PERTH & KINROSS COUNCIL

Securing the future… • *Improving services* • *Enhancing quality of life* • *Making the best use of public resources*

Council Building
2 High Street
Perth
PH1 5PH

19/08/2021

A Meeting of the **Lifelong Learning Committee** will be held virtually on **Wednesday, 25 August 2021** at **09:30**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

BARBARA RENTON
Interim Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:

Councillor Caroline Shiers (Convener)
Councillor John Duff (Vice-Convener)
Councillor Kathleen Baird
Councillor Liz Barrett
Councillor Angus Forbes
Councillor Ian Massie
Councillor Xander McDade
Councillor Beth Pover
Councillor Callum Purves
Councillor John Rebbeck
Councillor Crawford Reid
Councillor Fiona Sarwar
Councillor Lewis Simpson
Mr Jack Bell
Mr Andy Charlton
Mr Adrian Ferguson
Mrs Pat Giles
Mr Martin Gowrie
Mrs Audrey McAuley
Mr Dean McBride
Miss Teresa Moran
Ms Carolyn Weston

Lifelong Learning Committee

Wednesday, 25 August 2021

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

1	**WELCOME AND APOLOGIES/SUBSTITUTES**	
2	**DECLARATIONS OF INTEREST**	
3	**MINUTES**	
3(i)	**MINUTE OF MEETING OF THE LIFELONG LEARNING COMMITTEE OF 26 MAY 2021 FOR APPROVAL** (copy herewith)	**5 - 6**
3(ii)	**MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 16 MARCH 2021 FOR NOTING** (copy herewith)	**7 - 14**
4	**MINUTE OF MEETING OF THE CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 8 APRIL 2021 FOR NOTING** (copy herewith)	**15 - 18**
5	**SERVICE RECOVERY UPDATE** Report by Executive Director (Education and Children's Services) (copy herewith 21/132)	**19 - 32**
6	**SQA RESULTS 2021** Presentation by Executive Director (Education and Children's Services)	
7	**PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2021/22** Report by Executive Director (Education and Children's Services) (copy herewith 21/133)	**33 - 92**
8	**EXPANSION OF EARLY LEARNING AND CHILDCARE** Report by Executive Director (Education and Children's Services) (copy herewith 21/134)	**93 - 144**

9 FINAL UPDATE ON THE IMPLEMENTATION OF REACH **145 - 172**
Report by Executive Director (Education and Children's Services)
(copy herewith 21/135)

10 CATCHMENT FOR NEW PRIMARY SCHOOL AT BERTHA PARK AND FUTURE OF RUTHVENFIELD PRIMARY SCHOOL OPTIONS APPRAISAL **173 - 242**
Report by Executive Director (Education and Children's Services)
(copy herewith 21/136)

11 INTEGRATED CHILDREN'S SERVICES PLAN 2021-2023 AND TAYSIDE REGIONAL IMPROVEMENT COLLABORATIVE (TRIC) PROGRESS UPDATES **243 - 370**
Report by Executive Director (Education and Children's Services)
(copy herewith 21/137)

12 APPOINTMENT OF MEMBERS TO THE PERTH AND KINROSS EDUCATIONAL TRUST COMMITTEE

The Committee is asked to agree the undernoted appointments to the Perth and Kinross Educational Trust Committee:

Councillor Ian Massie
Councillor Lewis Simpson

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LIFELONG LEARNING COMMITTEE

Minute of meeting of the Lifelong Learning Committee held virtually on Wednesday 26 May 2021 at 9.30am.

Present: Councillors C Shiers, J Duff, C Ahern (substituting for Councillor Reid), K Baird, L Barrett, A Forbes, I Massie, X McDade, B Pover, C Purves, J Rebbeck, F Sarwar and L Simpson; Mr J Bell, Mr A Charlton, Mr A Ferguson, Mrs P Giles, Professor T Moran, and Mrs C Weston.

In attendance: S Devlin, Executive Director (Education and Children's Services); J Pepper, G Boland, S Johnston, K Robertson, B Scott and C Taylor (all Education and Children's Services); S Nicoll, S Rodger, C Flynn, L Brown, A Brown and M Pasternak (all Corporate and Democratic Services).

Apologies for absence: Councillor Reid, Mrs A McAuley, Mr D McBride, and Mr M Gowrie.

Councillor C Shiers, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apologies for absence were noted as above.

2. DECLARATIONS OF INTEREST

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

3. REQUEST FOR DEPUTATION TO BE HEARD

In terms of Standing Order 72 the Convener reported a request for a deputation to be heard had been received from Mr G McGoldrick, Chair of Abernyte Parent Council, in relation to Abernyte Primary School – Options Appraisal – Report 21/64.

The Committee agreed to hear the deputation and to vary the order of business to hear the deputation immediately before consideration of Report 21/64.

4. MINUTES

(i) Lifelong Learning Committee

The minute of meeting of the Lifelong Learning Committee of 20 January 2021 was submitted, approved as a correct record and authorised for signature.

(ii) Joint Negotiating Committee for Teaching Staff

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 8 December 2020 was submitted and noted.

DRAFT

5. COMMUNITY PLANNING

(i) Perth and Kinross Children, Young People and Families Partnership

The minute of meeting of the Perth and Kinross Children, Young People and Families Partnership of 4 December 2020 was submitted and noted.

6. ABERNYTE PRIMARY SCHOOL OPTIONS APPRAISAL

There was submitted a report and options appraisal for Abernyte Primary School by the Executive Director (Education and Children's Services) (21/64) setting out whether a catchment review and/or the introduction of a nursery would create a sustainable school roll for the school and seeking approval of the recommendations from the options appraisal to (1) maintain a school capacity of 44 pupils at Abernyte Primary School, (2) retain the existing catchment area and, (3) not to include nursery provision within Abernyte Primary School.

In terms of Standing Order 72, Mr G McGoldrick, Abernyte Parent Council Chair addressed the Committee on Report 21/64 and answered Members questions. Thereafter, Mr McGoldrick withdrew from the virtual meeting.

Councillor Shiers, seconded by Councillor Duff suggested an amendment to recommendation 6.6 (ii) of Report 21/64 as follows:

(ii) Approve the recommendations of the options appraisal to maintain a school capacity of 44 pupils at Abernyte Primary School and undertake a statutory consultation on a proposal to amend the catchment area for Abernyte Primary School to include the area currently within the Inchture Primary School catchment area north of the A90 within the catchment of Abernyte Primary School.

The Committee unanimously supported the amendment to recommendation 6.6(ii) of Report 21/64.

Resolved:

(i) It be noted that the school roll has risen recently and the projected school roll is due to rise again for session 2021/2022 at Abernyte Primary School. The school roll will be the highest it has been since 2010.

(ii) The recommendations of the options appraisal to maintain a school capacity of 44 pupils at Abernyte Primary School and undertake a statutory consultation on a proposal to amend the catchment area for Abernyte Primary School to include the area currently within the Inchture Primary School catchment area north of the A90 within the catchment of Abernyte Primary School, be approved.

(iii) It be noted that the introduction of nursery provision is not required at Abernyte Primary School at this time.

DRAFT

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 16 March 2021 at 2.30pm.

Present: **Representing Perth and Kinross Council**
Councillors J Duff, J Rebbeck and C Shiers; S Devlin, M Donaghy, G Doogan, S Hagney and D Macluskey (all Education and Children's Services); P Johnstone (Corporate & Democratic Services).

Representing Teachers' Associations
L Gibb, M Laurie, T Summers and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).

In Attendance: F Mackay, L Hamilton and B Martin-Scott (all Education & Children's Services); A McAuley, Joint Secretary (Trade Unions); C Flynn, Joint Secretary (Management Side) and L Brown (Corporate and Democratic Services).

Apologies: S Johnston; L-J Grant and C Rose.

Councillor J Duff, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

Apologies for absence was submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

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

3. MINUTES

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 8 December 2020 was submitted and approved as a correct record.

4. MATTERS ARISING

(i) Progress and Achievement (Item 8 refers)

D Macluskey reported that the roll out of progress and achievement in the secondary sector will be delayed to August 2022 due to the impact of the SQA alternative certification model. All Perth and Kinross Council secondary schools are using the SEEMIS module for S1 to S3.

The Committee noted the position.

(ii) Working Time Agreements (Item 9 refers)

C Weston welcomed the pragmatic approach taken by the Council which has allowed schools to be more flexible within the working time agreement. She acknowledged schools needed to recognise the importance of the pandemic on input planning but only with an allocation of hours that is realistic and achievable between now and the end of the school term.

S Hagney advised that Head Teachers had greatly appreciated that the Unions have been working very positively with management in schools throughout the last year in very challenging times. D Macluskey confirmed that a draft of the working time agreement had been circulated on the Head Teachers Bulletin with feedback requested by the end of next week.

The Committee noted the position.

5. VIOLENCE AND AGGRESSION

F Mackay advised that the new reporting format was still not providing sufficient information and analysis to enable adequate scrutiny by JNCT members to take place.

To rectify the flaw in the initial set up of the system the reformed short life working group on Violence and Aggression has agreed that the Inclusion Team will work with colleagues in IT and Research, Analysis and Performance to improve the data gathering system for violence and aggression and distressed and/or challenging behaviour. This will allow staff members to specifically identify if the incidence they are reporting involves violence and aggression towards them. The introduction of this marker will make it much easier to extract the relevant data with this more accurate information being reported from Term 4 onwards.

In relation to Term 2 F Mackay advised there were 165 incidents reported some of which will relate to violence and aggression and some to distressed and challenging behaviour. The collective number of reported incidents in Term 2 compared to Term 2 of the previous year has reduced in both primary and secondary sectors.

By the next meeting of the violence and aggression working group the hand sifting of the 165 incidents reported for Term 2 will have been collated which will allow for better discussion on the data relating to violence and aggression. The working group will also receive a report on the trends that have emerged from the 3 weekly scrutiny sessions of the dash reports that come through the system.

P Johnstone added that the data reported to the JNCT relates to professional intervention and what can be done to support young people and children in relation to that whereas the Corporate Health Safety and Wellbeing

Committee (CHSWC) want to see the data relating to all staff including the school support staff. F Mackay confirmed that it will be possible to submit accurate and relevant data to both JNCT and CHSWC once the fine tuning of the system is complete.

The Committee noted the position.

IT WAS AGREED TO VARY THE ORDER OF BUSINESS TO HEAR THE SCOTTISH QUALIFICATIONS AUTHORITY UPDATE (ITEM 8) NEXT

6. SCOTTISH QUALIFICATIONS AUTHORITY (SQA) UPDATE

David Macluskey reported that the alternative certification model for National 5s announced by Scottish Government has now evolved from National 5s up to Advance Higher. This is a similar model but is broader in scope. A suite of guidance has been developed through a short life working group comprised of school staff; Head/Depute Head Teachers and some staff from the centre. The guidance is available on GLOW and SharePoint and will be shared with schools through Head Teachers. Liaison has also taken place with secondary Head Teachers.

As well as the Council's own authority wide moderation structure a further layer at TRIC level involving colleagues in Angus and Dundee will sit over and above the Council's moderation processes. This will assist in instances where there are points of difficulty with moderation judgements and discussions. The process is also designed to help with minority subjects. For example, where only 1 school in Perth and Kinross is offering an advanced higher subject it will allow teachers to have professional discussion with colleagues in other local authorities. Talks have also taken place with the SQA and D Macluskey confirmed the SQA is supportive of the process PKC have put in place and that the Authority is moving forward in step with colleagues in Dundee and Angus. A suite of guidance has also been produced for teachers and school leavers with examples of the type of conversation teachers might have with parents and young people.

The Scottish Government has allowed 2 days for assessment and moderation. Following consultation with Head Teachers it has been agreed to request 17 May and 1 June 2021. The 1 June date has also been selected by colleagues across TRIC. Subject network time has also been planned for Principal Teachers.

In response to concerns raised that the 17 May date will not provide teachers with sufficient time for moderation and to ensure that meaningful evidence is available for young people D Macluskey explained that there was no expectation that a full set of produced material would be ready from young people. He acknowledged there should be some flexibility to allow schools other moderation opportunities as and when required. The final uplift date will be 25 June.

In response to an enquiry on secure platforms and sharing papers, D Macluskey advised that existing subject network sites will be used as a meeting point for moderation. Scottish Government have also recommended the use of One Note with guidance currently being drawn up by Quality Information Officers in liaison with Education Scotland. In relation to security D Macluskey advised he will arrange for guidance to be issued to Subject Networks advising that material should not be shared from the SQA secure sites.

In response to general concerns raised at the administrative workload involved for teachers in scanning documents S Devlin suggested that in the first instances if what is being experienced in an individual school requires additional support there should be a discussion on this within the school concerned to ensure we were being proportionate in our response.

The Committee noted the position.

7. COUNCIL BUDGET UPDATE

S Devlin reported that she had met with C Weston and non-teaching union colleagues before the budget was set at the Special Council meeting on 10 March 2021. There were no new savings within the budget proposals which would have an impact on different staff groups across Education and Children's Services. She referred to a previously agreed saving relating to 11.5 FTE secondary teachers. This is the second part of previously agreed saving from a previous budget. It was agreed at this year's budget setting meeting that this will instead be accepted as a recurring pressure rather than a saving. However, there will be a different use made of that 11.5 FTE and discussions have just begun with senior managers in schools following on from the budget decision made at the Council meeting held on 10 March 2021 as to how this 11.5 FTE would be used across secondary schools in the future.

Through the budget motion on 10 March 2021 the following was agreed for ECS:

£136,000 of recurring funding support for the ongoing developments and the virtual campus.

Additional funding of £136,000 non-recurring to support the expansion of course choices.

£98,000 to support educational recovery through targeted use of community link workers.

£5,000 recurring to support transport and travel costs to the Highland Perthshire Learning Partnership.

Approximately £90,000 to support a new model of family support linked to securing the implementation of The Promise. Additional funding has also

been made available to support the mental health and wellbeing of children, young people and their families. The allocation of how that funding will be spent has still to be determined. Underspends in PEF and DSM can be used to target towards recovery.

In terms of COVID funding received from Scottish Government in Perth and Kinross over £800,000 has been received to support free school meals. Just over £1M in funding has been received to date for digital devices and approximately £3.1M has been received for additional teachers and support staff.

In relation to the environmental operation of schools the share of monies available to Perth and Kinross is around £2.6M. In terms of mental health and emotional wellbeing services £310,00 has been made available and in terms of the winter, for social protection, Perth and Kinross received £580,000.

The Committee noted the update.

8. EDUCATION AND CHILDREN'S SERVIDES COVID-19 UPDATE – MARCH 2021

There was submitted a report by the Executive Director (Education and Children's Services) (G/21/20) providing an update on Education and Children's Services Recovery Plan.

S Devlin expressed her thanks to everyone who had been involved in terms of the planning and preparation that goes into each phase of the return to school/nursery and for the effort of the Education Recovery Group in logistical planning and risk assessments for return to school.

C Weston advised that the level of communication which has taken place during the pandemic has been greatly appreciated by the trade unions.

The Committee noted report G/21/20 and the appendices to the report listing the guidance issued since September 2020 and providing a summary of Covid-19 cases within schools and nurseries.

9. STUDENTS/PROBATIONERS/GENERAL TEACHING COUNCIL

B Martin Scott provided a brief update on students and probationer teachers. She reported that several Perth and Kinross schools have confirmed student placements which can be progress safely with appropriate risk assessments. Priority is being given to fourth years and PGDE students. Education Services will continue to work with the university and schools to address any issues related to student placements as they arise and will respond to any further changes in the current circumstances. From now until July 2021 there will be 98 teaching placements taking place in Perth and Kinross.

Universities had expressed their thanks to PKC schools and their staff for the support that has been given to students.

There are 26 primary and 17 secondary probationers in this year's cohort. The Education Service is working to the latest guidance which advises that probationers should be kept to 0.8 FTE time. In terms of probationers' final profiles she advised there should be 4 observations with 2 being face to face. Agreements are still being reached nationally for next year's probationer teachers.

B Martin Scott advised that work continues in relation to final staffing requirements for next year and the consideration of the placement of probationer teachers to ensure appropriate staff levels in Perth and Kinross schools. Work will also be undertaken to refresh and improve the probationary programme into next year. It was anticipated that an update on the Professional Review and Development Guidance will be submitted to the June meeting of JNCT with a view to it being implemented after August 2021.

The Committee noted the position.

10. STAFFING STANDARDS

G Doogan provided a verbal update on work which is ongoing on the review of staffing standards for the primary sector during the current academic session which relates to the leadership structure within a school and builds in the entitlement to a principal teacher in a primary school or a deputy head. She advised that a working group comprised of head teachers from schools of various sizes, officers from the central team and officers from HR and Finance have been reviewing the approaches to how that management is allocated.

Once the working group have an agreed model this will be brought back to JNCT with a view to full implementation from August 2022.

The Committee noted the position.

11. JOB SIZING PROCEDURAL REPORT

There was submitted a report by the Head of Human Resources (G/21/21) presenting a proposal for changes to the Local Agreement for Job Sizing Procedures.

P Johnstone advised the procedures give further clarification on roles and responsibilities of everyone within the job sizing process to ensure that they understand what is expected of them throughout each of the stages. It also provides clarification on timescales and how requests are progressed.

The Committee agreed the proposed changes to the Local Agreement for Job Sizing as detailed in Report G/21/21 and the appendix thereto be approved.

12. ANNUAL LEAVE DAYS AND IN-SERVICE DAYS FOR ACADEMIC SESSION 2020/2021

The Annual Leave Days and in-Services Days for Academic Session 2020/21 were noted.

13. ANY OTHER COMPETENT BUSINESS

There were no other items of business for discussion.

14. DATE OF NEXT MEETING

15 June 2021.

PERTH AND KINROSS COMMUNITY PLANNING PARTNERSHIP
Working Together for Stronger Communities

CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP

Minute of virtual meeting of the Children, Young People and Families Partnership held on Thursday 8 April 2021 at 11.00am.

Present: Councillor J Duff, PKC
Councillor J Rebbeck, PKC
S Devlin, Executive Director (Education and Children's Services), PKC
S Johnston, Head of Education and Learning, PKC
J Pepper, Depute Director (Education and Children's Services) and Chief Social Work Officer, PKC
H Robertson, Head of Services for Children, Young People and Families, Perth and Kinross Council.
Chief Inspector G Binnie, Police Scotland
K Pacholek, Scottish Children's Reporter Administration

In Attendance: R Drummon,; P Davison and L Brown (all PKC).

Apologies: Councillor C Shiers; B Renton (PKC); B Atkinson, Independent Chair of Child Protection Committee and Dr Knight (NHS Tayside).

S Devlin in the Chair

1. WELCOME AND APOLOGIES FOR ABSENCE

S Devlin welcomed everyone to the meeting. Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest in terms of the relevant Codes of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of the meeting of the Children, Young People and Families Partnership of 4 December 2020 was submitted and noted as a correct record subject to the inclusion of the word "no" before the words systemic deficiences in the third paragraph of Item 6.

4. MATTERS ARISING

(i) Community Mental Health Funding (Item 7 refers)

J Pepper advised that the plan for community mental health funding had been submitted to Scottish Government. The start-up funding which came through in 2021 has been carried over into 2021/22.

(ii) Impact of Lockdown on Youths in the Community (Item 8 refers)

G Binnie and J Pepper advised of discussions which have taken place across services for young people, community safety, third sector and police colleagues in relation to the impact of the lockdown on youths in the community and instances of antisocial behaviour. The aim is to offer a series of activities, actions and opportunities for young people in the evenings, weekends and during school holidays. The activities will be targeted at the 12 to 17 year age group and will be supported in a safe and purposeful way.

An action plan is under development and funding will be built around the plan. J Pepper advised a range of partners will be required to support this work.

The Partnership noted that an update will be brought back to a future meeting once a strategy and series of actions has been developed. (**Action JP)**

5. PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS ACTIVITY REPORT SINCE 4 DECEMBER 2020

There was submitted a report by B Atkinson, Independent Chair of the Perth and Kinross Child Protection Committee (CPC) (G/21/28) summarising the key business activities of the CPC since December 2020.

J Pepper advised that the Care Inspectorate has approached the CPC to describe the approach taken in relation to conducting initial case reviews and also in the context of the Tayside-wide research.

The Partnership agreed:

(i) To note and endorse the update on the business activity of the Perth and Kinross Child Protection Committee as detailed in Report G/21/28)

6. CHILDREN YOUNG PEOPLE AND FAMILIES PARTNERSHIP WORKSHOP EVENT – FEEDBACK REPORT

There was submitted a report (G/21/29) updating the Partnership on the workshop event which took place on 19 February 2021 setting the priorities and direction for the Partnership's joint work across children's services from 2021 and over the next 2 to 3 years.

Partners were advised that similar events were held in Dundee and Angus. The key messages from those 3 events will be collated and reflected in the next Joint Integrated Children's Services Plan. J Pepper added that the workshop had provided an opportunity to consider the findings of the Independent Care Review and the Promise. She suggested now is the time for the Partnership to review what is being reported in terms of performance and outcomes and use the information in the Promise report to redirect the work.

S Devlin confirmed that the Joint Integrated Children's Services Plan will be submitted to a future meeting of the Partnership for comment prior to its adoption.

R Drummond confirmed that the relevant outcomes from the workshop, as they relate to child protection, will be reflected in the new Improvement Plan for the CPC which will be published in due course.

The Partnership:
(i) Noted the information as set out in Report (G/21/29)

7. PROTECTING PEOPLE – LEADERSHIP DEVELOPMENTS

There was submitted a report by the Chief Social Work Officer, Perth and Kinross Council (G/21/19) providing (1) an update on the revised arrangements of the Public Protection Chief Officers Group from November 2020, and (2) advising of the establishment of the Protecting People Coordinating Group from January 2021.

J Pepper advised that the Chief Officers Group had approved new terms of reference and a Protecting People Partnership Model for public protection with the aim of building on the lessons for governance learnt during the pandemic and to strengthen collaboration across the public protection agenda to ensure that cross-cutting themes are identified and managed.

The Partnership:
(i) Noted the revised terms of reference for the Chief Officers Group and the new Protecting People Partnership Model for Perth and Kinross as detailed in Appendix 1 to Report G/21/19)
(ii) Noted the establishment of the Protection People Coordinating Group.
(iii) A core group of Partners be identified to undertake a review of the Partnership's terms of reference, the composition of its membership and options for the rotation of the role of Partnership Chair.

8. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report by the Executive Director (Education and Children's Services, Perth and Kinross Council (G/21/30) outlining the thematic reporting plan for performance/outcome information focused on the first of the themes, namely Health and Child Development for consideration and scrutiny by the Partnership. P Davidson advised that due to the COVID response there were some gaps in the data as reported.

In response to a question from Councillor Duff, P Davison advised the data reported on the proportion of P1 pupils not meeting specific milestones by gender had been consistent year on year since the data was first gathered in 2016. S Devlin suggested there was a need to share information gathered timeously and in real time. This did not just relate to schools but also in relation to information on the interventions that health visitors and school nurses undertake when they see the data coming through from the 13 to 15 months and 27 to 28 months stages.

S Johnston advised that her team look for patterns in the 13 to 15 month reviews and would hope that intervention would take place at the earliest point to see those differences. It is not possible from the information reported to determine what percentage of reviews that could have taken place have taken place as this is not measured. She advised that talks have taken place with health colleagues on the number of health visitor reviews undertaken and stressed that the focus for children in Perth and Kinross should be that these are taking place in good time.

In terms of developmental milestones S Johnston reported some worrying data is coming through and that there is anecdotal evidence of real concerns from health partners of the impact on mothers who have had babies in 2020 who have not been able to socialise their children in the way they would normally do such as meeting with other mums and going to play groups. Much of the targeted support for parents has been undertaken online due to COVID and that will have a major impact on babies and young children's ability to be socialised.

The Partnership:
(i) Noted the information as set out in Appendices to Report G/21/30.

9. DATES OF MEETING 2021

Members agreed to the following dates for meetings the Children, Young People and Families Partnership in 2021;

5 March 2021
18 June 2021
17 September 2021
3 December 2021

10. ANY OTHER COMPETENT BUSINESS

There was no other business for discussion.

11. DATE OF NEXT MEETING

The Partnership noted the next meeting would be held on Friday 17 September 2021.

Lifelong Learning Committee

25 August 2021

SERVICE RECOVERY UPDATE

Report by Executive Director (Education and Children's Services)
(Report No. 21/132)

PURPOSE OF REPORT

This report provides the Lifelong Learning Committee with an update on Service Recovery and the expenditure incurred during 2020/21 and the expenditure plans for the academic year 2021/22.

1. BACKGROUND/MAIN ISSUES

1.1 Education & Children's Services (ECS) has responded to the COVID-19 pandemic with various interventions dependant on the circumstances in place at the time. This report provides details on the areas of expenditure, the sources of funding and the financial plans for academic year 2021/22.

1.2 Within financial year 2020/21, ECS received Scottish Government grants amounting to £6.2m to support areas of additional expenditure as a result of COVID-19. £1.3m was pre-paid by the Scottish Government in 2020/21 for 2021/22. A total of £5.3m has been carried forward into 2021/22 to fund ongoing expenditure pressures. Further Scottish Government funding has been received for 2021/22 amounting to £2.2m. Details of all funding for 2021/22 (£7.5m) is shown in Appendix 1. In addition, the Scottish Government have relaxed the conditions on the following grants to allow greater flexibility to meet the demand/pressures on the service from the pandemic:

- Early Learning and Childcare (ELC) 1140 hours;
- Tayside Regional Improvement Collaborative (TRIC); and
- Pupil Equity Funding.

1.3 Perth and Kinross Council has also added the following budgets when setting the 2021/22 Revenue Budget to support recovery within the service:

- Support for Education Recovery £98,000 for 2021/22 and 2022/23 for the provision of targeted Community Link Worker support for those children and young people who have been most disadvantaged from learning during periods of lockdown/remote learning;

- Live Life Well £90,000 for 2021/22 and 2022/23 to work with schools and communities to develop and implement a new model of family support linked to securing the implementation of The Promise;

- Virtual Campus £136,000 (recurring) for enhanced learning opportunities for senior pupils through the additional funding of 0.2 full time equivalent (FTE) teacher for each of the 11 secondary schools to assist in the development and roll-out of the Digital Learning Strategy and to expand the academic choice available virtually; and

- Expansion of Courses £136,000 for 2021/22 and 2022/23 to increase access to national qualifications and foundation apprenticeships through the additional funding of 0.2 FTE teacher for each of the 11 secondary schools.

1.4 Details of the expenditure for 2020/21, and the planned expenditure for 2021/22, is discussed further within this report.

2. FUNDING FOR 2020/2021

2.1 ECS received a total of £1.284m from the Scottish Government to support staffing in schools and services for 2020/21.

This funding was used to engage teaching staff and pupil support assistants to provide support in the following ways:

- Recovery work with targeted groups of pupils;
- Staff who were shielding and unable to work;
- Health and safety measures, including additional supervision and management of bubbles; and
- COVID-19 related absence.

2.2 Feedback, received from schools, found that where additional staff had been allocated to a school, these teachers and pupil support assistants mainly carried out targeted work with small groups or individual pupils. This work addressed the emotional wellbeing of pupils, eg to support re-engagement with school for those who were most anxious about doing so. Another focus for the work of these staff was reinforcing and revisiting key learning in literacy and numeracy with identified pupils. Work was carried out with targeted groups and with whole classes. Additional staff either worked directly with identified groups or released permanent school staff to provide this targeted support.

Additional staff also provided support in ensuring that schools were able to comply with all COVID-19 health and safety measures.

There is a carry forward of £316k from this funding which has been used for session 2021/22.

3. EDUCATION AND LEARNING

3.1 To make best use of the funding, ECS has engaged with Headteacher representatives and senior officers to develop a strategic plan for its use. Consideration was given to all necessary expenditure, other funding streams

which impact on support for schools and services, and contingency planning in case of future outbreaks. A total of four sessions took place to consider options.

3.2 In addition, the Depute Principal Education Psychologist and the Attainment Advisor led a workshop with Quality Improvement Officers and the Education Psychology Service teams to bring together a range of data and evidence from Early Years to Senior Phase, to agree the range and type of interventions which will be promoted in ECS to address areas of need identified.

3.3 A survey was carried out by Education Services and a report produced on benefits and issues that Headteachers found in using the additional funding in academic year 2020-2021.

3.4 This survey found that the additional funding provided support which had a positive impact on learning, relationships, wellbeing and operational matters. For example, a number of Headteachers reported that they were able to carry out targeted interventions for children identified through monitoring of engagement during lockdowns and teacher assessments/identification of gaps.

3.5 Within primary schools, this allowed a specific focus on numeracy and literacy skills, whilst in secondary schools this enabled support from subject-specific specialists. The need to support pupils in their re-engagement with school was highlighted by many respondents, with ongoing concerns around emotional and mental wellbeing, and anxiety upon returning to school given as reasons for needing this additional support.

3.6 The importance of play and development of social skills, particularly with younger children, has been identified, with opportunities for outdoor learning and playground activities described.

4. EARLY LEARNING & CHILDCARE

4.1 Perth and Kinross Council, at its meeting of 30 September 2020, approved utilising £2.250m of ELC 1140 hours funding towards COVID-19 costs (Report No. 20/173 refers).

4.2 Payments in 2020/21 to Partner Providers and Childminders for essential workers, vulnerable young people £577k and Children's Activity Centres £89k from April 2020 to August 2020 were paid from the ELC 1140 hours funding above.

4.3 **ELC - Identified key areas of focus for 2021/22 are:**

- Language and communication needs;
- Social, emotional, and behavioural needs; and
- Family support.

4.4 The Scottish Government asked that funding be put towards Early Childcare Practitioners in Primary 1. ECS already do this, funded from the Early Years and Childcare 1140 hours fund, and so this will continue.

4.5 Learning from the effective work done through the Scottish Attainment Challenge funding elsewhere to improve language and communication skills in young children through partnership with the NHS Speech and Language Therapy (SALT), has been used to develop a similar approach in nurseries in PKC. This will provide support and training for staff and to pilot a model of support which may be included in any new Service Level Agreement we develop with NHS SALT.

4.6 Play and appropriate social interaction for all ages has been identified as a need through self-evaluation to support children's social and emotional development. Play workers will provide a range of services for all ages, in playgrounds, working with key staff and in other settings, to develop a sustainable model of ensuring meaningful play and activity can be sustained by core staff.

4.7 Total funding from the Scottish Government grant is £180k and 1140 hours funding of £1.1m, giving a total of £1.280m spent on staff costs within this area of focus.

5. PRIMARY EDUCATION

5.1 **Primary Education - Identified key areas of focus for 2021/22 are:**

- Learning in literacy and numeracy;
- Emotional wellbeing; and
- Support for families.

5.2 A locality model has been created which addresses these needs in a focussed and targeted manner. This will include 11 small teams based in Local Management Groups (LMGs).

5.3 Each LMG will have a team of staff comprising teachers, pupil support assistants (PSAs) and family support workers. Staff are line managed centrally and allocated along a similar model currently in place for Area Support Teachers, ie agreed at LMG level and based on need.

5.4 The allocation of teaching and PSA staff will be based on a percentage of Perth and Kinross pupil population within each LMG. This model will provide up to:

- 20 FTE teaching staff;
- 24 FTE PSA staff; and
- 10 family support workers/community link worker assistants.

The overall estimated cost for this model is £1.7m.

5.5 These staff will also be available in exceptional circumstances to undertake COVID-19 staffing cover. Staff will be expected to deliver targeted interventions and support to identified pupils and groups of pupils or to release school-based staff to carry out this work.

6. SECONDARY EDUCATION

6.1 **Secondary Education - Identified as key areas of focus for 2021/22 are**:

- Improvement in Attendance;
- Improvement in Literacy and Numeracy at Broad General Education (BGE) and Senior Phase; and
- Emotional Wellbeing.

6.2 Staff allocations will allow schools to release identified literacy and numeracy leads for high quality training in a limited range of high-impact interventions to support literacy and numeracy attainment. This will also create capacity for interventions to ensure that young people leave school with the best possible attainment in literacy and numeracy. Our targets are explicit in the ECS Raising Attainment Strategy 2020 - 2023.

6.3 The Educational Psychology Service (EPS) have created a revised Attendance Framework and Guidelines for implementation with schools in session 2021/22. Additional Pupil Care and Welfare Officers and Support Teachers will ensure enhanced contact with, and support for families, and develop curricular adaptations as required.

6.4 Emotional Wellbeing will be supported through a limited range of high-impact interventions developed by EPS. Additional staffing will be used to release school staff to implement these interventions. Staff will develop a tracking system to monitor impact on an ongoing basis and create further interventions as required.

This model provides up to:

- 20.3 Teaching staff;
- 3 Probationers;
- 11 Pupil Care and Welfare Officers; and
- 11 Pupil Support Assistants.

6.5 All staff will be devolved to secondary schools but monitored from the centre to provide targeted support to improve attendance, for improved literacy and numeracy at BGE and at levels 4 and 5 and to reduce exclusions. Each school will receive the staff on a one-year fixed term basis.

The overall estimated cost for this model is £1.3m.

7. DIGITAL SUPPORT

7.1 Digital support was provided to young people experiencing digital exclusion. They have been provided with appropriate digital devices and internet connectivity to ensure that they can continue to connect with their schools, teachers, and learning. The Scottish Government provided a capital grant (£614k) and revenue grant (£397k) to fund this initiative. About 1,500 young people, who would have otherwise been unable to access learning in Perth and Kinross, have been able to access learning during the period of lockdown as a result of this funding. The funding has also supported young people in learning during periods of enforced isolation from school as a result of COVID-19. As a result of this funding, all children, and young people in Perth & Kinross have access to a device. Sixty families were also given Internet connectivity.

8. ADDITIONAL CENTRAL SUPPORT STAFFING

8.1 Funding has been allocated to primary and secondary schools to cover the capacity and additional workload pressures from COVID-19 testing and track and trace processes. Business Resources Services, Human Resources and Psychology Services are also receiving support to cover the additional workload of grants, payments for Free School Meals, Summer and Winter payments and refunds to parents/carers for 167 school trips totalling £737,000. Overall cost is estimated as £233k.

9. MENTAL HEALTH AND EMOTIONAL WELLBEING SUPPORT

9.1 ECS received £310k from the Scottish Government to support young people and their families with mental health and emotional wellbeing support. This is in addition to the Community Mental Health and Emotional Wellbeing for Young People grant. A Project Officer and community link workers, along with commissioning services from the voluntary sector and third-party providers, will provide this support during 2021/22.

9.2 The Scottish Government provided £397k for the targeted provision of summer activities for those who most experienced disadvantage during the past year. The summer funding was included with the food insecurity funding to produce a programme of targeted and universal activities. This was made easier due to the partnership approach and existing relationships with the Third Sector. The programme (Get into Summer) uses existing services such as Live Active Leisure, youth partners, community partners and outdoor activities. The targeted support focuses on families who are subject to child protection registration, looked after and care experienced. Children and young people who are carers or who have a disability are also catered for by specialist programmes.

10. FREE SCHOOL MEALS

10.1 ECS has provided Free School Meal (FSM) payments in place of meals during school closures, holiday periods and pupils self-isolating for 2020/21 to those families entitled to FSM due to benefits. This amounted to £1.1m and

offset by Scottish Government grants of £900k. For 2021/22, FSM payments are being made for holiday periods and to young people who are required to self-isolate. A Scottish Government grant of £307k has been received to fund holiday FSM payments.

11. SUPPORT FOR VULNERABLE YOUNG PEOPLE

11.1 The Scottish Government provided a grant of £350k for 'Winter Plan for Social Protection for vulnerable young people' which was made available to support any issues within three specific areas:

- Residential placements to ensure adequate staffing arrangements which will mitigate the spread of the virus and ensure continuity of care;
- To support the additional workload involved in additional Children's Hearings activity as part of the Children's Hearings Recovery Plan; and
- To address the disproportionate impact of the pandemic on the most disadvantaged children and young people.

The funding has been used in the following ways within PKC:

- Residential allocation of the funding was, and is being used, mainly to support for staff absence because of self-isolation or positive COVID-19 tests.

- Additional staff were also employed on a sessional basis to add to the staff compliment during periods of lockdown.

- Additional staff were also employed to support our Child Protection and Duty Team who have experienced a large volume of calls and referrals. This support is continuing.

- The vulnerable family's allocation allowed for the purchase of clothing, bedding and other household essentials that allowed for lockdown to be easier.

- Families also experienced some financial hardship and this fund allowed for the repayment of rent arrears, increased fuel costs and activity packs for families.

- The fund created a project which allowed for the purchasing of kitchen equipment, recipe cards and ingredients that gave families the opportunity to cook together as well as making a low-cost nutritional meal. This type of skill will carry on and has proved popular.

11.2 Scottish Government funding for Family Support of £230k has been received and additional staff have been employed to support the ELC service increase access to parenting and family learning support as well as play in communities during term time and school holidays.

12. CRIMINAL JUSTICE SERVICE

12.1 The Criminal Justice Service received Scottish Government funding of up to £15,000 to support clearing the backlog of unpaid work as part of Community Payback Orders in 2020/21 and for 2021/22, an additional Scottish Government grant of £56,000 to support COVID-19 recovery work.

13. COVID-19 MITIGATION MEASURES ACROSS THE SERVICE

13.1 Funding for additional day cleaning of schools and offices, personal protective equipment (PPE), and additional hygiene costs of home to school transport, was received in 2020/21 amounting to £2.7m. £2.1m has been carried forward to 2021/22 to fund these mitigations for the 2021/22 academic year.

14. CONCLUSION

14.1 Education and Children's Services will continue to closely monitor COVID-19 expenditure and maximise all external funding to support the recovery of Education and Children's Services and provide additional support to the most vulnerable young people and families within Perth and Kinross.

15. RECOMMENDATION

15.1 It is recommended that Committee:

(i) Notes the extent of the funding received and the measures taken to deploy resources to meet the needs of children, young people and families within this report.

Author

Name	Designation	Contact Details
Jim Cockburn	Service Manager Finance & Governance	Committee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	**Executive Director (Education and Children's Services)**	**11 August 2021**

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

This report relates to Objective No. (i).

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).

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

- Health and Wellbeing

2. Resource Implications

Financial

2.1 Staff working in Social Work within ECS have been paid £500 from the Scottish Government based upon their entitlement criteria. Teachers working on SQA assessments will be paid £400 from the Scottish Government. There are no other direct financial implications arising from this report other than those reported within the body of the main report.

Workforce

2.2 This report highlights the range of workforce supporting the recovery of the service and the continuing issues around recruitment of key staff in certain areas.

Asset Management (land, property, IT)

2.3 N/A

3. Assessments

Equality Impact Assessment

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

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

(i) Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

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

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

Sustainability

3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Headteachers have been consulted in the production of spending plans for teachers and support staff in schools. Young people have been consulted in the summer activities. Children's services staff were consulted also in expenditure plans for vulnerable young people.

