



Improving Lives Together
Ambition | Compassion | Integrity



Education Service Improvement Plan

2023-2024



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Introduction

The statutory guidance *Standards in Scotland's Schools etc Act 2000* (as amended 2016), states that education authorities must prepare and publish an annual plan for the year ahead taking account of the requirements of the current National Improvement Framework (NIF) and an annual report on the progress made against the previous year's plan. This Education Improvement Plan must describe the steps local authorities intend to take to enhance equity and support school improvement, during the year ahead:

- with a view to reducing inequalities of outcome experienced by pupils as a result of socio-economic disadvantage.
- to comply with the duties imposed on it to seek and have regard to the views of relevant stakeholders.
- in pursuance of the NIF for Scottish education.

It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year.



Planning for 2023/2024

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

Each school and ELC setting prepared and published their individual School or Centre Improvement Plan for 2023/2024 in collaboration with their children and young people, parents/carers, and partners. These school and establishment-level plans have informed this Annual Education Plan.

Perth and Kinross Council Planning 2023 – 2024

The 2023/2024 Education Service 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 Perth and Kinross Corporate Plan vision is for

“a Perth and Kinross where everyone can live life well, free from poverty and inequality.”

The Education Service Improvement Plan reflects this vision and the Council's core values of **Integrity, Compassion and Ambition**.

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

- Inclusive Practice including Relationships and Behaviour
- Participation and Partnerships
- Leadership, Learning and Development

It focuses on supporting delivery of national legislation, policy, strategic priorities for education, including 'Support for Learning: all Our Children and all their potential', Getting it right for every child' (GIRFEC), and 'Best Start, Bright Future; tackling child poverty delivery plan'. The improvement actions have been organised under the key priorities of the National Improvement Framework.

The Education Service Improvement Plan uses our analysis of performance in delivery of attainment and achievement, considers data on equity gaps, information on future risks and pressures, and evidence of impact against the actions set out in the 2022/2023 Plan to identify areas for improvement. It has a focus on what needs to improve in both excellence and equity to deliver against the priorities in the National Improvement Framework, using self-evaluation activity drawn from across the service and schools, feedback from stakeholders, and learning from improvement processes, to inform the priorities for the year ahead.

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

National Context

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

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

The NIF 2023 plan recognises that 'the whole education system is continuing to recover from the health, social and educational impacts of COVID-19' and that the system is undergoing extensive reforms. As a result, there is no significant change in the core aims of the plan to ensure that the refreshed focus becomes fully embedded.

The key messages to the NIF 2023 plan which impact on local authority planning are:

- There are no major changes to national priorities, but there will be more focus on a new learning for sustainability plan.
- Education reform will be phased in over time.
- Stretch aims for each local authority will now be over a three-year period, with progress reported on annually.
- Education Scotland will reduce variability of performance nationally through targeted and intensive support to local authorities.
- There is a greater focus nationally on a whole systems approach to implement actions relating to ASN and The Promise.
- Tackling inequity remains at the heart of everything we do.

The '[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)' published in May 2023 sets out the aims of the use of national funding to ensure equity in education and mitigate the impact of poverty on children and young people's outcomes and tackle the poverty related attainment gap. Stretch aims have been set over a three-year period, with annual targets to measure improvements in a range of key indicators.

The delivery of education in Perth and Kinross in 2023/2024 will be guided by these themes and by several recent reports. The most influential of these are listed below:

- [Additional Support for Learning review action plan: second progress report - gov.scot \(www.gov.scot\)](#)
- [Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 - gov.scot \(www.gov.scot\)](#)
- [Best Start - strategic early learning and school age childcare plan 2022 to 2026 - gov.scot \(www.gov.scot\)](#)
- [Change programme - The Promise](#)
- [Delivering improvement - Education - Achieving Excellence and Equity: National](#)
- [Getting it right for every child \(GIRFEC\): policy statement](#)
- [Improvement Framework and improvement plan 2023 - gov.scot \(www.gov.scot\)](#)
- [Scottish Attainment Challenge Framework for Recovery and Accelerating Progress](#)

Local Context Informing this Plan

About Perth and Kinross

Demographics



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 (local authority, private, third sector and not for profit ELC providers and childminders), 10,000 children are in Perth and Kinross Council (PKC) primary schools and nearly 8,000 young people attend PKC secondary schools. Around one third of these children and young people are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Over 6,000 children and young people, 34% of all those in schools are recorded as having an additional support need. Sixty-five children and young people attend Fairview Special School, and 309 children and young people attend Intensive Support or Social, Emotional and Behavioural Needs (SEBN) Provisions (137 primary/172 Secondary).

At the point of the 2022 census 1419 FTE teachers were employed by Perth & Kinross Council and partners across all education sectors and the overall pupil to teacher ratio (schools) was 13.2:1, the same as the national figure.

Economy



In Perth and Kinross in 2022, Health and Social Care emerged as the largest employing industry type in the region accounting for 453,600 jobs, followed by Construction employing 201,500 people. Projections into 2032 for Perth and Kinross indicate that these sectors together with Tourism will be the highest employing sectors for the next nine years.

This equates to a higher percentage of part time workers in Perth and Kinross in comparison to national figures (28% compared to 25.4%). Proportionately Perth and Kinross will project fewer vacancies for Professional and technical occupations and more 'Unskilled' occupations in comparison to the rest of Scotland in the period to 2032.

Poverty



Around 10% of children and young people in Perth and Kinross are classified as being among the 30% most deprived in Scotland based on SIMD (Scottish Index of Multiple Deprivation) data. However, the SIMD does not always accurately represent deprivation in a rural setting. Therefore, PKC also uses ACORN data to understand the impact of poverty in the area. This indicates that over a third of school-age children and young people (6,000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 4 children live in poverty. In 2022, around 1,188 pupils (P6 and older) were registered for free school meals and by the end of 2022/2023, 2503 pupils received a clothing grant (around 13.3% of the roll and an increase of 253 (11%) on 2021/2022).

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

The current 'cost of living' crisis is expected to last well into 2024. Inflation is forecast to remain high for this period and family budgets will continue to be impacted, especially around food, household energy and fuel for transport.

COVID-19 pandemic – impact on education

The Scottish Attainment Challenge report noted that there has been some progress in closing the poverty related attainment gap but 'at a limited pace' during this period of recovery from Covid-19. The pandemic disrupted the learning of children and young people and affected the wellbeing of many; it is also evident there has been a disproportionate impact on children and young people affected by poverty. This national position is in parallel to the local picture in Perth and Kinross, where attainment across all areas was maintained or improved, but it improved less quickly for children who were most disadvantaged. Our performance data, stakeholder feedback and self-evaluation identify key areas of focus for us this year. In this period of recovery, a continued focus on health and wellbeing, school attendance, relationships and behaviour will be essential to ensure that all pupils are supported to achieve their potential and that the impact on overall attainment is mitigated. Those children and young people who are most disadvantaged by poverty, including those in key priority groups, will continue to require targeted support.

Data published in Public Health Scotland's Early Child Development Statistics in April 2023 indicates that there were increases in the proportion of children with a developmental concern assessed during the 13–15-month, 27-30 month, and 4–5-year child health reviews. Consideration is being given to what actions are required to mitigate the impact of these developmental concerns and to ensure that children are supported to achieve their potential.

Children and young people with additional support needs

Within Perth and Kinross Council ELC settings and schools, the numbers of children and young people with additional support needs have increased over recent years. At the time of the 2022 Pupil Census, 34% of all children and young people in schools had an additional support need. Between 2016 and 2022 there were significant increases in the number of children/young people with autism (21 to 29 children per 1000 pupils), communication support (7 to 13 children per 1000 pupils), mental health concerns (16 to 21 children per 1000 pupils) and family issues (33 to 44 children per 1000 pupils). Social, emotional or behavioural needs remains the most frequently recorded reason for support, (97 children per 1000 pupils).

To meet the growing level and complexity of need, schools are enhancing the skills of staff and strategies used to meet needs in all classrooms. Increasingly, a multi-agency GIRFEC approach is required to meet the needs of specific children and young people and their parents. This will be supported by a refresh of the local GIRFEC arrangements and the development of supports through the Whole Family Wellbeing Fund during 2023/2024.

The numbers of children and young people with English as an Additional Language has increased over the last six years to over 1,600 Perth and Kinross children and young people (9% of the school population). In total, 49 home languages are experienced by these children and young people, with Polish and Romanian the most common. Over the past year many Ukrainian families settled in Perth and Kinross which led to more than 125 children and young people joining our ELC settings and schools.

The number of care experienced children supported by PKC at census date in 2022 was 284. This is similar to the comparator local authority average rate and less than the Scotland average rate. This number includes 161 children and young people who access education in PKC ELC settings and schools.

The increasing levels and complexity of need outlined above is driving the review of policy, processes, resources, partnerships and built environment that will form the Additional Support Needs (ASN) Transformation Programme to be completed over the next five years.

Report on Progress 2022-2023

What does our data tell us?

A range of data and feedback is collated and analysed to review progress against our planned outcomes from last session, and to inform our actions for improvement for this academic session.

How well are we delivering high quality education provision?

Inspection Summary and Feedback from Care Inspectorate and Education Scotland

Overall, schools and ELC settings in PKC perform well and deliver high quality education. Inspection data shows that ELC settings and primary schools achieve evaluations above both comparator authorities and the national average.

Care Inspectorate inspection data show a similar picture, with PKC outperforming comparator and national benchmarks.

Twenty-four Care Inspectorate visits have taken place since August 2022 and this frequent external scrutiny of all Early Learning and Childcare funded providers shows that there is an improving picture in the quality of ELC provision across PKC with 93% meeting the national standard of good or better across all quality themes. 95% 'How good is our care, play and learning?' 96% 'How good is our setting?' 95% 'How good is our leadership, 94% How good is our staff team?'

