



Appendix 1

Education and Children's Services

Attainment Update

2018 - 2019

Executive Summary

This report meets the requirement set out by the Scottish Government on reporting progress on the priorities set out in the National Improvement Framework ([NIF](#)) for education. It provides an update for the academic session 2019/20 on the progress against this framework and also those related to the Pupil Equity Fund (PEF) in tackling the poverty related attainment gap.

The report is structured around the four key priorities of the NIF and also the main improvement themes set out in the Council's original Raising Attainment Strategy. There has been extensive progress in one year across the large number of activity and improvement areas, with extended programmes of work continuing to develop further to meet the objectives of the NIF.

Our approach in 2018/19

- Continued work in **early years** settings on development, communication and early literacy.
- Schools are increasingly developing new ways of delivering **family learning** opportunities and the wider **parenting** programmes are increasing their support to families with younger and older children.
- Extensive work around **literacy and numeracy** at all levels reinforces the importance that this holds. Effective tracking and monitoring of progress in attainment, and also wellbeing, is widespread. **Digital** technologies are increasingly used to enhance learning.
- **Leadership** programmes are developing the appropriate insight, skills and behaviours for current and future education leaders, and all staff are increasingly understanding the socio-economic contexts of their schools.
- Evidence-based and data-driven **improvement activity** is further expanding. Interventions to address the poverty-related gap are well-planned and increasingly well-evaluated to show impact. School leaders continue to be supported to use an **action research model** and tools from the Educational Endowment Fund to analyse school level data to identify attainment gaps, and from there to select and evaluate appropriate interventions.
- The Emotional Wellbeing Collaborative has promoted a focus on **resilience** and has supported a range of school initiatives targeted to deliver improvements in this area.
- Secondary schools continue to develop their curricular options with a view to increasing **vocational** opportunities while maintaining a broad academic offer. The range and number of foundation apprenticeships is increasing.
- Active Schools undertook a project to encourage more **physical activity** in children under ten years of age. Evidence shows that the approach taken increased physical activity and extra-curricular sport levels.

A range of performance information is presented in this report, describing progress in the principal and supporting measures established in the Raising Attainment Strategy.

As previously reported, these explore both **excellence** – raising overall performance for all and **equity** – narrowing the poverty-related gaps in outcomes. Key points highlighted are:

- In 2017/18 there was an improvement in the proportion of children meeting **speech, language and communication** milestones at age 27-30 months.
- Attainment across **literacy and numeracy** at P1, P4, P7 and S3 continues to rise steadily, based on teacher judgements of Curriculum for Excellence (CfE) levels, and improvement of cohorts through these levels is steady. There are also early indications of closing the attainment gap at all stages. **Writing** and **numeracy** levels continue to be generally lower than for **reading** and **listening/talking**, especially for P4 and P7, and the poverty-related gaps more persistent, highlighting continuing priorities for the literacy and numeracy strategies that have been established across the authority.
- For **school leavers**, literacy and numeracy qualifications achieved are generally increasing across both SCQF levels 4 and 5. However, more recently this increase has fallen behind the virtual comparator (VC) especially at level 5 in numeracy, indicating the continued focus required. For those S4 and S5 leavers without Highers, 69% achieved a **vocational qualification**.
- **Senior phase attainment** for leavers continues to be good. However poverty-related gaps evident in all areas of attainment and leaver destinations remain but are narrowing slowly in some areas. It may be that narrowing of gaps in these areas will be seen over a longer time period, once the effects of improvements and interventions earlier in young peoples' lives (including PEF) become evident for school leavers.
- There are indications that educational outcomes for **Looked After Children** are improving, although these generally remain behind those of peers who are not Looked After.
- Initial and follow-up school leaver **destinations** and 16-19 **participation** rates remain high or are increasing, remaining well above the national average.
- **Exclusions** from school increased slightly in 2018/19, especially at secondary. Overall **attendance** in secondary is slowly declining, especially amongst more deprived groups, highlighting the continued challenge. In primary, attendance has increased slightly this year, although unauthorised holidays continue to present a challenge.
- Effective **partnership** takes place between schools, college, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 475 business partnerships with schools were recorded in 2018/19.
- Participation in **Active Schools** activities has dipped in the latest full year, with staffing pressures cited.
- The overall uptake of **School Meals** is generally increasing at P1 to P3 where it is universally free, although it has fallen slightly in the P4-P7 stages.

It is helpful to consider this report alongside the Education and Children's Services [Annual Performance Report](#) for 2018/19 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.

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Introduction

This report is a response to the legislative requirement to report on performance in the academic session 2018-19. A significant amount of progress reporting also takes place in the Education and Children's Services [Business Management and Improvement Plan and Annual Performance Report \(BMIP\)](#).

The [Standards in Scotland's Schools etc. Act 2000](#) (as amended by the [Education \(Scotland\) Act 2016](#)) requires education authorities to prepare an annual report describing:

- a) Actions taken to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic, or other, disadvantage.
- b) How the authority has due regard for the views of stakeholders, such as pupils, parents and families when making strategic decisions.
- c) Actions taken to achieve the strategic priorities of the [National Improvement Framework \(NIF\)](#).
- d) The educational benefits for pupils resulting from these actions.

There is an additional requirement to produce a plan focused on the NIF priorities for the forthcoming academic session and this is available on the [Council website](#).

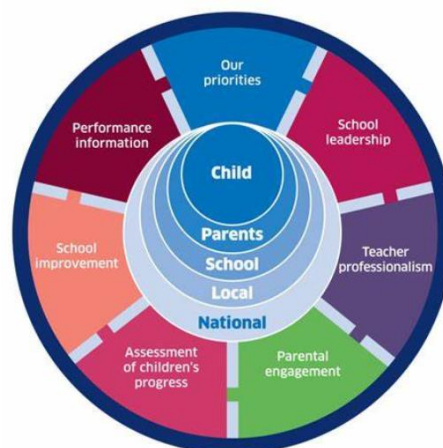
Pupil Equity Funding is additional funding allocated directly to schools as part of the Scottish Government's [Scottish Attainment Challenge](#) programme, and is targeted at closing the poverty-related attainment gap. In Perth and Kinross, 76 schools shared £1.66M of Scottish Government funding in 2018-19. Authorities are required to report to the Scottish Government summarising the outcomes and performance as a result of the funding, and this is included within this report.

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 report also outlines progress under each of the key drivers of improvement identified in the NIF:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information



About Perth and Kinross

Perth and Kinross is home to around 30,000 children and young people up to the age of 18. Around 2,600 children attend publicly-funded early learning and childcare settings (nurseries and partner providers), 10,500 in primary schools and 7,500 attend secondary schools. Around one third of these are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Nearly 70 pupils attend Fairview Special School.

Around 11% of pupils are classified as being amongst the 30% most deprived in Scotland using SIMD. However, SIMD does not always accurately represent deprivation in a rural setting due to the dispersed nature of rural communities, and using ACORN classification¹ indicates that over a third of children and young people (6000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 5 children live in poverty. In 2018, around 1100 pupils (P4 and older) were registered for free school meals.

Around 1300 Perth and Kinross pupils (7%) use English as an additional language. 44 home languages are experienced by school pupils, with Polish and Romanian the most common. 6,000 are recorded as having an additional support need, a third of all those in schools.

In 2018 there were just over 200 Looked After children and young people in Perth and Kinross schools; around three-quarters of these were looked after by Perth and Kinross Council (PKC), with the remainder the responsibility of other authorities.

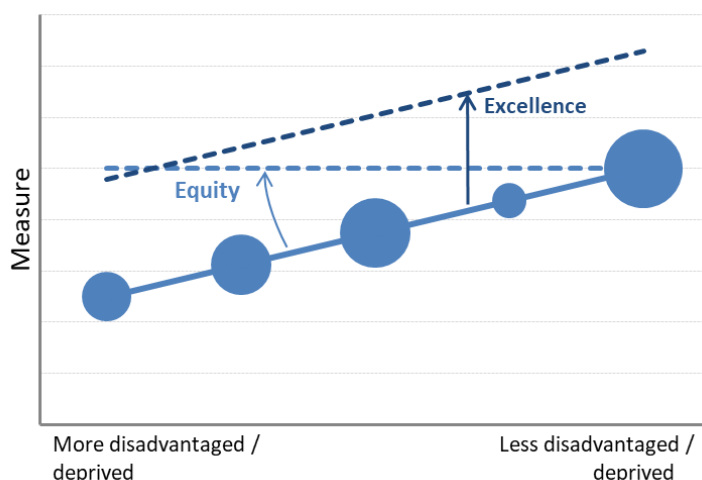
In 2018/19, close to 1400 teachers were employed by Perth and Kinross Council across all education sectors and the overall pupil to teacher ratio was 13.3.

¹ ACORN categories 4 and 5

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.

In this report, at authority level, the Scottish Index of Multiple Deprivation (SIMD) is used to understand the effects of poverty. However, for the majority of schools, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially.

NIF Priority 1 : Improvement in attainment, particularly in literacy and numeracy

Schools and nurseries continue their commitment to improving attainment in literacy and numeracy. Development of strategies to improve literacy and numeracy have included consultations with staff, partners and parents to ensure that each strategy enables schools to deliver on the key drivers contained within the National Improvement Framework and PKC Raising Attainment strategy. Each strategy was launched at a Headteacher development day, and implementation of both is now underway.

The National Children and Young People Improvement Collaborative Stretch Aim by 2020 is that at least 85% of Children within each SIMD quintile will have reached all of their developmental milestones at the time of their 27-30 month and 4-5 year child health reviews. Until the latter review is fully established, as part of the Health Visiting Pathway delivered by NHS Tayside, Perth and Kinross Council is collecting developmental milestone information of all pre-school children using its own approach. Children are supported to develop the skills that help them reach expected developmental milestones through a range of measures in Early Learning and Childcare (ELC) settings and support for parents. This includes 911 people involved in family learning and parenting programmes and 1140 hours of ELC offered for families in 13 centres.

Early intervention in a child's development is likely to have long-term benefits across many measurable outcomes. The focused development of early years support from pre-birth to 5 years is beginning to show gradual improvement and there are indications that the gradient (gap) across deprivation categories is reducing.

