Improving Lives Together
Ambition I Compassion I Integrity

Education Improvement Plan

2021/22

Achieving Excellence and Equity

Education & Children's Services

PERTH &
KINROSS
COUNCIL

Contents

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.

COVID-19 Pandemic - Impact on Education and Planning for 2021/22

"This has been a year like no other. Our response to COVID-19 has demonstrated the collective strengths of our system, as we worked together to mitigate the worst impacts on our learners."

Deputy First Minister, National Improvement Framework Plan 2021

The last year has been particularly challenging, and the education system has had to adapt to the changing circumstances for children, young people and families as a result of the pandemic, with creativity, flexibility and resilience. The Scottish Government has acknowledged these challenges, whilst recognising the importance of planning for the year to come. Scottish Government guidance is clear therefore, that planning for session 2021/22 should focus on recovery, renewal and improvement, taking account of what schools and Early Learning and Childcare (ELC) settings need based on self-evaluation and the views of stakeholders. It is recognised that reporting on progress will address how schools, ELC settings and the local authority has supported children, families and communities throughout the pandemic, including planning for recovery and supporting remote learning.

In addition, the guidance states that education planning should consider the insights provided by recent national publications and new requirements in relation to incorporation of the UNCRC and launch of The Promise.

The published guidance also provides a clear focus of Improvement Planning and Reporting for this session:

- *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 (if relevant) 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.*

Planning for 2021/22

Purpose of the Perth and Kinross Education Improvement Plan 2021/22: Recovery, Equity, Innovation

> *"Navigating through the pandemic and designing the future of school improvement to support each and every student to develop and succeed will require continued development of capacity, leadership, collaboration, and professional judgement and expertise throughout the system. Valuing, respecting and supporting everyone who is involved is essential."*
>
> *International Council of Education Advisors Report, 17 December 2020*

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 and informs the work of the central school improvement team. There is a structured model of quality assurance activity which includes data analysis, self-evaluation, professional discussion and a planned programme of school visits. Some of this work has had to take place remotely, and there has been an increased focus on ensuring regular supportive virtual meetings with school, service and ELC leaders.

To effectively respond to the impact of the periods of school closure and learning at home, all schools and ELC settings were asked to take some time to reflect on their experiences, challenges, and successes of recent months. This information has informed the priorities they have set out in their Quality Improvement Plans for 2021/22.

Each school and ELC setting prepared and published their individual School or Centre Improvement Plan for 2021/22, in collaboration with their children and young people, parents/carers, and partners. These school-level plans have informed this Annual Education Plan.

While current circumstances require us to continue to plan for recovery, it also provides an opportunity to evaluate our services with a new understanding of resilience, and to build on the valuable lessons learned from managing in unprecedented times. Our focus is to reflect on the economic and social impact that COVID-19 has had on our children, young people, and families, and to ensure that this plan supports recovery, equity and innovation.

Summary of the Perth and Kinross Education Improvement Plan for Session 2021/22

The 2021/22 Education Improvement Plan outlines the high-level areas for improvement for all Education services and schools and is aligned to the 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 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 & Kinross Council's Education & Children's Services to improve attainment and achievement and reduce inequity by prioritising improvement in:

- *inclusive practice;*
- *learner participation/parental engagement/partnership working;*
- *professional Learning and Development for all.*

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 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 2020/21 Plan to identify areas for improvement. It has a focus on what needs to improve 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 changing 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, 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 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.

Planning for 2021/22

In Perth and Kinross, Education Service planning for the next academic year is informed by data, information from children, young people, families and school staff on the impact of Covid, recent research, national reports and new legislation and policy. It will continue to be delivered in the context of COVID-19 recovery and will be informed by the requirements as set out by the Scottish Government.

"It is also important that education recovery is not seen as simply aiming to return Scottish education to the way it was before the pandemic hit. Scotland's response to the pandemic has highlighted the importance of creating a more flexible and resilient system, which can operate just as well in a crisis as it does under more normal circumstances. The need to focus on education recovery support, and build a more resilient system, is reflected throughout the improvement activities set out in this NIF and Improvement Plan."

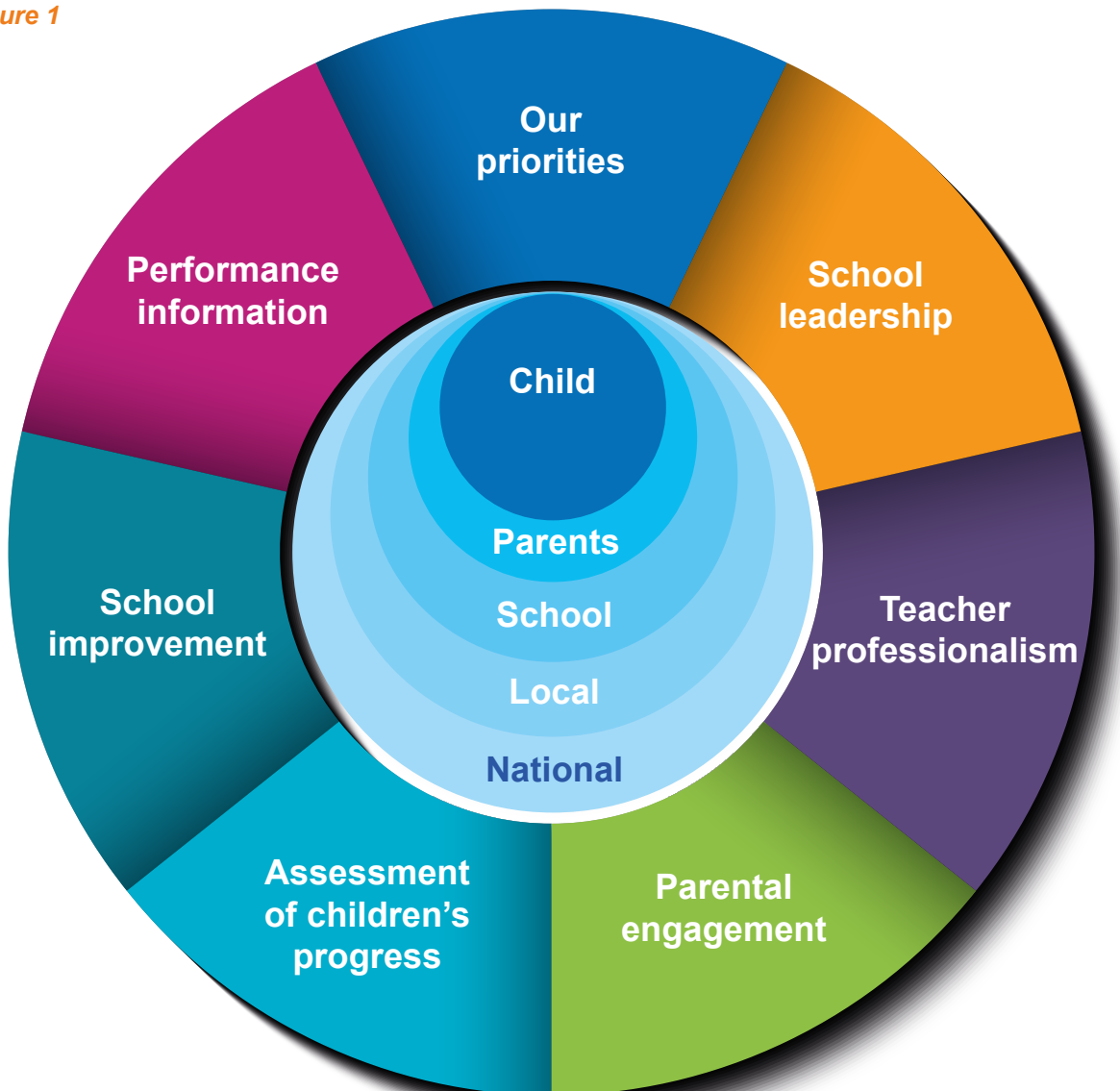*2021 National Improvement Framework and Plan*

National Context

'The National Improvement Framework for Scottish Education: Achieving Excellence and Equity' was published in December 2016 and set out four National Priorities for Education. These are:

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

The 2021 National Improvement Framework and Plan restated that these priorities remain as the key focus for improvement.

