

**PERTH AND KINROSS COUNCIL**  
**LEARNING AND FAMILIES COMMITTEE**

**23 AUGUST 2023**

**PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2023/2024**

**Report by Executive Director (Education and Children's Services)**  
**(Report No. 23/224)**

**1. PURPOSE**

- 1.1 The purpose of this report is to provide an update on progress against the Education Improvement Plan 2022-2023, and to provide detail on the priorities set within the Education Improvement Plan 2023-2024. The new Plan covers the academic year from August 2023 to June 2024 and requires to be submitted to the Scottish Government by 30 September 2023.

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee:
- Approves the Education Improvement Plan 2023/2024; and
  - Requests the Executive Director (Education and Children's Services) submit the Plan to the Scottish Government by 30 September 2023.

**3. STRUCTURE OF REPORT**

- 3.1 This report is structured over the following sections:
- Section 4: Background
  - Section 5: Proposals
  - Section 6: Further Considerations
  - Appendices

**4. BACKGROUND**

- 4.1 The statutory guidance '[Standards in Scotland's Schools etc Act 2000](#)' (as amended 2016), states that education authorities must prepare and publish annual plans describing the steps they intend to take to enhance equity and support school improvement, with a view to achieving the strategic priorities of the [National Improvement Framework](#) (NIF).
- 4.2 It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year. The Plan for 2023-2024 must be submitted by 30 September 2023.
- 4.3 Guidance from the Scottish Government and Education Scotland identified that schools and local authorities should:

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

- 4.4 Guidance also identifies that ambitious, locally identified stretch aims for 2025/26, as detailed in the [Scottish Attainment Challenge Framework for Recovery and Accelerating Progress](#), accompanied by an outline trajectory for progress should be embedded within the plan.

Progress towards previously agreed stretch aims will also be monitored and evaluated within the Plan.

The stretch aims for 2025/26 and the trajectory between now and then require consultation with stakeholders, in particular with Headteachers. This consultation will take place in August and September 2023 with submission to the Scottish Government by 30 September 2023.

- 4.5 The plan should also detail how Attainment Scotland Funding (Pupil Equity Funding, Strategic Equity Funding and the Care Experienced Children and Young People Fund) is contributing to meeting the identified stretch aims and the mission of the Scottish Attainment Challenge which is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

Strategic Equity Funding is allocated to local authorities to undertake strategic approaches to achieve the mission of the Scottish Attainment Challenge, with a clear focus on delivering equity through improving outcomes for children and young people impacted by poverty.

Pupil Equity Funding is allocated directly to schools enabling Headteachers to achieve their ambitions of improving outcomes for children and young people impacted by poverty and closing the poverty-related attainment gap.

The Care Experienced Children and Young People Fund is a targeted resource allocated to local authorities to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve the educational outcomes for care

experienced children and young people, supported by the strategic goals of The Promise and the Scottish Attainment Challenge.

4.6 'The [Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023](#)' (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; and
- Improvement in attainment, particularly in literacy and numeracy.

## 5. PROPOSALS

5.1 The Education Improvement Plan 2023-2024 (Appendix 1) outlines the high-level areas for improvement for all Education services. It supports delivery of the five key priorities of the NIF 2023 and takes cognisance of key messages emerging through national reports published over the last year:

- 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 Additional Support Needs (ASN) and The Promise.
- Tackling inequity remains at the heart of everything we do.

5.2 Scottish Government guidance highlights that self-evaluations by schools and Early Learning and Childcare (ELC) settings and the views of stakeholders should inform the actions agreed.

5.3 The Perth and Kinross Council Education Service Improvement Plan also aligns with the Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan.

5.4 The improvement actions support the commitments contained in the Corporate Delivery Improvement Plan 2024-25 (CDIP).

5.5 The plan reflects our vision for our children and young people 'Improving Lives Together' and will be delivered in alignment with ECS core values of Ambition, Compassion and Integrity. It sets out the ambition of Perth and Kinross Council's (PKC) Education Service to improving attainment and achievement and reducing inequity by prioritising improvement in:

- Inclusive practice;
- Participation and partnerships; and
- Professional Learning and Leadership development.

5.6 The Education Improvement Plan articulates how the local authority will deliver national legislation, policy, strategic objectives and priorities for education.

