Tayside and used in HT development days. This resource has been well received by school staff.

The data literacy improvement projects have been adopted at individual local authority level and it was agreed that a local approach was best suited to this professional learning opportunity

Next steps

Reciprocal school visits by central teams across Tayside will resume in September 2022. This will allow us to monitor the use, effectiveness and impact of the 2.3 toolkit on classroom practice.

STEM

In session 2020/2021 a TRIC action plan was developed and linked to the themes of the STEM Education and Training Strategy for Scotland: excellence, equity, inspiration and connection. In 2021/22, considerable progress has been made in completing the aims outlined in this plan, as follows: -

Excellence Actions included;

- supporting professional learning and STEM training for schools and ELC practitioners,
- developing pedagogy and digital resources,
- developing networks for collaborative working,
- supporting self-evaluation and improvement of STEM within schools.

A comprehensive offer of professional learning was made across Tayside, with programmes for primary and secondary practitioners being developed based on practitioner consultation (see Figures 8 and 9). Outcomes from the consultations were used to develop programmes of online professional learning which were delivered between October and March, with the aim of supporting building of confidence, knowledge and implementation of STEM activities.

Primary priorities (identified through practitioner consultation)

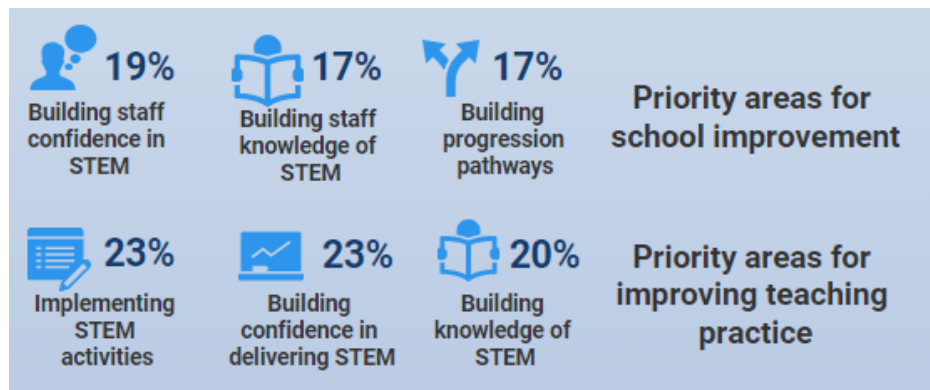


Figure 8. Primary school STEM priorities

Secondary priorities

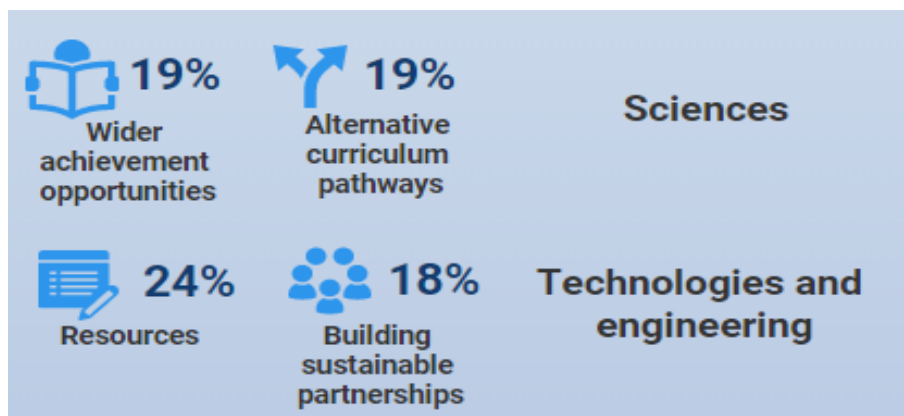


Figure 9. Secondary school STEM priorities

A total of 189 practitioners attended sessions offered. Confidence in delivering STEM learning, and improving STEM provision in a variety of settings, along with knowledge and understanding of how to use STEM to add value to the curriculum in primary, and of expanding the senior phase offer in secondary was developed. Awareness has been raised regarding resources, opportunities and professional learning, including how STEM can support the Learning for Sustainability agenda and how it can support the recovery curriculum

Equity Actions included identifying ways of opening opportunities in STEM study by;

- breaking down gender barriers,
- encouraging engagement from students from disadvantaged backgrounds,

- supported opportunities for children and young people with ASN to engage with the STEM-related curriculum and extend qualifications for these learners.

Unconscious bias has been highlighted and strategies given for addressing in settings. Attention to how practitioners use language, organise classes etc., has also been highlighted allowing self-reflection leading to change. Schools and practitioners have more awareness of the resources available to support ASN learners, including wider-achievement opportunities.

Inspiration Actions have included;

- supporting settings to promote positive engagement with STEM
- tackling gender stereotypes through parental and family engagement,
- supporting schools and ELC settings to develop IDL opportunities in STEM/DYW

Next steps

To continue to embed the interventions and professional learning at individual local authority level and to continue to share practice across Tayside.

Priority Group 3: Health & Wellbeing

'Our children will grow up healthy, confident and resilient with improved physical and mental health and strengthened emotional wellbeing.'

Tayside Child Healthy Weight Strategy

The Tayside Child Healthy Weight Strategy was formally launched at an online event in June 2021, with over 70 participants in attendance. The key milestone of the strategy launch was supported by colleagues showcasing existing work aligned to the five ambitions of the strategy, namely:

1. Child healthy weight is seen as a society wide issue
2. Children have the best start in life
3. Our environment supports healthier choices
4. Families get helpful weight management support
5. Families and communities in most need are our main concern

Dundee, as an early adopter of the **Whole Systems Approach to Child Healthy Weight**, have undertaken considerable work to map current and future actions, including existing projects, programmes of work or interventions that support the child healthy weight agenda to see where actions are targeted. Together this work has enabled us to collaboratively identify, prioritise and refine actions to begin to address child healthy weight in Dundee. Work is now being progressed in four priority areas: safer and greener streets; development of PE in primary schools; development of community cook-it and school lunch time experience.

Next steps

The work currently underway in Dundee must also be rolled out across all 3 local authority areas within Tayside commencing with: -

- Sharing of early and ongoing learning from Dundee Whole System Approach through Priority 3 group members
- Development of specific action plans for each local authority to develop a Whole System Approach to Child Healthy Weight in their area
- Creation of short- and -medium term outcome measures that reflect the ambition to halve childhood obesity by 2030

Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People (C&YP)

Final work to conclude the drafting of '**Connected Tayside**' - the Tayside emotional health & wellbeing strategy for C&YP 2021-23' was completed in spring/summer 2021, with steps being taken to ensure that the strategy was "child and young person friendly". The Charter was firmly integrated into the strategy, including a clear focus on what young people have told us, what we are doing, and the progress we intend to make. Further consideration was also given to the evaluation framework, with work to identify evidence and impact measures being developed.

The strategy was formally launched in November 2021, with attendees from across all sectors (over 130 participants) signing up to a pledge in relation to how they would support implementation of this high priority new strategy. The launch was delivered in a digital format, with some of the sessions led by young people.

Feedback on the launch was received from over 70 participants (predominantly in education and health), with themes key to emotional health and wellbeing being identified.

A padlet of resources has been developed, including the Connected Tayside strategy, links to e-learning modules, the previously developed emotional health and wellbeing toolkit, and a variety of useful links to support teachers, parents and carers.

Work of the Health & Wellbeing Priority Group (HWPG) has subsequently shifted to supporting the implementation of the strategy and to developing effective measures to demonstrate impact. Baseline data on children/young people's experiences of mental health support is being gathered using focus groups, and further surveys of CYP are planned.

Figure 10: Poster developed by young people



In embarking on this phase of work, the HWPG has begun to align the Connected Tayside strategy with the overarching, population-wide Tayside mental health strategy 'Living Life Well'. This should enable us to optimise synergies and make the most efficient use of available resources. One such area of implementation has been the Counselling in Schools programme.

Counselling in schools

Following the establishment of a counselling service last year, the Counselling in Schools (CiS) programme continues to be embedded, with almost 40 counsellors delivering counselling within schools across Tayside.

The 3 Tayside LAs continue to gather deeper quantitative and qualitative data than is required by Scottish Government to support ongoing planning and evaluation at a local level. It has been challenging at times to gather this local standardised model as providers gather their own data individually and have commented that a national standardised reporting model would be helpful.

Looking at the period September 21 – March 22, 1146 referrals had been received by the counselling service, with almost all referrals coming from within schools. An increasing number of referrals have been seen in each quarter so far. Almost all these referrals (96%) resulted in an assessment with the service.

Area	Quarter 1	Quarter 2	Quarter 3
Angus	87	79	90
Dundee	137	177	159
Perth & Kinross	104	141	172
Tayside	328	397	421

Figure 11. Number of referrals (Sept 21 – March 22)

Most young people supported were in secondary school, with 67% of all children/ young people being in stages S2 – S5. Approximately two thirds of children/ young people supported were female.

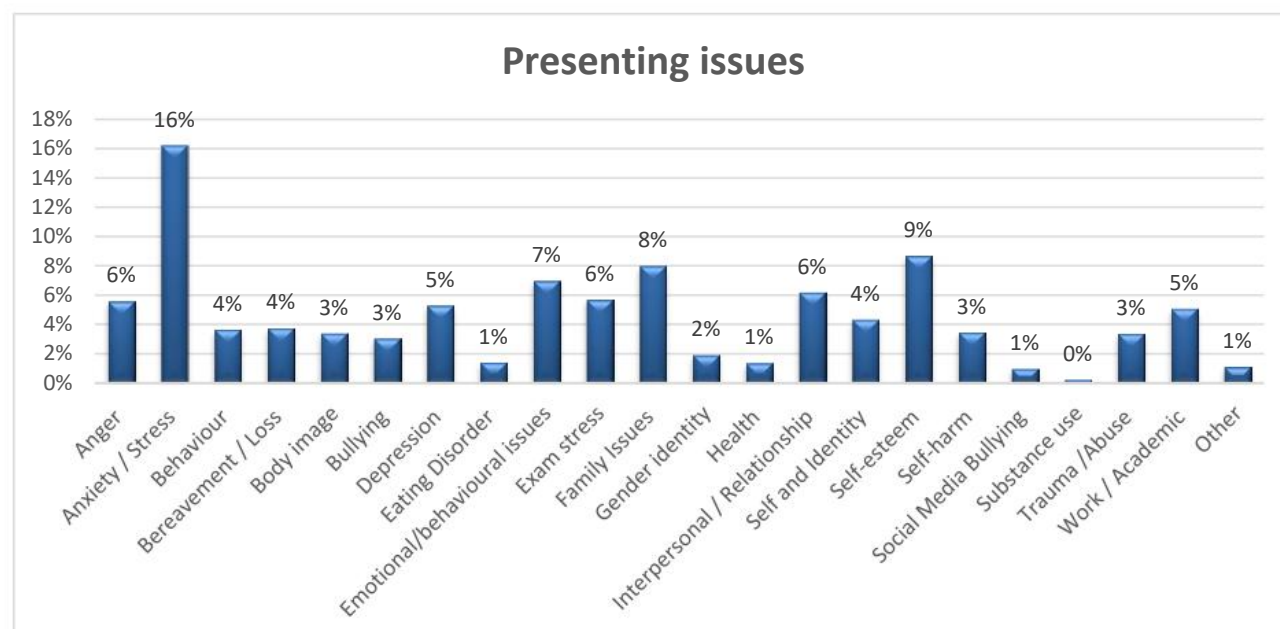


Figure 12. Presenting issues identified prior to the start of counselling.

Almost 400 children/young people have completed counselling so far this year, with 78% of children/young people reported improved outcomes following access to counselling. Where children/young people have been asked to identify outcomes

from their counselling sessions, the most commonly identified are being able to cope better, more awareness of feelings and behaviour, feeling more positive (all 11%), and increasing confidence (10%).

224 cases resulted in signposting to other services (most commonly GP or CAMHS), and 116 referrals to other services were generated (including 51 referrals to CAMHS).

Feedback was also gathered from schools, with the majority of schools reporting improved outcomes for young people who have received counselling. Some counsellors contribute to planning for young people, and are contributing to multi-agency working, although this depends on the continuity of provision, and connections within schools. This is an area that requires further attention to ensure a consistent approach across all clusters. Schools are also now gathering more insight into emerging themes, with most schools now reporting that these are given due consideration in wider school planning.

Next steps

The Tayside coordinator will continue to review referral pathways, planning and liaising with schools and providers to support improving and consistent practice with focus on: -

- Coordinated, multi-agency planning
- Continuum of support, Tayside Toolkit and relevant preventative options
- Utilising CiS data to support school HWB planning
- Management of capacity
- Working closely with Abertay University to develop evaluations of the impact of counselling in schools to support school staff in improving their understanding of counselling for CYP.

Priority Group 4: Looked After Children, Care Leavers & Young Carers

‘Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings’

Within the Tayside plan 2021-23 there was a change in focus for this priority group, with workstreams and actions being redeveloped to take into account the 5 foundations of The Promise. Collaborative actions with other Priority groups in areas of overlap have been, and continue to be, explored. A high level action plan has been developed and work is being progressed to identify actions, milestones and outcomes, with an accompanying performance framework which provides an evidence base for actions (providing both quantitative and qualitative data).

Education

Aim: Implement school approaches with a specific focus on reducing exclusions and improving attendance and attainment

Group members have been collating, cleansing, and analysing data on attendance to inform groups of care experienced children and young people to whom adapted or additional support should be targeted. Attendance measures were chosen as a proxy for general school participation, allowing the potential link with the current quality improvement work of PG2, and will lead to the development of proposed regional and/or local strategies for this group in 2022-23.

National data indicates that overall attendance for children who are looked after is consistently lower than attendance for all pupils, and this has persisted over time (2018-19 Scotland data showed overall attendance rates of 93% for all pupils, compared with 87% for children who are looked after). However, this data does not allow for differences between types of placements, which is believed to have a considerable impact on attendance. A local dataset was created using data from all three local authority areas which identified children who were currently looked after as at December 2021 (initially including children who were both looked after and educated within the same local authority, but next steps will also include children who were educated in one of the other 2 LA areas within Tayside).

This dataset identified 415 children looked after and educated within a specific LA (with a further 51 who were educated in other Tayside LA), with a breakdown of placement and stage of school. Due to the very small number in residential care or external foster care, it was decided to focus analysis on children looked after at home, in kinship care, or in internal foster care.

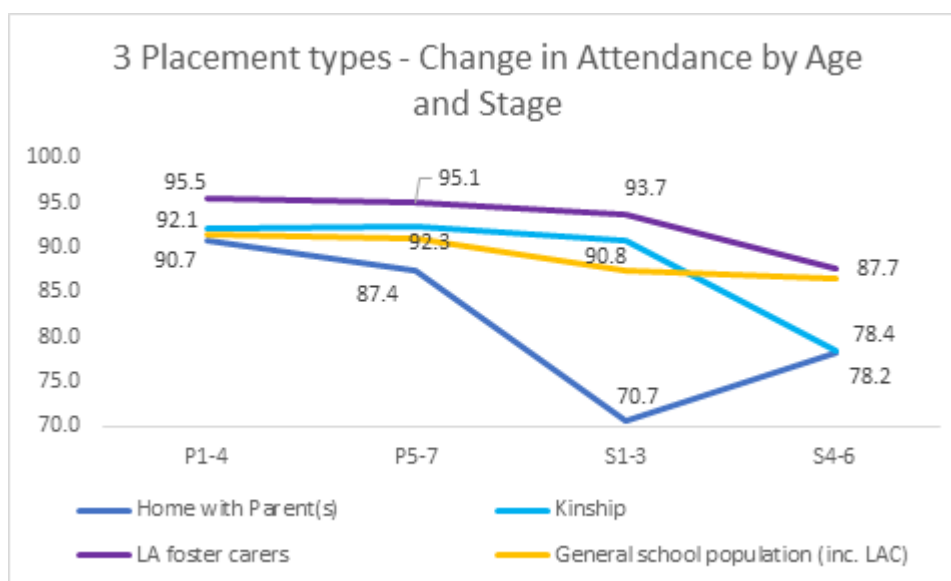


Figure 13: Attendance data for identified cohort of children looked after

The headline data (Figure 13) indicates that of the categories considered: -

- children who are in either foster care or kinship care have **higher attendance** than those looked after at home
- children who are accommodated have **higher attendance** than the general school population up to S3, although this drops for older children (particularly those in kinship care)
- children who are looked after at home consistently have the **lowest attendance**
- S4-S6 pupils in care at home with their parents, or in kinship care, have attendance at school is almost **10% less** than the general population or those in foster care
- There is a **decrease** in the % attendance between primary and secondary (seen in both the general school and CLA populations), albeit a much larger dip in the crucial years S1-S3 for children at home

Some differences between local authorities were identified, but with no consistent pattern. The group are now considering the relative impact of school against supervising authority and looking at cross-authority placements.

Next steps

- Look at relative impact of school v supervising local authority in attendance data
- Liaise with Priority Group 2 (Learning and Attainment) to develop tests of change to address lower attendance amongst care-experienced children and young people

- Adapt methodology to look at exclusions and attainment for specific cohorts of children who are looked after.

Health

Aim: Implement Health Improvement Plans with a specific focus on meeting the wellbeing needs of care experienced children, young people and care leavers, including during key transitions

The NHS Tayside Corporate Parenting Group was established in October 2021 to take forward the NHST Corporate Parenting Action Plan 2021-24. This plan has a number of actions with measurable outcomes, many of which relate to health assessments/reviews and mental health needs.

Initial steps to update records within NHS systems is currently being progressed, whilst recognising that the impact of the COVID-19 pandemic and the potential impact of changes to national IT systems will have an impact on the pace of this work. Having more efficient data systems, and improving our understanding of these, will allow us to better assess the needs of children and young people. We can then identify any gaps in provision, target our efforts to address these, and finally, monitor our progress.

Next steps

- Adapt methodology used to identify education data to look for any differences in health provision for children who are looked after

Secure Care Standards

Aim: Complete a regional self-evaluation of the national Secure Care Standards and develop associated regional and/or local improvement plans

The self-evaluation has been completed with support from the Strathclyde University Centre for Youth and Criminal Justice Studies (CYCJ). Building on this, 3 partnership workforce development sessions were held between March and May 2022, focused on decision-making, support and communication with children and young people before, during, and after secure care. These were attended by employees and partner agencies across the 3 council areas, and further meetings have taken place with CYCJ to review feedback and input across all three sessions

Next steps

Further workforce development sessions will be facilitated in September /October to maximise attendance after which senior managers across the 3 areas will review and plan next steps.

Brothers and Sisters

Aim: Explore and maximize opportunities for siblings to sustain and develop positive relationships

Members have considered national guidance on keeping brothers and sisters together and/or maintaining contact. Local authorities are also represented on a new national working group considering practical application of the guidance. Whilst this work progresses, Social Work representatives continue to promote staying together and retaining contact within the context of sometimes complex family relationships, adapting to individual needs and available capacity within care placements. Individually, each area continues to develop support to prevent family breakdown and enhance community-based support.

For example, within Angus, funding for this area of work has been obtained from the CORRA Foundation, with a focus on three areas of development: Training and Self Awareness; Childs Plans and Quality of Relationships; and Nurturing Environment. Some of the actions included are:

- the creation of bite-size learning and e-learning resources and a practitioner's development forum with particular focus on staying connected.
- a pilot project with local secondary schools and work to design a social education module for pupils – this will support the de-stigmatisation of care experienced children and support broader understanding of brothers and sisters and maintaining key relationships.
- development of promise packs for children coming into our looked after system – this will include information in respect of children rights to maintaining key relationships
- evaluation work being undertaken by quality improvement team on children's experiences of coming into care – particular focus on where children are placed (i.e., with or without brothers/sisters and when not placed together, what has been done to maintain relationships with them and key relationships)
- assessment formats and care plans have been amended to ensure practitioners focus in key relationships
- links are being made with the local Rotary clubs to establish what they can offer in terms of support. Early indications are that they are keen to be involved in supporting children within their own communities and supporting children who cannot live with their brother/sister to have appropriate spaces to meet
- the charity IRISS have been commissioned to undertake a literature review, and liaison with Stand Up for Siblings is currently underway.

Much of this work is in the early stages of development, and moving forward, the aim is that key successes and learning that is helpful for partners will be shared across Tayside.

Next steps

- Build on both national guidance around brothers and sisters and local learning

to identify actions to improve communication, the identification of significant relationships, and improvement of scaffolding around families in care.

Workforce Development

Aim: Capacity, confidence and competence will be built in the workforce to develop high quality relationship-based care (kinship/residential/staff/volunteers). Co-produce regional training programme.

The group has connected with Priority Group 5 and the Promise to integrate this work into an existing workstream on Priorities for Practice.