External

4.2 Consultation has taken place with our third sector partners in regard to Summer Activities.

5. Communication

5.1 N/A.

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

3.1 Appendix 1 – Education & Children's Services - COVID-19 Funding for 2021/22

Education & Children's Services - Covid-19 Funding for 2021/22 **Appendix 1**

Scottish Government Funding	Received	Full Allocation £,000	2021/22 Allocation £,000	Comments
Support Education Recovery in 2020/21 - Digital Devices	JULY 20 & FEBRUARY 21	397	367	Carry forward into 2021/22
Recruitment of Additional Teachers and Support Staff for the Education Recovery Phase (£50m)	AUGUST 20	401	401	Pre Paid by Scottish Government in 2020/21 for 2021/22
Recruitment of Additional Teachers and Support Staff for the Education Recovery Phase (£50m)	AUGUST 20 & SEPTEMBER 20	1,284	316	Carry forward into 2021/22
Recruitment of Additional Teachers for the Education Recovery Phase (£30m)	SEPTEMBER 20	241	241	Pre Paid by Scottish Government in 2020/21 for 2021/22
Additional Costs of Safe Reopening and Operation of Schools (£70m)	OCTOBER 20 & FEBRUARY 21	2,663	2,071	Carry forward into 2021/22
Mental Health & Emotional Wellbeing Services for Children, Young People and their Families impacted by the COVID-19 Pandemic	OCTOBER 20	311	300	Carry forward into 2021/22
Winter Plan for Social Protection – Funding for Vulnerable Children and Young People	DECEMBER 20	350	70	Carry forward into 2021/22
Additional Community Justice Funding - Backlog (Criminal Justice Service)	DECEMBER 20	10	-	
Support Education Recovery in 2020/21 - Family Support	FEBRUARY 21	230	230	Carry forward into 2021/22
Support Education Recovery in 2020/21 - Additional Teachers/ Support Staff	FEBRUARY 21	1,204	1,204	£602k carry forward into 2021/22; £602k Pre Paid by Scottish Government in 2020/21 for 2021/22
Free School Meals - Easter Holidays 2021	FEBRUARY 21	62	62	Pre Paid by Scottish Government in 2020/21 for 2021/22

Scottish Government Funding	Received	Full Allocation £,000	2021/22 Allocation £,000	Comments
Additional Community Justice Funding - Support Pandemic Recovery Work (Criminal Justice Service)	MARCH 21	56	56	Paid in 2021/22
Funding for Enhanced Provision of Summer Activities	APRIL 21	397	397	Paid in 2021/22
Additional Support for Education Recovery in 2021/22 (£60m)	MAY 21	1,448	1,448	Paid in 2021/22
Free School Meal Holiday Payments 2021/22	MAY 21	307	307	Paid in 2021/22
Total	-	**9,361**	**7,470**	

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

25 August 2021

PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2021/22

Report by Executive Director (Education and Children's Services)
(Report No. 21/133)

PURPOSE OF REPORT

The purpose of this report is to provide an update on progress against the Education Improvement Plan 2020-2021, and to provide detail on the priorities set within the Education Improvement Plan 2021-2022. The new Plan covers the academic year from August 2021 to June 2022 and requires to be submitted to the Scottish Government by 30 September 2021.

1. BACKGROUND

1.1 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.

1.2 It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year. The plan for 2021-2022 must be submitted by 30 September 2021.

1.3 Guidance from the Scottish Government and Education Scotland, issued to Directors of Education in May 2021, 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;
- Focus planning on recovery, renewal and improvement priorities that are manageable, measurable and linked clearly to achievable outcomes for learners;
- Consider local context and circumstances when identifying priorities, these might include:
    - Supporting pupil and staff health and wellbeing;
    - Transitions at all levels;
    - The impact of trauma in communities;
    - Identifying potential gaps in learning;

- A renewed focus on closing the poverty related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people;
- How Pupil Equity Funding will be used to provide targeted approaches in literacy, numeracy and health and wellbeing to close poverty related attainment and other gaps; and
- Any steps taken to make the provision of education more resilient and quickly adaptable to future crises.

1.4 Education leaders are also encouraged to consider the United Nations Convention on the Rights of the Child (UNCRC) and wider insights and evidence provided by a number of recent publications when determining the annual plan:

- Equity Audit
- Closing the poverty-related attainment gap Report on progress 2016-2021
- Audit Scotland Improving Outcomes for Young People
- Transition from Primary to Secondary School: findings from the GUS Survey
- Due regard for learner wellbeing and safeguarding
- National overview of practice: reports | National overviews | Supporting remote learning | National Improvement Hub (education.gov.scot)
- The second formal report of the International Council of Education Advisers 2018-2020

2. PROPOSALS

2.1 The Education Improvement Plan 2021-2022 (Appendix 1) outlines the high-level areas for improvement for all Education services. Scottish Government guidance on development of plans for this year is clear that planning for session 2021-2022 should focus on recovery, renewal and improvement, taking account of what schools and Early Learning and Childcare (ELC) settings need based on self-evaluation and the views of stakeholders. It is recognised that reporting on progress should address how schools, ELC settings and the local authority have supported children, families and communities throughout the pandemic, and include planning for beyond the current crisis.

2.2 It also aligns with the Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan.

2.3 The improvement actions in the Education Improvement Plan support the higher-level commitments contained in the Education and Children's Service (ECS) Business Management and Improvement Plan (BMIP).

2.4 The Education Improvement Plan reflects our vision for our children and young people, 'Improving Lives Together' and will be delivered in alignment with Education and Children's Services core values of 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;
- Learner participation/parental engagement/strengthening partnerships; and
- Professional Learning and Leadership development.

2.5 The Education Improvement Plan articulates how the local authority will deliver national legislation, policy, strategic objectives and priorities for education. Improvement actions have been organised under the key priorities of the National Improvement Framework.

2.6 Key achievements and performance against the commitments in the Education Improvement Plan 2020-2021 are outlined below. This includes:

- Continued delivery of education whilst maintaining the health and safety of pupils and staff, including implementation of remote learning arrangements from January to March 2021;
- All ELC settings delivering funded 1140 hours from February 2021 in advance of the required timescale of 1 August 2021;
- Creation and implementation of the SQA Alternative Certification Model (ACM);
- Counselling in Schools providers commissioned and delivering in all secondary schools and for eligible primary-aged children;
- A wide range of support for children, young people and families to support wellbeing;
- Resources to equip parents to manage their own or their child's anxiety were developed and shared;
- A local mental health pathway has been drafted and is currently undergoing consultation with young people;
- Developing the Young Workforce (DYW) partnerships built around the Young Person`s Guarantee have been strengthened and partners are more involved;
- Improved use of digital technology and enhanced access for all learners has been made available through national and local funding; and
- Career-long Professional Learning (CLPL) delivered to all staff, including adaptation of this, where possible, to an online offer to continue accessibility.

2.7 Priorities for improvement for the academic year 2021-2022 were developed following analysis of attainment performance and achievement, data on equity gaps, information from parents, pupils and staff and self-evaluation, and evidence of impact against the actions set out in the 2020-2021 Plan. Prioritised outcomes and planned actions are organised under the National Improvement Framework priorities and drivers.

2.8 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:

- Improving inclusive practice in all schools and ELC settings;
- Focus interventions on communication and language in the early years;

- Supporting the mental health and wellbeing of children and young people;
- Further develop approaches to enhance Learner Participation in accordance with UNCRC;
- Further develop support for families in their own locality;
- Further develop play in early years classrooms and school playgrounds;
- Raise attainment in literacy and numeracy through a combination of universal and targeted interventions including deployment of COVID-19 staffing;
- Continue development of Secondary Curriculum;
- Enhance support to schools in further developments of Broad General Education (BGE) and SQA Assessment and Moderation models;
- Further enhance Digital Learning and Infrastructure;
- Improve post-school transitions and positive destination outcomes for all young people;
- Implement identified actions to contribute to delivery of the Promise Plan 2021-2024; and
- Ensure practitioners at all levels are aware of their responsibilities to deliver the UNCRC.

2.9 Development of a highly skilled, knowledgeable and confident workforce is recognised as critical to improving attainment and achievement for all. Therefore, to underpin all improvement, there is a commitment to delivery of a professional learning system that will improve leadership, teacher professionalism and skills and confidence of support staff to better support all children and young people.

2.10 Progress in delivery of the Education Improvement Plan 2021/22 will be monitored quarterly by the Raising Attainment Board and by ECS Senior Management Team.

3. CONCLUSION AND RECOMMENDATIONS

3.1 The Education Improvement Plan 2021/2022 provides a clear summary of the priority actions that Education, including its services, ELC settings and schools, will take forward over the next academic year to improve attainment and achievement.

3.2 It is recommended that the Lifelong Learning Committee:

(i) Approves the Education Improvement Plan 2021/2022; and
(ii) Requests the Executive Director (Education and Children's Services) submit the Plan to the Scottish Government by 30 September 2021.

Author

Name	Designation	Contact Details
Fiona Mackay	Service Manager (Inclusion and Additional Support)	ECSCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	12 August 2021

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

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

Corporate Plan

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

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

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

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

- Learning and Achievement

2. Resource Implications

Financial

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

Workforce

2.2 The Head of Human Resources 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

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. This Equality Impact Statement is currently being finalised.

This section has been considered under the Corporate Equalities and Fairness Impact Assessment process (eGFI) 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 N/A

Legal and Governance

3.4 The Head of Legal and Governance Services has been consulted.

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 at the beginning of the next academic session in August 2021.

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 consultation, surveys, network and parent forums, and the use of social media.

2. BACKGROUND PAPERS

- National Improvement Framework 2021
- OECD Report
- Equity Audit
- Audit Scotland Report: Improving outcomes for young people through school education
- Closing the Poverty Related attainment gap: A report on progress 2016-2021

3. APPENDICES

3.1 Appendix A: Perth and Kinross Education Improvement Plan 2021-2022

Improving Lives Together

Ambition I Compassion I Integrity

PERTH & KINROSS COUNCIL

Education Improvement Plan

2021/22

Achieving Excellence and Equity

Education & Children's Services

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Introduction

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

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

> *"This has been a year like no other. Our response to COVID-19 has demonstrated the collective strengths of our system, as we worked together to mitigate the worst impacts on our learners."*
>
> *Deputy First Minister, National Improvement Framework Plan 2021*

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

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

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

- *supporting pupil and staff health and wellbeing;*
- *transitions at all levels;*
- *the impact of trauma in communities;*
- *identifying potential gaps in learning;*
- *a renewed focus on closing the poverty related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people;*
- *how Pupil Equity Funding (if relevant) will be used to provide targeted approaches in Literacy, Numeracy and health and wellbeing to close poverty related attainment and other gaps; and*
- *any steps taken to make the provision of education more resilient and quickly adaptable to future crises.*

Planning for 2021/22

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

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

There is a well-established quality improvement process in Perth and Kinross schools. The quality improvement framework supports effective evaluation, planning and reporting at establishment and department level and informs the work of the central school improvement team. There is a structured model of quality assurance activity which includes data analysis, self-evaluation, professional discussion and a planned programme of school visits. Some of this work has had to take place remotely, and there has been an increased focus on ensuring regular supportive virtual meetings with school, service and ELC leaders.

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

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

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

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

The 2021/22 Education Improvement Plan outlines the high-level areas for improvement for all Education services and schools and is aligned to the Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan. The latter encompasses the Children's Services Plan for all three Tayside Local Authorities.

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

It sets out the ambition of Perth & Kinross Council's Education & Children's Services to improve attainment and achievement and reduce inequity by prioritising improvement in:

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

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

In addition to being guided by local and national strategic priorities, the Education Improvement Plan uses our analysis of performance in delivery of attainment and achievement, data on equity gaps, and evidence of impact against the actions set out in the 2020/21 Plan to identify areas for improvement. It has a focus on what needs to improve to deliver against the priorities in the National Improvement Framework, using self-evaluation activity drawn from across the service and schools, feedback from stakeholders, and learning from improvement processes, to inform the priorities for the year ahead. It is recognised that progress of some areas in our previous plan have been delayed due to the changing circumstances for education authorities last year, and therefore there will be a renewed focus on these this session.

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

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

Planning for 2021/22

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

> *"It is also important that education recovery is not seen as simply aiming to return Scottish education to the way it was before the pandemic hit. Scotland's response to the pandemic has highlighted the importance of creating a more flexible and resilient system, which can operate just as well in a crisis as it does under more normal circumstances. The need to focus on education recovery support, and build a more resilient system, is reflected throughout the improvement activities set out in this NIF and Improvement Plan."*
>
> ***2021 National Improvement Framework and Plan***

National Context

National Context

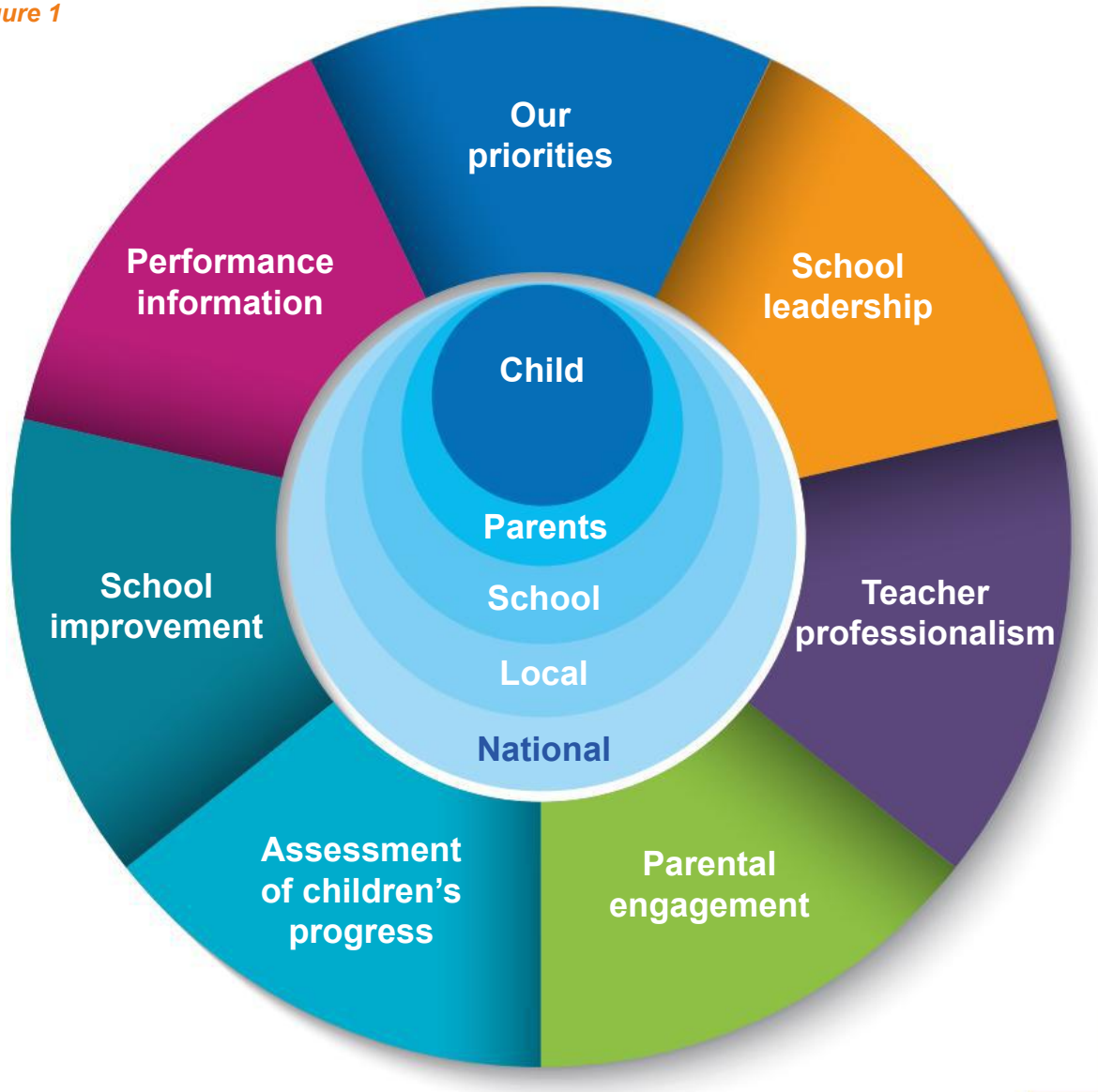
'The National Improvement Framework for Scottish Education: Achieving Excellence and Equity' was published in December 2016 and set out four National Priorities for Education. These are:

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

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

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

Figure 1



National Context

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

- **Achieving Excellence and Equity 2021: National Improvement Framework and Improvement Plan**
- **Closing the Poverty-Related Attainment Gap: Progress Report 2016 to 2021**
- **Equity Audit**
- **Improving Outcomes for Young People Through School Education**
- **Improving Schools in Scotland: An OECD Perspective**
- **Support for learning: All Our Children and All Their Potential**
- **The Promise**
- **United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill**

Local Context

Local Context

About Perth and Kinross

Perth and Kinross is home to approximately 30,000 children and young people up to the age of 18. Around 3,000 children attend publicly funded early learning and childcare settings (nurseries and partner providers), 10,500 in primary schools and 8,000 attend secondary schools. Around one third of these are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Nearly 70 pupils attend Fairview Special School.

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

The number of children looked after in Perth and Kinross in 2020 was 285. The rate (per 1,000 pop 0-17) is 10.3. This is similar to the comparator average rate of 9.8, and less than the Scotland average rate of 14 (**Looked-after children statistics 2020: local authority benchmarking tool - gov.scot**). Around three-quarters of these were looked after by Perth & Kinross Council (PKC), with the remainder the responsibility of other authorities.

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

Poverty

Around 12% of pupils are classified as being among the 30% most deprived in Scotland using SIMD. However, SIMD does not always accurately represent deprivation in a rural setting due to the dispersed nature of rural communities and using ACORN classification indicates that over a third of children and young people (6,000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 5 children live in poverty. In 2020, around 1,350 pupils (P4 and older) were registered for free school meals and by the end of 2020/21, 2,275 pupils received a clothing grant (around 13% of the roll).

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

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

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

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

Perth and Kinross Economy

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

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

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

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

COVID-19 Pandemic - Impact on Education

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

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

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

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

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

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

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

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

Engagement of Children, Young People, Families and Staff

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

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

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

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

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

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

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

Local Context

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

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

Key Achievements and Performance 2020/21

Key Achievements and Performance 2020/21

Improvement in Attainment, Particularly Literacy and Numeracy

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

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

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

Closing the Attainment Gap Between the Most and Least Disadvantaged Children

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

Key Achievements and Performance 2020/21

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

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

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

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

Developing the Young Workforce (DYW) Co-ordinators were appointed in each school and are now reporting on a range of Scottish Government Key Performance Indicators in collaboration with the regional board as part of the network of local partnerships.

While positive destinations fell slightly this year our participation measures remained buoyant, more young people elected to stay on at school post 16 and more courses were delivered virtually in our Senior Phase by ourselves and partners at University of the Highlands and Islands (UHI) Perth College.

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

Improvement in Children and Young People's Health and Wellbeing

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

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

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

Key Achievements and Performance 2020/21

What Does Our Data Tell Us?

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

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

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

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

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

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

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

National Priorities

Improvement in attainment, particularly in Literacy and Numeracy

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

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

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

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

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

Key Achievements and Performance 2020/21

Closing the attainment gap between the most and least disadvantaged children

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

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

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

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

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

(continued)

Key Achievements and Performance 2020/21

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

- *more able to seek support when needed;*
- *a greater sense of autonomy.*

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

Improvement in children and young people's health and wellbeing

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

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

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

- *implementation supports in place with school-based training materials;*
- *evaluation programme in place;*
- *associated professional learning offered.*

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

The original Optimising Student Success programme was adapted in recognition of the impact of Covid school closures, changes to the SQA exam diet and concerns over *'assessment anxiety'*, the materials were adapted to support assessments more broadly and study skills specifically, incorporating strategies for anxiety management.

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

(continued)

Key Achievements and Performance 2020/21

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

Work to ensure impactful use of the Covid mental health monies led to establishment of a range of projects including improving young people's awareness of support, addressing anxiety related school attendance difficulties and a grant system for Third Sector organisations.

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

A series of video vignettes to support parents anxious about the return to school were produced. These have reached up to 1,317 views online and feedback from schools and community link workers has been positive. A webinar for use with parents and staff on wellbeing and anxiety was developed and sent out to all parents in one secondary school and followed up with a drop-in session for parents. It has since been replicated in workshops with two further secondary schools. This webinar has currently been viewed 324 times; parents have reported it as being useful.

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

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

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

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

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

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

Progress Against Drivers for Improvement

School Leadership

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

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

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

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

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

Key Achievements and Performance 2020/21

Teacher Professionalism

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

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

Remote Learning

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

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

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

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

Key Achievements and Performance 2020/21

School Improvement

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

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

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

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

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

(continued)

Key Achievements and Performance 2020/21

School Improvement *(continued)*

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

Parental Engagement

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

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

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

Key Achievements and Performance 2020/21

Assessing Children's Progress

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

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

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

Key Achievements and Performance 2020/21

Performance Information

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

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

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

Improvement Priorities for Session 2021/22

Improvement Priorities for Session 2021/22

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

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

Improvement Plan 2020/21

Improvement Plan 2020/21

National Priorities
Improvement in Attainment, Particularly in Literacy and Numeracy

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

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

Improvement Plan 2020/21

National Priorities
Improvement in Attainment, Particularly in Literacy and Numeracy

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

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

Improvement Plan 2020/21

National Priorities
Improvement in Attainment, Particularly in Literacy and Numeracy

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

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

Improvement Plan 2020/21

National Priorities
Closing the attainment gap between the most and least disadvantaged children

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

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

Improvement Plan 2020/21

National Priorities
Closing the attainment gap between the most and least disadvantaged children.

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

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

Improvement Plan 2020/21

National Priorities
Closing the attainment gap between the most and least disadvantaged children.

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

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

Improvement Plan 2020/21

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

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

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

Improvement Plan 2020/21

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

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

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

Improvement Plan 2020/21

National Priorities
Improvement in children and young people's health and wellbeing

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

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

Improvement Plan 2020/21

National Priorities
Improvement in children and young people's health and wellbeing

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

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

National Priorities
Improvement in children and young people's health and wellbeing

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

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

Appendices

Appendix 1

Perth and Kinross Strategic Planning Framework

Appendix 2

National Policy, Strategic Plans and Reports

Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan

The 2021 National Improvement Framework (NIF) and Improvement Plan:

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

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

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

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

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

Equity Audit

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

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

(I) *Health and wellbeing support*

(II) *Digital infrastructure and connectivity*

(III) *Support to parents and families*

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

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

Appendix 2

Improving Outcomes for Young People Through School Education

This report completed by Audit Scotland identifies that Councils should:

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

Improving Schools in Scotland: An OECD Perspective

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

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

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

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

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

Support for Learning: All Our Children and All Their Potential

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

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

The report from the review was published in June 2020 and made a wide range of recommendations. The overarching recommendation of the review is:

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

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

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

The Promise

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

As the implementation of the findings of *'The Promise'* report commence, we have considered the importance it will have over the lifetime of the new Tayside Plan for Children, Young People and Families and beyond. The Promise sets out a

vision and blueprint for transformational change. At the heart of The Promise are 5 Foundations, which provide clarity of vision, a shared purpose, and a clear direction.

These are:

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

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

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

United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill

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

These include:

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

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

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PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

25 August 2021

EXPANSION OF EARLY LEARNING AND CHILDCARE

Report by Executive Director (Education and Children's Services)
(Report No. 21/134)

PURPOSE OF REPORT

The purpose of this report is to provide Lifelong Learning Committee with an update on progress to date in terms of the requirement to deliver 1140 hours of Early Learning and Childcare (ELC) from August 2021 within Perth and Kinross.

This report outlines the phasing of 1140 hours of ELC and an update on progress made since May 2020 towards full implementation from February 2021.

1. BACKGROUND/MAIN ISSUES

1.1 In October 2016, the Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017-2018 action plan' setting out the vision to expand the entitlement of funded ELC. These hours increased from 600 hours to 1140 hours per year for all three and four-year-olds and eligible two-year-olds from August 2020 with an aim to provide high quality, flexible ELC which is accessible and affordable for all families.

1.2 On 22 September 2017, Lifelong Learning Committee approved the Perth and Kinross Council (PKC) ELC expansion proposals (Report No. 17/314 refers) and this was submitted to the Scottish Government on 29 September 2017.

1.3 Further reports providing an update on progress towards the expansion plan were presented to Lifelong Learning Committee on 16 May 2018 (Report No. 18/156 refers), 22 May 2019 (Report No. 19/155 refers), and 26 August 2020 (Report No. 20/139 refers).

1.4 On Monday 30 March 2020, the Scottish Government, under The Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Revocation Order 2020, advised that Councils no longer had a statutory duty to provide extended ELC provision from August 2020 due to the Coronavirus (COVID-19) pandemic in line with the Coronavirus Act (Scotland) 2020. The national commitment to provide 1140 hours of funded childcare remains in place, and the Scottish Government has now reinstated this duty to come into force from 1 August 2021.

2. PERTH AND KINROSS COUNCIL ELC EXPANSION PLAN

Current Position

2.1 Education and Children's Services (ECS) has made very good progress towards full implementation of the expansion of ELC. The following information describes our progress to date and current position. Delivery of 1140 funded hours of ELC is now implemented in Perth and Kinross, ahead of the legal requirement date of 1 August 2021.

Perth and Kinross Council is currently meeting the requirement to provide the full 1140 entitlement to all eligible children. Only one infrastructure project remains outstanding from the initial phasing plan due to delays caused by the COVID-19 pandemic, but this is not preventing full implementation of funded ELC. Appendix 1 provides an overview of the key achievements of ELC in Perth and Kinross, since August 2020.

ELC Communities

2.2 Perth and Kinross has developed 11 ELC communities with each offering a range of ELC options including local authority, partner provider and childminder settings. These settings offer high quality learning experiences and flexible hours that better suit families' needs. The offer within each community is clearly listed in the Nursery Locality and Attendance Patterns document which is available on the PKC website for parents to access.

Childminders

2.3 There are now 19 childminders who are in partnership with PKC, an increase of 17 since 2016. These childminders are from a range of localities across the local authority and are providing funded ELC places to 36 eligible children and families.

Partner Providers

2.4 Thirty-five private and not for profit nurseries deliver 1140 funded hours. Funded provider settings provide parents and carers with flexibility and the ability to purchase additional hours based on availability. Each ELC Community has at least one funded provider and currently provide places for approximately 1000 children.

Local Authority Provision

2.5 There are 51 local authority ELC settings: 5 offering a 50-week model and 17 offering a 45-week model, with the rest offering term time only. Local authority settings are also based in each community with a variety of attendance patterns for parents and carers to choose from.

Each ELC community has at least one local authority setting offering an extended year option. To date, 1909 children are accessing 1140 funded hours in local authority settings.

2.6 The three different intake periods throughout the year in August, January and April drives the number of children accessing ELC settings higher as the year progresses. Over the course of the year, the number of children accessing funded places within nursery settings in Perth and Kinross increases to an approximate total of 3000.

Finance

2.7 Following an announcement from the Deputy First Minister, any uncommitted ELC Expansion budget was authorised to support the local authority response to COVID-19. For financial year 2020/21, this totalled £2.25m. Costs covered included the Children's Activity Centres that operated from March to July 2020, additional PPE spend, support for partners to reopen, supply staff payments and the arrangements put in place for vulnerable children and young people.

2.8 Recovery from the COVID-19 pandemic is an ongoing priority and funding is supporting the response. Approximately 50 Early Childhood Practitioners (ECPs) will support the transition into Primary 1. These staff will work to support the wellbeing of the children, encourage the continuation of learning through play and focus on communication and language development. It will allow children to receive focussed, developmentally appropriate support that will mitigate the long-term effects on their progress.

2.9 For Financial year 2020/21, an additional underspend of £1.18m was generated. This funding has been carried forward alongside the existing ELC revenue reserve of £2.963m. This total funding of £4.143m will be utilised in improving settings, where required, in areas such as: increasing staff numbers to support COVID-19 recovery in primary 1 and supporting inclusion through the development of sensory areas and adaptations to the environment, as had been planned.

2.10 The funding is also financing a merger of 4 local authority settings into 2: Goodlyburn Nursery and City of Perth Early Childhood Centre (COPECC) as an interim solution after the COPECC building experienced severe flood damage in 2020; and North Muirton and Balhousie in preparation for the new school in North Muirton. All works have been completed for August 2021.

2.11 Additional building work has been identified at St Dominic's, Auchtergaven, Viewlands and Stanley nurseries, which is either on site or planned, to allow children to benefit from upgraded learning environments and resources, as well as direct access to outdoor spaces to enhance learning opportunities.

2.12 The sustainable rate paid to partners agreed in 2018 as £5.05 per hour for 3–5-year-olds is currently under review. ECS committed to review the rate and has undertaken a local version of the Ipsos Mori technical report 'Costs of Early Learning and Childcare in Partner Provider Settings', which was completed at the national level in 2016.

The return rate from partners was 52% and a decision to increase the rate has taken place. It has been agreed that an increase will be implemented; the details of which are under consideration, pending further analysis.

Quality

2.13 The expansion plan is underpinned by 'Funding follows the child and the national standard for early learning and childcare providers: principles and practice' set out by the Scottish Government, which all funded providers are required to meet to deliver 1140 funded hours of ELC.

2.14 A contract management process has been developed to ensure funded providers achieve, and continue to meet, the criteria outlined in the National Standard. All funded providers are required to achieve a Care Inspectorate (CI) inspection quality grading of 4 (good) or above. This assures that there is high quality in each funded setting to provide a positive impact on the children's experiences and outcomes.

2.15 Settings whose gradings do not meet the quality criteria are working with ECS to make improvements. An improvement plan is in place for each establishment, with clear area of focus and timescales to ensure progress is made. A new Self-Evaluation Toolkit (Appendix 2) has been created to further support quality improvement. Currently, 87 out of 98 settings have received gradings of at least 4 (good), and 11 hold at least one or more CI evaluation of 6 (Excellent). 7 settings are awaiting initial inspection from CI following new registration.

2.16 To maintain high quality ELC provision in Perth and Kinross, all providers receive support from the central Early Years team. Professional discussion, training days, and workshops are provided to enhance practice and maintain a robust cycle of evaluation and improvement. This process encourages settings to interpret their impact on children and families and base improvements on the needs of those in their community.

2.17 Recent CI inspections have taken place in 6 local authority and partner provider nurseries with a focus on Key Question 5 (Operating an ELC setting during COVID-19). This is a temporary addition to the Care Inspectorate Framework to consider settings' mitigation of risk from infection caused by the COVID-19 pandemic. In an ELC COVID-19 update letter, Director for Early Learning and Childcare, has stated that:

"evaluations on Key Question 5 are not included within the National Standard for funded ELC providers and evaluations on this theme alone will not be used to influence decisions about the funded status of settings."

Two settings are currently graded less than good for Key Question 5. Action Plans are in place to support improvement.

Supporting Inclusive Practice

2.18 The ELC service and Early Years Inclusion Team have worked closely to develop settings' ability to meet the National Standard for Inclusion.

24 pupil support assistants (PSAs) are targeted to support settings to ensure they can meet the needs of all children in their care. Close collaboration with Allied Health Professional and Health Visitor colleagues is in place to ensure

children with additional support needs have access into ELC with the necessary planning and support in place.

Outdoor Learning

2.19 The vision of ECS of providing routine, daily access to a stimulating outdoor environment for all young children in Perth and Kinross continues to be supported through training, grants, and practical support from the central team.

2.20 The Outdoor Learning Grants offered to funded providers to improve their outdoor provision have been spent on resources that have engaged children in a wide variety of experiences.

Recruitment

2.21 The requirement to recruit and develop a fully staffed workforce with the skills, flexibility and expertise needed to facilitate high quality ELC has been met. It is expected that all local authority settings will have their full staffing complement in August 2021.

Family Learning Practitioners

2.22 To provide high-quality support to families and give every child the best start in life, 20 full time equivalent (FTE) Family Learning Practitioner positions were created across the 11 ELC communities. This new team of staff will support all ELC settings to engage families and deliver family learning activities to enhance children's home learning environments.

2.23 The Family Learning Practitioner will work directly with parents and carers to support them to help their children grow up healthy, happy, attaining, and achieving. Family learning activities can be specifically designed to meet the needs of individual families and children as required. Experiencing a positive home learning environment in the early years is the single most important predictor in children's outcomes throughout childhood and these positions will provide key support to giving the children in Perth and Kinross the best start.

Early Years Teachers

2.24 To address equity and ensure that the ELC workforce is organised to best target children who face barriers to achievement and learning, Early Years Teachers will be allocated to nursery classes based on the number of children and the percentage of Pupil Equity Funding (PEF) the school receives.

Professional Learning and Development

2.25 As part of the National Standard, PKC have committed to providing all funded provider staff with training. The ECS Learning HUB offers a range of Early Years training for practitioners. These programmes have been adapted to be delivered during the COVID-19 pandemic with pre-recorded virtual sessions being created prior to a virtual professional discussion taking place. Since August 2020, 61 courses have been delivered to staff across ELC within Perth

and Kinross. 98% of participants rated these opportunities as good and very good.

2.26 Training materials and resources have been made available through the new GLOW ELC SharePoint. The resources are designed to enhance practice and provision within ELC with a focus on creating high-quality learning environments, supporting outdoor learning, stimulating professional curiosity, and enriching relational interactions. There were 11,196 visits to the GLOW site between February and May 2021. A video, 'Early Learning and Childcare: Using the Glow SharePoint', gives an example of the comprehensive tools, resources, links and documents that are offered in support to all ELC settings.

2.27 A new ELC staff induction resource has been created this year to support delivery of the expansion to 1140 hours. The resource is enhanced by the provision of group induction sessions supported by members of the Early Years Team. Feedback from the sessions have been positive with 91-100% of participants agreeing that each specified outcome was met.

ELC Leadership and Development Programme

2.28 Twelve participants were enrolled in the new ELC Leadership Programme. All were given opportunities to share ideas, participate in self-reflection, and consider how to use their learning in practice. These programmes will now run annually. Feedback was positive with participants rating the sessions as good or excellent.

Development Sessions

2.29 Childminders, the local authority and partner provider nurseries were engaged in development sessions held by the central Early Years Team to support the writing of their improvement plans in May and June 2021. In addition, a series of workshop sessions were provided in areas such as Language and Communication; Outdoor Learning; Wellbeing and Observation, Planning and Assessment. These sessions support providers to continue to provide a high-quality offer to children who will benefit from best practice.

2.30 A wide range of learning and development opportunities are now offered to allow practitioners to develop the setting. Feedback from these sessions indicate that the themes studied this year have raised creativity levels amongst staff and encouraged them to use resources mindfully to fully engage the children and give them the opportunity to explore freely.

2.31 In partnership with the University of Highlands and Islands (UHI), ECS delivered Kindergarten Forest School training in April and June 2021 to 37 professionals from ELC. A further 60 staff will be given the opportunity to complete this training by June 2022 and attain the internationally recognised Forest Kindergarten qualification. This award allows practitioners to develop their knowledge, understanding, and skills and lead outdoor learning opportunities both within the setting and in outdoor woodland and green spaces, complementing the promotion of outdoor provision within the expansion of ELC.

2.32 Solihull Approach training continues to be cascaded throughout Perth and Kinross to support families across all 11 communities. The Solihull Approach is a framework which provides a practical way of working with and supporting families. It aims to increase the emotional health and wellbeing of children and their families, ensuring children have a good emotional start in life whilst supporting parents in a creative and consistent approach. There are currently 20 Solihull Trainers within PKC able to deliver to staff virtually, and 152 ELC staff currently fully trained in the Solihull Approach. The benefits of this training are evident in the deeper understanding practitioners develop in how to best support families and provide a nurturing, holistic approach to reducing the impact of negative experiences and trauma.

2.33 Feedback from all the training opportunities was positive, with participants rating all the sessions as good or excellent.

Tayside Regional Improvement Collaborative (TRIC)

2.34 Work has continued with Angus and Dundee City Councils to maintain strong links with the colleges and universities and allow for a continued shared vision on purpose and roles across the sector. This is building on the improvement of quality with a focus on collaborative leadership. Leaders across the authorities have received guidance and mentorship throughout the year, with an enhanced focus on recovery, from February 2021.

3. PROGRESS TO DATE AND IMPACT

Key Achievements since March 2020

COVID-19 Recovery

3.1 Children's Activity Centres were set up from 26 March to 4 August 2020 to support the families of key workers and vulnerable children. A total of approximately 20,000 individual sessions had an average daily attendance of 200 children. Parents surveyed told us they were satisfied or very satisfied with the service in the following areas: 96% location and timings, 92% quality of staff, 89% communication and 88% activities.

3.2 In response to the COVID-19 pandemic and the second lockdown from December 2020 to February 2021, all aspects of the expansion of ELC have been considered and a recovery plan is in place.

Funded Places in Partner Provider and Childminder Settings

3.3 During the second lockdown from December 2020/January 2021, Partner Providers and Childminders in Perth and Kinross continued to be paid for the 1140 funded places that were provided even if settings remained closed or open only to key worker and vulnerable children.

3.4 Twenty-four Partner Provider nurseries remained open to support key workers and vulnerable families during this lockdown. Five childminders also did so, ensuring that the families who needed childcare in this difficult time were able to access it.

Temporary Restrictions Fund

3.5 Following on from the Transitional Support Grants that ELC businesses could access in 2020, the Scottish Government offered access to grants from a Temporary Restrictions Fund set up for private and voluntary ELC settings affected by the second lockdown imposed in December 2020.

3.6 Eligible settings could apply for up to three rounds of the fund and Perth and Kinross approved a total of 70 applications. This helped to ease the financial challenges experienced by 37 settings with a total of £164k being paid to applicants. This positively impacted settings' ability to remain open for vulnerable and keyworker children during the latest restrictions period or reopen in February and March 2021 to continue providing 1140 hours of ELC.

Remote Learning

3.7 In the second lockdown, settings felt better prepared to engage with families virtually and provide high-quality and recurrent learning experiences to minimise the impact of the restrictions on movement. Engagement with families was high throughout this period and effort was made to maintain a connection with families recognised as harder to reach. This helped to mitigate some of the negative effects of the lockdown for the most vulnerable children in Perth and Kinross. Appendix 3 contains the infographic 'Connecting with Families', which highlights the multifaceted approach taken by ELC settings to ensure a robust and consistent response to supporting children and families through the second lockdown.

3.8 Settings were given a high level of support from the central Early Years Team to help recover from the impact of the pandemic. This included continuous dialogue, virtual and in-person support, and encouragement to focus on the health and wellbeing of children, families, and staff. This resulted in a smooth transition for children and staff when they returned to settings in February 2021. 'The impact of the pandemic on children from disadvantaged backgrounds', as identified by the 'Equity Audit', is key to this recovery and settings are being encouraged to include the mitigations as part of their improvement plans, or as a topic for ongoing professional discussion.

Summer Provision

3.9 Local authority settings providing the extended models of provision are open throughout most school and occasional holidays. This offer allows flexibility for families and supports parents in work.

3.10 Children can also be recommended by relevant professionals to receive additional ELC hours throughout the summer holidays at one of the open settings. The 'Support for Children and Families' procedure was created to address equity and provide targeted support to the most vulnerable children in Perth and Kinross. This initiative will continue for other holidays throughout the year to go beyond the Scottish Government's offer of 1140 hours of funded early learning and childcare to provide the best start for the children who will benefit the most from a nurturing and high-quality, stimulating, early learning environment.

3.11 In June 2021, a health visitor engagement session took place to provide an opportunity for these community partners to gain information, ask questions, and embed the process of recommending children for extra provision. Communications were also implemented to other relevant professionals. These professional partnerships are key to identifying the needs of families across Perth and Kinross and ensuring that our most vulnerable families receive the targeted support needed to meet their individual needs, mitigate the social inequities that exist, and close the attainment gap that persists.

Infrastructure

3.12 All infrastructure works planned for completion since August 2020, with the exception of Rattray Primary School Nursery, which is on site, are now finished despite delays due to the COVID-19 pandemic. This included a new standalone nursery at Inchture Primary School in December 2020 which created 61 registered places for children in the community and building work at Oakbank where 44 additional registered places were created. Work in Longforgan Nursery was also completed in January 2021, with a new capacity of 32 registered spaces available.

Communications, consultation, and engagement

3.13 The communications plan for 1140 Hours has continued to be implemented and maintained. Changes to planned activity were necessary to take into account the impact of the COVID-19 pandemic, and the decisions taken at a national level to delay the requirement for full implementation.

3.14 Social media activity has been ongoing around a range of different aspects of ELC, including:

- Registration for 2021-2022 places;
- Highlighting of infrastructure projects undertaken as part of the implementation of 1140 Hours;
- Biannual statutory consultation on early education and care provision in Perth and Kinross; and
- Introduction of the Scottish Milk & Healthy Snack Scheme – this work is currently ongoing to highlight the new Scottish Government initiative and encourage Care Inspectorate-registered ELC providers to sign up.

3.15 In addition, news releases were issued to local media regarding progress on the rollout of 1140 Hours, 2021-2022 registration and statutory ELC consultation.

3.16 Throughout this year, funded providers in Perth and Kinross received a monthly information newsletter rounding up relevant guidance, training and learning opportunities, grants and funding provision, and good practice in local settings.