Six drivers for improvement were identified as making the difference. Alongside local and national priorities, these drivers are set out in Figure 1.

Figure 1

The delivery of education in Perth and Kinross in 2021/22 will be guided by several new national reports and developments, all of which have had a significant impact on the evaluation and planning for Scottish Education. The most influential of these are listed below and summarised in Appendix 2:

- **Achieving Excellence and Equity 2021: National Improvement Framework and Improvement Plan** 🔗

- **Closing the Poverty-Related Attainment Gap: Progress Report 2016 to 2021** 🔗

- **Equity Audit** 🔗

- **Improving Outcomes for Young People Through School Education** 🔗

- **Improving Schools in Scotland: An OECD Perspective** 🔗

- **Support for learning: All Our Children and All Their Potential** 🔗

- **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 and partner providers), 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. Nearly 70 pupils attend Fairview Special School.

Over 1,400 Perth and Kinross pupils (7.8%) use English as an additional language; 49 home languages are experienced by school pupils, with Polish and Romanian the most common. Nearly 6,000 are recorded as having an additional support need, a third of all those in schools.

The number of children looked after in Perth and Kinross in 2020 was 285. The rate (per 1,000 pop 0-17) is 10.3. This is similar to the comparator average rate of 9.8, and less than the Scotland average rate of 14 (**Looked-after children statistics 2020: 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 authorities.

At the point of the 2020 census 1396 FTE teachers were employed by Perth & Kinross Council across all education sectors and the overall pupil to teacher ratio was 13.5:1, similar to the national figure.

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 5 children live in poverty. In 2020, around 1,350 pupils (P4 and older) were registered for free school meals and by the end of 2020/21, 2,275 pupils received a clothing grant (around 13% of the roll).

Poverty, and the associated harms are on the rise due to the economic pressures brought about by COVID-19. This has been made evident in the support people have been seeking, as between April and June 2020 there was a 148% increase in crisis loan applications. Finding work is also becoming more difficult, with 1 in every 8 households feeling the effects of worklessness and recent figures suggest Perth and Kinross now suffers from a job deficit of 2,800 jobs.

As such, currently over 1 in 3 people in Perth and Kinross are living in or on the edge of poverty, 1 in 5 have no savings to fall back on, and 1 in 5 of those in work earn below the Living Wage. Just under 1 in 3 workers in Perth and Kinross are in lower paid occupations. The additional harms caused by the pandemic have not been distributed evenly. Recent Figures show the numbers of people claiming Universal Credit in Perth City was slightly higher than both the Perth and Kinross average

and the Scottish average. Before lockdown, Perth City had a rate of 3.1% which was below Scotland. In May, Perth City rate of 6.4% exceeded the Scottish rate of 6.2%.

Between March 2020 and January 2021, the overall unemployment claimant count in Perth and Kinross rose by 119% (up 2,220 individuals), with the unemployment rate rising from 2% to 4.4%. The 18-24 age group saw an even higher percentage increase, going from 345 (3.3%) individuals to 825 (7.9%), an overall rise of 480 or +139%.

Perth and Kinross Economy

At the peak of the furlough scheme last summer in August 2020, the take-up rate was 34% in Perth and Kinross. Data gathered in December 2020 showed that locally more female workers than male workers were furloughed (14% vs 12%, respectively), while the Scottish average was 12% for females and 11% for males. This higher reliance on the Job Retention Scheme is primarily due to the level of exposure we have to the current crisis (tourism/hospitality - and retail-dominant economy).

Across the UK the accommodation and food services sector (ie tourism/hospitality, broadly speaking) had the highest take-up rate for Job Retention: 66% of employers in the sector were furloughing staff and 47% of eligible staff within that sector were furloughed as of 31 December 2020. The population of Perth and Kinross has been particularly reliant on the Job Retention Scheme, with the joint highest take up rate in January 2021 (19%). However, this dropped to 16% in February 2021, below, Highlands 19%. This compares to a national take up of 9.9% as of February 2021.

Despite the Job Retention Scheme, there has still been considerable pressure on the workforce with regards to job retention across Perth and Kinross. Claimant counts have reached 7.5% in November 2020. This is more than double the number seen pre lockdown. The number of pay-rolled employments were around 74,000 lower than in October 2019 and the number of hours worked in August 2020 were down 6.7 million hours compared to 2019.

Nationally, it is anticipated that COVID-19 could impact disabled people's employment more severely, due to their higher share of employment in some shutdown sectors (eg distribution, hotels and restaurants); previous recessions have had a disproportionate negative impact on their labour market outcomes. It has been estimated that employees in the lowest earnings group are seven times more likely than those in the top 10% of earners to work in a sector that was shut down during the pandemic, and women around a third more likely to do so than men. Single mothers with low qualifications are particularly concentrated in these sectors.

COVID-19 Pandemic - Impact on Education

Following a closure period from Friday 20 March 2020 until the summer holiday, pupils returned to school on a phased basis on 12, 13 and 14 August 2020, according to the plans that schools and ELC settings put in place to suit their contexts. All pupils who could, then returned full-time on Monday 17 August 2020. Education & Children's Services had developed a **Local Delivery Plan** 🔗 to support the implementation of a full-time return to schools and ELC, aligned to Scottish Government and Public Health advice.

During Term 1 all schools and ELC settings had an enhanced focus on wellbeing, recognising that children and young people would have a variety of experiences and reactions to the prolonged period learning from home. Positive progress was built quickly and schools and ELC settings were able to extend the focus to learning and providing support to address any gaps in progress.

A second period of remote learning was required in January 2021, in line with national regulations. During this period children of Key Workers and children and young people who were more vulnerable continued to attend their schools to complete their remote learning. During this period significantly more children and young people attended than during Lockdown 1.

To support schools to return following the second lockdown all school staff and secondary-aged learners were encouraged to participate in the asymptomatic testing programme. Uptake of the testing by school staff is consistent with the average for all Scottish schools. A higher percentage of Perth and Kinross pupils have taken up tests than the Scottish average, however in line with national trends the percentage testing has been recorded as decreasing since 25 April.

Over the course of the year, 4,760 pupils and 430 staff have been required to self-isolate as a result of an in-school contact. There have been 316 pupils and 129 staff report positive COVID-19 tests.

There has been a marked increase in the past year in the number of parents who have applied to remove their child or children from the school roll. In June 2021, 110 children were known to be educated at home, compared with 63 children in June 2020.

