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Council Building
2 High Street
Perth
PH1 5PH

17/08/2022

A hybrid Meeting of the **Learning and Families Committee** will be held in the **Council Chamber** on **Wednesday, 24 August 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, 24 August 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 29 JUNE 2022 FOR APPROVAL**
(copy to follow)
 - 3(ii) MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 22 MARCH 2022 FOR NOTING** **5 - 10**
(copy herewith)
 - 3(iii) MINUTE OF MEETING OF CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 4 MARCH 2022 FOR NOTING** **11 - 16**
(copy herewith)
- 4 OUTSTANDING BUSINESS STATEMENTS (OBS)**
(copy to follow)
- 5 PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2022/23** **17 - 60**
Report by Executive Director (Education and Children's Services)
(copy herewith 22/189)
- 6 SCHOOL TERMS AND HOLIDAY DATES 2023/24 AND 2024/25** **61 - 76**
Report by Executive Director (Education and Children's Services)
(copy herewith 22/190)
- 7 APPOINTMENT OF MEMBERS TO THE PERTH AND KINROSS EDUCATIONAL TRUST COMMITTEE**
The Committee is asked to agree the undernoted appointments to the Perth and Kinross Educational Trust:
To be confirmed

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JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 22 March 2022 at 2.30pm.

Present: **Representing Perth and Kinross Council**
Councillors J Duff, and C Shiers; S Devlin, J Donnelly, D Macluskey and S Johnston (all Education and Children's Services); S McLeod (substituting for P Johnstone (Corporate and Democratic Services)).

Representing Teachers' Associations
L Gibb, L.J. Grant, M Laurie, C Rose, and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).

In Attendance: F Mackay (Education & Children's Services) and L Brown (Corporate and Democratic Services).

Apologies: Councillor J Rebbeck, M Donaghy, G Doogan, S Dowling, P Johnstone, A McAuley, C Rose, T Summers and M Taylor.

Councillor J Duff, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

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

3. MINUTE

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 7 December 2021 was submitted and approved as a correct record.

4. MATTERS ARISING

(i) Secondary Staffing Standard Review (Item 7 refers)

D Macluskey advised that although a preliminary scoping meeting as part of the initial working group had taken place no date has been set as yet for reviewing the promoted post structures. He agreed to provide an update to C Weston once dates had been finalised.

(ii) Staff Survey Update (Item 5 refers)

It was noted that the next Staff Health and Wellbeing Survey would take place in May 2022.

5. BUDGET UPDATE

The committee received a presentation from S Devlin on the Council Budget for 2022/23 in respect of Education and Children's Services. A copy of the slides is attached as Appendix 1 to the minute of meeting.

6. STAFF REPORTED INCIDENTS OF DISTRESSED OR CHALLENGING BEHAVIOUR/INCIDENTS OF VIOLENCE OR AGGRESSION – QUARTERLY STATISTICAL REPORT – TERM 2

There was submitted a report by the Executive Director (Education & Children's Services) (G/22/48) providing a summary of the information gathered in relation to incidents in schools and other educational settings which result in an emotional or physical impact on a member of staff for the period 25 October to 22 December 2021 (Term 2).

F Mackay advised that the format of the report now sets out intensive support provision separately from primary and secondary schools to provide a clearer picture of specialist areas of teaching.

In response to a question on what action is being taken to address the issue of multiple incidents an assurance was given that each incident is investigated looking at the appropriateness of the support in place for the child with the aim of ensuring further incidents can be prevented. The importance of the debriefing following these incidents to ensure they felt their concerns were being listened to and addressed was acknowledged. Examples of support being offered to the staff involved in multiple incidents included addressing any training needs and offering counselling and support.

In response to an enquiry on the timescale for reporting back once an incident has been logged F Mackay agreed to take that back to the next meeting of the Working Group. J Donnelly added that the senior management within schools have 5 working days to respond to concerns raised on incidents reported within the system. If that does not occur they receive a prompt which reminds them this remains on the system. Head and Deputy Head Teachers are familiar with the process and it should not be the case that weeks are passing without senior management addressing the concerns, it is a matter of days rather than weeks.

The Committee noted the quarterly report for the period 25 October to 22 December 2022 (Term 2).

7. SQA EXAMINATION ARRANGEMENTS 2022

There was submitted a briefing note (G/22/49) by the Service Manager (Secondary Education) detailing the SQA examination arrangements for 2022 including the package of support services available for learners taking National 5, Higher and Advance Higher exams in 2022.

D Macluskey confirmed that the exams would take place between April and June 2022. SQA had accepted that there might have to be some slippage on

the timing of verification evidence being sent back due to the Covid-19 environment schools were currently living in. ECS were gathering feedback from schools to share with SQA in relation to some reservations in the quality and consistency of supports being provided.

C Weston welcomed that ECS were gathering feedback from schools and enquired if it would be possible to share that information with the teachers' panel. S Devlin advised there had been a consistency in the feedback received from head teachers and their teams. In one or two subject areas staff felt the additional materials were helpful, however, many had felt the support material had been described as "patronising" and not particularly helpful.

In response to an enquiry on whether consideration had been given to more time being made available for cross-school moderation as in 2021, D Macluskey advised that whilst recognising it is very important to give the best estimates possible this was not the same as being asked to give the final grades, as had been in the case in 2021. However, he agreed to explore bringing subject leaders together.

The Committee noted the position.