Next steps

- Work collaboratively to identify opportunities for workforce development in partnership with Priority Group 5 (safeguarding and Child Protection)
- Co-production of resources and training opportunities

Transformational Family Support

Aim: Capacity will be built to manage and mitigate risk, looking at partnership approaches to sustaining children at home

The delivery of appropriate Whole Family Support is a key priority in each local authority area, with strategies being adapted to suit local needs. For example, in Dundee, a new Alliance with statutory and Third Sector partners has been developed to promote more easily accessible and flexible family support. The Alliance has developed a Project Plan with 6 key priorities of implementing the Fast Online Tracking (FORT) system, a volunteer strategy, a task-sharing model on emotional health and wellbeing, engagement, disability and wrap around support. This work was supported with additional funding from The Promise and will be shared with colleagues in Angus and Perth and Kinross.

Next steps

- Consider the impact of the Whole Family Wellbeing Fund, and potential opportunities for collaborative working

Leadership

Aim: Work with Columba 1400 on collaborative, values-based leadership with children and young people at the centre

A number of partnership cohorts have now each developed collaborative action plans. Currently, governance and oversight of these plans is subject to local arrangements and the TRIC Leadership Group will coordinate a regional meeting to

promote shared learning, cross-fertilisation and consistent regional approaches where possible.

Priority Group 5: Safeguarding & Child Protection

'We will continue to ensure that our children and young people are safe and protected from harm, at home, school and in the community.'

Actions within this workstream have focused on supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection. The work of Priority Group 5 is built upon the research carried out for Tayside by Dr Sharon Vincent and the Priorities for Practice developed from this.

1. Workforce development (Priorities for practice)

Building on the work described in the last annual report, the group has taken forward a co-production approach to multi-agency workforce development. This programme is aimed at enhancing leadership, changing culture, ethos, and day-to-day working practices.

Working together and **relationships with children and families**, have been the 2 main areas for improvement, as well as the development of a series of priorities for practitioner training and workforce development (Figure 14).

In May 2021, building on the research of Dr Sharon Vincent, we launched our Tayside **'Priorities for Practice'** - six key practice themes to support and empower a competent, confident and skilful multi-agency child protection workforce, and enhance the safety, protection and wellbeing of Tayside's children (see Figure 15). They are founded on research into the lived experience of children, young people, families and staff across Tayside. They align closely with the vision of the Tayside Plan for Children, Young People and Families; are compliant with the National Guidance for Child Protection in Scotland 2021 and uphold children's rights as per the United Nations Convention on the Rights of the Child (UNCRC). Additionally, our Priorities for Practice aim to support the ambitious targets set to achieve the whole system change needed to help Tayside 'Keep The Promise' to Scotland's children, and are further compatible with Scotland's Health and Social Care Standards. It is the intention that the Priorities will be used as framework to achieve high standards of day-to-day child protection practice and effective leadership across the Public, Private and Third Sector Agencies and Services of Tayside.

Our six Priorities for Practice sit under two overarching priorities - **Relationships with Children and Families** and **Working Together**



Figure 14: Drivers for Priorities for Practice



Figure 15: TRIC Priorities for Practice

86 First-line Managers and Frontline Practitioners from across a range of agencies and services have been working collaboratively to develop and implement a whole-Tayside child protection-related Workforce Development Programme. Through this Programme we are prioritising the continuous development and support needs of multi-agency staff, who work with children, young people and families across Tayside.

Five co-production groups (workstreams) were set up around our 'Priorities for Practice' themes and volunteers and nominees were allocated based on their areas of expertise and/or interests. Workstream Group members will be working together to:

- Co-create, adapt, and deliver high-quality, fit-for-purpose, thematic child protection related learning resources, and opportunities which enhance practice and empower our child protection workforce,
- explore and identify opportunities to influence culture, ethos, and day-to-day practice.

A toolkit has been developed to help ensure that everyone involved has a positive and productive experience of co-production, and is clear about the aims and objectives of the Tayside Child Protection Workforce Development Programme.

Since first coming together in January 2022, our Co-production Groups have been meeting regularly to explore and identify the current 'wicked' issues and practice challenges faced on the frontline. They have identified opportunities which exist for shared learning and improvement, as shown in the Figure 16.



Figure 16. Opportunities for shared learning and workforce development

Next steps

- Development of co-production workplans
- Create high quality learning resources to share with practitioners across Tayside
- Identify opportunities to influence culture, ethos, and day-to-day practice
- Gather feedback from practitioners and evaluate training programme.

2. A shared approach to multi-agency quality assurance and evaluation

Previously, new practitioner guidance has been produced by Priority Group 5 relating to:

- Chronologies of significant events for children and young people
- IRD (Inter-Agency Referral Discussions) Practice Guidance
- Unborn Babies Protocol
- Participation of children, families, and staff in Key Child Protection Meetings

Following changes to the **National Guidance for Child Protection**, each of these pieces of guidance are being audited against the national guidance to ensure they are up-to-date and reflect recent policy changes.

Next steps: include developing mechanisms for consulting with children/young people, families and practitioners to identify:

- Familiarity and/or utilisation of new guidance and documentation
- Evidence of impact of the new guidance in day-to-day practice.

This will allow the group to make relevant changes to ensure that the practice guidance continues to remain relevant to best practice in new ways of working.

3. Performance

Since June 2020, partners have analysed local and national data in relation to vulnerable children, and regular updates were provided to the group using SOLACE child protection data during COVID-19 lockdown and recovery periods.

Regular monitoring of data has allowed the group to respond to emerging issues such as a shared concern around an apparently increased number of infants and young children living in Tayside who had sustained serious non-accidental injuries (NAIs) in the period August 2020 – March 2021. A short life working group was convened to carry out a snapshot thematic review of these cases, with a view to identifying if the increase was unique to the COVID-19 pandemic or an unfortunate anomaly.

A total of eight NAI cases were agreed within the timeframe August 2020-March 2021. In at least two cases, the serious non-accidental injury to the infant or young child could have led to catastrophic consequences, up to and including death.

In terms of risks to the infants and young children, there were no time-critical actions or risks identified from this review. Learning points were shared with relevant partners, and the findings from these reviews were reported within NHS Tayside's Public Protection Executive Group (September 2021). A series of learning themes have been identified, and as many are over-arching themes that are being worked on as part of the Priorities for Practice workforce development programme (e.g., communication and relationships with families, sharing information, professional curiosity), colleagues

are working to build the learning from the review into the co-production process when developing resources for practitioners.

Supporting Sub-Groups

Members of the **Performance and Data** group have met quarterly throughout the year and have continued in their support of the work of the priority groups. This included support from a dedicated TRIC Information Assistant to assist with the ongoing review of outcome measures and consistent data analysis.

Current data sets continue to be influenced by work taking place nationally and regionally on, for example, development of a national framework of measures around health and wellbeing, and a core data set for Looked After Children. Work is progressing in the development of a more detailed performance framework for the actions of the 5 priority groups.

There has been no requirement for the **Commissioning** group to meet during this time.

Performance Framework Summary

The agreed set of indicators (when the Tayside Plan was first introduced) have now been updated by the Performance and Data Group to include core data from this year. Performance in relation to these high-level outcome measures has been provided in Appendix 2, with information to the end of 2020-21 representing the most up to date data available from most public sources.

In addition, work has progressed this year in the development of a more detailed performance framework looking at outcomes relating to specific actions within the priority groups and including both quantitative and qualitative data. Additional information on some measures have been included within the narrative of this report, with further measures being included from next year as work in some areas progresses.

- 27-30 month child developmental data has shown a slight increase in the proportion of children with a concern in any domain in both Angus and Dundee (1 percentage point in each case), whereas there has been a slight decrease in Perth & Kinross. Although there are small fluctuations in a number of domains, these changes appear to be predominantly due to the increase in the proportion of children with a speech, language and communication concern, and is likely to reflect the impact of the COVID-19 pandemic.
- The proportion of pupils entering positive destinations after leaving school remains high, with all 3 local authority areas show a slight increase (approximately 2 % points) in this reporting year (including for children who are looked after. A decrease had been seen in the previous year which had been attributed to the impact of COVID-19, so it appears that there may have been a recovery in this data.
- Whilst measures of childhood obesity remain a key measure for Tayside, along with other measures being developed for the Child Healthy Weight strategy, child weight in P1 has not been measured in Tayside in the last year. This programme has re-commenced, and this measure is likely to be used in future years.
- The proportion of children achieving Literacy and Numeracy at SCQF Level 4 has remained broadly stable this year (with a small increase in Angus). However, increases in the proportion achieving Literacy and Numeracy at SCQF Level 5 has increased slightly in both Angus and Dundee. Data for both measures are broadly in line with national values.
- In general, educational attainment has shown some fluctuating patterns and has not been consistent across all three areas with some values remaining below the national figures. Longer monitoring of data will be required to establish trends. For 2019/20 and 2020/21, the absence of external assessment information and the decision to award estimated grades, have led to a different pattern of attainment than has been seen previously. The attainment data cannot be directly compared

to that of previous (or future) years and cannot therefore be used to directly demonstrate subject, school or authority improvement comparably.

As highlighted in previous years, some indicators are based on relatively small cohorts, such as number of Looked after Children, which are therefore subject to fluctuation from year to year. Caution is therefore required in interpretation.

Again, there are often considerable differences in the patterns seen across the three local authority areas, which, considering the different demographic profiles in each area, is not unexpected.

Conclusion

This report highlights activity that has been undertaken in partnership across Tayside in unprecedented circumstances. At the beginning of this reporting period, local and wider communities were dealing with the immediate aftermath of a pandemic. The effects of the pandemic are far-reaching and have impacted on relationships, social contacts, education, employment, and mental health to name a few.

As an established collaborative, Tayside were able to respond effectively to the challenges of the immediate context and the beginnings of the post-pandemic recovery process. The strength of the partnerships enabled an agile response to the operational and strategic challenges, some of which are still ongoing.

As the collaborative has matured, we have learned that we cannot plan and work together on everything. We have learned that a one-size-fits all approach is not the best solution to some of our local challenges. On the areas that we do collaborate, we ensure sure that it is because it is the best way to improve outcomes for our children and young people.

There is now a greater shared understanding on what our priorities are moving forward. We all understand how available data can be used more effectively and help us to focus on more specific actions to ensure they contribute to making a difference. This last year has shown that our leadership, planning, and service delivery, needs to be focussed, adaptive, and responsive in order to meet the changing needs of our communities.

There is confidence entering into the next year of our Plan, that although there may be a slight shift in focus for some of our interventions, the strategic priorities remain the same: make improvements that will ensure Tayside is the best place for children, young people and families.

Appendix 1: Priority Group Members (Job Titles & Organisations)

(AC – Angus Council, DCC – Dundee City Council, PKC – Perth & Kinross Council)

Pre-birth & Early Years (Priority Group 1)

Lead: Education Manager, Early Years (DCC)

Members: Family Nurse Partnership Lead Nurse (NHS Tayside), AHP Early Intervention & Prevention Lead (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Education Officer (Education Scotland), Quality Improvement Officer (Early Years and Primary) (PKC), Senior Nurse Health Visiting Service (P&K) (NHS Tayside), Consultant Midwife (NHS Tayside), Acting Service Leader (Education & Lifelong Learning) (AC)

Learning & Attainment (TLAG) (Priority Group 2)

Lead: Education Officer (DCC)

Members: Chief Education Officer (DCC), Head of Education (PKC), Executive Director (Education & Children's Services) (PKC), Director of Education and Lifelong Learning (AC), Service Leader (AC), Improvement Officer (AC), Education Officer x 2 (DCC), Head Teacher, Angus Virtual School (AC), Quality Improvement Officer (PKC), Senior Regional Advisor for Tayside (Education Scotland), NIF Advisor (Education Scotland), Support Service Manager (AC), Chief Education Officer (AC), Service Manager (Primary) (PKC)

Health & Wellbeing (Priority Group 3)

Lead: Lead Nurse – Women, Children & Families Division (NHS Tayside)

Members: Education Officer (DCC), Service Lead (DCC), Service Manager ASN/Educational Psychology (AC), Lead Officer ADPs (AC), CAMHS Manager (NHS Tayside), AHP Manager (NHS Tayside), Senior Nurse School Nursing Service (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Dietetic Consultant in Public Health (NHS Tayside), Development Officer (Health & Social Care) (PKAVS), LAC Medical Adviser to Adoption and Fostering Panels, Community Paediatrician (NHS Tayside), Inclusion Manager/Principal Educational Psychologist (PKC), Senior Education Officer (Inclusion) (Education Scotland).

Looked after Children, Care Leavers & Young Carers (Priority Group 4)

Lead: Head of Service, Children's Service and Community Justice (DCC)

Members: Senior Manager, Residential Services (DCC), Education Support Officer (ASN) (DCC), Senior Manager, Children and Families (PKC), Service Leader, Child

Protection & Review (AC), Team Manager (Carers Support Services) (Dundee Carers Centre), Locality Reporter Manager (SCRA), Child Health AHP Service Manager (NHS Tayside), Team Leader (Looked After Children) (NHS Tayside), Consultant Community Paediatrician/Medical Advisor for LAC in Dundee (NHS Tayside), Senior Information Officer (DCC), Senior Education Officer (Inclusion) (Education Scotland), Service Manager, Children and Families (DCC), Consultant in Public Health (NHS Tayside), Assistant Director (Barnardo's Scotland), Attainment Advisor (Education Scotland)

Safeguarding & Child Protection (Priority Group 5)

Lead: Depute Director, Education and Children's Services / CSWO (PKC)

Members: Detective Chief Inspector, Tayside Division (Police Scotland), Detective Inspector (Police Scotland), Assistant Director (Barnardo's Scotland), Lead Nurse Child Protection (NHS Tayside), Consultant Paediatrician Child Protection (NHS Tayside), Independent Chair (Angus Child Protection Committee), Independent Chair (Dundee Child Protection Committee), Independent Chair (Perth and Kinross Child Protection Committee), Lead Officer, Protecting People (DCC), Team Leader, Protecting People (AC), Child Protection Inter-Agency Coordinator (PKC), Attainment Advisor (Education Scotland), Information Assistant (PKC), Tayside Child Protection Learning & Development Officer (PKC).

Appendix 2: Headline measures

Unless otherwise noted, data for all indicators covers the years 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21

NB The COVID-19 pandemic may have had an impact on many of the measures presented, particularly those within education. Care should be taken when making comparisons with previous years. For 2020 and 2021 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. The results for 2020 and 2021 should not be directly compared to those in previous years or future years. The Attainment data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.

- 1. Education measures:** Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences all children and young people will fulfil their potential

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																
Proportion of school leavers achieving 5 plus awards at SCQF level 5 or higher (increase)	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>63%</td><td>62%</td><td>62%</td><td>64%</td><td>72%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	63%	62%	62%	64%	72%	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>58%</td><td>51%</td><td>56%</td><td>60%</td><td>62%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	58%	51%	56%	60%	62%	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>63%</td><td>66%</td><td>64%</td><td>69%</td><td>71%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	63%	66%	64%	69%	71%	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>62%</td><td>64%</td><td>64%</td><td>68%</td><td>70%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	62%	64%	64%	68%	70%
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Proportion of school leavers achieving literacy and numeracy at SCQF level 5 or above (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>72%</td></tr><tr><td>2011</td><td>67%</td></tr><tr><td>2012</td><td>65%</td></tr><tr><td>2013</td><td>68%</td></tr><tr><td>2014</td><td>70%</td></tr></table>	Year	Value	2010	72%	2011	67%	2012	65%	2013	68%	2014	70%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>59%</td></tr><tr><td>2011</td><td>54%</td></tr><tr><td>2012</td><td>59%</td></tr><tr><td>2013</td><td>64%</td></tr><tr><td>2014</td><td>65%</td></tr></table>	Year	Value	2010	59%	2011	54%	2012	59%	2013	64%	2014	65%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>60%</td></tr><tr><td>2011</td><td>63%</td></tr><tr><td>2012</td><td>64%</td></tr><tr><td>2013</td><td>69%</td></tr><tr><td>2014</td><td>69%</td></tr></table>	Year	Value	2010	60%	2011	63%	2012	64%	2013	69%	2014	69%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>66%</td></tr><tr><td>2011</td><td>67%</td></tr><tr><td>2012</td><td>67%</td></tr><tr><td>2013</td><td>69%</td></tr><tr><td>2014</td><td>70%</td></tr></table>	Year	Value	2010	66%	2011	67%	2012	67%	2013	69%	2014	70%
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Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																
Proportion of pupils entering positive destinations after leaving school (increase)	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>95%</td></tr><tr><td>2011</td><td>95%</td></tr><tr><td>2012</td><td>96%</td></tr><tr><td>2013</td><td>94%</td></tr><tr><td>2014</td><td>96%</td></tr></table>	Year	Proportion (%)	2010	95%	2011	95%	2012	96%	2013	94%	2014	96%	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>94%</td></tr><tr><td>2011</td><td>91%</td></tr><tr><td>2012</td><td>94%</td></tr><tr><td>2013</td><td>92%</td></tr><tr><td>2014</td><td>94%</td></tr></table>	Year	Proportion (%)	2010	94%	2011	91%	2012	94%	2013	92%	2014	94%	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>94%</td></tr><tr><td>2011</td><td>96%</td></tr><tr><td>2012</td><td>97%</td></tr><tr><td>2013</td><td>94%</td></tr><tr><td>2014</td><td>97%</td></tr></table>	Year	Proportion (%)	2010	94%	2011	96%	2012	97%	2013	94%	2014	97%	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>94%</td></tr><tr><td>2011</td><td>94%</td></tr><tr><td>2012</td><td>95%</td></tr><tr><td>2013</td><td>93%</td></tr><tr><td>2014</td><td>95%</td></tr></table>	Year	Proportion (%)	2010	94%	2011	94%	2012	95%	2013	93%	2014	95%
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Leavers' average total tariff SIMD Quintile 1 (increase)	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>634</td></tr><tr><td>2011</td><td>503</td></tr><tr><td>2012</td><td>550</td></tr><tr><td>2013</td><td>586</td></tr><tr><td>2014</td><td>571</td></tr></table>	Year	Average Tariff	2010	634	2011	503	2012	550	2013	586	2014	571	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>593</td></tr><tr><td>2011</td><td>510</td></tr><tr><td>2012</td><td>543</td></tr><tr><td>2013</td><td>580</td></tr><tr><td>2014</td><td>616</td></tr></table>	Year	Average Tariff	2010	593	2011	510	2012	543	2013	580	2014	616	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>490</td></tr><tr><td>2011</td><td>548</td></tr><tr><td>2012</td><td>531</td></tr><tr><td>2013</td><td>601</td></tr><tr><td>2014</td><td>614</td></tr></table>	Year	Average Tariff	2010	490	2011	548	2012	531	2013	601	2014	614	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>635</td></tr><tr><td>2011</td><td>644</td></tr><tr><td>2012</td><td>632</td></tr><tr><td>2013</td><td>673</td></tr><tr><td>2014</td><td>721</td></tr></table>	Year	Average Tariff	2010	635	2011	644	2012	632	2013	673	2014	721
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Leavers' average total tariff SIMD Quintile 2 (increase)	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>683</td></tr><tr><td>2011</td><td>685</td></tr><tr><td>2012</td><td>605</td></tr><tr><td>2013</td><td>562</td></tr><tr><td>2014</td><td>721</td></tr></table>	Year	Average Tariff	2010	683	2011	685	2012	605	2013	562	2014	721	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>705</td></tr><tr><td>2011</td><td>624</td></tr><tr><td>2012</td><td>696</td></tr><tr><td>2013</td><td>738</td></tr><tr><td>2014</td><td>687</td></tr></table>	Year	Average Tariff	2010	705	2011	624	2012	696	2013	738	2014	687	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>653</td></tr><tr><td>2011</td><td>683</td></tr><tr><td>2012</td><td>606</td></tr><tr><td>2013</td><td>677</td></tr><tr><td>2014</td><td>641</td></tr></table>	Year	Average Tariff	2010	653	2011	683	2012	606	2013	677	2014	641	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>766</td></tr><tr><td>2011</td><td>771</td></tr><tr><td>2012</td><td>744</td></tr><tr><td>2013</td><td>797</td></tr><tr><td>2014</td><td>854</td></tr></table>	Year	Average Tariff	2010	766	2011	771	2012	744	2013	797	2014	854
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Leavers' average total tariff SIMD Quintile 3 (increase)	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>822</td></tr><tr><td>2011</td><td>804</td></tr><tr><td>2012</td><td>778</td></tr><tr><td>2013</td><td>795</td></tr><tr><td>2014</td><td>890</td></tr></table>	Year	Average Tariff	2010	822	2011	804	2012	778	2013	795	2014	890	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>913</td></tr><tr><td>2011</td><td>802</td></tr><tr><td>2012</td><td>838</td></tr><tr><td>2013</td><td>1036</td></tr><tr><td>2014</td><td>946</td></tr></table>	Year	Average Tariff	2010	913	2011	802	2012	838	2013	1036	2014	946	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>917</td></tr><tr><td>2011</td><td>896</td></tr><tr><td>2012</td><td>879</td></tr><tr><td>2013</td><td>1012</td></tr><tr><td>2014</td><td>1000</td></tr></table>	Year	Average Tariff	2010	917	2011	896	2012	879	2013	1012	2014	1000	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>910</td></tr><tr><td>2011</td><td>913</td></tr><tr><td>2012</td><td>870</td></tr><tr><td>2013</td><td>960</td></tr><tr><td>2014</td><td>998</td></tr></table>	Year	Average Tariff	2010	910	2011	913	2012	870	2013	960	2014	998
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Leavers' average total tariff SIMD Quintile 4 (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>935</td></tr><tr><td>2008</td><td>915</td></tr><tr><td>2009</td><td>884</td></tr><tr><td>2010</td><td>958</td></tr><tr><td>2011</td><td>1087</td></tr></table>	Year	Value	2007	935	2008	915	2009	884	2010	958	2011	1087	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>1009</td></tr><tr><td>2008</td><td>922</td></tr><tr><td>2009</td><td>915</td></tr><tr><td>2010</td><td>996</td></tr><tr><td>2011</td><td>1027</td></tr></table>	Year	Value	2007	1009	2008	922	2009	915	2010	996	2011	1027	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>972</td></tr><tr><td>2008</td><td>1015</td></tr><tr><td>2009</td><td>996</td></tr><tr><td>2010</td><td>1018</td></tr><tr><td>2011</td><td>1137</td></tr></table>	Year	Value	2007	972	2008	1015	2009	996	2010	1018	2011	1137	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>1037</td></tr><tr><td>2008</td><td>1035</td></tr><tr><td>2009</td><td>1019</td></tr><tr><td>2010</td><td>1063</td></tr><tr><td>2011</td><td>1135</td></tr></table>	Year	Value	2007	1037	2008	1035	2009	1019	2010	1063	2011	1135
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Proportion of pupils who stay on from S4 to S5 (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>83%</td></tr><tr><td>2008</td><td>82%</td></tr><tr><td>2009</td><td>84%</td></tr><tr><td>2010</td><td>84%</td></tr><tr><td>2011</td><td>84%</td></tr></table>	Year	Value	2007	83%	2008	82%	2009	84%	2010	84%	2011	84%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>85%</td></tr><tr><td>2008</td><td>81%</td></tr><tr><td>2009</td><td>76%</td></tr><tr><td>2010</td><td>79%</td></tr><tr><td>2011</td><td>80%</td></tr></table>	Year	Value	2007	85%	2008	81%	2009	76%	2010	79%	2011	80%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>87%</td></tr><tr><td>2008</td><td>85%</td></tr><tr><td>2009</td><td>86%</td></tr><tr><td>2010</td><td>89%</td></tr><tr><td>2011</td><td>87%</td></tr></table>	Year	Value	2007	87%	2008	85%	2009	86%	2010	89%	2011	87%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>87%</td></tr><tr><td>2008</td><td>88%</td></tr><tr><td>2009</td><td>87%</td></tr><tr><td>2010</td><td>89%</td></tr><tr><td>2011</td><td>89%</td></tr></table>	Year	Value	2007	87%	2008	88%	2009	87%	2010	89%	2011	89%
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Proportion of pupils who stay on from S4 to S6 (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>51%</td></tr><tr><td>2008</td><td>55%</td></tr><tr><td>2009</td><td>53%</td></tr><tr><td>2010</td><td>58%</td></tr><tr><td>2011</td><td>58%</td></tr></table>	Year	Value	2007	51%	2008	55%	2009	53%	2010	58%	2011	58%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>51%</td></tr><tr><td>2008</td><td>56%</td></tr><tr><td>2009</td><td>52%</td></tr><tr><td>2010</td><td>54%</td></tr><tr><td>2011</td><td>55%</td></tr></table>	Year	Value	2007	51%	2008	56%	2009	52%	2010	54%	2011	55%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>56%</td></tr><tr><td>2008</td><td>59%</td></tr><tr><td>2009</td><td>59%</td></tr><tr><td>2010</td><td>65%</td></tr><tr><td>2011</td><td>61%</td></tr></table>	Year	Value	2007	56%	2008	59%	2009	59%	2010	65%	2011	61%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2007</td><td>62%</td></tr><tr><td>2008</td><td>62%</td></tr><tr><td>2009</td><td>61%</td></tr><tr><td>2010</td><td>64%</td></tr><tr><td>2011</td><td>64%</td></tr></table>	Year	Value	2007	62%	2008	62%	2009	61%	2010	64%	2011	64%
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2. Other indicators