Table of number of children and young people attending in school during lockdowns

	Lockdown 1 *March - June 2020*	**Lockdown 2** *January - mid-February 2021*
Children of Key Workers	564	900
Children and young people experiencing vulnerabilities	113	600

Engagement of Children, Young People, Families and Staff

Following the full-time return of school in August 2020 opportunities were taken to hear directly from children, young people and parents on how the lockdown had been for them and what they wanted to see included in the recovery period. Some schools undertook their own consultations, and some surveys were made available to all children, young people and parents.

A *'Learning from Lockdown'* consultation with parents/carers was undertaken from 17 September to 4 October 2020 to inform both the Coronavirus pandemic recovery following Lockdown 1 and Education & Children's Services' ongoing contingency planning. A total of 2,074 responses were received, relating to children and young people attending 73 Perth & Kinross Council schools and establishments; this included 370 responses from parents with a child with additional support needs.

In primary and ELC, around three-quarters of respondents agreed that schools had supported learning and wellbeing, as well as provided resources and shared helpful information. Overall, the primary and ELC sector elicited more positive responses across all elements of these questions. Both sectors were relatively weaker in the area of asking for feedback from parents. In general, there was much less agreement from those parents with a child with additional support needs that responded, that schools had offered enough support. Again, there was slightly greater agreement in the primary sector.

In relation to questions about learning, the responses identified that both sectors generally did better at sharing helpful information, providing a range of ways to learn (less so in secondary), supporting on-line learning and staying in touch. As before, primary parents and carers were generally more positive than secondary. In all cases, more respondents indicated that schools could do better at asking children about what helps their learning and asking for and acting on feedback.

When asked about wellbeing all schools generally did better at sharing information, helping children keep in touch with teachers, supporting on-line learning and encouraging healthy and active behaviours. Schools did less well at getting to know what was needed, asking for views (of parent/carer and child) and helping children stay in touch with friends. The areas of suggesting ways to build resilience, helping my child stay in touch with friends and getting to know what my child needed were areas where secondary school respondents performed less well than primary.

Pupils were also surveyed to understand the impacts of the first lockdown on their learning and school experience. Three different surveys were developed for schools to use with different ages groups of pupils; a visual survey aimed at very young learners, a standard survey for older primary and younger secondary, and a secondary survey aimed at older learners.

A selection of schools used the survey with a selection of their pupils. Some schools developed their own feedback mechanisms. For these reasons, the results cannot be considered representative for the whole of PKC schools but are useful in highlighting some trends.

Local Context

In general, primary pupils were more positive overall about their learning experiences during lockdown, schools keeping in touch and assisting with learning, wellbeing and keeping in touch with friends. Generally, secondary pupils were somewhat less positive in these responses but were still happy to have returned to schools and 57% agreed their school helped them enough (with 15% unsure).

Looking at the focus for class time after returning, younger pupils indicated an equal preference for health and wellbeing activities, help with learning and ICT/digital skills development. Secondary pupils indicated a stronger preference for help with learning over the other two areas.

Key Achievements and Performance 2020/21

Improvement in Attainment, Particularly Literacy and Numeracy

Achievement of a Curriculum for Excellence Level (ACEL) data for session 2020/21, indicates that attainment across Literacy and Numeracy at P7, continues to improve. Whilst attainment at P1 and P4 is lower for session 2020/21 in comparison with 2018/19 (when ACEL data was last published), it forms part of an improving trend since 2015/16 when ACEL data was first collected. To increase accuracy and confidence in teacher professional judgements of ACEL data, 12 primary and secondary colleagues have participated in a new regional approach to assessment and moderation training with the support of Education Scotland; this will be further enhanced next session so that across our system there is a more robust moderation process and framework.

To support all settings to address gaps in attainment, our Literacy and Numeracy strategies provided a framework for professional learning, training and support across Early Years, Primary and Secondary sectors and we have continued to grow our Literacy and Numeracy Leader networks during this session; 32 practitioners across 2 cohorts are now a designated leader which provides additional capacity across our system to ensure continuous improvement. A further 86 colleagues attended a series of virtual professional learning events focussing on approaches to enhance the teaching of Literacy and Numeracy. Optimising Student Success uses learning from cognitive science to impact on classroom pedagogy, teaching and learning to raise attainment. The focus of work was shifted from classroom practice to applying the research to effective studying techniques in relation to assessments. Materials were developed for young people and parents and shared with schools.

In session 2020/21 we successfully delivered the SQA Alternative Certification Model. An assessment and moderation programme was developed in partnership with our schools, the Regional Improvement Collaborative, Education Scotland and SQA

Closing the Attainment Gap Between the Most and Least Disadvantaged Children

Training in evidence-based approaches continued to be provided for all settings to support practitioners in delivering targeted interventions. These interventions are designed to increase attainment and close the poverty-related attainment gap. For example, Wave 3, High 5, Precision Teaching in Numeracy and Education Scotland Numeracy sessions were attended by nearly 200 practitioners from all sectors and evaluated positively. As part of our analysis of PKC Scottish National Standardised Assessment (SNSA) data and identification of gaps, our progression frameworks and curriculum support materials were further refined and a series of six collaborative conversations and webinars focussing on key Literacy and Numeracy knowledge and skills were delivered.

New materials have been developed and shared to support implementation of CIRCLE, a resource for supporting mainstream inclusive practice at a universal level in all schools over a three-year period. Headteacher survey feedback was positive as to the resource itself and the supporting training materials. Support to date for CIRCLE implementation was rated as an average of 3.5 on a 5-point scale, with 4 being the most frequent response. 83% of Headteachers who responded reported completion of the Inclusive Classroom virtual INSET programme. It is an expectation that all schools will complete this programme this session.

Phase 1 of nurturing PKC has been completed, enabling additional availability of nurture staff to offer outreach support to identified Primary 1 classes to support transitions from August 2021.

Improved use of digital technology and enhanced access for all learners has been made available through national and local funding.

Improvement in Employability Skills and Sustained, Positive School-Leaver Destinations for All Young People.

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.

Our virtual campus was further developed as part of our *'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.

Improvement in Children and Young People's Health and Wellbeing

Counselling in Schools providers have been commissioned and are delivering in all secondary schools and for eligible primary-aged children. An evaluation framework is in place as well as implementation monitoring processes.

Online resources to equip parents to support the management of their own or their child's anxiety were developed and disseminated at both corporate and school level. The social media campaign reached 1,317 views online, while the wellbeing and anxiety webinar for parents and staff has been viewed 324 times; both resources attached positive feedback.

A staff wellbeing framework was developed with new supports implemented for Headteachers.

What Does Our Data Tell Us?

Although education was delivered throughout 2020/21, some performance measures that we would normally report are not available or is not comparable with data from previous years as a result of the closure periods and other changes to operational delivery. Some of the most pertinent data used to inform this plan is outlined below.

Many of our attainment measures showed improvement in session 2019/20 compared to previous sessions. 69% of school-leavers attaining Level 5 Literacy and Numeracy compared to 63% in session 2017/18. 69% of school-leavers gained five or more qualifications at Level 5 - an increase from 65% in session 2017/18 and this improvement is reflected in Level 6 and Level 7 awards. However, trend comparison is difficult due to the SQA model applied in Session 2019/20 based solely upon teacher professional judgement for the first time.