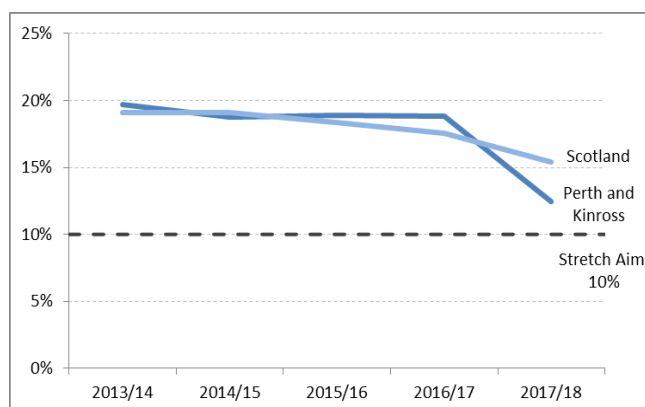
Pre-School Development

Proportion of children where at least one milestone is not met at 27-30 month review

Analysis: In 2017/18 there was an improvement in the proportion of children meeting speech, language and communication milestones. A similar sized improvement is also seen in other Tayside authorities and further years' information are required to confirm the nature of this improvement.

- *This measure now has an excellence stretch aim of 10% to be reached.*

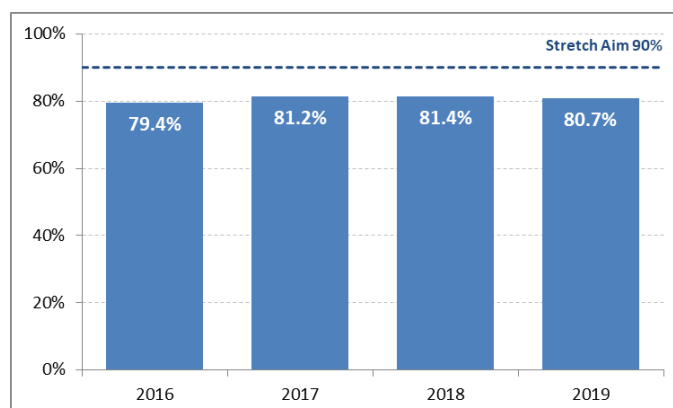
Source: NHS ISD. Data tables are provided in Appendix 1: Table 1



Proportion of P1 children meeting all developmental milestones prior to starting school

Analysis: The proportion of P1s meeting all their expected developmental milestones remains steady at around 4 in 5.

Boys remain more likely to not meet developmental milestones. Emotional development and speech and language are the development areas most commonly not met.



The 2019 figures now includes Fairview Special School which have not been included in previous years. An equivalent figure to 2018 without this school is 81.3% - similar to previous reported years.

➤ This measure now has an excellence stretch aim of 90% to be reached.

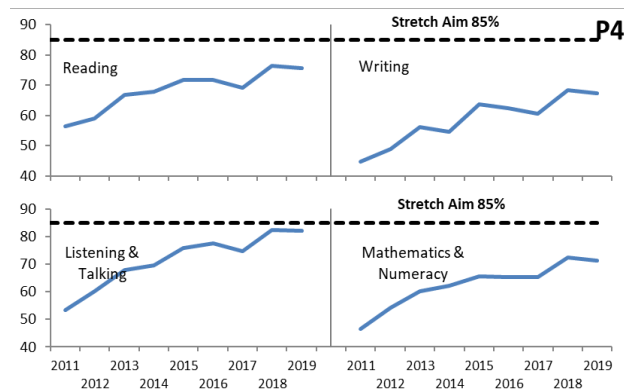
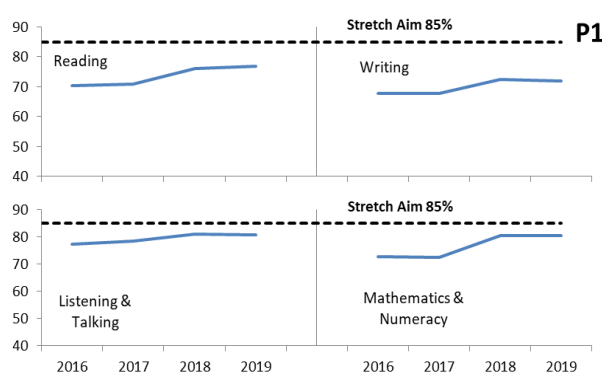
Source: ECS. Data tables are provided in Appendix 1: Table 2

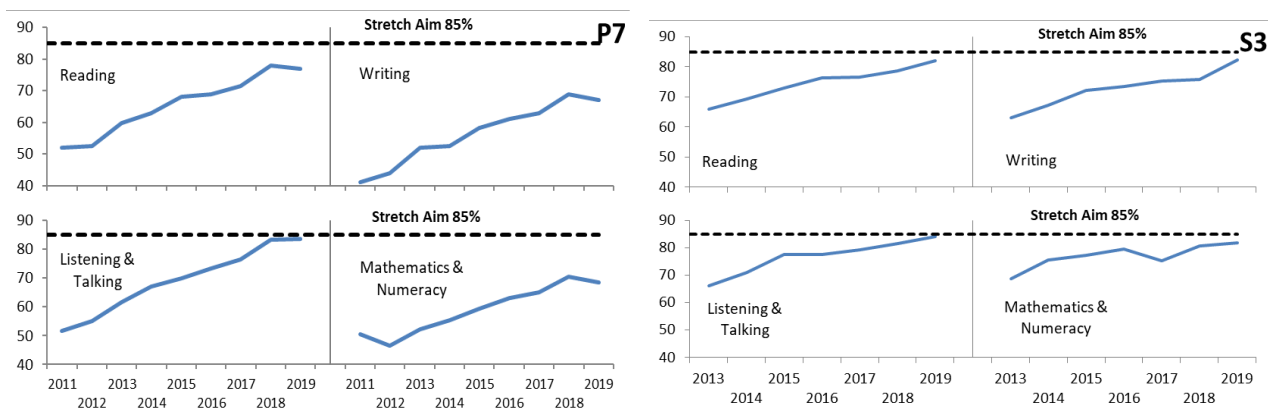
Broad General Education (Pre-school to S3)

Proportion of pupils achieving expected Curriculum for Excellence levels (CfE) of literacy and numeracy at P1, P4, P7 and S3

Analysis: 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. Steady, long-term progress in levels achieved is shown across all stages and areas, although P7 shows a slight dip on the previous year. However, the progress (improvement) of individual year group cohorts through the levels is consistent. Relatively stronger or weaker cohorts will always be present in educational attainment statistics. Overall, writing and numeracy levels remain generally lower than for reading and listening and talking, especially for P4 and P7, and the deprivation-related gaps more persistent, highlighting ongoing priorities for the strategies that have been established for those areas.

These measures now have an excellence stretch aim of 85% for all curricular areas and stages.





Source: ECS. Data tables are provided in Appendix 1: Table 3

Some examples of how schools are approaching improvement are provided in the following case studies.

Case study 1

In one school a working group of teachers worked together to put existing information such as the results of maths baselines and ongoing Big Maths assessments into spreadsheets so that teachers could easily identify progress and gaps in learning and plan next steps. The information is organised, accessible, easily understood and gives the level of detail teachers need. It can be presented in different ways and used by teachers and management to inform planning and next steps for pupils. As a result:

- The learning, progress and next steps are visible to all;
- Gaps and additional support needs are quickly identified; and
- Staff confidence is increased in using data.

Case study 2

One school focused on the dip in P4 in the attainment of writing for P4 pupils (this was common across a number of schools). It was agreed to analyse the cohort's writing skills and identify pupils who would benefit from an intensive small group direct instruction intervention to strengthen their skills and develop their confidence in their own writing abilities.

In consultation with class teachers it was agreed to work through this programme.

The teacher devised individual word lists of words not known to the children and, as well as practising these words in group, they were added to class homework programme. This has been very successful. As a result of this intervention:

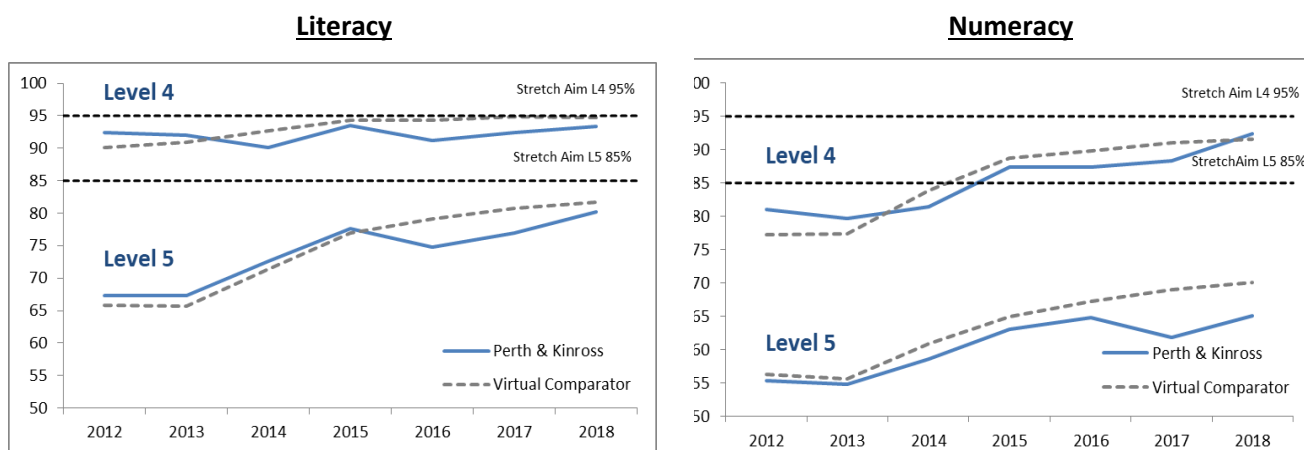
- The children have developed resilience and can take on board feedback positively.
- They are beginning to make links in their learning, for example, pointing out connectives in texts. They are now happy to write.
- They have become more independent and will try to spell unfamiliar words they would not have attempted before.
- Almost all of the group have made progress against the Scottish Criterion Scale for Writing.
- Almost all children in the group can recognise and write the first 200 high frequency words.

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. However, for completeness, more traditional measures of the breadth and depth of attainment achieved by individual year groups at the end of 2018/19 academic year are included in the Appendix 1 (Table 9). This year, there was an improved result for National 5 awards achieved in S4 (53% achieved 5 awards), whereas S5 was largely unchanged and S6 results were slightly improved.

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, the literacy and numeracy qualifications achieved by school leavers is generally increasing across both SCQF² levels 4 and 5.

More recently this increase has caught up to the virtual comparator (VC). However, this is less so for numeracy at level 5, indicating continued focus is required here.