The Early Learning and Childcare Consultation 2021

3.17 The 'Early Learning and Childcare Consultation (2021)' was open from March to April 2021 with 677 respondents geographically distributed across the area. Almost all respondents said they were aware of their 1140 hours entitlement with 89% of parents of 0–3-year-olds saying they would be likely to take up their full entitlement. Parents report that they are most likely to choose a particular funded provider based on availability of places and hours in their chosen area, location, and their child's existing social interactions. 66% of parents of 0–3-year-olds indicated a likelihood of choosing a local authority nursery, 51% independent nursery and 8% for childminders (entitlement to 1140 hours can be accessed in more than one way). For those expecting to use a local authority nursery, 41% of parents stated they are most likely to choose the term time option to prepare their child for attending school and when they have other children in the family attending school. 31% stated they would choose 45/50-week models to fit in with work patterns. For parents of older children (aged 3-5) already using or about to use ELC, there is a slightly stronger preference for a term-time model (51%).

3.18 Two-thirds of the parents of 3–5-year-olds who responded indicated they use the full 1140 hours entitlement. Of those who did, almost 20% use some of this as a blended arrangement across two providers. For those not using the 1140 hours, having other arrangements or personal choice for their child are the most important influencers. Fewer than 1 in 5 cite availability or hours in their area as a factor. ECS will use the report to guide future work in ELC to further support children and families. Further consultation will also take place through focus groups of parents/carers.

ELC Focus Groups

3.19 A funded Childminder Focus group was established in March 2021. This group will act as the voice of the wider funded childminder forum and will enable PKC to keep all funded childminders up to date with local and national policy and practice related to the delivery of high quality ELC.

3.20 A focus group consisting of representatives from partner provider nurseries across every ELC community meets regularly. During the pandemic, the frequency of these meetings was increased to allow for augmented support to the settings. The aims of these sessions are as follows:

- To promote close co-operation and communication between local authority and funded providers;
- To promote equality and fairness; and
- To engage in activities which support and advance the education of children attending the early learning and childcare settings.

3.21 Regular headteacher and Principal/Senior ECPs meetings take place to work in collaboration for the shared vision of ELC in Perth and Kinross. At these meetings, staff are supported in continuing the work of the local authority, updated on any policy and procedure, and engaged in professional dialogue

regarding the National Standards and other items of focus within early learning.

Provision of Meals and Snacks

3.22 All children receive one meal and one snack as part of their 1140 hours provision. The family style meal experience will continue with full rollout from August 2021, after this initiative was positively evaluated in trials. Benefits of this mealtime experience include nurturing interactions, opportunities to try new foods and the promotion of life-long healthy habits.

3.23 From August 2021, the Scottish Milk and Healthy Snack Scheme will fund the daily provision of a portion of milk and a snack consisting of fruits or vegetables to every child accessing an early learning or childcare setting, to support the health and wellbeing of young children and embed the habit of regular consumption of high-quality dairy produce and fruit and vegetables from a young age. Each child aged 5 and below will receive a serving of milk and a healthy snack. Implementation has been smooth, with the first round of registrations complete and first payment released.

4. NEXT STEPS

4.1 Education and Children's Services have implemented the key elements of the expansion and phasing plans and 1140 hours of ELC is now being delivered to all eligible children in Perth and Kinross. The COVID-19 pandemic has led to a delay in one infrastructure project, but this has not affected the ability of ECS to deliver on their duty of providing 1140 hours of ELC. Key milestones of the next period will be as follows:

- Complete the required infrastructure works;
- Continue to deliver a quality framework;
- Consultation and engagement with stakeholders on continued flexibility;
- Progress with the Community Childminding Model;
- Further expansion of Outdoor Learning;
- Further develop Family Learning;
- Implement the Contract Framework; and
- Review sustainable rates for funded providers.

Infrastructure

4.2 Due to the COVID-19 pandemic, the extension planned for Rattray Primary School was delayed. The planning stage is completed, and work commenced on site in June 2021. The expected date of completion is May 2022.

Quality

4.3 Quality and a continuation of COVID-19 recovery will remain a priority for ECS now that the expansion of ELC has been completed. The Early Years Team will continue to respond to the findings of the Equity Audit and support the response within all settings across PKC. Focus on the wellbeing of children, staff, and families is grounded within many of the settings' Improvement Plans

for next year with robust evaluative measures in place to measure impact and quality assurance.

4.4 Children transitioning into Primary 1 will receive support from approximately 50 ECPs across the 11 ELC communities ensuring that they receive a smooth transition to mitigate the negative effects the pandemic may have had. Practitioners will also ensure that learning through-play allows the children to meet developmental and learning milestones in an organic, comfortable, and familiar way.

Community Childminding

4.5 The community childminding model will resume after it was put on hold due to the COVID-19 pandemic. This initiative will provide support to children and families who would benefit most from a home learning experience. This initiative will provide extra support for families and children where a need is identified by professionals such as social workers and family support workers.

Outdoor Learning

4.6 Early discussions are taking place to extend the vision of Outdoor Learning in ELC with stimulating and consistent daily outdoor learning opportunities for every child in PKC implemented in all settings. Two further cohorts of Kindergarten Forest Schools training are due to take place to support professional learning in this area.

4.7 The feasibility of opening a fully outdoor setting within Perth City is currently under consideration. This would provide valuable outdoor learning opportunities for children living within the city who are less likely to live close to wooded areas and large natural spaces where they can explore freely, experience risk, and access the rich natural resources that support learning and wellbeing. We will draw on the expertise of the three funded provider settings who currently deliver full outdoor learning within the authority to inform our approach to this.

Family Learning

4.8 The new Family Learning Practitioners will begin work from August 2021 to support settings to engage families and provide family learning opportunities. Each practitioner will receive training in family learning programmes and 1 to 1 coaching to meet the needs of individual families and support children's learning and development. Robust evaluation practices will be implemented to measure the impact of these new positions on learning outcomes.

5. CONCLUSION AND RECOMMENDATIONS

5.1 This report provides Lifelong Learning Committee with a summary of work which has been carried out in respect of the expansion of ELC since May 2020 and the contingencies in place following the COVID-19 response phase of the pandemic.

5.2 Phasing to date has progressed well and the overarching target set forth by the Scottish Government for the expansion has been met and all families in Perth and Kinross can now access their 1140-hour entitlement.

5.3 ECS are on track to continue this delivery to all families from August 2021. Continuous monitoring, support and improvement will continue to ensure quality remains high and the staffing levels are appropriate.

5.4 It is recommended that the Committee:

(i) Notes progress to date; and
(ii) Requests the Executive Director (Education and Children's Services) to provide future updates on progress through the Business Management Improvement Plan (BMIP) reporting procedures.

Author

Name	Designation	Contact Details
Bernadette Scott	Service Manager (ELC)	ECScommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	13 August 2021

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	**Yes/None**
Community Plan/Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	
Financial	**Yes**
Workforce	**Yes**
Asset Management (land, property, IST)	**Yes**
Assessments	
Equality Impact Assessment	**Yes**
Strategic Environmental Assessment	**No**
Sustainability (community, economic, environmental)	**Yes**
Legal and Governance	**No**
Risk	**Yes**
Consultation	
Internal	**Yes**
External	**Yes**
Communication	
Communications Plan	**Yes**

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

This report relates to Objective No (i).

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).

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

- Best Start

2. Resource Implications

Financial

2.1 The Head of Finance has been consulted in the preparation of this update report. There are no direct financial implications arising from this report other than those reported within the body of the main report.

Workforce

2.2 The Corporate Human Resource Manager has been consulted in the preparation of this update report. This is an area of significant expansion for the workforce. Human Resources have membership both on the Workforce Workstream Project Team and Project Board.

2.2.1 Human Resources have assisted with a programme of employee engagement and trade union consultation. Workforce planning measures include delivering new ways of working, reviewing fixed term arrangements, and securing our current supply pool in fixed term or permanent posts.

Asset Management (land, property, IT)

2.3 The Depute Director (Environment) has been consulted on this update report.

3. Assessments

3.1 Assessed as relevant previously and the following positive outcomes are expected to continue taking account that there is now an obligation to have due regard to remove inequality of outcomes caused by socioeconomic disadvantage as well as to comply with other equalities' legislation: The ongoing implementation of 600 hours ELC will promote social inclusion for all by providing extra time for parents and carers to give them the opportunity to access job opportunities, training opportunities and community opportunities to enhance their knowledge and skills and contribute to their local environment. Further expansion of ELC hours will increase extra time for parents/carers for all these opportunities. Parents and carers will be able to access ELC provision regardless of sex, race, colour, disability, age, religion or belief, marital status, ethnic origin, sexual orientation, or gender reassignment.

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. Following a pre-screening assessment using the Integrated Appraisal Toolkit, it was determined that the proposal will have no

environmental effects. However, no action is required as the Act does not apply to the matters presented in this update report.

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. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

Following the previous assessment using the Integrated Appraisal Toolkit, it has been determined that the ongoing implementation is likely to contribute positively to corporate sustainable development principles: Extended access to ELC will provide extra time for parents and give them the opportunity to use that time to access job opportunities, training opportunities and community opportunities to enhance their knowledge and skills and contribute to their local environment. The increased entitlement to ELC is requiring an expanding workforce providing job opportunities at all levels. Children participating in ELC access opportunities to allow them to progress as successful learners, responsible citizens, effective contributors, and confident individuals and provide a strong start for eligible 2-year-olds. Family Learning in schools and nurseries promotes development opportunities for family members. Provision of additional early learning and childcare will promote a healthy lifestyle to the child and will allow children to participate in programmes supporting and promoting a healthy lifestyle.

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 A detailed risk profile has been developed and risks have been rated in terms of probability and impact and actions to mitigate the risks have been identified and are progressing. The Expansion of ELC 1140 hours Project Team and Project Board have regularly reviewed risk throughout the lifecycle of the project.

4. Consultation

Internal

4.1 Quality Improvement Officers (QIOs); Early Years and Primary, Secondary and Inclusion, Education and Children's Services Senior Management Team, Expansion of ELC 1140 hours Project Team and Project Board. The Head of Finance and The Head of Legal and Governance Services have also been consulted on this update report.

External

4.2 Representation on the Expansion of ELC 1140 hours Project Team – Perth College and Partner Provider Manager.

5. Communication

5.1 A Communications Plan has been developed and the Corporate Communications Team has been consulted. A wide range of communication channels will continue to be used to ensure we reach all stakeholders.

2. BACKGROUND PAPERS

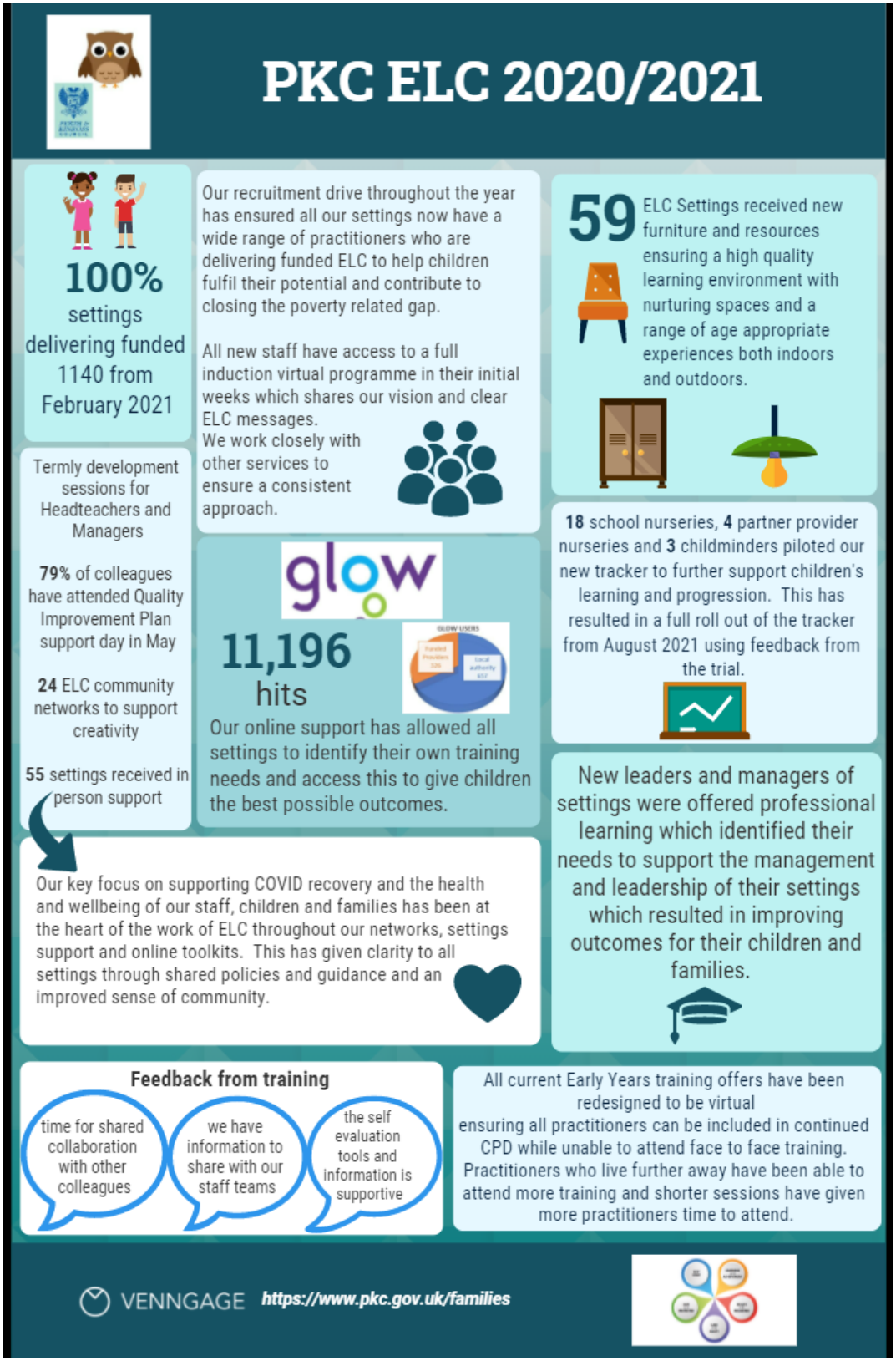
2.1 The following document has been relied on in preparing the report, other than the committee report already referenced within the main body of the report:

- A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland

3. APPENDICES

3.1 Appendix 1 – PKC ELC 2020/2021 Infographic
Appendix 2 – Self-Evaluation Toolkit
Appendix 3 – Connecting with Families: Infographic

Appendix 1 – PKC ELC 2020/2021 Infographic



Education & Children's Services
Improving Lives Together
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PERTH & KINROSS COUNCIL

Early Learning and Childcare (ELC) Self-Evaluation Toolkit

1. Introduction to the Self-Evaluation Toolkit
2. An Overview of Self-Evaluation
3. Informing Self-Evaluation
4. Measuring the Difference That You Are Making
5. How to Complete Your Self-Evaluation
6. Improvement Planning
7. The Cycle of Self-Evaluation and Improvement Planning: An Example
8. Challenge Questions Linked to HGIOELC?

Useful Links

Support Templates

1 Introduction to the Self-Evaluation Toolkit

Purpose

The purpose of this toolkit is to support settings to embed highly effective methods of self-evaluation to inform improvements that lead to the best possible outcomes for children and families in ELC settings across Perth & Kinross Council (PKC).

> *"The term 'self-evaluation' is used to cover the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action".*
>
> (How Good is our Early Learning and Childcare? 2016)

The Aims

We have worked to develop a user-friendly resource which can be used as a one-stop-shop for all things self-evaluation, which:

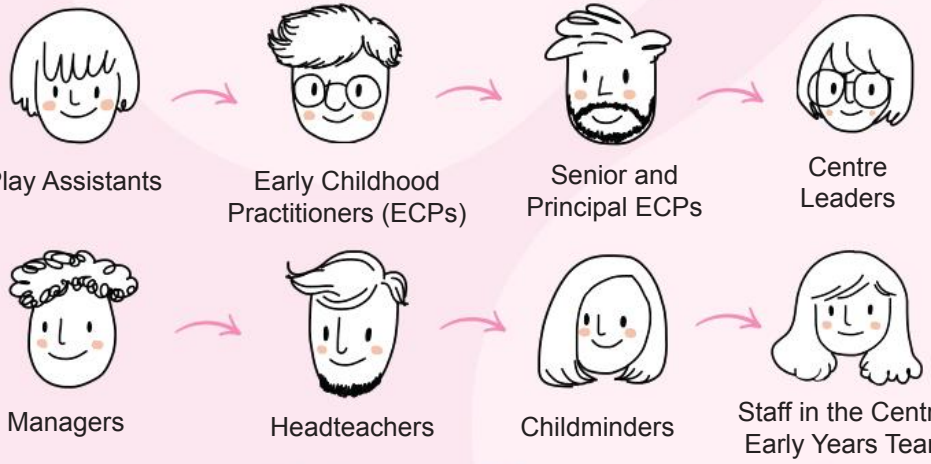
- *is easy to access, comprehensive and supports all aspects of self-evaluation;*
- *makes clear links between current best local and national policy and practice guidance and improvement priorities.*

We hope that use of the toolkit will lead to an:

- *increased understating of the self-evaluation process amongst all staff in ELC settings;*
- *increased understanding of the value of the self-evaluation process, and the importance of embedding it in everything we do.*

The Audience

The toolkit is designed for use by everyone working in and across ELC in PKC, including:



1 Introduction to the Self-Evaluation Toolkit

What is Contained Within the Toolkit?

The toolkit contains 8 different sections. These have been split up to allow settings to access the section(s) that they need to carry out the self-evaluation activity they would like support and guidance on.

Section 1 Introduction to the Self-Evaluation Toolkit

Section 2 An Overview of Self-Evaluation

Section 3 Informing Self-Evaluation

- (a) *Involving Practitioners in Self-Evaluation*
- (b) *Involving Children in Self-Evaluation*
- (c) *Involving Parents/Carers in Self-Evaluation*
- (d) *Involving Others in Self-Evaluation*
- (e) *The Use of Quantitative Data*

Section 4 Measuring the Difference That You Are Making

Section 5 How to Complete Your Self-Evaluation

Section 6 Improvement Planning

Section 7 The Cycle of Self-Evaluation and Improvement Planning: An Example

Section 8 Challenge Questions Linked to HGIOELC?

Useful Links

Support Templates
To Support Self-Evaluation and Improvement Planning

Top Tip

When clicking on any links contained within the toolkit, to avoid being taken away from the toolkit, please right click and choose '*open in a new tab*'.

Please note that you will require your **GLOW login** to access many of these links.

2 An Overview of Self-Evaluation Toolkit

"Self-evaluation should be conducted within a coherent framework and underpinned by a set of structures that support systematic processes to collect a range of data from diverse sources and inform action to improve pupil and professional learning".

School Self-Evaluation for School Improvement by Christopher Chapman and Pamela Sammons

Self-evaluation is a continuous process of ensuring continuous improvement which involves all members of the staff team and should be reviewed and annotated throughout the year. Education Scotland require every setting to evaluate the HGIOELC? four core indicators annually. These are:

1.3 *Leadership of Change*

2.3 *Learning, Teaching and Assessment*

3.1 *Ensuring Wellbeing, Equality, and Inclusion*

3.2 *Securing Children's Progress*

Other indicators should be evaluated on rotational basis over a five-year period. The ***QI tracker*** will help you to record your self-evaluation progress and would be useful to keep in your self-evaluation folder.

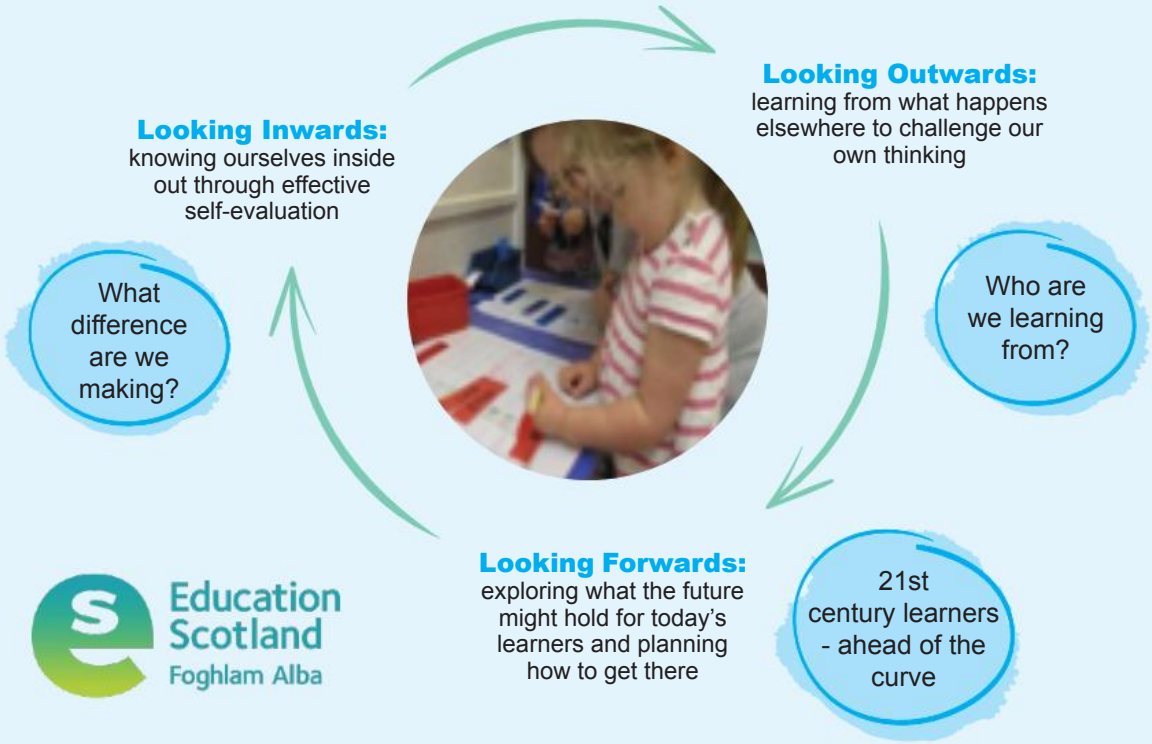
"You can start with any quality indicator and look at them in any order. You do not need to use every quality indicator, but they do relate to each other so looking at more than one or two will give a broader understanding of the impact of your setting's work. For example, you may be wanting to know how well children are progressing in their learning. You may find it helpful to start with ***'Securing Children's Progress' (QI 3.2)*** *but you equally may want to know so what is the impact of the curriculum we offer and look at and working with both quality indicators, reflecting on the good practice statements and discussing the challenge questions will help you decide on what you need to do to further improve."*

HGIOELC 2016

2 An Overview of Self-Evaluation Toolkit

How to Use the Toolkit

When using the toolkit to self-evaluate and plan for improvements, settings must remember the need to look **inwards**, **outwards** and **forwards** to ensure the process is as robust as possible.



Looking Inwards: this involves evaluating performance at every level, and should involve gathering the views of children, families, practitioners, and other professionals associated with the setting.

Looking Outwards: this involves looking at what is having the most and least impact at an individual, local, and national level. Looking at best practice from other settings/authorities.

Looking Forwards: once settings have looked both inwards and outwards, and levels of impact are identified, then plans for improvement can be drawn up and underpinned by what has been learned.

Once your setting has been informed of an inspection, you will have the opportunity to highlight a particular QI which you would like to form a particular focus of the inspection to highlight your strengths.

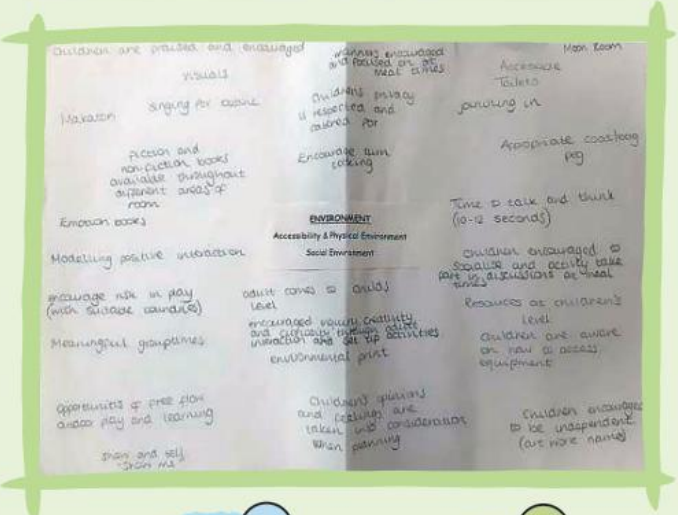
3 Informing Self-Evaluation

Settings are required to complete and submit a self-evaluation annually; however, it should be an ongoing process. Here are some ideas of how you could conduct self-evaluation and collate robust evidence involving all service users in your setting throughout the year.

(a) Involving Practitioners in Self-Evaluation

Floorbooks are an effective tool and can be used to record professional dialogue at staff meetings to reflect on practice and make links to national guidance.

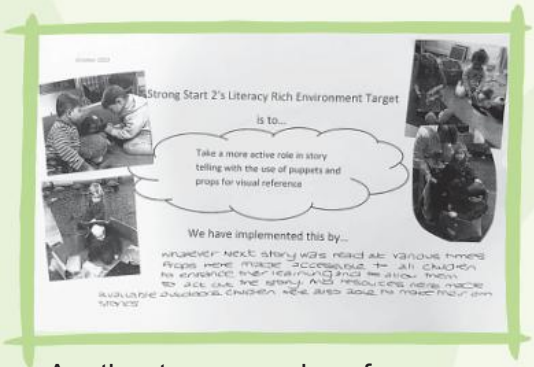
For example: select challenge questions linked to the QIs for each outcome. You can find these in HGIOELC, Realising the Ambition, The Care Inspectorate Framework and other practice guidance documents. You can use the document ***Self-Evaluation Challenge Questions*** to help you identify challenge questions or you could make up your own.

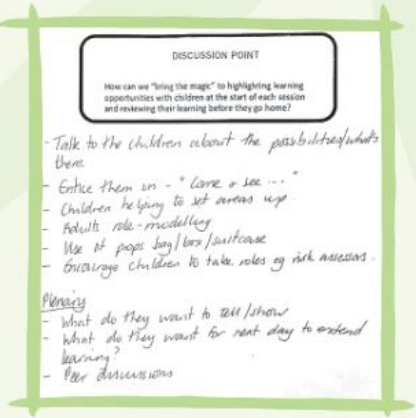


An example of practitioner self-evaluation in the form of a mind-map

Recording answers could be done in any of the following ways:

- *Post-it notes onto big pieces of paper, everyone contributes their ideas and responses*
- *Table Mats - where a question is written in the middle and everyone writes their ideas down*
- **Involving Practitioners in Self-Evaluation**
- *Rainbow pens for different people's ideas*
- *Graffiti Board*





Another two examples of practitioner self-evaluation activities

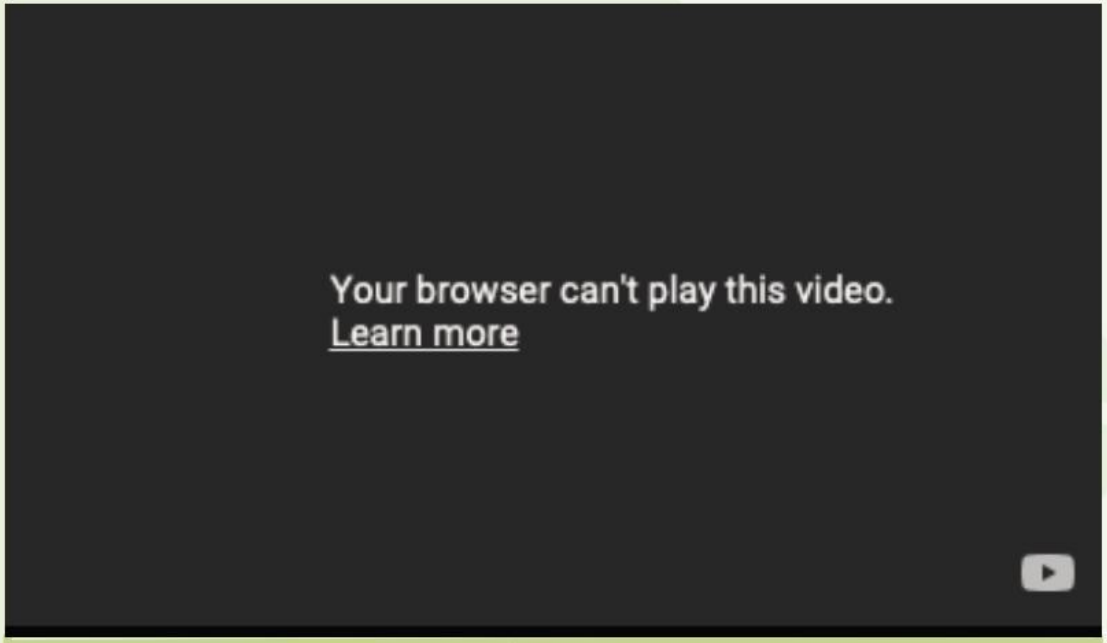
3 Informing Self-Evaluation

Other methods to involve practitioners in self-evaluation include:

Maintaining up-to-date staff training records, in which staff reflect on their training and how it impacts on their practice.

Peer review is a good way for staff to work together to identify good practice, along with areas for improvement.

Monitoring by SMT should be scheduled regularly throughout the year as part of the ***Quality Assurance calendar.***

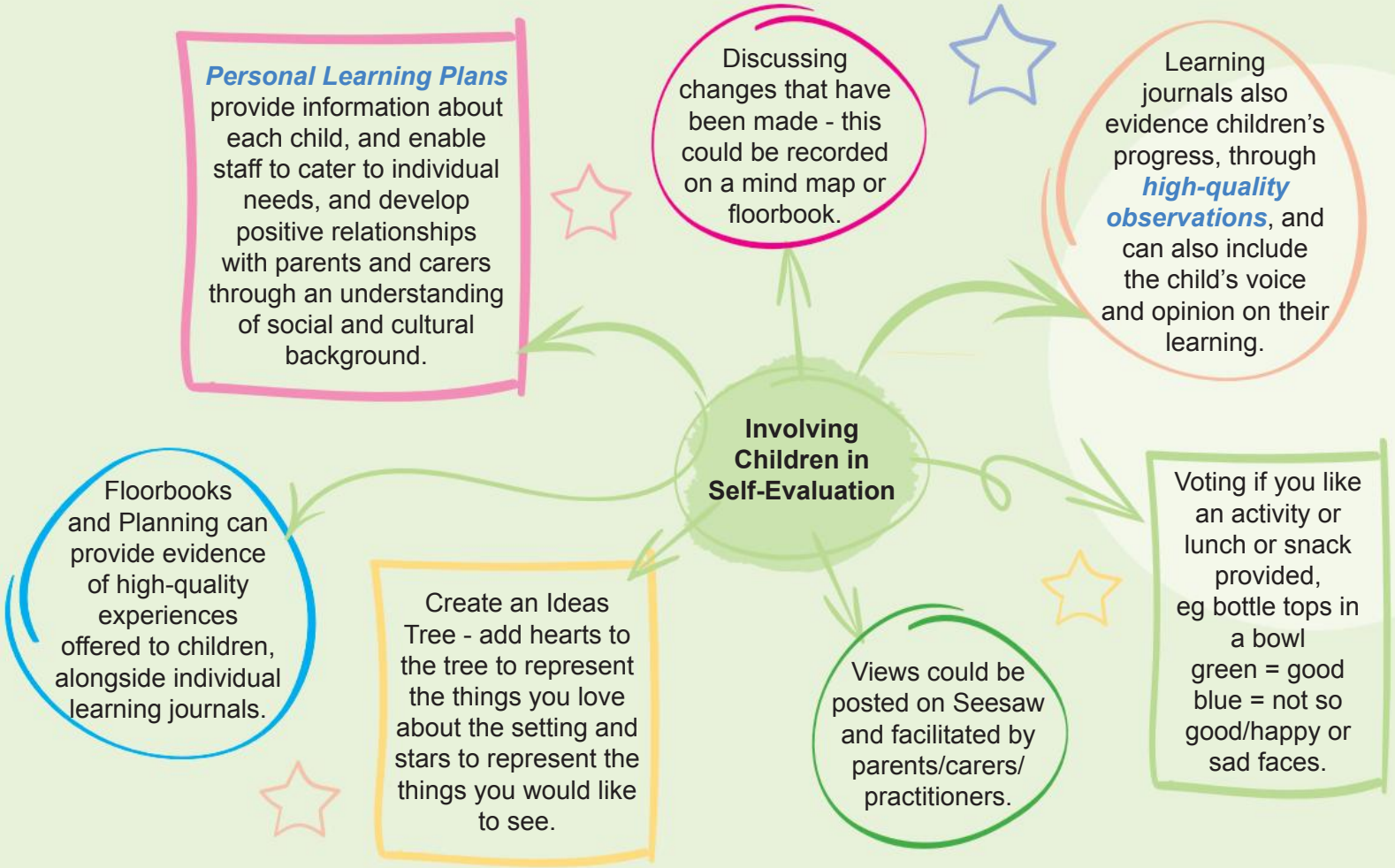


Click above to find out more about how the process of 'looking inwards' can support self-evaluation activities.

3 Informing Self-Evaluation

(b) Involving Children in Self-Evaluation

There are many methods that settings can use to gather the views of children in a meaningful way.



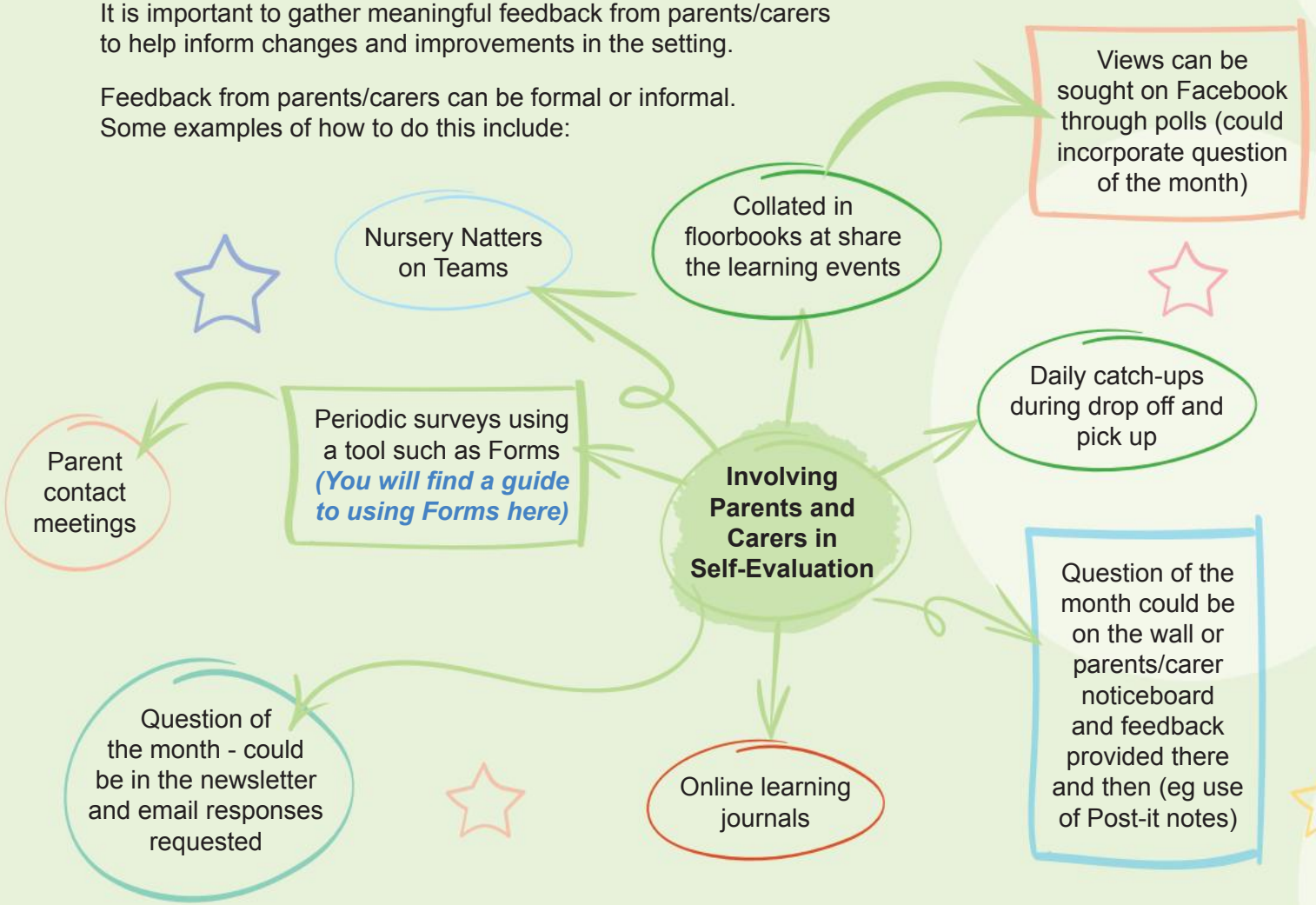
It is important to ensure that children's involvement in self-evaluation is not tokenistic. It should be carried out in a meaningful way, and children's views should not only be listened to and heard, but their ideas should be put into practice and embedded within the setting, and where this isn't possible, children should be consulted about the reasons why.

3 Informing Self-Evaluation

(c) Involving Parents and Carers in Self-Evaluation

It is important to gather meaningful feedback from parents/carers to help inform changes and improvements in the setting.

Feedback from parents/carers can be formal or informal. Some examples of how to do this include:



Feedback from parents/carers should be acknowledged and ideas, where possible, should be taken forward. You might feedback by creating a *'You Said We did Wall'*, or by updating your Facebook page/ website or through the use of a newsletter.

3 Informing Self-Evaluation

(d) Involving Others in Self-Evaluation

As part of the self-evaluation process, it is important that the views of the wider ELC setting community are gathered to inform changes and improvements.