Four ELC, six primary and one secondary school (as an all through school) inspections were carried out during 2022-2023. Initial analysis from these has identified some common themes for improvement, including pace and challenge for children and young people, identifying progression of skills within digital technologies, and more robust assessment and moderation across the breadth of curriculum. This will be shared with all schools and action taken within this plan to address them.

Feedback from Education Scotland Attainment Advisor reports

Over the past academic session, Education Scotland have provided feedback to the education service on the following key themes:

- Implementation of the Scottish Attainment Challenge (SAC) programme
- Effective use of Data for Improvement in relation to the SAC programme
- Learning, Teaching and Assessment approaches

It was recognised that there is a clear governance structure for the SAC programme in PKC, and clear guidance for schools which reflects national guidance well. The PKC Closing the Gap tool provides an effective way of analysing interventions and has been shared as an example of good practice. It was noted that significant support has been provided to school leaders to develop capacity to analyse data for improvement. This was evaluated highly by participants and has led to widespread use of "data on a page".

In relation to learning and teaching, it was noted that new frameworks for these have been developed in collaboration with school leaders and practitioners, and that there is a comprehensive range of quality assurance activity undertaken. Pedagogical approaches for equity are supported effectively through the equity networks and professional development opportunities for staff. The Educational Psychology service provide a wide range of advice, guidance, and support to develop evidence-based interventions. It was noted that Developing Young Workforce is a key strength, with reference to "Academy 9" partnership which has been shared at national level.

Overall, Education Scotland noted that the education service has made considerable progress in several elements of the SAC refresh, and in other areas, there is room for improvement. Several stretch aims have not been met, although there are early indications of progress.

Work is underway to review the impact of the Care Experienced Children and Young People Fund and to segment the data relating to this group of children and young people to maximise the impact it can have through improved targeting. This will be further supported by enhanced partnerships between schools and wider agencies which support children and families. Feedback from the equity networks, Pupil Equity Fund (PEF) sampling visits and Validated Self-Evaluation (VSE) report suggests that further work is required to ensure that voices of children and young people are used effectively to improve outcomes.

Internal evaluation



There were over 200 quality improvement visits to ELC settings and Childminders to provide support and challenge. Visits are tailored to the settings' ability to meet the national standard and focus on their planned improvement. Themes from these visits show that in ELC almost all settings are effective in embedding the use of experiences and spaces resource and work to develop language and communication development and more improvement work is required in the analysis of tracking data.

Across session 2022/2023 there were 138 formal visits to primary schools undertaken during terms one and four. There were also 4 learning and achievement visits carried out. 5 schools received targeted support. Areas for focus were attainment data and analysis, outcomes and measures within quality improvement plans, actions to improve pupil attendance, PEF interventions and approaches to self-evaluation.

There were 44 secondary formal term visits and a two-day Local Authority visit to one of our schools. Common themes addressed included: self-evaluation and planning for improvement; tracking and intervention re attainment; strategies to improve attendance and reduce exclusion; approaches to learning and teaching; digital learning; developing the young workforce and enhanced use of data to identify and intervene in pockets of low attainment.

In session 2022/2023 a validated self-evaluation of inclusive practice was undertaken in partnership with school leaders across our secondary schools. This process indicated a number of strengths across the system: good relationships effectively underpinning learning; a growing understanding of learner needs and effective systems to identify and meet those needs. Areas for improvement include the strengthening of leadership responsibilities for inclusive approaches at school level; development of the secondary curriculum to meet the needs of all learners and greater clarity around staged intervention approaches.

A quality assurance programme for Intensive Support Provisions (ISPs) and SEBN off-site settings was introduced last year with 36 formal visits to the 18 ISPs and settings completed. This programme has identified that key areas of strength are: positive working relationships, and increased confidence in using assessment. Future areas of development are: monitoring to effectively show progress; further enhancement of the use of digital technology and an environmental audit, to ensure all learning environments are accessible.

Fairview School has been supported by two formal quality improvement visits, where the following areas of strength were identified:

- The incorporation of EQUAL curriculum framework is supporting the development of progressive curricular pathways to support children and young people with profound and complex additional supports needs reach their full potential;
- Learning, teaching, and assessment aligning with a skills development framework, supporting improvements in independence, communication, and regulation of children and young people.

Self-evaluation feedback from Headteachers for the Educational Psychology Service had an average rating of 4.1 out of 5 for impact, with the quality of support a theme. Respondents noted that they benefited from wider development work which supported staff training. The average rating for how the service is valued was 4.5 out of 5, with working directly with children and families was mentioned frequently, including contributing to child's planning meetings and multi-agency 'Integrated Team Meetings'.

Parental Involvement, Engagement and Family Learning



In the period between April 2022 and March 2023, the Parenting and Family Learning Team received a total of 631 applications for parenting support and 505 applications to attend activities during school holiday periods. This is an increase of 25% (114 families). When combining this delivery and the new Early Years Family Learning Practitioners delivery, the support accessed by families has increased from 88 groups to 419 groups

and from 8 individual support to 72 supported individually.

Notably there has been a 34% increase in the number of male carers receiving support, a 50% increase in the offer of evening and weekend delivery. This has included support for families covering a range of children's ages and a 32% increase in the number of EAL families accessing support and in the last year the team have facilitated five Family Learning Friday blocks at HMP Perth, offered to inmates of the prison and their families.

Parents and carers accessing support told us:

"Peep is a lovely chance to get bonding with your child. And I like how we get leaflets home on things we can do at home."

Schools and ELC settings continue to work to improve parental engagement and involvement and family learning post pandemic and 97% of schools and 96% of ELC settings consulted parents as part of their self-evaluation processes. The creation of a refreshed Parental Involvement and Engagement strategy will support improvement across Perth and Kinross schools and ELC settings. The Council's strategy for Parental Involvement and Engagement will be refreshed during 2023 and will support improvement across Perth and Kinross schools and ELC settings. Consultation on the draft Strategy and Action Plan was conducted with Headteachers and Parent Council Chairs and their wider forums. The majority of respondents to the survey felt that areas identified for improvement reflected their experience in Perth and Kinross. All respondents felt that the aims and principles in the draft strategy were appropriate.

One respondent said: *'...having families more involved in the decision making is critical for fostering good relationships and involvement from parents in their children's education. Improved communication is critical to make this process stress free for all'.*

School Leaders feedback



Discussions and consultations with Headteachers during development sessions provided the education service with useful feedback which has informed this plan. Themes such as how effective are our partnerships, how empowered are staff, children and young people to influence strategic decisions which affect them, and how well supported are schools and settings to secure improvements in their context has resulted in a number of changes to

the structure of Headteacher development days, professional learning and quality improvement activity.

Through development session evaluations, headteachers indicate that they are well supported, and are proactive in developing new partnership arrangements in order to shape guidance, professional support and quality assurance. There was a strong view that increased levels of support are required to support positive relationships and behaviour, and to better support children with complex needs in mainstream schools.

School Level National Accreditation in Perth and Kinross



In Perth and Kinross, we continue to focus on sustainability and environment with 34 of our schools and ELC settings are accredited Eco Schools with green flag status with 121 establishments overall registered to work towards this.

Our focus on our digital strategy is enhanced through 21 schools having earned 'Digital School Awards' with a further 54 registered. All of our schools have "digital champions" in post to promote effective digital learning. One of our school leaders has achieved international recognition for his leadership of digital learning.

20 schools have achieved their Silver Rights Respecting School Awards with 13 attaining Gold Status. As part of our curricular enhancement, 9 secondary or all through schools are Scottish Credit and Qualification Framework (SCQF) partners. The Parenting and Family Learning Team won the national Parent and Family Engagement Award, sponsored by The National Parent Forum of Scotland, at the recent Scottish Education Awards 2023 in recognition of work to develop and enhance the family learning offer as part of the Early Learning and Childcare (ELC) expansion.

Participation in extracurricular sport activities continues to improve with a 25% participation rate in session 2022/2023 compared to 22% the previous year. Secondary girls' participation in extracurricular continues to be an area of focus. There was a relaunch of the Lead Sport Programme this year which supports young people in developing leadership skills. 60 young people participated in and completed the programme in 2022/2023. 180 secondary pupils supported the delivery of extracurricular activity in PKC schools and 86 of these young people gained a qualification in sports coaching or officiating.

The Art of Friendship project was undertaken by over 800 children and young people across 17 schools. This involved the creation of artwork which explored, represented or symbolised friendship and the positive impact it has on wellbeing. An online exhibition was created to share and celebrate the wide range of work including short films, drawings and a wall mural and had over 300 views when it was launched.

Other important sources of data

ELC and School Quality Improvement Plans



Scrutiny of all 99 ELC Funded Provider's Quality Improvement documentation illustrates common improvement themes as priorities for session 2023/2024, planning for children's progress, creating high quality learning environments, developing experiences to support language and communication and numeracy, extending family engagement and improving all quality assurance procedures.

Local authority and school quality improvement activity, school self-evaluation and improvement planning processes identified improvement priorities for session 2023/2024. The main improvement themes within quality improvement plans are in the areas of writing, numeracy, assessment and moderation, curriculum, inclusive practices, relationships and behaviour and digital technologies.

The main quality improvement themes from ELC settings and schools for 2023/2024 are highlighted in the image below.



Word Cloud created from Quality Improvement Plans 18 May 2023

Staff reporting of behaviours in schools



Statistics show that there has been an increased number of reports from staff who have managed incidents with children or young people who they felt were distressed, challenging, violent or aggressive in terms 3 and 4 of this session when compared with the previous 4 terms which had all remained relatively stable. Reports of incidents relate to 43 of the 70 Primary schools (includes ELC settings and ISPs), 10 of the 11 Secondary schools (includes ISPs), the Primary SEBN provision and Fairview Special school. The number of children and young people involved equates to just over 1% of the school population, 83% of the children and young people had additional support needs.

Primary sector staff most frequently report incidents and are more likely to experience an incident that they identify as a physical assault; whilst two-thirds of the incidents reported by Secondary school staff relate to verbal aggression, swearing or threatening behaviour.

