Improving Lives Together
Ambition I Compassion I Integrity

Raising Attainment Strategy
2020-2023

PERTH & KINROSS COUNCIL

Attainment Update

2020/21

Achieving Excellence and Equity

Education & Children's Services

Executive Summary

The Education Service Improvement Plan 2021/22 was produced and submitted to the Scottish Government in September 2021. This annually produced Plan included a performance report in 2020/21 and meets the requirement set out by the Scottish Government on planning and reporting progress on the priorities set out in the National Improvement Framework (NIF) for education.

It provides an update on key achievements for the academic session 2020/21 on the progress against this framework. This supplementary report provides more detailed reporting on the attainment data pertinent to the Raising Attainment Strategy and also the requirements related to the Pupil Equity Fund (PEF) in tackling the poverty related attainment gap.

The report is structured around the four key priorities of the NIF and also the main improvement themes set out in the Council's first Raising Attainment Strategy. A renewed Raising Attainment Strategy was approved by Lifelong Learning Committee in August 2020, and an Education Improvement Plan for 2021/22 was approved in August 2021.

A range of performance information is presented in this report, describing progress in the principal and supporting measures established in the Raising Attainment Strategy. As previously reported, these explore both *excellence* – raising overall performance for all and *equity* – narrowing the poverty-related gaps in outcomes. Key points highlighted are:

Improvement in attainment particularly in literacy and numeracy

- The proportion of P1s meeting developmental milestones before starting primary school has improved to 82% (from 81% in 2019).
- For primary pupils, achievement of Curriculum for Excellence levels are somewhat lower in P1 and P4 than in the last year recorded (2019). P7 attainment is similar to that seen previously.
- In literacy, school leavers' levels are similar to the virtual comparator (the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both of these aspirations.
- Overall leaver's attainment as measured by tariff score remains above virtual comparator except for the lowest achieving group.

Closing the attainment gap between the most and least disadvantaged

- The poverty-related gap has narrowed in terms of Primary 1s meeting developmental milestones.
- The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7. Clear trends are not yet apparent.
- The poverty-related attainment gap widened somewhat for the school leavers in 2020, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 have increased to 88% and the equity gap for this measure has narrowed.
- Attainment of Looked After school leavers is above the virtual comparator in level 4 numeracy, but remains behind in other measures.

Improvement in children and young people's health and wellbeing

- School attendance is higher than in previous years, and this area remains a focus for further, sustained improvement. Exclusion rates have declined significantly in secondary schools and are also lower in primary schools. More detailed information will be made available following publication of the national Health and Wellbeing census in 2020/21.

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

- Positive destinations and participation in positive activities (16–19-year-olds) are down slightly on previous years, but still remains high at 94% and COVID-19's impact on the wider economy is seen here.
- A greater proportion of leavers without Highers achieved a vocational qualification in 2020.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 529 business partnerships with schools were recorded in 2020/21, an increase of 30 on the previous session.

It is helpful to consider this report alongside the Education and Children's Services Annual Performance Report for 2020/21 which considers the full breadth of services provided in the area, including those supporting children and families in a range of ways which may not relate directly to school-based attainment and achievement but act to support children and young people to achieve their fullest potential.

Introduction

This report is a more detailed response to the legislative requirement to report on performance against the National Improvement Framework in the academic session 2020-21. It is supplementary to the Education Annual Improvement Plan, taking fuller consideration of the PKC Raising Attainment Strategy

> The *Standards in Scotland's Schools etc. Act 2000* (as amended by the *Education (Scotland) Act 2016*) requires education authorities to prepare an annual report describing:
>
> a)   Actions taken to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic, or other, disadvantage.
>
> b)   How the authority has due regard for the views of stakeholders, such as pupils, parents and families when making strategic decisions.
>
> c)   Actions taken to achieve the strategic priorities of the *National Improvement Framework (NIF).*
>
> d)   The educational benefits for pupils resulting from these actions.

This year, in response to the Coronavirus pandemic, an education delivery plan for the return to school was prepared.

The report outlines progress towards each of the priorities identified in the NIF and provides updates on the main actions outlined in the Raising Attainment Implementation Plan against each of these priorities:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

<u>Excellence and Equity</u>

In order to identify if the actions taken to improve our priorities have been effective, measures are aligned to the strategy's two overall objectives.

1. **Excellence** – we strive to improve performance across the board. In simple terms we aim to increase the combined 'average' of all individuals and **raise the line**.
2. **Equity** – we strive to reduce the "gaps" between those disadvantaged in different ways because of their circumstances. In simple terms, we aim to **flatten the line** across groups of different advantage/deprivation.

Measure (y-axis)

Excellence

Equity

More disadvantaged / deprived — Less disadvantaged / deprived
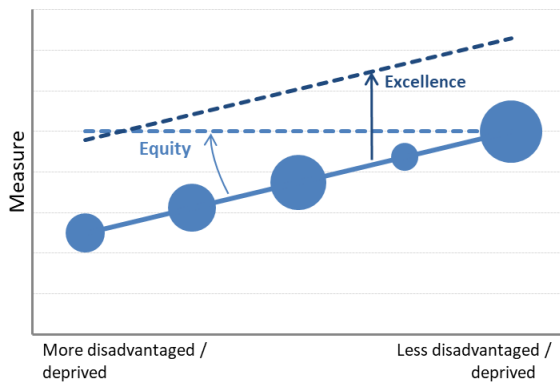
These principles are shown simply above but progress will likely be a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care.

At authority level, the Scottish Index of Multiple Deprivation (SIMD) is used where necessary to understand the effects of poverty, in line with national level approaches. However, for the majority of schools, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially.

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

Pre-School Development

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

Analysis: The proportion of P1s meeting all of their expected developmental milestones has increased in 2021 to 82.0%. The proportion of children assessed as not meeting a development milestone has increased slightly this year. Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected since 2016.

Boys remain more likely to not meet developmental milestones. Emotional development and speech and language are the development areas most commonly not met, followed by attention and behaviour/social development.
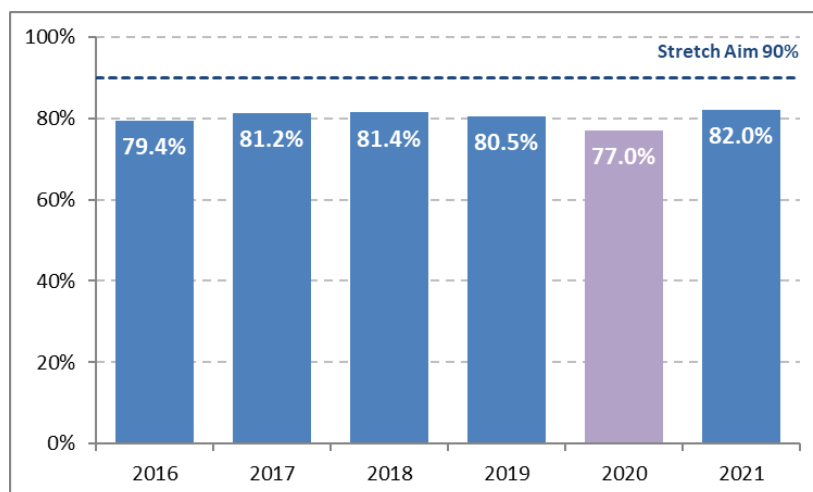
> *This measure has an excellence stretch aim of 90% to be reached. The short-term target for 2020/21 is for a 2-percentage point improvement on 2019, which is close to having been achieved.*

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

## Broad General Education (Pre-school to S3)

Proportion of pupils achieving expected Curriculum for Excellence levels (CfE) of literacy and numeracy at P1, P4, P7 (to 2021) and S3 (to 2019)

Analysis: At P1, P4, P7 and S3, teacher professional judgements are made of achievement of Curriculum for Excellence levels, in literacy (reading, writing, listening and talking) and mathematics/numeracy. Long-term progress in levels achieved is shown across all stages and areas. Overall, writing and numeracy levels remain generally lower than for reading and listening and talking, especially for P4 and P7, and the deprivation-related gaps more persistent, reflecting ongoing priorities for the strategies that have been established for those areas.

Due to the Coronavirus pandemic, this information was not collected and returned to the Scottish Government as an annual return for academic session 2019/20, at all stages. In 2020/21, Scottish Government indicated that the S3 return was not required, to allow schools to focus on the requirements of the alternative certification model for older pupils.

2020/21 overall figures show a mixed picture compared with the last year for comparison (2019) and previous to that. In P1, attainment levels are somewhat lower than the previous 2 years in all areas except writing. Figures are above those seen in 15/16 and 16/17. In P4, there are reductions with reading and writing, down by 3 and 4 percentage points respectively, other areas by smaller amounts. At P7, attainment is largely unchanged over the last 3 recorded academic years. Performance in reading and listening/talking remains relatively stronger compared to writing and mathematics/numeracy.