The poverty-related attainment gap is particularly stubborn in PKC; leavers from SIMD Deciles 2, 3 and 4 performed more poorly than the national average in 2020 and the gap at 5 awards at Level 5 in 2019 stood at 39% compared to a Scottish average of 36%. This continues to be a key focus of our improvement activity in session 2021/22

Participation measures for 16-19-year-olds remained strong in 2019/20 at 94.8% - an increase of 2% from 2015/16 and 2.7 % above the Scottish average. There were around 200 fewer school-leavers than our norm. However, positive destinations for school-leavers fell from 97.4% in 2019 to 94.2% in 2020; this reflects a similar trend to many other Local Authority areas.

School exclusion rates in 2020/21 stood at 17.8 per 1,000 for secondary pupils compared to 33.1 in the previous year; with comparable figures of 3.7 and 4.6 respectively in primary. However, this must be viewed through the context of school closure. In terms 1 and 2 of session 2020/21 there were 141 exclusion incidents in our secondary schools compared to 113 for the same period in the previous session. A similar picture exists in primary schools.

Overall attendance stood at 91% for secondary and 95% for primary in session 2020/21. This picture is complicated by the impact of Covid on attendance when schools were open; our term 1 and 2 attendance was lower than previous sessions. Non-engagement in remote learning during school closure stood at 14% of primary pupils and 34% of secondary pupils who did not meet our engagement threshold, of at least 75% engagement with the weekly online and remote learning tasks and sessions offered.

Progress Against the National Priorities and Drivers for Improvement 2020/21

National Priorities

Improvement in attainment, particularly in Literacy and Numeracy

In June 2021 (provisional data), 82% of children were assessed by education staff as meeting all their developmental milestones, this was an increase of 2.5% points on the average meeting developmental milestones since data collection started (6 years/average of 80%) and an increase of 5% points on the previous year. In June 2020, 77% of children had met all developmental milestones, however due to the first lockdown children were last seen in ELC settings in March, therefore professional judgement around development was based on a part and not full year. The 2019/20 figures should be seen as unique and not necessarily part of the series of data collated since 2016.

To support all settings in maintaining a focus on attainment, a comprehensive range of guidance and professional learning opportunities were delivered. This was to enhance the identification of attainment gaps, improve professional judgements and support a robust analysis of data.

The attainment data recorded for session 2020/21 provides information on the progress pupils made under unique circumstances. Data was not collected in session 2019/20 and caution should be taken when comparing with previous years should take this into account.

At Early Level, in June 2021 P1 provisional attainment levels in all aspects of Literacy and Numeracy are slightly lower than 2018/19 levels (when Curriculum for Excellence (CfE) data was last published). At First Level, attainment levels in P4 were slightly lower than 2018/19 overall. At Second Level attainment levels were very similar to levels recorded in 2018/19. Overall, attainment in P4 is lower in comparison to attainment in P1and P7.

Our CfE data in Literacy and Numeracy indicates that attainment dips as children progress through a level, ie from P2-4, P5-7, S1-S3. PKC results for achievement of CfE levels in primary schools are below the national average. In addition, further analysis of our CfE data indicates that writing levels are lower than other areas of Literacy and the poverty gap is more persistent. Attainment data in Literacy and Numeracy in S3 was not formally gathered in 2021.

Closing the attainment gap between the most and least disadvantaged children

A programme of ELC summer placements has been developed for vulnerable pre-school children to address equity and provide targeted support. This extends support for children beyond the available Scottish Government's offer of 1140 hours of funded early learning and childcare to provide further access to a nurturing and high-quality, stimulating, early learning environment.

A programme of ELC summer placements has been developed for vulnerable pre-school children to address equity and provide targeted support. This extends support for children beyond the available Scottish Government's offer of 1140 hours of funded early learning and childcare to provide further access to a nurturing and high-quality, stimulating, early learning environment.

The provisional CfE Achievement of a Level data for 20/21 indicates that at P1 the poverty-related attainment gap across Numeracy and all aspects of Literacy has narrowed. In writing there was a noticeable increase in ACORN 5 attainment and in reading there is a similar pattern. There were also improvements in Numeracy and Listening and Talking levels. A further analysis of P1 combined data suggests the attainment gap has narrowed the most in writing. For other Literacy organisers and in Numeracy, attainment levels in ACORN 4+5 remain broadly similar to previous years.

At P4 there is less movement in the size of the gap. Attainment in ACORN 4 and 5 has decreased across Numeracy and all aspects of Literacy. In P7 there is some improvement in the gap for Numeracy but little change for all aspects of Literacy.

Our performance in SIMD deciles 2,3 and 4 in terms of overall school-leaver attainment remained behind the performance nationally and these young people were the focus of attainment improvement activity in session 2020/21. PKC Improvement Methodology Sessions were delivered to support school leaders to plan Pupil Equity Fund (PEF) spend based on need and to effectively measure implementation of associated interventions. Leaders reported the tools and structure provided were helpful in the creation of targeted PEF plans. This will be scaled up significantly during 2021/22, and delivered to education staff more broadly, rather than only school leaders. Intervention in self-regulation is recognised as being effective in closing the attainment gap, through development of children's executive function skills. Therefore, a year-long practitioner enquiry programme was continued over this session; participants reported impact on pupils including:

- *improved ability to engage and persist in their learning;*
- *more positive interactions with their peers;*
- *better understanding of their emotions and what helps;*

(continued)

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

- *more able to seek support when needed;*

- *a greater sense of autonomy.*

Professional learning opportunities were delivered in Literacy and Numeracy interventions to support closing the attainment gap - Wave 3, Hi 5 and Precision teaching - all adapted to a virtual context.

Improvement in children and young people's health and wellbeing

Supporting the most vulnerable children and young people has been at the forefront throughout the past year; learning from lockdown 1 enabled enhanced support to be provided for a bigger cohort of vulnerable learners in the second phase of school closures.

Schools were provided with guidance on re-engaging pupils in learning through a focus on health and wellbeing and activity has targeted the children and young people who have struggled most to re-engage with their learning. This included collaboration with Third Sector to secure Youth Work in Education Recovery funding to support eight Third Sector organisations to work with secondary schools to support young people to re-engage with education.

Counselling in Schools has been implemented for secondary schools, with access for upper primary children. The programme is managed by Tayside Counselling in Schools Co-ordinator and a PKC steering group has been established to ensure:

- *implementation supports in place with school-based training materials;*

- *evaluation programme in place;*

- *associated professional learning offered.*

Following work on an Emotionally-Based Absence Framework and discussion with partner agencies in Perth and Kinross and NHS Tayside, the Framework was completed and now provides more consistent and effective responses to supporting pupils with attendance within PKC schools. The Framework's applicability to supporting the attendance of all pupils, and not just those presenting with Emotionally-Based Absence, has been recognised and therefore it will now form the basis of the general Attendance Guidance for PKC schools.

The original Optimising Student Success programme was adapted in recognition of 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.

All secondary schools were supported to access *'Bounce Back'* resiliency materials as part of Covid recovery.

(continued)

Improvement in children and young people's health and wellbeing *(continued)*

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.

Following on from previous consultations with PKC young people, a local mental health pathway has been developed, this incorporates support for positive mental health and information on early intervention through local Third Sector support. Further consultation with young people is ongoing.