Feedback from stakeholders on Priorities



Feedback from school leaders at Headteacher Development Days informed us of the key themes that require focused work to improve include approaches to learning and teaching, support with effective data analysis, assessment and moderation particularly in literacy and numeracy.

Engagement with school leaders around relationships and behaviour told us that on-going review and more professional learning is required in this area. Whilst taking forward relationships policies, including approaches to anti-bullying, schools would welcome a drive on supporting community understanding around relational approaches and on communities supporting their schools in their work to nurture responsible citizens. This feedback is informing the Strategic Equity Fund (SEF) action plan.

Throughout the year a series of Anti-Bullying Strategy workshops has informed the development of a revised Anti-bullying Strategy for Perth and Kinross. This involved participation of 9 school communities

(including school staff, children, young people and parents and carers), staff groups such as Headteachers, Depute Headteachers, Guidance Teachers and Community Link Workers, and Parent Councils. It was further supported by a survey of all parents and carers.

The sessions helped to understand why the self-reported prevalence data on bullying gained from the Health and Wellbeing Census did not correlate with the levels being recorded within schools. The workshops completed with children and young people told us that from a young age children and young people risk assess the impact of reporting bullying and there are a range of reasons why they sometimes don't report concerns such as, their perception of the reactions by adults, a fear nothing will change or it will get worse as a result, or because they will get into trouble themselves. The information gained has shaped a Strategy for 2023 – 2026 which will be finalised after further consultation with school communities in the new academic year.

Health and wellbeing data summary



The Health and Wellbeing Census conducted during session 2021/2022 provided data that underwent a deeper analysis during session 2022/2023. [Link to Committee Report](#). As a result of this, priorities for focussed work and improvement are food poverty, embedding self-harm and suicide prevention work, supporting pupil engagement and choice over learning, increasing levels of physical activity, continuing to enhance the design of PSE, continued substance misuse actions and a focus on raising resilience and wellbeing, listening to young people, particularly young women, from areas of deprivation. The SEF plan will encompass relevant aspects of this work.



Riverside Primary School which opened in June 2023

Key achievements and performance 2022-2023

Progress on Education Plan 2022/2023

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



Good progress has been made in improving our ability to ensure that children and young people actively participate and contribute to decisions that affect them in their learning. During 2022/2023 work has progressed on the development of a Participation Strategy 2-18. Consultation with stakeholders ensured appropriate child-friendly language was used. Supporting materials were created for schools to gain the views of children and young people across all settings. The strategy and supporting materials are now in place.

Progress in 2022-2023



Creative approaches have been implemented to ensure that children and young people's voices are heard. In Early Years, work has been undertaken on the use of Floorbooks to plan collaboratively with children and implemented as part of the Play Pedagogy in Primary training.

A pilot group of representative children and young people has been formed to plan participation for next session. Children and young people within pilot schools have used PKC designed resources to plan for areas of participation within their own schools.

Work will continue to develop a forum to support children and young people with additional support needs (ASN). During the past year, 24 children and young people with ASN from four schools are working together with support from Children in Scotland and Enquire to develop an Inclusion Ambassadors programme for Perth and Kinross.

Bold Girls Ken, an initiative led by girls from two Secondary schools and Perth College, with the support of NSPCC Scotland, the Young Women's Movement and Perth and Kinross Council, was launched in April 2023. The group are working to educate other young people about consent in relationships by giving them realistic information and ensuring they know where to find help and support.

Young people played a key role in the review of inclusive practice undertaken in secondary schools – their views were gathered through surveys; in focus groups and individual interactions throughout the process.

Leadership opportunities to increase participation of young people delivered by Active Schools resulted in 116 secondary-aged young people (42 with a qualification) supporting delivery of extra-curricular school sport sessions in Term 1 during 2022/2023. This compares to 69 young people (19 with a qualification) in Term 1, 2021/2022. By Term 2, the number with a qualification who had supported sessions had risen to 48.

There has been an increased focus on providing assistive technology support, ensuring that children and young people with complex communication needs can be met. This included Inservice training provided by CALL Scotland and the development of a resource bank to provide staff with tools to increase the ability of children and young people with specific communication needs to access the curriculum.

As a result of the progress made in relation to this priority next steps will include:

- Implement Learner Participation Strategy 2-18

Improvement in attainment, particularly literacy and numeracy



Initial achievement of a level data in the Broad General Education is indicating that this has at least maintained the improvements developed in 2022. National comparator data from 2022 saw Perth and Kinross performance improving to 77% overall at P1, P4 and P7 combined which was a 2% improvement on the previous year. Early indications are that this will be maintained or increased for session 2022/2023. S3 performance improved in 2022 from 83% to 91% with Perth and Kinross performing 2% above the national average. Senior Phase data for 2023 will not be published nationally until February 2024 but projected data indicates that continued progress is being made with schools making effective use of data to identify and address underperformance.

Progress in 2022-2023



Very good progress has been made on the planned actions against this national priority.

Early indications from ELC settings show that 80% of the 1380 children who will enter Primary 1 in 2023 have met all expected developmental milestones. For this cohort of children all 9 developmental milestones (Attention, Behaviour, Emotional Development, Fine Motor Skills, Gross Motor Skills, Hearing, Social Development, Speech and Language and Vision) have seen a drop in levels of achievement and overall, this represents a 1% decrease on the previous year's figure. Speech and language development and social and emotional development persist with the highest gap.

Literacy and numeracy levels in Broad General Education demonstrate improvements in all areas at P1, P4, P7 and S3 over time. The pace of these improvements has been variable with small percentage dips in some areas. Overall initial levels for P1, P4 and P7 are 77%. For young people in S1-3, attainment in S3 Literacy and Numeracy Curriculum for Excellence Level 3 improved from 83% in 2018 to 90.5% in 2023.

In S3 level 4 Numeracy improved from 48% in 2022 to 61% in 2023 while literacy improved at level 4 from 51% to 65%.

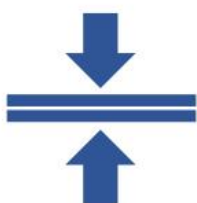
In the Senior Phase, S4-S6, the proportion of young people who left school in 2022 achieving Literacy at the Scottish Credit and Framework Qualifications (SCQF) Level 4, improved to 95% compared with 93% in 2021. The proportion of pupils who left school in 2022 achieving Numeracy at Level 4 improved to 93% compared with 90% in 2021. The proportion of school leavers achieving literacy and numeracy qualifications at SCQF Level 5 in 2022 is high at 84% and 73% an increase of 1% and 2% respectively on last year's figures. Additionally, the Numeracy SCQF Level 5 gap with the Virtual Comparator has decreased from 4% in 2021 to 1% in 2022.

In 2022, PKC outperformed Tayside, National and Virtual Comparators in Senior Phase tariff points for the middle 60% and Highest 20% of leavers. PKC outperforms Tayside for the lowest 20% of leavers. However, the data for this measure continues to lag behind our virtual comparator and remains a key priority.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Implement fully revised Quality Improvement Framework.
- Implement Literacy, Numeracy and Learning and Teaching Frameworks and Progression Pathways.
- Create self-evaluation toolkit to support Parental Involvement and Engagement.
- Implement revised attendance guidance.
- Establish new approaches for planning in ELC.
- Develop senior phase curriculum including virtual learning and online offer.
- Develop digital learning and infrastructure to support raising attainment.

Closing the attainment gap between the most and least disadvantaged children



All schools have stretch aims for 2022/2023 in terms of reducing the gap between the attainment of the most and least deprived in our schools and for the gaps that are most relevant to them. A particular focus is on improving outcomes for care experienced children and young people and all schools have targets and aims for this group where initial signs of improvement is evident.

For children across ELC settings, the poverty related gap remains an issue with a 14% gap between the least and most deprived. Further breakdown of data shows that for boys it is 22%, girls 8% and for boys with ASN 13% and girls with ASN 15%. In the areas with the lowest attainment levels the gap is, speech and language 11%, social 9% and emotional 12%. Specific improvement work continues to focus on overall quality of provision, outdoor learning, and language development to mitigate against these gaps.

The overall gap in CfE attainment between the most and least deprived remains. Using Scottish Multiple Index of Deprivation (SIMD) as a measure in 2022 there was up to a 22% deprivation gap whilst there is up to a 13% gap at all stages when measuring using ACORN data. However, these gaps are much reduced by S3 with around 10% gap in terms of SIMD and 12% using Acorn data, indicating ongoing progress over time.

Progress in 2022-2023



Good progress has been made on the planned actions against this national priority.

Support to schools has ensured that 99.6% of schools had spent their Pupil Equity Funding (PEF) allocations at the end of the 2022/2023 financial year compared with 64% spent by this point in 2021/2022.

Work has been undertaken to develop an Interventions Mapping Tool which schools will use to select evidence-based interventions in literacy, numeracy and health and wellbeing to address identified gaps. This will support schools with planning, implementing and evaluating PEF-funded interventions.

As a result of additional practitioner support in Primary One classes, almost all children supported have progressed in their achievement of developmental milestones and shown increased engagement in learning.

The ELC Westbank Outdoor project is now established including provision of shelter. It provides outdoor learning for five ELC settings across North Perth, with the highest proportion of children in SIMD Q5. The site provides equity and opportunity for these children to experience nature without barriers and to have a positive impact on their wellbeing and development. Links are being made with the Parent and Family Learning Team to further develop the offer.

To reduce the impact of poverty on children and young people during school holiday periods, the Summer of Play and Fuelled for Fun received 82 funding applications from Summer 2022 to Easter 2023 to provide activities and food. In total there were 8,320 attendances at activities/childcare with 44,827 nutritious lunches and snacks provided.

In addition, 81 children in targeted families received funded places in PKC School Aged Childcare each holiday period, enabling the children to benefit from fun play and learning activities, trips, lunch and snack.