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland
Proportion of children with at least one developmental concern recorded at 27-30 months Child Health Review (reduce)	<p>21% 15% 14% 14% 15%</p>	<p>22% 18% 17% 17% 18%</p>	<p>19% 12% 11% 15% 14%</p>	<p>18% 15% 15% 14% 15%</p>
Proportion of children with no speech, language and communication concerns identified at 27-30 months Child Health Review (increase)	<p>83% 89% 89% 90% 89%</p>	<p>82% 88% 89% 90% 88%</p>	<p>84% 90% 92% 90% 90%</p>	<p>86% 89% 90% 90% 89%</p>

PERTH AND KINROSS COUNCIL

**LEARNING AND FAMILIES COMMITTEE
2 NOVEMBER 2022**

**SCRUTINY AND PERFORMANCE COMMITTEE
30 NOVEMBER 2022**

PUPIL EQUITY FUNDING UPDATE 2022

**Report by Executive Director (Education and Children's Services)
(Report No. 22/268)**

1. PURPOSE

- 1.1 This report provides an update on progress made in Perth and Kinross to close the poverty-related attainment gap through the use of Pupil Equity Funding (PEF). It outlines the range of PEF funded measures implemented to improve performance and monitor progress of improvements. It meets the requirements to report on the expenditure and impact of the Pupil Equity Fund.

2. RECOMMENDATION

- | | |
|-----|---|
| 2.1 | <p>It is recommended that the Learning and Families Committee:</p> <ul style="list-style-type: none"> • Considers the contents of this report. <p>It is recommended that the Scrutiny & Performance Committee:</p> <ul style="list-style-type: none"> • Scrutinises and comments as appropriate on this report. |
|-----|---|

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Appendices

4. BACKGROUND

- 4.1 The PEF forms part of the Scottish Attainment Challenge (SAC) programme, which was launched in February 2015 and is currently in its sixth year. PEF is allocated directly from the Scottish Government to schools and is specifically targeted at closing the poverty-related attainment gap. A total of £130m has been committed to this funding as part of the SAC programme for session 2022-2023.

- 4.2 Over £215m of targeted funding was invested to help close the poverty related attainment gap in 2021-2022. This marked the first year of investment in an expanded £1b Attainment Scotland Fund, which will be provided over the new parliamentary term, after an investment of over £750m in the previous parliamentary term.
- 4.3 Every council area in Scotland has received PEF and 97% of schools have been awarded funding this session. PEF is allocated to schools on the basis of the estimated number of registered free school meals in primary 1 to primary 3, with £1200 allocated for each child and young person.
- 4.4 Headteachers have full access to PEF funding and meet regularly with their Finance Officer to review spending. Although funding is allocated on the basis of eligibility described above, Headteachers are permitted to use their discretion in making decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Headteachers work in partnership with other schools and their local authority whilst planning improvements.
- 4.5 There is a continued expectation that funding will focus particularly on literacy, numeracy, health and wellbeing and support the school's priorities in raising attainment. All schools develop a School Improvement Plan indicating PEF priorities, outlining planning for universal and targeted approaches.

2022/23 Allocation

- 4.6 In session 2022/2023, Perth and Kinross schools were allocated £1,873,900 of funding. This was allocated to almost all of the 70 primary schools, all 11 secondary schools and 1 special school.
- 4.7 In funding session 2021/22, a total of £1,809,586 was spent. A carry forward of £1,019,314,084 was taken into 2022/23. At the end of July 2022, 79% of the 2021/22 PEF allocation had been spent.

Guidance and Planning

- 4.8 Revised Local PEF Guidance was issued to all Perth and Kinross schools in June 2022. This aligned closely with the Scottish Government's changes in the allocation of SAC funding as reflected in the paper [Scottish Attainment Challenge: framework for recovery and accelerating progress](#) published in March 2022. A key change is that PEF allocations to schools are now fixed until March 2026.

Interventions

- 4.9 Schools concentrated on a range of approaches to enhance the universal provision and targeted interventions for children and young people, to support their reconnection with learning in school and address any gaps.

- 4.10 In 2021/22, PEF plans focused particularly on literacy, numeracy and health and wellbeing.

Monitoring and Evaluation of Impact

- 4.11 PEF is allocated directly to primary and secondary schools within Perth and Kinross and the local authority is required to monitor and evaluate its use, including reporting to the Scottish Government. Individual schools reported on the impact of PEF interventions within their annual Standard and Quality Reports for 2021-2022.
- 4.12 During the course of 2021/22, the Raising Attainment Board worked to provide a sharper focus on the stretch aims detailed in the Raising Attainment Strategy. The Board also monitor closely the impact of PEF expenditure and the impact of the identified interventions to close the poverty related gap.
- 4.13 Almost all schools now measure the impact of their PEF budget through a bespoke tracking tool. A rolling training programme on the use of the tool is delivered by Education & Children's Services staff in partnership with the Education Scotland Attainment Advisor.
- 4.14 The School Improvement Team provide support and challenge to schools in relation to raising attainment and closing the poverty related gap as part of their regular quality improvement work. Education Scotland's Attainment Advisor worked with identified primary schools and secondary schools to analyse data and identify appropriate strategies for closing the poverty related gap in more detail.
- 4.15 The Analysis and Improvement Team continued to provide support to schools with the Analysis Suite including school data profiles and carried out visits, or remote support, to help schools organise and understand their tracking and monitoring and evaluation data more effectively.
- 4.16 Every school PEF plan for session 2022-23 has been reviewed and analysed by the Quality Improvement Officer and Education Scotland Attainment Advisor. Detailed feedback has been provided and revisited during the term one school improvement visits

Next Steps in Supporting Schools

- 4.17 To ensure that the use of PEF continues to be monitored and evaluated, the Council's Education Services will ensure that there is:
- Continued promotion of, and support to schools in the delivery of, evidence-based interventions to target aspects of literacy, numeracy and health and wellbeing building upon our growing local evidence base.
 - Effective deployment of Scottish Government Strategic Equity Funding in Perth and Kinross to rigorously map, challenge and support school PEF building upon existing structures and approaches.

- Development of the Closing the Gap Tool to create a holistic planning and impact measurement tool.
- Regular reporting and analysis of progress to the Raising Attainment Board.

Author

Name	Designation	Contact Details
David Macluskey	Service Manager (Secondary Schools)	ECSCCommittee@pkc.gov.uk 07138 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 October 2022

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	None
Corporate Plan	None
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Service Managers within Education and Children's Services were consulted in the preparation of this report.

External

4.2 The Education Scotland Attainment Advisor was consulted in the preparation of this report.

5. Communication

5.1 N/A

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

3. APPENDICES

3.1 Appendix 1 - Pupil Equity Fund Report 2021 – 2022
Appendix 2 – Pupil Equity Fund Allocations 2022/2023



Improving Lives Together
Ambition | Compassion | Integrity



Raising Attainment Strategy 2020-2023

Pupil Equity Fund Report 2021-2022

Achieving Excellence and Equity

Education & Children's Services

1. Introduction

1.1 Purpose of the Report

This report provides an update on progress made in Perth and Kinross to raise attainment and ensure equity for learners affected by poverty through the use of Pupil Equity Funding (PEF).

1.2 Background

PEF is part of the national *Scottish Attainment Challenge* programme and has been in place since 2015. In 2022, the Scottish Government launched a refreshed programme which is outlined in [The Framework for Recovery and Accelerating Progress](#). This framework explains that the *Scottish Attainment Challenge* aims to:

- use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap; and
- support educational recovery from Covid-19, increase the pace and reduce the variation in progress towards tackling the poverty related attainment gap.

The Framework for Recovery and Accelerating Progress, page 3

PEF must be used to improve outcomes for children and young people affected by poverty. The funding should specifically target improvement in literacy, numeracy and health and wellbeing.

The Scottish Government ask local authorities to use the [Scottish Index of Multiple Deprivation](#) (SIMD) to identify learners living in poverty. This tool indicates that 11% of pupils in Perth and Kinross are classified as living in the 20% most deprived areas in Scotland.

SIMD can be supplemented with local measures as appropriate. In Perth and Kinross, schools also use the [ACORN](#) system. This is a demographic tool which takes into account the dispersed nature of rural communities. Using ACORN indicates that over a third of children and young people in Perth and Kinross live in households subject to some level of deprivation.

1.3 PEF Allocations

PEF is allocated directly from the Scottish Government to schools. This allocation is made using school census data on the basis of the estimated number of registered free school meals in P1 to S3. £1200 is allocated for each child or young person.

In 2021-2022, an additional funding grant of 15% was added to PEF allocations. This was to support schools to address the emerging needs and additional challenges for children and young people as a result of the Covid-19 pandemic.

This meant that in the year 2021-22, schools in Perth and Kinross received a total of £2,037,808 from the Pupil Equity Fund. 80 out of 81 schools in Perth and Kinross received PEF. Allocations varied between schools and are summarised in figure 1 below.

Financial Range	Number of Schools
£0	1
£1-£9,999	34
£10,000-£19,999	15
£20,000-£29,999	8
£30,000-£39,999	5
£40,000-£49,999	3
£50,000-£59,999	3
£60,000-£69,999	5
£70,000-£79,999	2
£80,000-£89,999	2
£90,000-£99,999	1
<£100,000	2

Figure 1

1.4 Guidance and Planning

[The PKC Raising Attainment Strategy 2020-2023](#), sets out a shared vision, priorities, and expectations in relation to raising attainment and achievement for every child and young person. This strategy reflects the national ambitions of attaining excellence and achieving equity. It outlines the approaches used to address all attainment gaps including those identified for learners affected by poverty.

PEF local guidance has been developed in line with [The Pupil Equity Funding National Operational Guidance 2022](#). This guidance is shared with all schools. It includes local information including planning, tracking, monitoring and reporting expectations as well as information on finance processes and the central support that is available to all schools.

1.5 Tracking and Monitoring

In 2021-2022, A *Tracking and Evaluation Tool*¹ was rolled out to all primary and secondary schools in Perth and Kinross. It has enabled schools and the local authority to enhance their understanding of how PEF is being used and the impact of interventions.

2. Support and Professional Development

Professional support from Education Scotland and Central Officers is key to effective deployment of PEF together with relevant professional learning.

2.1 Support for Schools and Settings

Quality Improvement Officers (QIOs) provide PEF support to all schools at termly meetings. Targeted support was also provided to identified schools by the Education Scotland Attainment Advisor. The focus of these visits included: PEF planning; selecting appropriate interventions; addressing underspend and supporting schools to carry out a data analysis to identify learner needs. The impact was evident in improved PEF planning; a reduced underspend within targeted schools and clearer school PEF plans.

¹ The *Closing the Gap Tool* was featured in the national document [Pupil Equity Funding: Looking inwards, outwards, forwards \(education.gov.scot\)](#) as an example of tracking and monitoring. Several local authorities have expressed an interest in finding out more and two have reported that they have developed their own systems based on the case study.

2.2 The Equity Network

The Perth and Kinross Equity Network provides regular opportunities for school leaders and practitioners to meet and engage in a range of professional learning. It has approximately 80 members and provides a forum for good practice to be shared across schools.

2.4 Improvement Methodology

The local authority has worked with the Education Scotland Attainment Advisor and the Children and Young People's Improvement Collaborative (CYPIC) team to develop a strategic plan for the implementation of Quality Improvement Methodology (QI) across the authority. The QI programme provides training to school leaders and practitioners which enables them to deliver targeted improvement projects to improve outcomes for identified learners.

Case Study I: Quality Improvement Project at Goodlyburn and City of Perth Early Child Care Centre (COPECC) ELC

Background

Practitioners at Goodlyburn and COPECC ELC, took part in quality improvement training and completed a project to close gaps for identified learners. Practitioners followed a process of: using improvement tools to identify learner needs; creating an improvement aim; identifying 'change ideas' or interventions that they could introduce and test for improvement; regularly monitoring and tracking improvement and evaluating progress.

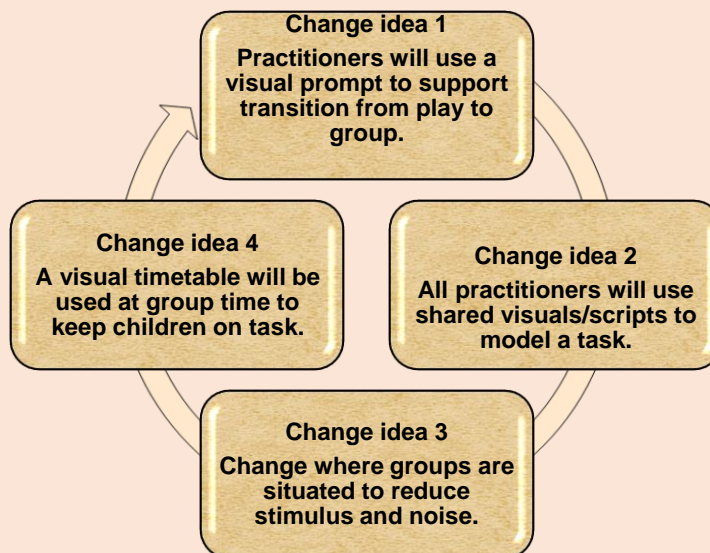
The project focused on supporting learners to develop self-regulation strategies to support learning. Self-regulation is an important skill for learners. It focuses on the ability of children and young people to control their behaviours, emotions and thoughts in appropriate ways for their age and stage of development.

Project Aim

The aim of the project was that: By April 2022, all identified learners will increase their self-regulation skills to successfully transition from play into group time and complete a short follow up task for 5 to 10 minutes.

'Change Ideas'

Four different ideas were introduced and tested for improvement:



Impact

- The transition time from learners moving from play to a group task significantly decreased using visual cues, scripts and timers.
- Children were more focused to start their learning at group and the majority were familiar with what 'ready to learn' looks like.
- When completing a task individual learners increased their focus and attention from 2-3 minutes to 5-10 minutes.

3. PEF Interventions Summary

In 2021-2022, an analysis of PEF plans identified attainment as the most frequently targeted area of support. When analysed by subject, the majority of these interventions were targeted towards reading.

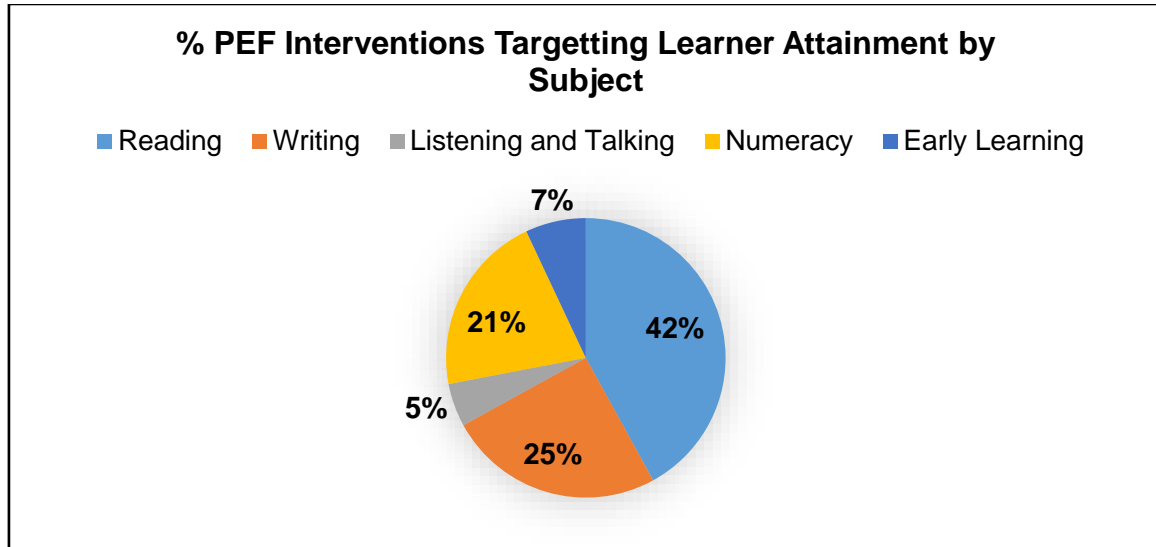


Figure 2, PEF Plans Intervention Analysis, August 2021

Figure 3 demonstrates the range of needs targeted by PEF interventions. After attainment, learner achievement (wider curriculum), engagement, participation and mental health were all areas most frequently identified for intervention.