A series of video vignettes to support parents anxious about the return to school were produced. These have reached up to 1,317 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.

In partnership with Child and Adolescent Mental Health Service (CAMHS), a network to support senior staff in secondary to identify mental health issues of the young people in their schools has continued to develop, with training on suicide prevention offered this year.

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

Partnership working with the DYW Regional Team and Board continues to progress and develop. Partnership Agreements are strengthening and there is greater clarity on roles and responsibilities.

Career Ready continues to be a strength and there are 54 young people currently on the programme.

All schools now have DYW Co-ordinators and strategic leads in their Senior Management Teams.

Partnership working with Youth Services, Skills Development Scotland (SDS), local charities such as LOGOS and PKAVS continues to strengthen. New initiatives from the Skills and Employability Team are providing vulnerable young people with additional employment opportunities in our ongoing engagement with the *'Young Person's Guarantee'*.

Progress Against Drivers for Improvement

School Leadership

12 participants were enrolled in the new ELC Leadership Programme. All were given opportunities to participate in self-reflection, and to consider how to use their learning in practice. Feedback on the ELC Leadership and Development Programme was positive with participants rating the sessions as good or excellent.

Headteacher Leadership and Development events continued online. These sessions provided an opportunity to respond to the context and provide support and information over the year. Themes explored were Reconnecting and Wellbeing, Recovery, Reflecting and Reimagining and School Improvement. Feedback from Headteachers is that the structure of the events has been effective, with most reporting it as very or extremely effective. Headteachers have enjoyed having a choice of workshops to select from, in small groups with the opportunity for facilitated discussion.

17 Perth and Kinross headteachers signed up for the 'Resilient Connections' sessions with Place2Be. The sessions were planned to provide small groups of headteachers with a confidential space to reflect on how they are impacted on by their work in school and to provide support resources and resilience.

14 Headteachers attended the *'Time to Pause - Mindfulness and Self-Care'* workshops, focused on raising awareness of wellbeing, personal indicators and the idea of creating their own wellbeing toolkit.

65 senior leaders attended eight *'Senior Leadership Collaborative Conversations'* (SLCCs) between February and May this year. The SLCCs themes were planned in response to ongoing feedback from leaders and the resulting impact of leading in a pandemic in schools. All participants agreed or strongly agreed that the SLCCs provided them with an opportunity to share ideas and practice and that they were useful and worthwhile.

Teacher Professionalism

The skills and confidence of educators in the appropriate and effective use of digital technology has been enhanced, with all teaching staff using it to support learning and teaching, mainly GLOW, Microsoft Teams, Google Suite and Seesaw. Staff understanding of Remote Learning and Digital Pedagogy has been enhanced through an extensive CLPL offer provided both in school and across PKC. As a result, GLOW engagement figures increased significantly over lockdown and this rise in engagement continued when schools returned. (LINK to GLOW)

All current Early Years and Inclusion training offers have been redesigned to be virtual ensuring all practitioners can be included in continued CPD while unable to attend face-to-face training. Practitioners who live further away have been able to attend more training and shorter sessions have given more practitioners time to attend.

Remote Learning

Between January and April 2021, schools were required to plan and deliver a second block of remote learning with a phased return to in-school learning from February. Support was provided to practitioners through the development, updating and sharing of practice and resources as well as continued online professional learning, for example Collaborative Conversations.

Since January 2021 there have been 7 Collaborative Conversations for practitioners involving over 95 practitioners from across 49 settings. Feedback from practitioners has been very positive with almost all attendees finding the sessions useful and worthwhile, indicating that they will use the learning to inform their practice. **Snapshot of Remote Learning across PKC January 2021** 🔗

Digital tools and platforms were used effectively to disseminate information and enable ongoing support to settings and families. The **Learning at Home Teacher Resource Library** 🔗 (PKC Glow SharePoint) provided a platform for practitioners to access a wide range of resources and materials, while the **PKC Remote Learning Hub** 🔗 was created for parents and pupils to access key information and guidance whilst working and learning from home.

4 *'Snapshots of Remote Learning across PKC'* were developed and shared. These Snapshots captured and showcased some of the interesting and wide-ranging remote learning experiences happening in schools and ELC centres across Perth and Kinross. They aimed to inspire practitioners and celebrate remote learning with parents, carers and the wider community. The Snapshots have received over 4,900 views.

School Improvement

All primary schools fully returned to in-school learning in August 2020. Schools were supported to create recovery plans in line with the Scottish Government's recommendations and these were discussed during termly meetings with Quality Improvement Officers. School improvement work for session 2020/21 continued with a focus on the core areas of Literacy, Numeracy and Health and Wellbeing. This was alongside planning for COVID-19 mitigations and adjustments to the delivery of learning activities. Termly quality improvement meetings were held with all school management teams. Schools adapted and adjusted plans in line with changes to Scottish Government guidance and moved to remote learning from January 2020 until the phased return between February and April 2021. Guidance was produced to support all schools to create remote learning plans which ensured delivery of quality, progressive learning which included live interaction between pupils and school staff on a regular basis. Planning was also undertaken to ensure that, where required, remote learning could be delivered after pupils returned to school buildings.

The in-person programme of school improvement visits ceased over the period of 2020/21 due to COVID-19 restrictions. However, quality improvement discussions regarding curriculum, attainment, improvement priorities continued on a termly basis through virtual interaction with schools. Schools maintained contact with parents remotely and provided regular information updates and met with parents to report on individual pupil progress. Many schools continued to undertake school improvement development work when possible. This included staff training sessions undertaken remotely.

All primary schools and ELC settings completed Standards and Quality Reports for session 2020/21, which were published for parents in June 2021. Reports included information about achievement, learner's experiences and leadership opportunities. Remote learning, progress in digital Literacy and the impact of Pupil Equity Funding were outlined and schools evaluated their progress against national quality improvement indicators from within HGIOS4.

The planned full review of the quality improvement framework was delayed due to the pandemic and adjustments were made to current framework in order to support remote working and COVD-19 mitigations.

CIRCLE virtual professional learning materials were developed and shared to support implementation of excellent inclusive practice, including training videos and reflective questions. A survey conducted in May 2021 to evaluate implementation so far indicated that developments have been impacted by Covid and schools are at varying stages. Positive feedback was received from Headteachers as to the resource itself and the supporting training materials developed by EPS. Support to date for CIRCLE implementation was rated as an average of 3.5 on a 5-point scale, with 4 being the most frequent response. 83% of HTs who responded reported completion of the Inclusive Classroom virtual INSET programme.

(continued)

School Improvement *(continued)*

During this session the nurture project team worked with the consultative steering group, Headteachers, Nurture Teachers and support staff to progress phase 1 of *'Nurturing PKC'*. Nurturing PKC aims for all PKC primary schools to adopt the *'nurturing schools'* approach and move from the provision of a small number of nurture classes to a more accessible team whereby more schools and children will benefit from support to ensure barriers to learning are overcome. This involved reviewing the data to identify the focus for the new outreach team. To help shape the direction of Nurturing PKC all Headteachers were invited to participate in two consultative sessions, facilitated by Inclusive Solutions, to inform planning for improvements in mainstream inclusive practice. A visual summary of the output from these sessions is available here.