Termly visits by Quality Improvement Officers focus on gaps in attainment including learners affected by poverty.

Individual data profiles have been developed using 'data on a page' to ensure that schools organise their data in a clear and diagnostic way. Training has been delivered to almost all school leaders to ensure that the approach becomes embedded. This improves understanding of attainment gaps for key identified groups of children.

Specific training is also provided for PKC supported interventions targeted at learners affected by poverty.

Over the past year, 9 primary schools have taken part in the National Improving Writing project with the Scottish Government Children and Young Peoples Improvement Collaborative (CYPIC). All 9 schools have recorded significant improvements achieving a mean of 79% in Curriculum for Excellence first level writing at P4. Monitoring of progress demonstrates schools are on track to achieve the stretch aim of 73% in CfE first level writing. A further 20 schools are set to engage in the project in session 2023/24.

In secondary schools, significant focus is directed towards those at risk of leaving with no awards or positive destination. A revised 16+ Framework is in place to provide further support. Partnership working with the YMCA, as an example, facilitated Employability programmes that were delivered to 10 secondaries in 2023.

Focused input has improved level 4 attainment in literacy and numeracy for Care Experienced Children and Young People who left school in 2022 to 80% from 22% in 2021. Over the same period, level 5 outcomes improved from 6% to 20%.

Good progress is being made in reducing gaps of school leavers, participation measures and school leavers attaining Level 5 and 6 qualifications. However, the poverty-related attainment gap remains in most measures. A focus on curriculum review and a 16+ framework developed and delivered with partners is a priority.

To improve support for young carers, work has been undertaken with schools to raise awareness of their needs. This has led to all Secondary schools and 70% of Primary schools establishing Young Carer Champions and the number of Young Carers recorded on SEEMIS increasing by 100% to a total of 490.

Although some early planning has begun to scope the ASN transformation priorities, progress has been slower than hoped. Additional resource has now been secured to take this forward over the coming year.

A Staged Intervention Framework for PKC ELC settings and schools will be finalised early the new school year. This includes an Assessment Framework and revised Child/Young Person's Plan which was piloted over the last year.

The new Outreach Team launched in August 2022 and they provided support to 39 schools per term, across the year the number of children supported increased from 173 in term 1 to 223 children in term 4. There were a number of outcomes for children as a result including effectively reducing incidents of distressed and challenging behaviour.

Attainment of care experienced children and young people in PKC schools is improving overall; however, this progress is not consistent across all sub-sets of the care experienced group, with the attendance and attainment of those looked-after at home being lower than that of all looked-after children and young people and the school population as a whole. Over the next year, this group (approximately 50), will be the focus of the Raising Attainment Board Care Experienced Sub-group and the Promise Delivery Group.

A range of support has been implemented through the Care Experienced Children and Young People Fund. Activity in the coming year will include more targeted use of the Volunteer Mentoring Programme, targeted Youth Work support in secondary schools, Care Experienced Champions Boards, and social care support for families in primary schools. The potential introduction of a Virtual Headteacher is also being explored.

An ASN 3rd sector partnership forum has not yet progressed but will be supported through the refreshed Third Sector Interface arrangements for Perth and Kinross following the appointment of the new Chief Executive for PKAVS. In the interim, positive partnership working has progressed, supporting closer operational working with organisations such as Perth Autism Support, Parent to Parent and SHIP.

Parent Councils and 3rd sector parent's groups have supported the initiation of a network for parents of children and young people with additional support needs. This will increase opportunities for parents to be active partners in shaping service delivery and in building better support for parents of children and young people with additional support needs. The initial meeting of volunteers identified key themes for the initial activity, including support for parents at transition points, parent support in school communities and information for parents.

The implementation of the inclusive approach CIRCLE has continued, and over 50% of school leaders responding to a survey reported that 100% of teachers in their school had taken part in professional learning. 76% of leaders agreed that ownership of inclusion was being developed at class teacher level. 77% of primary teachers had used the Participation Scale and 76% had made adaptations to practice as a result.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Develop more robust analysis of attainment gap.
- Implement an intervention mapping toolkit.
- Deliver education actions in the Child Poverty Action Plan.
- Develop registered quality childcare during term time and in the school holidays.
- Further refine targeting of resources to improve attainment of care experienced children.
- Develop ASN Transformation Programme and implement year 1 actions.

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



Our 2022 school leavers positive destination figure currently sits at 94.8% compared to 93.5% across the country. Partnership working with Skills Development Scotland (SDS); the Developing Young Workforce (DYW) Tay Cities Board, local employers and UHI Perth has helped to direct targeted support where most needed and influence the local Perth and Kinross effort at a strategic level through the Local Employability Partnership.

Locally there are slightly more young people unemployed and not seeking employment compared to the Scottish average.

Progress in 2022-2023



Good progress has been made on the planned actions against this national priority.

The Annual Participation Measure of young people's participation has shown a slight increase to 93.7% of 16–19-year-olds participating in education, training, or employment in 2022. This compares with 93.6% in 2021 and 92.8% in 2015.

Schools continue to broaden their curriculum in response to young people's interests and the local labour market. This has influenced the School College Partnership with UHI Perth and our Virtual Campus resulting in a wider range of National Progression Awards; access to Foundation Apprenticeships, such as Financial Services in partnership with Aviva, certificate courses that schools aren't equipped to offer; and enhanced and varied work placements.

A framework for the leadership and implementation of Developing Young Workforce (DYW) priorities has been created to support these priorities in schools.

A 16+ framework for young people most at risk of a negative destination has been co-created with colleagues in SDS and the DYW Tay Cities Board and launched in June 2023. The 16+ Operational Group monitors schools' performance in ensuring young people have a planned positive destination and provides support to ensure this happens.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Improve post-school transitions and positive destination outcomes for all young people.

Improvement in children and young people's health and wellbeing



The health and wellbeing of children and young people has been impacted by Covid. This has led to a focus on implementing the Relationships Framework and therefore the Health and Wellbeing strategy has not yet been refreshed. The general decline in wellbeing in the Health and Wellbeing census and reported level of bullying remain concerns.

Further work is required to analyse and collate annual Health and Wellbeing statistics for Perth and Kinross. The mental health action plan has been collated but further work is required for full multi-agency engagement over jointly agreed gaps.

The work on mental health pathways is underway but not yet complete. Schools have been provided with suicide prevention management tools with staff reporting more confidence in this area. Similar progress has

been made through education leading multi-agency collaboration to address self-harm, a project which, along with the suicide prevention work, has received national interest.

Progress in 2022-2023



Good progress has been made on the planned actions against this national priority.

Play programmes have been delivered in 23 schools on a weekly basis to 1,435 children which has supported their social and emotional development and readiness for learning.

Primary Physical Education Specialists have now completed the review of the Primary PE curriculum. PEPAS Officer has been working closely with Live Active Leisure staff in supporting primary teachers with sport specific content to enhance PE lessons. Local Management PEPAS groups have been re-established across all LMGs. Participation in extra-curricular activities continues to improve with a 25% participation rate in session 2022/2023 compared to 22% the previous year. Secondary girls' participation in extra-curricular continues to be an area of focus. There was a relaunch of the Lead Sport Programme this year which supports young people in developing leadership skills. 60 young people participated in and completed the programme in 2022/2023.

Over 200 people have attended cycle events such as the Canny Cycle, Woman and Cycling Confidence Classes, and Dr Bike sessions. Bikeability demand remains high in the schools delivering this with 111 pupils completing Level 1 and 1377 pupils Level 2.

The number of Community Link Workers trained by Sleep Scotland has increased; in addition, the Parent & Family Learning Team have staff trained in this. Together these teams are raising awareness of the importance of healthy sleep and providing practical support to children, young people and families.

Between August 2022 and March 2023, 41 Eat Well Play Well programmes were delivered to support implementation of the Child Healthy Weight Strategy. As a result, 85% of parents who participated report being more confident in providing healthy meals and snacks for their children, 89% reported being more aware of the portion size for the age of their child, with 70% reporting being more physically active as a family.

While incidence of smoking is reducing, the number of young people who vape is increasing. To tackle this, we have worked with NHS Tayside and PKC Trading Standards to develop inputs and resources for schools to increase awareness of vaping and deliver learning for children and young people. We will continue to develop this collaboration.

In conjunction with Education Scotland, an authority wide approach to relationships and behaviour is being developed. Guidance and a school level exemplar Relationships Policy, along with good practice examples collated from Headteachers, have been drafted. Consultation with Headteachers has informed the development of professional learning on 'Building Relationships in Practice'. This will lead into the development of a mentally flourishing schools programme which will now take place over session 2024/2025.

The physical intervention guidance is awaiting updated national guidance before being refreshed. Care experienced guidance is in a final draft form and going out for further consultation. Relationships work is being supported by the development of a web based 'interventions mapping' tool that will be finalised in August to support schools to find the PKC recommended programmes or interventions.

The PKC whole school Nurturing Relationships programme is part of the Relationships Framework and 28 schools are now engaged with the programme. During 2022/2023, a further 6 schools embarked on the whole school programme. There are 18 schools enrolled for phase 3 which has already commenced for 2023/2024. Outcomes have included the reinstatement of tutor time, the creation of a nurturing space and all staff being trained and coached in understanding behaviour.

The Mental Health Delivery Group has advanced suicide prevention awareness and is supporting the implementation of a risk management system for all secondary schools. Alongside this has been the multi-agency improvement work for self-harm, led by Educational Psychology. Two pilot secondaries were engaged in action research and are undertaking training and elements of parental engagement, following involvement of pupils. In 2023/2024 all schools will have access to newly developed online training and resources. The Counselling in Schools programme continues to embed with 658 children and young people accessing over 2022/2023 and meeting goals in the areas of anxiety, family issues and self-esteem.