Involving Others in Self-Evaluation

Feedback from the wider ELC community can be gathered in various ways, for example:

- Inspection comments and recommendations
- PKC feedback comments and next steps
- Two stars and a wish sheet
- Surveys

This process might involve the following people:

Visitors to the setting

Community Partners

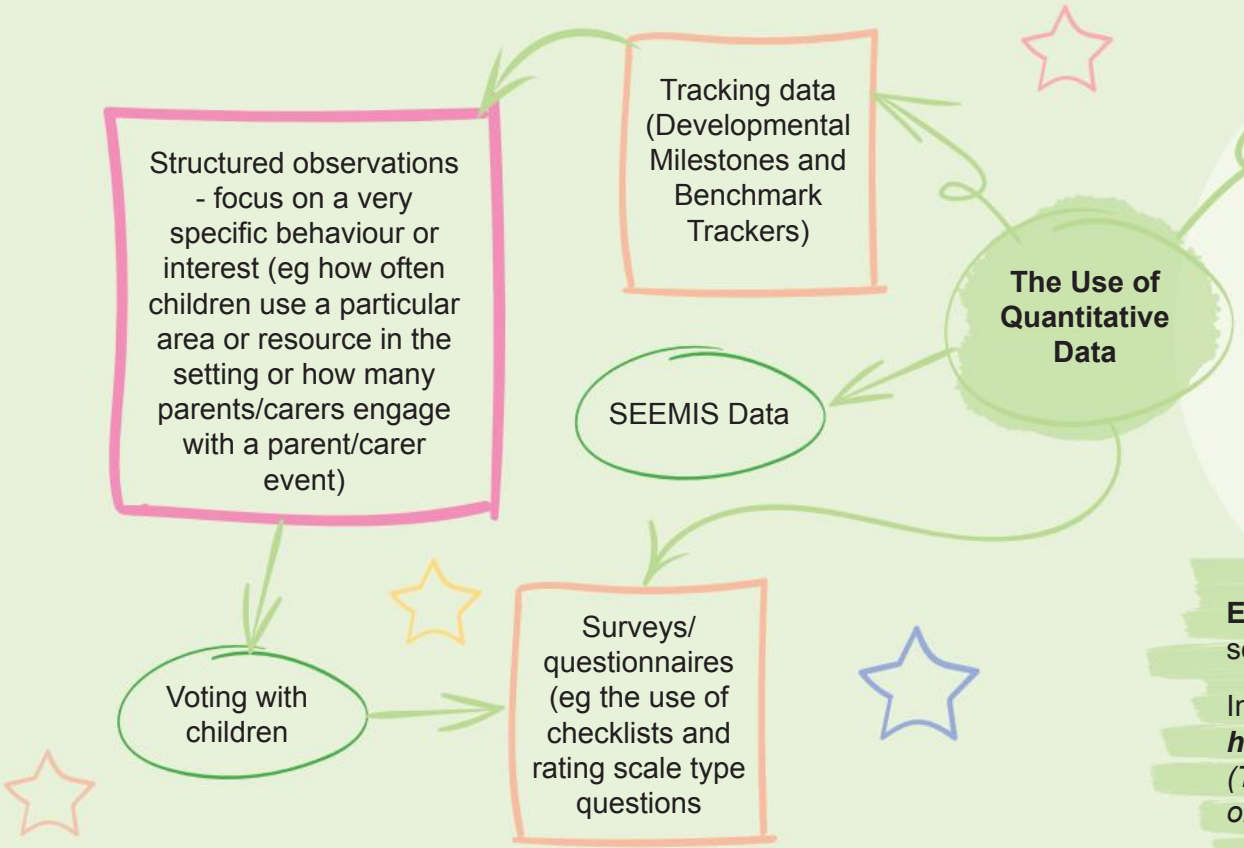
PKC and NHS support services

Parent Council

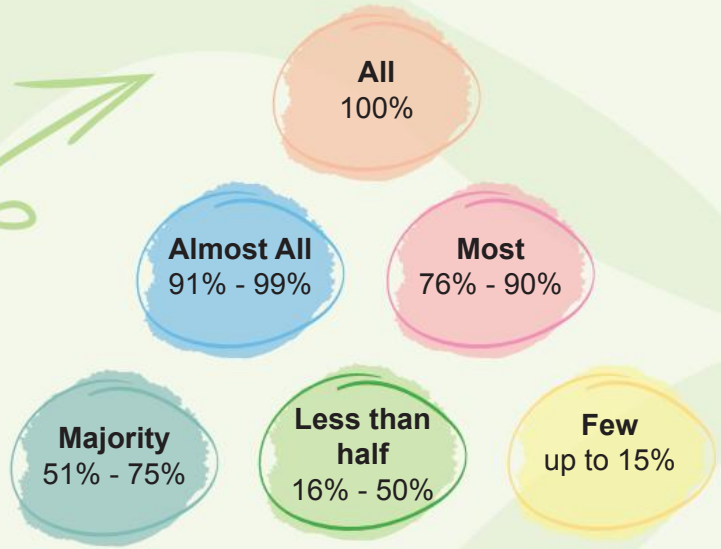
3 Informing Self-Evaluation

(e) The Use of Quantitative Data

To ensure you have evidence that your improvements are making a difference, it is vital that settings collect and analyse quantitative data, this means data involving figures and numbers. Examples of how to collect quantitative data include:



When analysing quantitative data, the following terminology, taken from HGIOELC, should be used (where possible):



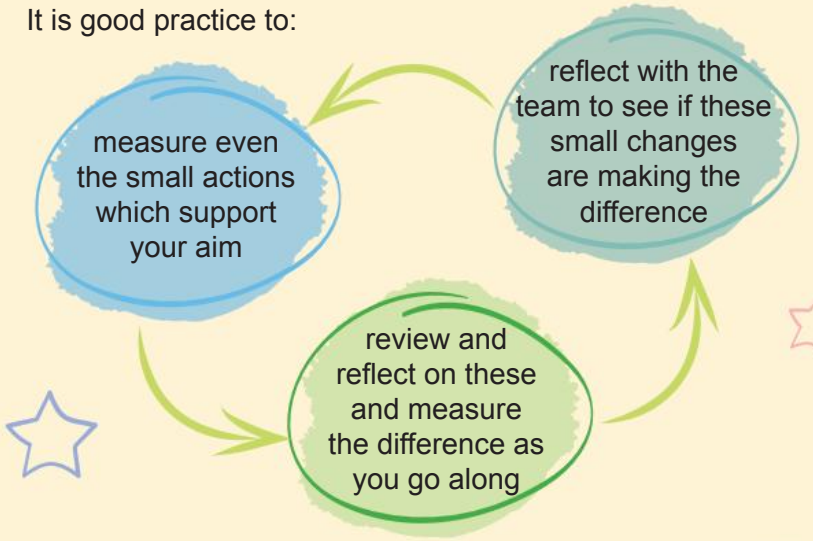
Example: You invite 34 parents/carers to a Stay and Play session, but only 10 attend, this equates to approximately 29%.

In your analysis, you would describe this as follows: ***'less than half of parents/carers attended the Stay and Play session'***. *(Then you would go on to describe why this was the case - based on feedback from parents/carers in, for example, a survey).*

4 Measuring the Difference That You Are Making

Measuring the success and impact of your improvements and the small actions you have implemented is important. It helps you to to see if you are making a difference to outcomes for children and families.

It is good practice to:



Example: How could this look in practice?

Aim - To encourage children to explore books.

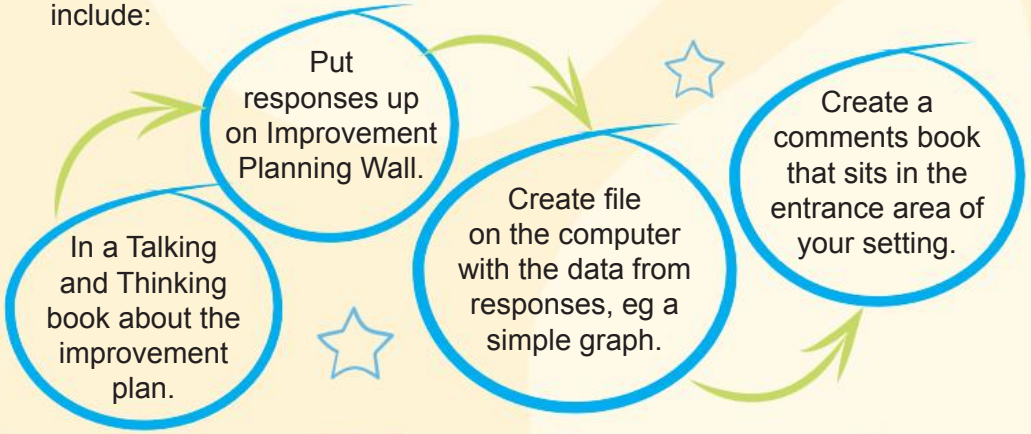
Small action - Setting up a more interesting book corner with an adult available to read stories.

Measured by - Tally marking the number of children who come to story corner, using observations, and recording what the children say about books.

Other ideas for measuring are:

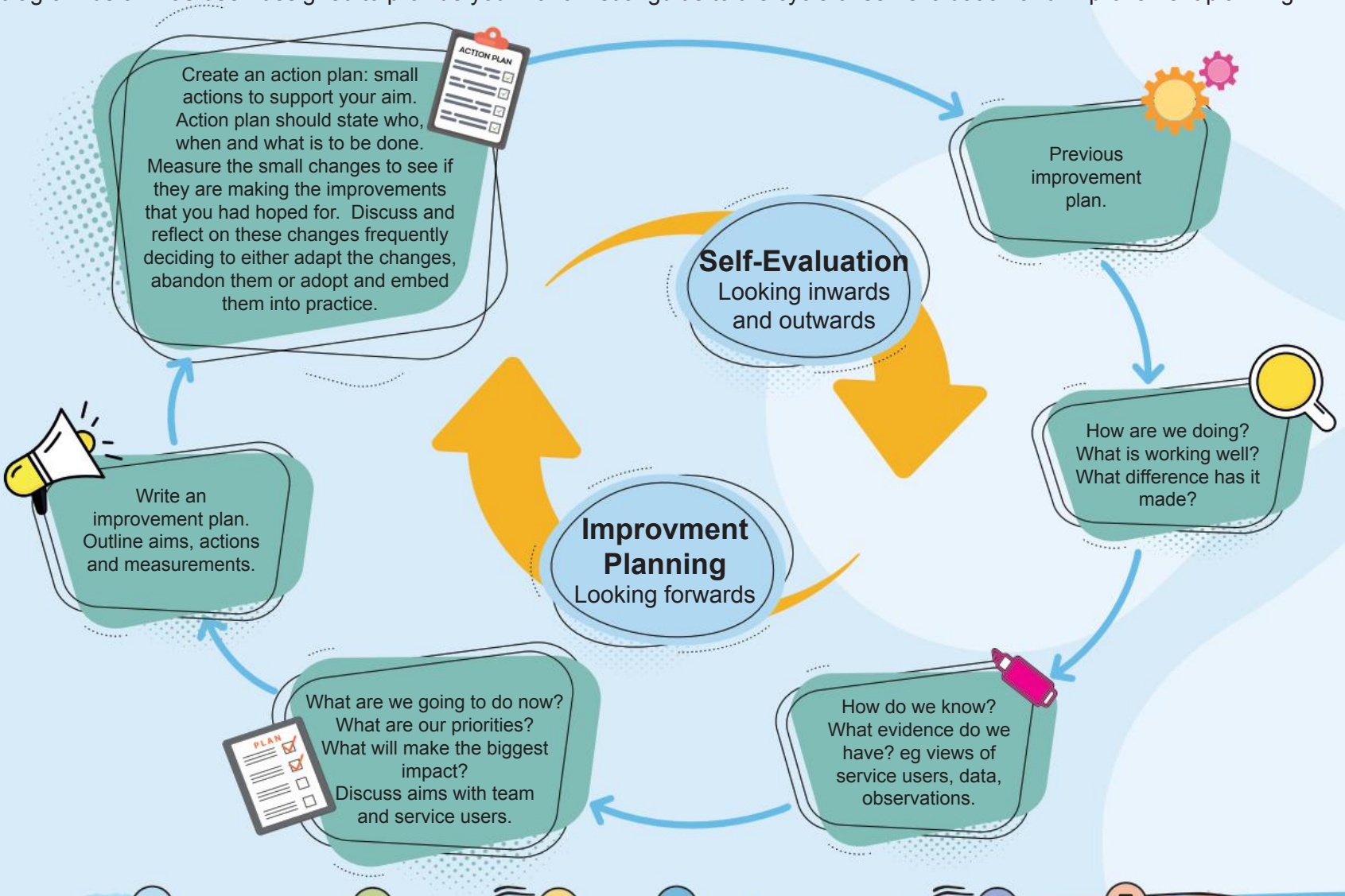
Tally Marks	What partners say	Children's voice	Surveys
			Polls
What inspection reports say	Team observations and reflections	Feedback from PKC	Developmental milestone trackers
Graphs, eg parent responses	Before and after videos or photographs	Speaking to P1 teachers	What the parents/ carers say

It is also important to store the evidence of the measurement activities you have undertaken. Some ideas for where to store your evidence include:



5 How to Complete Your Self-Evaluation

The diagram below has been designed to provide you with a visual guide to the cycle of self-evaluation and improvement planning.



5 How to Complete Your Self-Evaluation

When completing self-evaluation, there are three key questions settings should use to help frame their thinking, these are:

1 **What is working well?**

This should be a statement of positive impact. Look at your statement and ask so what? This will ensure the impact is clear and you have demonstrated the difference you are making.

2 **How do we know?**

This is where you provide evidence to back up your initial statement. You should not just make assumptions about how you are doing but use robust evidence which is already available. You should not need to create evidence for the purpose of self-evaluation. Ensure evidence is specific.

3 **What are we going to do now?**

What areas have been identified as requiring improvement as a result of this self-evaluation? This will feed into your improvement plan. Prioritise and plan improvements based on the evidence you have found. Ensure it is something you can control or influence within your setting.

Once you have completed your self-evaluation, you might like to use the following six-point scale from HGIOELC? to assess and understand your performance in relation to each quality indicator.

- **Level 6 -** *excellent; outstanding or sector-leading*
- **Level 5 -** *very good; major strengths*
- **Level 4 -** *good; important strengths with areas for improvement*
- **Level 3 -** *satisfactory; strengths just outweigh weaknesses*
- **Level 2 -** *weak; important weaknesses*
- **Level 1 -** *unsatisfactory; major weaknesses*

6 Improvement Planning

By the time you reach this stage in the process, you will have completed your self-evaluation document. You now need to prioritise, and plan improvements based on the evidence you have found. In order to support this prioritisation, you should consider the following actions:

- *Look outwards - research and explore examples of very good and excellent practice for improvement ideas (see useful links page for ideas of where to find these).*
- *Make use of current best practice policy and guidance, such as Funding Follows the Child: The 10 National Standards, Realising the Ambition, HGIOELC?, Out to Play, My World Outdoors, Setting the Table etc.*
- *Identify which challenge questions you have not yet addressed in your self-evaluation to see if there is a gap, and consider new frameworks, resources and documentation which may be important to embed in your setting.*

Other drivers for improvement might include the National Improvement Framework Drivers, previous inspection reports, and local priorities featured in the Improvement Plan of your local authority.

Example: How to write your improvement statement

You may choose to brainstorm ideas and then prioritise improvements. Ensure the ideas are things you can control or influence within your setting.

Things to consider: Which area of improvement will have the biggest impact on outcomes for children and families? Which is your priority?

Once you have decided on your improvement priority, set a clear aim, using the questions:

- *What?*
- *Who?*
- *By when?*

Carrying out the activities above will enable you to write your improvement statement. You then add detail about what the impact will be and how you will measure it. You will find the ***Improvement Plan template here***.

It is good practice to now create an action plan which details the steps you will take and the time frame for achieving each step, along with who will take responsibility for this. You will find a ***template for your action plan here.***

7 The Cycle of Self-Evaluation and Improvement Planning: An Example

This is an example of the self-evaluation and improvement planning process. It begins with looking at the improvement priorities from the previous year. We hope that by reading the approach taken by this example setting, your understanding of how to approach self-evaluation and improvement planning activities will be strengthened.

This example setting had previously identified the following improvement priorities and planned actions against which they will now need to self-evaluate.

Improvement Priority 1: Children will have improved experiences and attainment in Literacy delivered by confident and knowledgeable staff.

QIs: 2.2, 2.3, 2.4, 3.2

Health & Social Care Standards: 1.27, 2.8 ***(Standards for Early Years Document)***

Key Developments:

- *Use of Closing the Communication Gap training and resources.*
- *Pupil portfolios will highlight progress made in literacy through use of developmental milestones and tracking.*
- *Floorbook and observations to document children's experiences.*
- *Reflection and professional dialogue, planning meetings, SMT quality assurance visits.*

Improvement Priority 2: We will have improved systems in place for documenting successes and achievements of children.

QIs: 2.2, 2.3, 2.4, 3.2

Health & Social Care Standards: 1.6, 1.13, 1.14

Key Developments:

- *Quality Observations.*
- *New electronic learning journals via introduction of Seesaw.*
- *Develop robust Tracking system using PKC Toolkit.*
- *Increased Parental engagement.*

Below is an example of how **evaluative language** could be used by the example setting being used for the four core Quality indicators.

These first two improvement priorities relate to QI 2.3 Learning, Teaching and Assessment.

What is working well?

The impact of Closing the Communication gap training **has been** increased confidence of staff to introduce new approaches to learning such as Pathways to Stories, **resulting in** high-quality experiences. Staff are confident in the use of the developmental milestones to plan and track the children's development and have introduced the additional milestones tracker **which ensures** that there is appropriate challenge for children who meet milestones earlier.

7 The Cycle of Self-Evaluation and Improvement Planning: An Example

How do we know?

Children and staff collect evidence (including photographs and transcripts of discussions with children) of learning experiences and opportunities in personal development profiles and in Talking and Thinking Books. These are regularly revisited to recall learning and discuss processes and experiences. Our Planning File contains weekly evaluations and notes from planning meetings which record professional dialogue around planning.

Records of tracking meetings and SMT monitoring.

Developmental milestone tracking shows an increase of 5% in the number of children achieving their Speech and Language Milestones compared to the previous year.

As a result of self-evaluation against this QI, the setting then identifies an area for improvement to answer the question.

What are we going to do now?

Continue to develop practitioner understanding of Early Years pedagogy through participation in year 2 of Adventures with Alice and familiarisation with guidance documents including Realising the Ambition.

Improvement Priority 3: Our setting will provide an enabling environment which promotes curiosity, enquiry, and creativity in line with current best practice guidance.

QIs: 1.3, 1.5, 2.2, 3.1

Health & Social Care Standards: 5.11, 5.21, 2.27

Key Developments:

- *Adventures with Alice.*
- *Leadership at all levels.*
- *Staff knowledge and understanding of the pedagogy of play.*

This priority can be used to evaluate against QI 1.3 Leadership of Change

What is working well?

Leadership is evident at all levels with practitioners having responsibility for different areas of the curriculum. **As a result**, they can share their knowledge and skills with colleagues, **which means** all staff are upskilled. Opportunities for practitioners to attend regular networking meetings, for example, at Adventures with Alice training **means that** practitioners are encouraged to look outwards as well as inwards at their practice. Regular staff meetings **facilitate** collegiate learning and reflection on our practice.

How do we know?

Staff training files provide evidence of staff training evaluations, what training has been undertaken and how this can impact the setting

7 The Cycle of Self-Evaluation and Improvement Planning: An Example

and the learning and development of the children. All staff are aware of their area of responsibility within the setting and can engage in professional dialogue around this.

Noticeboards in the welcome area share the focus of professional learning with families. A survey of parents/carers in May 2020, confirmed that 85% of families were aware of our work to develop connections because of Adventures with Alice Training.

Positive feedback received from parents which was received and can be viewed via online learning journals.

What are we going to do now?

We will continue to positively use HGIOELC? and other documentation to self-evaluate the setting, involving all staff and service users in the process, to ensure that we are continually improving and developing as a setting and as a strong and motivated team.

Staff will also be developing their understanding of how to use Realising the Ambition as a tool to evaluate the setting and practice.

The setting also needs to complete a self-evaluation against QI 3.1 and 3.2 (see overleaf). For this example, in addition to the four core QIs and based on their previous improvement priorities, it might be appropriate to select this year to evaluate against QI 2.2 and 2.4 as well.

You will find the ***self-evaluation template here***.

QI 3.1 Securing Wellbeing, Equality and Inclusion

What is working well?

The setting uses inclusive practice and work closely with professionals to **ensure** children who require support can access it. A Child's Plan is in place for any child with possible or diagnosed additional support needs. **This means** that the full wellbeing of the child is met. Practitioners welcome and support children from a wide range of backgrounds respecting their different beliefs and cultures.

Child Protection training is completed each August through our partnership with PKC. The **impact** of this is that staff feel confident in their ability to fulfil their statutory duties.

Getting It Right for Every Child (GIRFEC) is used within our nursery practice and is evident within our weekly plans and talking and thinking books. The wellbeing indicators are embedded in all aspects of the setting, staff and children are confident in the use of the language and can be heard using this in daily practice. **This has resulted in** the children having an increased awareness of their own needs.

How do we know?

Observations demonstrate that children are confident and happy within the setting, and children's voices are recorded in their personal learning journals.

Good attendance at parent information events and almost all parents/carers attend our biannual parent consultation evenings.

Displays in the nursery reflect the cultural backgrounds of children who attend our setting.

7 The Cycle of Self-Evaluation and Improvement Planning: An Example

Planning - References to the wellbeing indicators can be seen throughout our planning.

Staff Training files - National Induction Resource records and Staff monitoring/Peer review notes.

What are we going to do now?

Develop work on UN Rights of the Child to ensure it is embedded in practice.

Develop staff understanding of Attachment Theory through continuation with Adventures with Alice sessions and Solihull Approach Training.

QI 3.2 Securing Children's Progress

What is working well?

We track progress using the PKC Developmental milestones tracker, and where appropriate we also use the benchmarks tracker. Tracking is reviewed at regular staff meetings and whilst each key worker is responsible for their own group, staff work closely and communicate well **to ensure** they build a full picture of all children. This knowledge informs our planning, to meet the needs of all of the children and plan for progress.

The introduction of electronic learning journals **enables** parents/ carers to view the success and achievements within the learning and development of their child and allows them to comment on their learning, progress and next steps of development.

How do we know?

A questionnaire was sent to parents in October 2020 to find out their views on the online journals. 95% of parents said these had increased their understanding of their child's learning.

During term 1, 100% of parents had at least 3 interactions with the learning journals.

Tracking information is recorded in key workers' group folders. Tracking meeting minutes with SMT show that all staff are now confident to work with children and families to decide on appropriate next steps.

What are we going to do now?

Use CIRCLE resource to self-evaluate your environment for all children, and the other is to identify strategies to support children with specific developmental needs.

7 The Cycle of Self-Evaluation and Improvement Planning: An Example

Improvement Planning

By answering the question, What are we going to do now?, the setting has generated ideas for new improvement priorities. For the example above, the improvement statements might be:

1 **By June 20XX staff will be familiar with using the CIRCLE resource to ensure an inclusive environment for all children in the setting.**

QIs 2.3, 2.4, 3.1

Health & Social Care Standards 1.13, 1.14, 1.15, 5.21

What impact will you measure?

- *Ability to meet the needs of all children including those with ASN.*
- *Increased staff knowledge of Inclusive practice.*

How will you measure it?

- *Review of Child's plans.*
- *Identification of intervention strategies.*
- *Staff training records.*

2 **By June 20XX children and families using our service will be fully embedded into our self-evaluation processes, providing them with the opportunity to contribute to the development and improvement of our setting.**

QIs 1.1, 1.3, 2.7

Health & Social Care Standards 3.11, 4.3, 4.6, 4.7, 4.8, 4.11, 4.19

What impact will you measure?

- *Self-evaluation processes will be further developed to allow for the input of children and families.*
- *Staff will work collaboratively to reflect on their practice.*
- *Robust evidence to support self-evaluation process.*

How will you measure it?

- *Staff talking and thinking books.*
- *Peer review sheets.*
- *Quality Assurance calendar to identify focus of self-evaluation throughout the year.*

3 **By June 20XX practitioners will further embed their understanding of Early Years Pedagogy to promote continuous development of high-quality experiences, environment, and interactions.**

QIs 1.2, 1.3, 2.3

Health & Social Care Standards 2.22, 2.27, 3.6, 3.7, 3.10, 3.14

What impact will you measure?

- *Practitioner knowledge and understanding of approaches to learning following participation in year 2 of Adventures with Alice.*
- *An enabling environment which ensures high-quality learning for all learners.*
- *Quality of adult-child interactions.*

7 The Cycle of Self-Evaluation and Improvement Planning: An Example

How will you measure it?

- *Monitoring of children's learning journals.*
- *Feedback from parents/carers.*
- *Use of ECERS resource to audit learning environment, with a focus on literacy, numeracy and Heath & Wellbeing.*

An Action Plan breaks down the steps required to be taken to achieve the outcomes and can include specific dates and identify who will be responsible for each action. In the example above, for Outcome.

By June 2021 staff will be familiar with using the CIRCLE resource to ensure an inclusive environment for all children in the setting.

The steps in the action plan might be:

- *complete Training relating to CIRCLE resource available on Glow Sharepoint;*
- *select one area and carry out environment audit;*
- *each member of staff to create an action plan for one SMART target;*
- *introduce peer review sheet from TLC. Schedule one review session for each member of staff during term 2;*
- *use Forms to survey parents about how they feel the environment meets the needs of their child.*

Please note this resource is intended as a guide only and not a completed example.

8 Challenge Questions Linked to HGIOELC?

This section of the self-evaluation for self-improvement resource is designed to support settings to focus their thinking when it comes to carrying out self-evaluation and improvement planning activities.

How is this document organised?

This document contains challenge questions that have been pulled together and organised under the headings of the following four quality indicators from the improvement framework *'How Good is Our Early Learning and Childcare?'* (2016):

- *1.3 Leadership of Change*
- *2.3 Learning, Teaching and Assessment*
- *3.1 Ensuring Wellbeing, Equality and Inclusion*
- *3.2 Securing Children's Progress*

This document will support settings to use the challenge questions from the following key best practice documents, to self-evaluate the quality indicators:

- *How Good is Our Early Learning and Childcare? (HGIOELC?) (2016)*
- *Realising the Ambition (2020)*
- *A Quality Framework for Early Learning and Childcare (QFFELC) (2019) - Draft*
- *Out to Play (2020)*
- *My World Outdoors (2016)*

How to use this section of the self-evaluation for self-improvement resource

Before you use this section of the resource, please ensure you are familiar with the other sections that form part of it.

Some examples of how you might use this section of the resource include to:

- *facilitate discussion during staff meetings/1:1 meetings/ supervision, with a focus on self-evaluation;*
- *inform observations of practice or specific areas, within the setting;*
- *create involve parents/carers and children in self-evaluation activities (eg using wording from challenge questions in parental/child consultations);*
- *inform the writing the setting's self-evaluation document;*
- *inform the writing of the setting's centre improvement plan.*

It is hoped that over time, everyone involved in the process of self-evaluation and improvement planning will become familiar with the process and how they can be meaningfully involved. Self-evaluation and improvement planning activities will be robust, and evidence informed, with clear links to how planned improvements will lead to improvements and positive outcomes for children and families.

The lists of challenge questions within this document are not exhaustive. Settings may also wish to write their own challenge questions based on the features of highly effective practice as described within HGIOELC? or based on the best practice as described in other local and national policy and practice guidance or legislation or codes of practice. The simplest way to do this is to ask yourself *'are we doing what is described here?'*.

8 Challenge Questions Linked to HGIOELC?

1.3 Leadership of Change

Descriptor

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within in its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.

HGIOELC? Challenge Questions

1 *How effectively do we engage others in developing a shared vision and purpose for our setting and work?*

2 *To what extent is our vision ambitious and challenging? How do we know?*

3 *How well does our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide?*

4 *How effectively do we communicate our vision with children, families and partners? How successful are the approaches used to ensure that everyone has a say in shaping our future direction?*

5 *What examples do we have of successfully nurturing creativity and promoting innovation?*

6 *What examples do we have of practitioners successfully collaborating with one another through critical enquiry?*

7 *In what ways are we maximising opportunities for practitioners to work and learn together?*

8 *How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement?*

9 *What positive impact has our planning for continuous improvement had on outcomes for children and families?*

Realising the Ambition Challenge Questions

1 *How does the current policy landscape impact on:*

- *the policy and practice in your own setting?*
- *your own thinking and practice?*
- *how your setting develops the confidence and knowledge of those working to deliver the service?*
- *your ability to speak confidently about the changes happening across the sector and how that will make a difference to children and families?*

2 *Describe what quality practice should look like. Which areas are you happy with and then decide what changes you need to make?*

3 *Discuss the opportunities you have to improve your knowledge and skills with a colleague. What would you really see as a priority for you?*

A Quality Framework for ELC Challenge Questions

1 *How do we ensure that everyone in our service has a shared understanding of service improvements?*

2 *How effectively do we promote partnership working to ensure the best outcomes for our children and families?*

8 Challenge Questions Linked to HGIOELC?

2.3 Learning, Teaching and Assessment

Descriptor

This indicator focuses on ensuring high-quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised.

HGIOELC? Challenge Questions

1 *How well do we motivate and engage all children? How can this be consistent for children every day?*

2 *How do we know that all children are making very good progress in their learning?*

3 *What information do we already have and what do we still need to find out?*

4 *How well are we enabling children to become independent learners and develop the four capacities?*

5 *To what extent do our learning environments support different types of play?*

6 *How do we ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching?*

7 *How do we ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching?*

8 *How well do we support practitioners in undertaking their role in evaluating children's progress?*

9 *How well does the information we gather about children's progress inform our planning and improvement?*

10 *How well are children enabled to select and make use of high-quality resources and equipment including digital technologies?*

11 *How do you ensure you have high aspirations and expectations for all children and families?*

Realising the Ambition Challenge Questions

1 *What is the balance of child initiated, adult initiated and adult directed play in your setting?*

2 *How can this be adapted to ensure better experiences for children?*

3 *Critically reflect on your outdoor learning provision? Is it well used? What can you do to enhance this? What are the values of outdoor learning you can use in your play rationale?*

4 *Do the same for promoting curiosity, creativity and inquiry. What can you do to improve what you already have?*

5 *How do you know and understand where children are in the process of learning?*

6 *How do you provide opportunities for children to talk about their feelings and needs?*

7 *What changes to practice in your situation do you need to make to ensure that children are well supported?*

8 *Reflect on your observations of children and what you do with the information you gather to plan future provocations/activities.*

8 Challenge Questions Linked to HGIOELC?

9 *Reflect on the suitability of your outdoor spaces to support children's sensory play. Does the environment help children to use all their senses?*

10 *Are there opportunities to develop children's hearing and listening?*

11 *List the features of the environment that promote each of the five senses. Are there gaps in provision? If there are, how will you improve children's sensory experiences?*

12 *Reflect on the opportunities the environment affords children for risky play. What changes might you make to the environment to develop children's resilience and skills in managing risk?*

13 *How often do you provide opportunities which specifically promote children's curiosity and problem-solving skills?*

A Quality Framework for ELC Challenge Questions

1 *How are you using national and current best practice to plan children's play and learning experiences?*

2 *How well do you support and encourage children's natural curiosity in your setting?*

3 *What approaches are you using to promote children's language, numeracy and literacy skills?*

4 *How effective are your processes to track children's development, progress and achievements?*

5 *How well do we involve children in identifying and assessing their learning and progress?*

6 *How do you ensure children are involved and influence their day to day experiences?*

7 *Does your setting provide a range or rich, challenging outdoor play and learning experiences for children?*

8 *How do you ensure you are confident in promoting play experiences that extend children's interests, develop their creativity, resilience and independence?*

9 *What approaches do you have to ensure you effectively use community and outdoor spaces to maximise children's play and learning opportunities?*

10 *Out to Play (2018) Challenge Questions*

11 *What use do you make of local woodland or natural green spaces?*

12 *How does your outdoor space encourage energetic activities?*

13 *When in the outdoor area, do children have access to calm spaces where they can spend time on their own if they choose?*

14 *Is there adequate storage in your outdoor space?*

15 *How do you balance benefits and risk?*

16 *How do you involve children in risk assessment, while retaining responsibility?*

17 *How do you ensure that your outdoor space is a motivating and challenging environment?*

My World Outdoors - What the Care Inspectorate Expects – Challenge Questions

1 *How do you ensure children have freedom of choice to move between the indoor and outdoor environments, whenever practicable?*

8 Challenge Questions Linked to HGIOELC?

2 *How do you ensure children have opportunities to explore and make choices in the outdoor environment?*

3 *How do you ensure that the opportunities on offer in the outdoor space meet the preferences and needs of each individual child?*

3.1 Ensuring Wellbeing, Equality and Inclusion

Descriptor

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements.

HGIOELC? Challenge Questions

1 *To what extent are the GIRFEC principles reflected in the work of our setting? What actions do we need to make to bring about further improvements? How well do we use information about children's wellbeing to support their care, learning and development?*

2 *How explicitly is the United Nations Convention on the Rights of the Child understood and embedded within our practice?*

3 *How well do practitioners understand attachment theory and its impact on future development and learning?*

4 *What methods do we employ to ensure information is shared effectively about children's wellbeing between parents/carers and practitioners?*

5 *How do we ensure important principles including consistency, dignity and privacy when supporting children with their personal care? What other important principles should we be considering?*

6 *How well do practitioners take account of national documents and guidance that impact on early learning and childcare? For example: Realising the Ambition.*

7 *How do we ensure that all practitioners undertake regular professional learning around legislation, statutory requirements, national and local guidance and codes of practice?*

8 *Have we successfully established an inclusive learning environment and setting? How welcome and included do all children, parents/carers and partners feel? How do we know?*

9 *To what extent has creating an ethos and culture of inclusion and participation been successful in supporting children to make very good progress? How can this be strengthened?*

Realising the Ambition Challenge Questions

1 *How do you provide opportunities for children to talk about their feelings and needs?*

2 *What changes to practice in your situation do you need to make to ensure that children are well supported?*

3 *What are the areas of GIRFEC you feel that you make a positive contribution, and which are the ones where you and others need a bit more support?*

8 Challenge Questions Linked to HGIOELC?

A Quality Framework for ELC Challenge Questions

1 *How do you ensure children's individual needs are considered, responded to and planned for with families and other agencies when required?*

2 *How do you ensure children's personal plans are maintained in line with legislation and that they fully support children's needs?*

3 *How do you know personal plans are having a positive impact on children's wellbeing?*

4 *What best practice and current approaches do you use to influence and support children to reach their full potential?*

5 *In what ways do you build empowering and respectful relationships with children and families?*

6 *How do you ensure you are providing an inclusive service for children and families?*

7 *How do you ensure that you and any of your staff as aware of the social impacts that might affect your children?*

8 *How well do you respond to children and families differing needs and circumstances?*

9 *How well do you ensure that children and families voices are included in your decision-making?*

10 *How effective are your partnership approaches (parents, health, education, social service, third sector, other care services) when ensuring children's wellbeing needs are being met?*

3.2 Securing Children's Progress

Descriptor

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High-quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.

HGIOELC? Challenge Questions

1 *In what ways do we ensure children are making progress across all aspects of their learning and development?*

2 *How do we ensure children understand their own progress in a meaningful way?*

3 *Reflect on the current balance of adult and child-initiated learning experiences. Are both leading to progress? What could be improved?*

4 *How effective are our approaches to tracking progress and achievement? What needs to improve?*

5 *How effective are we at sharing children's progress with parents/carers?*

8 Challenge Questions Linked to HGIOELC?

6 *Do we truly value contributions and children's achievements from beyond the setting? Would parents/ carers recognise their role in this?*

7 *How well do we use and analyse information to improve outcomes for children and families? For example, data about 27/30-month reviews, developmental milestones and the levels of multiple deprivation in the areas in which our children and families live.*

Realising the Ambition Challenge Questions

1 *How do you know and understand where children are in the process of learning?*

A Quality Framework for ELC Challenge Questions

1 *What approaches are you using to promote children's language, numeracy and literacy skills?*

2 *How effective are your processes to track children's development, progress and achievements?*

3 *How well do we involve children in identifying and assessing their learning and progress?*

4 *How do you ensure you consistently enable and empower all of our children to achieve their potential?*

5 *How do you encourage and celebrate children's achievements and successes?*

6 *How effectively do you track children's progress across their learning and development to ensure your provision is relevant and responsive?*

7 *How effectively to you share progress with your families and involve them in considering next steps in children's learning and development?*

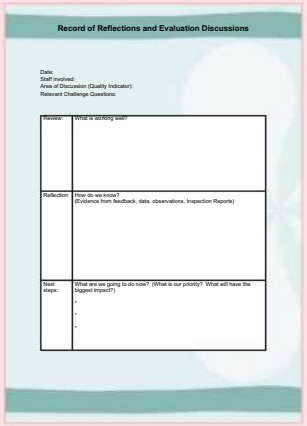
Useful Links

This section of the toolkit provides you with links to useful websites and resources to support your self-evaluation and improvement planning activities.

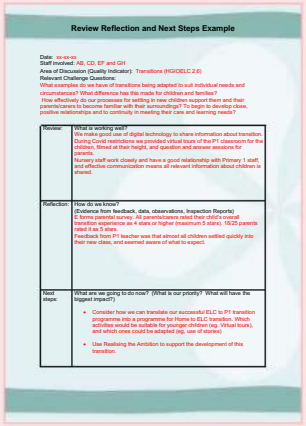
As we keep the toolkit under review, this section will be added to to ensure the content is as up to date as possible.

- ***Care Inspectorate Hub***
- ***Creativity Toolbox - Creative Approaches to Improvement***
- ***Education Scotland, National Improvement Hub***
- ***How Good is our Early Learning and Childcare?***
- ***Learner Participation in Educational Settings - Guidance***
- ***My World Outdoors***
- ***All Support Templates (Glow)***
- ***Out to Play***
  creating outdoor play experiences for children
- ***PKC ELC GLOW Pages to support Improvement Planning***
- ***Quality Framework for Early Learning and Childcare Services (Draft)***
- ***Realising the Ambition***
- ***Sketchnotes from Education Scotland***
  Sharing highly effective practice examples from Inspections
- ***SSSC Codes of Practice***

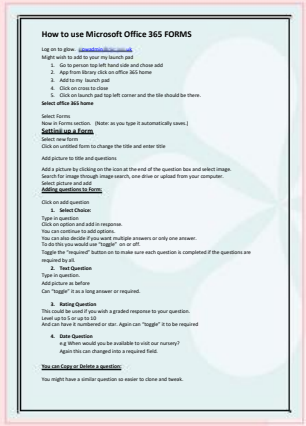
Support Templates



Record of Reflections and Evaluation Discussions



Review Reflection and Next Steps Example

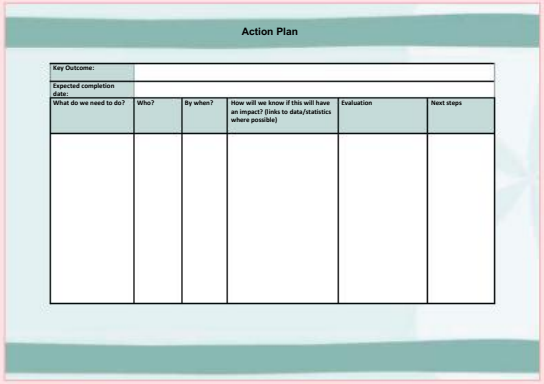


How to use Microsoft Office 365 Forms

HGIOELC? QI Tracker

Setting Self-Evaluation: 2 Stars and a Wish

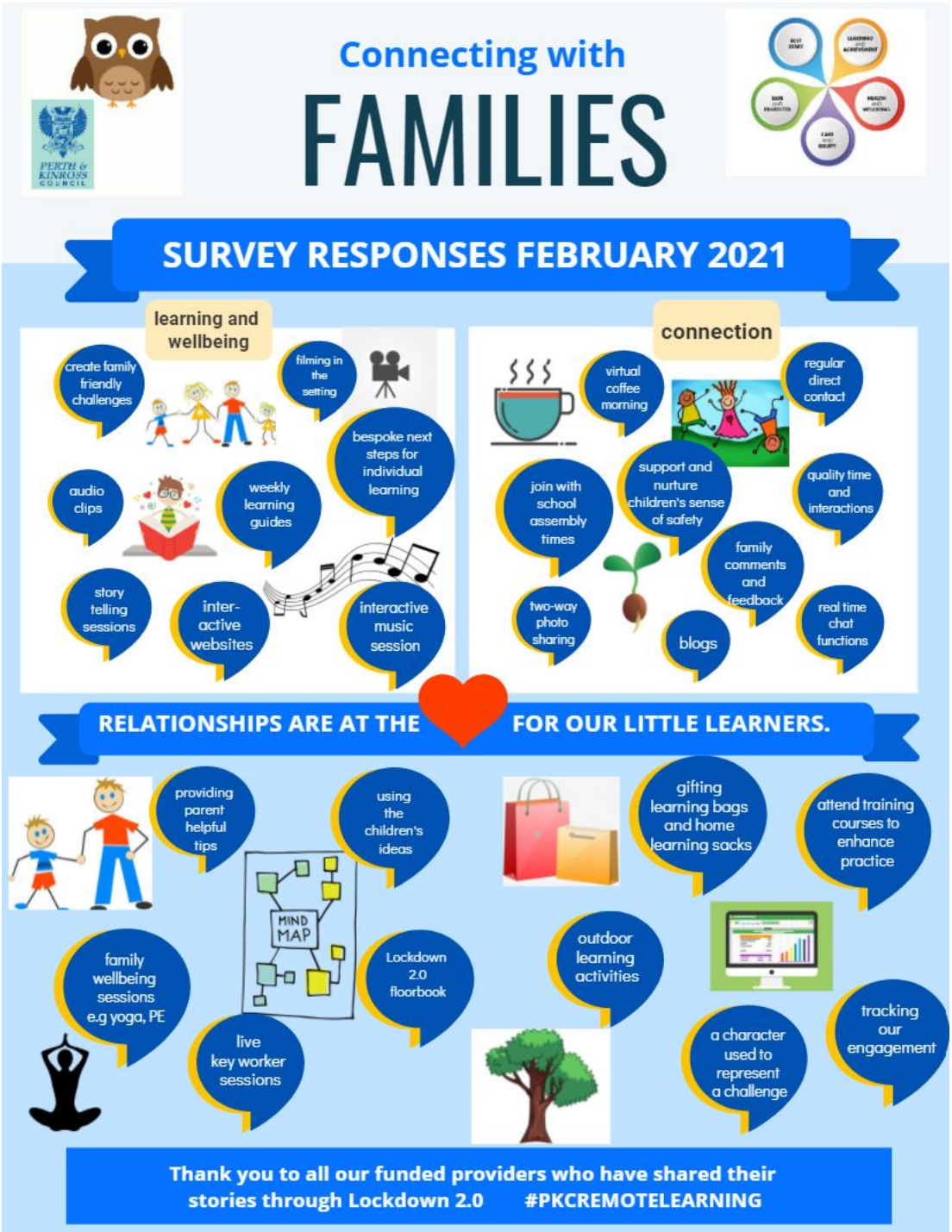
The Health and Social Care Standards; my support, my life (2018)



Action Plan

Quality Assurance Calendar

Appendix 3 – Connecting with Families: Infographic



PERTH AND KINROSS COUNCIL

Lifelong Learning Committee 25 August 2021

FINAL UPDATE ON THE IMPLEMENTATION OF REACH

Report by Executive Director (Education and Children's Services)
(Report No. 21/135)

PURPOSE OF REPORT

This report provides Lifelong Learning Committee with the final update on the progress of the REACH project.