➢ *These measures now have an excellence stretch aim of 85% for all curricular areas and stages.*
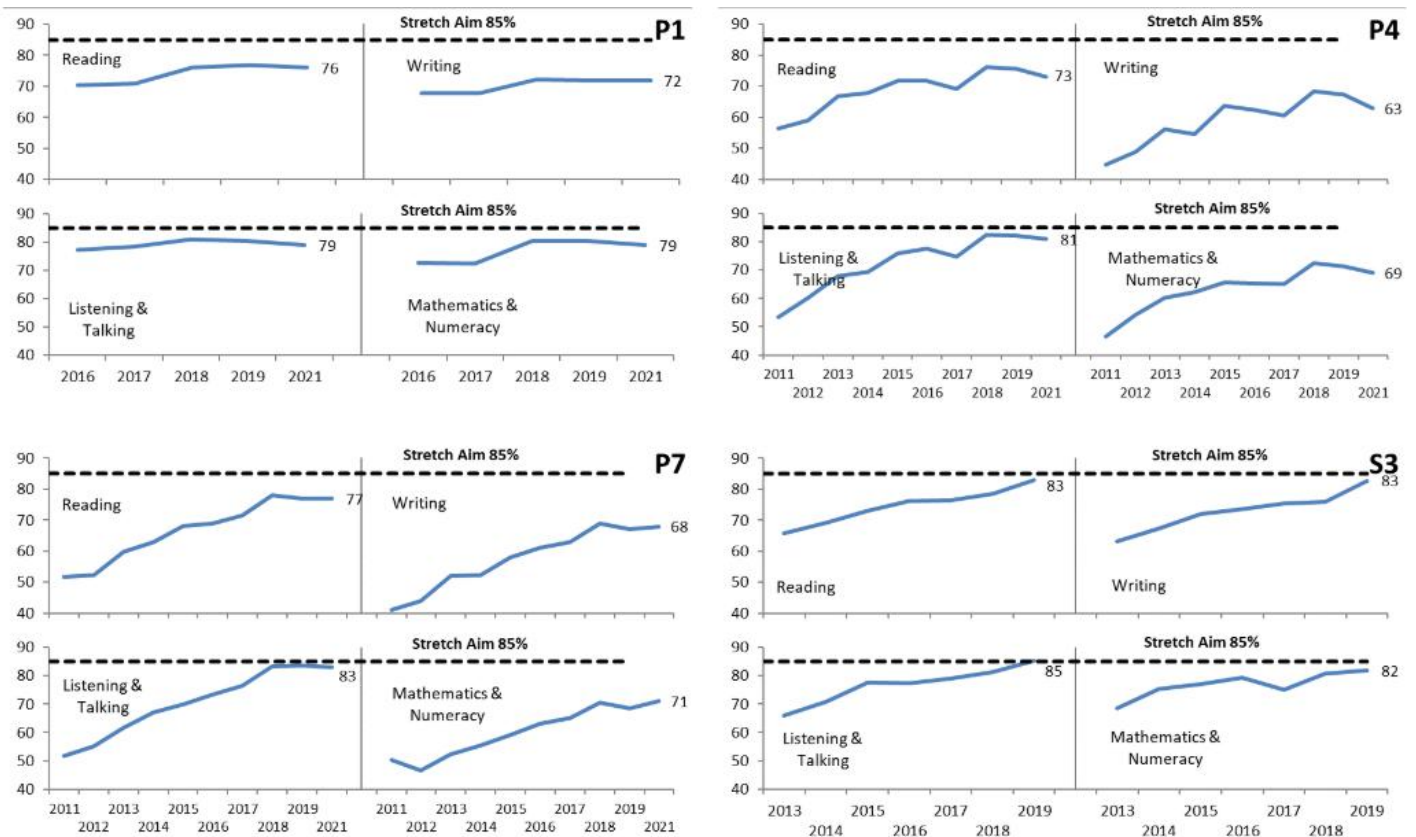
Source: ECS: Data tables are provided in Appendix 1: Table 2. Note that axes are adjusted to aid interpretation

During academic year 2021/22, primary attainment will continue to be tracked closely with predictions undertaken in November and March before levels are recorded finally in May. In secondary S1-S3, the new SEEMiS attainment module, Progress and Achievement, will be further embedded which will enable more detailed tracking and analysis of progress in literacy and numeracy, as well as other curricular areas.

Case Study: Numeracy

The Education Support Team worked in partnership with St. Stephen's Primary School, supported by a Maths Week Scotland Small Grant Fund, to promote the key messages from the Making Maths Count Report to raise attainment in numeracy. The focus was to:

- Transform attitudes to maths; and
- Improve confidence and fluency in maths for children, parents/carers and staff, to raise attainment.

The grant was used to provide '**maths toolkits'** for children which were designed to support learning and teaching using manipulatives and concrete resources. Following the second period of lockdown and remote learning, the class teacher identified fractions and measurement as areas of where children lacked knowledge and confidence.

Pupils worked together in pairs to consider different strategies and approaches to support them in their understanding and increase their confidence. Pupils were encouraged to develop different approaches using concrete and pictorial approaches to support their thinking.

Impact

The survey results from the children a indicated an increase from 50% to 66% using concrete resources to support their understanding of fractions and measure with a rise from 72% to 100% feeling confident in their knowledge of fractions. 88% of children and young people strongly agreed at the end of the project that maths and numeracy skills were important for life.

Some of the children said, 'they liked doing fractions and enjoyed using the maths pack' and 'found the measuring tape useful when I was dividing my page and drawing my plan for the garden'. The class teacher commented 'I have really enjoyed working on the maths project as it has strengthened my teaching and helped the children really understand fractions'

Case Study: Reading

A number of schools in Perth and Kinross have focused on building and sustaining positive reading cultures in 2020-21 as research proves that reading for pleasure has positive impacts on children and young people's attainment across the curriculum, as well as supporting wellbeing, critical thinking, creativity, empathy and resilience.

Children in the Gaelic Medium Education classes in Goodlyburn Primary School have raised attainment and achievement in reading through the development of a strong reading culture. Examples include:

- Making reading a regular part of the school through DEAR (Drop Everything and Read) to support children and young people to choose engaging and challenging books and nurture positive reading habits.
- Ensuring reading is developed across the curriculum, through class novel studies and a wide range of engaging learning contexts.
- Encouraging older pupils to be positive reading role models through shared learning sessions.
- The use of an online reading management and monitoring programme to foster independent reading. The software assesses reading ages and suggests books to match pupils' needs and interests. Pupils then take computerised quizzes to assess reading comprehension.
- Making reading visible in the school environment, including weekly outdoor reading sessions.
- Creating a range of links with families and the local community.
- Using social media to encourage reading for pleasure across the school community and to engage with a wide range of real-life authors.
- High levels of participation in national and local events and competitions, including BBC Authors Live, Bookbug Picture Prize judging, spoken poetry and writing competitions.

Impact of the children's Reading Journey:

- Reading skills and standards have improved significantly, with almost all children making very good progress from prior levels of attainment.
- All children have increased confidence levels and meet their reading targets.
- All children had access to books and were able to continue to read for enjoyment as well as build on their comprehension skills during remote learning.
- Increased enthusiasm and motivation when reading and writing.
- The school achieved national recognition for the varied and sustained approaches they have taken over the past year to develop a positive reading culture.

Senior Phase (S4-S6)

Looking at attainment throughout the Senior Phase (S4-S6 of secondary), the Scottish Government benchmarking tool, *Insight*, assists schools and authorities to support the key principles and purpose of Curriculum for Excellence, drawing together a range of attainment data for analysis. Insight includes the Virtual Comparator (VC) feature, which takes the key characteristics that influence attainment of each Perth and Kinross pupil and matches them to the average of 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the local authority strengths and areas for improvement.

In this section, the attainment of school leavers is considered, this being the national approach to benchmarking performance and attainment achieved across the entire senior phase of S4, S5 and S6.