To support implementation of the 'Connected Tayside' [Emotional Wellbeing Strategy](#), a local mental health pathway resource has been designed for young people, families and all support agencies. This has been adopted as a prototype for Tayside and PKC is now leading a working group including Angus and Dundee Councils, supported by the PKC website team, to extend developments.

Although 2022/2023 exclusion levels have increased slightly on 2021/2022 it remains significantly lower than the levels in 2018/2019. Schools have been sharing best practice in the provision of alternatives to exclusion to support vulnerable children and young people.

Reducing distressed, challenging, violent or aggressive behaviour of children and young people in schools towards staff continues to be a priority. A working group including school leaders, health and safety and Union representatives have been meeting monthly to identify and monitor improvement actions to reduce the behaviours of children and young people that impact staff and improve staff support. As one of the actions taken, 21 staff from 12 provisions took part in the 'Self-regulation' action research programme to improve the emotional regulation of children and young people. The impact on pupils included: being more quickly settled and ready to learn in the morning, using the regulatory steps to work through difficulties, improvements in written and spoken work and improvements in attitude towards written work.

Primary attendance has remained steady, with figures of 92.4% in 2021/2022 and 92.5% in 2022/2023, however it remains 2.5% lower than pre-pandemic levels (95% in 2018/19). Secondary attendance was lower in academic year 2022/2023 (86.9%), compared with 2021/2022 (87.7%) which was in turn a significant drop from pre-pandemic levels (90.5% in 2018/19). Whilst final national data is not yet available, it is anticipated that these figures will be in line with national attendance patterns. Early indications show levels of attendance remain lower than the whole population for groups such as children and young people in more deprived areas, with additional support needs, those that are care experienced and Young Carers. Improving levels in both sectors and for groups most vulnerable to low attendance will continue to be a key improvement focus for 2023/2024.

Over the course of this year, funded through the Community Mental Health fund, a partnership project between PKC, NHS Tayside and the third sector has provided support for young people whose absence at school remains significantly low due to a mental health barrier.

Work is underway to deliver an Attendance Summit that will engage school staff in collaborative improvement activity with partner organisations to improve attendance.

The Strategic Equity Fund which will have a focus on attendance and relationships and behaviour. Multi-agency work to improve wellbeing, and support schools to identify specific gaps and the best interventions to address these will continue. Work to reduce incidents of violence and aggression in schools continues as a priority.

As a result of the analysis of data and progress made against last year's actions, next steps will include

- Implement the relationship and behaviour guidance, with the Building Relationships in Practice professional learning and related interventions.
- Support school to action improvement to address outcome of HWB census.
- Launch and support the Anti-bullying Strategy.
- Launch and support the Suicide prevention framework.
- Extend parent and family learning support for families with young people 11+.
- Embed work to support emotional development in ELC.
- Undertake targeted work to improve attendance.

Professional Learning and Development



Very good progress has been made on the planned actions in this area of work to support progress in all national priorities.

Progress in 2022-2023



Professional Learning and Leadership has continued to be a key priority. Improvements to [The ECS Learning Hub](#) website, the booking system and process of gathering evaluations have been made resulting in a consistent approach being used across Services to promote, access, and evaluate professional learning opportunities.

New processes have been put in place to ensure that the quality of our professional learning offer is reported to inform decision making and future developments.

Career progression pathways have continued to be developed. These support staff to identify national, Tayside Regional Improvement Collaborative and PKC professional learning opportunities to support career progression and inform professional discussions linked to the GTCS Standard for Full Registration through to Standard for Headship and SSSC standards.

This session, we have increased the number of offers available. 2234 teaching and support staff attended a total of 178 opportunities provided from August 2022- April 2023. A further 676 practitioners participated in a range of professional learning delivered during the November In-service days. Almost all participants rated the opportunities as good or excellent, with 97.6% of participants indicating that all training outcomes were met.

Support staff have engaged in a wide range of professional learning to enhance their knowledge and skills, including meeting statutory training requirements, raised awareness of meeting learner needs and supporting the delivery of universal and targeted interventions for children and young people with additional support needs.

Senior, middle, and aspiring middle leaders engaged in a range of opportunities to develop their leadership skills, with 33 signed up for national Education Scotland professional learning programmes. The regional Leadership and Development Induction Programme involved 15 newly appointed headteachers participating with colleagues in Dundee and Angus in professional development, with a further 105 leaders engaging in opportunities delivered by the central ECS team or external trainers.

Improvement methodology was introduced to most school senior/middle leaders in all sectors to ensure a shared understanding around how to secure improvement and to provide training and tools to support improvement activity. The majority of leaders attended professional learning in the effective use of data for improvement this session. Further training will be delivered in 2023/2024.

Headteachers received information regarding the professional learning offer for staff teams in 2023/24 and the proposed leadership opportunities in March 2023, to coincide with improvement planning support days. Feedback indicated that the timing of the offers will make a positive difference to planning for school and ELC improvement in 2023/2024.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Strengthen the staff induction process.
- Improve systems to recognise and endorse staff achievement.
- Embed new PRD processes.
- Implement new forums with Headteachers to facilitate collaborative improvement.



Improvement Plan 2023/2024

We have identified the following key areas of focus for this improvement plan. These address the priorities identified above.

This outlines the intended outcomes and planned actions to support delivery of the NIF priorities in 2023/2024. In addition, the Education Service has identified a further local priority.

National Priority

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

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

<p>Intended Outcome</p> <p>All children and young people are supported to contribute to and be engaged in all aspects of school life.</p>	<p>Planned Action</p> <p>Support opportunities for children and young people to participate in the work of their schools and the local authority, including a pilot of the Inclusion Ambassadors programme, promotion of Care Experienced Champions and development of the Young Voice of Perth.</p> <p>By when?</p> <p>June 2024</p>	<p>How will we know?</p> <p>Contributions from children and young people in a range of representative groups will be evident in school and local authority development activity.</p> <p>Feedback from children, young people and staff on the Inclusion Ambassadors pilot and Care Experience Champions programmes will support development of wider opportunities for children and young people to participate.</p>
	<p>Planned Action</p> <p>Co-design resources with children and young people for use by schools and groups of children and young people and parents to highlight Children's Rights and support participation.</p> <p>By when?</p> <p>June 2024</p>	<p>How will we know?</p> <p>Children and young people involved will report the ways in which they have been heard and how they have influenced development of resources to promote participation for all.</p> <p>Parental Involvement and engagement survey indicates parents are better informed on children's rights.</p> <p>Staff supporting the groups will report increased confidence in producing accessible resources and opportunities for all children and young people.</p>
<p>Intended Outcome</p> <p>Gaelic Medium Education is recognised and valued by school communities with equal status.</p>	<p>Planned Action</p> <p>Increase profile of Gaelic Medium Education including providing language learning opportunities and celebrating achievement with all staff and families.</p>	<p>How will we know?</p> <p>Greater visibility of Gaelic Medium Education in relevant schools.</p>

	By when? June 2024	Increased demand for Gaelic Medium Education opportunities by children and families.
Intended Outcome Children and young people have increased opportunities to receive their entitlement to Learning for Sustainability.	Planned Action Schools to implement relevant actions from the PKC Climate Change Strategy Action Plan. Increase the number of schools engaging in Climate Change Accredited Learning Programmes e.g. Eco Schools Scotland and Climate Ready Classrooms. By when? June 2024	How will we know? 10% reduction in energy consumption across all schools. Small group of schools to engage in accredited learning programmes.

National Priority

Improvement in Attainment, particularly in Literacy and Numeracy

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

Intended Outcome The quality of educational provision is improved in all schools and ELC settings. Attainment in literacy is raised for all children and young people. Attainment in numeracy is raised for all children and young people.	Planned Action Undertake planned quality improvement activity at a universal, tailored and intensive level using a risk-based approach. By when? May 2024 Support the implementation of the Literacy Framework 2-18 through a programme of professional learning. By when? May 2024 Support the implementation of the Numeracy Framework 2-18 through a programme of professional learning. By when? May 2024	How will we know? Increase in the number of 'good' or better evaluations of the 4 core quality indicators. 2022/2023 outcomes of the secondary VSE are effectively implemented in secondary schools. All schools and ELC settings will develop a literacy strategy relevant to their context. All schools make use of improvement methodologies and evidence-based interventions. Progress in all areas of literacy is effectively monitored by teachers and school leaders. Overall PKC attainment in literacy is increased by in line with our agreed stretch aim. All schools and ELC settings will develop a numeracy strategy relevant to their context. All schools make use of improvement methodologies and evidence-based interventions.
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		<p>Progress in all areas of numeracy is effectively monitored by teachers and school leaders.</p> <p>Overall PKC attainment in numeracy is increased in line with our agreed stretch aim.</p>
<p>Intended Outcome</p> <p>Children and young people in Gaelic Medium Education experience a more coherent curricular pathway throughout the BGE and into the Senior Phase.</p>	<p>Planned Action</p> <p>Develop a framework to support an effective learning and teaching continuum in GME BGE to S3.</p> <p>By when?</p> <p>June 2024</p> <p>Planned Action</p> <p>Expand the achievement and attainment opportunities for certification and accreditation into the Senior Phase.</p> <p>By when?</p> <p>June 2024</p>	<p>How will we know?</p> <p>Stakeholders feed back a much-improved experience in which they have been fully involved, in its review and design.</p> <p>How will we know?</p> <p>Young people have access to a greater number of certificated courses through Gaelic, and also work placements and employer engagement.</p>
<p>Intended Outcome</p> <p>Children and young people will benefit from their parents and carers being involved in the life and work of their school.</p>	<p>Planned Action</p> <p>Create a self-evaluation tool to support planning for parental engagement including case studies of highly effective practice.</p> <p>By when?</p> <p>May 2024</p>	<p>How will we know?</p> <p>Tool created and shared. Number of schools and ELC settings using tool to plan for improvement.</p>
<p>Intended Outcome</p> <p>Attainment and achievement are raised through improved quality of teaching and learning and a shared understanding of highly effective practice.</p>	<p>Planned Action</p> <p>Develop a framework to support effective learning and teaching and play pedagogy throughout the curriculum and provide a programme of professional learning.</p> <p>By when?</p> <p>June 2024</p>	<p>How will we know?</p> <p>An increased number of schools incorporating effective approaches to learning and teaching and play pedagogy into all stages and areas of the curriculum.</p>
	<p>Planned Action</p> <p>Support the implementation of the Learning and Teaching Framework through professional learning and resources, improving approaches to self-evaluation and practice in learning, teaching, assessment and moderation.</p> <p>By when?</p> <p>June 2024</p>	<p>How will we know?</p> <p>The number of schools and ELC settings who develop a learning and teaching policy in line with PKC expectations.</p> <p>Moderation of standards will take place at school and LMG level.</p> <p>Quality assurance activity will evidence areas of strength in learning and teaching.</p> <p>Analysis of prediction and ACEL data will demonstrate improvements in teacher professional judgements of pupil</p>