Parental Engagement

An extensive consultation exercise with parents and carers was undertaken in September 2020 seeking feedback on the impact children and families during the first period of lockdown. The consultation focused on gaining a better understanding of the impact of lockdown on learning and wellbeing. Feedback enabled all settings to reflect on the effectiveness of approaches taken and then build on and enhance specific areas highlighted for further consideration. Schools and early years settings report overwhelmingly positive feedback from parents and carers on improvements and novel approaches taken to engaging learners and their families between the first and second lockdown periods.

The PKC Parent Portal continued to provide information to parents and carers on how to access learning remotely and ensured that current advice and guidance relating to COVID-19 was readily available. Schools were issued with guidance on engaging in parent contact events to meet the needs of their communities whilst social distancing measures continued. Parent Councils were also supported with practical advice and support to run virtual meetings and the remote Parent Council Chair meetings were very well attended.

A series of 4 professional learning opportunities exploring Parental Involvement, Parental Engagement and Family Learning were held between April 2021 and June 2021 in collaboration with Education Scotland.

Assessing Children's Progress

A new tracker to further support children's learning and progression was piloted with 18 school nurseries, 4 partner provider nurseries and 3 childminders. The learning from this pilot has resulted in a full roll-out of the tracker from August 2021. Professional learning opportunities for schools continued to be provided to ensure SNSA data continues to be used effectively to support the planning of next steps in learning, including the identification of specific aspects of Literacy and Numeracy which require targeted attention. These aspects are reflected in the revised PKC Numeracy and Literacy strategies. During session 2020/21, SNSA training and local authority guidance was adapted to reflect the unique circumstances of the academic year. This included a more bespoke SCHOLAR offer which had an increased focus on supporting school leadership teams in the analysis of data. This year, PKC SNSA guidance was revised to reflect Scottish Government advice on reducing the potential of schools focusing disproportionately on standardised assessments.

To support confidence and accuracy in teacher professional judgement of achievement of a level (ACEL), a suite of professional learning resources was created for all schools and shared via an updated Assessment and Moderation SharePoint site. The resources were designed with support from Education Scotland to inform assessment approaches within schools, to support the recovery curriculum and to help schools to consider assessment challenges and opportunities within the context of remote and in-person learning.

BGE Assessment guidance was updated, direct support to schools was offered in developing high-quality assessments and opportunities to audit and self-evaluate assessment approaches were shared. These resources and guidance have received over 200 views. In collaboration with Education Scotland and colleagues across the TRIC, 12 schools in PKC have been involved in new bespoke assessment and moderation professional learning to ensure a clear understanding of how to support assessment of children and young people's progress within the current context. This model will be rolled out further over the next session. Support was provided through engagement with our PKC Subject Networks to allow them to deliver robust assessment evidence for all learners as part of the SQA Alternative Certification Model.

Performance Information

During the period of the second lockdown from January - March 2021, pupil levels of engagement in remote learning were recorded. Information gathered indicates that 90% of primary pupils and 81% of secondary pupils engaged in at least 75% of their expected remote learning activity. Schools were able to track and monitor the engagement of individual pupils and respond accordingly to the information to address any issues and to plan for learning upon the full return to school. Where there was non-engagement in remote learning there was a difference between those in ACORN 1-3 and those in ACORN 4 & 5 with an 8% gap in primary and a 10% gap in secondary.

The development of primary school data profiles within the new PKC analysis suite has provided schools with access to generic and specific data about their own communities, school performance and attainment. These reports will supplement the existing data in the analysis suite and are planned as a wider approach to performance and data management across the education service. This also enables schools to directly compare their data with comparator schools across a range of data sets.

A new tool to support the planning, tracking and evaluation of PEF was launched in April 2021. This is designed to ensure effective use of PEF by schools by embedding a consistent set of planning and tracking tools. To augment this additional guidance in raising attainment, evidence-based interventions and intensifying support was provided to schools via the Equity Network. 8 sessions were organised throughout the year and a particular focus for this network was the National Equity Audit and Scottish Attainment Challenge progress report. The sessions were well attended (8-30 attendees per session) and several schools requested follow up work around data, PEF and targeted interventions.

Improvement Priorities for Session 2021/22

Improvement Priorities for Session 2021/22

As a result of our self-evaluation activity and analysis of our performance, we have identified our key areas of focus for this plan is the implementation of the Raising Attainment Strategy and Action Plan 2021/22. This Strategy and Action Plan set out the overarching priorities for the Education Service in achieving the aims of the National Improvement Framework. To improve attainment and achievement, we will:

- *improve inclusive practice in all schools and ELC settings;*
- *focus interventions on communication and language in the early years;*
- *support the mental health and wellbeing of children and young people;*
- *further develop approaches to enhance Learner Participation in accordance with UNCRC;*
- *develop support for families in their own locality;*
- *develop play in early years classroom and school playgrounds;*
- *raise attainment in Literacy and Numeracy through a combination of universal and targeted interventions;*
- *continue development of Secondary Curriculum;*
- *enhance support to schools in further developments of BGE and SQA Assessment and Moderation models;*
- *further enhance Digital Learning and Infrastructure;*
- *improve post-school transitions and positive destination outcomes for all young people;*
- *implement identified actions to contribute to delivery of the Promise Plan 2021-2024;*
- *develop a professional learning system that will improve leadership, teacher professionalism and skills and confidence of support staff to better support all learners;*
- *ensure practitioners at all levels are aware of their responsibilities to deliver the* **United Nations Convention on the Rights of the Child** 🔗 *(UNCRC);*
- *undertake a full review of quality improvement and quality assurance framework.*

Improvement Plan 2020/21

Improvement Plan
2020/21

National Priorities
Improvement in Attainment, Particularly in Literacy and Numeracy

NIF Drivers
School Leadership; Teacher Professionalism; School Improvement; Assessing Children's Progress; Parental Engagement; Performance Information.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Attainment in Literacy and Numeracy will be increased at all stages from early to Senior Phase.	■ *Deliver targeted interventions in ELC to support the development of language and communication.*	June 2022
	■ *Deliver universal and targeted interventions in primary schools to improve reading skills and the application of these in the writing process.*	March 2022
	■ *Deliver universal and targeted interventions in primary schools to improve identified areas of core Numeracy.*	March 2022
	■ *Implement Year 3 of the Literacy and Numeracy strategies with a particular focus on high-quality teaching in writing and conceptual development approaches in Numeracy.*	March 2022
	■ *Embed use of Optimising Student Success materials to support development of effective study skills by secondary school pupils.*	June 2022
All schools and settings will deliver consistent high-quality approaches to learning, teaching and assessment, including effective, differentiation, pace and challenge.	■ *Further develop approaches to the moderation of learning, teaching and assessment to ensure consistent, robust school and LMG moderation processes and frameworks are fully implemented.*	June 2022
	■ *Undertake a review of quality improvement and quality assurance framework to support consistently high-quality approaches to raising attainment in all schools.*	June 2022

Improvement Plan
2020/21

National Priorities
Improvement in Attainment, Particularly in Literacy and Numeracy