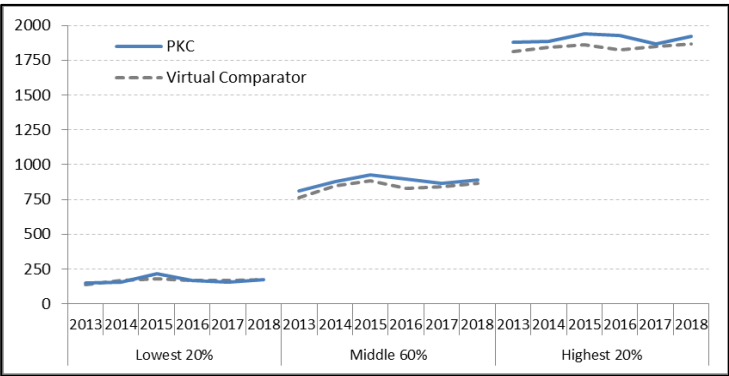
- *These measures now have an excellence stretch aim of 95% for SCQF Level 4 and 85% for SCQF Level 5, as well as matching/exceeding the virtual comparator.*

Insight uses **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 providers. Using average total tariff points is a way to produce overall summary measures of attainment.

² Scottish Credit and Qualifications Framework

Average Total Tariff Score of school leavers, grouped by achievement level

Analysis: Overall the average tariff points have remained relatively steady, with a peak in 2015 where results were particularly strong. The average is also consistently higher than the authority’s virtual comparator, other than the most recent results in the Lowest Achieving 20% group where it is generally similar, highlighting the continued focus needed on this group of learners.



Total tariff points will be strongly related to the stage of leaving school so comprises just one aspect of a complex picture.

➤ *This measure has an excellence stretch aim of matching or exceeding the virtual comparator.*

Source: Insight. Data tables are provided in Appendix 1: Table 7

NIF Priority 2 : Closing the attainment gap between the most and least disadvantaged

In Perth and Kinross, there has been a clear focus on improving our collection and analysis of data to understand 'the gaps' across all sectors and providing better evidence of impact of the interventions and approaches being funded through the Pupil Equity Fund. Recent support for schools and nurseries to improve collaboration and sharing practice has been successfully supported through the development of equity networks. Our data shows promising indications that the gap is closing at the early stages, and further focus will be maintained on improving the attainment of Looked After children, especially those looked after at home, and children and young people with additional support needs.

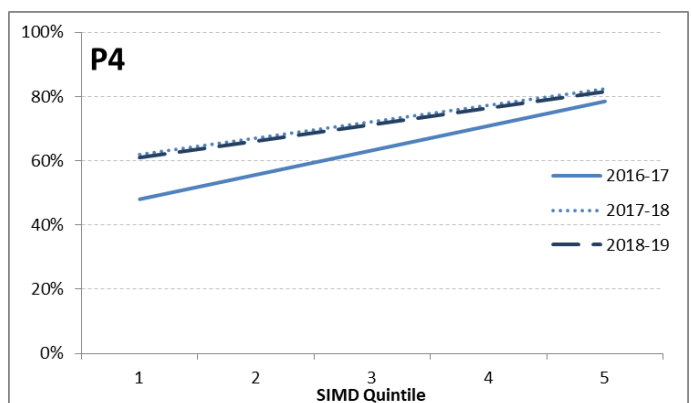
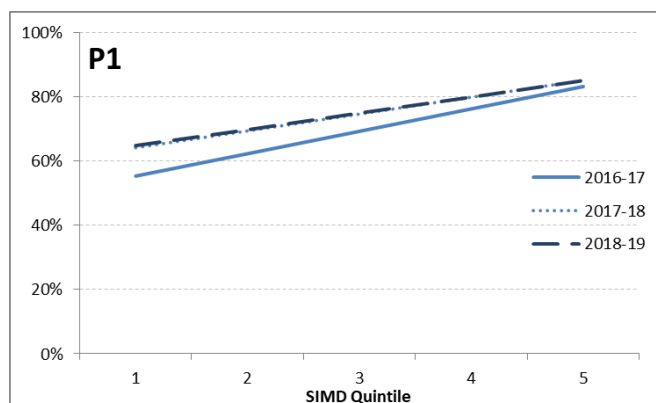
School leaders continue to be supported to use an action research model and tools from the Educational Endowment Fund to analyse school level data to identify attainment gaps and from there, to select and evaluate appropriate interventions. Further work will continue to build the capacity of practitioners and school leaders to use practitioner enquiry and action research to demonstrate the impact of interventions to raise attainment and achievement.

Pre-School Development and Broad General Education (P1 – S3)

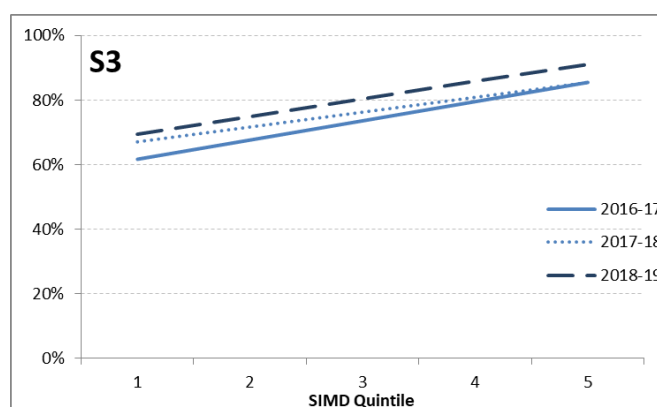
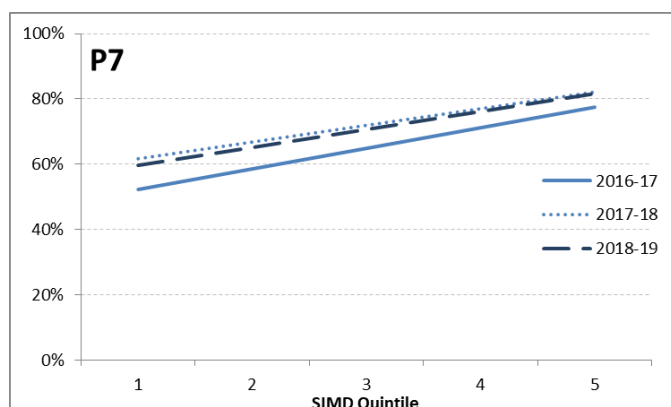
There are poverty-related gaps at all stages/levels of CfE as shown in the following graphs. This is also seen in data for 27-30 month and pre-school developmental milestones (not shown). Initial indications show the gap narrowed in all cases in 2017/18, with the gradient of the inequality line flattening somewhat. This is also confirmed when using alternative measures of deprivation such as ACORN³. There are indications that the gap in **writing** levels is proving more persistent and harder to close for all ages as well as **numeracy** levels for older pupils. There are minimal changes to the overall picture in the latest measured year (18/19) and further data will be needed to confirm the direction of travel.

- *This measure has an equity stretch aim of reducing the gap between categories to be no greater than 5%. For example, where the performance of the least deprived group is 90%, the stretch aim for the most deprived is 85%.*

Proportion of pupils achieving expected levels (CfE) by SIMD Quintile



³ ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.



Source: PKC Schools. Data tables are provided in Appendix 1: Table 4

To address the gaps that are evident a range of approaches are being implemented or tested, some examples are provided in the case studies in this section.

Case study – Implementation of Wave 3

In one school the leadership team focused their attention on embedding the use of Wave 3 as an early intervention in P1 and P2 as part of the schools pathway for literacy. This involved ensuring sustainability by training staff in using Wave 3, developing leadership of the project by Pupil Support Assistants (PSAs) and enhancing effective learning and teaching in P1 and P2.



Using screening tools such as Word Aware and POLAAR, children in Acorn 4 and 5, who were not making the expected progress in their literacy skills were identified for engagement in the Wave 3 programme. The aim with Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class/group teaching.

Two trained PSAs worked 1:1 with targeted children for 20 minutes a day for 10-20 weeks alternating between reading and writing tasks. Each child's programme is based on the initial assessment. It addresses skills and knowledge at word, sentence and text level. The aim is for the child to develop a range of independent reading and writing strategies. As a result the following increases were identified:

- Letter recognition up 23%;
- High Frequency word recognition up 46%;
- Writing High Frequency words up 33%;
- Recording phonemes up 21%; and
- Average reading levels increased by 6/7 (PM book) levels.

Case study – Precision Teaching

Precision teaching is a way of developing fluency and the quick and accurate recall of the required information. It can be used for all curriculum areas.

In one school it was used to build literacy skills. School attainment data had highlighted that for spelling and recall of common words, 58% of pupils at P4 attaining low in SNSA and only 41% at high; similarly in P7, 71% attaining at medium with 46% attaining at high.



Ten children were identified from across the school following assessment at the beginning of term 1 for confidence and accuracy in spelling. A teacher was trained in Precision Teaching techniques and used precision teaching methodology 1 day a week for 30 minutes on a 1:1 timetable for the first term, supporting each pupil to set learning targets and track their progress.

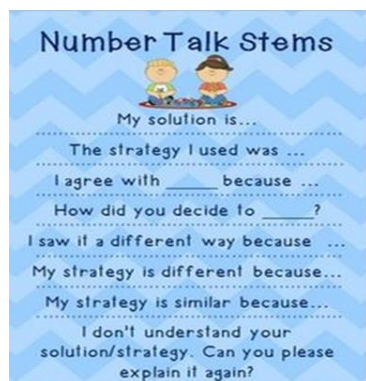
Another school used the same approach for numeracy. In this school a small number of pupils were identified as having a lack of confidence in their tables which was impacting their fluency in problem solving and causing frustration. In this setting the children received one on one precision teaching on three days a week, for a block of 6 weeks.

Measurement of the impact of the approach identified:

- Attainment for the focus group increased for all targeted pupils with an average of 32.5% improvement;
- Increased pupil confidence in tasks; and
- Increased teacher confidence in meeting pupils' needs.

Case study – Number Talks

One primary school identified a dip in attainment in P4 numeracy during the year 2017/2018. This was made a key part of the school improvement plan and two members of staff were freed up to work on this using PEF funding. Using mental strategies to cope with numeracy problems was identified as the area to work on. The school decided to introduce Number Talks as a consistent approach across the school. Number Talks is a strategy to build flexibility, accuracy and efficiency in mathematical thinking through the articulation of, and sharing of, mental math strategies.



The approach involved lead staff undertaking training, subsequently they trained other staff as part of collegiate working; team-teaching and peer observations were also undertaken. Diagnostic Assessments were used to identify areas for improvement and to establish a baseline. Parents were kept informed by a variety of methods – including numeracy newsletters and a numeracy breakfast, attended by 75 parents; parent booklets to help them support learning at home and homework was changed to support new mental maths strategies. Good links with the local secondary maths department helped focussing on progression.