8. HMIE RECOVERY VISITS TO NURSERIES AND SCHOOLS

There was submitted a briefing note by S Johnston G/22/51 advising of HM Inspectorate's intention to carry out recovery visits to nurseries and schools between March and June 2022. Schools with the support of their local authority can volunteer to participate. S Johnston advised that should a setting be selected HMI, alongside an officer from the local authority, will listen and hear about the challenges and the ways in which schools are overcoming the challenges of Covid-19. They will look at the continuity of learning and teaching within a school or setting and consider the safeguarding arrangements that have had to be put in place. A record of the visit will be provided to support the school but will not be published for parents, however it would be subject to FOI.

S Johnston advised that over 100 settings had volunteered for the process. To date one nursery, two primary schools and one secondary school in Perth and Kinross had intimated they would be willing to participate. HMI had not, as yet, advised which schools and settings would be visited.

In response to an enquiry S Johnston confirmed that risk assessments would be undertaken prior to any visit. She also confirmed that the mental health of staff and students was of paramount importance to both the Council and Education Scotland. She hoped that when the data was collected from the visits more information on good practice will be shared on the continued efforts to support the health and wellbeing of staff and pupils.

The Committee noted the position.

9. ANNUAL LEAVE CALENDAR 2022-2023

There was submitted and noted for information the annual leave calendar for 2022-2023 (G/22/51). S McLeod advised that the calendar will be published on the PKC website and available for all staff to access.

The Committee noted the annual leave calendar for 2022-2023.

10. OUTREACH TEACHER JOB PROFILE

There was submitted a joint report by the Executive Director (Education and Children's Services) and the Corporate HR Manager (G/22/52) on the job profile for teacher posts that will form a new Primary Sector Outreach Team. The report advised that the Inclusion Service Team will improve the support available for children with additional support needs in primary schools.

C Weston advised the Teachers' Panel were happy to agree the Outreach Teacher job profile.

The Committee approved the Outreach Teacher Job Profile as detailed in Appendix 1 to Report G/22/52.

11. ANY OTHER COMPETENT BUSINESS

(i) Mileage Allowances

S Topen-Cooper referred to the current economic situation and the very high cost of fuel and asked if it would be possible to consider reintroducing the annual one-off payment for those classed as essential workers and who are not provided with a car by the local authority for work purposes. In response S McLeod advised payment is 25p for the first 10,000 miles and 45p thereafter. Regardless of whether it is an essential use that they use the car for there is also within the suite of material a hierarchy of use in terms of determining if your own car is the best option. The Council now follow the HMRC rates which it is unable to change as it is a local agreement.

S Delvin shared information on some of the work the Council is doing to support people who are facing the harsh realities of in-work poverty and making difficult choices such as the Feel the Pinch Campaign relating to winter heating costs and Food Poverty.

The Committee noted the position.

(ii) Update on Covid-19

S Devlin reported that 23 March 2022 will mark the second anniversary of the announcement of the UK Prime Minister to stay at home other than for essential purposes due to Covid-19. She took the opportunity to send her sincere thanks to all members of the JNCT, all staff working in schools, taxi operators, Tayside Contracts and others who

had supported Education and Children's Services in keeping the show on the road throughout the past two challenging years.

This being the last meeting of the JNCT before the Local Government Elections the Convener thanked everyone on the teaching and management sides for their contribution and help during the last 5 years. Thanks were also conveyed to the staff in Committee Services for the help and administrative support provided to the Committee over the last 5 years.



CHILDREN, YOUNG PEOPLE AND FAMILIES' PARTNERSHIP

Minute of virtual meeting of the Children, Young People and Families Partnership held on Friday 4 March 2022 at 10.00am.

Present:

S Devlin Executive Director (Education and Children's Services),
Perth and Kinross Council (PKC)
J Pepper, Depute Director (Education and Children's Services) and
Chief Social Work Officer, PKC
G Binnie, Tayside Police
J O'Hagan, PKAVS
S Johnston, Head of Education, PKC
H Robertson, Head of Services for Children, Young People and
Families, PKC,
B Atkinson, Independent Chair of Child Protection Committee
J Cunningham, Scottish Children's Reporter Administration
L Sharkey, Chief Midwife, Women Children and Families Division,
NHS Tayside

In Attendance: J Chiles, S Cooper, R Drummond, L Richards, S Turner and L Brown (all PKC).

Apologies: Councillors J Duff, J Rebbeck and C Shiers.

S Devlin in the Chair

1. WELCOME AND APOLOGIES FOR ABSENCE

S Devlin 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 of 3 December 2021 was submitted and noted as a correct record.

4. MATTERS ARISING

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

5. THE FUTURE STRUCTURE OF THE CHILDREN, YOUNG PEOPLE AND FAMILIES' PARTNERSHIP

J Pepper gave an illustrative presentation on proposals for a future structure for the Partnership that remained effective in supporting children, young people and families in Perth and Kinross. A copy of the presentation slides are appended to the minute of meeting.

Views were sought on whether the Partnership should move to establishing a similar structure to that of the Tayside Regional Improvement Collaborative (TRIC); allowing the Partnership to oversee the delivery of the Children's Services Plan locally in Perth and Kinross. Several new working groups that reflected and had clear links to the TRIC structure would report into the Partnership. Partners were asked to consider third sector representation and whether there was a need for a separate Children's Services Forum.