NIF Drivers
School Leadership; Teacher Professionalism; School Improvement; Assessing Children's Progress; Parental Engagement; Performance Information.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Improved use of national and local data sets to assess, track and monitor pupil and class attainment, identify gaps and set targets for improvement will lead to increased attainment. School leaders will have increased capacity to drive forward quality improvement in their settings.	■ *Roll-out implementation of the tracker successfully trialled in 20/21 in ELC settings, to further support planning to improve children's learning and progression.*	June 2022
	■ *Develop service/school performance profiles and revised attainment profiles to provide improvement data to inform school planning.*	December 2021
	■ *Use national and local benchmarking data, including 'family group' data to identify and deliver improvement actions.*	March 2022
	■ *Provide further professional learning opportunities and guidance which improve levels of confidence in school analysis and tracking to monitor the progress of learners and improve professional judgements and development of target setting*	May 2022
	■ *Continue to develop leadership capacity through participation in opportunities for senior and middle leaders, including through the Regional Improvement Collaborative.*	April 2022

Improvement Plan 2020/21

National Priorities		
Improvement in Attainment, Particularly in Literacy and Numeracy		
NIF Drivers		
School Leadership; Teacher Professionalism; School Improvement; Assessing Children's Progress; Parental Engagement; Performance Information.		
Local Desired Outcomes	**Planned Actions**	**Delivery Timescale**
Both learners and parents will feel supported to be involved and engaged in all aspects of school life.	■ *Review the Quality Improvement Framework.*	May 2022
	■ *Review and produce a revised Devolved School Management scheme with a focus on improvement and collaboration; empowerment; clarity and equity and accountability, in line with new national guidelines.*	June 2022
	■ *Use Parental Involvement and Engagement survey to develop and implement action plan to strengthen approaches to meaningful parental involvement and engagement.*	May 2022
	■ *Further develop approaches to enhance Learner Participation in accordance with UNCRC.*	March 2022

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Gaps in the attainment of children and young people in Literacy and Numeracy will be reduced.	■ *Work with partners to set out, implement and monitor a recovery plan, including training for evidenced-based approaches, aligned to Literacy, Numeracy and Health and Wellbeing stretch aims and the relationships framework.*	June 2022
	■ *Schools will deliver an increase in activities which supports prevention and early intervention, reduces inequalities and improves attainment of children and young people experiencing disadvantage.*	June 2022
	■ *Working in collaboration with Education Scotland use CYPIC Model for Improvement and PEF Planning tool to evaluate impact of universal and targeted Literacy, Numeracy and HWB interventions aimed at closing identified gaps.*	June 2022
Attendance, engagement and participation of all children in learning and the life of the school will be increased through improved inclusive practice.	■ *Address the key recommendations of the national Additional Support for Learning Review, with a focus on improving inclusive practice in all schools and ELC settings to increase attendance, engagement and participation of all children in learning and the life of the school and developing the capacity of inclusion services to respond to complex needs.*	June 2022
	■ *Continue to refresh and implement an Inclusive Practice Policy Framework that takes account of new legislative requirements, including UNCRC, and recommendations of national reviews including the Morgan Review of Support for Learning and the Independent Care Review/Promise*	March 2022

Improvement Plan 2020/21

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Attendance, engagement and participation of all children in learning and the life of the school will be increased through improved inclusive practice. (continued)	■ *Develop and roll out the 'Attendance Framework' to support good practice in preventing absence from school, including Emotionally-Based Absence.*	April 2022
	■ *Widen access to instrumental music and core curriculum, removing charges across all schools.*	
	■ *Further implement targeted 'cost of the school day' actions.*	
	■ *Ensure that practitioners at all levels are aware of their responsibilities in relation to the* **United Nations Convention on the Rights of the Child** *(UNCRC).*	October 2021
Education services and individual schools will have a detailed comprehensive evaluation of the quality of additional support needs provision within all secondary schools which will inform future planning, practice and improvements.	■ *Work in collaboration with Education Scotland and secondary schools to develop capacity in Self-Evaluation to inform improvement in Support for Learning in all Secondary Schools.*	December 2021
	■ *Provide learning opportunities for all staff in assessment, planning and interventions to improve support for learning for children and young people with social, emotional and behavioural needs and ASD.*	February 2022
Children and young people have their needs met through consistent and effective identification of barriers to learning and implementation of robust outcome-based plans.	■ *Work to complete phase 2 of the outreach team support for children with social, emotional and behavioural needs (SEBN), ASD and ADHD across all Primary schools.*	June 2022

Improvement Plan
2020/21

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Staff within schools and support teams will have enhanced skills and confidence to identify and assess needs, to plan, deliver and measure the impact of subsequent intervention and to respond to trauma and ASD.	■ *Develop CIRCLE training on participation for learners with additional support needs, to support implementation of UNCRC.*	November 2021
Partnership working with the Third Sector will support positive engagement and improved practice for children, young people and families.	■ *In collaboration with Third Sector organisations, establish an ASN Third Sector partnership forum.*	December 2021
Implement identified actions to contribute to delivery of the Promise Plan 2021-2024.	■ *Support delivery of the Promise by working towards ending exclusions, ensuring practice and planning is informed by the voice of care-experienced children and nurturing and sustaining relationships with care-experienced children and their families.*	June 2022
Children with ASN and their parents will positively evaluate the support their child receives in school.	■ *Establish an ASN Children and Young Person's Forum to ensure the voice of children and young people with ASN is head and informs service and policy developments.*	December 2021
	■ *Establish an ASN Parents Network to support better communication and engagement.*	December 2021

Improvement Plan 2020/21

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
All young people will have a positive destination. **At all levels our curriculum provides opportunities which build on learner's skills and experience with remote learning and includes opportunities for them to lead digital learning.**	■ *Build the digital capacity in our system to maximise learning opportunities for our young people as part of our wider curricular review and refresh.*	June 2022
Children and young people will fully experience a curriculum that is reflective of the design principles and contexts of CfE and enables them to develop skills for learning, life and work.	■ *Ensure that there is a coherent universal and targeted approach to the 'Young Person's Guarantee' in partnership with all stakeholders so that all young people are able to move beyond school into a sustained positive destination.*	June 2022
Young people experience a Senior Phase curriculum that is personalised and creative, enabling a smooth and cohesive transition from school to a positive destination.	■ *In collaboration with Adult Services all school-leavers with ASN will experience effective and comprehensive transition planning which meets their needs.*	June 2022

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Young people can self-evaluate their progress and articulate their skills in preparation for the world of work or further study.	■ *Refresh and review our curricular offer in conjunction with key partners and stakeholders reflective of recent and ongoing curricular guidance and direction from Education Scotland, OECD and others.*	June 2022

Improvement Plan
2020/21

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
Schools deliver a curriculum which enables all children and young people to be successful, confident, responsible and effective and be included and engaged in their school community.	■ *Support schools to develop play-based approaches to support learning in P1 and enhance their playground environment.*	June 2022
	■ *Develop a clear vision for high quality outdoor learning across the Early Level Curriculum.*	May 2022
	■ *Support schools in designing outdoor learning experiences within and across all curriculum areas including the use of themes such as learning for sustainability.*	March 2022
Children and their families can be supported to eat well, be active, enjoy playing outdoors and have a healthy weight.	■ *Collaborate with NHS Tayside and TRIC colleagues to identify and plan to deliver a 'whole-school approach' to meet commitments of Child Healthy Weight Strategy.*	June 2022
	■ *Extend spread of the Eat Well, Play Well to an increased number of ELC settings.*	June 2022
	■ *Support all schools to implement the Healthy Eating in Schools Guidance 2020.*	June 2022
	■ *Continue to collaborate with Active Schools in support of PEPAS delivery in all schools with a particular focus on equity of participation.*	April 2022
	■ *Provide access to a wide range of evidence-based family learning opportunities for targeted families 0-16 years.*	