Note that the **alternative certification model, introduced in 2020 (and the modified approach in 2021), means that results cannot be directly compared with previous years.**

Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5
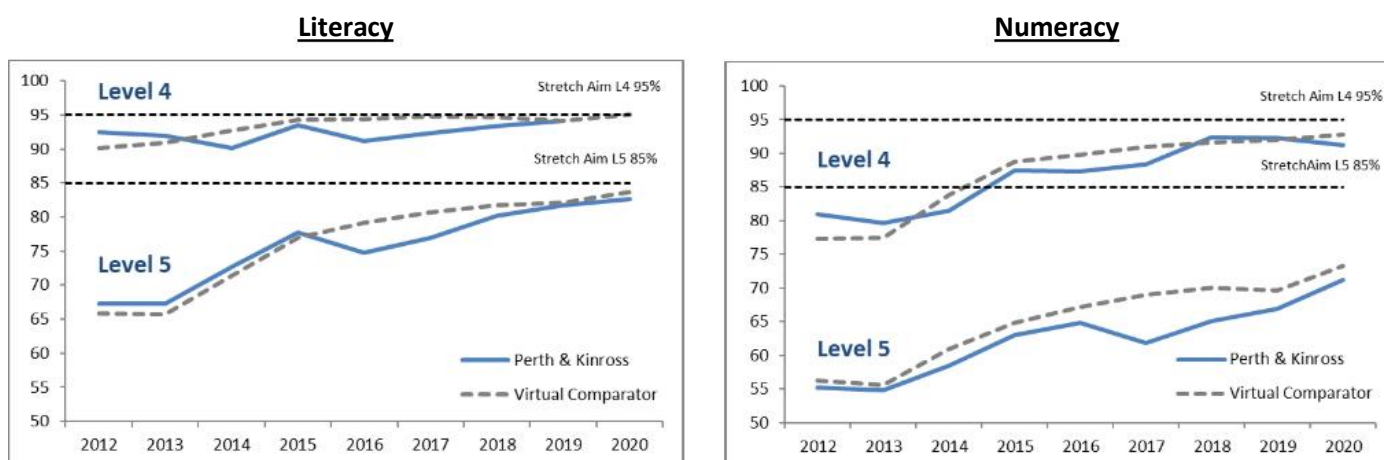
Literacy	Numeracy

Source: Insight. Data tables are provided in Appendix 1: Table 5**Table 5**

Analysis: Reflecting improvements seen in CfE levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing across both SCQF levels 4 and 5. In literacy, levels are similar to the virtual comparator (which is the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both of these aspirations.

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

Insight uses tariff points to compile 'latest and best' attainment for individuals in a way that recognises all types of achievements and awards from a range of providers. Using average total tariff points is a convenient way to produce overall summary measures of attainment.

Analysis: Overall the average tariff points have remained relatively steady but have increased in 2020 (which is not directly comparable to previous years). The average is also consistently higher than the authority's virtual comparator, other than the most recent results in the Lowest Achieving 20% group where it is generally similar, highlighting the continued focus needed on this group of children and young people.
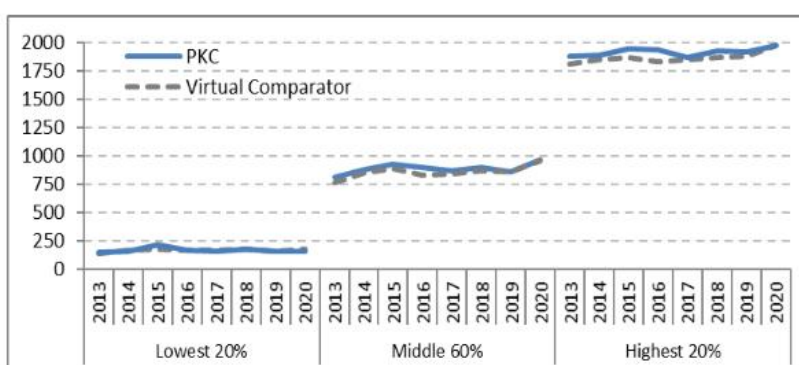

Total tariff points will be strongly related to the stage of leaving school so comprises just one aspect of a complex picture of overall senior phase attainment.

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> *This measure has an excellence stretch aim of a 5% increase in tariff points from the 2019 base. This has been met for the middle 60%. The shorter-term target is to match/exceed the virtual comparator, which has largely been met. 2020, is not directly comparable to previous years.*

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

Attainment Breadth and Depth - School-Leavers

This measure considers the number and level of qualifications achieved by school leavers (irrespective of stage of leaving) and is commonly referred to as breadth and depth. The measures used are 5 or more awards at SCQF Level 5, 1, 3 and 5 awards or more at SCQF Level 6 (Higher) and 1 or more award at SCQF Level 7 (Advanced Higher).
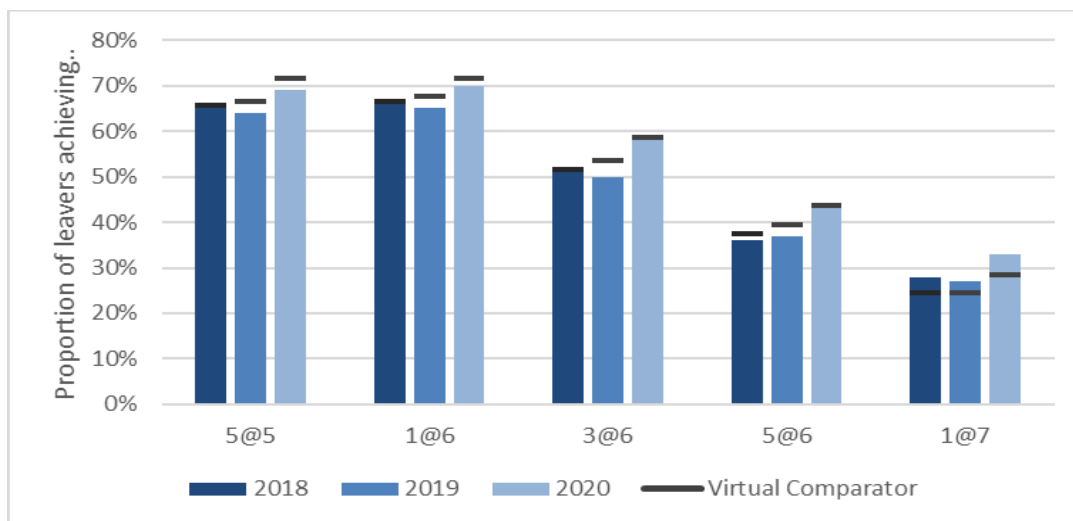
> *This measure has an excellence stretch aim of a 5-percentage point increase from the 2019 base. This has been met, however 2020 is not directly comparable to previous years and so the stretch aim will remain for future years.*

> *Considering the virtual comparator (VC) for individual years, which is a fairer comparison because of the differences in 2020, the VC was met or exceeded at the higher level of qualifications but has been slightly below this for 5 @5 awards and 1 Higher.*

Source: Insight. Data tables are provided in Appendix 1:Table 8**Table 1**

The renewed Raising Attainment Strategy (RAS) and implementation plan has been developed by the Raising Attainment Board (RAB) setting out clearly the focused priorities for PKC and schools, particularly on tackling the poverty-related attainment gap. This supports a collective understanding of key performance measures, including annual targets and overall stretch aims as detailed in this report.

Pre-School Development

Looking at pre-school developmental milestones, in 2021 there has been a reduction in the gap between ACORN 4/5 and 1 and it is some way towards the stretch aim of 5% percentage points between these two groups. However, there is a slightly lower overall development of children least affected by poverty (from previously higher levels), as well as better outcomes for those children from more challenging backgrounds. Both factors have had some effect here.

Pre-school development milestones: Gap between ACORN 4/5 and 1 children meeting all milestones
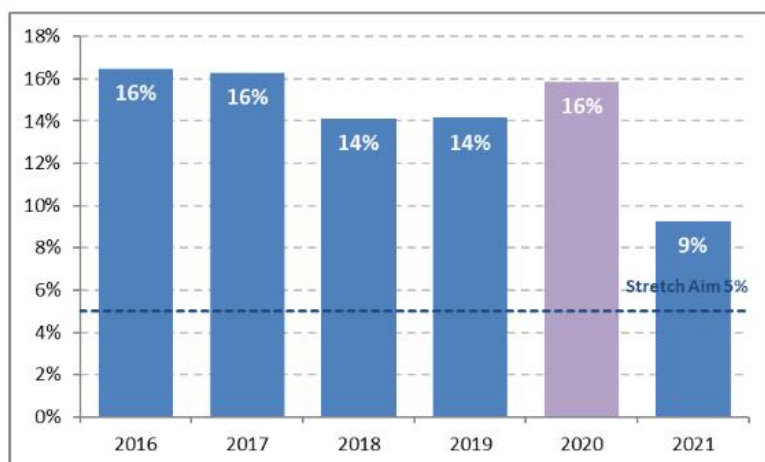
In 2021, 85% of ACORN 1 children met all milestones 76% of ACORN 4/5 children. The difference provides this equity indicator of 'gap'.

Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected since 2016.

➢ *This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to 5% and a short-term target of reducing by 2% which has been met in 2021.*

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

Broad General Education (P1 – S3)

There are poverty-related gaps at all stages/levels of CfE. There are indications that the gap in writing levels is proving more persistent and slower to close for all ages as well as numeracy levels for older pupils. The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7. However, clear trends are not yet apparent.