		progress including CfE achievement of a level.
	<p>Planned Action Establish an approach to planning for progression in learning within ELC and provide a programme of professional learning to support implementation.</p> <p>By when? June 2024</p>	<p>How will we know? Number of settings using agreed planning processes.</p> <p>Quality improvement activity will provide evidence that systems support practitioners to plan for individual needs and identify next steps to ensure progress in learning.</p>
Intended Outcome	<p>Planned Action Support implementation of PKC Progression Pathways for all curriculum areas in BGE, through a programme of professional learning.</p> <p>By when? January 2024</p>	<p>How will we know? Number of schools implementing pathways.</p> <p>Quality assurance activity will evidence areas of strength in implementing Progression Pathways.</p>
<p>Intended Outcome Young people experience a Senior Phase curriculum that is personalised and creative, and responsive to national and local demands.</p>	<p>Planned Action Create a refreshed PKC senior phase offer with every school developing their own rationale across the curriculum.</p> <p>By when? January 2024</p> <p>Planned Action Respond to identified demand from young people in their senior phase certificate choices by increasing the PKC virtual learning and online offer.</p> <p>By when? April 2024</p>	<p>How will we know? Broader range of curricular opportunities for young people to access, more diverse range, and levels of, qualifications achieved.</p> <p>Achievement and attainment of young people is suited their needs and intended destinations.</p> <p>How will we know? A further 5 programmes of learning created.</p> <p>Increased numbers of young people accessing virtual and online learning.</p>
<p>Intended Outcome All children and young people have improved access to digital learning and technology.</p>	<p>Planned Action Collaborate with IT colleagues, schools and other key stakeholders to establish an infrastructure improvement plan to ensure readiness of the roll out of 1:1 devices.</p> <p>By when? November 2023</p>	<p>How will we know? A detailed plan is created involving all stakeholders.</p> <p>Uptake and evaluation of professional learning.</p>
	<p>Planned Action Provide a range of resources and professional learning to support staff to increase skills and knowledge in digital learning and technology.</p>	<p>How will we know? Increased number of Digital Schools Award by 10 schools.</p> <p>Quality assurance activity will evidence areas of strength in</p>

	By when? February 2024	using digital technology to enhance learning and teaching.
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National Priority

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

<p>Intended Outcome</p> <p>The attainment gap is narrowed through effective identification of gaps and implementation of effective interventions.</p>	<p>Planned Action</p> <p>Through improvement activity and professional learning, support school and ELC leaders to effectively analyse data to ensure identified cohorts children and young people make appropriate progress in learning.</p> <p>By when? June 2024</p> <p>Support and monitor the delivery of the targeted National Improving Writing Programme</p> <p>By when? June 2024</p> <p>Support and monitor the delivery of a range of appropriate interventions to support narrowing the poverty related attainment gap in literacy and numeracy.</p> <p>By when? June 2024</p>	<p>How will we know?</p> <p>All schools have planned interventions using effective analysis of data including gender, care experienced, SIMD/ACORN where appropriate.</p> <p>100% of schools will plan, record and track pupil progress via the Closing the Gap Tool.</p> <p>Improved attainment in all schools from cohorts 1 – 4 where a high number of pupils at P4 are not on track to achieve first level in writing or where P5 pupils did not achieve first level in P4. This will impact on overall PKC stretch aim of 73% for P4 writing.</p>
	<p>Planned Action</p> <p>Review the impact of the Care Experienced Children Pupil Equity Fund and consider evidence for further approaches to supporting attendance and improved attainment, with a specific focus on those looked after at home.</p> <p>By when? December 2023</p>	<p>How will we know?</p> <p>Report on best practice interventions on improving attainment for care experienced children and young people will be considered for our context.</p> <p>Pupil tracking of attendance and attainment will evidence improvement.</p>
	<p>Planned Action</p> <p>Implement PKC Intervention Mapping tool for evidence-based approaches through a programme</p>	<p>How will we know?</p> <p>Pupil attainment will be improved using evidence-based interventions which have been</p>

	<p>of professional learning and improvement activity.</p> <p>By when? May 2024</p>	<p>recommended within the Interventions Mapping Tool</p>
<p>Intended Outcome Children and young people whose households experience poverty do not face any barriers to participation associated with the Cost of the School Day.</p> <p>Improve access and availability of registered, quality childcare.</p> <p>Narrow the wellbeing gap between least and most deprived S3 and S4 females.</p>	<p>Planned Action Support increased awareness of the Cost of the School Day Toolkit and support each school to take forward their own identified actions.</p> <p>By when? March 2024</p> <p>The LA and partners (including third sector) will enhance the school holiday activity/childcare offer to parents.</p> <p>Expand school aged childcare through a review of Wraparound Care (WAC) Services.</p> <p>By when? June 2024</p> <p>Support schools to analyse their poverty related gaps in this area and devise plans to address.</p> <p>By when? June 2024</p>	<p>How will we know? Quality Improvement activity details information regarding progress schools make.</p> <p>Increased number of most deprived children and young people accessing enhanced curriculum and other school activities.</p> <p>Holiday activity evaluation report shows increase in offer.</p> <p>Increased number of families accessing WAC Services.</p> <p>HWB census and school level data</p>
<p>Intended Outcome Children and young people with additional support needs are supported within their local communities and experience success in learning</p>	<p>Planned Action Develop Year 1 of the ASN transformation programme to establish a shared vision and understanding of the barriers and identify evidence to inform an agreed future delivery plan.</p> <p>Implement the revised staged intervention framework and accompanying guidance on assessment and Children and Young People's planning processes.</p> <p>By when? June 2024</p>	<p>How will we know? Year one of the ASN transformation actions completed, including workstreams established with clear action plans to deliver improvements in inclusive policies and processes, learning environments, resources for the continuum of support and effective partnerships.</p> <p>Stakeholder consultation reports inform the planning and outcomes.</p> <p>Revised staged intervention framework and linked assessment and planning processes implemented effectively.</p>
<p>Intended Outcome All schools can evidence impact of CIRCLE at universal and additional levels.</p>	<p>Planned Action Develop materials for parents and carers on CIRCLE approaches.</p>	<p>How will we know? Consultation with parent groups and representatives and</p>

	<p>By when? June 2024</p>	<p>development of material that meets their needs.</p> <p>Parents and carers report increased understanding of inclusive practice and the use of CIRCLE.</p>
<p>Intended Outcome All schools and settings have a positive culture, supported by a refreshed Inclusive Practice Policy Framework that supports children, young people and staff to feel safe and respected.</p>	<p>Planned Action A programme of professional learning for school leaders and practitioners will support schools to have a clear understanding of universal inclusive practice.</p> <p>Support for use of resources to help schools and practitioners to evaluate their inclusive practice and identify areas for improvement.</p> <p>By when? June 2024</p>	<p>How will we know? Schools using the PKC “Universal Springboard” resource to support CIRCLE implementation will evidence effective approaches to an inclusive physical environment.</p> <p>Schools will evidence use of CIRCLE audit tools and demonstrate improvements in practice and experiences for children and young people.</p> <p>Quality assurance processes will evidence increased consistency of inclusive practice that reflects the needs of children or young people in each classroom.</p>

National Priority

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

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

<p>Intended Outcome The proportion of young people achieving a sustained positive destination is improved to achieve our stretch aim for this measure.</p>	<p>Planned Action Support the implementation of 16+ Framework through partnership working and provide professional learning opportunities.</p> <p>By when? October 2024</p> <p>Increase the proportion of pupils who take part in planned work experience placements.</p> <p>By when? June 2024</p>	<p>How will we know? Stretch aim is achieved.</p> <p>Monitoring through term visits and the PKC 16+ strategy group including SDS, Services for Young People, UHI Perth and Schools-College Partnership.</p> <p>Data from Workit monthly and school level data.</p>
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National Priority

Improvement in children and young people's health and wellbeing.

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

Intended Outcome Children and Young People report improvements in their health and wellbeing.	Planned Action Through the 'Strategic Equity Fund' plan, work with Headteachers to implement relationships and behaviour guidance, and supported by professional development in Building Relationships in Practice programme and Restorative Approaches. By when? June 2024	How will we know? Relationships guidance is implemented, and schools report use in Standards and Quality reports. The 'Building Relationships in Practice' programme is implemented, with 90% of participating schools reporting positive impact. The Restorative Approaches professional development programme is implemented with 90% of participants reporting positive impact.
	Planned Action Devise Health and Wellbeing measures linked to stretch aims. By when? March 2024	How will we know? Annual collation of PKC health and wellbeing data from schools and central measures
	Planned Action Support schools to implement interventions based on outcomes of health and wellbeing census. By when? June 2024	How will we know? Monitoring through the Strategic Equity Fund plan evidences additional interventions and improvements in children and young people's wellbeing data
	Planned Action Complete phase 3 and launch phase 4 on the Nurturing Relationships whole school programme 4. By when? June 2024	How will we know? 18 Schools complete phase 3 of the programme and evidenced improvements in children and young people's wellbeing data. 20 schools recruited and engage in phase 4.
	Planned Action Extend the reach of the Solihull foundation training programme and facilitate year 1 roll out for school staff in the whole school Solihull approach. By when? June 2024	How will we know? Increased number of school staff undertake Solihull approach training programmes with positive evaluations. Increased staff confidence in engaging and providing family learning activities.