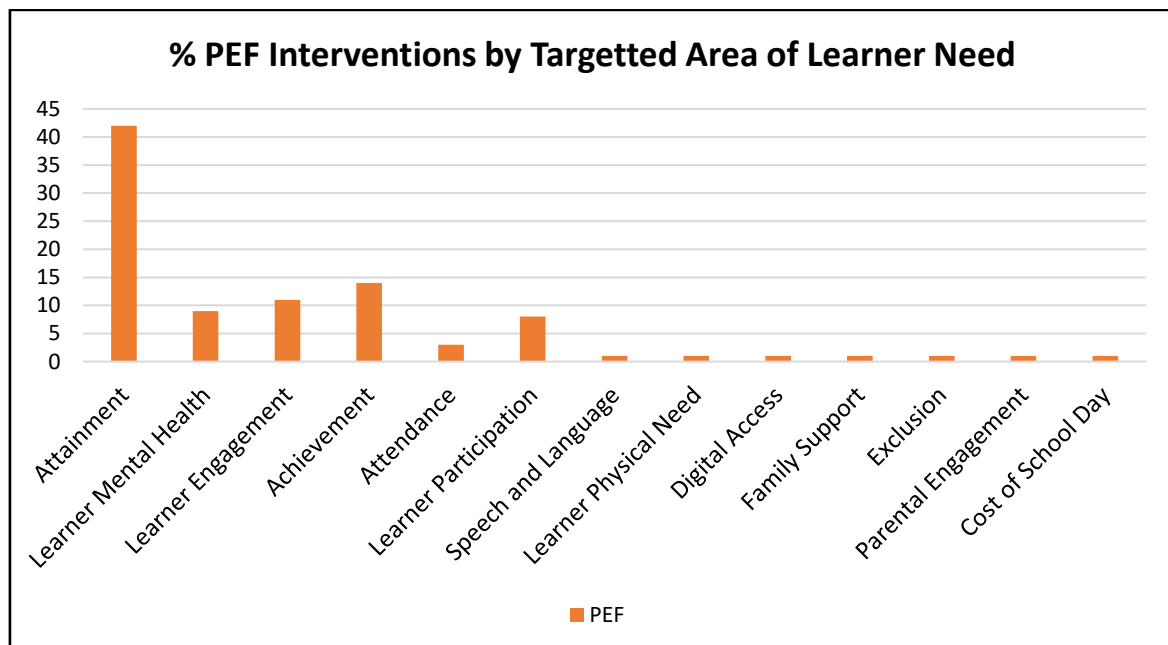


Figure 3, Closing the Gap Tool Analysis, 2022

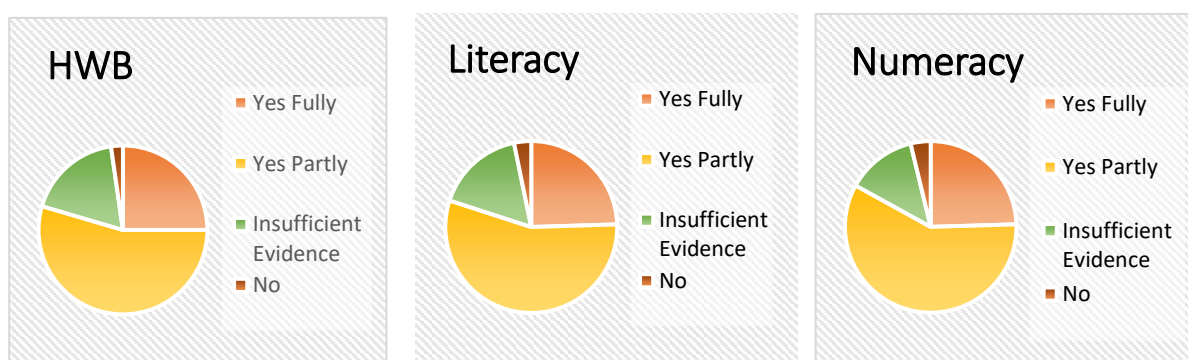
4. Impact

By the end of 2021-2022, 73% of all schools were recording interventions on the tracking tool; an increase of 43% from 2020-2021. The tool provided information about 675 interventions delivered to over 7,500 learners across the authority. This included 145 PEF interventions delivered to over 1330 learners.

4.1 Headline Outcomes

- 89% of learners fully or partly met* the intended outcomes for all PEF interventions
- 80% of recorded literacy interventions were fully or partly successful.
- 83% of recorded numeracy interventions were fully or partly successful.
- 80% of recorded Health and Wellbeing (HWB) interventions were fully or partly successful.

*For all data analysis 'fully met' indicates that 100% of learners met the intended outcomes. 'Partly met' indicates that the majority or >50% of learners met the intended outcomes.

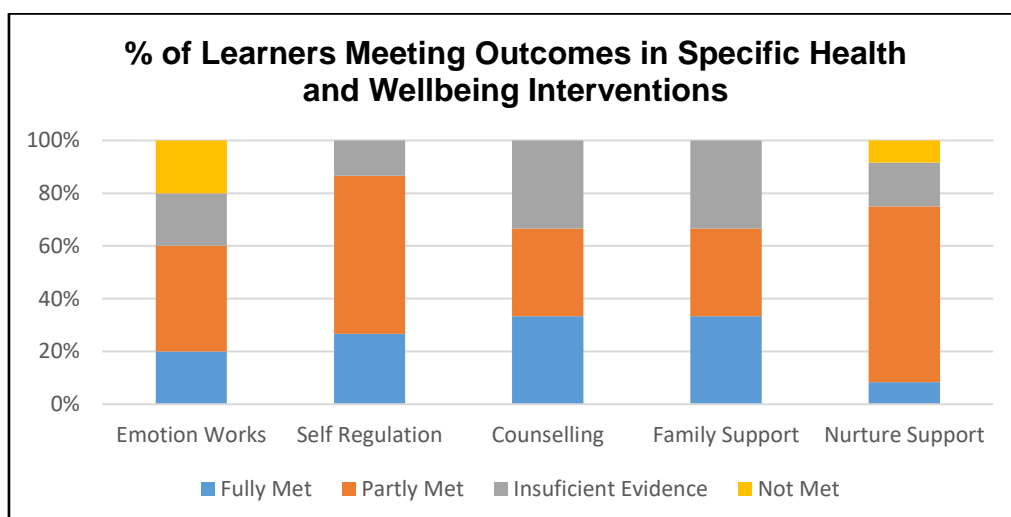
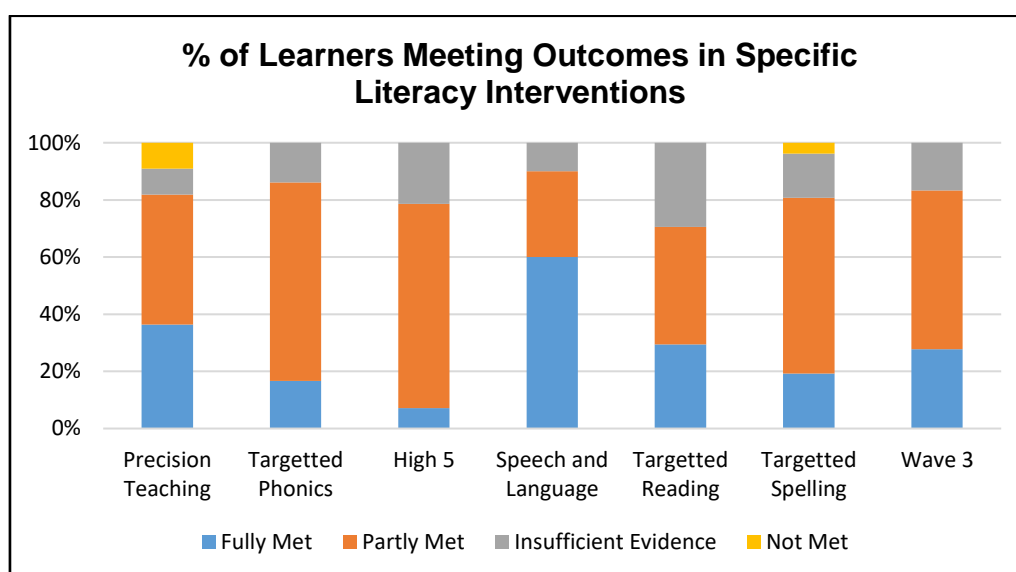
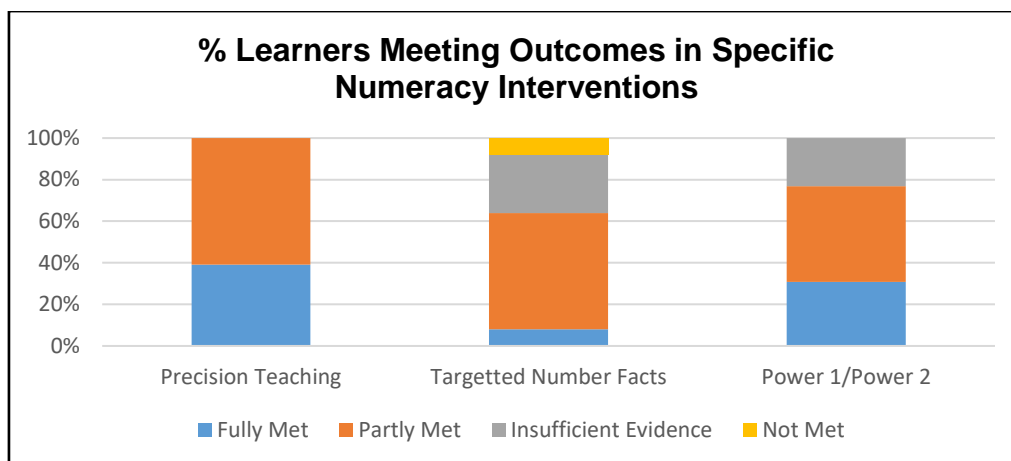


Figures 6-8, Closing the Gap Tool Analysis, 2022.

4.3 Impact of Specific Interventions

Figures 9-11 illustrate the % of learners who successfully met the intended outcomes in specific literacy, numeracy and health and wellbeing interventions. This has allowed the central team to begin to identify those interventions that are most successful and may be effectively spread further across the authority.

Precision teaching is an example of an intervention that was rolled out across schools as part of the local authority's strategic recovery plan as referenced in section 2.1 of this report. Training was provided to practitioners through the Educational Psychology Service. It is an approach that can be applied to literacy or numeracy. In literacy and numeracy interventions, 91% of learners receiving precision teaching met the intended outcomes.



Figures 9-11, Closing the Gap Tool Analysis 2022

4.4 Case Studies

Case Study II: Outdoor Learning at Murthly Primary School

Pupil Equity Funding has supported learners to gain accreditation for regular high quality outdoor learning which has contributed to an increase in overall wellbeing and resilience.

Background

The school had noted a gap in equity for wider achievements for some learners and a scope for improvement in high quality outdoor learning.

Intervention or Approach

School worked with a third-party provider. An accredited award in outdoor learning was delivered once a week. Core skills such as building resilience, teamwork and cooperation, and independence and perseverance were taught.

Impact

- The number of outdoor learning sessions being delivered by class teachers had doubled.
- Staff surveys demonstrated that staff confidence had improved.
- Impact was evidenced using the Glasgow Motivation and Wellbeing Profile (GMWP). This monitoring tool demonstrated that learners had improved a wide range of indicators of health and wellbeing.
- All learners from P2 to P7 achieved an accredited award in outdoor learning.
- Practitioners reported that children demonstrated an increase in resilience, engaged more in challenge and had an increase in participation.

Case Study III: Developing Relationships and Increasing Attendance and Engagement at Perth High School

Perth High School used Pupil Equity Funding to appoint an Inclusion Support Officer and two Care and Welfare Officers in order to increase pupil engagement, and attendance as well as to enable pupils to form better relationships.

Intervention

Attendance data was used to identify pupils who were experiencing persistent truancy. Daily and weekly interventions such as relationship building, one to one input and in class support were carried out by the staff.

Specific interventions focused on engagement and included working with partner agencies to set goals, and building self-esteem to support learners with their overall mental health and wellbeing.

Impact

- Attendance data showed an upward trend. For example, monthly attendance for one learner increased by 35%.
- Evidence of positive outcomes in education as targeted learners at risk of non-attendance or disengagement stayed on to continue secondary education within school. Others successfully accessed further education or employment.

Case Study IV: Literacy Interventions at Milnathort Primary School

Pupil Equity Funding was used to resource and deliver interventions to increase fluency in reading and the overall attainment of learners.

The Interventions

Literacy interventions were delivered by PEF funded Pupil Support Assistants.

Impact:

- Targeted sessions resulted in a 67% increase in achievement. Most children have made gains over all assessment tasks. 8 out of 12 children are now predicted to achieve Early Level in line with national expectations.

Figure 12

5. PEF Expenditure 2021/22

In line with guidance, funding was allocated by schools for a range of purposes as identified through their self-evaluation processes. This expenditure focuses on two main areas of staffing and resources. The breakdown of this allocation for session 2020/21 is shown in figure 12 below.

Item	Spend
Staff costs	1,138,357
Resources	660,318
Transport	8,186

6. Conclusion

Significant progress has been made in 2021-2022 in developing systems to effectively plan, track and monitor PEF interventions. Case studies and data as well as information gathered through quality assurance systems have provided evidence of improved outcomes for learners including in specific interventions such as precision teaching. This evidence has also demonstrated some of the positive impact of programmes of professional development and training as delivered through Quality Improvement training, the Equity Network and the Educational Psychology Service.

It is important that this progress is built upon to ensure that schools effectively spend all PEF monies and can evidence the way in which evidence-based interventions have effectively closed attainment gaps for learners affected by poverty. As a result, the following actions are planned for 2022-2023:

- A full analysis of PEF planning will complement individual feedback given directly to all head teachers.
- Data gathered from the PEF planning analysis will be used alongside financial information, contextual evidence, and attainment data to inform targeted and universal support to schools.
- Strengthened guidance and support for all head teachers
- Closer collaborative links between staff supporting schools with PEF planning, tracking, and monitoring and the finance and HR teams will support increased impact.
- The Tracking Tool will be refined further with support provided to ensure all schools are effectively tracking interventions and evidencing impact by the end of the academic session.
- A professional development programme tailored to identified needs was launched in September 2022 with a full day for school leaders focused on the next phase of the Scottish Attainment Challenge and PEF.
- Updated guidance and expectations shared with school leaders complemented by opportunities to meet with partner organisations offering services that may support in the delivery of PEF interventions.
- Professional Learning for all staff involved in closing the poverty related attainment gap will continue to be developed and refined.
- A PKC interventions toolkit will be launched to support and signpost schools to effective evidence-based interventions.

ECS 2022/2023 Pupil Equity Fund (PEF)		2022/23 PEF Budget
Abernethy Primary School	12081852200	£ 9,800
Abernyte Primary School	12081852201	£ 4,900
Aberuthven Primary School	12081852202	##
Alyth Primary School	12081852203	£ 23,275
Arngask Primary School	12081852206	##
Auchtergaven Primary School	12081852208	£ 9,800
Balbeggie Primary School	12081852209	£ 9,720
Blackford Primary School	12081852211	£ 7,350
Blair Atholl Primary School	12081852213	£ 6,125
Newhill Primary School	12081852214	£ 50,225
Braco Primary School	12081852216	##
Burrelton Primary School	12081852219	£ 11,025
Cleish Primary School	12081852221	£ 6,125
Collace Primary School	12081852223	##
Comrie Primary School	12081852224	£ 12,250
Coupar Angus Primary School	12081852225	£ 46,440
Craigie Primary School	12081852226	£ 19,600
Crieff Primary School	12081852227	£ 60,025
Dunbarney Primary School	12081852228	£ 18,375
Royal School Of Dunkeld Primary School	12081852229	£ 10,800
Dunning Primary School	12081852230	£ 5,400
Errol Primary School	12081852231	£ 10,800
Forgandenny Primary School	12081852233	##
Fossway Primary School	12081852235	##
Glendelvine Primary School	12081852238	£ 4,900
Glenlyon Primary School	12081852239	##
Goodlyburn Primary School	12081852240	£ 99,360
Grandtully Primary School	12081852241	##
Guildtown Primary School	12081852243	##
Inchture Primary School	12081852244	£ 18,375
Kenmore Primary School	12081852245	##
Kettins Primary School	12081852246	##
Kinloch Rannoch Primary School	12081852248	##
Kinnoull Primary School	12081852249	£ 18,375
Kinross Primary School	12081852250	£ 44,100
Kirkmichael Primary School	12081852251	£ 7,560
Letham Primary School	12081852252	£ 79,625
Logierait Primary School	12081852254	##
Luncarty Primary School	12081852255	£ 14,040
Madderty Primary School	12081852256	£ 4,900
Meikle Primary School	12081852257	##
Moncreiffe Primary School	12081852258	£ 20,825
Methven Primary School	12081852259	£ 36,750
Milnathort Primary School	12081852260	£ 16,200
Murthly Primary School	12081852261	##
Muthill Primary School	12081852262	£ 7,560
Balhouses Primary School	12081852263	£ 22,680
North Muirton Primary School	12081852264	£ 71,050
Oakbank Primary School	12081852265	£ 11,880
Our Lady's RC Primary School	12081852266	£ 45,325
Pitcairn Primary School	12081852268	£ 8,575

Portmoak Primary School	12081852270	£ 5,400
Ratray Primary School	12081852271	£ 56,350
Robert Douglas Memorial Primary School	12081852272	£ 37,975
Ruthvenfield Primary School	12081852273	##
St Dominic's RC Primary School	12081852274	£ 11,025
St John's RC Academy	12081852276	£ 63,700
St Madoes Primary School	12081852277	£ 4,900
St Ninian's Episcopal Primary School	12081852278	£ 20,825
St Stephen's RC Primary School	12081852279	£ 14,700
Stanley Primary School	12081852280	£ 17,150
Tulloch Primary School	12081852286	£ 78,400
Viewlands Primary School	12081852287	£ 12,960
Invergowrie Primary School	12081852288	£ 15,925
Longforgan Primary School	12081852289	£ 6,125
Inch View Primary and Nursery School	12081852290	£ 106,575
The Community School of Auchterarder	12081852601	£ 33,075
Breadalbane Academy	12081852603	£ 23,275
Pitlochry High School	12081852609	£ 9,800
The Community School of Auchterarder	12081853601	£ 19,600
Blairgowrie High School	12081853602	£ 69,825
Breadalbane Academy	12081853603	£ 18,375
Crieff High School	12081853604	£ 40,425
Kinross High School	12081853605	£ 28,175
Perth Academy	12081853606	£ 60,025
Perth Grammar School	12081853607	£ 63,700
Perth High School	12081853608	£ 55,125
Pitlochry High School	12081853609	£ 4,900
St John's RC Academy	12081853610	£ 44,100
Bertha Park High School	12081853612	£ 46,550
Fairview School	12081854892	£ 16,200
		£ 1,873,930

School with 3 or less FSM pupils

PERTH AND KINROSS COUNCIL

**LEARNING & FAMILIES COMMITTEE
2 NOVEMBER 2022**

**SCRUTINY AND PERFORMANCE COMMITTEE
30 NOVEMBER 2022**

RAISING ATTAINMENT UPDATE

**Report by Executive Director (Education and Children's Services)
(Report No. 22/)**

1. PURPOSE

- 1.1 This report provides an update to progress on the Education and Children's Services Raising Attainment Strategy 2020-23. Specifically, it provides information on a range of performance measures across the National Improvement Framework for Education priorities.

2. RECOMMENDATION

- | | |
|-----|---|
| 2.1 | <p>It is recommended that the Learning and Families Committee:</p> <ul style="list-style-type: none"> • Considers and comments as appropriate on the contents of the report. <p>It is recommended that the Scrutiny & Performance Committee:</p> <ul style="list-style-type: none"> • Scrutinises and comments as appropriate on this report. |
|-----|---|

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Performance Summary
- Section 6: Conclusion
- Appendices

4. BACKGROUND

- 4.1 A renewed [Raising Attainment Strategy](#) was approved by Lifelong Learning Committee in August 2020, building upon the previous version for the period 2016-2019.
- 4.2 The Education Service [Improvement Plan 2022/23](#) was approved by the Learning and Families Committee in August 2022 and subsequently submitted to the Scottish Government. This annual plan meets the

requirement set out by the Scottish Government on planning and reporting progress on the priorities set out in the National Improvement Framework (NIF) for education.