5.7 Key achievements and performance against the commitments in the Education Improvement Plan 2022-2023 are outlined below. This includes:

- The use of improvement methodology in ELC settings and schools is showing evidence of improved outcomes in literacy and numeracy. The ELC maths project across 18 settings is being published by Education Scotland as national good practice.
- Early indications are that literacy stretch aims for primary has been exceeded by 1%, and writing has improved by 1% in P1 and P4. S3 literacy and numeracy at level 4 have improved across areas of literacy and numeracy.
- In 2022/2023, 99.6% of Pupil Equity Funding had been spent at the end of the financial year compared with 64% spent in 2021/2022.
- In conjunction with Education Scotland, a Relationships Framework group has taken forward the development to enhance targeted interventions on an authority wide approach to relationships and behaviour.

5.8 Priorities for improvement for the academic year 2023-2024 were developed following analysis of attainment performance, data on equity gaps, information from parents, pupils and staff, and evidence of impact against the actions set out in the 2022-2023 Plan. These are organised under the NIF priorities.

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

- Continue to focus on supporting children's social and emotional development in early years.
- Further develop the Westbank Outdoor Learning project.
- Implement the refreshed frameworks for literacy, numeracy and learning teaching and assessment.
- Continue to build on the positive outcomes obtained through the introduction of early years family learning practitioners.
- Develop a refreshed senior phase curricular offer.
- Implement the professional learning programme for ASN support staff.

## 6. FURTHER CONSIDERATIONS

6.1 Progress in delivery of the Education Improvement Plan 2023/2024 will be monitored quarterly by the Raising Attainment Board and by the ECS Senior Management Team.

**Author**

<b>Name</b>	<b>Designation</b>	<b>Contact Details</b>
Sharon Johnston	Head of Education and Learning	<a href="mailto:ECSCcommittee@pkc.gov.uk">ECSCcommittee@pkc.gov.uk</a> 01738 475000

**Approved**

<b>Name</b>	<b>Designation</b>	<b>Date</b>
Sheena Devlin	Executive Director (Education and Children's Services)	9 August 2023

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes/None</b>
Community Plan/Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>Yes</b>
Workforce	<b>Yes</b>
Asset Management (land, property, IST)	
<b>Assessments</b>	
Equality Impact Assessment	<b>Yes</b>
Strategic Environmental Assessment	<b>N/A</b>
Sustainability (community, economic, environmental)	<b>N/A</b>
Legal and Governance	<b>Yes</b>
Risk	<b>Yes</b>
<b>Consultation</b>	<b>Yes</b>
Internal	<b>Yes</b>
External	<b>Yes</b>
<b>Communication</b>	
Communications Plan	<b>yes</b>

### 1. Strategic Implications

#### Community Plan/Single Outcome Agreement

1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

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

This report relates to Objective No. (i) and (ii).

#### Corporate Plan

1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

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

This report relates to Objective No. (i) and (ii).

1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

## 2. Resource Implications

### Financial

2.1 Any financial implications in taking forward the actions within the Education Improvement Plan will be met from the Education and Children's Services revenue budget.

### Workforce

2.2 The Head of Human Resources has been consulted, and HR colleagues work with the service to deliver on the ambitions contained within the Plan.

### Asset Management (land, property, IT)

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

## 3. Assessments

### Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Equality Impact Assessment undertaken in relation to this report can be viewed clicking [here](#).

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

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

### Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A

### Legal and Governance

3.4 N/A

3.5 N/A

### Risk

3.6 A risk register is being compiled to support this Plan.

## **4. Consultation**

### Internal

4.1 Consultation and engagement has taken place with Headteachers, trade unions and professional associations, parents and carers, over the course of the year. Their views have been sought on main aspects of the Plan. The full Plan will be shared with key stakeholders in Term 1 of the next academic session in August 2023.

### External

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

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

## **5. Communication**

5.1 A communication plan has been developed to support the engagement of key stakeholders and to communicate key messages to the wider public. This



Plan includes a mix of network and parent forums, sending out to all schools and settings, and the use of social media.

## **2. BACKGROUND PAPERS**

2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- [Change programme - The Promise](#)
- [Additional Support for Learning review action plan: second progress report - gov.scot \(www.gov.scot\)](#)
- [Delivering improvement - Education - Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023 - gov.scot \(www.gov.scot\)](#)
- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](#)
- [Realising the Ambition | Resources | National Improvement Hub \(education.gov.scot\)](#)
- [Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 - gov.scot \(www.gov.scot\)](#)
- [Cost of the School Day | CPAG](#)
- [Scottish Attainment Challenge Framework for Recovery and Accelerating Progress](#)
- [Care Experienced Children and Young People Fund: national operational guidance 2022 - gov.scot \(www.gov.scot\)](#)

## **3. APPENDICES**

3.1 Appendix 1 – Education Service Improvement Plan 2023-2024