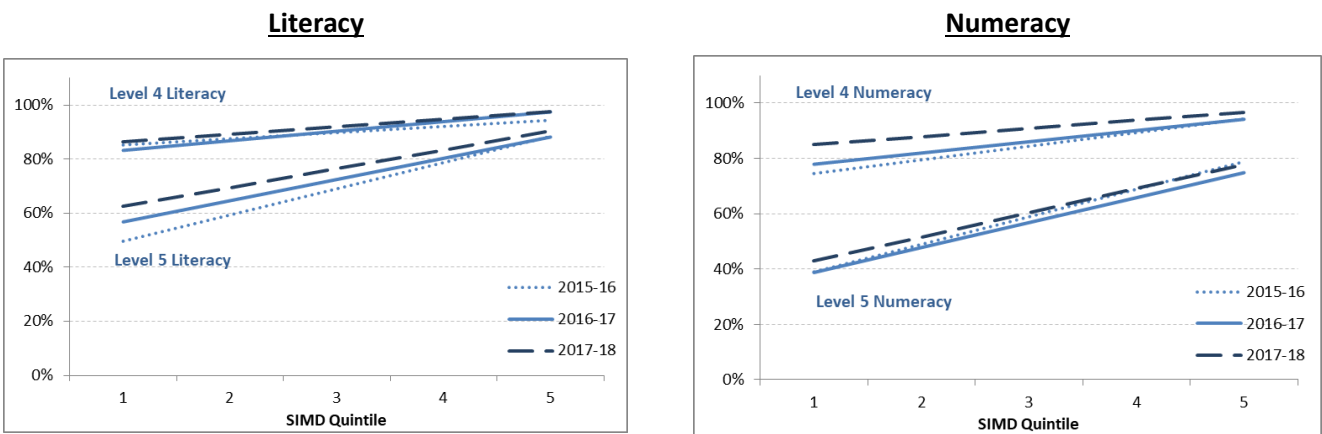
The project was reviewed and attainment tracked, this showed:

- Staff were much more confident in delivering the content;
- Young people were also much more positive about numeracy work; and
- Greatest improvement was identified with young people who were initially finding numeracy work difficult.

Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, attainment in Literacy and Numeracy for school leavers across SIMD quintiles clearly shows the attainment gap, particularly at SCQF level 5 where it is more pronounced (steeper). There are indications of slight improvements (closing the gap) for both level 5 literacy and numeracy; further years will be required to see if it is sustained. In the latest year there are indications of improvements in Level 5 literacy and Level 4 Numeracy. Continued scrutiny of these measures is needed to indicate any sustained trends.

Proportion of school leavers achieving literacy and numeracy at levels 4 and 5 by SIMD Quintile



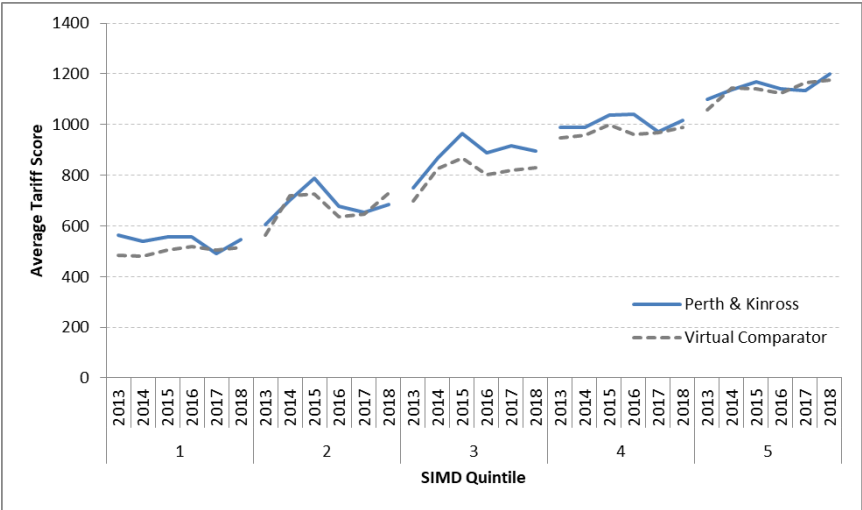
Source: Insight. Data tables are provided in Appendix 1: Table 6

- This measure has an equity stretch aim of reducing the gap between categories to be no greater than 5% at Level 4 and 10% at Level 5.

Average Total Tariff Score of school leavers by SIMD Quintile

Analysis: The average total tariff points score of school leavers shows a clear attainment gap. Pupils from lower deciles tend to leave school earlier and this has a strong influence on the number of tariff points accrued. In comparison to the Virtual Comparator, PKC is generally higher although the overall trend is similar in that the ‘gap’ is stubbornly persistent.

In addition of course, different cohorts of pupils will also perform differently between years.



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, 83% of S4 pupils from 2017/18 stayed on to S5 the following year, which is down slightly from 85% and 86% for the previous cohorts. There is a clear pattern when viewed across SIMD quintiles, with pupils from more deprived areas being less likely to stay on. A longer time series of information is required to consider sustained trends and understand the relationship with leaver destinations of earlier school leavers. As this figure is no longer collected nationally benchmarking is problematic.

Source: ECS/SEEMiS Data tables are provided in Appendix 1: Table 10

Looked After Children/Young People and Vulnerable Groups

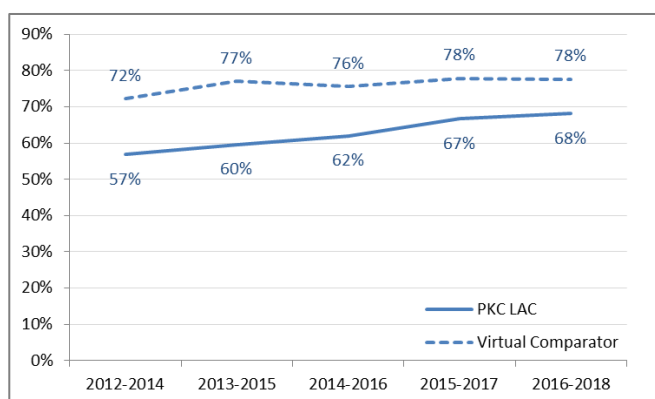
Care should always be taken when interpreting measures for Looked After children and young people due to the small numbers involved. Typically less than 20 young people fall into the looked after school leavers cohort and for this reason, 3 years results have been combined to create rolling averages which allow for a slightly clearer view of trends.

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 SIMD background, gender and stage of leaving school, although Level 4 literacy is consistently lower, but improving steadily and closing. Numeracy is similar to that of the virtual comparator.

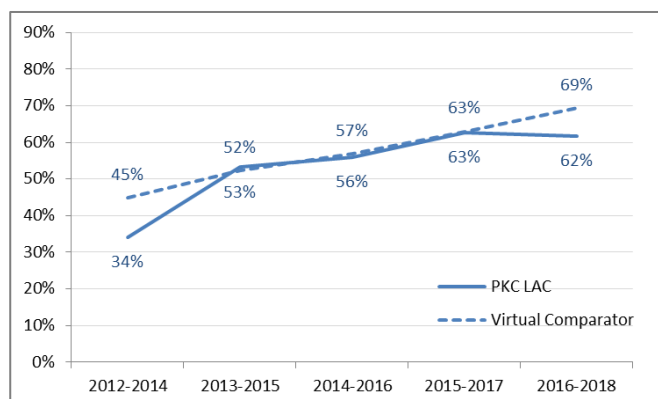
Improvement in the attainment levels of Looked After Children/Care Experienced Young People continues to be a focus in the Corporate Parenting Strategy.

Proportion of Looked After school leavers achieving literacy and numeracy at level 4

Literacy



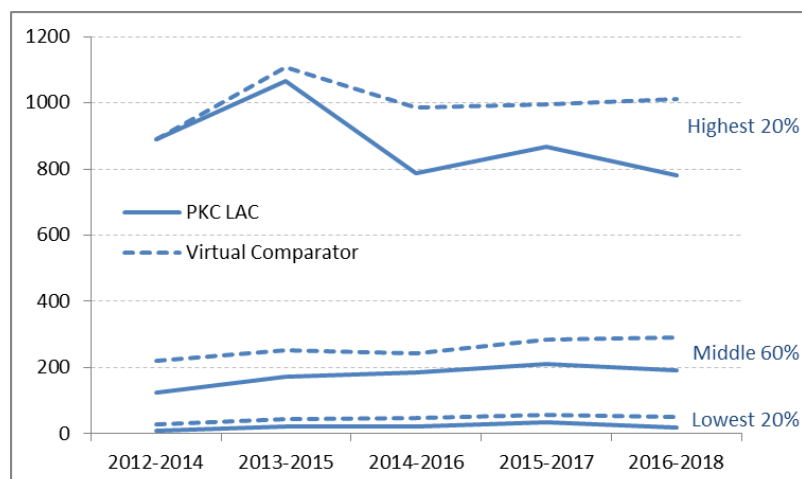
Numeracy



Source: Insight. Data tables are provided in Appendix 1: Table 11

- This measure has an excellence stretch aim of matching/exceeding the virtual comparator.

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 is in line with the Virtual Comparator, although it is consistently lower showing the continued focus for improvement for this group of learners.

Source: Insight. Data tables are provided in Appendix 1:

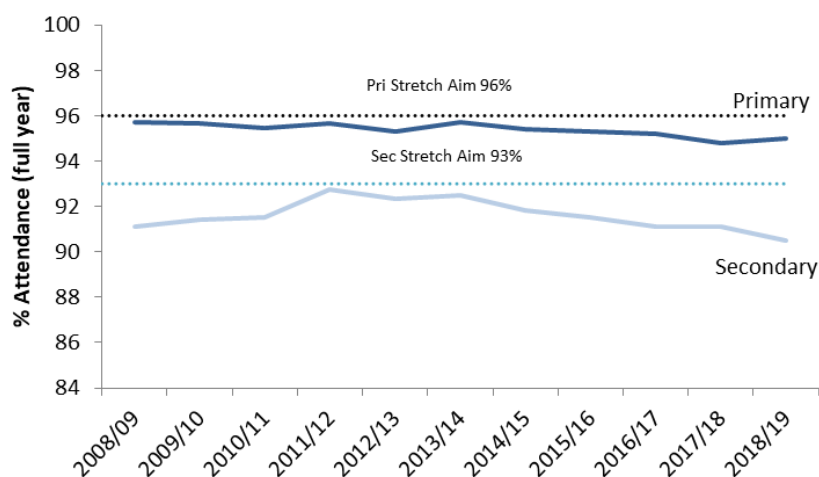
Table 12

Attainment – Gypsy Travellers

Considering gypsy travellers as a specific group that experiences potential vulnerability, analysis of 8 years of leavers data (30 individual learners) indicated that the majority left school at S4 or early in S5 and this will have a significant impact on overall attainment compared to those staying on further in S5 and S6. However, positive initial leaver destinations was relatively high at 80% and around 60% achieved literacy and numeracy qualifications at or above SCQF level 3. Numbers are not sufficient to attempt any analysis of change over time for this group of leavers.