In January 2019, all elements of the team were in place and a comprehensive service was offered to young people and their families across Perth and Kinross, who were considered to be 'on the edge of care'. As part of the continuous learning process, there has been ongoing evaluation of the effectiveness of REACH and detailed information is provided on the positive impact this support has had on the lives of these young people and their families.

1. BACKGROUND

1.1 The implementation of REACH in Perth and Kinross originated from the Transformation Project on the Review and Remodelling of Residential Care. An initial report to Council in August 2017 (Report No. 17/262 refers) approved funding to implement this innovative service. Thereafter, an implementation plan was approved at Lifelong Learning Committee in November 2017 (Report No. 17/358, private update) with a requirement to provide annual reports until 2021. This report provides the final update on progress of this successful transformation.

1.2 REACH has been created to provide a 'one stop', multi-disciplinary response to address the needs of young people aged 12-18 years, and to their families across Perth and Kinross. The primary focus for REACH is to offer intensive and flexible support and help improve outcomes for young people who are looked after or who are at risk of becoming accommodated and are therefore "on the edge of care".

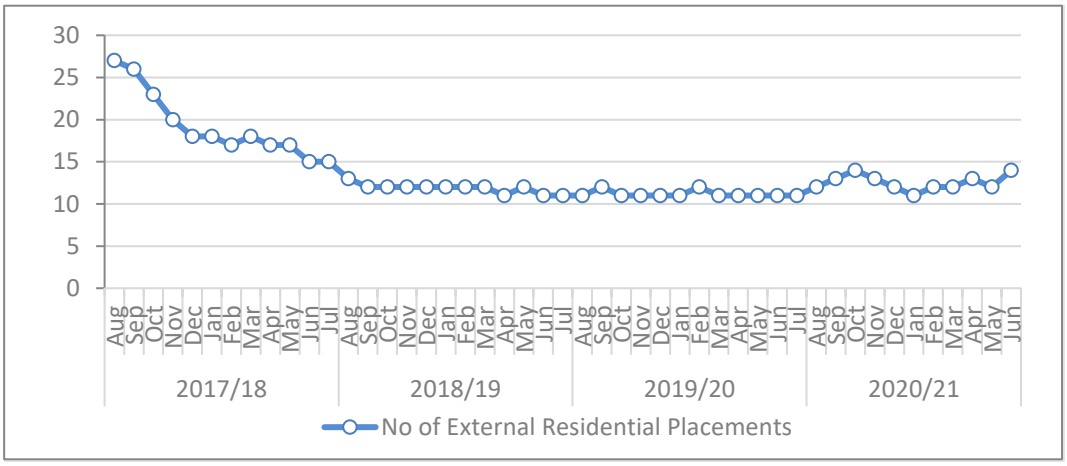
1.3 REACH provides individualised support and employs the skills of a dedicated multi-disciplinary team to help young people remain in their families, schools, and communities, and to prevent the need to move to alternative, residential care. The long-term aim is to enable young people to flourish within their family and community and to become healthy, resilient, and resourceful adults.

1.4 The implementation of REACH is one of several interventions helping to reduce reliance on external residential care placements. The original aim for REACH was that by 2022, the only children and young people who will require to be supported in residential care will be those for whom this is assessed as

being the only way of meeting their specific needs. This fundamental aim has already been achieved and since inception, REACH has contributed to reducing the numbers of young people in residential care by 48%.

1.5 At 30 June 2021, 14 children were in an external residential care placement. Due to the very small numbers and nature of this indicator, it is expected that this figure will continue to experience small fluctuations whilst remaining significantly lower than the August 2017 figure of 27 children.

Figure 1: Number of External Placements



1.6 In meeting this aim, the reduction in residential care costs had been projected to provide the financial resources required to sustain the entire REACH service provision beyond 2021, which highlights the end of the project period. This element of transformation has been closely monitored by the REACH Project Board and there is confidence that this objective has been achieved.

1.7 In 2019, Perth and Kinross Council was ranked 1st out of 32 Scottish Local Authorities in terms of the balance of care for the percentage of looked after children being looked after in the community at 96.1%. In 2020, after a drop of 0.5% the Council was ranked 2nd out of 32. It is recognised that REACH contributes to Perth and Kinross Council being one of the top performing Councils in this Local Government Benchmarking Framework indicator.

1.8 The REACH Project Board met monthly during the implementation period and now meets quarterly. The Board will continue to meet until 2022, and will support the ongoing development of REACH and support the roll out of 'lessons learned' throughout this transformation.

2. PROGRESS TO DATE

2.1 On 9 January 2019, the fully established REACH team moved to a dedicated and refurbished building adjacent to Almondbank House in Perth. This completed the implementation phase of this innovative resource and enabled the multi-disciplinary team to function effectively.

2.2 A broad range of key stakeholders attended a formal launch event on 25 April 2019 with young people and their families also present. This opportunity

enabled the team to showcase the principles and ethos of REACH, to invite questions and to seek views on the aims and objectives of the service. During 2020, the COVID-19 pandemic restricted direct consultation and engagement with stakeholders, but this has not prevented virtual communication. A virtual briefing for Elected Members took place in March 2021 which allowed further exploration of the benefits of REACH.

2.3 The team operate on a 24 hour a day and 7 days a week basis with Social Workers and Social Care staff providing duty cover. This working model enables REACH to support families when they are most in need of support whether this is during the day, in the evening or at the weekend. The highly skilled and adaptable workforce has completed targeted training to ensure they have the knowledge and experience to respond to the current needs of the young people who require their support.

2.4 The provision of integral support from the Clinical Psychologist and Speech and Language Therapist complements the expertise of a dedicated Teacher and specialist Social Workers, a Youth Worker and Senior Social Care Officers. This multi-disciplinary expertise has been enhanced recently through Family Group Decision Making which has proven to be a valuable additional resource. The coordination of this range of professional skills has demonstrated the strength of providing holistic care and support to some of the most vulnerable young people in Perth and Kinross. A detailed outline of the impact of the work of the REACH team is provided in Appendix 1.

2.5 The focus and commitment of this team is demonstrated in the positive outcomes achieved for young people, many of whom have experienced extremely complex and challenging circumstances. Case studies which help outline the nature of the support received are provided in Appendix 2.

2.6 Central to the ethos of REACH is that every effort is made to ensure all young people can be supported to remain in their own family, school, and community, where this is safe to do so. They are fully encouraged to flourish and become healthy, resilient, and resourceful adults who can achieve their full potential. This is in full accordance with the principles of The Promise (2020) and reflects the requirements of the United Nations Charter on the Rights of the Child (UNCRC).

2.7 The ongoing evaluation of the impact of REACH encompasses the benefits realisation plan and will continue to help inform future transformational change projects.

2.8 The COVID-19 pandemic has exposed the extent of inequalities and further exacerbated levels of poverty across Scotland. It has been essential to ensure measures have been in place to protect the most vulnerable, and the service offered by REACH has continued to offer a direct service over a 24-hour period, seven days a week, with some adaptations, despite the restrictions faced throughout this period.

3. PROJECT IMPACT AND MEASURING SUCCESS

3.1 Since the implementation of REACH, there is compelling evidence that this model provides good value for money for Perth and Kinross Council and wider Community Planning Partners. Alongside other initiatives, REACH has contributed to cost avoidance of at least £4.2m over the last three years. This has been achieved by combining both preventative and restorative approaches:

- Meeting the needs of young people who were currently in external residential care by either enabling the young people to return home or supporting the young person into independence.

- Providing 24/7 support to retain young people in their own homes or communities to prevent the need for residential care.

3.2 In delivering these services, REACH continues to minimise costs to the wider Community Planning Partnership by preventing young people entering the care system and providing improved outcomes. The expenditure commitments associated with care experienced young people are reduced and by diverting children on the edge of care from NHS pathways, for example, CAMHS and Speech and Language Therapy costs for partners are reduced. These specialist roles, which are embedded within REACH, ensure earlier identification of needs and swift intervention which contributes to reducing the overall costs whilst simultaneously, improving outcomes for young people.

3.3 From implementation in 2019, REACH has successfully supported 53 young people who were prevented from entering the looked after care system (Appendix 3).

3.4 From 1 August 2020 to 30 June 2021, REACH supported 60 young people, 22 of whom were 'looked after' young people before they began working with REACH. Of the 22 young people, 13 were cared for away from home and for whom the aim was to return to their family or local community. Seven of those young people are now no longer looked after away from home.

3.5 Throughout the reporting period, there have been specific activities to ensure that the processes, practice, and culture within REACH continues to develop and evolve. Regular staff support and supervision, team meetings and self-evaluation sessions continue to help embed a culture of improvement. This approach has promoted autonomy with associated accountability in decision making which supports positive outcomes for young people.

3.6 The established performance indicators have been updated to demonstrate progress (Appendix 4). This provides detail on identified outcomes throughout the first two years of REACH being fully operational and provides the framework for continuous improvement.

3.7 A critical element of success has been the invaluable contribution of the Performance and Evaluation Officer who has reinforced the importance of

ongoing evaluation amongst the team. Alongside quantitative data, powerful qualitative information has also been collated in the form of case studies and in evaluation forms from stakeholders. In addition to rigorous monitoring, data is being regularly analysed and the service delivery model is flexible enough to be adapted where this has been required.

4. FINANCE

4.1 The REACH Team is funded from existing Education and Children's Services budgets which were transferred from the Community Support Team and Services for Young People. These budgets did not cover the total running costs for the team and therefore an earmarked reserve of £1,700,000 was agreed at Full Council (Report No.17/262 refers). This was created via budget management measures within Education and Children's Services (£700,000), an allocation from Council Reserves (£500,000) and from Transformation and Organisational Reserves (£500,000) to cover the transitional costs.

4.2 Over financial years 2018/19 to 2020/21, a total of £440,000 has been used from this reserve to contribute towards the funding of the REACH Team. Council approved that £416,000 be drawn down over two years (Report No. 20/173 refers) from the earmarked reserve to fund additional social work support to meet the demand pressures in other parts of Services for Children, Young People and Families. The Project Board continue to monitor the budget and the residential care budget at quarterly board meetings. The Board is satisfied that current projections indicate that the reduction in the residential care budget is sufficient and is on target to meet the anticipated financial expectations to sustain REACH at the end of the transition phase.

5. SUMMARY AND CONCLUSION

5.1 The successful implementation of REACH concludes work on the Transformation Project on the Review and Remodelling of Residential Care. Lessons learned from this process can now be adopted within other areas of practice as there has been a clear evaluation of the development of this resource. Key to success has been the provision of a 'one-stop' service comprising a range of professionals with a shared ethos and culture in how best to support vulnerable young people and their families.

5.2 The lessons learned from the effective realisation of REACH provides a firm foundation for fulfilling Perth and Kinross Council's commitments to Keeping The Promise and upholding children's rights as stipulated in the United Nations Charter on the Rights of the Child (UNCRC).

5.3 REACH is committed to continuous improvement and staff have actively sought feedback from young people, their families and from other professionals throughout the period of growth.

5.4 The ongoing promotion of REACH will require ongoing investment in staff time and resources, but this has proved to be a cost-effective means of providing the best possible outcomes for our most vulnerable young people.

5.5 There is clear evidence of success over the four years of development and against the earliest aims of REACH. Examples of these are:

- Young people are safe at home and have not become Looked After.
- Young people have been supported to build, restore, and strengthen relationships with their family and community.
- Young people who cannot stay with their family now live in a Kinship Care Placement where it is the best option for the young person.
- Young people have the opportunity to work with professionals to improve their emotional wellbeing and mental health.
- Young people can make their needs known and clearly express themselves.
- Young people are meaningfully engaged in education, employment, or volunteering.
- Increased support has been provided for young people aged 16 plus who are not eligible for Throughcare and Aftercare and who would benefit from enhanced involvement from the universal provision.

6. RECOMMENDATIONS

6.1 It is recommended that the Committee:

(i) Notes the success of this transformation project in its final year of implementation; and

(ii) Requests that a measure on the balance of care within REACH is incorporated in the reporting of the Education and Children's Services, Business Management, and Improvement Plan (BMIP).

Author

Name	Designation	Contact Details
Hazel Robertson	Head of Services for Children, Young People & Families	ECScommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	11 August 2021

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

All Council Services can offer a telephone translation facility.

ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	**Yes / None**
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	Yes
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

This report relates to Objective No. (i).

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)

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

- Care and Equity

2. Resource Implications

Financial

2.1 The REACH project is being delivered within the current resources which includes the £1,700,000 allocated by Council in August 2017 with anticipated reduction in the Residential Schools budget over three years.

Workforce

2.2 The planned workforce changes are now in place.

Asset Management (land, property, IT)

2.3 As part of this project development there has been investment in existing council property.

3. Assessments

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

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

(i) Assessed as **not relevant** for the purposes of EqIA Strategic

Environmental Assessment

3.2 The proposals have been considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Education & Children's Services Senior Management Team, the Finance and Governance Manager and the REACH Project Board have been consulted in the preparation of this report.

External

4.2 N/A

5. Communication

5.1 There has been a formal launch of the project which took place in April 2019.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1 – REACH Impact Summary
Appendix 2 – REACH Case Studies
Appendix 3 – REACH Overview Infographic
Appendix 4 – REACH Performance Measures 1 August 2018 – 30 June 2021

Appendix 1 – REACH Impact Summary

1. SOCIAL WORK

1.1. During the reporting period, REACH supported 101 young people and those closest to them. When each young person begins working with REACH, a 'team around the child' is allocated. All new cases are considered at weekly REACH Multi-Disciplinary Screening Group (MDSG) to ensure proportionate and targeted allocation of REACH services. MDSG also provides a forum to provide consultation to the allocated REACH social worker and review REACH specialist input. A Young Person's Plan is developed and predominately led by a case holding social worker. For most families, one or two Senior Social Care Officers are appointed to support the parent/main caregiver. This allows for co-ordinated family support whilst gaining understanding of the challenges that the young person and their parent/main caregiver are facing individually. This approach encourages individuals to develop independently which, in turn, can help to repair and strengthen relationships within the family.

1.2. The needs of all young people supported by REACH are identified using structured assessment frameworks. For most young people, their needs are assessed using Short-Term Assessment of Risk and Treatability: Adolescent Version (START:AV). For young people where there are specific risks associated with harmful behaviours other specialist risk assessment frameworks are used.

(i) (START:AV) is a dynamic, individualised assessment to measure change which focuses equally on strengths and vulnerabilities. The team around the young person come together to discuss the young person and then give each strength and vulnerability factor a rating. Using this information, a focused and robust intervention plan can then be created for the young person.

(ii) Assessment, Intervention and Moving on – Version 3 (AIM3). AIM3 is a structured risk assessment framework designed to inform levels of risk; key areas of concern and focussed intervention programmes for young people who are known to participate in harmful sexual behaviours. AIM3 Risk Assessment, published in 2019, is the most up to date framework of this type. All REACH staff are trained to deliver AIM3 assessment and intervention.

(iii) Structured Assessment of Violence Risk in Youth (SAVRY). SAVRY is a flexible and practical tool which is used to aid social work- judgment to assess the level of risk for young people who have displayed violent behaviours. It also helps to identify protective factors and inform interventions.

1.3. In September 2019, it was recognised that family members and professionals, who were unable to talk with the young persons dedicated team, still required immediate advice or support. To enable REACH to meet this need a Social Work Duty rota was developed. This ensures availability of a qualified worker to provide assessment, information and advice.

1.4. Approximately 10% of young people working with REACH are young people who have been adopted or are in living informally with extended family. To provide effective intervention to young people in these unique circumstances, a protocol has been created between REACH and other social work teams, namely the Adoption Team and Child Protection Duty Team. This ensures close communication and a co-ordinated response across teams to address the needs of this cohort of young people.

1.5. REACH is the only social work team in Perth and Kinross to provide "extended office hours" 8am to 10pm and a 24/7 on call service. This ensures support is always available when a young person or family needs it. On average, a member of REACH staff is called out 12 times a month. Demand is highest on Saturday nights. Where risk of placement breakdown has been imminent; and as a direct alternative being accommodated on an emergency basis; REACH staff have supported young people overnight – in their own home or other location – to prevent placement breakdown.

1.6. In line with REACH principles, the young person is at the centre of everything REACH does. Since April 2019, a total of 334 meetings have taken place. These included Young Person Planning Meetings, Looked After Reviews and Scottish Children's Reporter Administration (SCRA) Hearings. Most young people attended at least one of their meetings. To help young people express their views (whether they attended their meeting or not), several options were offered including 'Talking Mats', a tool which helps people organise their thoughts and express their views. Young people are also offered the support of an Independent Advocate. This approach will continue to be encouraged and promoted. A breakdown of the meetings held is detailed below.

Figure 1: Number of Meetings

Meeting Type	19/20	20/21
SCRA Hearing	34	10
Looked After Child Review	59	43
Young Person Planning Meeting	71	110
Total	**164**	**170**

2. FAMILY GROUP DECISION MAKING (FGDM)

2.1. FGDM is a structured process facilitated by an independent FGDM Co-ordinator which helps a family, in its widest sense, create a plan for their young person. It empowers families to make their own decisions and promotes partnership working between the family and professionals. This model of working helps address the perceived imbalance of power between families and statutory services and promotes the five elements of the Promise (Independent Scottish Care review). FGDM is a rights-based approach that is sensitive to the culture and the history of the family; allows family members to hear each other thus improving family functioning and relationships.

2.2. The FGDM Co-ordinator is independent of the young person's case holding social worker. They work with the young person and their immediate family, supporting them to understand what their social worker's concerns are, as well as exploring what is currently working well and what their hopes are for the future.

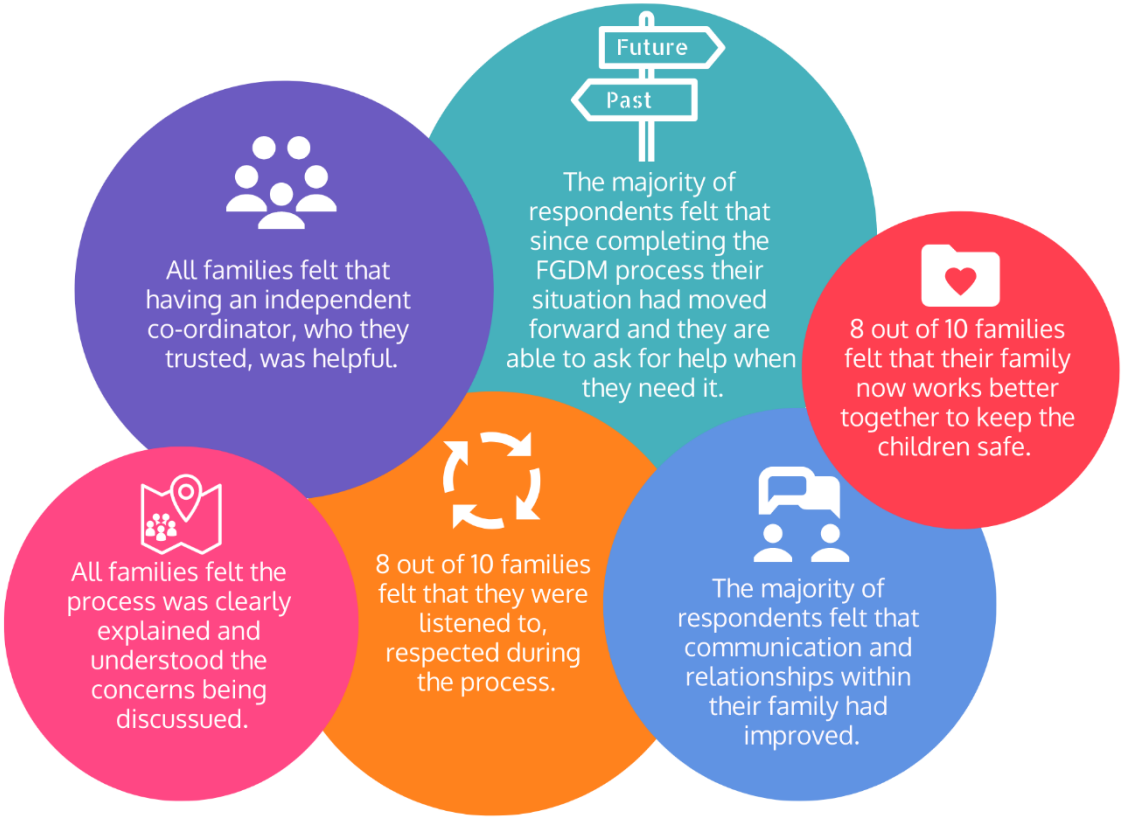
2.3. A Family Group Meeting is an opportunity for the whole family to co-create a plan and identify what support they may need from each other and professionals to move forward. It builds on the family's strengths and addresses the concerns which the case holding Social Worker may have.

2.4. Using the information shared by the social worker, the family work together independent from the Social Worker and FGDM Co-ordinator during their Private Family Time. The family, when ready, share their plan with the professionals who agree and sign off the plan which is incorporated alongside the child or young person's care plan. The plan is reviewed after three months, or sooner if the social worker or family feel it is not working in practice.

2.5. FGDM has successfully continued throughout the COVID-19 pandemic and "lock-down" inspiring the FGDM Co-ordinators to be creative and flexible in adapting the service as well as learning new skills in using technology. FGDM Co-ordinators have managed to engage with and support families to come together using video platforms such as Microsoft Teams and Google Duo.

2.6. Feedback from both professionals and family members has been positive and the service is now expanding. A new pilot project has been established, working with families where there are concerns about unborn babies. This has resulted in a part time position being advertised for an additional FGDM Co-ordinator.

Figure 2: FGDM Summary Evaluation Results of Family's Experience



2.7. During the reporting period, 122 children and young people (56 families) have been referred to the service. This is an increase of 85 children compared with the same time period in 2019/20. Of the 122 children, 101 (40 families) continued on to start the FGDM process. There are currently 31 children and young people (21 families) working with the FGDM Co-ordinators. All 31 children and young people have a looked after status.

2.8. For these young people, the aim of the process is to empower the family to create plans which rehabilitate the young person at home to live with their family or to engage an extended support network to enable the young person to remain at home safely.

3. CLINICAL PSYCHOLOGY

3.1. Within REACH, Clinical Psychology aims to not only provide direct and indirect therapeutic support and consultation to young people, their families and foster/kinship carers; it also aims to increase professionals understanding of the psychological factors that impact the families and young people supported by REACH. In partnership with the team around the child, the Clinical Psychologist determines which type of support will be most beneficial.

3.2. Direct psychological input may involve psychological assessment and/or psychological intervention/therapeutic work. Clinical Psychology Assessment may include assessment of a young person's mental health, attachment style and presenting difficulties, or specialist cognitive assessment. An assessment may also be undertaken with a view to further understanding the young person or identifying the suitability of psychological intervention.

3.3. Often it may not be appropriate, suitable, or best practice to work directly with a young person. However, support can still be offered by working in-directly. This involves working psychologically with 'the system' around the young person (ie, important people in the young person's network, such as family members, professionals etc). The exact nature of indirect psychological intervention will be case dependent but may include ongoing consultation with the system around the young person; therapeutic parenting; support to develop appropriate strategies to help a young person experiencing difficulties.

3.4. Between August 2018 and March 2021, 49 young people have been supported by the Clinical Psychologist. A breakdown of case activity undertaken is in Figure 3 below.

Figure 3

Activity	**2019-2020**	**2020-2021**
Consultation with REACH staff	11	15
Formulation session with team around the child	N/A	5
Direct psychological input ie, 1-1 therapy including assessments	22	14
Indirect Psychological intervention	12	15
Total	**45***	**49***

*Please note that individuals are counted in multiple activities.

3.5. Young people attending appointments for 1-1 therapy and/or assessment presented with various mental health difficulties including: anxiety, depression, PTSD, complex trauma, attachment difficulties, neuro-developmental difficulties (ie, ADHD, ASD), Intellectual Difficulties. The majority of young people presented with comorbid diagnosis (multiple difficulties).

3.6. Over the last three years, the opportunity for training has been limited due to several factors:

(i) Clinical Psychologist had periods of absence due to ill health. NHS Tayside were unable to provide an alternative service to lessen the impact on REACH.
(ii) Full time equivalent (FTE) hours reduced from 1.0 to 0.8.
(iii) Clinical need necessitated that direct therapeutic support was prioritised.

3.7. Training has taken place for REACH staff and Foster Carers on the following topics:

(i) Basics of Attachment.
(ii) Developmental Trauma.
(iii) Brain Based Parenting and Blocked Care.
(iv) Healthy relationships, consent and the law.

3.8. Feedback is gathered on a regular basis from other professionals, parents/main caregivers, and the young person themselves. Feedback includes many aspects of their experience of Clinical Psychology.

4. SPEECH AND LANGUAGE THERAPY

4.1. All young people supported by REACH are offered a communication screen to identify any Speech, Language and Communication Needs (SLCN).

4.2. Since the communication screen was implemented, 65 young people have been screened. Of the young people screened, 37 (57%) were identified as having SLCN.

4.3. If a young person is identified as having a SLCN, then a range of Speech and Language Therapy inputs and approaches will be recommended and implemented to lessen the impact of the SLCN on the young person.

This could include:

(i) Input into a Young Person's Plan (including expected outcomes and strategies to put in place).
(ii) Development of inclusive communication environments.

(iii) Training to parents and relevant disciplines.
(iv) Development of a one-page profile to share most appropriate communication strategies unique to that individual.
(v) Direct therapy input.
(vi) Further assessment.
(vii) Provision of resources to promote effective communication.
(viii) More broadly, this information and any recommended approaches will be shared with the team around the child to help guide the communication approach of all of those involved and develop their confidence and competencies.

4.4. For young people who would benefit from direct therapy input, the Speech and Language Therapist records individualised outcomes. Change is also measured using the Therapy Outcome Measures (TOMs) core scale.

5. OUTREACH TEACHER

5.1. The Outreach Teacher supports and reviews the educational progression of a young person being supported by REACH. This occurs through close partnership working and collaborative practice with home, school and other REACH professionals. The Outreach Teacher works with the young person to identify their needs and then coordinates a range of supports and interventions, offering a flexible and young person-centred approach.

5.2. Over the reporting period, the Outreach Teacher has reviewed the educational supports for all young people open to REACH and has worked directly with 24 young people. Of the 24 young people, eight have now completed their work with the Outreach Teacher. Of the closed cases, seven had positive outcomes including qualifications, awards and starting college. Figure 4 below shows the breakdown of this work.

Figure 4

	2019/20	2020/21
Number Young People Supported – Direct Input	26	25
Number Young People closed to Outreach Teacher	16	8
Number of Young People closed to Outreach Teacher with Positive Outcomes	11	7

5.3. For the eight young people who finished working with the Outreach Teacher, all achieved at least one of their individualised learning outcomes. Outcomes included increasing school attendance, attaining qualifications in numeracy and literacy, developing ways to manage conflict in school in a positive manner and developing positive relationships with peers and staff.

5.4. Schools closed to reduce the spread of Coronavirus (COVID-19) on 20 March 2020. Locality hubs were created to provide a safe space which could be accessed by children of key workers and other children who were identified by schools and Services for Children, Young People and Families.

5.5. To protect individuals and the community, access to school hubs was extremely limited. Only a few young people from REACH were offered a place. For almost all young people, online learning from home became the norm.

5.6. During the transition to online learning, the Outreach Teacher, with colleagues from schools, focussed on ensuring all young people were provided with IT equipment and Wi-Fi if they did not already have access.

5.7. It was recognised that the shift to home learning would not suit all families and may lead to increased tensions. The Outreach Teacher focussed on supporting positive dynamics at home while encouraging school engagement and wider, more informal learning activities. With the support of REACH, families managed lockdown and the pressures of home school positively.

5.8. The Outreach Teacher also guided young people as they returned to school, and for some pupils, this involved an 'enhanced return'. This enabled young people to visit school before returning with their peers, understand the new rules put in place, and in some instances, a reduced timetable or additional time spent in the Support for Learning base. Additional direct teaching and support were provided for young people in their senior phase and at risk of leaving school with no qualifications.

5.9. The Outreach Teacher continues to develop strong relationships with schools and partners to improve educational outcomes for young people by:

(i) Supporting schools to apply for additional Pupil Support Assistant hours to help support young people's learning and additional needs.
(ii) Ensuring Coordinated Support Plans are in place for young people who require the additional level of planning.
(iii) Identifying and encouraging young people who would benefit from tutoring provided by Volunteer Tutors Organisation (VTO) or mentoring from MCR.
(iv) Supporting young people to create a clear future pathway for when they turn 16. Ensuring they have access to universal supports and Skills Development Scotland and other third sector provider opportunities.

6. YOUTH WORKER

6.1. A Youth Worker for ages 16+ was appointed in July 2020.

6.2. The Youth Worker has developed links with voluntary agencies across Scotland to identify cost-free resources we have used to support planned and unplanned overnight respite for young people. This type of support, staffed by REACH Senior Social Care Officers, provides intensive support over 48-72 hours where issues cannot be resolved in the family home and prevents the need for young people being accommodated.

6.3. Group work has been established, with the first being in partnership with the Ocean Youth Trust. This is an ongoing project throughout 2021 which is a joint group supported by the REACH Outreach Teacher and Youth Worker.

6.4. Partnerships have been established with both local and national organisations. Joint working thus far includes - Ocean Youth Trust, Perth YMCA, Enable Scotland; Skills Development Scotland; Star Fish Project and Services for Young People 16+.

6.5. A workshop and office space within the grounds of REACH has been created to support with planning and undertaking group and individual sessions. This is equipped to promote the employability skills of young people in a safe and supportive environment.

6.6. The Youth Worker has assumed a keyworker role for young people who no longer fulfil the criteria for REACH but require ongoing focussed support to achieve their potential. This has provided continuity of staff for young people and enhanced REACH Social Work capacity.

6.7. The Youth Worker has established strong links with all Perth & Kinross Council's (PKC) secondary schools to ensure positive destinations for REACH school-leavers and who represents REACH at education-lead 16+ meetings.

6.8. The Youth Worker recruited, and working alongside PKC Human Resources, provides placement support to a Youth Work Modern Apprentice who joined REACH in February 2021.

Appendix 2 – REACH Case Studies

REACH

Supporting each young person to be
RESILIENT ENGAGED ACHIEVING CONFIDENT HEALTHY

Case Study

Catriona's journey to REACH:
Negative and challenging behaviours leading to adoptive family breakdown

How has REACH helped so far?

- A strong relationship developed between a Senior Social Care Officer and Catriona. This helped throughout multiple periods of crisis.
- Identification of Speech, Language and Communication Needs which enabled family and professionals to communicate in the best way for Catriona.
- Identification of Autism Spectrum Disorder which helped education partners adapt learning methods.
- One to one support to help improve Catriona's mental health.

A year later...

- Catriona is settled in her own tenancy
- Catriona has a part-time job and will be attending her second year of college in September.
- Catriona's relationship with her adoptive family has improved although still uncertain at times.
- Catriona has developed links with her birth family which has helped with her identity and understanding of self.

Case Study

Jack's journey to REACH:
Incidents of violence and aggression at home and school led to family breakdown. Criminal behaviours and poor engagement with education.

How has REACH helped so far?

- Supported Jack to attain qualifications and attend a college college course to prepare him for an apprenticeship.
- Individual support provided by Speech and Language Therapist and Clinical Psychologist to help Jack regulate his emotions and adapt to challenging circumstances.
- Supported Jack and his family to repair and strengthen their relationships.
- Encouraged pro-social activities such as achieving Duke of Edinburgh Award.

A year later...

- The relationship between Jack and his family remains strong (even with the challenges of lockdown)
- Jack has ceased his criminal behaviours and has had no contact with the police.
- Jack has successfully completed college course and is preparing to start his apprenticeship.

Appendix 3 – REACH Overview Infographic

REACH

Supporting each young person to be
RESILIENT ENGAGED ACHIEVING CONFIDENT HEALTHY

2017/18

- Review and Remodelling of Residential Care Transformation project was approved by Council
- REACH Project Board established
- Feasibility study for all options completed
- Preferred option is selected
- Implementation plan is created
- REACH Manager recruited
- The Cottages residential provision closes

2018/19

- Community Support Team and Youth Intensive Support Team realigned into new REACH structure
- Specialist roles are recruited
- REACH outcomes and performance measures agreed
- Operational guidance and processes created
- Family Group Decision Making and Lifelong links skills are added into the team

2019/20

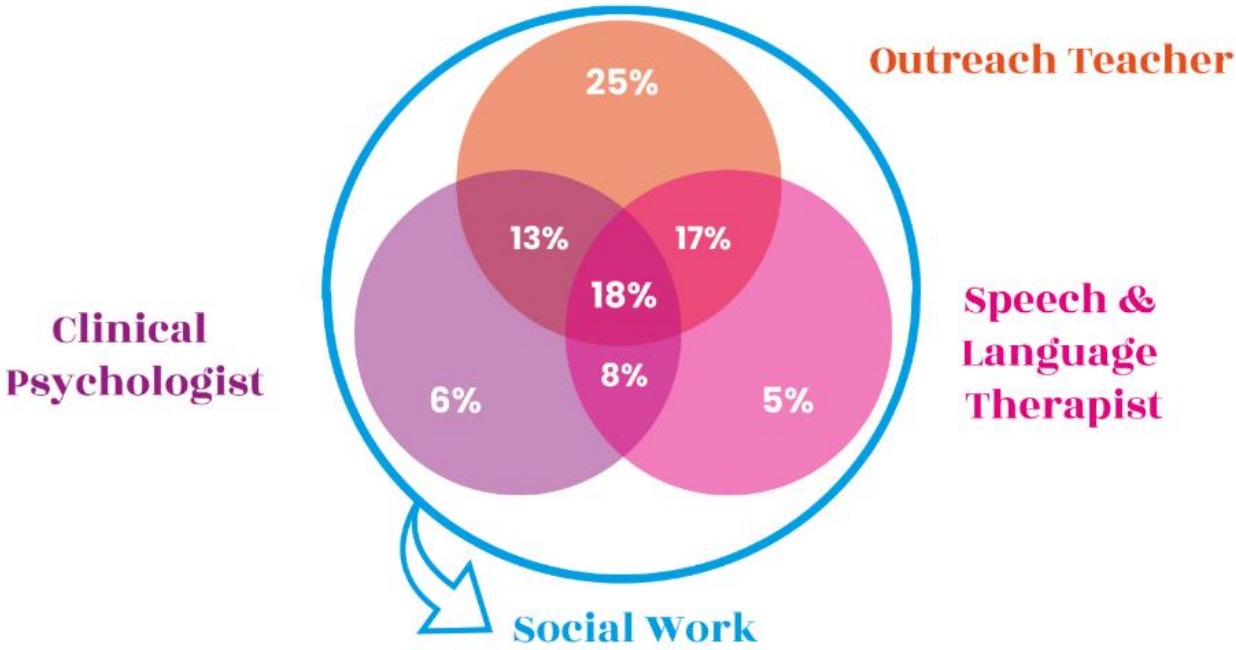
- REACH building is completed
- Formal launch held
- Cabinet Secretary for Communities and Local Government visits REACH
- Developed and delivered the Better Communication for Better Outcomes event on behalf of the Scottish Government
- Team members are trained in START:AV and Aim3 assessment frameworks

2020/21

- Switched to holding virtual meetings through MS Teams and Google Duo
- Supported young people and families through coronavirus (COVID-19)
- Created online training and videos to support both professionals and families.
- Focused on team emotional health and wellbeing
- Held virtual briefing for Elected Members
- Recognition of the 100th child successfully supported by REACH

REACH

Supporting each young person to be
RESILIENT ENGAGED ACHIEVING CONFIDENT HEALTHY



All young people have had social work input when supported by REACH. The diagram above shows the breakdown of the specialisms that young people worked with.

- From 01/08/2018 - 30/06/2021 the REACH team has worked with 101 young people.
- Within this time frame 58 young people have finished working with REACH.
- REACH has also supported eight sibling groups of 17 individuals.

Speech & Language Therapist

- During the reporting period 65 young people have undertaken a communication screen to identify any Speech, Language and Communication Needs (SLCN).
- There were 38 young people identified as having SLCN.
- Outcomes are available for 24 young people who have completed work with their SLT. 100% of young people have achieved at lease one of their outcomes.

Clinical Psychologist

- During the reporting period 38 young people have been supported by the Clinical Psychologist.
- 19 young people supported by the Clinical Psychologist were previously accepted by Child and Adolescent Mental Health Services but then discharged e.g. did not meet criteria for neuro-developmental diagnosis (such as ADHD, ASD) or due to non-engagement/attendance.

16+ Youth Worker

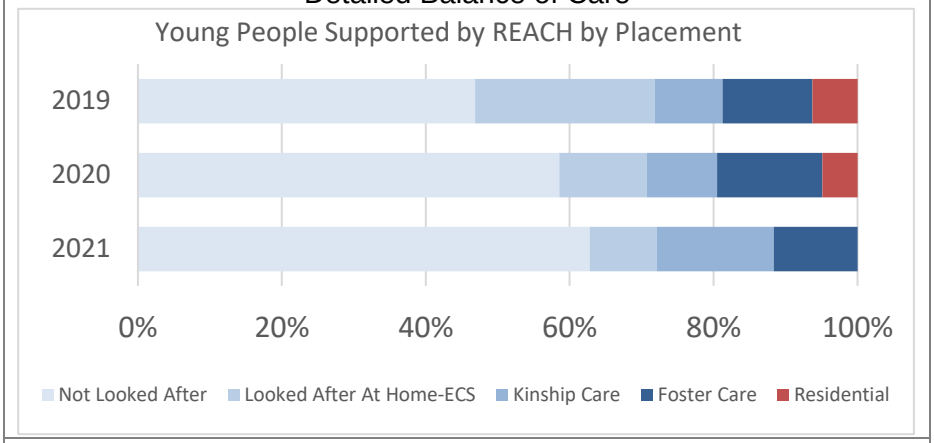
- Since appointment in July 2020, the 16+ youth worker has provided focussed support to help young people to fulfil their potential.
- Partnerships with both local and national organisations have been established. Including joint working with Ocean Youth Trust, Perth YMCA, Enable Scotland; Skills Development Scotland; Star Fish Project and Services for Young People 16+.

Outreach Teacher

- Since the implementation of REACH the Outreach Teacher has finished working with 24 young people.
- Of these 24 young people, 18 achieved positive outcomes including qualifications, awards and starting college.
- Young people experienced an increase in their levels of aspiration, confidence and participation.

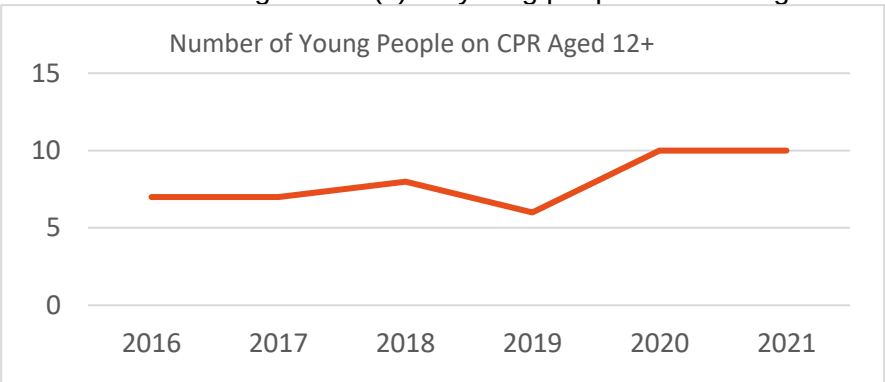
Appendix 4 - REACH Performance Measures 1 August 2018 – 30 June 2021

Outcome 1 - Our young people are able to move to, or remain within, a family where they are safe and feel they belong.