	<p>Planned Action Extend the parenting and family learning support including delivery of the Fear-less Teen Triple Programme for parents of 11+ age and Fear-less wellbeing workshop and family session for Primary 7 and S1.</p> <p>By when? February 2024</p>	<p>How will we know? Pre and post data analysis.</p> <p>Feedback form parents and young people.</p> <p>HWB census data</p>
<p>Intended Outcome All schools have robust approaches to reducing bullying and improving relationships</p>	<p>Planned Action Launch and support implementation of the Anti-Bullying Strategy and Operational Guidance with related professional learning.</p> <p>By when? March 2024</p>	<p>How will we know? All schools effectively implement the strategy.</p> <p>Data recorded in SEEMiS will evidence effective reporting and action.</p> <p>All staff will report increased confidence in responding to and reporting bullying incidents, including racist incidents or those related to potential hate crime or gender-based violence.</p> <p>Planning to support all children and young people involved in an incident will comply with guidance.</p>
<p>Intended Outcome Schools report less challenging behaviour and improved relationships that support engagement in learning.</p>	<p>Planned Action Review and refresh the working group including trade unions, professional body, Health and Safety and staff representation, to identify and implement clear actions to reduce incidents.</p> <p>By when? March 2024</p>	<p>How will we know? Reduction in staff reports of violence and aggression, distressed and challenging behaviours.</p> <p>Evidence of effective interventions in place to manage challenging behaviour in schools and ELC settings.</p>
<p>Intended Outcome School attendance levels across all Perth and Kinross sectors are increased.</p>	<p>Planned Action An attendance summit will identify and agree on key themes for further 'test of change' improvement activity, planned into Strategic Equity Fund work.</p> <p>By when? December 2023</p> <p>Ensure the implementation of the revised attendance procedures and all supporting frameworks and resources and a plan for further improvement actions.</p> <p>By when? May 2024</p>	<p>How will we know? Increase attendance will improve in line with agreed stretch aim.</p> <p>All schools are represented at the Attendance Summit and work together to identify tests of change to improve attendance.</p> <p>All stakeholders will implement the revised 'Staged Intervention Framework for Attendance' training and related materials.</p>

	<p>Collate learning from the 'Significant Emotionally Based Absence' project and agree next steps to support appropriate children and young people.</p> <p>By when? March 2024</p>	<p>The 'Significant Emotionally Based Absence' project will demonstrate improved outcomes for participant young people.</p>
<p>Intended Outcome Confidence of all staff involved in supporting mental health in schools is improved</p>	<p>Planned Action Implement suicide prevention risk management framework with related professional learning.</p> <p>By when? October 2023</p>	<p>How will we know? All schools use the risk management processes when required to produce enhanced data sets.</p> <p>Staff evaluations demonstrate improved confidence in suicide risk management.</p>
<p>Intended Outcome Children and young people have their needs identified, assessed and met by skilled and confident staff working in effective multi-agency collaboration.</p>	<p>Planned Action Refresh the local implementation of GIRFEC to reflect the revised national guidance.</p> <p>By when? June 2024</p>	<p>How will we know? Quality Improvement activity evidence that multi-agency assessment and planning processes learning are evident in school practice.</p>
<p>Intended Outcome The number of children and young people taking part in physical activity and sport is increased.</p>	<p>Planned Action Work with schools and local Physical Education, Physical Activity and Sport (PEPAS) groups to increase the number of volunteers delivering and number of children and young people accessing extra-curricular opportunities.</p> <p>By when? January 2024</p>	<p>How will we know? The number of children and young people from identified groups will be increased.</p>
<p>Intended Outcome The number of children achieving emotional development milestones is increased.</p>	<p>Planned Action Embed work to support emotional development in all ELC settings through a programme of professional learning. Provide professional learning and support for staff and children in 4 identified ELC settings. 'Embedding Wellbeing in Early Years'</p> <p>By when? June 2024</p>	<p>How will we know? Developmental milestone data. Quality Improvement activity evidence that all ELC settings effectively support emotional wellbeing.</p>

Local Priorities

In addition to the above planning aligned to NIF priorities, the Education Service has identified an additional Local Priority with key actions outlined below.

Local Priority

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

<p>Intended Outcome</p> <p>Career-long professional growth and development of collaborative leadership skills is supported at all levels of the system.</p>	<p>Planned Action</p> <p>Strengthen the induction processes for all staff.</p> <p>Identify and implement processes to recognise staff achievements within professional learning pathways.</p> <p>Embed PKC Professional Review and Development (PRD) processes and approaches in line with reviewed guidance.</p> <p>By when? June 2024</p>	<p>How will we know?</p> <p>Increased numbers of new staff complete online e-modules.</p> <p>Increased numbers of staff recognised, celebrated and/or accredited on new professional learning hub.</p> <p>Data analysis demonstrates increase in use of reviewed guidance.</p>
<p>Intended Outcome</p> <p>Children and young people's outcomes are improved through further development of the knowledge, understanding and skills of school leaders, teachers and practitioners.</p>	<p>Planned Action</p> <p>Review and improve professional learning for all education staff aligned to the career pathways including ASN and GME</p> <p>Implement new School Leaders Forums including Service Level Improvement Partnerships.</p> <p>Practitioners will have access to professional learning to support in developing parental involvement, engagement and family learning including ASN and GME.</p> <p>By when? June 2024</p>	<p>How will we know?</p> <p>Quarterly professional learning reports show improvements in evaluations.</p> <p>Minutes show effective collaboration and progress on year 1 plans for each group.</p> <p>Professional learning evaluations.</p>

Stretch Aims and Key Performance Indicators 2023/2024

[The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress](#) introduced a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap in the 2022/2023 academic year.

Stretch aims for 2025/2026 are being consulted upon currently and will be submitted to government by the end of September 2023.

Percentage of children meeting expected developmental milestones when entering primary school.

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	83%		83%		88%		5%	
Stretch aim for 2022/2023	85%		84%		88%		4%	
Improvement (percentage point)	2%		1%		0%		1%	
Current Level 2022/2023 vs 2021/2022	80%	↓	70%	↓	84%	↓	14%	↑
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Percentage of primary school pupils (P1, P4 & P7 combined) achieving expected levels in literacy.

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	68%		54%		75%		21%	
Stretch aim for 2022/2023	71%		57%		76%		19%	
Improvement (percentage point)	3%		3%		1%		2%	
Current Level 2022/2023 vs 2021/2022	70%	↑	53%	↓	78%	↑	26%	↑
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Percentage of primary school pupils (P1, P4 & P7 combined) achieving expected levels in numeracy

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	77%		65%		83%		18%	
Stretch aim for 2022/2023	79%		68%		84%		16%	
Improvement (percentage point)	2%		3%		1%		2%	
Current Level 2022/2023 vs 2021/2022	77%	↔	64%	↓	84%	↑	19%	↑
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Proportion of School Leavers Attaining 1 or More Passes at SCQF Level 6

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	71%		41%		81%		40%	
Stretch aim for 2022/2023	73%		50%		85%		35%	
Improvement (percentage point)	2%		9%		4%		5%	
Current Level 2022 vs 2021	66%	↓	44%	↑	78%	↓	35%	↓
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Proportion of School Leavers Attaining 1 or More Passes at SCQF Level 5

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	89%		68%		96%		28%	
Stretch aim for 2022/2023	92%		75%		97%		22%	
Improvement (percentage point)	3%		7%		1%		-6%	
Current Level 2022 vs 2021	89%	↔	71%	↑	95%	↓	24%	↓
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Proportion of 16-19 years olds participating in education, employment or training (%)

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	94%		86%		96%		10%	
Stretch aim for 2022/2023	96%		91%		97%		6%	
Improvement (percentage point)	2%		5%		1%		-4%	
Current Level 2022 vs 2021	94%	↔	89%	↑	96%	↔	7%	↓
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Health and wellbeing: Attendance Primary

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	92%		90%		94%		4%	
Stretch aim for 2022/2023	95%		93%		96%		3%	
Improvement (percentage point)	3%		3%		2%		-1%	
Current Level 2022/2023 vs 2021/2022	93%	↑	89%	↓	94%	↔	5%	↑
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Health and wellbeing: Attendance Secondary

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	88%		83%		90%		7%	
Stretch aim for 2022/2023	92%		88%		94%		6%	
Improvement (percentage point)	4%		5%		3%		-1%	
Current Level 2022/2023 vs 2021/2022	87%	↓	81%	↓	89%	↓	8%	↑
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Health and wellbeing: Exclusion (Secondary) Exclusion incidents per 1,000 pupils

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	35		50		23		-27	
Stretch aim for 2022/2023	25		45		20		-25	
Improvement (numbers)	10		5		3		-2	
Current Level 2022/2023 vs 2021/2022	43	↑	57	↑	30	↑	-27	↔
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								





Health and wellbeing: Exclusion (Primary) Exclusion incidents per 1,000 Primary pupils

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	3.2		4.6		0		4.6	
Stretch aim for 2022/2023	2		3		0		3	
Improvement (percentage point)	1.2		1.6		0		1.6	
Current Level 2022/2023 vs 2021/2022	3.6	↑	5.5	↑	0.9	↑	4.6	↔
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2023/24								
Improvement (percentage point)								

S3 Attainment in Literacy and Numeracy combined at SCQF Level 3


	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	91%		86%		94%		8%	
Stretch aim for 2022/2023	92%		88%		95%		7%	
Improvement (percentage point)	1%		2%		1%		1%	
Current Level 2022/2023 vs 2021/2022	90%	↓	83%	↓	93%	↓	10%	↑
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Average total tariff points