School Attendance and Exclusion

Attendance

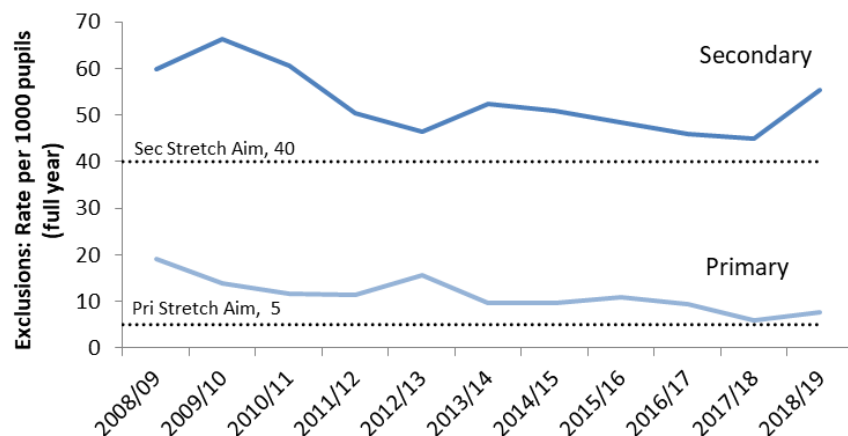


Analysis: Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. In primary a recent downward trend has been reversed in the last full year measured, but unauthorised holidays continue to impact on attendance, as well as other unauthorised absence in secondary. Attendance of those from more deprived categories has declined more than others recently highlighting the challenges that exist.

- 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 16

Exclusion



Analysis: The number of exclusions from school continues to reduce in both primary and secondary, although the latest year shows slight increases in both sectors against this trend.

- This measure has an excellence stretch aim of 5 exclusion per 1000 pupils in primary and 40 attendance in secondary. These are more stretching than the current BMIP targets.

Source: ECS Data tables are provided in Appendix 1: Table 17

NIF Priority 3 : Improvement in children and young people's health and wellbeing

The Health and Wellbeing Strategy was launched to schools in June 2019. The views of children and young people were pivotal in determining the scope of the strategy. A Health and Wellbeing Network has been established to support the strategic goals identified.

The Emotional Wellbeing Collaborative (EWC) has supported training for staff to build their skills and confidence in supporting children and young people with low-level emotional wellbeing concerns. Newly qualified teachers all complete this emotional wellbeing training in their probationary year. Evaluation has been extremely positive, with practitioners' levels of confidence in helping support children's emotional health and wellbeing increasing. Other training opportunities included sessions on supporting families with a family member in prison, raising awareness of research on Adverse Childhood Experiences and development of trauma-informed practice.

The EWC has also promoted a focus on resilience and has supported a range of school initiatives targeted to deliver improvements in this area. This includes partnership working between a Primary School, the Active Schools team and CAMHS to use sport to support children to develop resilience and gain skills to more actively participate in learning. This initial testing of a model demonstrated positive results and will be tested further in a group of schools in 2019/20.

A number of strategies to support children and young people to have improved health and wellbeing that will enable them to be more effective learners are being developed through the Tayside Plan for Children, Young People and Families. This Plan is the shared Children's Services Plan for Perth and Kinross, Dundee and Angus and has provided the focus for the development and implementation of a Tayside Strategy for Parents, a Mental Health strategy, a Substance Misuse Framework, a Healthy Weight Strategy and local implementation of the national strategy for Pregnancy, Parenthood and Young People.

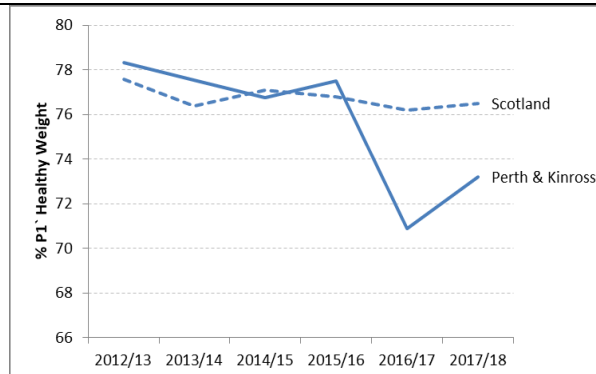
Active Schools undertook a project to encourage more physical activity in children under ten years old. There was significant evidence that the approach taken increased physical activity and extra-curricular sport levels. As a consequence several schools have invested their Pupil Equity Funding to extend this project. Nine Physical Education, Physical Activity & Sport (PEPAS) groups have been established across Perth & Kinross. They support their local management groups (LMGs) by identifying areas of improvement and providing their LMG with an annual action plan to deliver local priorities.

There has been a continued focus in many schools and nurseries on promoting resilience and nurturing approaches, well supported by the Educational Psychology Service. A full review of nurture will take place in session 2019/20. Ongoing delivery of the Incredible Years Parenting programme engaged parents and evidenced improvement in the behaviour of 71% of the children assessed to have 'high-risk' behaviour levels at the outset of parental involvement in the programme.

Proportion of P1 pupils with healthy weight

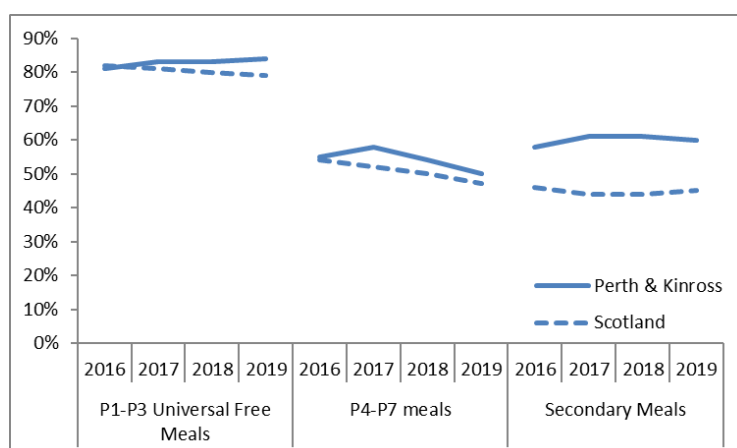
The number of P1 children with a healthy weight has reduced recently to drop slightly below the Scottish average figure. Overweight and obesity is the principal reason for P1 pupils not having a healthy weight. Boys are slightly less likely to have a healthy weight at this age. Children from more deprived backgrounds are more likely to be both overweight and underweight, although this relationship is less clear than for other indicators.

Note: chart axis is adjusted for emphasis.



Source: ScotPHO. Data tables are provided in Appendix 1: Table 13

Uptake of School Meals



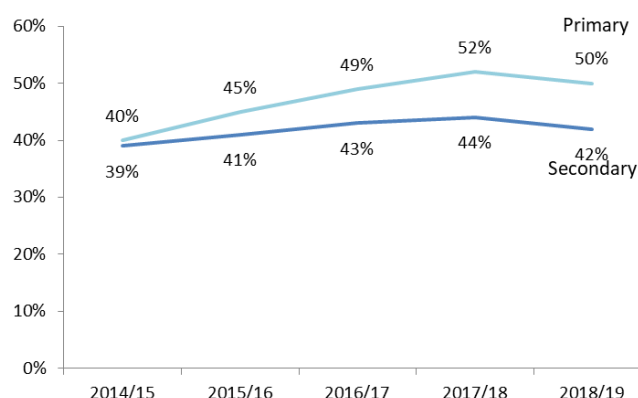
The overall uptake of School Meals in Perth & Kinross is generally increasing at P1 to P3 where it is universally free, although it has fallen slightly in the P4-P7 stages. Nationally there is also a general downward trend.

Around 1 in 10 P4 to P7 pupils are registered for free school meals - below the figure to be expected from child poverty statistics. A smaller proportion of around 1 in 14 being registered is evident at secondary.

Source: Scottish Government Healthy Living Survey/Census. Data tables are provided in Appendix 1: Table 14

Active Schools Participation

Participation in Active Schools activities in both primary and secondary (organised by Live Active Leisure, Active School Co-ordinators) has increased steadily since formal monitoring commenced in 2014/15. This has been achieved by a steady closing of the participation gap related to poverty, especially in primary where it has largely been eliminated. In the latest recorded year there has been a slight drop overall in participation, related to temporary staffing issues. A range of other sports and activities organised in schools but outwith the remit of Active Schools co-ordinators are not included in these centrally recorded and analysed figures.



Source: Live Active Leisure/ECS. Data tables are provided in Appendix 1: Table 15

NIF Priority 4 : Improvement in employability skills and sustained, positive school leaver destinations for all

A significant amount of work continues to take place in order to ensure that young people transition from school to a positive destination. This includes effective partnership working which takes place between schools, colleges, universities, employers and the DYW Board. A total of 475 business partnerships with schools were recorded in 2018/19. There continues to be an increase in numbers of young people entering into Foundation Apprenticeships and also increased numbers of engagement with My World of Work. There is a good partnership with Skills Development Scotland (SDS) and particularly in identifying target groups that need support.

Schools continued to develop their curricular options at the Senior Phase with a view to increasing vocational opportunities while maintaining a broad academic offer. The Perth City Campus continues to provide a wide range of options for the Perth City schools and a virtual campus which will serve and support all secondary schools across Perth and Kinross.

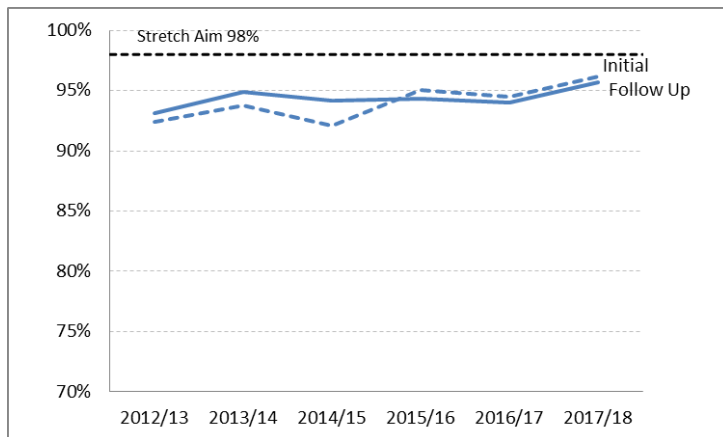
The Career Ready programme has once again been supported by PKC. This is a high quality mentoring and work placement programme for targeted young people. Further work is required, with the support of the DYW Board, to continue to increase the range of work placements available for our Senior Phase pupils. These are evolving to be more flexible models that are individualised. All schools are working to adopt the Career Education Standard. The Resolutions Mentoring programme has supported targeted young people in relation to employability. The Educational Psychology Service has contributed to this through training for mentors as well as direct work with the young people.