- 4.3 It provides an update on key achievements for the academic session 2021/22 on the progress against this framework. This supplementary report provides more detailed reporting on the attainment data pertinent to the Raising Attainment Strategy.
- 4.4 The Raising Attainment Strategy outlines the approach within Perth & Kinross Council's (PKC) Education & Children's Services (ECS) in the pursuance of the current priorities of the NIF which are:
- Improvement in attainment, particularly in literacy and numeracy;
 - Closing the attainment gap between the most and least disadvantaged;
 - Improvement in children and young people's health and wellbeing; and
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people.
- 4.5 These priorities guide the reporting of progress using a range of measures describing both excellence – performance for all; and equity – focusing on poverty-related and other gaps in outcomes.
- 4.6 The Framework for Recovery and Accelerating Progress (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge (SAC). It aims to set high expectations, including annual stretch aims, developed across all 32 education authorities, to help ensure significant progress is made in recovering from the impact of the COVID-19 pandemic and in achieving the mission of the SAC. These are set out in Appendix 2.
- 4.7 When the Perth and Kinross Raising Attainment Strategy is renewed and refreshed in 2023, existing local targets and stretch aims will be considered alongside the emerging SAC stretch targets to establish a comprehensive, unified approach.

5. PERFORMANCE SUMMARY

- 5.1 Appendix 1 provides information on progress made in academic session 2021/2022 towards each of the four NIF priorities. Key performance measures reported include:

Improvement in attainment particularly in literacy and numeracy

- The proportion of P1s meeting developmental milestones before starting primary school has improved to 83% (from 82% in 2021).
- For primary pupils, achievement of Curriculum for Excellence levels have improved and largely the highest seen in almost all curricular areas and stages.
- For secondary pupils in S3, achievement of Curriculum for Excellence Levels have improved by 8% on those last recorded in 2019.

- In literacy, 2021 school leavers' levels are slightly below the virtual comparator (the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both of these aspirations. Comparison is difficult because of the alternative approaches in 2020 and 2021.
- Overall leaver's attainment, as measured by tariff score, remains similar to the virtual comparator. The lowest attaining 20% of our school leavers remains the area requiring the greatest attention.

Closing the attainment gap between the most and least disadvantaged

- The poverty-related gap has narrowed for primary 1s meeting developmental milestones, meeting the stretch aim of 5%.
- The poverty-related attainment gap for primary P1, P4, P7 and secondary S3 literacy and numeracy shows a mixed picture, narrowing for P4 and S3, but some areas widening at P1 and P7.
- The poverty-related attainment gap remained largely static for the school leavers in 2021, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 reduced slightly from the high of the previous year and the equity gap for this measure has increased by 5%.
- Attainment of the relatively small cohort of 18 Looked After school leavers dipped slightly in Senior Phase, except for the very highest performing young people.
- Provisional figures show in S3 the achievement of Curriculum for Excellence third level increased by 3% to 58% for the 16 Looked After young people. For primary P1, P4 and P7, 49% of the 36 Looked After children achieved expected levels, compared to 37% across the previous three reported years.

Improvement in children and young people's health and wellbeing

- School attendance was impacted by COVID-19 in academic session 2021/2022 across primary and secondary sectors, and this area remains a focus for further, sustained improvement. Exclusion rates remain on a steady downward trajectory although more were recorded last year than the previous (exceptional) year. The national Health and Wellbeing Census undertaken in 2021/2022 will provide a range of information into health and wellbeing topics as it is analysed over the coming year.
- Attendance of Looked After young people, especially those looked after at home, remains below that of their peers.

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

- Positive destinations and participation in positive activities (16–19-year-olds) are improved on previous years and sit positively within a national context.

- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 582 business partnerships with schools were recorded in 2021/2022, an increase of 53 on session 2020/2021.

6. CONCLUSION

- 6.1 The report outlines, in detail, a range of measures describing progress in raising attainment and related outcomes for children and young people across Perth and Kinross.
- 6.2 Notable improvements are seen in some key measures, particularly in early years and primary, which will form a foundation for later progress. There are also indications of narrowing of poverty-related gaps in some outcomes; a sustained focus will be maintained to reduce these further.
- 6.3 Academic session 2021/2022 has remained challenging as the effects of the COVID-19 pandemic continued, not least in school attendance. The adjustments to assessment approaches for S4-S6 pupils also makes comparisons more complex for senior phase attainment.

Authors

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David Macluskey	Service Manager (Secondary Schools)	

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 October 2022

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	None
Corporate Plan	None
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	None
External	None
Communication	
Communications Plan	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Best Start

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Service Managers within Education and Children's Services were consulted in the preparation of this report. Consultation on the stretch aims was conducted with Headteachers and Education Officers.

External

4.2 The Education Scotland Attainment Advisor was consulted in the preparation of this report.

5. Communication

5.1 N/A

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

3. APPENDICES

3.1 Appendix 1 - Raising Attainment Update 2021/2022
Appendix 2 - PKC Scottish Attainment Challenge Stretch Aims



Improving Lives Together
Ambition | Compassion | Integrity



Raising Attainment Strategy 2020-2023

Attainment Update 2021/22

Achieving Excellence and Equity

Education & Children's Services

Executive Summary

The Education Service [Improvement Plan](#) 2022/23 was produced and submitted to the Scottish Government in September 2022. This annual plan meets the requirements set out by the Scottish Government on planning and reporting progress on the priorities set out in the National Improvement Framework ([NIF](#)) for education.

This supplementary report provides more detail on the attainment data pertinent to the Raising Attainment Strategy and provides an update on key achievements for the academic session 2021/22 on the progress against the NIF.

A range of performance information is presented in this report, key points highlighted are:

Improvement in attainment particularly in literacy and numeracy

- The proportion of P1s meeting developmental milestones before starting primary school has improved to 83% (from 82% in 2021).
- For primary pupils, achievement of Curriculum for Excellence levels has improved and is largely the highest seen in almost all curricular areas and stages.
- For secondary pupils in S3 achievement of Curriculum for Excellence Levels have improved by 8% on those last recorded in 2019
- In literacy, 2021 school leavers' levels are slightly below the virtual comparator (the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both aspirations. Comparison is difficult because of the alternative approaches in 2020 and 2021.
- Overall leavers' attainment as measured by tariff score remains similar to the virtual comparator. The lowest attaining 20% of our school leavers remains the area requiring the greatest attention.

Closing the attainment gap between the most and least disadvantaged

- The poverty-related gap has narrowed for Primary 1s meeting developmental milestones, meeting the stretch aim of 5%
- The poverty-related attainment gap for Primary P1, P4, P7 and Secondary S3 literacy and numeracy shows a mixed picture, narrowing for P4 and S3, but some areas widening at P1 and P7.
- The poverty-related attainment gap remained largely static for the school leavers in 2021, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 reduced slightly from the high of the previous year and the equity gap for this measure has increased by 5%.
- Attainment of the relatively small cohort of 18 Looked After school leavers dipped slightly in Senior Phase, except for very highest performing young people.
- In S3 the achievement of Curriculum for Excellence level 3 increased by 3% to 58% for the 16 Looked After young people. For primary 1, 4 and 7, 49% of the 36 looked after children achieved expected levels, compared to 37% across the previous three reported years.

Improvement in children and young people's health and wellbeing

- School attendance was impacted by COVID-19 in 2021/2022 across primary and secondary sectors, and this area remains a focus for further, sustained improvement. Exclusion rates remain on a steady downward trajectory although more were recorded last year than the previous (exceptional) year. Attendance of looked after young people, especially those looked after at home, remains below that of their peers.

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

- Positive destinations and participation in positive activities (16–19-year-olds) are improved on previous years and sit positively within a national context.
- As of September 2022, there are a total of 582 recorded partnerships between schools and businesses in PKC- 53 more than the previous session. These are recorded at three levels – Engagement, Collaboration and Influencing according to Education Scotland Guidelines. Currently there are 17 partnerships at Influencing level across PKC.

It is helpful to consider this report alongside the Education and Children's Services [Annual Performance Report for 2021/22](#) which considers the full breadth of services provided in the area, including those supporting children and families in a range of ways which may not relate directly to school-based attainment and achievement but act to support children and young people to achieve their fullest potential.

The Scottish Government document 'Framework for Recovery and Accelerating Progress' has been developed to support the next phase of the Scottish Attainment Challenge. It aims to set high expectations, including annual, ambitious locally identified stretch aims. The objective is to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge.

The PKC Raising Attainment Strategy will be coming to an end in its current format this session. The next iteration of the strategy will focus on those stretch aims described above which largely articulate with our current stretch aims.

Introduction

This report is a more detailed response to the legislative requirement to report on performance against the National Improvement Framework in the academic session 2021/22. It is supplementary to the [Education Annual Improvement Plan](#), taking fuller consideration of the [PKC Raising Attainment Strategy](#)

The report outlines progress towards each of the priorities identified in the NIF and provides updates on the main actions outlined in the Raising Attainment Implementation Plan against each of these priorities:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Framework for Recovery and Accelerating Progress (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge (SAC). It aims to set high expectations, including **annual stretch aims**, developed across all 32 education authorities, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the SAC.

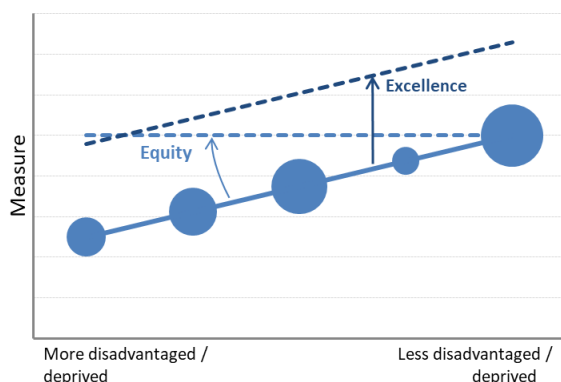
These stretch aims should, as a minimum, include:

- Achievement of literacy and numeracy levels for stages P1, P4, and P7 combined
- Proportion of school leavers attaining one or more passes at SCQF level 5
- Proportion of school leavers attaining one or more passes at SCQF level 6
- Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland; and
- Health and wellbeing, using a local measure/suite of measures, including, for example, attendance.

Excellence and Equity

In order to identify if the actions taken to improve our priorities have been effective, measures are aligned to the strategy's two overall objectives.

1. **Excellence** – we strive to improve performance across the board. In simple terms we aim to increase the combined 'average' of all individuals and **raise the line**.
2. **Equity** – we strive to reduce the "gaps" between those disadvantaged in different ways because of their circumstances. In simple terms, we aim to **flatten the line** across groups of different advantage/deprivation.



These principles are shown simply above but progress will likely be a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care.

At local authority level, the Scottish Index of Multiple Deprivation (SIMD) is used where necessary to understand the effects of poverty, in line with national level approaches. However, for many schools in PKC, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially, and is used for equity stretch aims in most cases.

Note that in some charts, the vertical axes are adjusted to aid interpretation by focusing on a smaller range of change e.g., showing a range of 50% to 80% instead of 0% to 100%. Care is required as this can sometimes act to exaggerate the size of differences for example between years.

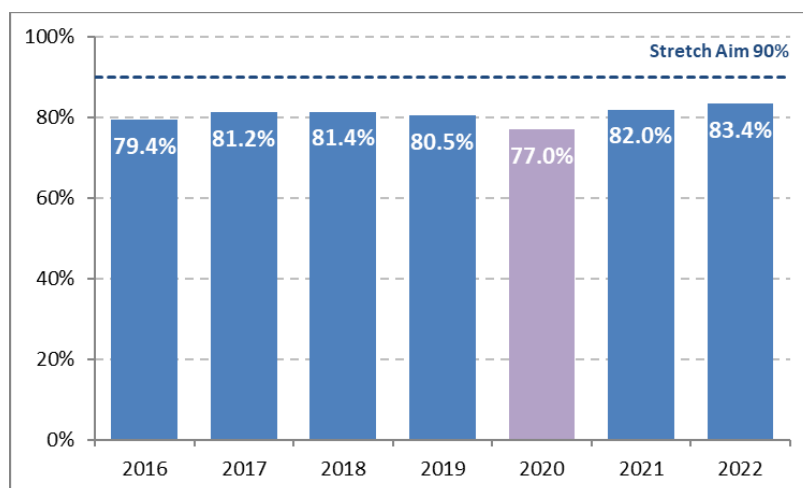
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy

Pre-School Development

Proportion of P1 children meeting all developmental milestones prior to starting school

Analysis: The proportion of P1s meeting all their expected developmental milestones has increased in 2022 to 83.4%. Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected consistently since 2016.

Boys remain more likely to not meet developmental milestones. Emotional and social development and speech and language are the development areas most commonly not met.



- This measure has an excellence stretch aim of 90% to be reached. The short-term target for 2021/22 is for a 2-percentage point improvement on 2019, which has now been achieved.

Source: ECS. Data tables are provided in Appendix 1:Table 1

Broad General Education (Pre-school to S3)

Proportion of pupils achieving expected Curriculum for Excellence levels (CfE) of literacy and numeracy at P1, P4, P7 and S3

Analysis: Benchmarking of our performance against other local authorities will not be published until December 2022. At P1, P4, P7 and S3, teacher professional judgements are made of achievement of Curriculum for Excellence levels, in literacy (reading, writing, listening and talking) and mathematics/numeracy. Long-term progress in levels achieved is shown across all stages and areas.

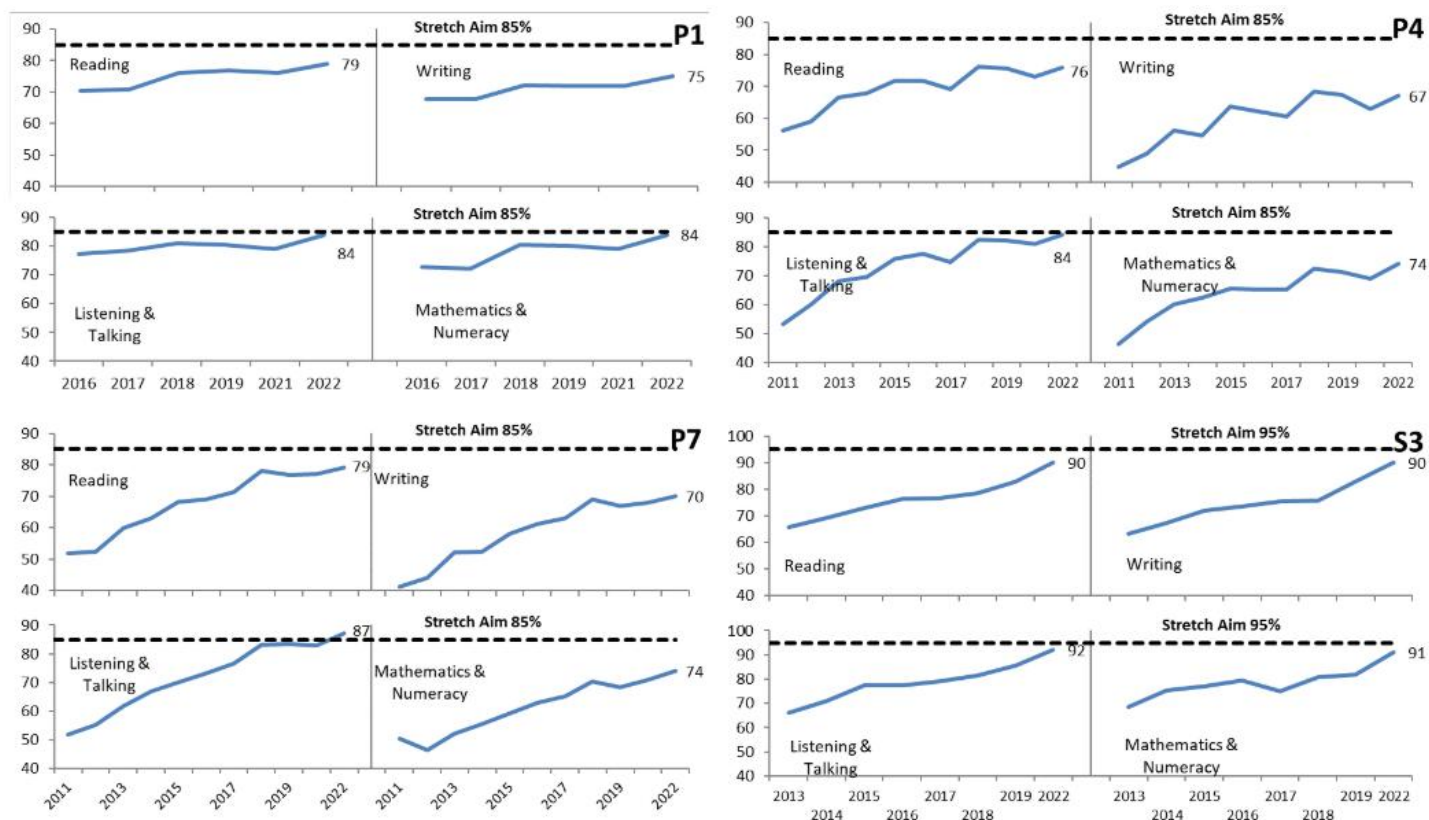
Due to the Coronavirus pandemic, this information was not collected and returned to the Scottish Government as an annual return for academic session 2019/20, at all stages, nor in 2020/2021 for S3.

2021/2022 overall figures show an improved picture compared with the previous year and, largely, to years previous to that.

In P1, attainment levels are the highest recorded in all four curricular areas, since collection started in 2016/2017. In P4, levels are up by 3 and 4 percentage points on 20/21 and equal or exceed the previous high in 2018/2019. At P7, like P1, attainment the highest seen since recording began, with a 2 or 3 percentage point increase on 2020/2021.

S3 figures have improved significantly and are on the way to the 95% stretch aim for Third level.

- These measures have an excellence stretch aim of 85% for all primary curricular areas and 95% for S3.



Source: ECS: Data tables are provided in Appendix 1: Table 2.

Case Study: Listening and Talking

A sustained focus on raising attainment and achievement in listening and talking has improved outcomes for learners at Tulloch Primary School. Research from the Education Endowment Foundation shows that on average pupils who take part in spoken language interventions make approximately 5 months of additional progress over a year, with some studies showing up to six months for pupils from economically disadvantaged backgrounds.

Senior leaders and staff have worked closely with Voice 21 (a national oracy charity) to plan and deliver a high-quality oracy curriculum throughout the school. The Voice 21 Oracy Framework has supported staff and learners to focus on the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. The school has created a vision for oracy across the school – ‘to increase engagement in learning, empowering pupils with the belief their voice has value.’

Impact

- Teachers have raised confidence to teach oracy skills
- Staff have implemented a wide range of universal learning and teaching strategies to support learners.
- Learners have developed and deepened their subject knowledge and understanding through talk in the classroom,
- Learner participation continues to increase as pupils become more familiar with the oracy framework and understand the progression of skills. This approach has supported children and young people to make very good progress in listening and talking.

Progress is reflected in the school’s listening and talking attainment in 2021-2022, where there has been a 5% increase at Primary 4 and 7 % increase in P7, compared to the previous year. The

whole school average also increased by 5%, with the P7 leavers having increased attainment over time by 16%, when compared to their progress at the end of Primary 4.

Case Study Early Years

In response to the need to improve children's communication and language the early years team has worked in partnership with NHS speech and language therapists to develop approaches to support development within ELC settings.

Every nursery setting has a communication champion who is attending a programme of training. The communication champion is expected to share the messages from training with all staff members and support the embedding of strategies into practice. Evidence of the impact of this programme is detailed within the case study below.

[Watch my Powtoon: Case Study: Craigie PS Nursery](#)

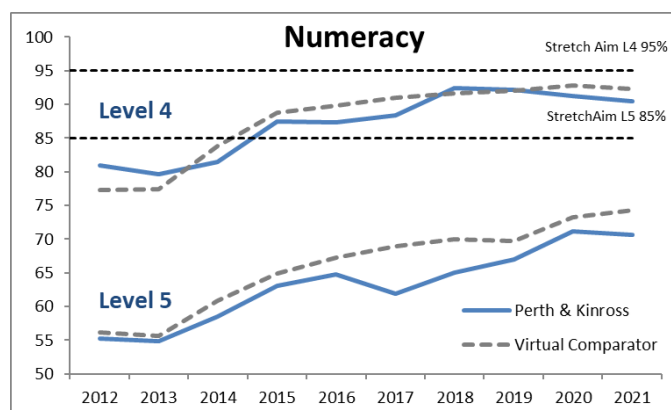
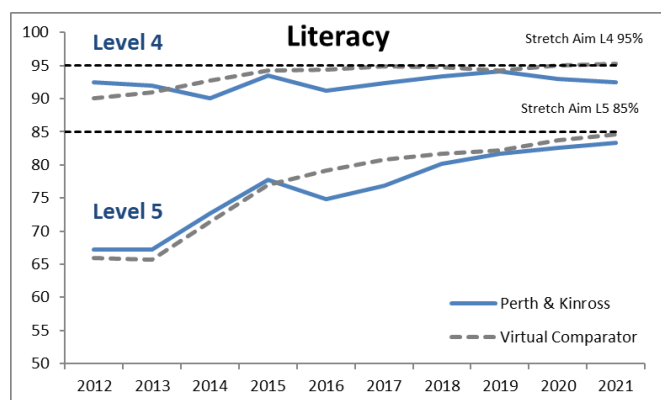
Senior Phase (S4-S6)

Looking at attainment throughout the Senior Phase (S4-S6 of secondary), the Scottish Government benchmarking tool, *Insight*, assists schools and authorities to support the key principles and purpose of Curriculum for Excellence, drawing together a range of attainment data for analysis. Insight includes the Virtual Comparator (VC) feature, which takes the key characteristics that influence attainment of each Perth and Kinross pupil and matches them to the average of 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the local authority strengths and areas for improvement.