➢ *This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to 5 percentage points. For reference purposes, all figures, including SIMD-based gaps, are included in Appendix 1: Table 4. No update for S3 as data collected in 2020/21.*

CfE Levels: Percentage point gap between ACORN 4/5 and 1 at P1, P4 and P7

P1 – Early Level
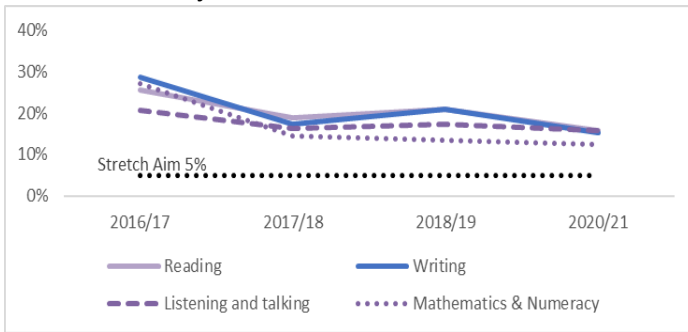
P4 – First Level

P7 – Second Level
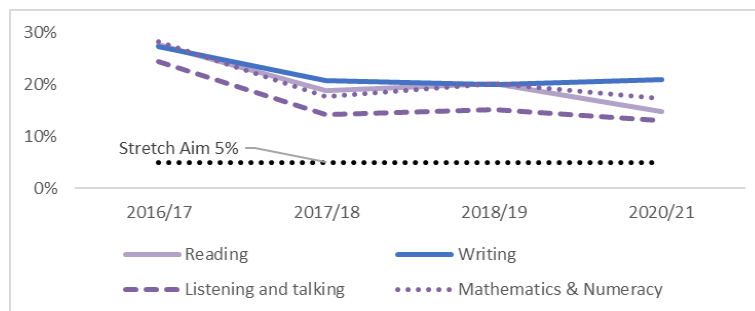
Source: ECS. Data tables are provided in Appendix 1:
Table **3Table 1**

As part of our Covid recovery strategic staffing we are adopting a targeted approach based on a small number of proven interven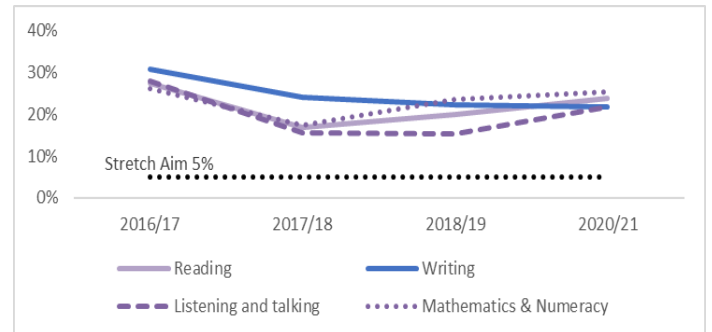tions to improve literacy and numeracy outcomes for those children who are most likely not to achieve the relevant literacy and numeracy milestones.

Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, the equity gap in attainment in Literacy and Numeracy for school leavers has widened in 2020, particularly at SCQF level 5, after reductions in the 2019 leaver's cohort.

Leavers' literacy and numeracy – size of the gap between ACORN 4/5 and 1
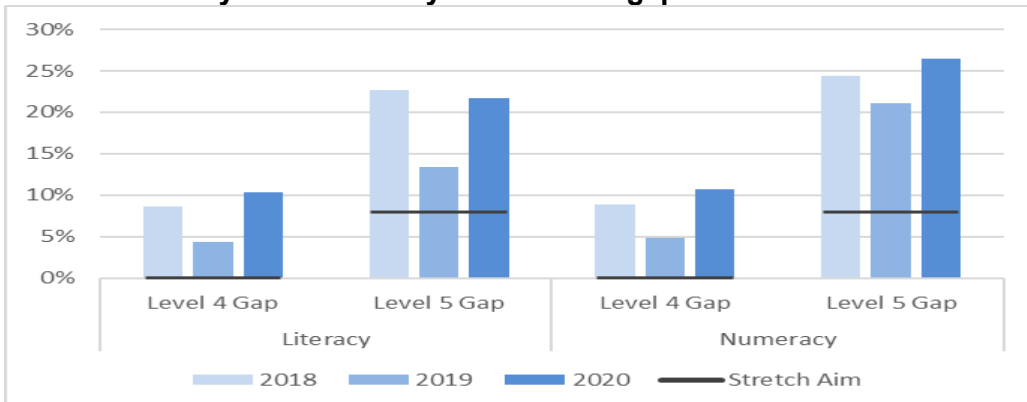
➢ *For the new strategy, this stretch aim is to reduce the gap between ACORN 4/5 and ACORN 1, removing the gap completely for Level 4 and a residual gap of 8% for Level 5.*
➢ *SIMD figures indicate minimal change at Level 4 but some improvement at Level 5 in both literacy and numeracy (SIMD data in appendix for reference).*

Source: Insight. Data tables are provided in Appendix 1: Table 5 - Table 6

Case Study: Closing the gap

In this example, Forgandenny Primary School's PEF funding was appropriately used to remove barriers, promote inclusion and equity with the provision of focused support in classes. A PEF funded pupil support assistant (PSA) worked closely alongside vulnerable children to help them experience success in their learning and to make steady progress in attainment. The PSA provided 1:1 support in targeted interventions, as well as in-class writing support and planned health and wellbeing 'bubble time'.

Identified cohorts of children were taught using specially purchased Talisman reading resources which supported skills across literacy, providing well matched challenge within age and stage appropriate texts. All reading books were levelled using Accelerated Reader and Lexile Levels to ensure progression through the selection of novels available. New texts were purchased to maintain a fresh approach.

The PKC Planning Closing the Gap Toolkit and tracking data was used to track and monitor the effectiveness of targeted interventions including Wave Three, Colourful Semantics, Talisman reading resources, Dyslexia portfolio, fine-motor skills groups, Power of Two and Toe by Toe.

Children benefitted from targeted 1:1 and supported group work, which included built in time to support their health and wellbeing. It was observed that having received additional support, children were better able to self-regulate their behaviour. This resulted in less disruptions to teaching time and an improved readiness for learning.

Progress for individual children could be seen in attainment tracking, assessments and class jotter work. Evidence demonstrated that these well-planned interventions were resulting in successfully closing gaps for identified children with some gaining up to 6 months progress.

The school also provided universal approaches in relation to health and wellbeing for all children and young people, which was supported by all staff including the PEF funded Pupil Support Assistant. Positive Mental Health is a high priority at the school and was the basis of a whole school learning context based on 'reconnection'.

Staff worked well with children, parents, and partners, both in the local community and wider community. Partners report the continued strong relationships with the school, for example, links with the variety of allied health professionals in supporting improvements for children and young people and staff in the school and links with the PKAVS Walled Garden which aimed to support the mental health and wellbeing of children and young people and staff.

Average Total Tariff Score of school leavers

Analysis: Looking at the ratio between ACORN 1 tariff points and ACORN 4/5 provides an understanding of the relationship between the two and the extent of the poverty-related attainment gap.

➢ *In 2019, the ratio was 1.84:1 (close to two times the total tariff points). Reducing this ratio to 1.5 is the stretch aim with 1.7 the intermediate target. 2020 saw a slight widening of this gap to 1.86.*

Ratio of ACORN 1 to 4/5 tariff scores

| 2018	2019	2020
1.80	1.84	1.86

Source: Insight. Data tables are provided in Appendix 1: Table 7**Error! Reference source not found.**

Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 88% of S4 pupils from 2019/20 stayed on to S5 the following year, an increase over the last two years. The increase has been greatest for boys (up to 85% from 81%) than girls (89% to 91%) which has the effect of reducing the gap between these two. The staying on rate this year from S5 to S6 has also increased from 68% to 75%. The equity gap remains larger for this transition. The effect of the COVID-19 pandemic on the opportunities and options outwith school education may have had an impact on these rates.

There is a clear relationship with deprivation, with pupils from more deprived areas being less likely to stay on, which influences overall attainment and achievement. A slight closing of this gap is evident in the latest year measured. As this figure is no longer collected nationally benchmarking is problematic.

➢ *The 2020/21 target has been achieved and the authority wide aim is to stretch this further to 90%. The percentage point gap between ACORN 4/5 combined and ACORN 1 has reduced to 10% from 12%, meeting the 2020/21 target. The stretch aim remains 5%.*
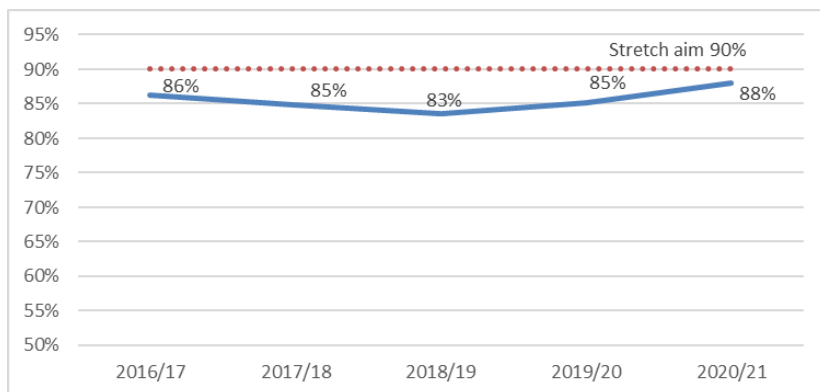
Source: ECS/SEEMiS. Data tables are provided in Appendix 1: Table 8

Looked After Children/Young People and Vulnerable Groups

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

The trends in attainment of Looked After young people are generally in line with the virtual comparator, which is the attainment of the general pupil population from a similar deprivation background, gender and stage of leaving school, although Level 4 literacy is consistently lower, but improving steadily and closing. Numeracy levels have improved and are now above the virtual comparator.