Improvement Plan 2020/21

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
All schools and settings have a positive culture, based on excellent relationships.	■ *Further develop and implement an Inclusive Practice policy framework, including the Excellent Relationships Framework, Guidance for schools on supporting Care-Experienced Children, the Reducing Restrictive Practice Policy, the Reducing Exclusion policy and guidance and a refreshed Accessibility Strategy.*	March 2022
	■ *All schools and ELC implement universal level of CIRCLE.*	June 2022
	■ *Implement year 1 of whole school nurture programme.*	June 2022
Children and young people report improvements in their mental health and emotional wellbeing in school.	■ *Implement the Tayside Emotional and Mental Wellbeing Strategy 'Connected Tayside' through agreed, aligned Perth and Kinross actions.*	June 2022
	■ *Launch the Perth and Kinross local mental health pathway.*	April 2022
	■ *Deliver the national* **Health and Wellbeing Census** *for pupils from P5 to S6 and use the data at school and local authority level to identify strengths and areas for development in relation to stretch aims.*	April 2022
	■ *Develop the Health and Wellbeing curriculum, progression pathways and stretch aims, mapping out related evidence-based interventions with evaluation and sustainability plans.*	June 2022
	■ *Implement actions in the staff wellbeing framework to address remaining priorities.*	June 2022
	■ *Work with partners to support implementation of the Community Mental Health fund.*	June 2022

Improvement Plan
2020/21

National Priorities
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.

Local Desired Outcomes	Planned Actions	Delivery Timescale
All pupils with ASN will experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained post-school destination.	■ *Review guidance and decision-making processes to improve consistency, quality of transitions and child and parental engagement at all stages.*	February 2022

Appendices

Perth and Kinross Strategic Planning Framework

Perth & Kinross Council Corporate Plan

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

Perth & Kinross Community Plan

"Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here."

Annual Education Improvement Plan
School Improvement Plans
Divisional/Team Plans

Education & Children's Services BMIP

Improving Lives Together Ambition; Compassion; Integrity

Tayside Plan

Best Start
Learning and Achievement
Health and Wellbeing
Care and Equity
Safe and Protected

National Policy, Strategic Plans and Reports

Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan 🔗

The 2021 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, informed by a series of meetings held by the Depute First Minister with the International Council of Education Advisers (ICEA), makes a commitment to place a greater emphasise on equity.

Closing the Poverty-Related Attainment Gap: Progress Report 2016 to 2021 🔗

This report presents evidence of progress towards achieving the defining mission of the Scottish Attainment Challenge (SAC) over the period 2016-2021. In this report a number of cross-cutting themes were identified to accelerate and deepen progress across all outcomes:

- *Building on the strengths of the SAC*
- *Maintaining a holistic and integrated approach*
- *Consider targeting to accelerate recovery and progress*
- *A renewed focus and a continued long-term commitment*

Equity Audit 🔗

Deepening the understanding of the impact COVID-19 and school building closures had on children from socio-economically disadvantaged backgrounds and setting clear areas of focus for accelerating recovery.

This report highlighted the targeted and specific action that has been taken to date, and areas where ongoing attention is most needed:

(I)   *Health and wellbeing support*

(II)   *Digital infrastructure and connectivity*

(III) *Support to parents and families*

(IV) *Teaching provision and the quality of learning*

(V)   *Support for teachers and the wider workforce*

Improving Outcomes for Young People Through School Education 🔗

This report completed by Audit Scotland identifies that Councils should:

- *work with schools, RICs, partners including Third Sector to reduce variability in outcomes by more consistent application of the NIF drivers for improvement by:*
  - ☐ *using data to understand trends over time and across different demographic groups;*
  - ☐ *using evidence-based quality improvement approaches;*
  - ☐ *sharing learning and applying good practice across schools and Councils;*
  - ☐ *help schools to build up their data analytical, evaluation and quality improvement skills;*
- *monitor the short and long-term impacts of Covid on CYP learning and wellbeing and take action to mitigate the effects and improve outcomes;*
- *more effectively and consistently involve YP and parents and Third sector in planning and to inform local response.*

Improving Schools in Scotland: An OECD Perspective 🔗

This report by the Organisation for Economic Co-operation and Development (OECD) was commissioned by the Scottish Government. The purpose of the report:

"was to inform the ongoing development of education policy, practice and leadership in Scotland, by providing an independent review of the direction of the Curriculum for Excellence (CfE) and emerging impacts seen in quality and equity in Scottish schooling".

The report evidences several positives in the Scottish system, along with a range of recommendations for improvement:

- *Be rigorous about the gaps to be closed and pursue relentlessly "closing the gap" and "raising the bar" simultaneously.*
- *Ensure a consolidated and evidence-informed strategic approach to equity policies.*
- *Develop metrics that do justice to the full range of CfE capacities informing a bold understanding of quality and equity.*
- *Focus on the quality of implementation of CfE in schools and communities and make this an evaluation priority.*
- *Develop targeted, networked, evaluated innovation in secondary school learning environments to enhance engagement.*
- *Develop a coherent strategy for building teacher and leadership social capital.*
- *Develop an integrating framework for assessment and evaluation that encompasses all system levels.*
- *Strike a more even balance between the formative focus of assessment and developing a robust evidence base on learning outcomes and progression.*

- *Strengthen evaluation and research, including independent knowledge creation.*
- *Create a new narrative for the Curriculum for Excellence.*
- *Strengthen the professional leadership of CfE and the 'middle'.*
- *Simplify and clarify core guidance, including in the definitions of what constitutes the Curriculum for Excellence.*

Support for Learning: All Our Children and All Their Potential 🔗

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) places duties on local authorities to identify, meet and review the needs of children and young people. There are currently 30.9% of children and young people in schools in Scotland with additional support needs.

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. The overarching recommendation of the review is:

"Children and young people must be listened to and involved in all decision-making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making, which improves implementation, impact and experience."

The Scottish Government, having welcomed the report and accepted the recommendations, published its Action Plan in October 2020. This outlines how it intends to to respond and deliver improvements that enhance the experiences of children and young people with additional support needs.

Many of the recommendations in the review report and actions in the Scottish Government Action Plan have a bearing on the partner organisations delivering integrated children's services at a local level.

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.

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

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لملخص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب:
الاسم: Customer Service Centre
رقم هاتف للاتصال المباشر: 01738 475000

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جا سکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡 Customer Service Centre 01738 475000 來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Prosze kontaktować się z Customer Service Centre 01738 475000

P ejete-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eložen pouze stru ný obsah listiny) Kontaktujte prosím Customer Service Centre 01738 475000 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия зтого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись Customer Service Centre 01738 475000

Nam bu mhath leat fhèin no neach eile as aithne dhut lethbhreac den phàipear seo ann an cànan no ann an cruth eile (uaireannan cha bhi ach geàrr-iomradh den phàipear ri fhaotainn ann an eadar-theangachadh), gabhaidh seo a dhèanamh le fios a chur gu Ionad Sheirbheis Theachdaichean air 01738 475000.

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

All Council Services can offer a telephone translation facility.

www.pkc.gov.uk *(PKC Design Team - 2021138)*