The following comments were received from partners:

- How will the new groups be serviced given the relatively small number of people involved?
- The proposed mental health sub-group should also encompass youth justice issues.
- The young people's mental health strategy should be expanded to include the whole family.
- Early intervention at the lowest entry point and the resources required to support that important.
- The existing Raising Attainment Board with its multi-agency involvement should submit six monthly progress reports to the Partnership to ensure there is appropriate challenge and support of its work in closing the poverty related attainment gap.
- The need for strong links across corporate parenting, mental health and GIRFEC in terms of child protection should be acknowledged.
- Regular updates on progress made on these themes would allow child protection to link more closely to and align with progress.
- Consideration should be given to future agendas focusing on a different working group at Partnership meetings.
- On occasion there should be a focus on the broader area of transitions and the impact that young adults and parents have on outcomes for children and how services might be aligned to what is happening within adult services.
- The new terms of reference should include a description of the relationship between the Partnership and the CPP Board and how relevant information from the Partnership is fed into the CPP Board.
- Review how the thematic data on outcomes and performance is being presented to the Partnership.
- Ensure there is a stronger connection from the TRIC priority groups to what is happening within the Partnership locally.

At the conclusion of discussion, the Partnership:

- (i) Agreed the general direction of travel as set out in J Pepper's presentation.
- (ii) Agreed a report encapsulating the proposals and comments received on a revised structure for the Perth and Kinross Children, Young People and Families Partnership be submitted to a future meeting.

6. PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS ACTIVITY REPORT SINCE DECEMBER 2021

There was submitted a report by the Independent Chair of the Perth and Kinross Child Protection Committee (G/22/19) providing a summary of the key business activities of the Perth and Kinross Child Protection Committee (CPC) since the last update report was submitted to the Children, Young People and Families Partnership (CYPFP) on 3 December 2021.

B Atkinson advised that the CPP Annual Standards and Quality Report had been considered both at the full meeting of Perth and Kinross Council and at its Scrutiny Committee. Colleagues had appreciated the support and interest received from elected members on the report. Partners noted that a report on the Age of Criminal Responsibility will be considered at the next meeting of the Council's Lifelong Learning Committee.

L Sharkey welcomed the clear and concise information contained in the action plan attached to the report. J Pepper advised there may be some additional funding for local authorities for trauma informed practice.

S Devlin informed partners

The Partnership:

- (i) Noted and endorsed the contents of Report G/22/19.

7. CARERS STRATEGY 2019-2022 FOR YOUNG ADULT CARERS

There was submitted a report by the Executive Director (Education and Children's Services), Perth and Kinross Council (G/22/20) on the Young and Adult Carers Strategy 2019-2022 which had been developed in conjunction with the Health and Social Care Partnership in response to the new duties included in the Carer (Scotland) Act 2016.

Partners received an update on progress made towards the outcomes identified specifically in respect of supporting Young Carers. They were advised that tuition support which had become more important during the pandemic lockdown has been sustained. Over one hundred 1 to 1 sessions were delivered each month. This had increased by 150% during lockdown and had continued over the summer holiday period.

S Johnston agreed to invite PKAVs to attend a DHT Support Network Meeting to share information on the support for young carers.

The Partnership:

- (i) Noted the positive progress made towards supporting young carers in Perth and Kinross.
- (ii) Noted the plans to work with partners to produce the future Strategy for Carers 2022-2025.

8. CORPORATE PARENTING UPDATE AND PLAN

There was submitted a report by the Executive Director (Education and Children's Services), Perth and Kinross Council (G/22/21) advising of progress made in relation to the Corporate Parenting Plan 2017-2020 and setting out the Perth and Kinross Corporate Parenting Plan for 2021-2024 which would also be considered at the next meeting of Perth and Kinross Council.

The Partnership:

- (i) Noted the progress made to date in the delivery of corporate parenting actions;
- (ii) Agreed the Perth and Kinross Parenting Plan for 2021-2024;
- (iii) Agreed that training on the role of a corporate parent be part of the elected members induction.

9. PERTH AND KINROSS LOCAL MENTAL HEALTH PATHWAY FOR CHILDREN AND YOUNG PEOPLE

There was submitted a report by the Executive Director (Education and Children's Services) (G/22/22) explaining the aims for a Perth and Kinross local mental health pathway and ensuring relevant support for it. The report sought agreement to (1) enable clear partnership working from each agency in order that children and young people growing up in Perth and Kinross, and all involved in supporting them, are clear on what is available to promote positive mental health on local supports and ways to access them, (2) an easily accessible and regularly updated digital resource, and (3) the identification of a strategic lead from each agency to progress full agency ownership of the resource and its launch.

L Richards suggested the number of restrictions in place on the Council website would be a barrier to the Council hosting the digital resource. In response L Sharkey advised there would appear to be fewer restriction in place on the NHS website, however, further discussion would need to take place with colleagues in the NHS digital directorate. The main challenge would be the upkeep of the site which would require to fit in and align closely with the Digital Director's Strategy for NHS Tayside.

Following discussion, the Partnership:

- (i) Agreed that widespread access to a single point digital resource and an on-going support pathway as outlined in the report be placed on a corporate website;
- (ii) S Turner and L Sharkey be requested to consider further the best website and discuss with IT colleagues at NHS Tayside and Perth and Kinross Council the level of resources that would be required for

ongoing updating of the digital resource and who would be best placed to do that.