The annual Help at Hand event celebrated its tenth anniversary and continues to provide invaluable support for young people with additional support needs, their parents and carers. The drop-in event is attended by young people from S2 onwards and brings together over twenty local support agencies and services. Year on year evaluations are extremely positive and number in attendance grow. Help at Hand provides a support to those who may require help, in order that they may achieve a positive and sustained destination.

Positive Destinations for Young People

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, employment or activity agreements are classified as having a 'positive destination'. Other destinations include school leavers who are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.

Proportion of school leavers in positive initial and follow-up destinations

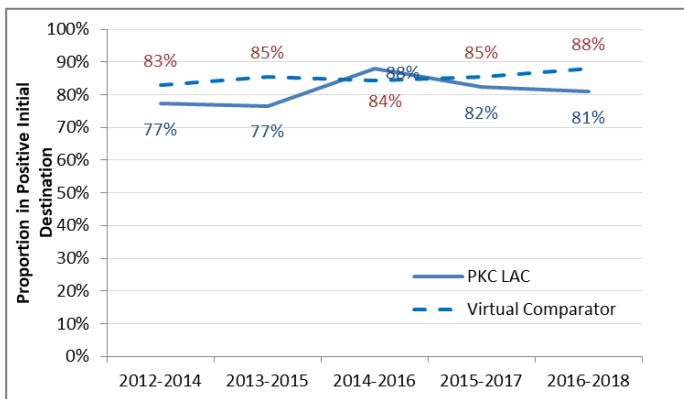


Analysis: The proportion of young people entering positive destination on leaving school has been generally improving, and is also largely maintained in the follow-up survey. There is a clear gap when viewed across SIMD quintiles, with a similar profile for initial and follow-up destinations.

- *This measure has an excellence stretch aim of 98% positive destination, which goes beyond the current BMIP target of 93%.*

Source: Insight Senior Phase Benchmarking Tool; SDS. Data tables are provided in Appendix 1: Table 18 and Table 19

Proportion of looked after school leavers in positive Initial destinations (3 year combined average)

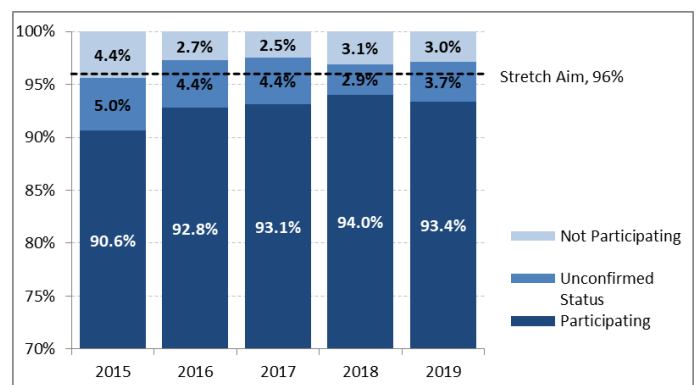


Analysis: Looked After young people who leave school enter positive destinations at a lower rate than the overall cohort of school leavers, though this is broadly in line with the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly.

Source: Insight Senior Phase Benchmarking Tool; Data tables are provided in Appendix 1: Table 20

Proportion of young people (aged 16-19) in education, training or employment

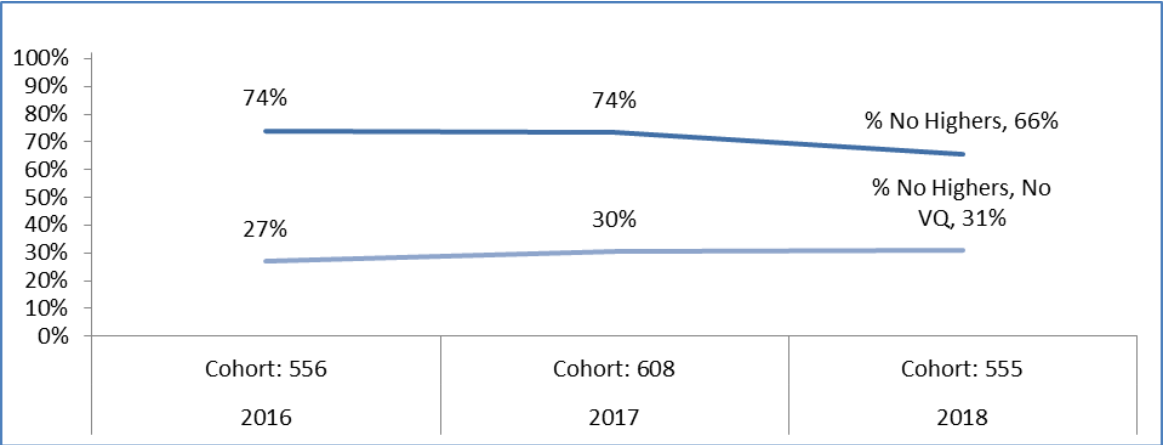
To supplement the school leaver information, SDS also reports the Annual Participation Measure. This measure reports on participation in education, training or employment for all 16-19 year olds from across the population rather than focusing specifically on school leavers. The measure shows a gradual improvement in the proportion of young people in education, training or employment over the last four years. The participation figures are above the Scottish average (91.6% in 2019) and the number not participating totals around 165 individuals.



Source: Skills Development Scotland. Data tables are provided in Appendix 1: Table 21

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. Vocational qualifications will have greater importance for these cohorts of leavers. In the latest year there has been a reduction in the proportion of S4/S5 leavers leaving without a Higher (to 66%). However, there has been a very slight upward change in the proportion leaving without a Higher nor a vocational qualification (VQ) (31% in the latest year). The poverty-related gradient remains persistent in this measure but has improved somewhat in the latest year. Girls are less likely to leave school without one or the other than boys.



Source: Insight Analytical Dataset/ECS. Data tables are provided in Appendix 1: Table 22

NIF Drivers for Improvement

School Leadership

Education Scotland inspections found most of our schools inspected to be good or better in the area of leadership of change and the majority to be good or above in learning, teaching and assessment and raising attainment and achievement. The School Improvement Framework provides robust criteria for PKC Education Services to know their schools well. All schools are using the Framework to support improvement planning.

Leadership opportunities for teaching staff at all levels are supported through partnership working with the Scottish College for Educational Leadership (SCEL); currently staff are undertaking a number of SCEL opportunities including Teacher Leadership, Into Headship, Towards Headship and Excellence in Headship.

The Leadership workstream of the Tayside Regional Improvement Collaborative (TRIC) Learning and Attainment Group has led to the adoption of a common *Leadership Development and Induction Programme* for newly appointed Headteachers in the 3 local authorities. Over 30 new Headteachers have participated in the programme and feedback has been very positive. It has also initiated a programme for newly appointed principal teachers entitled *Collaborative Middle Leadership Programme* to be offered in partnership with Education Scotland.

The *Leading and Managing People through Change* programme is an opportunity for senior leaders from across Education and Children's Services to engage to engage in Career-long Professional Learning (CLPL) that is focussed around managing people and managing change for people in their teams. 15 senior managers have engaged in the programme this year and feedback is very positive.

Through the *Middle Leaders Programme* Principal Teachers from early years, primary and secondary have engaged with a programme that has been developing their leadership and management skills. 25 Principal Teachers have participated this year.

Teacher Professionalism

During the course of this year, work continued on the completion of the three core strategies of Literacy, Numeracy and Health and Wellbeing to support the delivery of the National Improvement Framework. Final consultations took place with staff, partners and parents to ensure that each strategy enables schools to deliver on the key drivers contained within the National Improvement Framework and PKC Raising Attainment strategy. Each strategy was launched at a Headteacher development day, and planning for the implementation of each strategy with effect from August 2019 is underway.

Over this past year we have worked with staff and children and young people in all schools to review approaches to curriculum planning and to learning and teaching. We are calling this work "*Excellent Relationships, Excellent Learning and Teaching*" and this work will continue to develop in the next academic session resulting in a refreshed strategy to guide and support staff.

The *Creative Learning Network*, Create Space, successfully implemented a Perth and Kinross model of *Scottish College for Educational Leadership (SCEL) Teacher Leadership* programme. Twenty five class teachers received training in using Practitioner Enquiry approaches to develop their practice and were supported by five SCEL tutors and facilitators in all aspects of their enquiry.

The newly developed *Digital Strategy 2-18* sets out a clear direction for the development of digital literacy and the use of technology in learning and teaching across PKC. Ongoing improvement of our information and communication technology infrastructure will support young people to access digital learning opportunities, and training opportunities for staff are a priority so that they can teach these skills.

School Improvement

Our structured School Improvement processes ensure schools are well placed to continuously improve. The School Improvement Framework provides robust criteria for PKC Education Services to know their schools well.

The School Improvement Framework will be reviewed fully in session 2019-20. All schools are required to prepare and submit school improvement plans, self-evaluation and standards and quality reports. Within these reports, schools evaluate their progress against key quality indicators. Schools are visited by their Quality Improvement Officers throughout the year to discuss progress in the school improvement plan and to moderate quality indicator evaluations. PKC inspection results show good performance over time.

There are programmes of Extended Learning and Achievement Visits (ELAVs) and Learning and Achievement visits (LAVs) which involve teams of officers and peer Headteachers carrying out detailed scrutiny within our schools which includes viewing relevant evidence, class visits and discussions with staff, pupils and parents.

Parental Engagement

Overall, the number of parents recorded as involved in family learning and parenting programmes has increased from 666 in 2016/17 to 911 in 2018/19. However, it is recognised that the overall number of parents engaged in activities is higher as data is not collated centrally on all parents involved in family learning activities in schools and other settings.

The PKC Parental Involvement and Engagement Strategy is currently being renewed to take into account changes arising from national developments and will be completed in June 2020.

In the summer term of 2018/19 the Scottish Government's Parental Involvement and Engagement Survey was distributed by schools to all parents. Schools used their own chosen methods of distribution and awareness-raising, most appropriate to their school.

Close to 1500 responses in total were received, representing 9% of the 2018 census school roll. The response was split roughly two-thirds from primary and one third from secondary. Female parents were far more likely to respond than male. The majority of parents said they know what

their child is learning at school and close to half said that their school provides useful information about how to help learning at home.