	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	1039		614		1247		633	
Stretch aim for 2022/2023	1060		650		1280		630	
Improvement (tariff points)	21		36		33		-3	
Current Level 2022 vs 2021	1006		593		1263		670	
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Care Experienced Children and Young People


Total Tariff Points for Care Experienced School Leavers

	Overall Levels	
Level 2020/2021	304	
Stretch aim for 2022/2023	390	
Improvement (point)	86	
Current Level 2021/22 vs 2020/2021	290	
Trajectory 2023/24		
Trajectory 2024/25		
Stretch aim to be achieved 2025/26		
Improvement		

Percentage of care-experienced primary school pupils (P1, P4 & P7 combined) achieving expected levels in numeracy

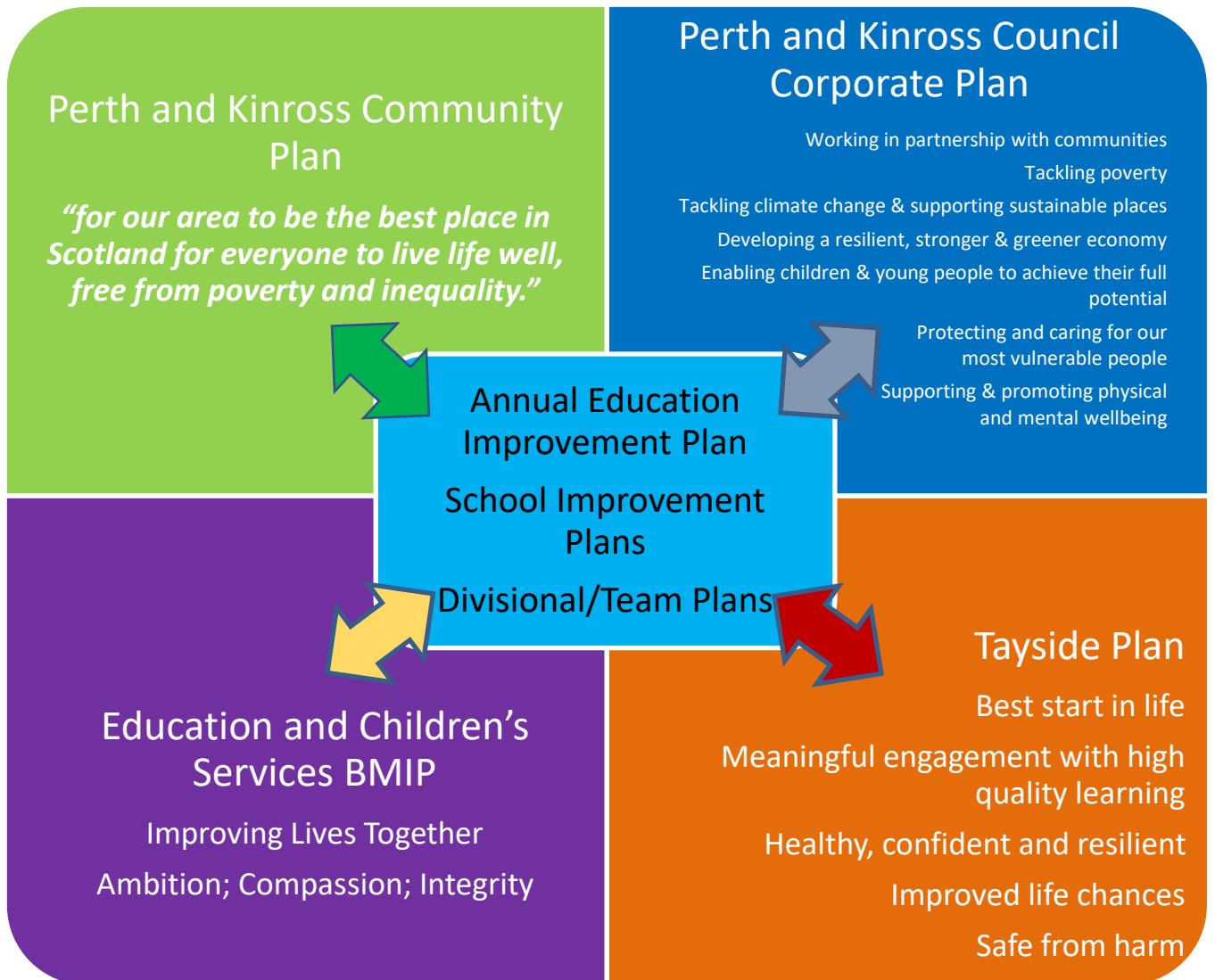
	Overall Levels	
Level 2021/2022	36%	
Stretch aim for 2022/2023	50%	
Improvement (percentage point)	14%	
Current Level 2022/23 vs 2021/2022	50%	
Trajectory 2023/24		
Trajectory 2024/25		
Stretch aim to be achieved 2025/26		
Improvement		

Percentage of care-experienced school leavers attaining 1 or more qualification at SCQF Level 4

	Overall Levels	
Level 2020/21	67%	
Stretch aim for 2022/2023		
Improvement (percentage point)		
Current Level	86%	
Trajectory 2023/24		
Trajectory 2024/25		
Stretch aim to be achieved 2025/26		
Improvement		

Appendix 1

Perth and Kinross Strategic Planning Framework



Appendix 2



Education Service NIF Report 2022-2023



Strategic Priorities

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

Improvement in attainment, particularly literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children

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

Improvement in children and young people's health and wellbeing

Performance 2022/23

Inspection of ELC Settings
(Services rated as good or better)

93% All quality themes.
95% Care, play & learning
96% Setting
95% Leadership
94% Staff team

Developmental Milestones

80%

The proportion of children meeting developmental milestones when entering primary school.

Achievement of CfE Levels

Literacy and numeracy levels demonstrate improvement at P1, P4, P7 and S3 over time.

Relationships Framework

Anti-bullying Strategy

Participation Strategy

Parental Involvement & Engagement Strategy

Closing the Attainment Gap

The attainment gap between school leavers most/least affected by poverty has reduced, as has the gap in positive destinations. Gaps persist elsewhere.

Participation Measure

93.7% of 16-19 year-olds participating in education, training, or employment in 2022. This compares with 93.6% in 2021 and 92.8% in 2015.

Literacy and Numeracy

Attainment of school leavers is increasing in Literacy & Numeracy at SCQF Level 4.

93
2021

95
2022

90
2021

93
2022

Literacy Framework

Numeracy Framework

16+ Framework

Learning & Teaching Framework

H&WB: Attendance

Attendance levels in primary and secondary are significantly lower than pre-pandemic levels. Reflects national picture.

Care Experienced CYP

Attainment overall improving. Attendance & attainment of looked after at home lower than all looked-after children and compared with wider peer groups.

Relationships and Bullying

General decline reported in overall wellbeing, particularly in S4 girls. Concerns over reported levels of bullying and challenging behaviour.



Education Service Improvement Plan 2023-2024



Strategic Priorities

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

Improvement in attainment, particularly literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children

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

Improvement in children and young people's health and wellbeing

Plan 2023/24

Children and young people engaged in all aspects of school life.
Parents and other partners fully involved and engaged in supporting children and young people.



Literacy & numeracy outcomes improved for all children and young people.
Attainment & achievement raised through improved quality of learning and teaching.



Children and young people affected by poverty do not face any barriers associated with the Cost of the School Day.





Literacy Framework



Numeracy Framework

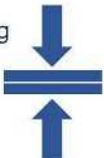


16+ Framework



Health & Wellbeing Framework

Attainment and wellbeing gaps narrowed through identification of gaps and effective interventions.



Children and young people with ASN are supported and experience success in learning.



Access to registered, quality childcare is improved, supporting families into work.




Relationships Framework



Anti-bullying Strategy




Participation Strategy



Parental Involvement & Engagement Strategy

Attendance levels across all sectors are increased.



Capacity of all staff to support attainment & wellbeing of children and young people improved through high quality professional learning.



Number of children achieving emotional development milestones is increased.



The proportion of young people achieving a sustained positive destination is improved.



The number of young people taking part in physical activity is increased.



Children and young people report improvements in their health and wellbeing.



Incidents of bullying are reduced and relationships improved



Appendix 4

Glossary of Terms

Acronym	Meaning
ACEL	Achievement of Curriculum for Excellence Levels
ASN	Additional Support Needs
BGE	Broad General Education
CECYP	Care-experienced Children and Young People
CfE	Curriculum for Excellence
CIRCLE	Child Inclusion: Research into Curriculum, Learning and Education
CYP	Children and Young People
CYPIC	Children and Young Peoples Improvement Collaborative
DYW	Developing the Young Workforce
EAL	English as an Additional Language
ELC	Early Learning and Childcare
FTE	Full-time Equivalent
GIRFEC	Getting it Right for Every Child
GME	Gaelic Medium Education
GTCS	General Teaching Council for Scotland
HWB	Health and Wellbeing
ISP	Intensive Support Provision
LMG	Local Management Group
NIF	National Improvement Framework
ONS	Office for National Statistics
PEF	Pupil Equity Fund
PEPAS	Physical Education, Physical Activity and Sport
PKAVS	Perth & Kinross Association of Voluntary Service Ltd
PRD	Professional Review and Development
QIO	Quality Improvement Officer
SAC	Scottish Attainment Challenge
SCQF	Scottish Credit and Qualification Framework
SEBN	Social, Emotional and Behavioural Needs
SEEMiS	Education Management Information System
SEF	Strategic Equity Fund
SIMD	Scottish Index of Multiple Deprivation
SSSC	Scottish Social Services Council
TRIC	Tayside Regional Improvement Collaborative
UHI	University of the Highlands and Islands
VC	Virtual Comparator
VSE	Validated Self-Evaluation
WAC	Wraparound Care
WFWF	Whole Family Wellbeing Fund