In this section, the attainment of school leavers is considered, this being the national approach to benchmarking performance and attainment achieved across the entire senior phase of S4, S5 and S6.

Note that the **alternative certification model**, introduced in 2020 and the modified approach in 2021, means that results from these years cannot be directly compared with previous years.

Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5



Source: Insight. Data tables are provided in Appendix 1: **Table 5**

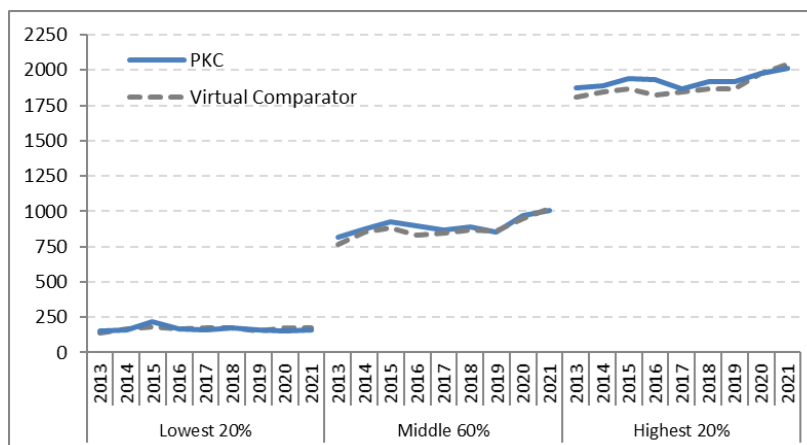
Analysis: Reflecting improvements seen in CfE levels, and bearing in mind difficulties in making recent comparisons, the literacy and numeracy qualifications achieved by school leavers is generally increasing across both SCQF levels 4 and 5. In literacy, levels are a little below the virtual comparator. In numeracy, levels are lower at level 5. Focused intervention in 2021/2022 will see this measure improve next session.

However targeted support delivered in session 2020-2021 indicates improvement at literacy and numeracy level 5 in particular in S5 and S6. This should deliver improved numeracy outcomes for 2022 school leavers (reported in 2023).

Average Total Tariff Score of school leavers, grouped by achievement level

Insight uses a system of “tariff points” to compile ‘latest and best’ attainment for individuals in a way that recognises all types of achievements and awards from a range of qualification providers and types such as National Qualifications, Foundation Apprenticeships, Skills for Work awards, National Progression Awards of Scottish Vocational Qualifications. Using average total tariff points is a convenient way to produce overall summary measures of attainment. Tariff points have no significance or value outwith the Insight benchmarking system.

Analysis: Overall the average tariff points have remained relatively steady but have increased in 2020 and 2021 (which are not directly comparable to previous years). The average is similar to the authority’s virtual comparator. Recent increases have been in the middle and highest attaining cohorts, with slower progress for the lowest performing 20%



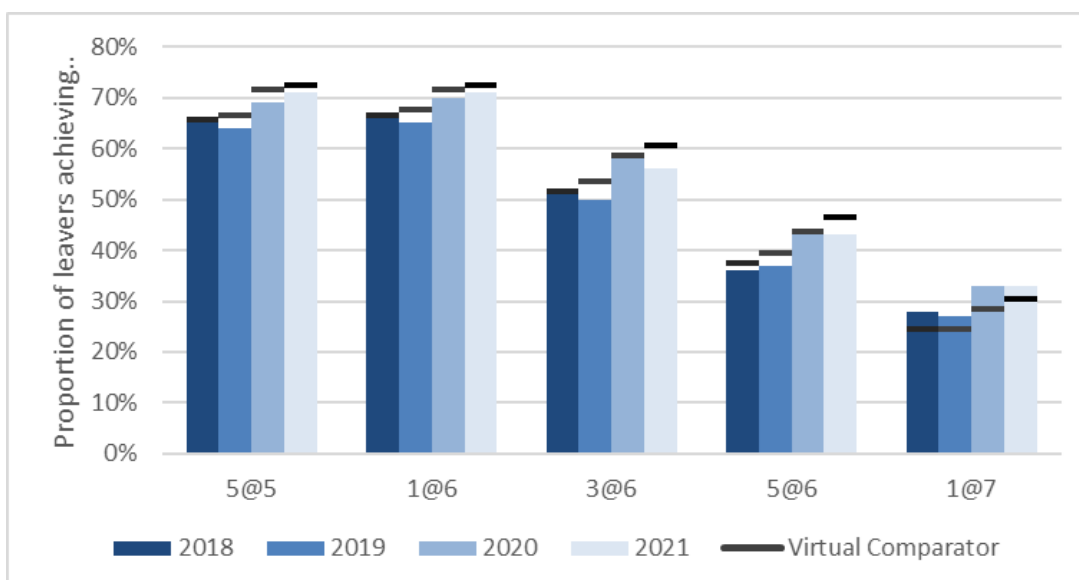
Total tariff points are an essential measure of the bundle of attainment that young people leave school with. They reflect traditional qualifications- Highers and National 5s for example- but also a broader range of qualifications that can be gained through a variety of curricular routes - Skills for Work qualifications and National Progression Awards for example. School curricular planning and partnership with Perth College UHI has a positive impact on this.

- *This measure has an excellence stretch aim of a 5% increase in tariff points from the 2019 base. This has been met for the middle 60% and highest 20%. The shorter-term target is to match/exceed the virtual comparator, which has largely been met. These targets should be reviewed once the effects of the 2020 and 2021 years are reduced.*

Source: Insight. Data tables are provided in Appendix 1:Table 7

Attainment Breadth and Depth - School-Leavers

This measure considers the number and level of qualifications achieved by school leavers (irrespective of stage of leaving) and is commonly referred to as breadth and depth. The measures used are 5 or more awards at SCQF Level 5, 1, 3 and 5 awards or more at SCQF Level 6 (Higher) and 1 or more award at SCQF Level 7 (Advanced Higher).



- *This measure has an excellence stretch aim of a 5-percentage point increase from the 2019 base. This has been met, however 2020 and 2021 are not directly comparable to previous years and so the stretch aim will remain for future years.*
- *Considering the virtual comparator (VC) for individual years, which is a fairer comparison because of the differences in 2020 and 2021, the VC was met or exceeded for Advanced Higher awards but has been slightly below this for the Level 5 and Level 6 measures.*

Source: Insight. Data tables are provided in Appendix 1: Table 9

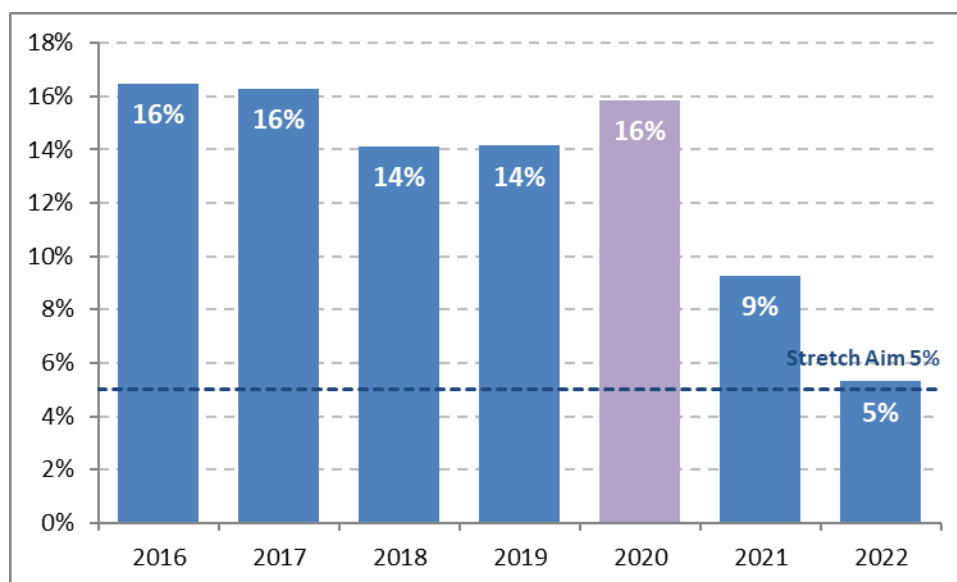
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged

The Raising Attainment Strategy (RAS) and implementation plan has been developed by the Raising Attainment Board (RAB) setting out clearly the focused priorities for PKC and schools, particularly on tackling the poverty-related attainment gap. This supports a collective understanding of key performance measures, including annual targets and overall stretch aims as detailed in this report.

Pre-School Development

In 2022, 84% of ACORN 1 children met all milestones and 79% of ACORN 4/5 children. The difference provides this equity indicator of 'gap' which has reduced to 5%.

Pre-school development milestones: Gap between ACORN 4/5 and 1 children meeting all milestones



This measure has an equity stretch aim of 5% which has been met and now requires to be sustained and reduced further if possible.

➤ *Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected since 2016.*

Source: ECS. Data tables are provided in Appendix 1:Table 1

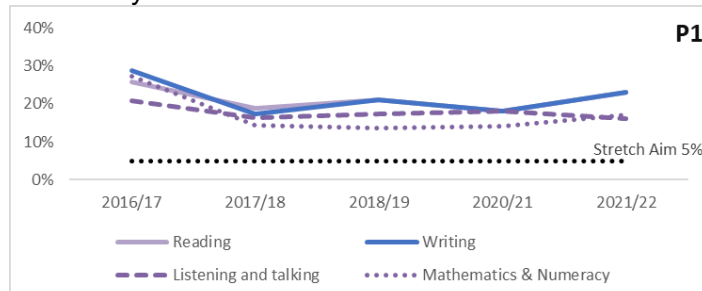
Broad General Education (P1 – S3)

There are poverty-related gaps at all stages/levels of CfE, as shown in the following charts. The 2022 results indicate that for P1 and P7 stages there is a slight increase in the poverty-related attainment gap (as measured by the difference between ACORN 4/5 and 1 performance) in reading and writing. Whilst children from more disadvantaged backgrounds have performed more strongly than ever, those from more advantaged families have improved slightly more, essentially bouncing back more readily after the disruption from COVID-19.

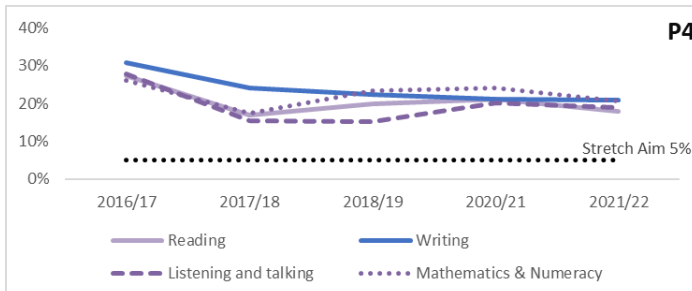
However, at P4 and S3 stages there has been improvement (reduction) in the equity gap across all areas. S3 indicates a longer-term downward trend (reduction) in the poverty-related gap. For all primary stages combined, the gap remains slightly wider for writing than for the three other curricular areas.

CfE Levels: Percentage point gap between ACORN 4/5 and 1 at P1, P4 and P7

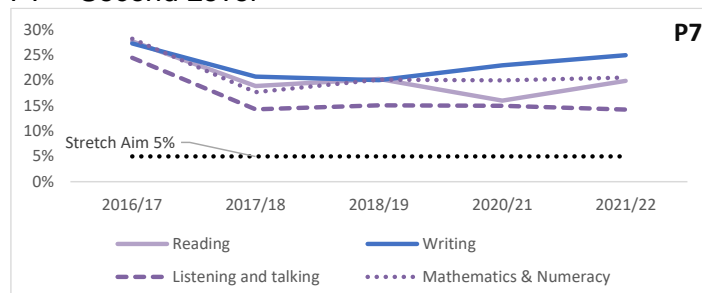
P1 – Early Level



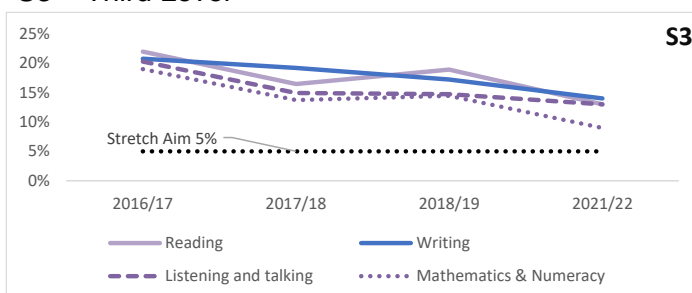
P4 – First Level



P7 – Second Level



S3 – Third Level



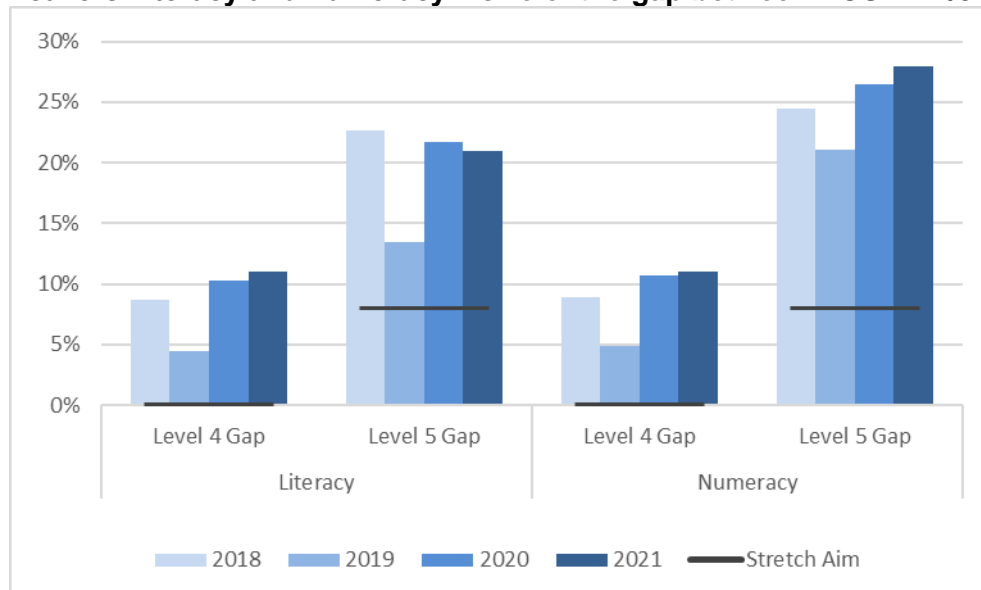
- A higher line on this chart indicates a larger equity 'gap'. This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to five percentage points. For reference purposes, SIMD-based gaps, are included in Appendix 1: Table 4.

Source: ECS. Data tables are provided in Appendix 1: Table 3

Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, the equity gap in attainment in Literacy and Numeracy for school leavers has remained stable in 2021 and 2020, particularly at SCQF level 5, after reductions in the 2019 leaver's cohort. These two years are not directly comparable to previous years. The gap remains greater for Level 5 qualifications and especially for numeracy at that level. However early indications indicate a reduction in these level 5 gaps for leavers last session. Literacy and numeracy gaps at Level 4 are similar.

Leavers' literacy and numeracy – size of the gap between ACORN 4/5 and 1



- *For the new strategy, this stretch aim is to reduce the gap between ACORN 4/5 and ACORN 1, removing the gap completely for Level 4 and a residual gap of 8% for Level 5, as indicated on the chart.*
- *SIMD figures indicate minimal change at Level 4 but some improvement at Level 5 in both literacy and numeracy (SIMD data in appendix for reference).*

Source: Insight. Data tables are provided in Appendix 1:
Table 6

Case Study: Reading

The Scottish Book Trust Reading Schools is an accreditation programme for schools that are committed to building a culture of reading for their learners and communities. Research proves that reading for pleasure is central in supporting equity and wellbeing, having positive impacts on learners' attainment across the curriculum, critical thinking, creativity, empathy and resilience.

Thirty-three primary and secondary schools in Perth and Kinross have now signed up to this accreditation programme, with seven achieving core status and four achieving silver status. Perth Grammar School was invited to share their practice at a national showcase event, in recognition of the work carried out to promote reading for pleasure at core level.

Examples of highly effective practice included:

- The promotion of the library as a space to promote literacy and reading for pleasure
- The use of reading initiatives
- Engaging young people in the Scottish Teen Book Prize
- Delivering a P7-S1 transition project, including the gifting of a book to every P7 child joining the school
- A member of library staff regularly conducts reading groups with reluctant readers and those requiring literacy support to access the curriculum. A series of creative reading-based games and activities were used to change learner perspective from 'non-reader' to 'reader.'

Impact

There is a range of evidence to demonstrate increased engagement and involvement in reading for pleasure, development of a positive reading culture and the improvement in literacy skills of young people, particularly those young people with a range of barriers to their learning.

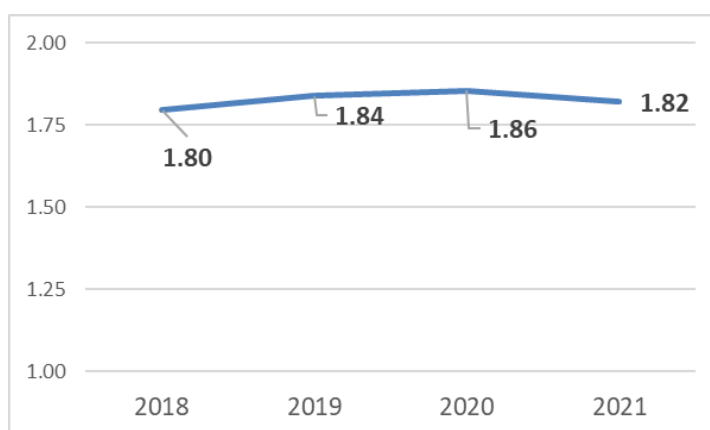
- The school conducted a Reading Schools survey with pupils. Over half of pupils completing the survey said they were talking about books more, and almost three quarters of pupils said they were reading more at home.
- Most pupils completing the survey (87%) felt that reading helped them with their schoolwork. They felt that reading activities had helped with improving their vocabulary, spelling and grammar, gave them a greater understanding of text and improved their ability to read.
- Since joining the programme S3 reading levels at Perth Grammar School have improved from 80% in 2019 to 88% in 2022.
- In session 2021/2022 80% of S4 pupils achieved level 5 in literacy compared to a virtual comparator performance of 73%

Average Total Tariff Score of school leavers

Analysis: Looking at the ratio between ACORN 1 tariff points and ACORN 4/5 provides an understanding of the relationship between the two and the extent of the poverty-related attainment gap. The ultimate aim of this measure is to reduce this ratio to one which will indicate equality of outcomes.

- In 2019, the ratio was 1.84:1 (close to two times the total tariff points). Reducing this ratio to 1.5 is the stretch aim with 1.7 the intermediate target. 2021 saw a slight narrowing of this gap to 1.82.

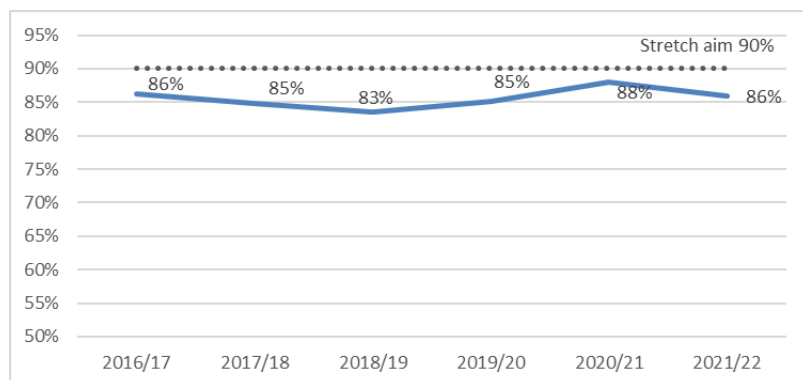
Ratio between ACORN 1 and ACORN 4/5 total tariff points



Source: Insight. Data tables are provided in Appendix 1: Table 8

Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 86% of S4 pupils from 2020/2021 stayed on to S5 the following year, a slight dip from the previous high and above the pre-pandemic average. The staying on rate this year from S5 to S6 has moved to 68% after a high last year of 75%. The equity gap remains larger for this transition. The effect of the COVID-19 pandemic on the opportunities and options outwith school education may have had an impact on these rates.