With reference to involvement in school life, over half of respondents indicated they would like to be more involved. Work commitments are the most common reason preventing parents from being more active in school life. Overall, the majority of respondents were satisfied with how their school engages with them as parents

Engagement in programmes has continued to grow, with numbers engaging exceeding the target set this year. Over 150 families have attended the Incredible Years programme. As a result 71% of children who completed pre and post measures were identified as moving out of the high-risk range by the end of the programme.

Through attendance of the Peep Plus family learning programme, parents have the opportunity to complete modules that qualify them to access college courses and other routes to employment. A range of groups for parents with children with additional needs are now established and they support the children's development and integration but also reduce isolation for parents.

Performance Information

Schools have further developed their approaches to analysing data in order to ensure effective planning for the use of Pupil Equity Fund. School leaders continue to be supported to use an action research model and tools from the Educational Endowment Fund to analyse school level data to identify attainment gaps, and from there to select and evaluate appropriate interventions.

The attainment suite of analytical tools continues to expand to include a wider range of intelligence. Simultaneously, support and training is provided to school leaders at all levels to understand and use the resources available to them.

Assessment of Children's Progress

Across Perth and Kinross, the Scottish National Standardised Assessments (SNSA) are used as part of ongoing school learning and assessment approaches. Feedback sought as part of quality assurance visits along with evidence collated via LAVs, ELAVs and HMIe feedback indicate schools are using the SNSA data effectively to support teachers in meeting the individual learning needs of pupils, to plan for groups and classes of children. Schools have also used SNSA data to enhance curriculum development and attainment analysis, for example by fully engaging with curricular benchmarks to support teacher professional judgements. Training from SCHOLAR combined with the ongoing support of ECS colleagues has encouraged schools to use SNSA data diagnostically to support the planning of next steps in learning and alongside a wide range of other assessment information to discuss with parents how their child is progressing.

To augment our work in supporting teacher professional judgement in assessing children's progress, Quality Assurance and Moderation Support Officers (QAMSOs) from Perth and Kinross took part in national moderation events with Education Scotland colleagues and other local authorities. National moderation events provided QAMSOs with guidance and advice to support schools and local authorities in working towards a shared understanding of assessing children's progress. QAMSOs have also supported assessment and moderation at a local level through

their contribution to the development of moderation resource packages and facilitating CLPL opportunities.

These sessions were aimed at the senior leadership teams of schools in order to build capacity across the local authority through Local Management Groups (LMGs) networks and to enhance confidence in teacher professional judgement in relation to achievement of a level.

A recent Perth and Kinross survey evidenced that the CLPL sessions and resources have supported staff to take forward moderation in schools and across LMGs, particularly in relation to achievement of a level. As requested by schools, the sessions will be offered again this academic year. Building on local and national moderation approaches, there are now plans for moderation events to take place across each Regional Improvement Collaborative. In Perth and Kinross this will mean using our existing QAMSO networks along with the support of schools to cascade key messages and share good practice with colleagues in Dundee and Angus.

Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

Table 1: 27-30 Month Child Health Review: Proportion of Children with a concern in any domain

| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-------------------|---------|---------|---------|---------|---------|
| Perth and Kinross | 20% | 19% | 19% | 19% | 12% |

| | SIMD Quintile | | | | |
|---------|-------------------|-----|-----|-----|--------------------|
| | 1 (most deprived) | 2 | 3 | 4 | 5 (least deprived) |
| 2017/18 | 22% | 21% | 9% | 12% | 9% |
| 2016/17 | 25% | 19% | 19% | 18% | 16% |

Note: A change in collection methods in 2016/17 required a shift from proportion with **no reported** concern, as previously reported, to the figures above and therefore only two years of SIMD quintiles figures are shown.

Table 2: Pre-school Development Milestones: Proportion of P1 meeting all milestones

| | 2016 | 2017 | 2018 | 2019 |
|-------------------|-------|-------|-------|--------------------|
| Perth and Kinross | 79.4% | 81.2% | 81.4% | 80.7% ¹ |

1 – This figure includes Fairview School for the first time this year

| | SIMD Quintile | | | | | Gradient |
|-------------|---------------|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| 2019 | 66% | 72% | 81% | 86% | 84% | 0.05 |
| 2018 | 81% | 82% | 83% | 80% | 86% | 0.02 |
| 2017 | 77% | 65% | 82% | 84% | 85% | 0.04 |
| 2016 | 61% | 70% | 84% | 82% | 83% | 0.05 |

Broad General Education (P1 – S3)

Table 3: Proportion of Roll meeting expected CfE Levels

| Stage | Area | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|--------------------------|---------------------|---------|---------|---------|---------|---------|---------|
| P1 – Early Level | Reading | - | - | 70% | 71% | 76% | 77% |
| | Writing | - | - | 68% | 68% | 72% | 72% |
| | Listening & Talking | - | - | 77% | 74% | 81% | 81% |
| | Maths & Numeracy | - | - | 73% | 72% | 80% | 80% |
| P4 – First Level | Reading | 68% | 72% | 72% | 69% | 76% | 76% |
| | Writing | 55% | 64% | 62% | 61% | 68% | 67% |
| | Listening & Talking | 69% | 76% | 78% | 75% | 82% | 82% |
| | Maths & Numeracy | 62% | 65% | 65% | 65% | 71% | 71% |
| P7 – Second Level | Reading | 63% | 68% | 69% | 71% | 78% | 77% |
| | Writing | 52% | 58% | 61% | 63% | 69% | 67% |
| | Listening & Talking | 67% | 70% | 73% | 77% | 83% | 84% |
| | Maths & Numeracy | 55% | 59% | 63% | 65% | 70% | 68% |

| Stage | Area | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|-------|------|---------|---------|---------|---------|---------|---------|
|-------|------|---------|---------|---------|---------|---------|---------|

| | | | | | | | |
|-------------------------|---------------------|-----|-----|-----|-----|-----|-----|
| S3 – Third Level | Reading | 69% | 73% | 76% | 76% | 79% | 82% |
| | Writing | 67% | 72% | 73% | 74% | 73% | 82% |
| | Listening & Talking | 71% | 77% | 77% | 79% | 80% | 84% |
| | Maths & Numeracy | 75% | 77% | 79% | 75% | 80% | 82% |

Table 4: Proportion of pupils in each SIMD quintile achieving expected levels at P1, P4, P7, S3

| 2018/19 | SIMD Quintile | | | | | Gradient |
|----------------|---------------|-----|-----|-----|------|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| P1 | 63% | 70% | 74% | 82% | 82% | 0.05 |
| P4 | 60% | 62% | 75% | 77% | 79% | 0.05 |
| P7 | 58% | 65% | 70% | 78% | 79% | 0.05 |
| S3 | 70% | 74% | 82% | 85% | 91% | 0.05 |
| 2017/18 | | | | | | |
| P1 | 64% | 66% | 77% | 81% | 83% | 0.05 |
| P4 | 62% | 64% | 75% | 77% | 82% | 0.05 |
| P7 | 57% | 65% | 77% | 76% | 82% | 0.05 |
| S3 | 69% | 68% | 77% | 82% | 85% | 0.05 |
| 2016/17 | | | | | | |
| P1 | 50% | 59% | 73% | 79% | 78 % | 0.07 |
| P4 | 39% | 58% | 64% | 73% | 75% | 0.08 |
| P7 | 53% | 53% | 68% | 73% | 75% | 0.06 |
| S3 | 61% | 66% | 74% | 80% | 84% | 0.06 |

Senior Phase (S4 – S6)

Table 5: Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5

| Literacy | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|----------------|----------------------------|---------|---------|---------|---------|---------|---------|
| Level 4 | Perth & Kinross | 92% | 90% | 93% | 91% | 92% | 93% |
| | Virtual Comparator | 91% | 93% | 94% | 94% | 95% | 95% |
| Level 5 | Perth & Kinross | 67% | 73% | 78% | 75% | 77% | 80% |
| | Virtual Comparator | 66% | 71% | 77% | 79% | 81% | 82% |
| Numeracy | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
| Level 4 | Perth & Kinross | 80% | 82% | 87% | 87% | 88% | 92% |
| | Virtual Comparator | 77% | 84% | 89% | 90% | 91% | 92% |
| | PKC | 55% | 58% | 63% | 65% | 62% | 65% |

| | | | | | | | |
|----------------|---------------------------|-----|-----|-----|-----|-----|-----|
| Level 5 | Virtual Comparator | 56% | 61% | 65% | 67% | 69% | 70% |
|----------------|---------------------------|-----|-----|-----|-----|-----|-----|

Table 6: Proportion of school leavers by SIMD Quintile achieving literacy and numeracy at SCQF levels 4 and 5

| 2017/18 | | SIMD Quintile | | | | | Gradient |
|-----------------|----------------|----------------------|----------|----------|----------|----------|-----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Literacy | Level 4 | 85% | 88% | 93% | 96% | 96% | 0.03 |
| | Level 5 | 59% | 70% | 78% | 83% | 89% | 0.07 |
| Numeracy | Level 4 | 84% | 88% | 91% | 94% | 96% | 0.03 |
| | Level 5 | 42% | 50% | 61% | 70% | 76% | 0.09 |
| 2016/17 | | | | | | | |
| Literacy | Level 4 | 75% | 92% | 91% | 94% | 96% | 0.04 |
| | Level 5 | 51% | 67% | 74% | 80% | 87% | 0.08 |
| Numeracy | Level 4 | 67% | 86% | 89% | 89% | 93% | 0.04 |
| | Level 5 | 41% | 45% | 58% | 65% | 75% | 0.09 |
| 2015/16 | | | | | | | |
| Literacy | Level 4 | 88% | 84% | 90% | 93% | 93% | 0.02 |
| | Level 5 | 46% | 59% | 70% | 81% | 85% | 0.10 |
| Numeracy | Level 4 | 73% | 80% | 83% | 91% | 92% | 0.05 |
| | Level 5 | 38% | 47% | 62% | 70% | 76% | 0.10 |

Table 7: Average total tariff scores of school leavers, grouped by achievement level.

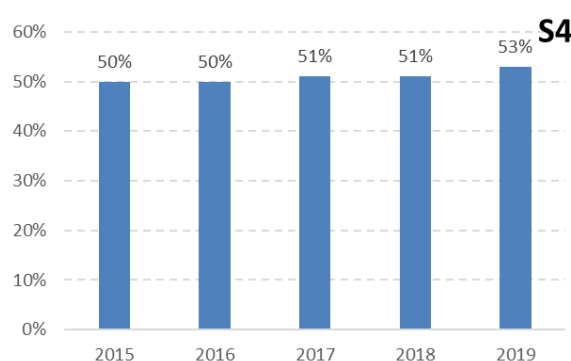
| | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|----------------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Perth & Kinross | Lowest Achieving 20% | 150 | 158 | 216 | 167 | 159 | 173 |
| | Middle 60% | 813 | 877 | 928 | 897 | 868 | 892 |
| | Highest Achieving 20% | 1877 | 1888 | 1940 | 1931 | 1865 | 1921 |
| Virtual Comparator | Lowest Achieving 20% | 139 | 170 | 179 | 168 | 171 | 173 |
| | Middle 60% | 762 | 851 | 882 | 833 | 843 | 867 |
| | Highest Achieving 20% | 1812 | 1845 | 1864 | 1827 | 1848 | 1866 |

Table 8: Average total tariff scores of school leavers by SIMD Quintile.