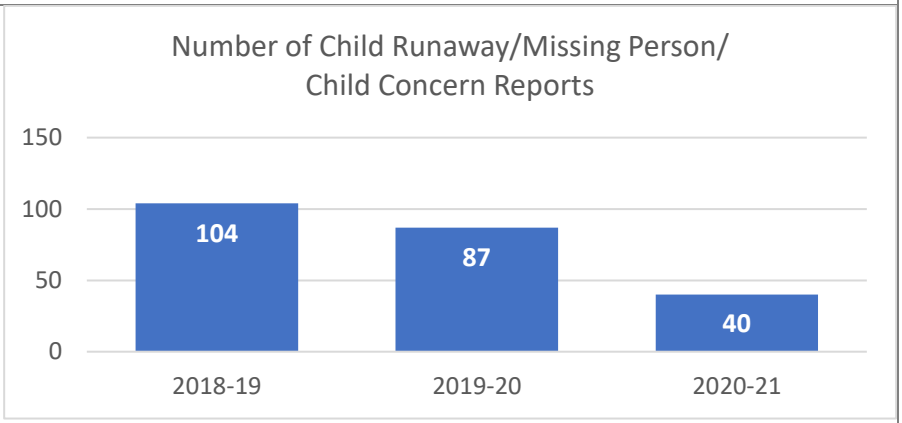
<table>
<tr><th>Outcome Detail</th><th>Indicator</th></tr>
<tr><td rowspan="3">Young people who cannot stay with their family will be placed in a Kinship Care Placement where possible.</td><td>Detailed Balance of Care
 
</td></tr>
<tr><td>Since the implementation of REACH, 52% of young people referred remained out of care and were supported in their own families and communities.</td></tr>
<tr><td>Type of placement(s)

<table>
<tr><th></th><th colspan="3">Number of Young People</th></tr>
<tr><th>Placement Type</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr>
<tr><td>Looked After at Home</td><td>6</td><td>11</td><td>7</td></tr>
<tr><td>Fostering</td><td>6</td><td>19</td><td>8</td></tr>
<tr><td>Kinship</td><td>2</td><td>4</td><td>3</td></tr>
<tr><td>Residential School/Secure</td><td>0</td><td>5</td><td>2</td></tr>
<tr><td>Other Community</td><td>1</td><td>2</td><td>2</td></tr>
<tr><td>Total</td><td>15</td><td>41</td><td>22</td></tr>
</table>

Note: Time period: 1 August – 31 July for 2020/21</td></tr>
<tr><td>Young people will be able to make their needs known and clearly express themselves.</td><td>Since the implementation of REACH, at least two thirds of young people have attended at least one of the planning meetings. Young people are also given the opportunity to have their views given by an Independent Advocate, completing a Talking Mat or having a parent/carer/professional of their choice speak on their behalf.</td></tr>
</table>

<table>
<tr><td>Young people will be safe at home and not become Looked After.</td><td>Child Protection Registration(s) for young people over the age of 12
 

Over the last three years, REACH has supported eight families to have their registration ceased.

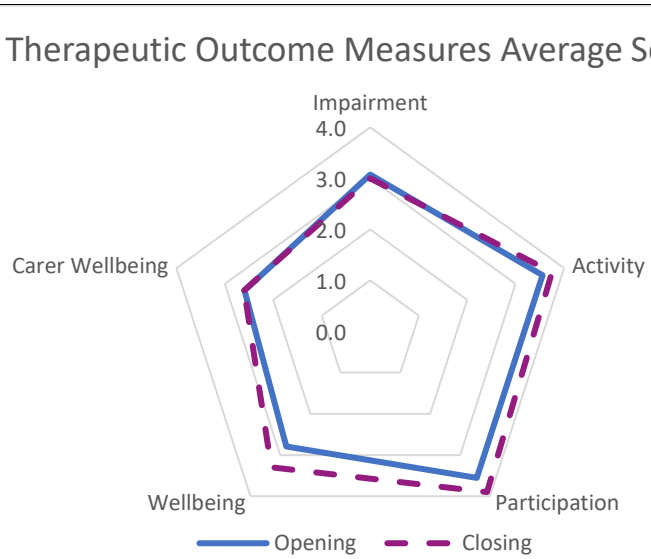
REACH has not recommended that any child be placed on the Child Protection Register.</td></tr>
<tr><td>Young people will be safe at home and not become Looked After.</td><td> 

Over the last three years, the number of missing incidents for young people supported by REACH has fallen by 62%.</td></tr>
<tr><td rowspan="2">Young people will be supported to build, restore and strengthen relationships with their family and community.</td><td>Since the implementation of REACH, 30 young people supported by REACH have ceased to be looked after.</td></tr>
<tr><td>Over the last three years, 22 young people have returned home and are no longer looked after. A further six young people have moved into their own or supported living arrangements. Two young people remained at their current address and moved into a continuing care placement.</td></tr>
</table>

Outcome 2 - Our young people are able to have lasting, strong connections with people and places which are important to them.

Young people will experience stability in their home life, school life and with their social work involvement.	80% of young people supported by REACH have had the same social work team throughout their experience.
	All of the young people working with REACH remained in their local or chosen school.
	49% of young people who were looked after remained in their first placement and did not experience any change in accommodation.
Young people will have the opportunity to work with professionals to improve their emotional wellbeing and mental health.	During the reporting period, 38 young people have been supported by the Clinical Psychologist. 19 of whom were not accepted or were unable to be supported by CAMHS.

Outcome 3 - Our young people are aspirational and confident in their ability to shape the future.

Young people will be autonomous; able to fulfil their desired social, educational/employment, societal and family roles.	
	24 young people ceased working with Speech and Language Therapy over the last three years. 100% achieved at least one of their Communication/Speech and Language outcomes.

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

25 August 2021

CATCHMENT FOR NEW PRIMARY SCHOOL AT BERTHA PARK AND FUTURE OF RUTHVENFIELD PRIMARY SCHOOL OPTIONS APPRAISAL

Report by Executive Director (Education and Children's Services)
(Report No. 21/136)

PURPOSE OF REPORT

This report seeks approval of the recommendation from the options appraisal (Appendix A) which has been undertaken following informal pre-consultation in respect of the catchment area for the proposed new primary school at Bertha Park, and the future of Ruthvenfield Primary School.

The options appraisal (Appendix A) recommends proceeding with Option A, which is that a new school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from their existing building at this time with a new catchment area created.

Lifelong Learning Committee is asked to agree that the Executive Director (Education and Children's Services) commences a statutory consultation in respect of the new catchment areas as detailed in Option A in the options appraisal (Appendix A) and associated changes as required by the Schools Consultation (Scotland) Act 2010.

1. BACKGROUND

1.1 On 22 June 2016, the Council allocated funding of £14.35m for a new primary school within the Composite Capital Programme (Report No. 16/277 refers). This new primary school is to be built to accommodate pupil numbers from housebuilding within the strategic sites at the north and north west of Perth, as it was previously anticipated that the catchment schools for these strategic sites would not be able to accommodate the projected pupil numbers.

1.2 A chronology of decisions leading to this report including reports and options appraisals presented to Lifelong Learning Committee, in relation to Ruthvenfield Primary School and the new school at Bertha Park, are as follows:

- August 2016 - 'Securing the Future of the School Estate' (Report No. 16/347 refers);
- November 2016 - "Securing the Future of the School Estate – Next Steps" (Report 16/485 refers);
- March 2019 – "School Estate Transformation Programme" (Report No.19/94 refers).

- September 2019 - “School Estate Transformation Programme Strategic Sites North West/North Perth” (Report No. 19/240 refers)

On 22 January 2020, Lifelong Learning Committee approved the following (Report No. 20/18 refers):

1) The proposal to build a new primary school to provide capacity for pupils from the Strategic Sites being progressed to the North/North West of Perth;
2) Bertha Park as the preferred location for a new primary school;
3) Agrees that options appraisals, which includes informal consultation, are undertaken in relation to both the catchment for a new school and the future of Ruthvenfield Primary School; and
4) Agrees that the establishment of a new primary school at Bertha Park, should not necessarily be predicated on the closure of any neighbouring rural schools and options that keep these schools open are considered as part of the options appraisals.

Key Legislation

1.3 Councils, as Education Authorities, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.

1.4 Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve Best Value.

1.5 The Schools (Consultation) (Scotland) Act 2010 provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals of major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so.

They are also expected to be consistent across Scotland. Education authorities must have special regard to a number of factors before formulating a proposal to close a rural school and in consulting on and reaching a decision as to whether to implement a rural school closure proposal. These factors are:

- Effect on the Community;
- Effect on Travel Arrangements; and
- Educational Benefits.

The duties are outlined in the Schools (Consultation) (Scotland) Act 2010 and the Accompanying Statutory Guidance.

The Scottish Government’s Rural School List 2017 classifies all the schools considered in this options appraisal, other than Tulloch Primary School, as “accessible rural” schools under Section 14 of the Schools (Consultation) (Scotland) Act 2010. The classification is based on two main criteria,

settlement size and accessibility based on drive time. The classification criteria are “areas with a population of less than 3,000 people and within a 30-minute drive time of a settlement of 10,000 or more” (Source: Scottish Government Rural School List 2017).

The classification for all rural primary schools is currently being reviewed and updated by the Scottish Government.

Other relevant legislation is detailed in the options appraisal.

2. OPTIONS APPRAISAL

The options appraisal (Appendix A) considers the rural factors detailed above and the outcome of an informal consultation in relation to both the catchment area for the new school and the future of Ruthvenfield Primary School.

2.1 Principle

On 22 January 2020, the Lifelong Learning Committee approved the principle that the establishment of a new primary school at Bertha Park should not necessarily be predicated on the closure of any neighbouring rural schools and options that keep these schools open should be considered as part of the options appraisals.

2.2 Housebuilding

There is a 30-year masterplan for housebuilding at Almond Valley, Bertha Park and Perth West. In the next 11 years, based on the current Housing Land Audit (HLA), it is anticipated that 2300 houses will be built. This is estimated to generate approximately 620 primary school pupils who will need to be accommodated in schools near to where they live. In addition, there is housebuilding (approximately 150 houses) due to take place at site H319 which is adjacent to Ruthvenfield Primary School. The map showing site H319 is detailed within Appendix 1 of the options appraisal.

Due to proposed housebuilding, Ruthvenfield Primary School and Pitcairn Primary School will not be able to accommodate all pupils in future years without changes being made to their catchment areas.

As a result, the Council are planning to build a new primary school which will comprise of 14[1] teaching classrooms and a nursery on a site next to Bertha Park High School to accommodate pupils from the house building. A school of this size is needed to accommodate pupil numbers which will be generated from new housebuilding in the area.
The funding of the new school will be recouped through developer contributions as housebuilding takes place. The nursery element of the build will be funded by the Council.

It should be noted that sites have been identified in Almond Valley and Perth West as locations for future primary schools. Whether, and when, these

[1] A 14-classroom school would have a capacity of 434 pupils.

schools are required and developed in future years will be determined by the build out of housing and the number of pupils generated from this housing. Any new school will require its own catchment area and therefore a review and a Statutory Consultation will be required prior to any new school being built.

2.3 Development/Review of Catchment Areas

All schools have catchment areas and therefore a catchment area must be created for the new school.

The basis for development/review of primary school catchment area is that pupils should be able to attend a primary school that is close to where they live and if possible, within a safe walking distance. It is also important that consideration is given to the number of houses in an area and future housebuilding so that schools have sufficient capacity to accommodate all children living in the catchment area.

The future of Ruthvenfield Primary School has been included in the options appraisal for development of a catchment area for a new primary school at Bertha Park for the following reasons:

- The current catchment area for Ruthvenfield Primary School sits within the major housebuilding development of Almond Valley;
- A part of the Perth West development (the Auld Mart) currently forms part of Ruthvenfield Primary School catchment area;
- A new housing development site named H319 in the Local Development Plan also forms part of Ruthvenfield Primary School catchment area and is in close proximity to Ruthvenfield Primary School;
- Ruthvenfield Primary School does not have capacity to accommodate pupils from Almond Valley, Perth West and H319; and
- Ruthvenfield Primary School is currently rated condition 'C' and therefore improvement works are required.

2.4 Options

The options that are considered in the options appraisal are:

Option A
A new primary school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from its existing building with new catchment area created and the condition improved.

Option B
A new primary school will be built on a site adjacent to Bertha Park High School. This school will replace Ruthvenfield Primary School and pupils attending Ruthvenfield Primary School will be educated in the new building when it opens. The capacity of the new school will be larger as it will also accommodate pupils from a wider catchment area including a large part of the major housebuilding sites in the area. The current Ruthvenfield Primary School building would close.

Detailed information on the proposed changes to catchment areas under each of the options are contained in Appendix A.

3. PRE-CONSULTATION

3.1 The Council has undertaken an informal pre-consultation exercise to establish the views of the following groups on the options:

- Parents/carers of all children living within the Ruthvenfield Primary School catchment area;
- Parents/carers of those pupils attending Ruthvenfield Primary School as placing requests;
- The wider community living in the Ruthvenfield Primary School catchment area; and
- Parents/carers of all children living in the Tulloch Primary School and Luncarty Primary School catchment areas who would be impacted by the new catchments proposed in the options.

The informal pre-consultation exercise was undertaken between 3 May 2021 and 16 May 2021. The basis of the exercise was an on-line questionnaire; however, feedback was also received through Methven and District Community Council (M&DCC) and Perth and Kinross Council Housing Officers.

3.2 Pre-Consultation – Summary of Responses

There were 423 letters issued as part of the pre-consultation exercise. 40 responses were received, 34 from the Ruthvenfield Primary School catchment area and 6 from the Tulloch Primary School catchment area. This is an overall response rate of 9%. The response rate from Ruthvenfield Primary School parents/carers is 45%.

The majority of responses received from respondents associated with Ruthvenfield Primary School catchment area, during the pre-consultation exercise, favoured Option A.

Respondents (Ruthvenfield Primary School (RPS) Catchment Area)	**Total responses**	**In favour of Option A**	**In favour of Option B**
Parents/Carers of pupils living in the RPS catchment area	9	8	1
Parents/Carers of pupils attending RPS on placing requests	12	11	1
Parents/carers of under-fives living in the RPS catchment area	7	5	2
Wider community	6	5	1
Total	**34**	**29**	**5**

Table 1 – Summary of Ruthvenfield Primary School catchment area responses.

There were 6 responses from parents/carers of children living in two distinct parts of the Tulloch Primary School catchment area.

- One group of parents/carers, living near Ruthvenfield Primary School, were asked whether they would prefer for their children to attend Tulloch Primary School, Ruthvenfield Primary School, or a new school at Bertha Park. There were two responses, both indicating that they would wish for their children to continue to attend Ruthvenfield Primary School.

- Parents/carers from Double Dykes were asked if they would prefer for their children to attend Tulloch Primary School or a new primary school at Bertha Park. There were 4 responses from parents/carers of children living in the Double Dykes area. These responses indicated that all existing primary school age children would continue to attend their current primary schools but there was a preference from parents/carers of children under the age of five for attending the new school.

There were no responses from parents/carers of children living in the Bertha Park area of the Luncarty Primary School catchment area. However, according to information known to the Council, there are no children under five living in this area currently.

4. IMPACT OF OPTIONS

4.1 Option A

This option would create a catchment area for the new school and revise the catchment area for Ruthvenfield Primary School.

The impact of the new catchment area created for Ruthvenfield Primary School would be that those pupils that live closest to the school, including those from new housebuilding, could attend the school. Some households living in the current catchment area would become part of the catchment for the new school.

85% of all parents/carers that responded to the questionnaire were in favour of Option A. 43% of those parents/carers are not resident in the Ruthvenfield Primary School catchment area ie, their children attend Ruthvenfield Primary School as placing requests.

The condition of Ruthvenfield Primary School, which is currently rated as ‘C’, would be improved. This will be over a period, with maintenance works taking place in the next five years and the replacement of life expired buildings following this.

This option would retain a school within the community living in the current Ruthvenfield Primary School catchment area. There are no other ‘public’ buildings in the area currently and it is likely that the community accesses many services in Perth. This may change in the future as plans for the Almond Valley development should provide facilities in the vicinity of the current Ruthvenfield Primary School catchment area and the community will be able to access these facilities.

The majority of pupils from housebuilding at Bertha Park, Almond Valley and part of Perth West would attend the new primary school.

The new school would provide children with purpose-built accommodation to deliver the curriculum. The building will also provide a focal point for families of primary school children. The wider community, including those families, will be able to utilise facilities within the new primary school outwith school hours.

Once the new catchment areas are created, a detailed exercise would be undertaken to establish which pupils would require to be transported to school, however, it is anticipated that many pupils, who currently must be transported to school, will be able to walk to school.

4.2 **Option B**

This option would create a catchment area for the new school which will include the existing Ruthvenfield Primary School catchment area.

All pupils attending Ruthvenfield Primary School would move to the new school when it opens.

The catchment area of Pitcairn Primary School will be adjusted to ensure that it can continue to accommodate catchment pupils without breaching capacity. Luncarty Primary School catchment area and Tulloch Primary School catchment areas will also be adjusted with pupils from a small number of addresses attending the new school.

All pupils would be educated in purpose-built accommodation that will bring together the majority of pupils from new housebuilding at Bertha Park, Almond Valley, part of Perth West and site H319, as well as the Ruthvenfield Primary School catchment area. The new school would offer families additional facilities such as purpose-built nursery accommodation.
The new school would provide the opportunity for the majority of pupils living in areas of new housebuilding to walk to school rather than be transported to a number of different schools, which is current practice.

New communities would have the opportunity to integrate with existing communities. Parents/carers, pupils and the wider community would benefit from the use of the new school building which would offer accommodation for activities and events for groups and clubs which may not have been able to operate previously due to a lack of numbers, interest and/or suitable space within existing facilities.

4.3 **Alternative Proposals**

There were two alternative proposals put forward by respondents to the consultation, which are ruled out in the options appraisal:

- Ruthvenfield Primary School catchment area should be changed to include part of Letham Primary School and a larger part of Tulloch Primary School; and

- The size of Ruthvenfield Primary School should be larger than the proposals in Option A.

5. FINANCIAL IMPACT OF OPTIONS

5.1 Capital Costs

The budget for the new school is £14.35m.

Although the school is being funded initially through the Council's Capital Programme, agreements are in place with housebuilders to recoup the cost of the school through developer contributions.

A capital cost of approximately £275,000, will be required to improve the condition rating of the school building at Ruthvenfield Primary within the next 3 to 5 years. These capital costs will be applicable for both options as the new school will not be built until 2026.

If Option A were to progress, additional capital funding will be required beyond 5 years to ensure Ruthvenfield Primary School operates effectively and the condition rating is maintained. Climate improvements will also be required. Feasibility studies are required to determine the level of work required and associated costs, however, previous estimates for this work from Property Services are £2,000,000. This funding will be required to be identified in setting the future Capital Budget for the Council.

Table 2 below details the capital costs associated with both options.

	Option A	**Option B**
	Indicative Capital Cost	**Indicative Capital Cost**
Capital to build New School by 2026[2]	£14,350,000	£14,350,000
Improve condition rating of Ruthvenfield Primary School – 2022/2025	£275,000[3]	£275,000
Replace life expired buildings at Ruthvenfield Primary School post 2026 & further maintenance upgrades	£2,000,000[4]	N/A
Total Capital Cost	£16,625,000	£14,625,000

Table 2 – Capital Costs.

[2] Actual costs for the new primary school building will not be known until the completion of Stage 2 in the hub construction process. This is the budget cost.
[3] Note this figure is at current prices.
[4] This is based on a feasibility study. The feasibility and costs will have to be revised to take into account climate change requirements and any maintenance required beyond 2025.

5.2 **Revenue Costs**

For Option A, the annual operating cost for the new school (detailed in Table 3) is based on the new school operating with 7 classes in 2026/27. The annual operating cost for Ruthvenfield Primary School is based on the school operating with 4 classes in 2026/27. For Option B, the annual operating cost for the new school (detailed in table 3) is based on the school operating with 9 classes.

Table 3 below details the revenue costs associated with both options. These figures are based on pupil numbers in 2026/27. Costs for the new school will increase as pupil numbers increase.

	Option A	**Option B**
	Indicative Revenue Cost 2026/27	**Indicative Revenue Cost 2026/27**
Annual Operating Costs – New School from 2026/27	£1,150,000	£1,285,000
Annual Operating Costs – Ruthvenfield	£400,000	£0
Total	£1,550,000	£1,285,000

Table 3 – Revenue Costs 2026/27.

6. SUMMARY

Table 4 below provides a summary of the analysis of the options as detailed in the options appraisal (Appendix A).

Option A	**Option B**
Pupil/Travel Impact The creation of new catchment areas and the provision of a new school will provide certainty for parents/carers and pupils that they can attend a school which is near the community in which they live and considers current and future transport arrangements. The change to the catchment area will allow pupils who live closest to Ruthvenfield Primary School to attend a school close by to where they live. This option is the preferred option of 85% of parents/carers who responded to the consultation. Pupils at Ruthvenfield Primary School will benefit from improvements to the school over a period of time. Pupils at	**Pupil Impact/Travel Impact** This option creates a catchment for the new primary school for children from new housebuilding, children from areas near the new school and from Ruthvenfield Primary School catchment area. As in Option A, it will provide certainty for parents/carers and children that they can attend their catchment school. Some children are more likely to be able to walk to school. Pupils at the new school, including those from the previous Ruthvenfield Primary School catchment area, will benefit from a modern learning environment. Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and

the new school will benefit from a modern learning environment. Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and motivated pupils and has a positive impact on the general health and wellbeing of learners.	motivated pupils and has a positive impact on the general health and wellbeing of learners. This option is not supported by the majority of parents/carers from Ruthvenfield Primary School that responded to consultation.
Community Impact There was a limited response, from the wider community in the Ruthvenfield Primary School catchment area, to the consultation, however, those who responded were in favour of Ruthvenfield Primary School continuing to operate in its current location. It has not been possible to evidence that there is significant interaction between the school and the wider community, however, the school is the only 'public' building in the catchment area. This may change in the future, as part of the Almond Valley development, with potential retail/commercial units being considered.	**Community Impact** A single new school will create an opportunity for new communities and existing communities to come together through shared experiences and a shared facility. This option is not supported by the wider community from Ruthvenfield Primary School catchment area who responded to the consultation.
Financial Impact This option will cost approximately £265,000 more in annual revenue costs than Option B. The capital cost based on current information is approximately £2,000,000 greater than Option B.	**Financial Impact** This option would save the Council approximately £265,000 per annum in comparison with Option A. The capital cost, based on current information, is approximately £2,000,000 less in total than Option A.

Table 4 – Summary of Options.

7. THE MASTERPLAN

7.1 There is a 30-year masterplan for housebuilding at Almond Valley, Bertha Park and Perth West. It is necessary, at this time, to build a new primary school so that there is certainty for parents/carers and pupils from new house building and houses nearby, that they can attend a school which is near the community in which they live.

7.2 It is also necessary that a catchment is created in the next year for the new primary school so that the design and build project can be completed by August 2026 to accommodate pupils from the housebuilding. This also

necessitates a review of neighbouring catchment areas, to create the most appropriate catchments for both the new primary school and existing schools in the vicinity.

7.3 As detailed in paragraph 2.2, it is anticipated that further schools may be required to accommodate pupils in the medium to long term. The timing will be determined by the buoyancy of the housing market and the pupils generated by this housing. A further catchment review will be required to create a catchment for any new school at the appropriate time.

7.4 There is also an expectation that as the new housebuilding proceeds, the travel infrastructure including the core path network will be developed as per the masterplan. Facilities for health, retail, leisure, and employment are planned in the Bertha Park area and commercial facilities are planned at Almond Valley. This, along with housebuilding, will change the makeup and dynamic of communities in these areas.

7.5 Taking all of the above into consideration, it is proposed that a statutory consultation progresses based on Option A at this time. This would allow housebuilding to progress and for a better understanding of future requirements in relation to any future schools. It would also allow officers to consider wider changes within these communities in developing the school estate.

8. EDUCATIONAL BENEFITS

8.1 An Educational Benefits Statement (EBS) for Option A, which is the recommended option, is set out in Appendix A. The EBS details benefits for learning and teaching through the proposals and also benefits in the environment for learning. It notes that the new primary school will provide an opportunity for the curriculum to be designed for and with learners, parents and the community which is relevant and takes into account the context of the community. It also refers to, the improved condition of Ruthvenfield Primary School building, supporting school staff to continue to deliver learning using a range of approaches including play-based learning, interdisciplinary learning, and outdoor learning.

9. CONCLUSION AND RECOMMENDATIONS

9.1 In conclusion, it is proposed at this time to recommend **Option A** – A new school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from its existing building with new catchment area created and the condition improved.

9.2 This recommendation has been made on the basis that while a catchment area is needed for the new school in the immediate future, it would be prudent to have a better understanding of the delivery of the housing masterplan and the dynamics of the communities, as local services and travel/transport options develop, before making further changes to the school estate.

9.3 The impact of the recommendation to progress with **Option A** is as follows:

- The Ruthvenfield Primary School catchment area will change to accommodate children who live close to the school but are not currently in the catchment area;
- Pupils from housebuilding at Bertha Park, Almond Valley, part of Perth West, Double Dykes and part of Luncarty Primary School catchment will be accommodated at the new school when it opens;
- The capital budget of £14.35m for the new school will be required;
- Capital funding of approximately £275,000, as a minimum, will be required to improve the condition rating of Ruthvenfield Primary School, with additional funding of £2,000,000, as a minimum, to be confirmed through updated feasibility studies, required in the long-term;
- Revenue funding of approximately £1,150,000 per annum will be required to operate the new primary school; and
- Existing revenue funding of approximately £400,000 per annum will be required for the operation of Ruthvenfield Primary School.

9.4. It is recommended that the Committee:

(i) Notes the outcome of the informal pre-consultation in respect of the catchment for the new Primary School at Bertha Park and future of Ruthvenfield Primary School;

(ii) Notes the expenditure pressure of an additional £1,150,000 per annum in revenue costs from 2026/27, which will come forward as part of the Councils Revenue Budget setting process based on the recommendation of the options appraisal;

(iii) Approves the recommendation of the options appraisal to proceed at this time with **Option A**, detailed in the options appraisal (Appendix A); a new primary school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from its existing building with a new catchment area created and the condition of the building improved; and

(iv) Agrees that the Executive Director (Education and Children's Services) commences statutory consultation in respect of the establishment of the new school and new catchment areas as detailed in Option A in the options appraisal (Appendix A) and associated changes as required by the Schools Consultation (Scotland) Act 2010.

Authors

Name	Designation	Contact Details
Carol Taylor	Service Manager (Resource Management)	ECScommittee@pkc.gov.uk 01738 475000
Gareth Findlay	Project Officer (School Estate Transformation)	

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	12 August 2021

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All Council Services can offer a telephone translation facility.

ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	**Yes/None**
Community Plan/Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	
Financial	**Yes**
Workforce	**Yes**
Asset Management (land, property, IST)	**Yes**
Assessments	
Equality Impact Assessment	**Yes**
Strategic Environmental Assessment	**No**
Sustainability (community, economic, environmental)	**No**
Legal and Governance	**Yes**
Risk	**No**
Consultation	
Internal	**Yes**
External	**Yes**
Communication	
Communications Plan	**Yes**

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

This report relates to all of these objectives.

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 all of these objectives.

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 There are no financial implications other than those noted in the main body of the report.

Workforce

2.2 There are no workforce implications other than those noted in the main body of the report.

Asset Management (land, property, IT)

2.3 There are no asset management implications other than those noted in the main body of the report.

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.

This section reflects that the proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i) Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

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

3.2.1 However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt, or agree to an action or to set the framework for future decisions.

Sustainability

3.3 N/A

Legal and Governance

3.4 The recommendations set out in this report are relevant proposals under the Schools Consultation (Scotland) Act 2010 and statutory consultation is therefore required prior to a decision being made on the proposal contained in Option A.

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 The Head of Finance, the Head of Legal and Governance and the Head of Property Services has been consulted in the preparation of this report.

External

4.2 The options appraisal details the consultation which has been carried out in the development of this report.

5. Communication

5.1 A communication plan was prepared which supported effective communication and engagement with stakeholders. A range of methods were used to consult with internal and external stakeholders as identified in the scope, such as phone calls, virtual meetings, emails and email briefings.

2. BACKGROUND PAPERS

2.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix A – Catchment for New Primary School at Bertha Park & Future of Ruthvenfield Primary School Options Appraisal

Appendix A

CATCHMENT FOR NEW PRIMARY SCHOOL AT BERTHA PARK AND FUTURE OF RUTHVENFIELD PRIMARY SCHOOL OPTIONS APPRAISAL

1. Introduction

The Council's Corporate Plan identifies the vision of 'a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe secure and healthy environment: and a place where people and communities are nurtured and supported'.

This strategic approach embraces the vision for our area, our communities and our people as outlined in the Corporate Plan. Our key service priorities support the delivery of our commitments in the Community Planning Partnership's Single Outcome Agreement and Corporate Plan, helping Education and Children's Services to focus on the local outcomes that will achieve meaningful improvements for the area, our local communities and our citizens.

Councils, as Education Authorities, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.

Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value.

The Learning Estate is a significant and valuable asset to the communities of Perth and Kinross. The Council approved its updated 9-year capital programme in September 2020. The programme will deliver £160m of further improvements to the Learning Estate between 2021 and 2029.

As part of this investment, the Council has delivered replacement schools for Alyth Primary School, Kinross Primary School, Oakbank Primary School and Tulloch Primary School. At the same time, upgrade and extension projects were completed at several schools including Longforgan and Pitcairn Primary Schools. Upgrade projects are ongoing at Perth Academy, Perth Grammar School and Pitlochry High School, along with a replacement Perth High School.

In addition, a new secondary school, Bertha Park High School, was completed and opened to pupils in August 2019.

The School Estate Strategy (Report No. 12/370 refers) sets out the Council's aspirations for our schools, and in particular the high value we place on learning, through our vision for well designed, maintained and managed schools. The School Estate Management Plan details how we plan to deliver the strategy.

It is important, in light of the significant investment and cost associated with the Learning Estate, that it is managed in an efficient and effective manner, and that the priorities which are addressed meet the wider strategic objectives of the Council and the needs of our communities.

2. Background

On 22 June 2016, the Council allocated funding of £14.35m for a new primary school within the Composite Capital Programme (Report No. 16/277 refers). This new primary school is to be built to accommodate pupil numbers from housebuilding within the strategic sites at the north and north west of Perth as it was previously anticipated that the catchment schools for these strategic sites would not be able to accommodate the projected pupil numbers.

A chronology of decisions leading to this report, including reports and options appraisals presented to Lifelong Learning Committee in relation to Ruthvenfield Primary School, The School Estate Transformation Programme and the new school at Bertha Park are as follows:

- August 2016 - 'Securing the Future of the School Estate' (Report No. 16/347 refers);
- November 2016 - "Securing the Future of the School Estate – Next Steps" (Report 16/485 refers);
- March 2019 – "School Estate Transformation Programme" (Report No.19/94 refers).
- September 2019 - "School Estate Transformation Programme Strategic Sites North West/North Perth" (Report No. 19/240 refers)

On 22 January 2020, Lifelong Learning Committee approved the following (Report No. 20/18 refers):

- The proposal to build a new primary school to provide capacity for pupils from the strategic sites being progressed to the north/north west of Perth;
- Bertha Park as the preferred location for a new primary school;
- Agrees that options appraisals, which includes informal consultation, are undertaken in relation to both the catchment for a new school and the future of Ruthvenfield Primary School; and
- Agrees that the establishment of a new primary school at Bertha Park, should not necessarily be predicated on the closure of any neighbouring rural schools and options that keep these schools open are considered as part of the options appraisals.

3. Legislation

The Schools (Consultation) (Scotland) Act 2010 provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals of major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so.

They are also expected to be consistent across Scotland. Education authorities must have special regard to a number of factors before formulating a proposal to close a rural school and in consulting on and reaching a decision as to whether to implement a rural school closure proposal. These factors are:

- Effect on the Community;
- Effect on Travel Arrangements; and
- Educational Benefits.

The duties are outlined in the Schools (Consultation) (Scotland) Act 2010 and the Accompanying Statutory Guidance.

In order to ensure a robust approach to each Options Appraisal carried out under the School Estate Review for any relevant proposal affecting a rural school, the factors that require to be considered as part of a rural school closure will be adopted in all cases as these are considered to be relevant to most proposals affecting a rural school, not just a closure.

The Education (Scotland) Act 2016 amends the Standards in Scotland's Schools Act 2000 by adding in new duties to address inequality of outcome. These duties apply in different ways to both Scottish Ministers and Education Authorities.

Where the Education Authority is making or implementing strategic decisions about school education, it is required to have due regard to the need to carry out its functions in a way which is designed to reduce inequalities of outcome. This is particularly directed in the Act towards pupils who experience those inequalities through socio-economic disadvantage, but there is also a power to extend the range of pupils who are covered by this duty.

In addition, the Community Empowerment (Scotland) Act 2015 sets out a new right for community organisations to request the transfer of local assets into local community ownership/management. Public bodies, including Councils, must consider such requests and respond within a reasonable timescale to them.

4. Options Appraisal

This options appraisal considers the rural factors detailed in Section 3 above and the outcome of the informal pre-Consultation in relation to both the catchment area for the new school and the future of Ruthvenfield Primary School.

5. Housebuilding

There is a 30-year masterplan for housebuilding at Almond Valley, Bertha Park and Perth West. It is anticipated that approximately 2300 houses will be built by 2032 based on the current Housing Land Audit (HLA). This is estimated to generate approximately 620 primary school pupils who will need to be accommodated in schools near to where they live. In addition, there is approximately 150 houses proposed at a site named H319, which is adjacent to Ruthvenfield Primary School. The sites are shown on a map in Appendix 1. These sites are at different stages of development.

Bertha Park and the former Auction Mart site in Perth West are the most advanced with development underway. Table 1 below details the current number of properties built and occupied at each site.[1]

	Auld Mart	Bertha Park
Houses (Occupied)	98	244

Table 1 – Properties built and occupied.

Almond Valley is an allocated site with development for up to 1280 houses secured with 'in principle' planning permission which means that the development will not begin until certain matters have been approved. There are currently two detailed applications seeking approval – one for ~~a~~ primary road access and the other for the first 340 houses and a local centre. It is hoped they will be presented to Development Management Committee in the coming months, and if supported, decision issued by Autumn 2021, with development anticipated to commence in 2022.

Based on the current Housing Land Audit (HLA)[2], Table 2 below details the number of houses that are proposed to be built in the next 6 years across these sites:

	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Auld Mart	40	40	40	40	40	20
Bertha Park	75	100	100	100	100	100
Almond Valley	5	25	50	60	60	60
H319	0	0	5	15	25	25
Total	120	165	195	215	225	205

Table 2 – Planned housebuilding.

Existing catchment schools will not be able to accommodate projected pupil numbers from housebuilding without changes being made to their catchment areas.

6. Primary Schools

Information relating to Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School are detailed in Appendix 2.

The Scottish Government's Rural School List 2017 classifies all of these schools, other than Tulloch Primary School, as "accessible rural" schools under Section 14 of the Schools (Consultation) (Scotland) Act 2010. The classification is based on two main criteria, settlement size and accessibility based on drive time.

[1] As at August 2021.
[2] Published December 2020.

The classification criteria are “areas with a population of less than 3,000 people and within a 30-minute drive time of a settlement of 10,000 or more” (Source: Scottish Government Rural School List 2017). These factors are taken into account within the options appraisal.

The classification for all rural primary schools is being reviewed by the Scottish Government.

7. Catchment Areas

Due to proposed housebuilding, Ruthvenfield Primary School and Pitcairn Primary School will not be able to accommodate all catchment pupils in future years within their existing capacities without changes being made to their catchment areas.

The Council are building a new primary school which will comprise 14[3] teaching classrooms and a nursery on a site next to Bertha Park High School to accommodate pupils from the house building. A school of this size is needed to accommodate pupil numbers generated from all the new housebuilding in the area as detailed in section 5. All schools have catchment areas and therefore a catchment area must be created for the new school.

In reviewing catchment areas, it is important that the catchment areas are formed that consider the long-term housebuilding plan for the area. The basis for development/review of a primary school catchment area is that pupils should be able attend a primary school that is close to where they live and if possible, within a safe walking distance. It is also important that consideration is given to the number of houses in an area and future housebuilding so that schools have sufficient capacity to accommodate all children living in the catchment area.

It should be noted that sites have been identified in Almond Valley and Perth West as locations for future primary schools. Whether these schools are required and developed in future years will be determined by the build out of housing and the number of pupils generated from this housing. Any new school will require its own catchment area and therefore a catchment review and Statutory Consultation will be required prior to any new school being built.

The planned housebuilding is split between school catchment areas as detailed in Table 3 below:

School Catchment Area	**Housebuilding Site**
Ruthvenfield Primary School	Bertha Park, Almond Valley, part of Perth West and H319
Pitcairn Primary School	Bertha Park and Almond Valley
Luncarty Primary School	Bertha Park

Table 3 – Housebuilding and Primary School Catchment Areas.

The new school is planned to open in August 2026 and a new catchment area will need to be formed.

[3] A 14-classroom school would have a capacity of 434 pupils.

The future of Ruthvenfield Primary School has been included in the options appraisal for development of a catchment area for a new primary school at Bertha Park for the following reasons:

- The current catchment area for Ruthvenfield Primary School sits within the major housebuilding development of Almond Valley;
- A part of the Perth West development (the Auld Mart) currently forms part of Ruthvenfield Primary School catchment area;
- A new housing development site named H319 in the Local Development Plan also forms part of Ruthvenfield Primary School catchment area and is in close proximity to Ruthvenfield Primary School;
- Ruthvenfield Primary School does not have capacity to accommodate pupils from Almond Valley, Perth West and H319; and
- Ruthvenfield Primary School is currently rated condition 'C' and therefore improvement works are required.

One of the principles, agreed by Lifelong Learning Committee, underpinning any recommendation of this options appraisal, is that the establishment of a new primary school at Bertha Park should not necessarily be predicated on the closure of any neighbouring rural schools and options that keep these schools open are considered as part of the options appraisal. The options that were considered and consulted on are as follows:

Option A
A new primary school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from its existing building with new catchment area created and the condition improved.

Option B
A new primary school will be built on a site adjacent to Bertha Park High School. This school will replace Ruthvenfield Primary School and pupils attending Ruthvenfield Primary School will be educated in the new building when it opens. The capacity of the new school will be larger as it will also accommodate pupils from a wider catchment area including a large part of the major housebuilding sites in the area. The current Ruthvenfield Primary School building would close.

It is likely that the new catchment areas would not come into effect until August 2023 at the earliest as a statutory consultation exercise will need to be undertaken on any proposal to establish or change a catchment area. The new school at Bertha Park is unlikely to be operational until August 2026.

If the catchment areas changed before the new school is operational then transition arrangements will be required, regardless of which option was to progress. These arrangements would form part of the statutory consultation which would require to be undertaken on any proposal to change a catchment area.

Any children already attending primary school would not automatically be required to move school if the catchment area for their address changed unless parents wish for their child to move school. Table 10 in Appendix 4 summarises the proposed catchment areas.

7.1 Option A

This option would see a new catchment area formed for the new primary school at Bertha Park. The map contained within Appendix 5 details the proposed catchment areas for the new primary school at Bertha Park, Ruthvenfield Primary School, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School if this option were to progress.

The proposed catchment areas would provide accommodation at the new primary school for the majority of pupils coming from housebuilding at Bertha Park, Almond Valley and part of Perth West. The development of the Almond Valley site includes the areas surrounding Huntingtowerfield and the Auld Mart and therefore it is proposed that children from these areas would also attend the new primary school.

