

PERTH AND KINROSS COUNCIL
LEARNING AND FAMILIES COMMITTEE

24 AUGUST 2022

PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2022-2023

Report by Executive Director (Education and Children's Services)
(Report No 22/189)

1. PURPOSE

- 1.1 The purpose of this report is to provide 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.

2. RECOMMENDATION
2.1 It is recommended that the Committee: <ul style="list-style-type: none">• Approves the Education Improvement Plan 2022-2023; and• Requests the Executive Director (Education and Children's Services) submit the Plan to the Scottish Government by 30 September 2022.

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 statutory guidance '[Standards in Scotland's Schools etc. Act 2000](#)' (as amended 2016), states that education authorities must prepare and publish annual plans describing the steps they intend to take to enhance equity and support school improvement, with a view to achieving the strategic priorities of the [National Improvement Framework \(NIF\)](#).
- 4.2 It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year. The plan for 2022/23 must be submitted by 30 September 2022.

4.3 Guidance from the Scottish Government and Education Scotland, issued to Directors of Education in May 2022, identified that schools and local authorities should:

- Complete annual reporting as a record of progress towards meeting improvement priorities;
- Collaborate with stakeholders – learners, parents, carers, communities and partners, including local learning communities, to inform self-evaluation and identify priorities; and
- Consider local context and circumstances when identifying priorities. These might include:
 - Supporting pupil and staff health and wellbeing;
 - Transitions at all levels;
 - The impact of trauma in communities;
 - Identifying potential gaps in learning;
 - A renewed focus on closing the poverty related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people;
 - How Pupil Equity Funding will be used to provide targeted approaches in literacy, numeracy and health and wellbeing to close poverty related attainment and other gaps; and
 - Any steps taken to make the provision of education more resilient and quickly adaptable to future crises.

4.4 The [Scottish Education: Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2022](#) (NIF 2022) was published in December 2022 and set out the key priorities for Education in the year ahead. These are:

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

5. PROPOSALS

5.1 The Education Improvement Plan 2022-2023 (Appendix 1) outlines the high-level areas for improvement for Education Services. It supports delivery of the five key priorities of the NIF 2022 and takes cognisance of several similar themes emerging through national reports published over the last year, including:

- A co-ordinated response to combatting the effects of the pandemic and a recovery in education;
- The need to continue efforts to close the poverty related attainment gap;

- The importance of developing the range and consistency of education data;
 - The need to combine effective collaboration with clear roles and responsibilities;
 - The importance of digital infrastructure and connectivity;
 - The health and wellbeing of staff and learners (including mental wellbeing); and
 - Putting children and young people at the centre of everything we do.
- 5.2 Scottish Government guidance on the development of a plan for 2022/23 highlights that self-evaluations by schools and Early Learning and Childcare (ELC) settings, and the views of stakeholders, should be central to actions agreed.
- 5.3 The Perth and Kinross Council (PKC) Education Service Improvement Plan also aligns with the developing Perth and Kinross Community and Corporate Plans and the Tayside Regional Improvement Plan.
- 5.4 The improvement actions in the Education Improvement Plan supports the higher-level commitments contained in the Education and Children's Service (ECS) Business Management and Improvement Plan (BMIP).
- 5.5 The Education Improvement Plan reflects our vision for our children and young people, 'Improving Lives Together' and will be delivered in alignment with ECS core values of Ambition, Compassion and Integrity. It sets out the ambition of PKC's Education Service of improving attainment and achievement and reducing inequity by prioritising improvement in:
- Inclusive practice;
 - Learner participation/parental engagement/strengthening partnerships; and
 - Professional Learning and Leadership development.
- 5.6 The Education Improvement Plan articulates how the local authority will deliver national legislation, policy, strategic objectives and priorities for education. Improvement actions have been organised under the key priorities of the National Improvement Framework.
- 5.7 Key achievements and performance against the commitments in the Education Improvement Plan 2021-2022 are outlined below. This includes:
- A new electronic developmental milestones tracker is now used in almost all ELC settings to support identification of gaps and planning to meet children's needs;
 - Steady progress is being made in raising attainment across all areas of literacy and numeracy;
 - Almost all ELC settings have an identified Communication Champion trained in specific interventions to support Language development;
 - A new Community Learning Assistants (CLAs) team was formed (primary school) and additional Pupil Care and Welfare Officers were employed (secondary school) to improve attendance and emotional wellbeing of children and young people through targeted interventions;

- The removal of core curricular charges, and charges for provision of instrumental music tuition, by the Scottish Government in May 2021, was successfully implemented;
- Phase 2 of the programme to provide outreach support for children with social, emotional and behavioural needs (SEBN), autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) in all primary schools was completed;
- Senior phase curriculum has been enhanced by the addition of the PKC Virtual Campus and work with the Tayside Regional Improvement Collaborative (TRIC) virtual campus to support a range of new courses at Advanced Higher level to be offered;
- Play Development Practitioners have worked within 12 schools on a weekly basis from October 2021 delivering a range of play opportunities and programmes for 435 children;
- 25 full-time equivalent Family Learning Practitioners are now supporting families across 41 ELC settings;
- Over 200 pieces of artwork by P7 and S1 pupils were submitted through a creative art-based project work that formed the PKC Reflect and Connect Exhibition; and
- A Health and Wellbeing Census was completed successfully across all schools, with over 7,500 responses received from P5-S6 pupils.