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

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

Literacy
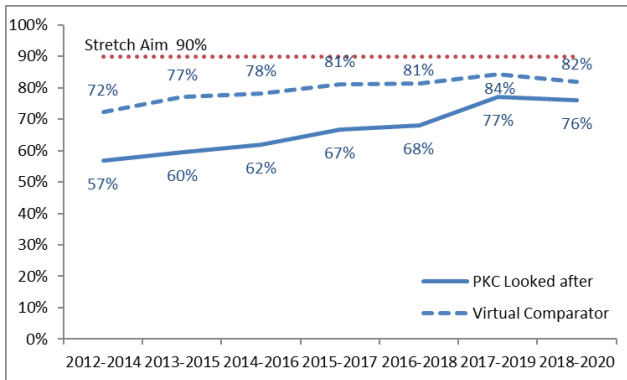
Numeracy
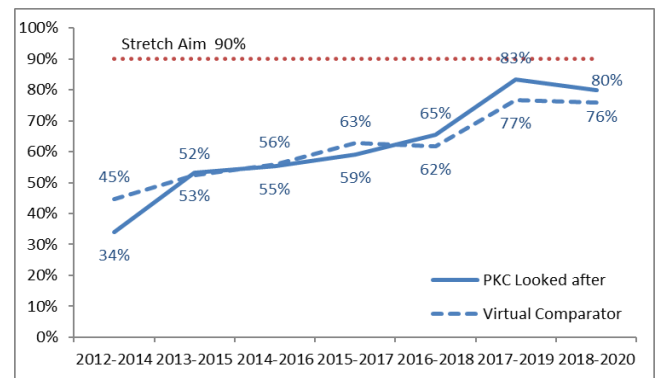
Source: Insight. Data tables are provided in Appendix 1: Table 10

➤ *These measures have an excellence stretch aim of 90% and a shorter-term target of matching/exceeding the virtual comparator. For numeracy, the latter has been reached but continued efforts will be required to ensure this is maintained, and also reached in literacy.*

Considering the attainment of **EAL** school leavers (with English as an additional language) over 2018-2020, the proportion achieving Level 4 literacy and numeracy is slightly lower (at 83%) than those with English as a first language (88%). At Level 5, the gap is slightly wider (52% and 66% respectively).

Average total tariff points for Looked After school leavers
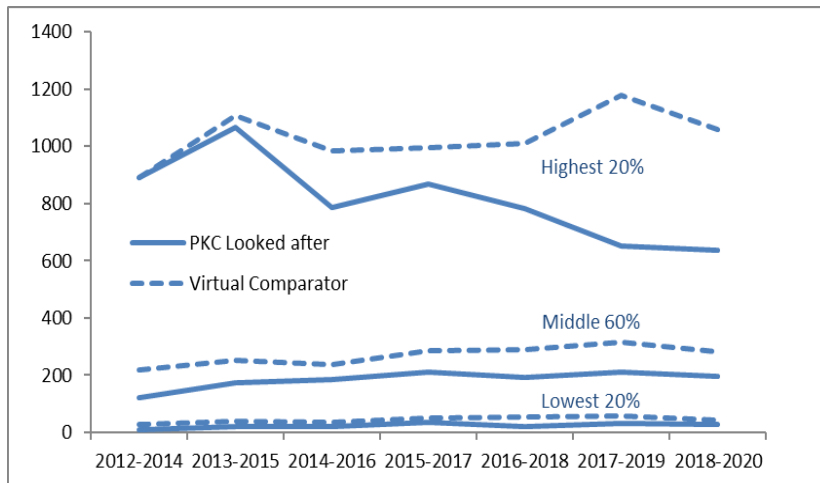
As with Literacy and Numeracy above, the trend in the attainment of Looked After Young People as measured by tariff points (which indicate overall attainment) it is generally lower than the Virtual Comparator showing the continued focus for improvement for this group of children and young people, especially at the higher end of attainment. Even with a 3-year average, these figures are sensitive to the variation present in a small cohort.

➤ *A stretch aim of achieving the all-leavers total points has been established with a short-term target of meeting the VC.*

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

Again, with **EAL** children and young people, overall tariff points (2018-2020 combined) of school leavers are lower than those with English as a first language by around 35% for the lowest and middle 60% attainers and 17% for the highest attaining 20%.

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

A Health and Wellbeing Strategy sub-group has worked with Education Scotland and academic partners to enhance practice and be able to recommend specific tools for use in schools. A consultation exercise took place with specific schools to look at the 'Glasgow Wellbeing and Motivation' toolkit and materials for late Primary and Secondary stages. A small pilot group was set up and undertook an initial review, with next steps identified to support authority wide implementation and collation.

Over the course of 20/21 the Tayside framework for 'Counselling in Schools' was implemented, starting with a full procurement exercise in the autumn. A Tayside 'Counselling in Schools Co-ordinator' was appointed and the contracts were awarded in November 2020, with counsellors beginning in schools from then on. By Easter, all LMGs within Perth and Kinross had a counsellor in place, with counselling providers adapting their service to digital methods where appropriate to do so. With the return to school, most counselling is now taking place face to face. Work continued through the Co-ordinator and a local steering group on an implementation framework for schools, with associated professional learning offered to ensure effective implementation at school level. A comprehensive evaluation programme has been instigated with quarterly reporting, over the course of 21/22 as the data is built up, this will give the ability to report on outcomes for young people. Initial indications are that the provision of counselling is making a really positive difference in schools through adding to the range of supports to promote emotional and mental wellbeing. This is exemplified at an individual level through the following case study from a PKC school:

Case Study

Young Person 'G' – an able S6 pupil who was presenting with anxiety in school including experiences of panic attacks and feelings of worthlessness, despite being a very able student. Counselling helped G understand that the root of her anxiety was in her mum's health diagnosis and her feeling of not being in control. Counselling supported G to understand her feelings of helplessness and the number of panic attacks decreased, enabling G to be in class more often. G is now at university studying to become a teacher.

Leadership Learning Sets were also introduced, with five learning sets running for 21 Headteachers. These covered the themes of 'Punctuating the Positives' and 'Recovery or Regrowth'. Feedback from these opportunities has been overwhelmingly positive. Following on from 'Resilience for Exams' and taking cognisance of developments in neuroscience this work evolved into a suite of 'Optimising Student Success' materials developed by the EPS for use in Secondary Schools.

Sway presentations for staff, and pupils and parents and a top tips poster were created to reinforce key messages for young people. Following the impact of COVID school closures, changes to the SQA exam diet and concerns over 'assessment anxiety', the materials were adapted to support assessments more broadly and study skills specifically, incorporating strategies for anxiety management. Discussion is currently underway with three pilot secondary schools to develop these materials further next academic year. A Digital Resilience and Online Safety Resource Bank, linked across levels within CfE was compiled and shared with schools to support the planning and delivery of aspects of the H&WB curriculum.

Following on from previous consultation work with PKC young people, a local mental health pathway has been developed. Work to ensure impactful use of the Covid mental health monies led to establishment of a range of projects including improving young people's awareness of support, addressing anxiety related school attendance difficulties and a grant system for third sector organisations.

A series of video vignettes to support parents anxious about the return to school were produced. These have reached up to 1317 views online and feedback from schools and community link workers has been positive.

A webinar for use with parents and staff on wellbeing and anxiety was developed and sent out to all parents in one secondary school and followed up with a drop-in session for parents. It has since been replicated in workshops with two further secondary schools. This webinar has currently been viewed 324 times; parents have reported it as being useful.

Perth and Kinross staff have contributed to 'Connected Tayside': An Emotional Health and Wellbeing Strategy for Children and Young People (2020 – 2023). This TRIC strategy is built around 7 principles for action, arising from a comprehensive consultation exercise undertaken with children and young people. Following work on an Emotionally Based Absence Framework last session and discussion with partner agencies in Perth and Kinross and NHS Tayside, the Framework was amended to incorporate learning. This now provides more consistent and effective responses to supporting pupils with attendance within PKC schools. Given the recognition of the Framework's applicability to supporting the attendance of all pupils, and not just those presenting with Emotionally Based Absence, it has been renamed the 'Staged Intervention Framework for Attendance'. A draft implementation plan was drawn up with timescales to support a roll out of the framework across PKC schools.

Case Study: Emotion Works

Within Coupar Angus Primary School, it was identified that some children needed more in-depth support on return to in-school learning. The Emotion Works programme has been a key tool used to support those children having a positive impact in a number of areas.

Data gathered through a variety of methods (eg, focus groups, observations and questionnaires) children, school staff and parents/carers reported that the Emotion Works programme worked well to help the majority of children and those who found it particularly difficult to settle back at school following remote learning.