Pupils living in the existing Luncarty Primary School catchment area within Bertha Park would attend the new primary school and then Bertha Park High School for secondary education. Households in this area will live closer to the new primary school than Luncarty Primary School, so including them in the new school catchment is likely to reduce travel distance and time for pupils. The development of safe walking routes may also allow pupils in this area to safely walk to the new primary school.

The catchment area for Ruthvenfield Primary School would be adjusted to reflect longer term housebuilding plans as well as taking into account houses in close proximity to the school which do not currently form part of the catchment area.

Ruthvenfield Primary School would retain the same capacity and number of classes. Pupils generated from housebuilding at site H319 would attend the school due to its close proximity to the school.

Pupils living in the existing Tulloch Primary School catchment area at Ruthvenfield Road, The Orchard and Ruthvenfield View would move into the Ruthvenfield Primary School catchment area as households in this area are situated directly opposite the school.

Children living within the Double Dykes area would attend the new primary school at Bertha Park and Bertha Park High School for secondary education. Pupils living in this area live closer to the new school site than they do to their current catchment school.

All pupils attending Ruthvenfield Primary School and/or the new primary school will attend Bertha Park High School for secondary education which is a change for some pupils.

7.2 Option B

This option would see a new catchment area formed for the new primary school at Bertha Park. The map contained within Appendix 5 details the proposed catchment areas for the new primary school at Bertha Park, Pitcairn Primary School, Luncarty Primary School and Tulloch Primary School if this option were to progress.

The current Ruthvenfield Primary School building would close, and its catchment area would form part of the new primary school catchment.

The proposed catchment areas would provide accommodation at the new primary school for all pupils from housebuilding at Bertha Park, Almond Valley, part of Perth West, site H319 and Double Dykes. Pupils from these areas would attend Bertha Park High School for secondary education.

Pupils living in the existing Tulloch Primary School catchment area at Ruthvenfield Road, The Orchard and Ruthvenfield View would attend the new primary school.

Any children already attending primary school will not have to move schools unless parents/carers wish for their children to move schools. Pupils at Ruthvenfield Primary School will have to move to the new school as the current school building would close when the new school opens.

The catchment areas for Pitcairn Primary School and Luncarty Primary School will be adjusted to ensure those schools can accommodate catchment pupils.

8. Pre-Consultation

The Council has undertaken an informal pre-consultation exercise to establish the views of the following groups on the options:

- Parents/carers of all children living within the Ruthvenfield Primary School catchment area;
- Parents/carers of those pupils attending Ruthvenfield Primary School as placing requests;
- The wider community living in the Ruthvenfield Primary School catchment area; and
- Parents/carers of all children living in the Tulloch Primary School and Luncarty Primary School catchment areas who would be impacted by the new catchments proposed in the options.

As part of the pre-consultation exercise, Methven and District Community Council (M&DCC) were also consulted. The pre-consultation information can be found in the following link https://www.pkc.gov.uk/berthaparkstrategicsites.

8.1 Contacting Parents/Carers and the Wider Community

As a result of the ongoing issues related to the COVID-19 pandemic, the informal pre-consultation exercise was carried out online. Parents/Carers and the wider community had the opportunity to speak to Council Officers if required.

To ensure parents/carers and the wider community were fully informed of how they may be affected by the proposals, specific information was provided on the reasons for the pre-consultation, impact of proposals and timescales involved for each of the school communities affected.

This information was available on the Council website throughout the pre-consultation period (https://www.pkc.gov.uk/berthaparkstrategicsites).

Families living in the Double Dykes area were consulted through Housing Services and The Minority Ethnic Carers of People Project (MECOPP).

Ruthvenfield Primary School staff were also consulted on the proposals and asked for their feedback on both options.

8.2 Letters

As the Council only holds contact information for parents/carers of children currently attending our schools, letters were issued to every household in the areas detailed in Table 4. This was to ensure that anyone who lived in these areas was aware that the Council was undertaking a pre-consultation exercise and had the opportunity to respond.

The number of letters issued within the catchment areas are detailed in Table 4 below:

Catchment Area	Letters Issued
Ruthvenfield Primary School	337
Luncarty Primary School	9
Tulloch Primary School[4]	50
Placing requests to Ruthvenfield Primary School	27
Total	**423**

Table 4 – Letters issued.

It should be noted that letters were only issued to those living in the postcode areas that would be affected by the catchment change within the existing Luncarty Primary School and Tulloch Primary School catchment areas.

8.3 Pitcairn Primary School

A letter was issued to parents/carers of children currently attending the school living in the Bertha Park area of the catchment only. The letter advised that their views on any proposed catchment change would be sought as part of any statutory consultation process. The letter also confirmed that the catchment school would be the new primary school at Bertha Park.

[4] Ruthvenfield Road, The Orchard, Ruthvenfield View and Double Dykes Areas Only.

8.4 Questionnaire

All parents/carers and the wider community involved in the pre-consultation were asked to complete a questionnaire.

Individuals were asked different questions depending on the catchment area in which they resided.

Depending on where individuals lived, information was presented relevant to that area and the impact proposals would have. A sample of the specific questions individual groups were asked is as follows:

- Parents/carers of all children living within the Ruthvenfield Primary School catchment area were asked which option they preferred and, if they lived in the community their views on the impact on the community for each option;
- Parents/carers of those pupils attending Ruthvenfield Primary School as placing requests, and the wider community in Ruthvenfield Primary School catchment area, were asked their views on the impact on community for each option;
- Parents/carers of all children living in the Luncarty Primary School catchment areas who would be impacted by the new catchments proposed in the options were asked if they wished to remain in Luncarty Primary School catchment area or attend the new primary school at Bertha Park;
- Parents/carers of children living in the Tulloch Primary School catchment areas who would be impacted by the new catchments proposed in the options were asked if they wished to remain within the Tulloch Primary School catchment area or attend the new primary school at Bertha Park, or attend Ruthvenfield Primary School in its current location; and
- Parents/carers of all children living in Double Dykes in the Tulloch Primary School catchment areas were asked if they wished to remain within the Tulloch Primary School catchment area or attend the new primary school at Bertha Park.

8.5 Pre-Consultation – Summary of Responses

There were 423 letters issued as part of the pre-consultation exercise. There were 34 responses from the Ruthvenfield Primary School catchment area and 6 from the Tulloch Primary School catchment area. This is a response rate of 9%.
45% of Ruthvenfield Primary School parents/carers responded.

The majority of responses received from respondents associated with Ruthvenfield Primary School catchment area, during the pre-consultation exercise, favoured Option A. See Table 5 below.

Respondents (Ruthvenfield Primary School (RPS) Catchment Area)	Total responses	Children	In favour of Option A	In favour of Option B
Parents/Carers of pupils living in the RPS catchment area	9	14	8	1
Parents/Carers of pupils attending RPS on placing requests	12	13	11	1
Parents/carers of under-fives living in the RPS catchment area	7	9	5	2
Wider Community	6	N/A	5	1
Total	**34**	**36**	**29**	**5**

Table 5 – Summary of Ruthvenfield Primary School catchment area responses.

There were 6 responses from parents/carers of children living in two distinct parts of the Tulloch Primary School catchment area.

- One group of parents/carers, living near Ruthvenfield Primary School, were asked whether they would prefer for their children to attend Tulloch Primary School, Ruthvenfield Primary School, or a new school at Bertha Park. There were two responses, both indicating that they would wish for their children to continue to attend Ruthvenfield Primary School.

- Parents/carers from Double Dykes were asked if they would prefer for their children to attend Tulloch Primary School or a new primary school at Bertha Park. There were 4 responses from parents/carers of children living in the Double Dykes area. These responses indicated that all existing primary school age children would continue to attend their current primary schools but there was a preference from parents/carers of children under the age of five for attending the new school.

There were no responses from parents/carers of children living in the Bertha Park area of the Luncarty Primary School catchment area. However, according to information known to the Council, there are no children under five living in this area currently.

The outcome of the informal pre-consultation exercise is detailed further in Appendix 6.

9. Analysis of Options

As part of the options appraisal, the “rural school factors” specified in the School Consultation (Scotland) Act 2010 have been given special regard.

These are:

- Effect on Community;
- Effect on Travel Arrangements; and
- Educational Benefit.

10. Option A

A new primary school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from its existing building with new catchment area created and the condition improved.

This option is about creating a catchment area for both the new school and Ruthvenfield Primary School. The condition of Ruthvenfield Primary School also needs to be improved in this option.

This option will create a catchment area for Ruthvenfield Primary School which will include pupils living in the existing Tulloch Primary School catchment area at Ruthvenfield Road, The Orchard and Ruthvenfield View. This is due to the proximity of these addresses to Ruthvenfield Primary School. The catchment area will also include pupils generated from housebuilding at site H319 which is situated in close proximity to Ruthvenfield Primary School.

The proposed catchment area for the new primary school will provide accommodation for the majority of pupils from housebuilding at Bertha Park, Almond Valley[5] and part of Perth West.

The development of the Almond Valley and Perth West site includes the areas surrounding Huntingtowerfield and the Auld Mart and therefore it is proposed that children from all of these areas would attend the new primary school.

Pupils living in the existing Luncarty Primary School catchment area within Bertha Park and pupils in the Double Dykes area would attend the new primary school.

Households in these areas live closer to the new primary school than they currently do to Luncarty Primary School and Tulloch Primary School.

10.1 Parent/Carer Feedback

The majority of responses received from respondents associated with Ruthvenfield Primary School catchment area, during the pre-consultation exercise, favoured Option A. See Table 6 below.

[5] It is proposed that a small area of Almond Valley will remain in Pitcairn Primary School catchment area.

Respondents (Ruthvenfield Primary School (RPS) Catchment Area)	Total responses	In favour of Option A
Parents/Carers of pupils living in the RPS catchment area	9	8
Parents/Carers of pupils attending RPS on placing requests	12	11
Parents/carers of under-fives living in the RPS catchment area	7	5
Wider community	6	5
Total	**34**	**29**

Table 6 – Responses received associated with Ruthvenfield Primary School.

There were 6 responses from parents/carers of children living in the Tulloch Primary School catchment areas that may be affected. Two responses were received from parents/carers of children living in Ruthvenfield Road, The Orchard and Ruthvenfield View area. Both responses indicated a preference for this option.

There were 4 responses from parents/carers of children living in the Double Dykes area. These responses indicated that all existing primary school age children would continue to attend their current primary schools but all children under the age of five would attend the new school.

No parents/carers of children living in the Bertha Park area of the Luncarty Primary School catchment area responded, however, according to information known to the Council, there are no children under five living in this area.

All comments received during the pre-consultation exercise are including in Appendix 7. Some of these comments include the following:

- *"Smaller class sizes – better education, greater teaching and pupil support"*
- *"Keep Ruthvenfield catchment as it is for the local children"*
- *"Make the updates to the school building"*

10.2 Community Feedback

Methven and District Community Council gathered feedback from parents/carers and the wider community as part of the pre-consultation exercise.

Feedback was provided directly to M&DCC rather than through the online questionnaire therefore the Council are unaware of the exact number of responses they received; however, it is likely to be more community members than responded to the questionnaire.

The feedback M&DCC gathered included the following:

- *"the consensus of opinion is no doubt that Ruthvenfield Primary School should remain open"*
- *"Ruthvenfield School is at the Heart of the Community"*

All comments received during the pre-consultation exercise are included in Appendix 7. Some of these comments include the following:

- *"School is in heart of the community. This would be lost at Bertha Park. Ruthvenfield Primary should be upgraded and kept as the village school it is"*

- *"I believe the school serves the needs of the community and primarily the children more beneficially than if it were to be replaced by a larger school with a larger catchment and higher intake of children. The school is effectively at the heart of the community and it would be a travesty to see PKC rip that away"*

10.3 Pupil Impact/Pupil Roll

This option will create a catchment area for Ruthvenfield Primary School which will include pupils living in the existing Tulloch Primary School catchment area at Ruthvenfield Road, The Orchard and Ruthvenfield View.

Pupils from the existing houses at Huntingtowerfield and Auld Mart site will attend the new school following the catchment review rather than Ruthvenfield Primary School. This change considers the longer-term housebuilding plans.

The projected school roll for the revised catchment area alongside proposed future housebuilding, allows the existing Ruthvenfield Primary School capacity of 91 to be retained.

As detailed in Appendix 3, this option would see the condition rating of the school improved with works carried out in future years.

The new school will deliver education in purpose-built accommodation which has the ability to deliver the curriculum using latest technology. Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and motivated pupils and has a positive impact on the general health and wellbeing of learners.

10.4 Community Impact

There were 6 responses from the wider community to the online questionnaire from households in the Ruthvenfield Primary School catchment area. From those responses received, 5 were in favour of Option A.

The feedback from these households is that the school plays an important part within the community.

From the information detailed in Appendix 3, it has not been possible to evidence that there is significant interaction between the school and the wider community, however the school is the only 'public' building in the catchment area. This may change in the future as part of the Almond Valley development with potential retail/commercial units being considered.

This information details that the school is not let out by the Council for community use. The school has confirmed that, due to the size of the hall, community events tend to take place at other venues including Pitcairn Church.

The last school event attended by the community was approximately three years ago to celebrate the schools 150th anniversary and this was held in the Huntingtower Hotel.

Fair City Football Club uses the football pitch situated on the school playing field on a regular basis. This area is also used by the local community for recreational use.

The new school could provide space which would support this new community by offering accommodation which is different to Bertha Park High School and may be more attractive for younger children and their families.

10.5 Transport Arrangements

It is likely that the majority of pupils living in the new Ruthvenfield Primary School catchment area will live within the statutory walking distance from their catchment school. This includes the children living in the Ruthvenfield Road, The Orchard and Ruthvenfield View areas as they will live directly adjacent to their new catchment school. Any primary school child living more than the statutory walking distance from their catchment school and/or on the grounds of safety where there is no safe walking route to school would be entitled to free home to school transport.

10.6 Financial Impact

Revenue Costs

The financial implications of retaining Ruthvenfield Primary School would be a continuation of the current annual revenue costs of approximately £400,000 per annum. An annual revenue cost of approximately £1.150m will be required to operate the new school at Bertha Park and will become an expenditure pressure for the Council.

The annual operating cost for the new school is based on the new school operating with 7 classes. The annual operating cost for Ruthvenfield Primary School is based on the school operating with 4 classes. These figures are based on pupil numbers in 2026/27. Costs for the new school will increase as pupil numbers increase.

The revenue implications of this option are detailed in Table 7 below and reflect recurring costs per annum:

Item	**Annual Revenue**
Operate Ruthvenfield Primary School	£400,000
Operate New Primary School	£1,150,000
Total	**£1,550,000**

Table 7 – Option A - Revenue Costs.

Capital Costs

Feasibility studies are required to be carried out to establish a programme of works and cost certainty to improve the condition rating of Ruthvenfield Primary School and works required in future years to ensure the school continues to operate effectively.

A capital cost of approximately £275,000 will be required, as a minimum, to improve the condition rating of the school building within the next 5 years. These capital costs will be applicable for both options as the new school will not be built until 2026. This cost is associated with the works required which are detailed in Appendix 3.

If this option was to progress, additional funding will be required beyond 5 years to ensure Ruthvenfield Primary School operates effectively and the condition rating is maintained. Climate change improvements will also be required. Feasibility studies will be required to determine the level of work required and associated costs at the appropriate time, however, previous estimated for this work from Property Services are Services are £2,000,000. This funding will also be required to be identified in setting the future Capital budget for the Council.

The budget for the new school is £14.35m.

The capital costs required for this option are summarised in Table 8 below:

Item	**Capital**
Capital Budget for new school	£14,350,000
Improve the condition rating of Ruthvenfield Primary School 2022/25	£275,000[6]
Replace life expired buildings at Ruthvenfield Primary School post 2026 & further maintenance upgrades	£2,000,000[7]
Total Capital Cost	**£16,625,000**

Table 8 – Option A – Capital Costs.

10.7 Assessment of Option A

This option is about creating a catchment area for the new school and revising the catchment area for Ruthvenfield Primary School. The condition of Ruthvenfield Primary School also needs to be improved as the existing building will be retained.

The creation of new catchment areas and the provision of a new school will provide certainty for parents/carers and pupils that they can attend a school which is near the community in which they live. This includes pupils at Ruthvenfield Road, The Orchard, Ruthvenfield View and housebuilding at site H319 which is adjacent to the school. The catchment area of Pitcairn Primary School will be adjusted to ensure that it can continue to accommodate catchment pupils without breaching capacity.

85% of all parents/carers that responded to the questionnaire were in favour of Option A. 43% of those parents/carers are not resident in the Ruthvenfield Primary School catchment area, ie their children attend Ruthvenfield Primary School as placing requests.

The condition of Ruthvenfield Primary School, which is currently rated as ‘C’ will be improved. This will be over a period of time, with maintenance works taking place in the next five years and replacement of life expired buildings following this.

[6] It should be noted that this is the minimum cost. A feasibility study is required to establish any future works required.
[7] This is based on a feasibility study. The feasibility and costs will have to be revised to take into account climate change requirements and any maintenance required beyond 2025.

It has not been possible to evidence that there is significant interaction between the school and the wider community, however, the school is the only 'public' building in the catchment. This may change in the future as part of the Almond Valley development with potential retail/commercial units being considered.

The majority of pupils from housebuilding at Bertha Park, Almond Valley and part of Perth West will attend the new primary school.

The new school would provide children with purpose-built accommodation to deliver the curriculum. The building will also provide a focal point for families of primary school children. The wider community, including those with families, will be able to utilise facilities within the new primary school outwith school hours.

Once the new catchment areas are created, an exercise will need to be undertaken to establish those pupils that will require to be transported to school, however, it is anticipated that many pupils, who currently must be transported to school, will be able to walk to school.

The total revenue cost for this option is £1,550,000. This option will cost approximately £265,000 more in annual revenue costs than Option B.

The capital budget for the new school is £14,350,000, this together with further condition related capital works for Ruthvenfield Primary School gives a total capital cost of £16,625,000. The capital cost based on current information is £2,000,000 greater than Option B.

11. Option B

A new primary school will be built on a site adjacent to Bertha Park High School. This school will replace Ruthvenfield Primary School and pupils attending Ruthvenfield Primary School will be educated in the new building when it opens. The capacity of the new school will be larger as it will also accommodate pupils from a wider catchment area including a large part of the major housebuilding sites in the area. The current Ruthvenfield Primary School building would close.

This option will create a catchment area for the new school which will include the existing Ruthvenfield Primary School catchment area. All pupils attending Ruthvenfield Primary School would move to the new school when it opens.

The proposed catchment areas for the new school would provide accommodation for all pupils from housebuilding at Bertha Park, Almond Valley[8], part of Perth West, site H319 and Double Dykes.

Pupils living in the existing Tulloch Primary School catchment area at Ruthvenfield Road, The Orchard and Ruthvenfield View would attend the new school.

[8] Ruthvenfield Primary School catchment only.

11.1 Parent/Carer Feedback

The responses received from respondents associated with Ruthvenfield Primary School catchment area in relation to Option B during the pre-consultation exercise, is detailed below in Table 9 below. 45% of Ruthvenfield parents/carers responded to the survey. This option is not supported by the majority of parents/carers from Ruthvenfield Primary School that responded to consultation.

Respondents (Ruthvenfield Primary School (RPS) Catchment Area)	**Total responses**	**In favour of Option B**
Parents/Carers of pupils living in the RPS catchment area	9	1
Parents/Carers of pupils attending RPS on placing requests	12	1
Parents/carers of under-fives living in the RPS catchment area	7	2
Wider community	6	1
Total	**34**	**5**

Table 9 - Summary of Ruthvenfield Primary School catchment area.

Of the 34 responses received from parents/carers to the online questionnaire, 4 were in favour of Option B.

Of the 4 responses that were received in favour of Option B, 3 were for children living in the existing Ruthvenfield Primary School catchment area.

All comments received during the pre-consultation exercise are including in Appendix 7. Some of these comments include the following:

- *"May make the transition easier to secondary school"*
- *"Benefit to wraparound care and after school clubs"*

11.2 Community Feedback

One response, out of a total of six responses from the wider community living in the Ruthvenfield Primary School catchment area, was in favour of this option. All comments received during the pre-consultation exercise are including in Appendix 7.

11.3 Pupil Impact/Pupil Roll

The new school is likely to be operational in August 2026. The Ruthvenfield Primary School building would close, and all pupils would move to the new school when it opens.

The creation of the new catchment areas and the provision of a new school will provide certainty for parents/carers and children that they can attend their catchment school.

The new school will deliver education in purpose-built modern accommodation which has the ability to deliver the curriculum using latest technology.

The new school would offer families additional facilities such as nursery accommodation. The transition for nursery children to primary school will be improved as there will be familiarity with surroundings and existing friendships and relationships will be able to continue.

11.4 Community Impact

The new school could provide a focal point for parents/carers of nursery and primary age children, the majority of whom are in new housing, to integrate and socialise with each other and with existing communities including those who live in the current Ruthvenfield Primary School catchment.

The new school could provide space which would support this new community by offering accommodation which is different to Bertha Park High School and may be more appropriate for younger children and their families. The new school building would offer accommodation for activities and events for group which may not have been able to operate previously due to a lack of numbers, interest and/or suitable space within existing facilities.

11.5 Transport Arrangements

The creation of new catchment areas and provision of a new school considers current and future transport arrangements.

Pupils living in the Bertha Park and Double Dykes areas will live close to their new catchment school and will have the opportunity to walk to school rather than be transported to Pitcairn Primary School, Luncarty Primary School or Tulloch Primary School.

Pupils living in the Ruthvenfield Primary School catchment area are likely to require transport to school, at least in the short term, until safer routes to school are developed as part of the wider housebuilding development.

Once the new school is operational any primary school child living more than the statutory walking distance from their catchment school and/or on the grounds of safety would be entitled to free home to school transport.

11.6 Financial Impact

Revenue Costs

There would be an annual recurring revenue saving of approximately £400,000 if Ruthvenfield Primary School was to close. An annual revenue cost of approximately £1,285,000 will be required to operate the new school at Bertha Park, from 2026/27 at the earliest, based on operating with 9 classes.

The revenue implications of this option are summarised in Table 10 below and reflect recurring costs per annum.

Funding	Revenue
Annual Operating Costs – New School from 2026/27	£1,285,000
Annual Operating Costs – Ruthvenfield Primary School	£0
Total	**£1,285,000**

Table 10 - Option B Revenue Costs 2026/27.

Capital Costs

As with Option A, the budget for the new school is £14.35m. Although the school is being funded initially through the Council's Capital Programme, agreements are in place with housebuilders to recoup the cost of the school through developer contributions

The capital cost of £275,000 to improve the condition rating of Ruthvenfield Primary School will be required within the next 5 years to improve the condition rating of the school building at Ruthvenfield Primary School. These capital costs will be applicable for both options as the new school will not be built until 2026. There will be no requirement for funding to replace the life expired buildings at Ruthvenfield Primary School.

Table 11 below details the capital costs associated with Option B:

Item	Option B Indicative Capital Cost
Capital Budget for a new school	£14,350,000
Improve the condition rating of Ruthvenfield Primary School – 2022/2025	£275,000[9]
Replace life expired buildings at Ruthvenfield Primary School post 2026 & further maintenance upgrades	N/A
Total Capital Cost	**£14,625,000**

Table 11 – Capital Costs Option B.

11.7 Assessment of Option B

This option would create a catchment area for the new school which will include the existing Ruthvenfield Primary School catchment area. All pupils attending Ruthvenfield Primary School would move to the new school when it opens.

This option creates a catchment for the new primary school for children from new housebuilding, children from areas near the new school and from Ruthvenfield Primary School catchment area. As in Option A, it will provide certainty for parents/carers and children that they can attend their catchment school and that some children are more likely to be able to walk to school.

The catchment area of Pitcairn Primary School will be adjusted to ensure that it can continue to accommodate catchment pupils without breaching capacity. Luncarty Primary School catchment area and Tulloch Primary School catchment areas will also be adjusted with pupils from a small number of houses attending the new school

[9] Note this figure is at current prices.

Pupils attending the new school will be educated in purpose built modern accommodation. This will bring together the majority of pupils from new housebuilding at Bertha Park, Almond Valley, part of Perth West and site H319 as well as those from the Ruthvenfield Primary School catchment area.

The new school will provide the opportunity for the majority of pupils living in areas of new housebuilding to walk to school rather than be transported to a number of different schools, which is current practice. The new school would offer families additional facilities such as nursery accommodation. The transition for nursery children to primary school will be improved as there will be familiarity with surroundings and existing friendships and relationships will be able to continue.

New communities would have the opportunity to integrate with existing communities. They will benefit from the use of the new school building which will offer accommodation for activities and events for groups and clubs which may not have been able to operate previously due to a lack of numbers, interest and/or suitable space.

A single new school will create an opportunity for new communities and existing communities to come together through shared experiences and a shared facility.

The capital budget for the new school is £14,350,000, this together with further condition related capital works for Ruthvenfield Primary School gives a total capital cost of £14,625,000.

The total revenue cost for this option is £1,285,000 to operate the new school from 2026/27. This option would save the Council approximately £265,000 per annum in comparison with Option A. The capital cost based on current information and considering developer contributions is approximately £2,000,000 less than Option A.

12. Parent/Carers Alternative Suggestions

As part of the pre-consultation exercise, parents/carers were invited to comment or to suggest any alternative options that the Council may not have considered.

The following alternative suggestions were put forward:

a) A parent/carer suggested the Council consider expanding the Ruthvenfield Primary School catchment area to include parts of Hillyland/Lower Western Edge where the time taken to travel to and from Ruthvenfield Primary School by foot compared to the current catchment school of Letham Primary School is negligible.

   The areas of the school catchments involved in this option are heavily populated and if they were to form part of the Ruthvenfield Primary School catchment the existing school capacity would be breached. This suggestion is therefore not feasible.

b) Three responses received from Parent/carers living in the Tulloch Primary School catchment area indicated a concern with the reduced size of the catchment area for Ruthvenfield Primary School, as detailed in Option A, and suggested the catchment area be expanded.

Although the new Ruthvenfield Primary School catchment area, as detailed in option A, is reducing in size the number of houses in the catchment is similar to the current catchment:

- 141 houses at the Auld Mart site and a further 89 houses in the rest of the existing catchment area will move to the catchment area for the new school because of the catchment change.

- 153 new houses from site H319 and 40 houses currently within the Tulloch Primary School catchment area that will be included in the revised Ruthvenfield Primary School catchment.

Projections indicate that 4 classes will be required within Ruthvenfield Primary School to accommodate the revised catchment area therefore this suggestion will not be progressed.

13. Temporary Accommodation

Projected school rolls indicate that it is likely that temporary additional accommodation may be required to accommodate pupils from housebuilding from academic session 2023/24.

If the catchment areas changed before the new school is operational then transition arrangements will be required regardless of which option was to progress.

Additional temporary accommodation and transition arrangements, if required, would be further explored as part of any statutory consultation exercise.

14. Options – Summary

Table 12 below summarises the impact for each option detailed in Sections 10 and 11.

Option A	Option B
Pupil/Travel Impact The creation of new catchment areas and the provision of a new school will provide certainty for parents/carers and pupils that they can attend a school which is near the community in which they live and considers current and future transport arrangements.	**Pupil Impact/Travel Impact** This option creates a catchment for the new primary school for children from new housebuilding, children from areas near the new school and from Ruthvenfield Primary School catchment area. As in Option A, it will provide certainty for parents/carers and children that they can attend their catchment school. Some

The change to the catchment area will allow pupils who live closest to Ruthvenfield Primary School to attend a school close by to where they live. This option is the preferred option of 85% of parents/carers who responded to the consultation. Pupils at Ruthvenfield Primary School will benefit from improvements to the school over a period of time. Pupils at the new school will benefit from a modern learning environment. Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and motivated pupils and has a positive impact on the general health and wellbeing of learners.	children are more likely to be able to walk to school. Pupils at the new school, including those from the previous Ruthvenfield Primary School catchment area, will benefit from a modern learning environment. Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and motivated pupils and has a positive impact on the general health and wellbeing of learners. This option is not supported by the majority of parents/carers from Ruthvenfield Primary School that responded to consultation.
Community Impact There was a limited response, from the wider community in the Ruthvenfield Primary School catchment area, to the consultation, however, those who responded were in favour of Ruthvenfield Primary School continuing to operate in its current location. It has not been possible to evidence that there is significant interaction between the school and the wider community, however, the school is the only 'public' building in the catchment area. This may change in the future as part of the Almond Valley development with potential retail/commercial units being considered.	**Community Impact** A single new school will create an opportunity for new communities and existing communities to come together through shared experiences and a shared facility. This option is not supported by the wider community from Ruthvenfield Primary School catchment area who responded to the consultation.
Financial Impact This option will cost approximately £265,000 more in annual revenue costs than Option B. The capital cost based on current information is approximately £2,000,000 greater than Option B.	**Financial Impact** This option would save the Council approximately £265,000 per annum in comparison with Option A. The capital cost, based on current information, is approximately £2,000,000 less in total than Option A.

Table 12 – Summary of Options.

15. The Masterplan

There is a 30-year masterplan for housebuilding at Almond Valley, Bertha Park and Perth West. It is necessary at this time to build a new primary school, so that there is certainty for parents/carers and pupils, from new house building and houses nearby, that they can attend a school which is near the community in which they live.

It is also necessary that a catchment is determined in the next year for the new primary school so that the design and build project can be completed by August 2026 in order to accommodate pupils from the housebuilding. This necessitates a review of neighbouring catchment areas, to create the most appropriate catchments for both the new primary school and existing schools in the vicinity.

As detailed in Section 7 above, it is anticipated that further schools may be required to accommodate pupils in the medium to long term. The timing will be determined by the buoyancy of the housing market and the pupils generated by this housing. A further catchment review will be required to create a catchment for any new school at the pertinent time.

There is also an expectation that as the new housebuilding proceeds, the travel infrastructure including the core path network will be developed as per the masterplan. Facilities for health, retail, leisure and employment are also planned in the area. This will change the makeup and dynamic of communities in these areas

In considering all of the above, it is proposed that a statutory consultation progresses based on Option A at this time. This would allow housebuilding to progress and for a better understanding of future requirements in relation to the school estate. It would also allow officers to take into account wider changes within these communities as they develop.

On this basis, it is proposed that the statutory consultation progresses based on Option A at this time.

16. Recommendation

In conclusion, it is proposed to recommend **Option A** – A new primary school will be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Ruthvenfield Primary School will continue to operate from its existing building with new catchment area created and the condition improved.

This recommendation has been made on the basis that while a catchment area is needed for the new school in the immediate future it would be prudent to have a better understanding of the delivery of the housing masterplan and the dynamics of the communities, as local services and travel/transport options develop, before making further changes to the school estate.

17. Educational Benefits

The following educational benefits relate to the recommended Option A.

Learning and Teaching

- The new primary school will provide an opportunity for the curriculum to be designed for and with learners, parents and the community which is relevant and takes into account the context of the community.

- The new primary school will have an early year's provision which will support learning across early level of curriculum for excellence and provide opportunities for effective transition for those entering primary 1.

- Staff in the new primary school will have access to a range of peers to work with collaboratively and support their continuous professional learning including development of effective approaches to learning, teaching and assessment.

- Learning and teaching approaches within the new school will include the use of modern, digital approaches to enhance learning experiences.

- Pupils within the new school will have opportunities to access a wide range of extra-curricular activities and clubs within their community.

- Pupils in Ruthvenfield Primary School will continue to experience a curriculum which is designed for learners to achieve across all curricular areas and develop skills, attributes and capabilities through learning aligned to the principles of Curriculum for Excellence. They will continue to experience learning which focusses on raising attainment and achievement for all.

Environment for Learning

- The new primary school will provide accommodation for pupils generated from new housebuilding in the western area of Perth city. It will be designed and built to accommodate 21st century learning.

- The new primary school will benefit from design principles which support the varied range of teaching environments that best deliver learning. Space for learning will be designed in such a way as to allow a range of styles and approaches including play-based learning, interdisciplinary learning and outdoor learning.

- The benefits realised in other new build primary schools in Perth and Kinross will be built upon to ensure that the accommodation is designed to meet the needs of learners and provides flexibility for whole class, small group and individual learning activities as required.

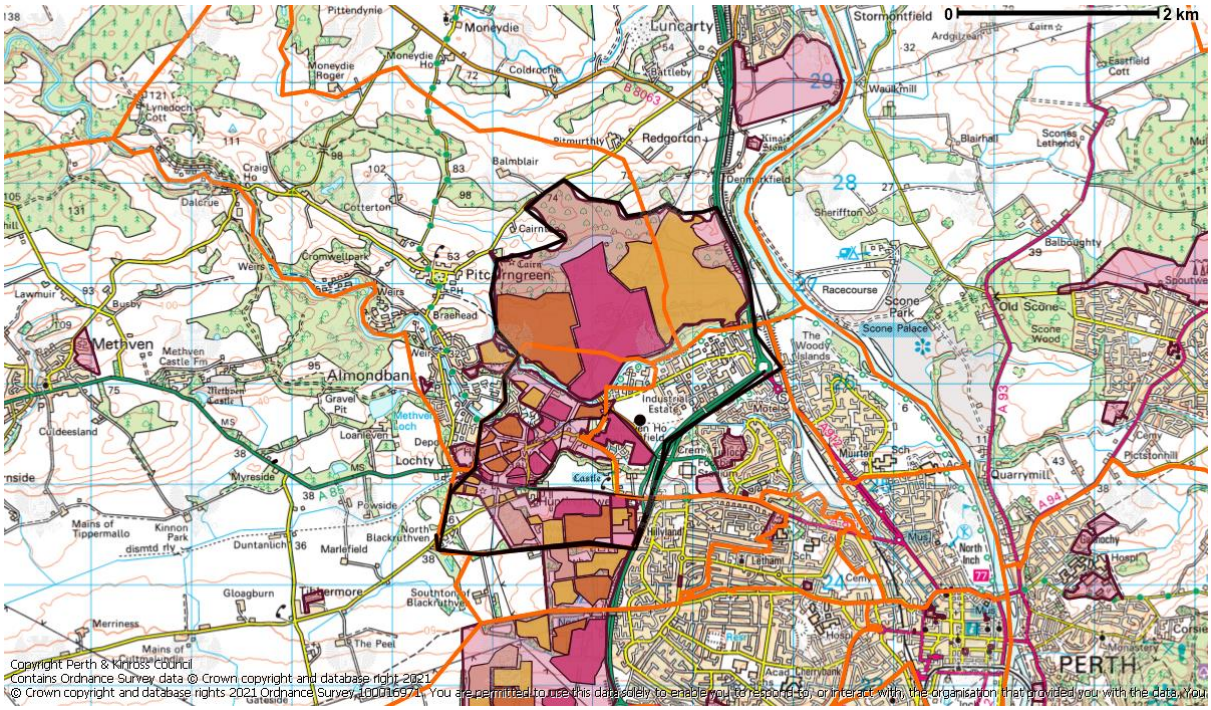
- Experience in previous new school buildings has demonstrated that a new and flexible learning environment has inspired and motivated pupils and has a positive impact on the general health and wellbeing of learners.

- Relationships in the new school will be developed with Bertha Park High School, to allow the seamless transition from primary to secondary, within a community. Existing primary school catchments are being aligned to ensure children who attend these schools' benefit from the same considerations.

- The improved condition of the existing Ruthvenfield Primary school building will support school staff to continue to deliver learning using a range of approaches including play-based learning, interdisciplinary learning and outdoor learning in a more suitable learning environment.

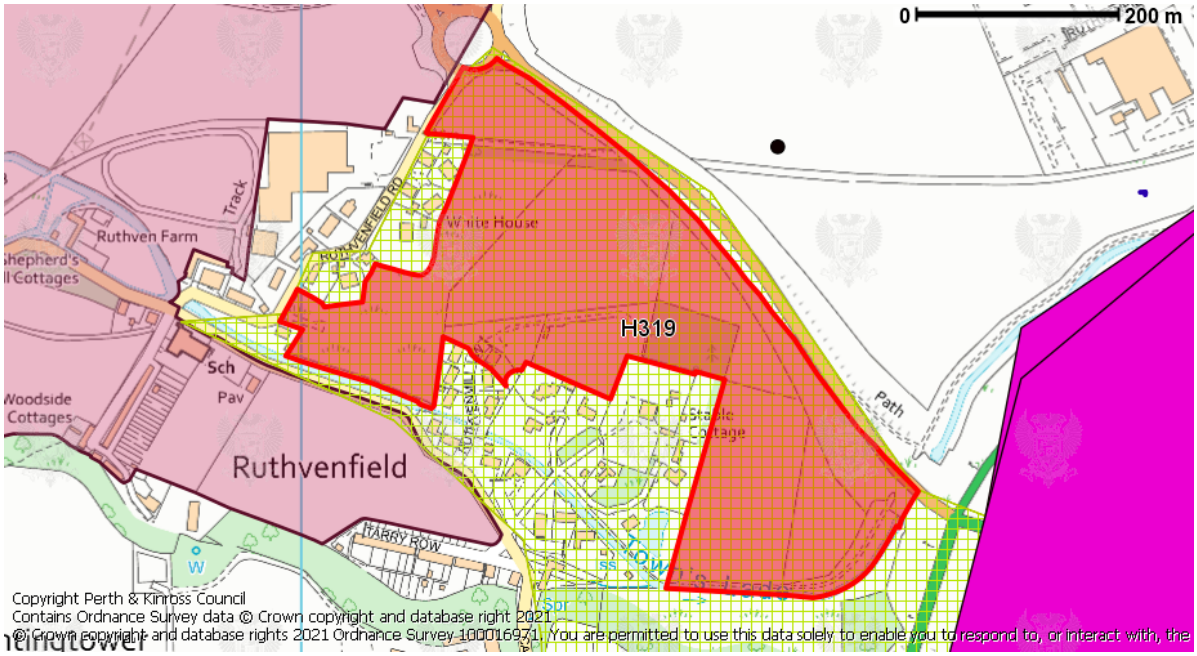
Appendix 1

Proposed Housebuilding - Phasing



Phase 1, Phase 2, Phase 3, Phase 4, Phase 5

Site H319



Appendix 2

Primary Schools - Current Position – 2020/21[10]

School	Capacity	Current Roll	Classrooms	Classroom Used
Ruthvenfield Primary School	**91**	**61**	**4**	**3**
Pitcairn Primary School	**125**	**84**	**5**	**4**
Luncarty Primary School	**194**	**132**	**7**	**7**
Tulloch Primary School	**434**	**363**	**14**	**14**

Table 13 – Primary Schools Current Position.

Ruthvenfield Primary School is a popular non-denominational school situated in Ruthvenfield on the outskirts of Perth. The catchment area currently covers a widespread rural area and is bordered by the Perth By-pass from Broxden to Crieff Road, Huntingtower Castle, Inveralmond Industrial Estate, Almondbank and round to Lochty and over to Blackruthven and Newhouse Farm on the outskirts of Perth City.

Pitcairn Primary School is a non-denominational school situated in Almondbank on the outskirts of Perth. The catchment area covers a rural area and includes the settlements of Lochty, Almondbank and Pitcairngreen. The catchment area is bordered by the primary school catchment areas of Luncarty, Logiealmond and Methven. The current catchment area includes the strategic development site of Bertha Park.

Luncarty Primary School is situated approximately 6 miles north west of Perth, turning off the A9 at the Luncarty signpost. The school is situated in Marshall Road, which is a cul-de-sac. The school's delineated boundary extends to the River Tay in the east, from Ordie Cottage in a north westerly line to Woodend Farm and South East to Bertha Park.

Tulloch Primary School is a non-denominational Perth City primary school situated in Gillespie Place, Perth. The catchment area covers the Hillyland area of Perth contained by the Crieff Road and Dunkeld Road and stretches to Inveralmond and to the boundary with Ruthvenfield.

[10] As at June 2021.

Appendix 3 – Ruthvenfield Primary School

Ownership

The Council do not own the school building. If the Council wish to relinquish the school premises for educational purposes or wish to dispose of the building, they are bound to offer the school building to the descendants of the original trustees. This burden was not preserved under the Title Conditions (Scotland) Act 2003, the burden may be contractual.

Schoolhouse

There is a schoolhouse located adjacent to the school building. This property has been on the Council's Housing Revenue Account since April 2016. There is a tenant currently in the property who holds a Scottish Secure Tenancy Agreement.