- (iii) Nominations from partner representatives including Health, Social Work, Youth Services and the Third Sector be sent to S Turner;
- (iv) Agreed the sequential roll-out of the resource through an initial soft then hard launch, as per the timetable set out in Report G/22/22).
- (v) Partners to provide S Turner with details of their nominated representatives to support the work involved in the construction of the launch and communication strategy and to offer on-going feedback and support by 18 March 2022.

10. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report (G/22/23) by the Executive Director (Education and Children's Services), commencing the seventh year of thematic reporting for performance/outcome information focused on children, young people and families. The report set out a suite of information focused on the first of the themes of Health and Child Development for consideration and scrutiny by the Partnership.

J Chiles advised there had been no huge changes from existing trends. Stillbirths continued to decrease both in Perth and Kinross and nationally. Information on neonatal deaths was still awaited but showed a gradual downward trend. Mothers smoking during pregnancy showed an ongoing downward trend, although Perth and Kinross was very slightly above the national average. The number of babies exclusively breastfed at 6-8 weeks continued to increase and was above the national level. Immunisation levels in Perth and Kinross remained fairly high, however, MMR vaccination rates were slightly below the national average. Information gathering on child Obesity in P1 had recommenced in 2022 after a 2-year break. J Chiles advised that the data on dental health had not been available at the time of drafting the report.

L Sharkey advised that the "COVID effect" had resulted in an increase nationally of mothers initiating breastfeeding as well as continuing exclusively at 6-8 weeks. She advised she would take back the Perth and Kinross data on MMR to the NHS Childhood Immunisation Team for further discussion and report back to the next meeting.

J Chiles summarised the data from the 3 developmental reviews at 13-15 months, 27-30 months and 4-5 years which were undertaken by NHS staff and supplemented by information gathered by Education and Children's Service. Partners received an update from S Johnston on some of the focussed work underway to address the developmental concerns raised through the data linked to the impact of the pandemic and of future mitigation work required.

G Binnie referred to increased levels of youth offending and young people's wellbeing. He enquired which forum would determine if needs were being directed to the right place. In response J Pepper acknowledged there was a need to ensure that the data sets are used strategically to identify the real

priorities to ensure the correct strategic priorities are in place. She suggested that this could be address as part of the proposed review of the thematic approach to performance reporting.

The Partnership:

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

8. ANY OTHER COMPETENT BUSINESS

(i) Health and Social Care Partnership

S Devlin reported that Jacquie Pepper was shortly to assume the post of Interim Chief Officer for the Health and Social Care Partnership. On behalf of the Partnership, she congratulated Jacquie on her appointment.

(i) Tayside Police Representative on the Partnership

G Binnie advised that he was leaving the Partnership to begin a 6 month posting as a Superintendent. He advised that DCI Tom Leonard had been appointed as Police Scotland's new representative on the Partnership.

On behalf of the Partnership S Devlin offered her congratulations to Graham on his appointment and thanked him for the insight and experience he had contributed to the work of the Partnership.

9. DATE OF NEXT MEETING

Friday 17 June 2022 at 10.00am

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	<p>It is recommended that the Committee:</p> <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

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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)	
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



Education Service Improvement Plan 2022-2023

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Introduction

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

Planning for 2022/2023

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

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

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



Wordle created by Headteachers 24 May 2022.

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

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

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

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

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

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

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

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

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

National Context

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

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

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

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

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

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

Local Context

About Perth and Kinross

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

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

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

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

Poverty

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

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

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

COVID-19 Pandemic – Impact on Education

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

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

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

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

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

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

Headline data of their results include:

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

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

Parental Involvement and Engagement

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

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

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

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

Key Achievements and Performance 2021-2022

School leadership and improvement

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

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

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

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

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

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

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

Progress against the key priorities

Improvement in attainment, particularly literacy and numeracy

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

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

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

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

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

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

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

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

Closing the attainment gap between the most and least disadvantaged children

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Improvement in children and young people's health and wellbeing

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

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

Schools have reported:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What Does Our Data Tell Us?

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

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

Improvement Priorities for Session 2022/2023

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

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

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

Improvement Plan 2022/2023

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

National Priority

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

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

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

National Priority

Improvement in Attainment, particularly in Literacy and Numeracy

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

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

School leaders will have increased capacity to drive forward quality improvement in their settings	<ul style="list-style-type: none"> Undertake full review of quality improvement and quality assurance framework to support consistently high-quality approaches to raising attainment in all schools. 	May 23
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National Priority

Closing the attainment gap between the most and least disadvantaged children

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

Intended Outcomes	Planned Actions	Delivery timescale
Equity gaps in the attainment of children and young people will be reduced	<ul style="list-style-type: none"> Work with schools to develop a Scottish Attainment Challenge plan and update stretch aims Support schools to focus their PEF spend in the most impactful way. 	<p>Sep 22</p> <p>Apr 23</p>
School leaders will have improved use of national and local data sets to assess, track and monitor pupil and class attainment, identifying gaps and set targets for improvement will lead to increased attainment overall and reduce attainment gaps	<ul style="list-style-type: none"> Develop service/school performance profiles to inform school planning for improvement Use national and local benchmarking data, including 'family group' data to identify and deliver improvement actions Create a more seamless assessment and tracking pathway from P7 Support schools to use Model for Improvement and PEF Planning tool to evaluate impact of universal and targeted interventions aimed at closing identified gaps. 	<p>Jun 23</p> <p>Feb 22</p>
Almost all children in primary 1, score 3 or above on the Leuven Scale of engagement.	<ul style="list-style-type: none"> Support staff continue to embed the development of high-quality play experiences in primary 1 settings to promote children's engagement in learning 	Jun 23
Reduce cost of living pressures by increasing opportunities for eligible families based on low income to access childcare across PKC.	<ul style="list-style-type: none"> Develop and implement an action plan to deliver Scottish Government requirements in respect of wraparound care 	Jun 23