There is a clear relationship with deprivation, with pupils from more deprived areas being less likely to stay on, which influences overall attainment and achievement. A widening of this gap is evident in the latest year measured, returning to pre-pandemic levels. As this figure is no longer collected nationally benchmarking is problematic.

- The 2020/21 target has been achieved and the authority wide aim is to stretch this further to 90%. The percentage point gap between ACORN 4/5 combined and ACORN 1 has widened to 15% from 10%, away from the stretch aim of 5%.

Source: ECS/SEEMiS. Data tables are provided in Appendix 1: Table 10

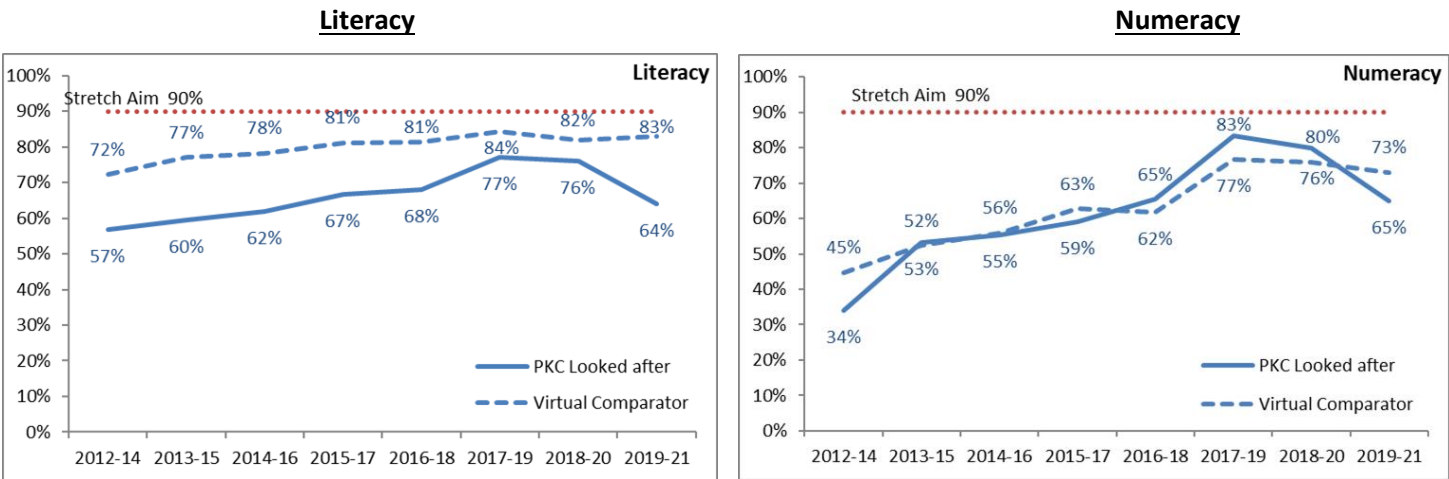
Looked After Children/Young People and Vulnerable Groups

Care should always be taken when interpreting measures for Looked After children and young people due to the small numbers involved. Typically, less than 20 young people fall into the looked after school leavers cohort and for this reason, 3 years results are combined to create rolling averages which allow for a clearer view of trends, although care is still required.

The trends in attainment of Looked After young people are generally in line with the virtual comparator, which is the attainment of the general pupil population from a similar deprivation background, gender and stage of leaving school, although Level 4 literacy is consistently lower. Numeracy levels had improved above the virtual comparator but has now fallen recently below our virtual comparator. These results are heavy influenced by lower figures in 2021.

Provisional figures show in S3 the achievement of Curriculum for Excellence third level increased by 3% to 58% for the 16 looked after young people. For primary 1, 4 and 7, 49% of the 36 looked after children achieved expected levels, compared to 37% across the previous three reported years. Improvement in the attainment levels of Looked After Children/Care Experienced Young People continues to be a focus in the Corporate Parenting Strategy and is reviewed at the Raising Attainment Board.

Proportion of Looked After school leavers achieving literacy and numeracy at level 4



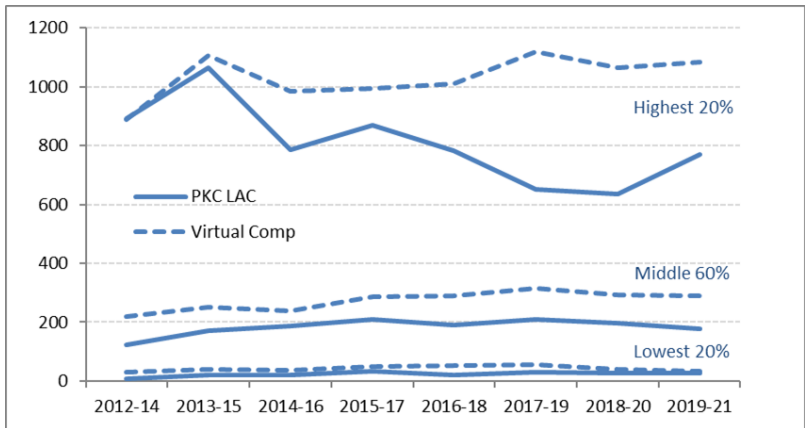
Source: Insight. Data tables are provided in Appendix 1: Table 11

- *These measures have an excellence stretch aim of 90% and a shorter-term target of matching/exceeding the virtual comparator. For numeracy, the latter has been reached but continued efforts will be required to ensure this is maintained, and also reached in literacy.*

These measures have an excellence stretch aim of 90% and a shorter-term target of matching/exceeding the virtual comparator. For numeracy, the latter had been reached but continued efforts will be required to ensure this is maintained, and also reached in literacy.

Considering the attainment of English as an Additional Language (EAL) school leavers over 2019-2021, the proportion achieving Level 4 literacy and numeracy is slightly lower (at 79%) than those with English as a first language (88%). At Level 5, the gap is slightly wider (51% and 68% respectively).

Average total tariff points for Looked After school leavers



As with Literacy and Numeracy above, the trend in the attainment of Looked After Young People as measured by tariff points (which indicate overall attainment) it is generally lower than the Virtual Comparator showing the continued focus for improvement for this group of children and young people, especially at the higher end of attainment. Even with a 3-year average, these figures are sensitive to the variation present in a small cohort.

- *A stretch aim of achieving the all-leavers total points has been established with a short-term target of meeting the VC.*

Source: Insight. Data tables are provided in Appendix 1: Table 12

Again, with **EAL** children and young people, overall tariff points (2019-2021 combined) of school leavers are lower than those with English as a first language by 52% for the lowest and 43% for the middle 60% attainers and 18% for the highest attaining 20, similar to previous years.

NIF Priority 3: Improvement in children and young people's health and wellbeing

Health and wellbeing is a core element in our curriculum alongside attainment in literacy and numeracy for all learners from Early Years through BGE and Senior Phase. All young people will have a range of experiences, learning and opportunities to develop, nurture and enhance their health and wellbeing in the classroom and in wider curricular contexts through the ethos and values of their school. These case studies outline some particular and targeted interventions for young people.

Case Study: Counselling in Schools

S2 pupil attended having been referred due to the impact of childhood trauma, difficulties engaging in school and with self-regulation. The goals agreed with the young person were exploring feelings and emotions and working towards a better understanding of self with increased self-esteem. This young person, over the period of 10 sessions, became noticeably calmer, more reflective and recognised in themselves why they felt emotionally unsafe and where this could be controlled and where it could not.

An additional 5 sessions were arranged and by the end of the time, the young person was no longer using a behaviour card, getting good reports from class teachers, had made enquiries into a sports club they were interested in and no longer required to have their behaviour monitored regularly.

Friendships had improved as had the overwhelming feeling of responsibility for others in their life. The person-centred approach allowed this young person to go at their own pace, learn about themselves in a manner that impacted them and demonstrate that they were able to manage and control their behaviours in ways they had not previously.

Case Study: Social Skills Training

In May 2022, the Educational Psychology Service provided online training events for school staff on Circle of Friends and Peer Mediation; two peer-based interventions to promote social inclusion. Circle of Friends involves creating a peer support network (the Circle) for a pupil (the focus pupil) who is experiencing, or at risk of experiencing social exclusion due to having additional support needs or showing challenging behaviour towards others. The Circle meets weekly to problem-solve challenging social situations and collectively develops a plan for dealing with them, with encouragement and recognition for the subsequent achievements of the focus pupil. Peer mediation is a process by which trained pupils (mediators) help their peers to resolve conflict in constructive and non-violent ways. The

conflict can include playground fights, rumour-spreading, or bullying behaviours. During the peer mediation process, the conflict is explored, disagreements are aired, and the conflicting peers are supported to develop a shared plan for resolving the conflict.

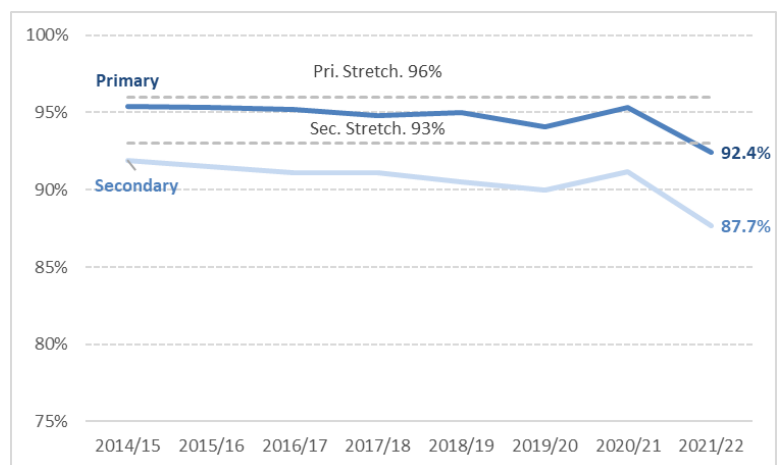
A total of 16 staff attended the training events. 11 attended Circle of Friends and 6 attended Peer Mediation (one staff member attended both). Following training, staff were invited to identify what further support they would need to implement the approach in their school. Feedback included: wanting more information about the approach; having access to a short refresher training event; having an opportunity to meet and discuss with other trained staff. To address these, the Educational Psychology Service is developing a revised training manual and refresher session, along with further training events. The Service has also set up a peer support network where trained staff can share practice, provide peer encouragement, and discuss and agree the process for evaluating the impact of these interventions on pupils' social relationships and behaviours. The initial meeting will be held on Wednesday 5 October and facilitated by two Educational Psychologists.

School Attendance and Exclusion

School Attendance

Analysis: Overall attendance in 2021/22 in both primary and secondary was impacted significantly by increased absence related to Coronavirus pandemic response, both sickness and isolation. A return to "normal" attendance recording for a full year is required to understand longer-term trends, as the effect of COVID-19 subsides.

- *This measure has an excellence stretch aim of 96% attendance in primary and 93% attendance in secondary.*

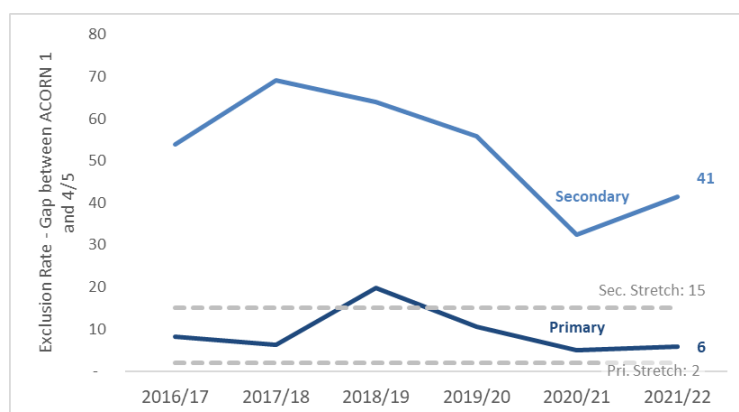
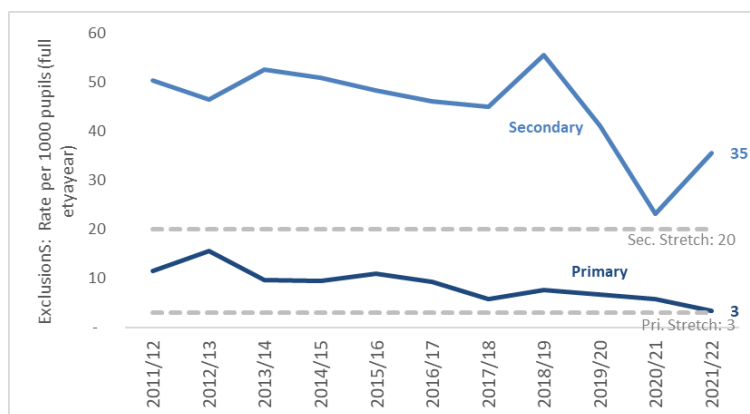


Source: ECS. Data tables are provided in Appendix 1: Table 13

School Exclusion

Analysis: The rate of exclusions from school continues to reduce in primary and has now reached the stretch aim of 3 per 1000. In secondary, the rate dipped significantly in the COVID-19 impacted year of 2020/21 but has increased to 35 in 2021/22. However, the long-term trend is of reducing exclusion. 2019/20 is an annualised estimate due to the shortened academic year in school.

- *This measure has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendances in secondary. These are more stretching than previous targets.*



- *The equity gap has closed in both primary and widened slightly in secondary and has met the previous stretch aim in primary and the short-term target in secondary.*

Source: ECS Data tables are provided in Appendix 1: Table 14

Looked After Children and Young People

The measures reported are those set out in the Raising Attainment Strategy. In addition, the [Perth and Kinross Corporate Parenting Plan 2021-24](#), *Our Promise to You*, includes a broader range of measures to consider education and other outcomes for this group of children and young people, considered in thematic groups across the year by the Corporate Parenting Board.

School Attendance

The attendance of looked after young people is generally lower than their peers. The difference is generally smaller at primary school but increases in secondary and is greatest for those looked after at home. There may be a range of influencing factors in attendance including looked after status. This remains a key focus for the service.

Attendance of Looked after Children and Young People – 3 year averages

		2017/18 – 2019/20	2019/20-2021/22
Primary	Looked after away from home	95%	95%
	Looked after at home	89%	84%
	Previously Looked after	93%	91%
	Not looked after	95%	94%
Secondary	Looked after away from home	91%	89%
	Looked after at home	71%	75%
	Previously Looked after	82%	83%
	Not looked after	91%	90%

Looking across 3 year periods to increase certainty of analysis (although caution is still required), the attendance gap for looked after children and young people remains and has grown somewhat for primary aged children looked after at home. For secondary age young people, attendance of this cohort has improved in the latest figures.

School Exclusion

Exclusions of Looked After children and young people have reduced in the same way as the wider pupil population shown above. In 2021/22, there were 16 exclusion incidents of looked after children/young people, compared to 11 in the previous year, and 24 the year previous to that. These were split fairly evenly between those looked after at home and away from home. There were an additional 18 exclusion incidents for those previously looked after. The exclusion rate for looked after children and young people remains higher than those who are not looked after. This is a specific focus for improvement in both the Raising Attainment and the Corporate Parenting Strategies.

NIF Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all

Positive destinations improved this year and our participation measures remained buoyant. More courses were delivered virtually in our Senior Phase by ourselves, through the Regional Improvement Collaborative and partners at University of the Highlands and Islands (UHI) Perth College.

In session 2021-22 our Tayside Regional Improvement Collaborative Virtual Campus successfully delivered three Advanced Higher Virtual Courses to more than 40 young people across Tayside. Additionally Advanced Higher Physical Education ran as a virtual course successfully within PKC with 13 young people successfully gaining an award.

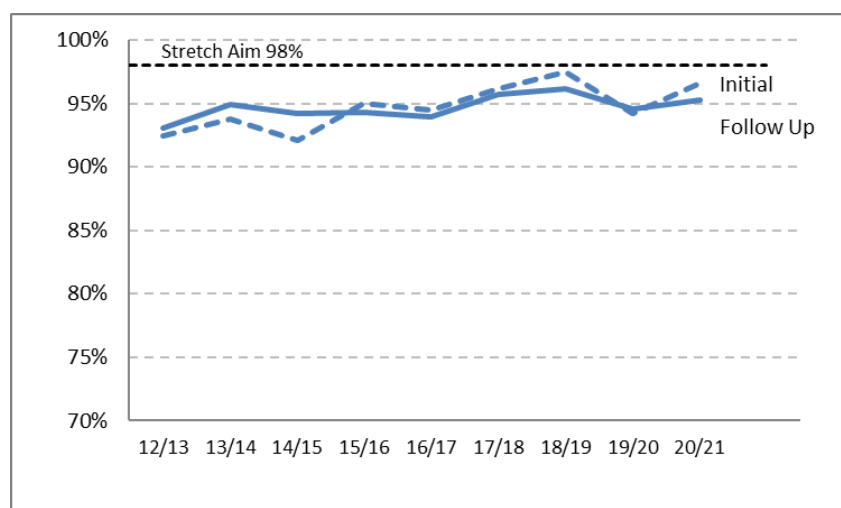
Curricular pathways were further broadened by the creation of 9 virtual National 3 courses supporting young people facing barriers in terms of school attendance and engagement.

Effective partnership takes place between schools, Skills Development Scotland, colleges, universities, employers and the DYW Board. A total of 582 business partnerships with schools were recorded in 2021-22- an increase of 53 on session 2020-21.

Positive Destinations for Young People

Proportion of school leavers in positive initial and follow-up destinations

Information on the destinations of school leavers is collected by SDS and provides information on the outcomes for young people recorded initially in October, approximately three months after leaving school, supplemented by a follow-up survey in March the following year. School leavers who are engaged in higher education, further education, training, voluntary work, or employment (of any kind) are classified as having a 'positive destination'. Other destinations include school leavers who are taking a "gap" year, are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.



Analysis: The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. In 2019/20 and 2020/21, the figures will have been impacted by the economic and employment effects of the COVID-19 pandemic and are now just below 95%.

- This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.
- There is a 4% gap between

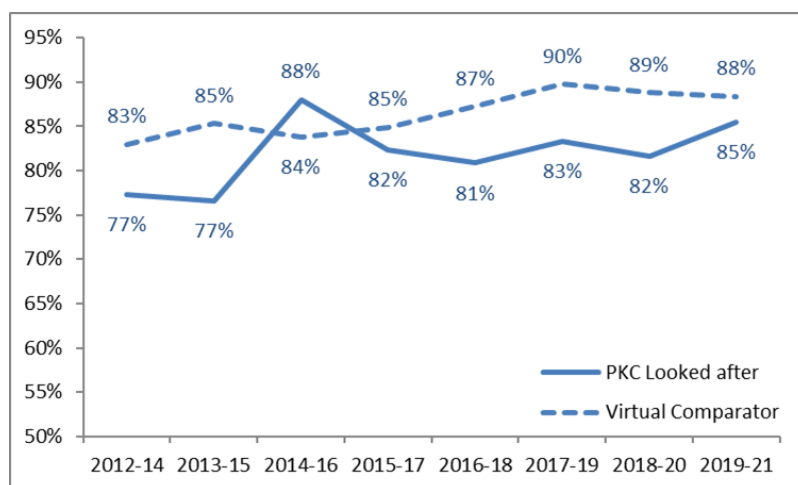
ACORN 4/5 and ACORN 1 for 2021, a decrease from 6% in the previous year, but above the target and stretch aim of 3% and 2% respectively.

Source: Insight, SDS. Data tables are provided in Appendix 1: Table 17

Considering children and young people with EAL leavers over the last three years (2018-2020), combined to improve the robustness of comparison, have had a higher rate of positive destination (98%) than those with English as their first language.

Proportion of Looked After school leavers in positive Initial destinations (3-year combined average)

Analysis: Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly, but the latest 3 yr. average shows an improvement.



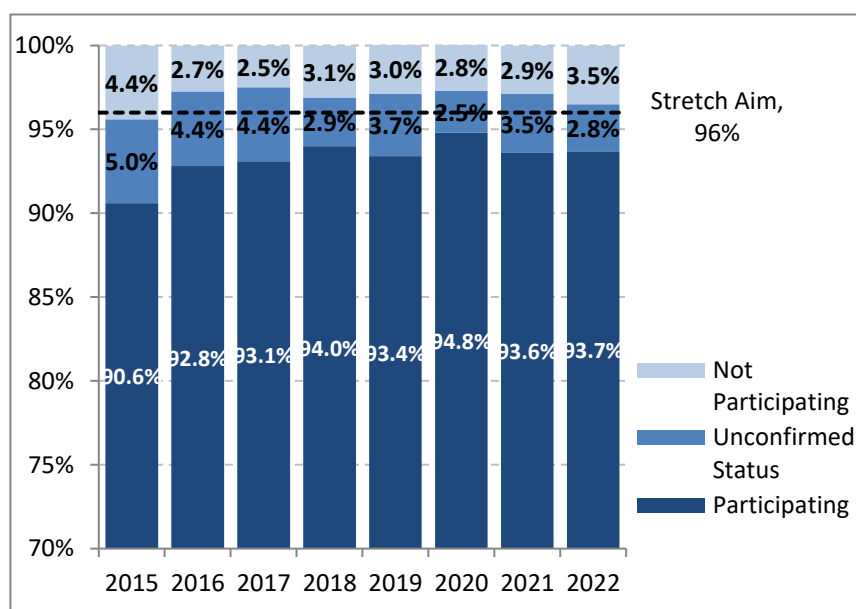
- This measure has a stretch aim of the all-leaver destination figure (as shown above), and an interim target of the VC.