Staff benefited from Emotion Works training and felt the programme supported their learning and teaching, with more emphasis and time invested in wellbeing. Observations and focus groups of children demonstrated that the majority were settled and happy to be back in school.

A baseline comparison (from September 2020) indicated that children were more aware of their emotions, a wider range of emotions and the language to talk about them. Most children benefited from being able to talk about their feelings and use some regulation strategies resulting in the majority being able to settle back into the school routine. Children were involved in developing a toolkit of what to do when things 'go wrong'.

Tracking meetings show the majority of children and young people who were impacted most by the remote learning period are either back on track or have remained on track in their learning.

Parents/carers voiced to the school that mental HWB continues to be a priority for them and their children. The school have taken this into account for improvement planning session 2021-22, continuing the use of Emotion Works.

School Attendance and Exclusion

School Attendance

Analysis: Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. Attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response. 2020/21 attendance is higher but was recorded differently with all remote learning during Term 3 recorded as attendance unless a school was advised that a pupil was unable to participate in learning. A return to "normal" attendance recording for a full year is required to understand longer-term trends.
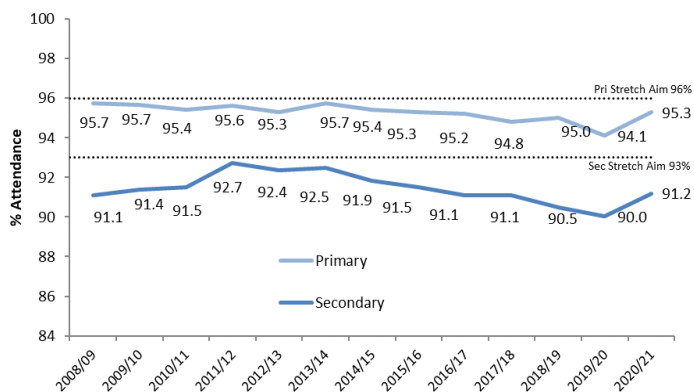
➢ *This measure has an excellence stretch aim of 96% attendance in primary and 93% attendance in secondary, with interim targets of 95.5% and 91.5% respectively.*

Source: ECS Data tables are provided in Appendix 1: Table 12

School Exclusion

Analysis: The number of exclusions from school continues to reduce in both primary and secondary and in the latter has almost met the stretch aim of 20 per 1000 pupils. 2019/20 is an annualised estimate due to the shortened academic year in school and shows a reduction and 2020/21 may have been influenced by periods of school closure and remote learning.
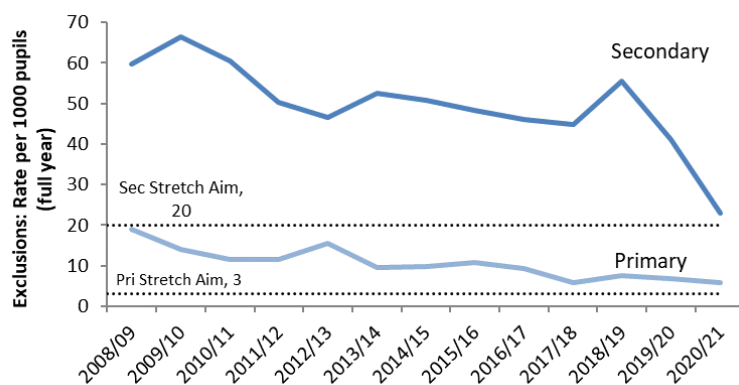
➢ *This measure has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendances in secondary. These are more stretching than previous targets.*
➢ *The equity gap has closed in both primary and secondary and has met the previous stretch aim in primary and the short-term target in secondary.*

Source: ECS Data tables are provided in Appendix 1: Table 13

Looked After Children and Young People

School Attendance

The attendance of looked after young people is generally lower than their peers. The difference is generally smaller at primary school but increases in secondary and is greatest for those looked after at home. There may be a range of influencing factors in attendance including looked after status. This remains a key focus for the service.

Attendance 2017/18 – 2019/20 combined	Primary	Secondary
Looked after away from home	95%	91%
Looked after at home	89%	71%
Previously Looked after	93%	82%
Not looked after	95%	91%

School Exclusion

Exclusions of Looked After children and young people have reduced in the same way as the wider pupil population shown above. In 2020/21, there were 11 exclusion incidents of looked after children/young people, compared to 24 in the previous year. All related to children and young people who were looked after away from home. The exclusion rate for looked after children and young people over the years 2018/19 – 2020/21 remains higher than those who are not looked after.

Case Study: Wellbeing Provision

Blairgowrie High School used their PEF funding to extend their Wellbeing Provision to provide nurturing approaches, supporting families to:

- Recognise barriers that are present, for their child and as a family;
- Build positive working relationships with school;
- Become aware of the support they are entitled to;
- Attend school on a more regular basis; and
- Manage morning routines.

Impact

Almost all young people attending the Wellbeing Provision have shown a reduction in truancy levels and an improvement in attendance levels. For a few young people, access to support in the Provision has enabled them to achieve national qualifications which they may have not achieved otherwise.

Over the last year the school has seen a steady increase in the number of young people attending the Provision at break and lunch times. All senior phase students accessing it are either returning to school next session or have secured a positive destination.

In almost all cases, families have engaged well with staff in the Provision who have called home or visited home, whether that is to offer some family support, drop off/collect work or have an informal catch-up with family. House Teams are increasingly making use of the Provision as a hub for restarting school refusers/low attenders.

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

In session 2020-21, Developing the Young Workforce (DYW) Co-ordinators were appointed in each school and are now reporting on a range of Scottish Government Key Performance Indicators, in collaboration with the regional board, as part of the network of local partnerships. While positive destinations fell slightly this year, our participation measures remained buoyant, more young people elected to stay on at school post 16 and more courses were delivered virtually in our Senior Phase by ourselves and partners at University of the Highlands and Islands (UHI) Perth College.

The virtual campus was further developed as part of the 'anywhere any time' learning offer and the initial prospectus is for four courses supplementing the wider curriculum. Virtual Learning Regents have been appointed at each school to support the digital offer and online learning.

Curricular Pathways in all secondary schools offer opportunities for vocational learning, often in partnership with the Further Education Sector. Additional funding in session 2021-22 will allow greater opportunities to develop virtual learning and further widen and strengthen the Senior Phase curricular offer.

Effective partnership takes place between schools, Skills Development Scotland, colleges, universities, employers and the DYW Board. A total of 523 business partnerships with schools were recorded in 2020-21.

There are strong and effective partnerships with Skills Development Scotland (SDS) locally, helping to grow further the very positive destination and participation figures discussed below. COVID-19 presents a challenge to the local and national labour market. Individual schools and ECS will work closely with SDS, DYW Regional Board and other stakeholders to react effectively to a changing environment.

An innovative Virtual Skills and Careers programme with key local and national partners entitled "Next Steps" has been developed and was rolled out in session 2020/21 in two secondary schools before being adopted as part of the national e-learning offer. In partnership with the DYW Regional Board, the "Class of 2020", a group of local young people who are employed locally, have been working closely with young people in schools on future employment and learning pathways.

Positive Destinations for Young People

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

Information on the destinations of school leavers is collected by SDS and provides information on the outcomes for young people recorded initially in October, approximately three months after leaving school, supplemented by a follow-up survey in March the following year. School leavers who are engaged in higher education, further education, training, voluntary work, or employment (of any kind) are classified as having a 'positive destination'. Other destinations include school leavers who are taking a "gap" year, are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.
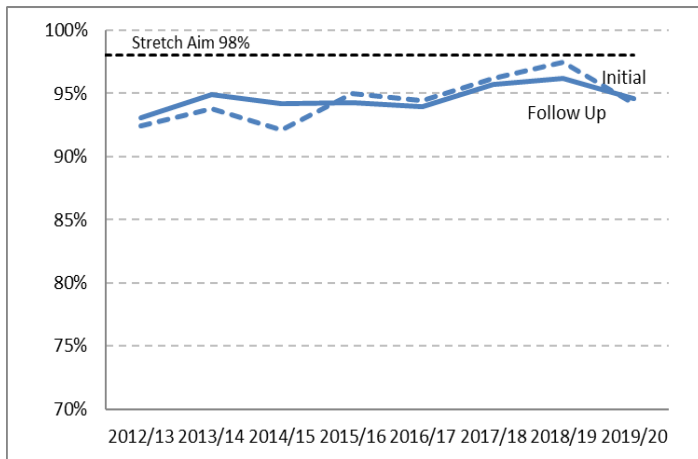
Analysis: The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. In 2019/20, the figures will have been impacted by the economic and employment effects of the COVID-19 pandemic and are now just below 95%.

➢ *This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.*
➢ *There is a 6% gap between ACORN ossary4/5 and ACORN 1 for 2020, an increase from 3%, and above the target and stretch aim of 3% and 2% respectively.*

Source: Insight; SDS. Data tables are provided in Appendix 1: Table 16

Considering children and young people with English as an additional language (EAL), leavers over the last three years (2018-2020), combined to improve the robustness of comparison, have had a higher rate of positive destination (98%) than those with English as their first language.