National Priority

Closing the attainment gap between the most and least disadvantaged children

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

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

National Priority

Closing the attainment gap between the most and least disadvantaged children

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

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

National Priority

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

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

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

National Priority

Improvement in children and young people's health and wellbeing

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

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

National Priority

Improvement in children and young people's health and wellbeing

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

Intended Outcomes	Planned Actions	Delivery timescale
Levels of positive mental health, social and emotional wellbeing reported by children and young people have increased	<ul style="list-style-type: none">• Implement year 3 of 5-yr plan of universal level CIRCLE in all schools and ELC settings	Jun 23
	<ul style="list-style-type: none">• Develop guidance for schools on supporting Care Experienced Children	Feb 23
	<ul style="list-style-type: none">• Implement the Tayside Emotional and Mental Wellbeing Strategy 'Connected Tayside' incorporated in the Perth and Kinross Health and Wellbeing Action Plan.	Apr 23
	<ul style="list-style-type: none">• Collaborate with NHS Tayside to complete the development of the PKC mental health pathway and articulate clear pathways for children and young people to targeted and specialist support, when needed	Jun 23
	<ul style="list-style-type: none">• Work with school representatives to establish guidelines and training needs for supporting mental health in school and devise actions for Mentally Flourishing schools.	Jun 23
	<ul style="list-style-type: none">• Work in partnership with NHS Tayside to develop approaches to support young people experiencing sustained absence from school due to mental health concerns	Apr 23

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

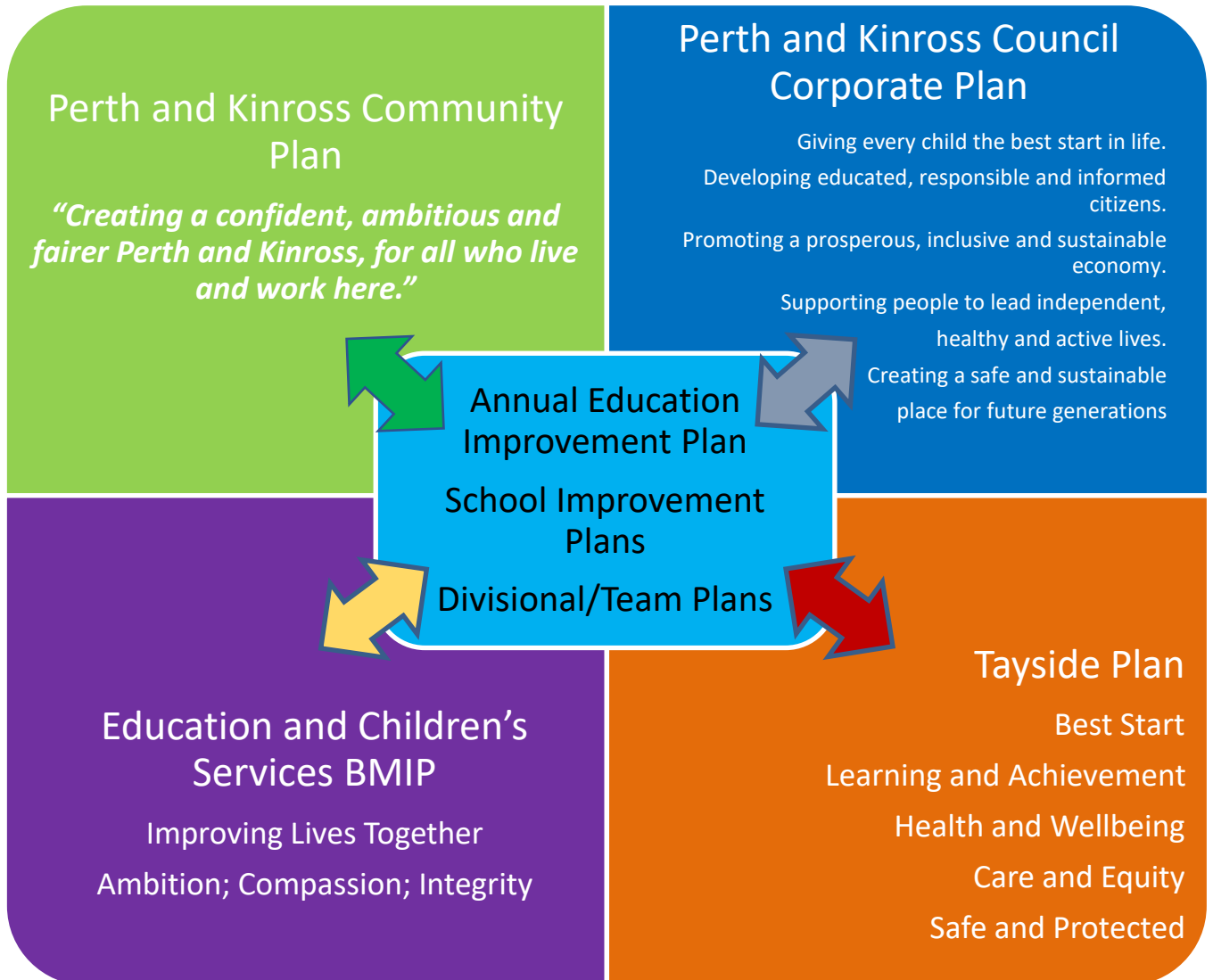
Local Priority

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

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

Appendix 1

Perth and Kinross Strategic Planning Framework



Appendix 2

National Policy, Strategic Plans and reports

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

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

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

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

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

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

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

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

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

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

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

Additional Support for Learning Action Plan

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

Additional Support for Learning Action Plan: A Progress Report from Scottish Government and COSLA