Source: Insight. Data tables are provided in Appendix 1: Table 18

Proportion of young people (aged 16-19) in education, training or employment

To supplement the school leaver information, SDS also reports the Annual Participation Measure.

This measure reports on participation in education, training or employment for all 16–19-year-olds from across the population rather than focusing specifically on school leavers and is therefore a broader and preferred measure of positive outcomes. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average (92.4% in 2022) and the number not participating totals 194 individuals, with 155 unconfirmed.



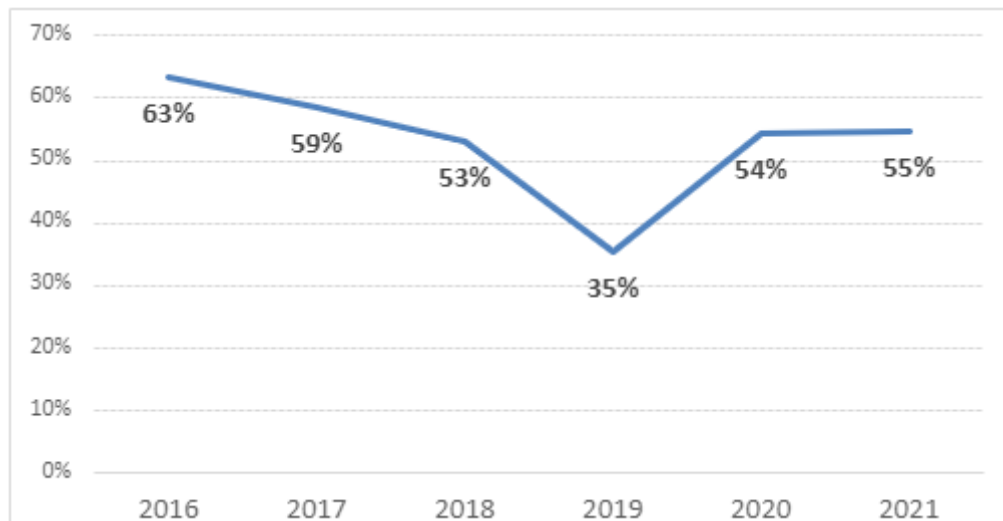
This measure has a stretch aim of 96%. The interim target of 94% was met but will need to be sustained in future years.

Source: Skills Development Scotland. More information available from the SDS [dashboard](#). SIMD Data tables are provided in Appendix 1: Table 19

S4/ S5 School Leavers: Highers and vocational qualifications

Some school leavers (especially those leaving after S4 and S5) achieve few or no Higher-level qualifications, which are key to continuing to Higher Education and other destinations. Vocational qualifications (VQ) will have greater importance for these cohorts of leavers. In the latest year (2021), 68% of S4/S5 leavers did not achieve a Higher. This translates to the headline indicator for the new raising attainment strategy of **55% of leavers without Highers who achieve a vocational qualification at any level**, similar to the previous year's performance.

Proportion of S4/S5 leavers (without a Higher) who achieve a vocational qualification



Source: Insight/ECS. Data for the overall indicator is provided in Appendix 1: Table 20

Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

Table 1: Pre-school Development Milestones: Proportion of P1 meeting all milestones

	2016	2017	2018	2019	2020	2021	2022
Perth and Kinross	79.4%	81.2%	81.4%	80.5%	77.4%*	82.0%	83.4%

*Not considered part of the time series due to COVID-19 lockdown

	2016	2017	2018	2019	2020	2021	2022
Gap between ACORN 4/5 and 1	16%	16%	14%	14%	16%*	9%	5%

Broad General Education

Table 2: Proportion of Roll meeting expected CfE Levels (not collected in 2019/20. S3 not collected in 2020/21)

Stage	Area	2014/15	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22
P1 – Early Level	Reading	-	70%	71%	76%	77%	76%	79%
	Writing	-	68%	68%	72%	72%	72%	75%
	Listening & Talking	-	77%	74%	81%	81%	79%	84%
	Maths & Numeracy	-	73%	72%	80%	80%	79%	84%
P4 – First Level	Reading	72%	72%	69%	76%	76%	73%	76%
	Writing	64%	62%	61%	68%	67%	63%	67%
	Listening & Talking	76%	78%	75%	82%	82%	81%	84%
	Maths & Numeracy	65%	65%	65%	71%	71%	69%	74%
P7 – Second Level	Reading	68%	69%	71%	78%	77%	77%	79%
	Writing	58%	61%	63%	69%	67%	68%	70%
	Listening & Talking	70%	73%	77%	83%	84%	83%	87%
	Maths & Numeracy	59%	63%	65%	70%	68%	71%	74%
S3 – Third Level	Reading	73%	76%	76%	79%	82%	-	90%
	Writing	72%	73%	74%	73%	82%	-	90%
	Listening & Talking	77%	77%	79%	80%	84%	-	92%
	Maths & Numeracy	77%	79%	75%	80%	82%	-	91%

Table 3: CfE Levels: Gap between ACORN 4/5 and 1

Stage	Area	2016/17	2017/18	2018/19	2020/21*	2021/22
P1 – Early Level	Reading	26%	19%	21%	18%	23%
	Writing	29%	17%	21%	18%	23%
	Listening & Talking	21%	16%	17%	18%	16%
	Maths & Numeracy	27%	14%	14%	14%	17%
P4 – First Level	Reading	27%	17%	20%	21%	18%
	Writing	31%	24%	22%	21%	21%
	Listening & Talking	28%	16%	15%	20%	19%
	Maths & Numeracy	26%	17%	23%	24%	21%

Stage	Area	2016/17	2017/18	2018/19	2020/21*	2021/22
P7 – Second Level	Reading	28%	19%	20%	16%	20%
	Writing	27%	21%	20%	23%	25%
	Listening & Talking	24%	14%	15%	15%	19%
	Maths & Numeracy	28%	18%	20%	20%	21%

Stage	Area	2015/16	2016/17	2017/18	2018/19	2021/22
S3 – Third Level	Reading	22%	35%	19%	55%	54%
	Writing	21%	30%	17%	50%	52%
	Listening & Talking	24%	31%	22%	48%	54%
	Maths & Numeracy	37%	37%	31%	47%	47%

*These figures revised from those previously published, after quality control

Table 4: CfE Levels: P1, P4 and P7 Stages combined by SIMD Quintile

Reading	2016 /17	2017/ 18	2018 /19	2020/ 21	2021 /22	Writing	2016 /17	2017/ 18	2018/ 19	2020 /21	2021 /22
Quintile 1	47%	60%	61%	57%	63%	Quintile 1	41%	54%	54%	51%	55%
Quintile 2	58%	65%	66%	64%	66%	Quintile 2	49%	55%	59%	56%	59%
Quintile 3	69%	78%	74%	74%	77%	Quintile 3	62%	71%	66%	64%	68%
Quintile 4	76%	79%	81%	78%	82%	Quintile 4	69%	72%	72%	70%	76%
Quintile 5	76%	84%	82%	82%	85%	Quintile 5	71%	77%	76%	75%	77%
Listening & Talking	2016 /17	2017/ 18	2018 /19	2020/ 21	2021 /22	Maths & Numeracy	2016 /17	2017/ 18	2018/ 19	2020 /21	2021 /22
Quintile 1	57%	69%	71%	64%	71%	Quintile 1	46%	62%	56%	58%	65%
Quintile 2	65%	76%	73%	70%	75%	Quintile 2	56%	64%	65%	63%	65%
Quintile 3	76%	81%	81%	80%	85%	Quintile 3	66%	75%	71%	70%	75%
Quintile 4	82%	84%	85%	84%	89%	Quintile 4	72%	75%	77%	75%	81%
Quintile 5	82%	88%	86%	87%	89%	Quintile 5	74%	80%	78%	80%	83%

Senior Phase (S4 – S6)

Table 5: Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5

Literacy		2014	2015	2016	2017	2018	2019	2020	2021
Level 4	Perth & Kinross	90%	93%	91%	92%	93%	94%	93%	93%
	Virtual Comparator	93%	94%	94%	95%	95%	94%	95%	95%
Level 5	Perth & Kinross	73%	78%	75%	77%	80%	82%	83%	83%
	Virtual Comparator	71%	77%	79%	81%	82%	82%	84%	85%
Numeracy		2014	2015	2016	2017	2018	2019	2020	2021
Level 4	Perth & Kinross	82%	87%	87%	88%	92%	92%	91%	90%
	Virtual Comparator	84%	89%	90%	91%	92%	92%	93%	92%
Level 5	Perth & Kinross	58%	63%	65%	62%	65%	67%	71%	71%
	Virtual Comparator	61%	65%	67%	69%	70%	70%	73%	74%

Table 6: School Leavers Literacy and Numeracy: Gap between ACORN 4/5 and 1.

		2018	2019	2020	2021
Literacy	Level 4 Gap	9%	4%	10%	11%
	Level 5 Gap	23%	13%	22%	21%
Numeracy	Level 4 Gap	9%	5%	11%	11%
	Level 5 Gap	24%	21%	26%	28%

Table 7: Average total tariff scores of school leavers, grouped by achievement level.

		2014	2015	2016	2017	2018	2019	2020	2021
Perth & Kinross	Lowest Achieving 20%	158	216	167	159	173	161	154	160
	Middle 60%	877	928	897	868	892	853	968	1005
	Highest Achieving 20%	1888	1940	1931	1865	1921	1916	1974	2014
Virtual Comparator	Lowest Achieving 20%	170	179	168	171	173	153	174	176
	Middle 60%	851	882	833	843	867	857	949	1019
	Highest Achieving 20%	1845	1864	1827	1848	1866	1871	1974	2045

Table 8: School leavers – Ratio between ACORN 1 and 4/5

	2018	2019	2020	2021
Perth & Kinross	1.80	1.84	1.86	1.82

Table 9: School leavers' breadth and depth of Attainment (A-D Awards)

% of leavers achieving ..		2018	2019	2020	2021
5+@5	Perth & Kinross	66%	64%	69%	71%
	Virtual Comparator	65%	66%	71%	72%
1+@6	Perth & Kinross	67%	65%	70%	71%
	Virtual Comparator	66%	67%	71%	72%
3+@6	Perth & Kinross	51%	50%	58%	56%
	Virtual Comparator	51%	53%	58%	60%
5+@6	Perth & Kinross	36%	37%	43%	43%
	Virtual Comparator	37%	39%	43%	46%
1+@7	Perth & Kinross	28%	27%	33%	33%
	Virtual Comparator	24%	24%	28%	30%

Staying-On Rates

Table 10: Proportion of S4 pupils staying on to S5, by ACORN Category and Gap

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
ACORN 1	93%	92%	90%	91%	92%	92%
ACORN 4/5	79%	77%	76%	79%	83%	77%
Gap	15%	14%	15%	12%	10%	15%

Looked After Children and Young People

Table 11: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4 (3-year average)

Looked After at the time of the Pupil Census

		2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020	2019-2021
Literacy	PKC	60%	62%	67%	68%	77%	76%	64%
	Virtual Comparator	77%	78%	81%	81%	84%	82%	83%
Numeracy	PKC	53%	55%	59%	65%	83%	80%	65%
	Virtual Comparator	52%	56%	63%	62%	77%	76%	73%

Table 12: Average total tariff points of Looked After school leavers (3-year average)

Looked After at the time of the Pupil Census

		2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
Perth & Kinross	Highest Achieving 20%	1065	786	868	782	653	636	771
	Middle 60%	172	186	210	191	210	197	178
	Lowest Achieving 20%	21	21	34	19	31	27	27
Virtual Comparator	Highest Achieving 20%	1107	986	996	1012	1180	1059	1083
	Middle 60%	251	238	286	290	315	284	290
	Lowest Achieving 20%	39	37	51	54	58	44	34

Stretch aim figures for PKC overall 2019-21 average:

Highest 20%: 1968 Middle 60%: 942 Lowest 20%: 158

Attendance and Exclusion

Table 13: Overall attendance in primary and secondary schools

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	95.4%	95.3%	95.2%	94.8%	95.0%	94.1%	95.3%	92.4%
Secondary	91.9%	91.5%	91.1%	91.1%	90.5%	90.0%	91.2%	87.7%

Table 14: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	10	11	9	6	8	7	6	3
Secondary	51	48	46	45	55	41	23	35

Table 15: Attendance rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21	2021/22
Primary	2.7%	3.2%	3.3%	3.3%
Secondary	6.6%	6.7%	4.9%	6.1%

Table 16: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21	2021/22
Primary	9	6	4	4
Secondary	31	28	23	23

Positive Destinations

Table 17: Proportion of school leavers with positive initial and follow-up destinations

Measure	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Initial destination	92%	95%	94%	96%	97%	94%	97%
Follow-up destination	94%	94%	94%	95%	96%	95%	95%

Table 18: Proportion of Looked After school leavers with positive initial destinations

Looked After at the time of the Pupil Census

	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020	2019-2021
Looked After school leavers	88%	82%	81%	83%	82%	85%
Virtual Comparator	84%	85%	88%	90%	88%	88%

Table 19: Proportion of 16–19-year-olds in positive participation, by SIMD Quintile and equity gap

Measure	2019	2020	2021	2022
SIMD Q1	87.2%	89.1%	85.9%	89.1%
SIMD Q5	95.3%	97.2%	95.7%	96.4%
Gap between Q1 and Q5	8.1%	8.1%	9.8%	7.3%

Table 20: Proportion of S4/S5 Leavers without Highers who achieve a vocational qualification (at any level)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of S4 and S5 Leavers	556	608	555	540	425	536
% of leavers without Highers who achieve a vocational qualification	63%	59%	53%	34%	54%	55%

Glossary

Entry	Explanation
ACORN	A Classification of Residential Neighbourhoods
BGE	Broad General Education
CfE	Curriculum for Excellence
CLPL	Career Long Professional Learning
DYW	Developing Young Workforce
ECS	Education and Children's Services
EEF	Education Endowment Foundation
ELAV	Extended Learning and Achievement Visit
HWB	Health and Well-being
LAV	Learning and Achievement Visit
LMG	Local Management Group
NIF	National Improvement Framework (for Scottish Education)
PEF	Pupil Equity Funding
PLL	Professional Learning and Leadership
QAMSO	Quality Assurance and Moderation Support Officers
QIO	Quality Improvement Officer
RAB	Raising Attainment Board
RAS	Raising Attainment Strategy
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SEEMiS	Scotland's Education Management Information System provider
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessment
SQA	Scottish Qualifications Authority
TRIC	Tayside Regional Improvement Collaborative
VC	Virtual Comparator



Education & Children's Services

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Background Information

The Scottish Government has identified that the first five years of the Scottish Attainment Challenge saw much progress in closing the poverty-related attainment gap but at a limited pace. The pandemic disrupted the learning of children and young people and had a disproportionate impact on children affected by poverty. The refreshed Scottish Attainment Challenge programme, backed by a further commitment of £1 billion from Scottish Government through the Attainment Scotland Fund (ASF), aims to address these challenges and ensure that equity lies at the heart of the education experience for all.

The document 'Framework for Recovery and Accelerating Progress' (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge. It aims to set high expectations, including **annual, ambitious locally identified stretch aims**, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge. By setting these annual aims the Scottish Government will know how much progress is expected and by when in each locality. Informed by this data. Further support for improvement will be tailored, to focus on the immediate impact it can have on improving leadership, learning and teaching, and work with families and communities. Education authorities are required to now develop a set of local stretch aims and to provide them to the Scottish Government by 30th September 2022.

The following characteristics should be identified in stretch aims which must include:

Annual stretch aims for:

1. Overall attainment for all.
2. SIMD Q1 and Q5.
3. Tackling the poverty related attainment gap.

At a minimum these should include Core stretch aims for:

- a. Curriculum for Excellence levels (ACEL levels) for P1, 4, 7 literacy and numeracy combined;

- b. Proportion of school leavers attaining one or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication;
- c. Proportion of school leavers attaining one or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication;
- d. Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland; and
- e. Health and wellbeing, using a local measure/suite of measures, including, for example, attendance.

In order to determine the local stretch aims for PKC education service, the most recent data available, along with trend data, was analysed to identify proposed targets. Consultation then took place with Education Scotland colleagues and all headteachers to agree each stretch aim.

Taking the above into consideration our proposed measures for core stretch aims in PKC are:

	ACEL P1, 4, 7 Literacy and Numeracy combined (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	78%	64%	84%	20%
Stretch aim to be achieved 2022/23	80%	67%	85%	18%
Improvement (percentage point)	2%	3%	1%	2%
	Proportion of School Leavers Attaining 1 or More Passes at SCQF L6 (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021	71%	41%	81%	40%
Stretch aim to be achieved 2022/23	73%	50%	85%	35%
Improvement (percentage point)	2%	9%	4%	5%
	Proportion of School Leavers Attaining 1 or More Passes at SCQF L5 (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2019	89%	68%	96%	28%
Stretch aim to be achieved 2022/23	92%	75%	97%	22%
Improvement (percentage point)	3%	7%	1%	-6%
	Proportion of 16-19 years olds participating in education, employment or training (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021	94%	86%	96%	10%
Stretch aim to be achieved 2022/23	96%	91%	97%	6%
Improvement (percentage point)	2%	5%	1%	-4%

	Health and wellbeing: Attendance Primary			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	92%	90%	94%	4%
Stretch aim to be achieved 2022/23	95%	93%	96%	3%
Improvement (percentage point)	3%	3%	2%	-1%
	Health and wellbeing: Attendance Secondary			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	88%	83%	90%	7%
Stretch aim to be achieved 2022/23	92%	88%	94%	6%
Improvement (percentage point)	4%	5%	1%	-1%
	Health and wellbeing: Exclusion (Secondary) Exclusion incidents per 1,000 pupils			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	35	50	23	27
Stretch aim to be achieved 2022/23	25	45	20	25
Improvement (numbers)	10	5	3	2
	Health and wellbeing: Exclusion (Primary) Exclusion incidents per 1,000 Primary pupils			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	3.2	4.6	0	4.6
Stretch aim to be achieved 2022/23	2	3	0	3
Improvement (percentage point)	1.2	1.6	0	1.6

Alongside the core stretch aims set by Scottish Government Perth and Kinross have set the following stretch aims in response to our local context

- **S3 L3 Attainment in Literacy and Numeracy combined** - it seemed prudent to ensure a stretch in attainment throughout the Broad General Education- not just to the end of P.7
- **The proportion of children starting P1 who meet all expected development milestones** - in Perth and Kinross we have always had a key focus on the entire learner journey ensuring key points of transition are not omitted
- **Average total tariff points** - the complexity and totality of senior phase attainment is not fully captured in the core stretch aims
- **Total Tariff Points for LAC School Leavers** - this cohort is a particular focus in PKC
- **ACEL P1, 4, 7 Literacy and Numeracy combined LAC** - this cohort is a particular focus in PKC

	S3 L3 Attainment in Literacy and Numeracy combined			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2022	91%	86%	94%	8%
Stretch aim to be achieved 2022/23	92%	88%	95%	7%
Improvement (percentage point)	1%	2%	1%	1%
	The proportion of children starting P1 who meet all expected development milestones			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	83%	83%	88%	5%
Stretch aim to be achieved 2022/23	85%	84%	88%	4%
Improvement (percentage point)	2%	1%	0%	1%
	Average total tariff points			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level	1039	614	1247	633
Stretch aim to be achieved 2022/23	1060	650	1280	630
Improvement (tariff points)	21	36	33	-3
	Total Tariff Points for LAC School Leavers			
	Overall Levels			
Current Level	304			
Stretch aim to be achieved 2022/23	390			
Improvement (point)	86			
	ACEL P1, 4, 7 Literacy and Numeracy combined LAC			
	Overall Levels			
Current Level	36%			
Stretch aim to be achieved 2022/23	50%			
Improvement (percentage point)	14%			

Next Steps

It is intended that overall stretch aims are set based upon our current performance and our national and virtual comparators. In addition, individual school and setting stretch aims are being set and agreed in consultation with Quality Improvement Officers.

Monitoring and Reporting

These stretch aims will be addressed through individual workstreams of school and ECS staff directed and managed through the Raising Attainment Board.