Proportion of Looked After school leavers in positive Initial destinations (3-year combined average)

Analysis: Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly.
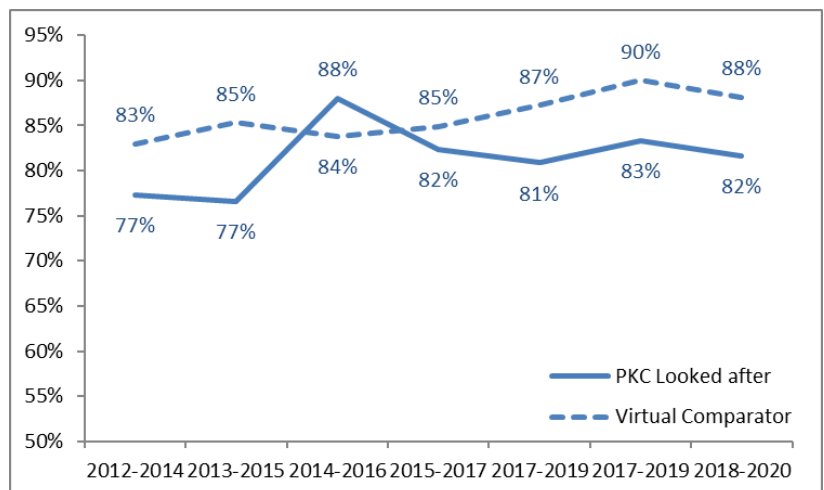
➢ *This measure has a stretch aim of the all-leaver destination figure (as shown above), and an interim target of the VC.*

Source: Insight Senior Phase Benchmarking Tool; Data tables are provided in Appendix 1: Table 17

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

To supplement the school leaver information, SDS also reports the Annual Participation Measure. This measure reports on participation in education, training or employment for all 16–19-year-olds from across the population rather than focusing specifically on school leavers. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average (92.2% in 2021) and the number not participating totals 156 individuals, with 193 unconfirmed.
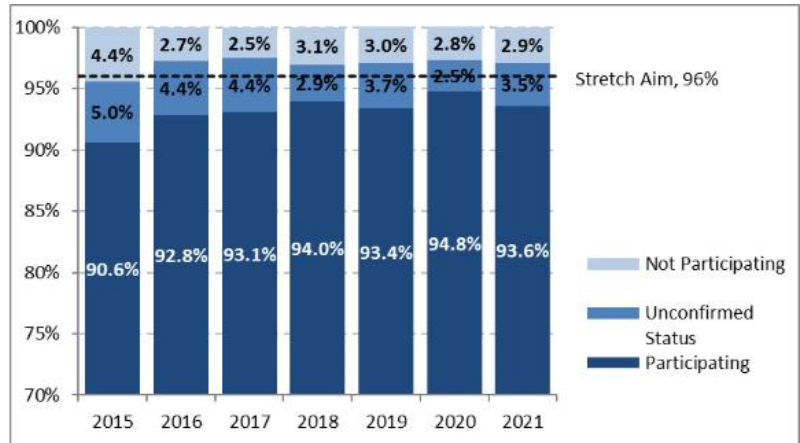
➢ *This measure has a stretch aim of 96%. The interim target of 94% was met but will need to be sustained in future years.*

Source: Skills Development Scotland. More information available from their dashboard. SIMD Data tables are provided in Appendix 1: Table 18**Error! Reference source not found.**

S4/ S5 School Leavers: Highers and vocational qualifications

Some school leavers (especially those leaving after S4 and S5) achieve few or no Higher-level qualifications, which are key to continuing to Higher Education and other destinations. Vocational qualifications (VQ) will have greater importance for these cohorts of leavers. In the latest year (2020), 70% of S4/S5 leavers did not achieve a Higher, and of that cohort of 425, 68% achieved a vocational qualification. This translates to the headline indicator for the new raising attainment strategy of **54% of leavers without Highers who achieve a vocational qualification at any level**, a significant increase on 34%.

➢ *The poverty-related gradient remains persistent in this measure (12%-point gap between ACORN 4/5 and 1), with a stretch aim of 2% and interim target of 5%.*
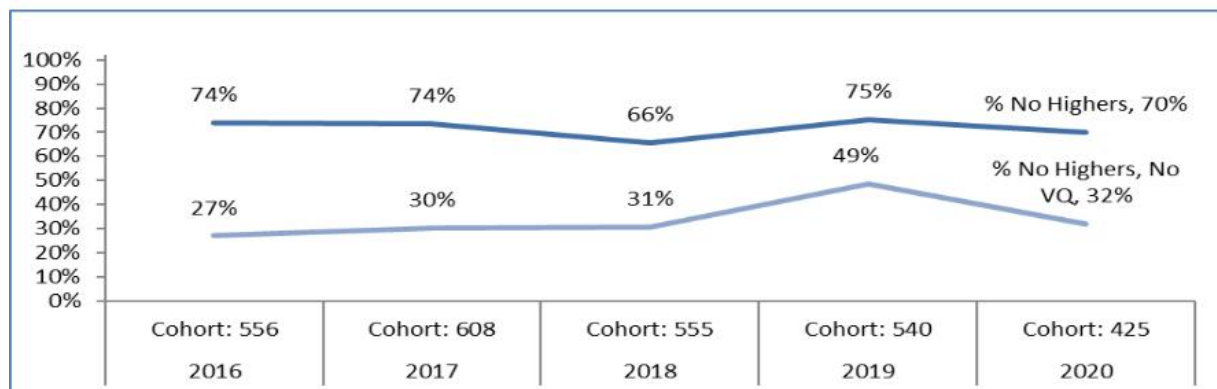
Source: Insight Analytical Dataset/ECS. Data for the overall indicator is provided in Appendix 1: Table 19

19

Case Study: Positive Destinations

Breadalbane Academy has worked to create an inclusive environment in which all young people find a pathway to success. The school offers a range of learning opportunities, both within and beyond the classroom, designed to develop well-rounded individuals ready for life and work. The school actively encourages pupils to engage with the world of work in all areas and interests. These happen at every age and stage of their school career from P1 - S6, giving pupils a wide breadth of ideas and inspiration.

The school's 'Guarantee' sets out a range of skills development opportunities which all young people in the BGE will experience. This includes activities specifically aimed at developing employability skills, but also covers a wide range of other activities, such as outdoor, citizenship and cultural experiences. Increasingly, the school is cross-referencing such experiences with classroom learning and skills to encourage pupils to make connections and reflect on pathways.

The school has opened its doors to business partnerships, actively seeking their involvement and looking for new and interesting ways to use a range of expertise to support the already rich educational experiences for children and young people. The school knows its wider community well, which enables them to understand the skills required to live and work in their local area. Collaboration with businesses allows the staff to create projects that specifically develop these important skills.

In the community, self-employment is double that of the city of Perth and this is reflected in the school's curriculum design and rationale. For example, in primary, children and young people undertake projects such as 'Birks Bag Company' - Enterprising Schools. In S1/2, pupils engage in weekly enterprise activities supported by Business Gateway.

Collaboration with partners is a key principle in the school's curriculum design and they have worked with local and national employers to co-design the curriculum. Staff have links with over 50 organisations and a robust network of partners with 3-5 year 'partnership agreements' in place. The creative approach towards partnership with employers has been highlighted on the Education Scotland Website.

Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

Table 1: Pre-school Development Milestones: Proportion of P1 meeting all milestones

	2016	2017	2018	2019	2020	2021
Perth and Kinross	79.4%	81.2%	81.4%	80.5%	77.4%*	82.0%

*Not considered part of the time series due to COVID-19 lockdown

	2016	2017	2018	2019	2020	2021
Gap between ACORN 4/5 and 1	16%	16%	14%	14%	16%*	9%

Broad General Education

Table 2: Proportion of Roll meeting expected CfE Levels (not collected in 2019/20. S3 not collected in 2020/21)

Stage	Area	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2020/21
P1 – Early Level	Reading	-	-	70%	71%	76%	77%	76%
	Writing	-	-	68%	68%	72%	72%	72%
	Listening & Talking	-	-	77%	74%	81%	81%	79%
	Maths & Numeracy	-	-	73%	72%	80%	80%	79%
P4 – First Level	Reading	68%	72%	72%	69%	76%	76%	73%
	Writing	55%	64%	62%	61%	68%	67%	63%
	Listening & Talking	69%	76%	78%	75%	82%	82%	81%
	Maths & Numeracy	62%	65%	65%	65%	71%	71%	69%
P7 – Second Level	Reading	63%	68%	69%	71%	78%	77%	77%
	Writing	52%	58%	61%	63%	69%	67%	68%
	Listening & Talking	67%	70%	73%	77%	83%	84%	83%
	Maths & Numeracy	55%	59%	63%	65%	70%	68%	71%
S3 – Third Level	Reading	69%	73%	76%	76%	79%	82%	-
	Writing	67%	72%	73%	74%	73%	82%	-
	Listening & Talking	71%	77%	77%	79%	80%	84%	-
	Maths & Numeracy	75%	77%	79%	75%	80%	82%	-