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

The Promise

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

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

These are:

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

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

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

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

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

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

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

PERTH AND KINROSS COUNCIL
LEARNING & FAMILIES COMMITTEE

24 AUGUST 2022

SCHOOL TERMS AND HOLIDAY DATES
2023/2024 AND 2024/2025

Report by Executive Director (Education and Children's Services)
 (Report No 22/190)

1. PURPOSE

- 1.1 This is a bi-annual report which sets out the future school terms and holiday dates for all school in Perth and Kinross. This report sets out the considerations in determining these dates and the consultation which has been undertaken prior to consideration by Committee.

2. RECOMMENDATION	
2.1	<p>It is recommended that the Committee:</p> <ul style="list-style-type: none"> • Approves the proposed schemes, as attached, as the dates for school terms and holidays for sessions 2023/2024 and 2024/2025; • Approves the proposals for school closure days for In-Service and Occasional Holidays; and • Notes the proposals for additional closure days for schools, where necessary.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Proposals
- Section 6: Conclusion
- Appendices

4. BACKGROUND

- 4.1 The scheme of dates for School Terms and Holidays must comply with the statutory requirement of 190 school days for pupils and 195 school days for teaching staff.

4.2 In line with guidance from the Scottish Government, consultation previously took place with other local authorities with the intention of trying to bring the holiday patterns of neighbouring councils closer together. However, preferred local patterns and local decision-making means that complete uniformity has rarely been achieved.

4.3 Prior to 2007, Perth and Kinross Council Lifelong Learning Committee had determined the scheme of holiday dates to ensure that both Good Friday and Easter Monday fell within the spring break. As Easter dates vary, this resulted in the spring break being taken at differing dates between mid-March and mid-April.

4.4 In a bid to standardise this break, decisions had been taken by other local authorities to ensure the spring break commences on the first Monday in April in each school session. Perth and Kinross Council Lifelong Learning Committee agreed in 2007 ([Report No. 07/530 refers](#)) that the same approach was to be adopted in Perth and Kinross from 2007 onwards.

However, as both Good Friday and Easter Monday are recognised public holidays for many parents and Perth and Kinross Council staff, it was agreed that all future proposed draft schemes should continue to allow both Good Friday and Easter Monday to be school holiday dates wherever they do not fall into the standard spring break. This is not the case in all other local authority areas.

4.5 The Committee will wish to note that both Good Friday and Easter Monday in 2024 and 2025 fall within the proposed spring breaks.

4.6 Perth and Kinross Council Lifelong Learning Committee determined at its meeting of 22 January 2020 the scheme of dates for sessions 2021/2022 and 2022/2023 ([Report No. 20/20 refers](#)).

4.7 It is recognised that it is for each Education Authority to determine the pattern of school holiday dates for their local authority area. However, the introduction of the Regional Improvement Collaboratives, where Perth and Kinross Council is part of the Tayside Regional Improvement Collaborative with Dundee City Council and Angus Council, provides an opportunity to better align the school terms and holiday dates across all three Council areas. The benefit of this allows for the undertaking of shared continuous professional development activities and In-Service training days with colleagues across Tayside, so that teachers from across the area can work together on joint areas for development. Approaches have been made to review and better align the school terms and holiday dates, where possible, to support this.

4.8 The pattern of dates provides operational and logistical benefits. Previously, significant issues had arisen for parents and staff where there was no commonality or overlap between local authorities in setting the holiday dates. This had resulted in teaching staff living and working in different authority areas having different holidays to their own children and the same for parents who live and work in different authorities.

In addition, a number of children attend schools in neighbouring authorities, particularly at secondary school, which left parents having primary and secondary children with different holiday dates depending on where they attended school. This presented both parents and staff with significant childcare issues in addition to the difficulties of organising family holidays.

Operationally, shared school transport and school day only service buses are also affected by different local authority holiday dates.

- 4.9 The proposed scheme of dates for sessions 2023/2024 and 2024/2025 continues to reflect and address these issues as best they can and are shown as Appendix 1 and Appendix 2. Attached at Appendix 3 and Appendix 4 is the comparison of holiday dates for all neighbouring local authorities.

5. PROPOSALS

- 5.1 It is proposed to agree the school terms and holidays for 2023/2024 and 2024/2025. This allows notification of school terms and holidays to assist in forward planning of family holidays for parents and staff. This proposal also assists in the forward planning and notification of In-Service training days to staff and parents.
- 5.2 Education Services will provide schools with guidance and clarity regarding the purpose and content of the five In-Service days, ensuring that schools are aware of the expectations of how these days are to be planned and will be used.
- 5.3 The Committee should note that it may be necessary to include additional closure days for any additional In-Service days and/or Public Holidays notified by the Scottish Government.