5.8 Priorities for improvement for the academic year 2022-2023 were developed following analysis of attainment performance and achievement, data on equity gaps, information from parents, pupils and staff and self-evaluation, and evidence of impact against the actions set out in the 2021-2022 Plan. Prioritised outcomes and planned actions are organised under the National Improvement Framework priorities and drivers.

5.9 The overarching priority is to raise attainment and achievement and close the equity gap, as set out in the Perth and Kinross [Raising Attainment Strategy 2020-2023](#). Some of the actions required to achieve this are to improve:

- Inclusive practice in all schools and ELC settings;
- Communication and language in the early years;
- Nurturing relationships and positive behaviour in all settings;
- The mental health and wellbeing of children and young people;
- Attainment and reduce gaps in literacy and numeracy levels;
- Curricular development across broad general education (BGE) and senior phase;
- Implement stretch aims to support delivery of the Scottish Attainment Challenge;
- Learner participation in accordance with the United Nations Convention on the Rights of the Child (UNCRC);
- Support and empowerment of parents, carers and families;
- Digital learning and infrastructure;
- Post-school transitions and positive destination outcomes for all young people;
- Leadership, teacher professionalism and skills and confidence of support staff to better support all learners; and
- Quality improvement and the quality assurance framework.

- 5.10 Development of a highly skilled, knowledgeable, and confident workforce is recognised as critical to improving attainment and achievement for all. Therefore, to underpin all improvement, there is a commitment to delivery of a professional learning system that will improve leadership, teacher professionalism and skills and confidence of support staff to better support all children and young people.

6. FURTHER CONSIDERATIONS

- 6.1 Progress in delivery of the Education Improvement Plan 2022-203 will be monitored quarterly by the Raising Attainment Board and by ECS Senior Management Team.

Author

Name	Designation	Contact Details
Fiona Mackay	Service Manager Inclusion	ECSCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	15 August 2022

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

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	Yes
Workforce	Yes
Asset Management (land, property, IST)	
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	N/A
Sustainability (community, economic, environmental)	N/A
Legal and Governance	Yes
Risk	Yes
Consultation	Yes
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. (i) and (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. (i) and (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 Any financial implications in taking forward the actions within the Education Improvement Plan will be met from the Education and Children's Services revenue budget.

Workforce

- 2.2 The Head of Human Resources (HR) has been consulted and HR colleagues work with the Service to deliver on the ambitions contained within the Plan.

Asset Management (land, property, IT)

- 2.3 The Head of Corporate IT and Revenues/Chief Digital Officer has been consulted on any relevant IT asset management requirements.

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:

- (iii) Assessed as **relevant** and the following positive outcomes expected following implementation:
- Raise attainment and reduce equity gap;
 - Improve health and wellbeing;
 - Improve inclusion; and
 - Improve positive destinations.

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 A risk register is being compiled to support this Plan.

4. Consultation

Internal

4.1 Consultation and engagement has taken place with Headteachers, trade unions and professional associations, and parents and carers over the course of the year. Their views have been sought on the main aspects of the Plan. The full Plan will be shared with key stakeholders in Term 1 of the next academic session commencing in August 2022.

External

4.2 This report will be shared with the Scottish Government for review.

This report will also be shared with the Senior Regional Advisor from Education Scotland and the Tayside Regional Collaborative for peer review.

5. Communication

5.1 A communication plan has been developed to support the engagement of key stakeholders and to communicate key messages to the wider public. This plan includes a mix of consultation, surveys, network and parent forums, and the use of social media.

2. BACKGROUND PAPERS

2.1 The following 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:

- [Curriculum for Excellence review: implementation framework](#)
- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#)

- [Scottish Attainment Challenge: Framework for Recovery and accelerating Progress](#)
- [Support for learning: All our Children and All their Potential; Scottish Government ASL Action Plan](#) and [Progress Report](#)
- [The Promise](#)
- [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill](#)

3. APPENDICES

3.1 Appendix 1: Perth and Kinross Education Service Improvement Plan 2022-2023