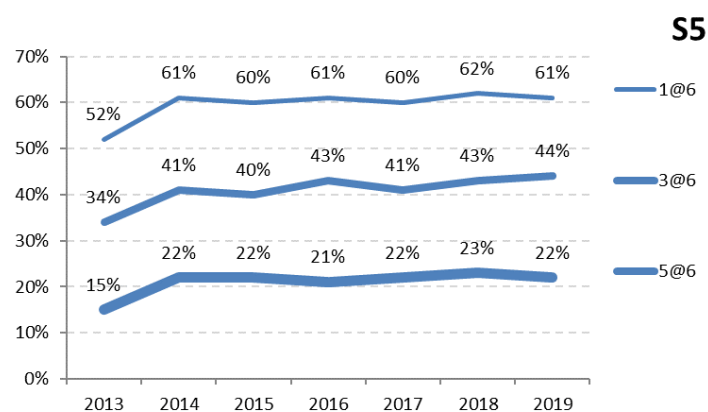
| | | SIMD Quintile | | | | | Gradient |
|--------------------|---------|---------------|-----|-----|------|------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Perth & Kinross | 2012/13 | 565 | 604 | 751 | 989 | 1101 | 157 |
| | 2013/14 | 538 | 702 | 866 | 989 | 1137 | 145 |
| | 2014/15 | 557 | 788 | 964 | 1037 | 1168 | 136 |
| | 2015/16 | 558 | 678 | 889 | 1040 | 1143 | 153 |
| | 2016/17 | 490 | 653 | 917 | 971 | 1133 | 150 |
| | 2017/18 | 548 | 683 | 896 | 1015 | 1199 | 162 |
| Virtual Comparator | 2012/13 | 482 | 563 | 699 | 947 | 1057 | 163 |
| | 2013/14 | 481 | 719 | 826 | 957 | 1143 | 151 |
| | 2014/15 | 506 | 727 | 869 | 999 | 1139 | 148 |
| | 2015/16 | 517 | 637 | 803 | 962 | 1124 | 156 |
| | 2016/17 | 505 | 645 | 820 | 969 | 1166 | 166 |
| | 2017/18 | 513 | 728 | 831 | 988 | 1174 | 157 |

Table 9: Attainment Breadth and Depth 'Legacy' Measures (all based on relevant S4 roll)

Proportion achieving 5 or more awards at SCQF Level 5 in S4

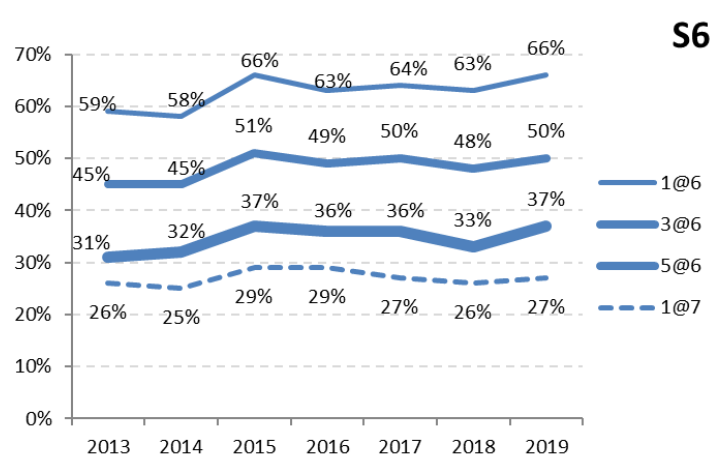


Proportion achieving 1, 3, 5 or more awards at SCQF Level 6 (Higher) in S5



Proportion achieving 1, 3, 5 or more awards at SCQF Level 6 (Higher), and 1 more award at SCQF Level 7 (Advanced Higher) in S6

Source: Insight



Staying On Rates

Table 10: Proportion of S4 pupils staying on to S5 by SIMD Quintile

| | SIMD Quintile | | | | | Gradient |
|------------------------------------|---------------|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| S4 (2017/18) – S5 (2018/19) | 70% | 78% | 82% | 85% | 90% | 0.04 |
| S4 (2016/17) – S5 (2017/18) | 73% | 77% | 84% | 86% | 91% | 0.04 |
| S4 (2015/16) – S5 (2016/17) | 77% | 77% | 81% | 90% | 94% | 0.05 |

Looked After Children and Young People

Table 11: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4. (3 year avg.)

Looked After at the time of the Pupil Census

| | | 2012-2014 | 2013-2015 | 2014-2016 | 2015-2017 | 2016-2018 |
|-----------------|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Literacy | PKC | 57% | 60% | 62% | 67% | 68% |
| | Virtual Comparator | 72% | 77% | 76% | 78% | 78% |
| Numeracy | PKC | 34% | 53% | 56% | 63% | 62% |
| | Virtual Comparator | 45% | 52% | 57% | 63% | 69% |

Table 12: Average total tariff points of Looked After school leavers (3 year avg.)

Looked After at the time of the Pupil Census

| | | 2012-2014 | 2013-2015 | 2014-2016 | 2015-2017 | 2016-2018 |
|----------------------------|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Perth & Kinross | Highest Achieving 20% | 891 | 1065 | 786 | 868 | 782 |
| | Middle 60% | 123 | 172 | 186 | 210 | 191 |
| | Lowest Achieving 20% | 8 | 21 | 21 | 34 | 19 |
| Virtual Comparator | Highest Achieving 20% | 890 | 1107 | 986 | 996 | 1012 |
| | Middle 60% | 219 | 253 | 241 | 285 | 291 |
| | Lowest Achieving 20% | 29 | 44 | 47 | 56 | 51 |

Health & Wellbeing

Table 13: P1 Healthy Weight

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|----------------------------|---------|---------|---------|---------|---------|---------|
| Perth & Kinross | 78% | 78% | 77% | 77% | 71% | 73% |
| Scotland | 78% | 76% | 77% | 77% | 76% | 76% |

Primary 1 children (with a valid height and weight recorded) whose BMI is between the 5% and 95% of the 1990 UK reference range for their age and sex.

Table 14: Uptake of School Meals

| Measure | Area | 2016 | 2017 | 2018 | 2019 |
|----------------------------------|----------------------------|------|------|------|------|
| P1 – P3 Free School Meals | Perth & Kinross | 81% | 83% | 83% | 84% |
| | Scotland | 82% | 81% | 80% | |
| P4 – P7 School Meals | Perth & Kinross | 55% | 58% | 54% | 50% |
| | Scotland | 54% | 52% | 54% | |
| S1 – S6 School Meals | Perth & Kinross | 58% | 61% | 61% | 60% |
| | Scotland | 46% | 44% | 44% | |

Table 15: Active Schools Participation

| | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------|---------|---------|---------|---------|---------|
| Primary | 40% | 45% | 49% | 52% | 50% |
| Secondary | 39% | 41% | 43% | 44% | 42% |

| | SIMD Quintile | | | | |
|--------------------------|---------------|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 |
| Primary 2018/19 | 44% | 42% | 52% | 54% | 48% |
| Primary 2017/18 | 48% | 43% | 53% | 54% | 52% |
| Primary 2014/15 | 31% | 32% | 37% | 46% | 39% |
| Secondary 2018/19 | 28% | 35% | 42% | 43% | 48% |
| Secondary 2017/18 | 29% | 35% | 42% | 47% | 50% |
| Secondary 2014/15 | 25% | 29% | 39% | 40% | 44% |

Attendance and Exclusion

Table 16: Overall attendance in primary and secondary schools.

| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------|---------|---------|---------|---------|---------|---------|
| Primary | 95.7% | 95.4% | 95.3% | 95.2% | 94.8% | 95.0% |
| Secondary | 92.5% | 91.9% | 91.5% | 91.1% | 91.1% | 90.5% |

Table 17: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------|---------|---------|---------|---------|---------|---------|
| Primary | 10 | 10 | 11 | 9 | 6 | 8 |
| Secondary | 52 | 51 | 48 | 46 | 45 | 55 |

Positive Destinations

Table 18: Proportion of school leavers with positive initial and follow-up destinations

| Measure | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-----------------------|---------|---------|---------|---------|---------|---------|
| Initial destination | 92% | 94% | 92% | 95% | 94% | 96% |
| Follow-up destination | 93% | 95% | 94% | 94% | 94% | 95% |

Table 19: Proportion of school leavers with positive initial and follow-up destinations by SIMD quintile

| 2016/17 | SIMD Quintile | | | | | Gradient |
|-------------------|---------------|-----|-----|-----|-----|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| 2017/18 Initial | 93% | 96% | 97% | 96% | 96% | 0.00 |
| 2017/18 Follow-up | 90% | 92% | 95% | 97% | 98% | 0.02 |
| 2016/17 Initial | 85% | 92% | 94% | 95% | 98% | 0.02 |
| 2016/17 Follow-up | 86% | 89% | 94% | 95% | 97% | 0.03 |

Table 20: Proportion of Looked After school leavers with positive initial destinations

Looked After at the time of the Pupil Census

| | 2012-2014 | 2013-2015 | 2014-2016 | 2015-2017 | 2016-2018 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Looked After school leavers | 77% | 77% | 88% | 82% | 81% |
| Virtual Comparator | 83% | 85% | 84% | 85% | 88% |

Table 21: Proportion of young people (aged 16-19) in education, training or employment

| Measure | 2015 | 2016 | 2017 | 2018 |
|--------------------|-------|-------|-------|-------|
| Participating | 90.6% | 92.8% | 93.1% | 94.0% |
| Not Participating | 4.4% | 2.7% | 2.5% | 3.1% |
| Unconfirmed Status | 5.0% | 4.4% | 4.4% | 2.9% |

Table 22: Proportion of S4/S5 Leavers without Highers who achieve a vocational qualification (at any level)

| | 2015/16 | 2016/17 | 2017/18 |
|---------------------------------------------------------------------|---------|---------|---------|
| Number of S4 and S5 Leavers | 556 | 608 | 555 |
| % of leavers without Highers who achieve a vocational qualification | 73% | 70% | 69% |