It may also be necessary to include additional closure days for particular schools to facilitate school moves and decant arrangements. These are organised on an individual basis dependant on the needs of the school(s) involved.

- 5.4 Additional closure days may be organised in accordance with the terms of the powers available under Section 133 of the Education (Scotland) Act 1980, where Scottish Ministers are content to allow exceptional school closures.

The Executive Director (Education and Children's Services) will seek approval from the Scottish Government on an individual school basis, as required, and notify parents etc as appropriate. All other appropriate management arrangements will be considered prior to seeking Scottish Government approval for additional closure days.

6. CONCLUSION

- 6.1 The Perth and Kinross Council pattern of holiday dates provides better commonality with our neighbouring Councils, in particular Dundee, Angus and Fife, and certainty for parents and staff regarding the timing of the Easter and October breaks which provides operational and logistical benefits.

Author

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Approved

Name	Designation	Date
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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	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 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 Not applicable.

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.
- 3.5 Not applicable.

Risk

- 3.6 Not applicable.

4. Consultation

Internal

- 4.1 Headteachers, Business Managers and Trade Unions have been consulted in the preparation of this report. The draft proposals have been considered and agreed by the Joint Negotiating Committee for Teaching Staff (JNCT).

External

- 4.2 Not applicable.

5. Communication

- 5.1 If Committee approves the draft scheme of dates, these will be issued to all schools for communicating in their newsletters to parents and staff, and for publication on school websites and school handbooks, as well as publication on the Council website.

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 - School Terms and Holidays 2023/2024
Appendix 2 - School Terms and Holidays 2024/2025
Appendix 3 - Holiday Dates Across Local Authorities 2023/2024
Appendix 4 - Holiday Dates Across Local Authorities 2024/2025
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School Terms and Holidays 2023-2024				No of School Days - Pupils	No of School Days - Staff
Autumn Term	Start - Staff	Monday 14 August 2023	In-Service Day (1)	38	40
		Tuesday 15 August 2023	In-Service Day (2)		
	Start - Pupils	Wednesday 16 August 2023			
	End	Friday 6 October 2023			
Autumn Holiday	Start	Monday 9 October 2023		10	10
	End	Friday 20 October 2023			
Winter Term	Start	Monday 23 October 2023		44	45
		Friday 10 November 2023	In-Service Day (3)		
	End	Friday 22 December 2023			
Christmas Holiday	Start	Monday 25 December 2023		10	10
	End	Friday 5 January 2024			
Spring Term	Start	Monday 8 January 2024		56	57
		Wednesday 14 February 2024	In-Service Day (4)		
		Thursday 15 February 2024	Occasional Holiday (1)		
		Friday 16 February 2024	Occasional Holiday (2)		
	End	Thursday 28 March 2024			
Spring Holiday	Start	Friday 29 March 2024		11	11
	End	Friday 12 April 2024			
Summer Term	Start - Staff	Monday 15 April 2024	In-Service Day (5)	52	53
	Start - Pupils	Tuesday 16 April 2024			
		Monday 6 May 2024	May Day Holiday		
	End	Thursday 27 June 2024			
				190	195
Notes:					
Easter Sunday - 31 March 2024					

School Terms and Holidays 2024-2025				No of School Days - Pupils	No of School Days - Staff
Autumn Term	Start - Staff	Monday 12 August 2024	In-Service Day (1)	38	40
		Tuesday 13 August 2024	In-Service Day (2)		
	Start - Pupils	Wednesday 14 August 2024			
	End	Friday 4 October 2024			
Autumn Holiday	Start	Monday 7 October 2024		10	10
	End	Friday 18 October 2024			
Winter Term	Start	Monday 21 October 2024		44	45
		Friday 15 November 2024	In-Service Day (3)		
	End	Friday 20 December 2024			
Christmas Holiday	Start	Monday 23 December 2024		10	10
	End	Friday 3 January 2025			
Spring Term	Start	Monday 6 January 2025		62	63
		Wednesday 12 February 2025	In-Service Day (4)		
		Thursday 13 February 2025	Occasional Holiday (1)		
		Friday 14 February 2025	Occasional Holiday (2)		
	End	Friday 4 April 2025			
Spring Holiday	Start	Monday 7 April 2025		11	11
	End	Monday 21 April 2025			
Summer Term	Start - Staff	Tuesday 22 April 2025	In-Service Day (5)	46	47
	Start - Pupils	Wednesday 23 April 2025			
		Monday 5 May 2025	May Day Holiday		
	End	Thursday 26 June 2025			
				190	195
Notes:					
Easter Sunday - 20 April 2025					