Table 3: CfE Levels: Gap between ACORN 4/5 and 1

Stage	Area	2016/17	2017/18	2018/19	2020/21
P1 – Early Level	Reading	26%	19%	21%	16%
	Writing	29%	17%	21%	15%
	Listening & Talking	21%	16%	17%	16%
	Maths & Numeracy	27%	14%	14%	13%
P4 – First Level	Reading	27%	17%	20%	24%
	Writing	31%	24%	22%	22%
	Listening & Talking	28%	16%	15%	22%
	Maths & Numeracy	26%	17%	23%	25%

Stage	Area	2016/17	2017/18	2018/19	2020/21
P7 – Second Level	Reading	28%	19%	20%	15%
	Writing	27%	21%	20%	21%
	Listening & Talking	24%	14%	15%	13%
	Maths & Numeracy	28%	18%	20%	17%

Table 4: CfE Levels: P1, P4 and P7 Stages combined by SIMD Quintile

Reading	2016/17	2017/18	2018/19	2020/21	Writing	2016/17	2017/18	2018/19	2020/21
Quintile 1	47%	60%	61%	57%	Quintile 1	41%	54%	54%	51%
Quintile 2	58%	65%	66%	64%	Quintile 2	49%	55%	59%	56%
Quintile 3	69%	78%	74%	74%	Quintile 3	62%	71%	66%	64%
Quintile 4	76%	79%	81%	78%	Quintile 4	69%	72%	72%	70%
Quintile 5	76%	84%	82%	82%	Quintile 5	71%	77%	76%	75%

Listening & Talking	2016/17	2017/18	2018/19	2020/21	Maths & Numeracy	2016/17	2017/18	2018/19	2020/21
Quintile 1	57%	69%	71%	64%	Quintile 1	46%	62%	56%	58%
Quintile 2	65%	76%	73%	70%	Quintile 2	56%	64%	65%	63%
Quintile 3	76%	81%	81%	80%	Quintile 3	66%	75%	71%	70%
Quintile 4	82%	84%	85%	84%	Quintile 4	72%	75%	77%	75%
Quintile 5	82%	88%	86%	87%	Quintile 5	74%	80%	78%	80%

Senior Phase (S4 – S6)

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

Literacy		2013	2014	2015	2016	2017	2018	2019	2020
Level 4	Perth & Kinross	92%	90%	93%	91%	92%	93%	94%	93%
	Virtual Comparator	91%	93%	94%	94%	95%	95%	94%	95%
Level 5	Perth & Kinross	67%	73%	78%	75%	77%	80%	82%	83%
	Virtual Comparator	66%	71%	77%	79%	81%	82%	82%	84%
Numeracy		**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Level 4	Perth & Kinross	80%	82%	87%	87%	88%	92%	92%	91%
	Virtual Comparator	77%	84%	89%	90%	91%	92%	92%	93%
Level 5	Perth & Kinross	55%	58%	63%	65%	62%	65%	67%	71%
	Virtual Comparator	56%	61%	65%	67%	69%	70%	70%	73%

Table 6: School Leavers Literacy and Numeracy: Gap between ACORN 4/5 and 1.

		2018	2019	2020
Literacy	Level 4 Gap	9%	4%	10%
	Level 5 Gap	23%	13%	22%
Numeracy	Level 4 Gap	9%	5%	11%
	Level 5 Gap	24%	21%	26%

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

		2013	2014	2015	2016	2017	2018	2019	2020
Perth & Kinross	**Lowest Achieving 20%**	150	158	216	167	159	173	161	154
	Middle 60%	813	877	928	897	868	892	853	968
	Highest Achieving 20%	1877	1888	1940	1931	1865	1921	1916	1974
Virtual Comparator	**Lowest Achieving 20%**	139	170	179	168	171	173	153	174
	Middle 60%	762	851	882	833	843	867	857	949
	Highest Achieving 20%	1812	1845	1864	1827	1848	1866	1871	1974

Table 8: School leavers' breadth and depth of Attainment (A-D Awards)

% of leavers achieving ..		2018	2019	2020
5+@5	**Perth & Kinross**	66%	64%	69%
	Virtual Comparator	65%	66%	71%
1+@6	**Perth & Kinross**	67%	65%	70%
	Virtual Comparator	66%	67%	71%
3+@6	**Perth & Kinross**	51%	50%	58%
	Virtual Comparator	51%	53%	58%
5+@6	**Perth & Kinross**	36%	37%	43%
	Virtual Comparator	37%	39%	43%
1+@7	**Perth & Kinross**	28%	27%	33%
	Virtual Comparator	24%	24%	28%

Staying-On Rates

Table 9: Proportion of S4 pupils staying on to S5, by ACORN Category and Gap

	2016/17	2017/18	2018/19	2019/20	2020/21
ACORN 1	93%	92%	90%	91%	92%
ACORN 4/5	79%	77%	76%	79%	83%
Gap	15%	14%	15%	12%	10%

Looked After Children and Young People

Table 10: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4 (3-year average)

Looked After at the time of the Pupil Census

		2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020
Literacy	**PKC**	57%	60%	62%	67%	68%	77%	76%
	Virtual Comparator	72%	77%	78%	81%	81%	84%	82%
Numeracy	**PKC**	34%	53%	55%	59%	65%	83%	80%
	Virtual Comparator	45%	52%	56%	63%	62%	77%	76%

Table 11: Average total tariff points of Looked After school leavers (3-year average)

Looked After at the time of the Pupil Census

		2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
Perth & Kinross	**Highest Achieving 20%**	891	1065	786	868	782	653	636
	Middle 60%	123	172	186	210	191	210	197
	Lowest Achieving 20%	8	21	21	34	19	31	27
Virtual Comparator	**Highest Achieving 20%**	890	1107	986	996	1012	1180	1059
	Middle 60%	219	251	238	286	290	315	284
	Lowest Achieving 20%	29	39	37	51	54	58	44

Stretch aim figures for PKC overall 2018-20 average:

Highest 20%: 1937   Middle 60%: 904   Lowest 20%: 163

Attendance and Exclusion

Table 12: Overall attendance in primary and secondary schools

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	95.4%	95.3%	95.2%	94.8%	95.0%	94.1%	95.3%
Secondary	91.9%	91.5%	91.1%	91.1%	90.5%	90.0%	91.2%

Table 13: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	10	11	9	6	8	7	6
Secondary	51	48	46	45	55	41	23

Table 14: Attendance rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21
Primary	2.7%	3.2%	3.3%
Secondary	6.6%	6.7%	2.9%

Table 15: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21
Primary	9	6	4
Secondary	31	28	23

Positive Destinations

Table 16: Proportion of school leavers with positive initial and follow-up destinations

Measure	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Initial destination	94%	92%	95%	94%	96%	97%	94%
Follow-up destination	95%	94%	94%	94%	95%	96%	95%

Table 17: Proportion of Looked After school leavers with positive initial destinations

Looked After at the time of the Pupil Census

	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020
Looked After school leavers	77%	88%	82%	81%	83%	82%
Virtual Comparator	85%	84%	85%	88%	90%	88%

Table 18: Proportion of 16–19-year-olds in positive participation, by SIMD Quintile and equity gap

Measure	2019	2020	2021
SIMD Q1	87.2%	89.1%	85.9%
SIMD Q5	95.3%	97.2%	95.7%
Gap between Q1 and Q5	8.1%	8.1%	9.8%

Table 19: Proportion of S4/S5 Leavers without Highers who achieve a vocational qualification (at any level)

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of S4 and S5 Leavers	556	608	555	540	425
% of leavers without Highers who achieve a vocational qualification	63%	59%	53%	34%	54%

Glossary

Entry	Explanation
ACORN	A Classification of Residential Neighbourhoods
BGE	Broad General Education
CfE	Curriculum for Excellence
CLPL	Career Long Professional Learning
DYW	Developing Young Workforce
ECS	Education and Children's Services
EEF	Education Endowment Foundation
ELAV	Extended Learning and Achievement Visit
HWB	Health and Well-being
LAV	Learning and Achievement Visit
LMG	Local Management Group
NIF	National Improvement Framework (for Scottish Education)
PEF	Pupil Equity Funding
PLL	Professional Learning and Leadership
QAMSO	Quality Assurance and Moderation Support Officers
QIO	Quality Improvement Officer
RAB	Raising Attainment Board
RAS	Raising Attainment Strategy
RSHP	Relationships, sexual health and parenthood
SCHOLAR	An online learning tool provided by Heriot-Watt University
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SEEMiS	Scotland's Education Management Information System provider
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessment
SQA	Scottish Qualifications Authority
TRIC	Tayside Regional Improvement Collaborative
VC	Virtual Comparator