Holiday Dates Across Local Authorities 2023/2024

Appendix 3

		PKC	Dundee	Angus	Fife	Stirling	Clackmannan	Argyll & Bute	Aberdeenshire	Highland
Autumn Term	Start	Monday 14 August 2023	Monday 14 August 2023	Monday 14 August 2023	Monday 14 August 2023	Monday 14 August 2023	Monday 14 August 2023	Dates not yet published	Monday 21 August 2023	Dates not yet published
	End	Friday 6 October 2023	Friday 6 October 2023	Friday 29 September 2023	Friday 6 October 2023	Friday 6 October 2023	Friday 6 October 2023		Friday 13 October 2023	
Autumn Holiday	Start	Monday 9 October 2023	Monday 9 October 2023	Monday 2 October 2023	Monday 9 October 2023	Monday 9 October 2023	Monday 9 October 2023		Monday 16 October 2023	
	End	Friday 20 October 2023	Friday 20 October 2023	Friday 13 October 2023	Friday 20 October 2023	Friday 20 October 2023	Friday 20 October 2023		Friday 27 October 2023	
Winter Term	Start	Monday 23 October 2023	Monday 23 October 2023	Monday 16 October 2023	Monday 23 October 2023	Monday 23 October 2023	Monday 23 October 2023		Monday 30 October 2023	
	End	Friday 22 December 2023	Friday 22 December 2023	Friday 22 December 2023	Wednesday 20 December 2023	Friday 22 December 2023	Friday 22 December 2023		Friday 22 December 2023	
Christmas Holiday	Start	Monday 25 December 2023	Monday 25 December 2023	Monday 25 December 2023	Thursday 21 December 2023	Monday 25 December 2023	Monday 25 December 2023		Monday 25 December 2023	
	End	Friday 5 January 2024	Friday 5 January 2024	Friday 5 January 2024	Wednesday 3 January 2024	Friday 5 January 2024	Friday 5 January 2024		Friday 5 January 2024	
Spring Term	Start	Monday 8 January 2024	Monday 8 January 2024	Monday 8 January 2024	Thursday 4 January 2024	Monday 8 January 2024	Monday 8 January 2024		Monday 8 January 2024	
	End	Thursday 28 March 2024	Thursday 28 March 2024	Friday 29 March 2024	Thursday 28 March 2024	Thursday 28 March 2024	Thursday 28 March 2024		Thursday 28 March 2024	
Spring Holiday	Start	Friday 29 March 2024	Friday 29 March 2024	Monday 1 April 2024	Friday 29 March 2024	Friday 29 March 2024	Friday 29 March 2024		Friday 29 March 2024	
	End	Friday 12 April 2024	Friday 12 April 2024	Friday 12 April 2024	Friday 12 April 2024	Friday 12 April 2024	Friday 12 April 2024		Friday 12 April 2024	
Summer Term	Start	Monday 15 April 2024	Monday 15 April 2024	Monday 15 April 2024	Monday 15 April 2024	Monday 15 April 2024	Monday 15 April 2024		Monday 15 April 2024	
	End	Thursday 27 June 2024	Friday 28 June 2024	Thursday 27 June 2024	Friday 28 June 2024	Friday 28 June 2024	Friday 28 June 2024		Friday 5 July 2024	
Variations			Victoria Day	St Andrew's Day and no Good Friday Holiday	June Public Holiday	February Local Holiday	February Local Holiday			

Holiday Dates Across Local Authorities 2024/2025

Appendix 4

		PKC	Dundee	Angus	Fife	Stirling	Clackmannan	Argyll & Bute	Aberdeenshire	Highland
Autumn Term	Start	Monday 12 August 2024	Monday 12 August 2024	Monday 12 August 2024	Monday 19 August 2024	Monday 12 August 2024	Dates not yet published	Dates not yet published	Monday 19 August 2024	Dates not yet published
	End	Friday 4 October 2024	Friday 4 October 2024	Friday 4 October 2024	Friday 4 October 2024	Dates not yet published			Friday 11 October 2024	
Autumn Holiday	Start	Monday 7 October 2024	Monday 7 October 2024	Monday 7 October 2024	Monday 7 October 2024				Monday 14 October 2024	
	End	Friday 18 October 2024	Friday 18 October 2024	Friday 18 October 2024	Friday 18 October 2024				Friday 25 October 2024	
Winter Term	Start	Monday 21 October 2024	Monday 21 October 2024	Monday 21 October 2024	Monday 21 October 2024				Monday 28 October 2024	
	End	Friday 20 December 2024	Friday 20 December 2024	Friday 20 December 2024	Friday 20 December 2024				Friday 20 December 2024	
Christmas Holiday	Start	Monday 23 December 2024	Monday 23 December 2024	Monday 23 December 2024	Monday 23 December 2024				Monday 23 December 2024	
	End	Friday 3 January 2025	Friday 3 January 2025	Friday 3 January 2025	Friday 3 January 2025				Friday 3 January 2025	
Spring Term	Start	Monday 6 January 2025	Monday 6 January 2025	Monday 6 January 2025	Monday 6 January 2025				Monday 6 January 2025	
	End	Friday 4 April 2025	Friday 28 March 2025	Friday 4 April 2025	Friday 4 April 2025				Friday 28 March 2025	
Spring Holiday	Start	Monday 7 April 2025	Monday 31 March 2025	Monday 7 April 2025	Monday 7 April 2025				Monday 31 March 2025	
	End	Monday 21 April 2025	Friday 11 April 2025	Monday 21 April 2025	Friday 18 April 2025				Friday 11 April 2025	
Summer Term	Start	Tuesday 22 April 2025	Monday 14 April 2025	Tuesday 22 April 2025	Monday 21 April 2025				Monday 14 April 2025	
	End	Thursday 26 June 2025	Friday 27 June 2025	Friday 27 June 2025	Thursday 3 July 2025				Friday 4 July 2025	
Variations			Victoria Day and Good Friday but no Easter Monday Holiday	St Andrew's Day	June Public Holiday and no Easter Monday Holiday				Good Friday local holiday but No Easter Monday Holiday	