School Building and Playing Field - Use by Community

The school playing field is owned by the Council.

Fair City Football Club own and use a pavilion which is situated on the school playing field which serves as a football pitch available for use by the club and wider public. A local football club uses the football pitch on a regular basis. There is currently no formal management agreement or lease in place with the club for the use of either the pavilion or football pitch. This area is also used by the local community for recreational use.

The school confirmed the last community gathering, for a school event, took place approximately 3 years ago for the schools 150th Anniversary Celebrations. This took place at the Huntingtower Hotel.

The Council do not let the school building out for bookings.

School Building - Use by School/Council

The Council use the school building as a polling station.

Prior to the COVID-19 pandemic, the school had open afternoons for parents. School shows were usually held at Pitcairn Church Hall as there is insufficient space in the school hall.

After school clubs, led by parent volunteers, also took place which included clubs for running, football and gymnastics. Badminton and climbing clubs also took place led by a combination of parents and teachers.

Building Information

The school is on one level with the capacity of 91 split between 4 teaching spaces. The current school roll is accommodated in 3 classes. There is a hall for Physical Education (PE) and dining, toilets, school office and a servery kitchen.

Suitability and Condition

Suitability is an assessment of the school as a whole, its buildings and its grounds and the impact they have on teaching and learning, leisure and social activities and the health and wellbeing of users. The overall suitability of the building is rated 'A' (Performing well and operating effectively).

A survey of the building was carried out in March 2020 to assess the current condition of the building. Condition is an assessment of the physical condition of the school and its grounds. The condition of the building is rated 'C' (Poor – showing major defects and/or not operating effectively). Mechanical and Electrical (M&E) surveys were also carried out during 2020.

The works required to the building to improve the condition rating include the following:

- Roof Replacement & Replacement Rainwater goods; and
- Electrical Infrastructure Works.

The costs of this work are approximately £274,975 as a minimum. It is estimated that these works could be carried out within the next 3-5 years. The condition rating of the school would increase to a B: Satisfactory (Performing adequately but showing minor deterioration (physical element carries out function satisfactorily) following these works.

If option A was to progress, additional cost will be required in future years to ensure the school operates effectively and the condition rating is maintained. Feasibility studies are required to determine the level of work required and associated costs.

Feasibility studies would require to be undertaken to establish any additional works required to the building and confirm cost certainty. It is likely these works would need to commence within the next 5-10 years and would include the following:

- Removal of life-expired modular building replacing toilet facilities; and
- Works associated with climate change.

The planned and unplanned maintenance on the school building in the last 3 financial years cost approximately £59,569 with the majority of works to improve the condition of the roof.

Appendix 4 – Proposed Catchment Areas

Table 14 below summarises the proposed catchment changes.

Site	Current Catchment School	OPTION A Proposed New Primary Catchment	OPTION B Proposed New Primary Catchment
Perth West (north side)[11]	Ruthvenfield Primary	New primary school	New primary school
Almond Valley	Ruthvenfield Primary (Small area remains in Pitcairn Primary catchment)	New primary school	New primary school
Bertha Park	Pitcairn, Ruthvenfield & Luncarty* Primaries	New primary school	New primary school
Double Dykes	Tulloch*	New primary school	New primary school
Ruthvenfield[12] Primary	Ruthvenfield Primary (Existing catchment)	Split between New primary school and Ruthvenfield Primary	New primary school
Houses as identified in close proximity to Ruthvenfield Primary[13]	Tulloch Primary*	Ruthvenfield Primary	New primary school
Site H319 (Adjacent to Ruthvenfield Primary)	Tulloch Primary*	Ruthvenfield Primary	New primary school

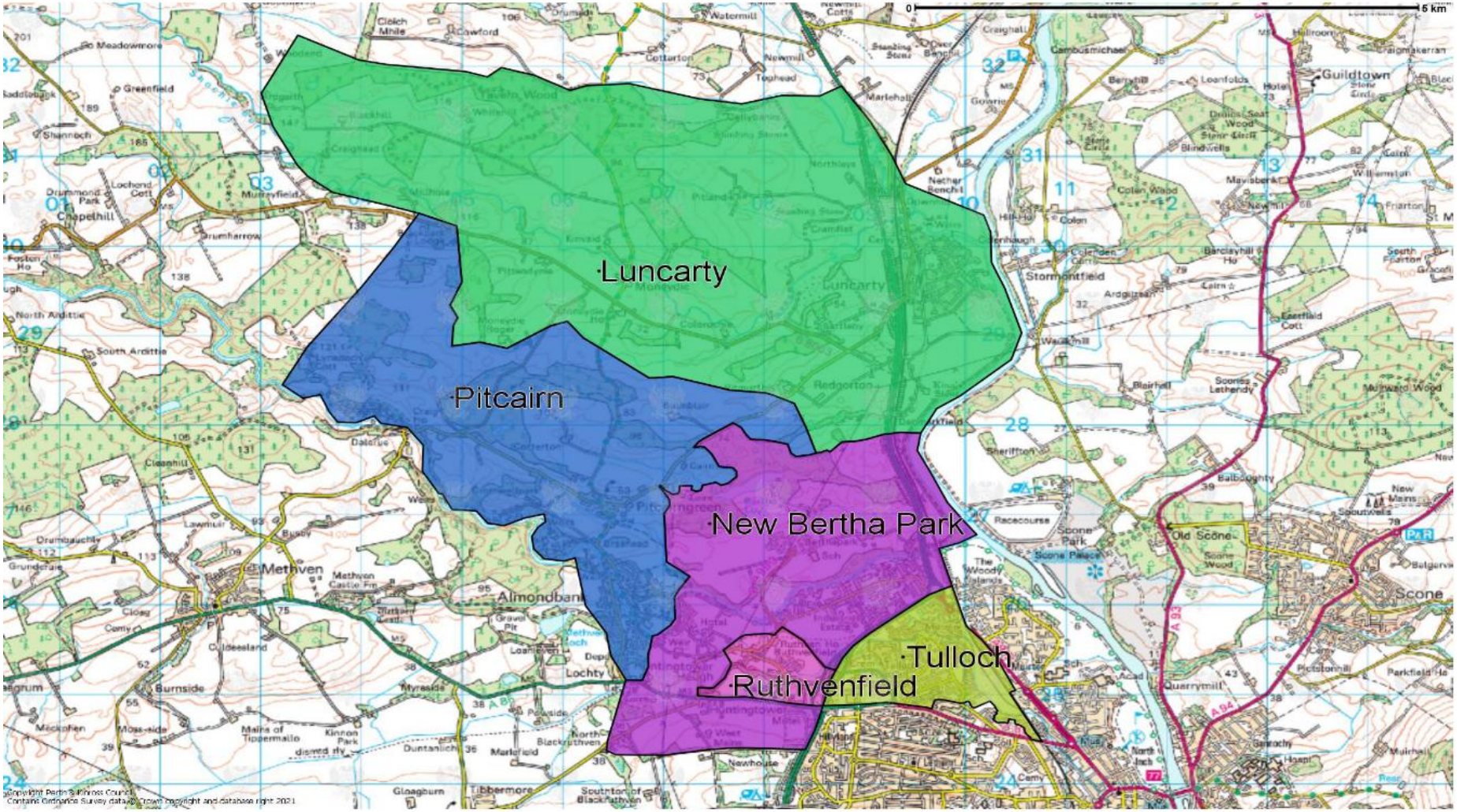
Table 14 – Catchment Areas.

[11] Includes houses at Auld Mart site, eg Auld Mart Road, Shorthorn Drive area.
[12] Pupils living in Huntingtowerfield area would attend new primary school for option A.
[13] Pupils living in The Orchard, Ruthvenfield View and Ruthvenfield Road.

All pupils attending Ruthvenfield Primary School and/or the new primary school will attend Bertha Park High School for secondary education. This would result in a change in secondary school catchment area for those pupils currently within Luncarty and Tulloch catchment areas. These are noted with an asterisk* in table 10 above.

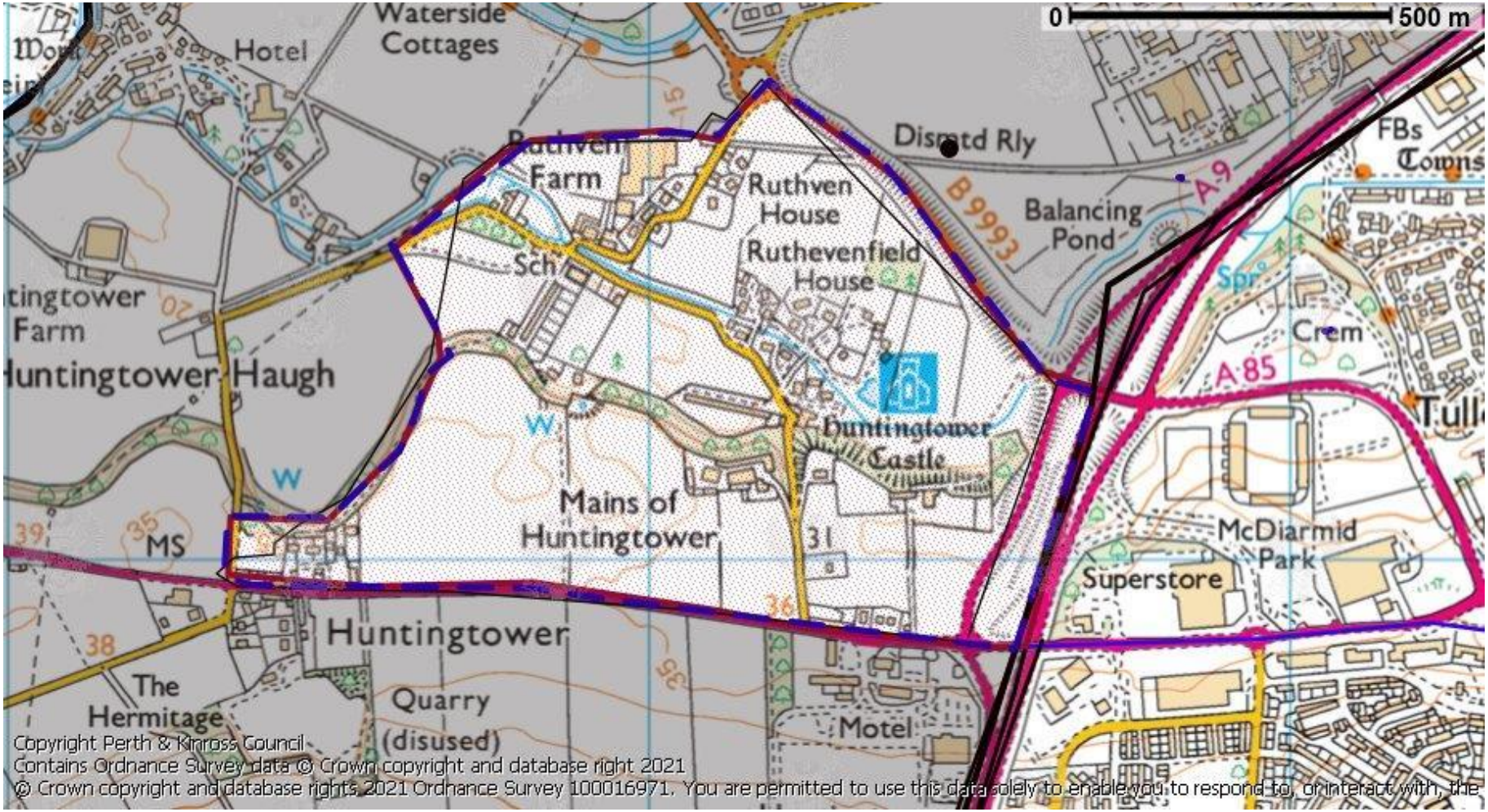
Appendix 5

Catchment Areas – Option A

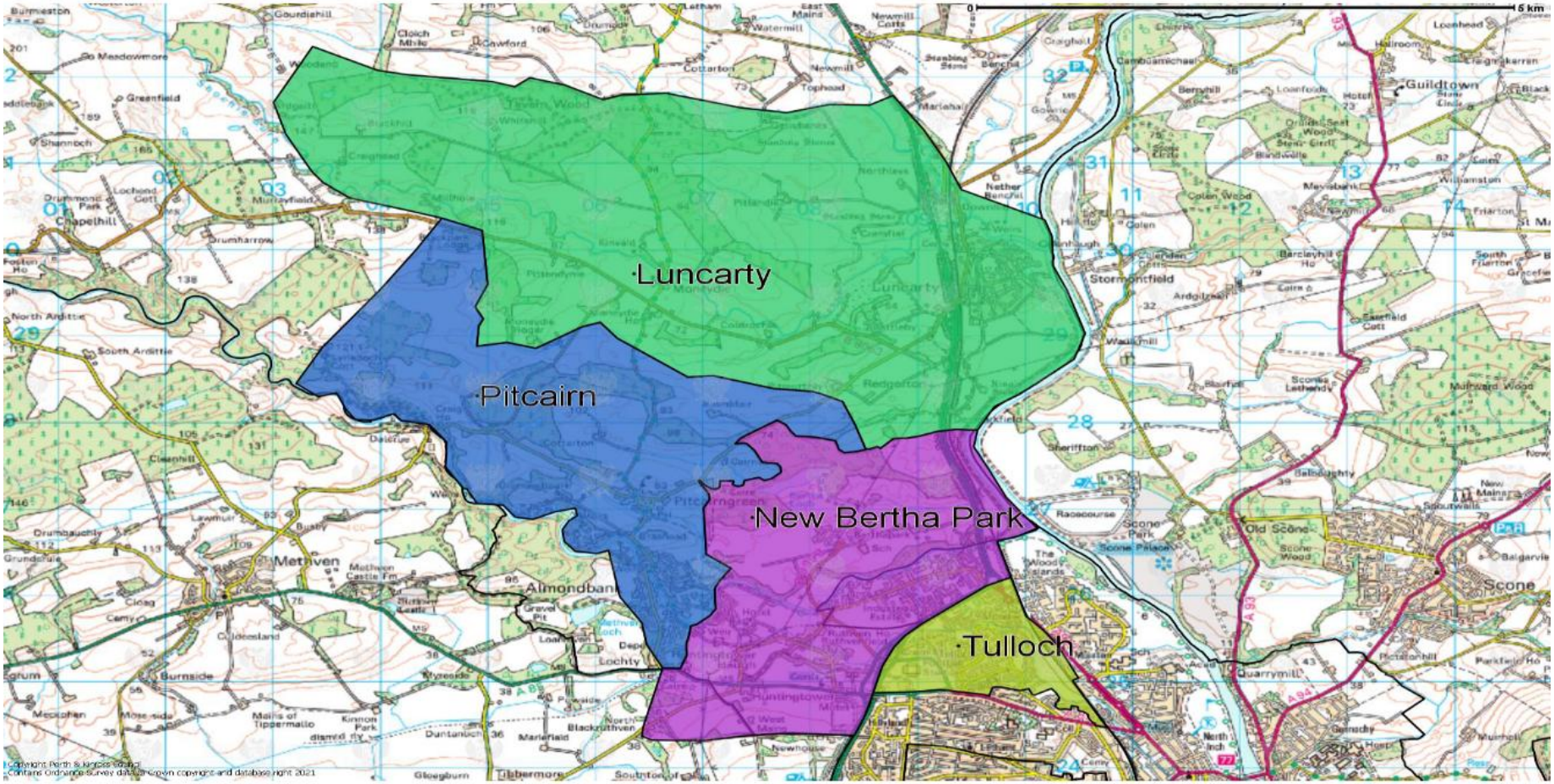


Catchment Area Colours; Green – Luncarty, Blue – Pitcairn, Purple – New School, Pink – Ruthvenfield, Yellow – Tulloch

Ruthvenfield Primary School – Proposed catchment area – Option A



Catchment Areas – **Option B**


Luncarty
Pitcairn
New Bertha Park
Tulloch
Methven
Almondbank
Scone
Guildtown
Stormontfield
Old Scone
Burnside
Chapelhill
Greenfield
Shannoch
North Ardittie
South Ardittie
Cleanhill
Laymuir
Drumbaucht
Grundcrue
Coldoeland
Mains of Tippermallo
Kinnon Park
Duntanloch
Blackruthven
Marlefield
Gleegburn
Tilibermore
Southton of
Newhouse
Huntingtower
Lochty
Burnside
Mose-side
Meckphen
Drumharrow
Drummond Park
Lochend Cott
Murtayfield
Cloich Mhic
Cawford
Cottarton
Newmill
Tophead
Mariahall
Craighall
Camduamichael
Berryhill
Loanfoot
Hallroom
Loanhead
Colen
Colen Wood
Nether Bencrhil
Barclayhill Ho
Ardgilzean
Waulkmill
Sheriffton
Belmaughty
Racecourse
Scone Park
Scone Palace
The Wood of Scone
Scone Wood
Quarrymill
Pictaonhill
Parkfield Ho
Gelnschy
Murrihill
Balgarvie
Sprottwells
Mulward Wood
Friarton
Williamston
Meyebank
Newmill
Scones Lethendy
Bluefield
Pickfield
Redgorton
Luncarty
Pitcairngreen
Dalcrue
Methven Castle Fm
Gravel Pit
Loch
Deep
Pond
Mill
Pk
Ch
Sch
Acad
Hotel
Cemy
Quarry
Ind Est
Newmill Cotts
Dew Benchil
Stanley Stones
Northlaw
Pitlandie
Camflet
Moneydie
Colderfold
Rhynd
Whitehill
Blackhill
Craigstead
Tenth Wood
Drumgask
Cloich Mhic
Gourdiehill
Burnveston
East Maind
Watermill
Latham
Meadowmore
Lochend Cott
Drumharrow
Chapelhill
Murtayfield
Shannoch
Greenfield
Cleanhill
Laymuir
Drumbaucht
Grundcrue
Coldoeland
Burnside
Mose-side
Meckphen
Mains of Tippermallo
Kinnon Park
Duntanloch
Blackruthven
Marlefield
Gleegburn
Tilibermore
Southton of
Newhouse
Huntingtower
Lochty
Methven
Almondbank
Scone
Guildtown
Stormontfield
Old Scone
Quarrymill
Pictaonhill

Appendix 6 – Pre-Consultation

The Council is aware of the approximate number of children under the age of five living within each school catchment area. This information is provided by the NHS and relates to the number of children registered at a GP practice in a catchment area.

Table 15 below shows the number of primary school age children currently attending Perth and Kinross Council schools and the number of children under the age of five due to start primary school between 2021 and 2025 in the catchment areas involved in the pre-consultation exercise.

Catchment Area	Primary School Age Children Attending PKC Schools	Children under the age of five known to the Council
Ruthvenfield Primary School	39	30
Luncarty Primary School (Bertha Park)	2	0
Tulloch Primary School[14]	2	9
Total	**43**	**39**

Table 15 – Number of Children.

Questionnaire Response

Table 16 below details the number of letters issued and the responses received for each catchment area. This table also shows the number of children the responses covered in relation to the overall number of children living in the catchment areas.

Catchment Area	Letters Issued (Households)	Responses (Households)
Ruthvenfield Primary School	337	22
Luncarty Primary School (Bertha Park)	9	0
Tulloch Primary[15] School	50	6
Total	**396**	**28**

Table 16 – Response to letters issued.

There are 34 pupils from 27 households who attend Ruthvenfield Primary School on placing requests.

[14] Ruthvenfield Road, The Orchard, Ruthvenfield View. Double Dykes not included in data.
[15] Ruthvenfield Road, The Orchard, Ruthvenfield View and Double Dykes areas only.

The school issued a letter to each of the parents/carers of these pupils. A summary of the response from parents/carers of these pupils is detailed in Table 17 below.

Ruthvenfield Primary School Placing Requests - Response

Preferred Option			
Issued	**Responses**	**Option A**	**Option B**
27	12	11	1

Table 17 – Ruthvenfield Primary School Placing Requests Response.

Out of the 12 responses, 2 families live in the Tulloch Primary School catchment area[16]. Both families indicated they would favour their children continuing to attend Ruthvenfield Primary School in its current location.

Ruthvenfield Primary School Catchment Area – Response

A total of 16 responses were received from parents/carers living in the Ruthvenfield Primary School catchment area. A summary of the responses received are detailed in Table 18 below.

Parents/Carers			
Responses		**Option A**	**Option B**
Primary Children	9	8	1
Children under 5	7	5	2

Table 18– Parents/Carers Ruthvenfield Primary School Catchment Response.

A total of 6 responses were received from the wider community living in the Ruthvenfield Primary School catchment area. A summary of the responses is detailed in Table 19 below.

Wider Community		
Responses	**Option A**	**Option B**
6	5	1

Table 19 – Ruthvenfield Primary School Catchment – Wider Community Response.

Luncarty Primary School – Bertha Park

Of the 9 letters issued to households in this area, there were no responses received. The Council are unable to determine the views of any parents/carers of children who may currently live within this area.

Tulloch Primary School

Children from two out of the 6 responses received from households in the Tulloch Primary School catchment areas that may be affected currently attend Ruthvenfield Primary School on placing requests. These responses are included in Table 17.

The other 4 responses were from families living in the Double Dykes area. These responses indicated that all existing primary school age children would continue to attend their current primary schools but all children under the age of five would attend the new school.

[16] Ruthvenfield Road, The Orchard, Ruthvenfield View.

Appendix 7 – Pre-Consultation – Comments

Please can you tell us why you have chosen your preferred option? And, do you have any comments on the proposed catchment areas? - Please give us your comments on the option chosen

My XXX is to commence primary school at Ruthvenfield in August of this year. I would far sooner that he did not have to go through the upheaval of moving school again after he has started. Additionally, having shared all of this news with xxxx , his preference would be to go to Ruthvenfield and remain there.

Whilst I fully understand the need for a primary at Bertha park the reason for our move to Huntingtower was to allow XXXX access to Ruthvenfield primary. A rural, community school is hugely important to us!

I chose Ruthvenfield based on the small rural school feel. It's a very small school which suits us perfect and we like the community feel. My XXXX was XXXX and so the smaller numbers suited her. I think the catchment area should be wider.

As a mother who has had children at XXXXX schools in Perth, I can't recommend Ruthvenfield enough, it is a fantastic school with great teachers that have been there years! My XXX has additional support XXXXX, the school has been a fantastic support, I could not have wished for better.

This school is a credit to p&k and would be so sorely missed by the local community.
I have had XXXXXXX in Perth, I cannot rate Ruthvenfield highly enough, My XXXXX and the support Ruthvenfield have offered us is fantastic. The teachers have been at the school years!

It is a great asset to the local community and much loved by the local children.

I feel that as a parent Ruthvenfield has allowed XXXXX start XXX school education in a setting where he is respected and has been taught key values. As it is a small school the children are kind to one another and are very accepting of each other's needs. There is no bullying going on as the school has clear values and the children are often given the opportunity to engage in whole school experiences. As a XXXXXX I have seen first hand the difference between a small school and a bigger school. My XXXX has strong friendships with many of his peers and his age group are very close. They have all started school together and their friendships model this. I feel I'm bigger schools there so much more going on around them that the children are not always as engaged. Another positive for Ruthvenfield is that the classrooms have walls and doors. XXXX I cannot explain how vital these aspects are for teaching. Open plan schools are noisy and don't work for a lot of children. At Ruthvenfield primary the children are given quality learning opportunities through having the safe space of a classroom with a door. The last aspect I feel is a positive for Ruthvenfield is that the staff are very close with the children and they know all of the children's needs. They are like a little family and it would be heart breaking to see these opportunities taken away from the future children.

We wish XXXX to attend Ruthvenfield primary as we believe the smaller class sizes and more intimate school setting is more beneficial than a large school. Pupils in a smaller school will get to know every other pupil, from all years with creates a fantastic community within the school. It encourages the younger ones to learn from the elder and older pupils the chance to show leadership and responsibility in caring for youngsters. We are also in favour of composite classes which Ruthvenfield has.

We feel that one pupil will feel lost in the crowd in a school as large as Bertha Park will be (especially at primary age).
Attending school with pupils living in your immediate area allows for more interaction out of school and better friendships to form. The home of our XXXX friends could be a number of miles away if XXX attended Bertha park which would severely limit the possibility and time XXX could spend playing with them out of school.

A close support network amongst parents is also much more likely within a small catchment area which are often relied upon by parents of young children, be it for informal childcare or parental moral support. As we are relatively new to Perth and have no family here and no friends with similar age children, we are really hopeful of meeting other parents and families close to us.

Seems like the easier option for all children to attend a brand new school and may make the transition from primary to high less intimidating. I'm sure there are advantages of having a small primary such as ruthvenfield but perhaps the kids would be less intimidated by a move from a reasonable sized primary to a high that's nearby.

We initially chose move oldest child from XXXX primary school to Ruthvenfield due to XXX feeling overwhelmed and anxious in such a big open environment.

XXX was refusing to go to school and complained daily of not feeling well, we moved XXX to the small school and XXX has got on fantastic since. I feel that there should still be the need for smaller capacity schools, especially for children like XXX who struggle.

I would like to see the school being upgraded in areas but still keep the size.

We live in the heart of Ruthvenfield village and believe being part of a community with the school at the heart of it is very important. We believe that growing up in an environment where your school reflects the place you and the people who live there gives confidence and allows for schools to have genuinely nurturing conditions.

The community school environment also provides a benefit to the wider fabric of society and was a significant factor in our choice of location. Being schooled in an environment where you know, respect and have a relationship with those who live around you increases social awareness and responsibility. The scale of Ruthvenfield is such that the children are able to spend time with other children of varying ages and backgrounds increasing their confidence whilst being large enough to give them access to broad opportunities, clubs, societies, and events. Small enough to be a community, large enough to give variety, experience and diversity.

Our XXXX is at Ruthvenfield Primary School and we would like XXXX two younger XXX to be at the same school getting the very best from the community schooling she is receiving. (This desire has been increased during the recent Pandemic where keeping families together, safe and to support them with their anxieties and mental health is even more important)
We can walk to Ruthvenfield Primary School which is important for our family's health and wellbeing. It reduces travel time and therefore allows the family to be together more and focus on a healthy life balance.

We would like our children to grow up in the situation described above and then transfer from Ruthvenfield Primary to Bertha Park High School with their school and community friends to create continuity and confidence in their educational environment.

We are really pleased to see that the houses in the Orchard and Ruthvenfield View are included in the proposed catchment for Ruthvenfield primary and indeed that of the new school at Bertha park should Option B be the ultimate outcome. We have found it difficult to understand how a small community such as Ruthvenfield with a school at its heart can be split in two in the existing catchment in relation to its children's education.

Our main question around the catchment design for Option A is one of size, population and therefore longevity for Ruthvenfield Primary School. It appears to have a much-reduced catchment size in terms of housing/population and therefore we are concerned that it will mean the school would become too small and therefore unviable rather than operate at an optimum level of being much closer to its capacity. This declining population would also have a detrimental impact on our children as whilst a community feel to the school is important it cannot be so small as to negatively impact their social skills and ability to mix. We appreciate this is a tricky balance and that we are not party to population and house building plans that this may consider and were surprised that Huntingtowerfield was not an area which remained within catchment for example

Because its very important to keep the integrity of a village school & its community.
It in my opinion, from Ruthvenfied is not a safe journey or within walking distance for the majority of Ruthvenfield pupils. The school is well occupied & has a fantastic community spirit which would be totally lost

The School has a good history and is close to my address and easy for dropping the kids off before we go to work.

I feel it would be a bad move to close Ruthvenfield primary school. The class numbers are smaller meaning the kids are learning more.

Ruthvenfield is a great school and the class sizes are ideal for learning.
I do not want my children in a bigger classroom with the ratio of teachers to pupils

I moved to Perth and based my decision around the school choice.

Ruthvenfield Primary school building is very outdated with minimal outdoor facilities. It's obvious that a new school is required to replace it. The new housing surrounding the area will naturally bring larger numbers of children requiring access to nearby schooling and Bertha Park is a very obvious choice of central location for this allowing a wide catchment area.

I think it would be sad to see Ruthvenfield Primary close. It is a great school with 150yrs of history. Ruthvenmill View is not in the current catchment area and I had to put a placing request in for my XXX. I'm glad to see that it is included in the proposed new catchment area.

Ruthvenfield primary school is a fantastic school. The community spirit and ethos is amazing. I moved my child from a large School to a smaller country school and would be extremely disappointed to therefore have to send him to a larger school when he is settled where he is. The smaller classes and learning environment better suites my child's learning and development.

Smaller classes at Ruthvenfield Primary means greater teaching and pupil support, especially to those children in need of additional learning. There could be a substantial number of children given the amount of new housing developments being built in the area for both schools to be open.

I believe my XXX will get more opportunities to take part in more sport and leisure and school activities in a larger school. I also think there will be the benefit of more wraparound care eg breakfast clubs and after school clubs not currently available at Ruthvenfield. Ruthvenfield is a lovely school and I hope the staff would also transition with this option.

I have chosen option A as my child has settled in so well at Ruthvenfield since starting in xx. As a parent it's important to me to have a small community feel to a school and the class sizes at Ruthvenfield fit the bill perfectly. As a family we have been made to feel very welcome to the community, all the parents are friendly & the staff have been fantastic. As much as a new campus is lovely, I do feel some children are often overlooked in large, multi purpose schools especially those who are a bit quieter by nature. Most larger campuses accommodate more than one class of P1/2/3 etc. How can a school make sure that each child gets individual attention to ensure they thrive in that sort of environment? My XXX has come on leaps and bounds since starting at Ruthvenfield and I know for a fact that is down to the smaller, more individual teaching methods in place.

Moving to the new build Barrett houses as we have done I was pleased to hear Ruthvenfield was the catchment school for our area, however speaking to a few parents who reside in Ruthvenfield I was very surprised to hear that they're not actually in the catchment for Ruthvenfield Primary School, they're catchment is Tulloch, which is a tad mind boggling! I do think the catchment areas need to be looked to accommodate children actually residing in Ruthvenfield.

My child is now in her xx and has attended Ruthvenfield Primary since xx. This is a great school and (as you know) has been around for many, many years. I feel it would be a shame to get replaced now, it has been a great learning place for alot of kids in its 150yrs standing.
An upgrade in parts would be the better option out of the two in my opinion.
Thanks.

Ruthvenfield is a fantastic school and gives our children the best start. A small school has been a massive benefit to our children who would have found a larger school extremely overwhelming. This school is at the heart of our community and creates confidence, respect and gives our children the tools to grow into well rounded adults. We are able to walk to school which is a fantastic start to the day which obviously wouldn't be possible if school was further away, due to work commitments. There are many opportunities at Ruthvenfield for our children to explore, and any issues are identified and followed through with support so that when they move up to secondary, support is in place for their individual needs. This is not always the case in larger schools where children slip through the net and therefore start in secondary struggling which isn't good for self esteem.

Taking away the school would have a negative impact on our children who love to play with their friends who live close by and you would be taking away the heart of our community.

Both my children are at Ruthvenfield School and it is brilliant. My eldest XXX has learning difficulties which the school brought to my attention and have support my XXX and myself through the process of getting the correct help.

Without the schools support my XXX would not be getting the help she needs.
Over lockdown the school were amazing and the work supplied help my elder XXX make great progress even though XXX was at home.

My younger XXX is in xx. She has also need support with her speech and again the school has supported me 100% in getting the correct help.

Our XXX has been attending Ruthvenfield Primary School for xxx years now and has been made to feel very welcome as well as learning and developing well. In part, I feel this is due to the location of the school. The school has a real close-knit, village feel which is beneficial to the children. The facilities available to the children, including the large playing field to the rear as well as the recently built adventure trail are unmatched at many other schools in the area.
I have chosen option A as I feel it is the better option as the school is currently well attended and amongst other things at the school, the staff and pupils have worked hard on their outdoor learning spaces. Improving the current school was previously noted as the best option. It is not clear if the school is shut down what would become of the building? Would it be used for other purposes or demolished?

We recently moved to a new build at Huntingtower with our now xx month old XXX, school catchment was a big factor in our decision to buy this house.

To close Ruthvenfield Primary would be absolutely devastating in multiple ways for the children, their families, the teaching staff, the local community and also the environment. We believe that its closure would result in:

• The demise of a historic institution which has sat at the heart of Ruthvenfield community for longer than 150 years. Rural schools strengthen and bond a community together. Rural Primary Schools are crucial for maintaining the social structures in any community.

• A detrimental impact on the academic achievement of the children living in our community. Children educated in small schools consistently do well academically. Indeed, the Scottish Executive (2006) reported that pupils in small, rural schools had a 25% higher chance of entering into higher education.

• The loss of a highly personalised school system which is too precious to lose. Small schools are able to offer a curriculum and learning experience which is highly personalised and relevant to individual children. For example, this has led to rural schools being very well positioned to help economically disadvantaged pupils make excellent progress (Scottish Executive 2006).

• Potential economic disadvantage for the community. Research has found that rural schools benefit communities economically. For example, the presence of a rural school is associated with higher property values and is less likely to have a high percentage of children living in poverty (Lyson 2002).

• The loss of a close-knit teaching community. Rural Schools impact positively on the teaching environment. Vulliamy, Kimonen, Nevalainen, & Webb (1997) found high levels of mutual involvement and companionship in the very small schools, which helped teachers to maintain their value and belief systems.

• Lack of parental and community involvement in school-based activities. Related to the above point, there is a greater likelihood with rural schools that there will be increased parental involvement. Researchers and educators have long agreed that when parents get involved in education, children achieve more at school (Epstein, 1995). Parents who help and encourage their children to learn at home, and who help develop positive attitudes toward school, contribute to the personal growth and academic success of their children. As parents we were very much looking forward to being part of the Ruthvenfield Primary community.

• Unnecessary Environmental Impacts. When rural schools close this impacts negatively on the environment and can also raise considerable safety concerns for our children. Rural students are forced to face long bus or car rides often across considerable distances, and if this is not possible, children then face a long walk often over poorly paved (or unpaved) roads.

• Counteracting against the current active lifestyle campaigns and 'walk to school' initiatives. When rural schools are closed this can impact negatively on fostering an active lifestyle. Children are much less likely or not physically able to walk to schools.

We are also very concerned about the new proposed catchment area. Our main contention is that the catchment area of the primary school has been drastically reduced. Should this catchment area hold, we feel it is inevitable that the school will close further in the future. It's remarkable that for a school which has consistently run well below full capacity, that houses would be removed from the catchment area. Thus, we believe that to secure the future of Ruthvenfield, the catchment area should be expanded slightly.

I live very close to Ruthvenfield Primary and my xxx is currently in primary xx there. I also have a xx year old xxx, who when the time comes will attend Ruthvenfield Primary.

I enjoy that we can walk to school, as does my xxx, this is great for the exercise but also the environment. This would simply not be possible if my children attended Bertha park. I imagine there will be a lot of congestion which goes against the current Scottish Government's strategy on cutting down carbon emissions. Another factor is the small community in this area. This was one of the main reasons for moving here, my parents have lived in Huntingtowerfield since I was young and it is a great community.

Another is the Ruthvenfield Primary itself, it's a fantastic school with great teachers. My xxx receives far more one on one time with her teacher that she wouldn't get attending a larger school with bigger class sizes.

We are within walking distance of Ruthvenfield Primary School, and we would prefer that our xxx attend a smaller school. We feel the existing school is part of our community, and we wouldn't be comfortable sending our children to a school that is much bigger, and further away. We feel the catchment area would be far too large, if the only primary school was located at Bertha Park.

I don't want to see Ruthvenfield primary close, my xxx went there and my xxx is due to start this summer. I don't feel it is financially viable to keep it open along with a new build primary.

Are there any alternative options or proposals that you feel should be considered? Please give details. - If you have any options that PKC should consider, please give details below.

I feel you should consider the fact a big school isn't for everyone . There are some very shy kids which are suited for the smaller schools. I feel the smaller and larger schools have very different feels to them.

Keep Ruthvenfield for local huntingtower/Ruthvenfield children! There is enough upheaval to the community with housing!

Bertha park already have a bus park, use this second primary for Bertha park and out of catchment children.

Not really. Option A isn't a terrible option either. I suppose it's more about making sure if 1 child goes to Bertha primary, that their sibling(s) are guaranteed to attend the same primary and not being split between 2 primaries etc.

As above we believe that Option A is a great contender giving a combination of community schooling for Ruthvenfield whilst providing a new catchment and school for the forthcoming developments. We are however concerned that the proposed catchment for Ruthvenfield is too small for the schools viability in the future.

As above, we appreciate this is a tricky balance and that we are not party to population and house building plans that this may consider and were surprised that Huntingtowerfield was not an area which remained within catchment for example.

Make updates to existing building and keep catchment as it is.

Keep Ruthvenfield PS open, keep catchment area as is and include to accommodate children actually residing in Ruthvenfield.

I think the school should remain open

Perhaps give consideration to expanding the catchment area to include parts of Hillyland/ lower Western Edge where the time taken to travel to and from Ruthvenfield Primary by foot compared to the current catchment school of Letham Primary is negligible.

We understand that the maintenance of rural schools can sometimes present considerable financial challenges. With a new school based in Bertha Park, perhaps there may be some way to reduce costs through inter-school collaboration and/or some type of shared governance?
As a side note if there is an opportunity for the community to help fundraise for resources in Ruthvenfield Primary school then we would be more than happy to be involved in this.

Please tell us what you think the impact on your community is for each option and give your reasons. - Please detail your thoughts on Option A

No impact - prefer this option.

My xxx attends Ruthvenfield Primary.

Children can walk/cycle/scoot to school which they could not do if attending Bertha Park.
Small class sizes which is of huge importance and benefit to learning.
School is in heart of the community. This would be lost at Bertha Park.
Ruthvenfield Primary should be upgraded and kept as the village school it is.

I think some parents will be disappointed that their children would not be able to take advantage of a purpose-built primary school.

The old building would incur costs that would be in addition to the new school at Bertha Park, therefore the economies of scale from the new school would not be optimised.

At peak times, the traffic hazard around the old primary school would remain. The roads in the vicinity of the school are in poor condition and the proximity of the regularly damaged, weak and narrow bridge opposite the school during these peak times only exacerbates the problem for children, parents, other pedestrians, and road users.

Clear preference for me. Easier commute for school pupils that the alternative. As part of improvements however I would like to see pavement installed all the way down Castle Brae.

Stability, continuity in education

Inefficient use of the school estate.
I think families will continue to make placing requests to alternative schools.

Many of the Ruthvenfield children walk to school as and friendships exist amongst families which is clearly seen when the interact at the school gates. There is a real sense of community here which I am very keen to keep for when your daughter reaches school age.

Confusion around which children from the area go to Bertha or ruthvenfield, what's the split based on, will it create barriers for example friends from the same area but are attending different primaries.

With the proposal for near on 1500 homes in the Almond Valley there will be the need for a Primary School at Ruthvenfield to accommodate these new families. I would be interested to find out what the new catchment area may look like

Does not make sense to have children being taken via transport to Bertha Park when they are within walking distance of Ruthvenfield Primary. Carbon emissions must be considered.

Having lived and worked in the local community for the past xx years and now having a xxx in attendance at Ruthvenfield Primary School, I have witnessed first hand both in the long and short term the full impact of the integral role the school plays in the local community, bringing people closer together and providing the local children with a smaller scale environment in which to grow and learn, which is significantly more beneficial for the children themselves. I believe the school serves the needs of the community and primarily the children more beneficially than if it were to be replaced by a larger school with a larger catchment and higher intake of children. The school is effectively at the heart of the community and it would be a travesty to see PKC rip that away.

I dont feel like there will be to much impact on my community.

No bad impact created, new catchment may mean increased numbers of pupils in some classes but nothing Ruthvenfield won't be able to manage/support.
Ruthvenfield school deserves an improvement to its building.
Limited impact here.

I believe I covered this in my previous comments. It would be wonderful to see any upgrades needed to the school building. I think these old school building have such a sense of history to them. I would love to see it preserved.

This is the preferred option for us as we would like our child to attend a small community country school

The impact be little to none as would carry on as is now and the pupils would benefit from the upgrades.

To close Ruthvenfield Primary would be absolutely devastating in multiple ways for the children, their families, the teaching staff, the local community and also the environment. We believe that its closure would result in:

• The demise of a historic institution which has sat at the heart of Ruthvenfield community for longer than 150 years. Rural schools strengthen and bond a community together. Rural Primary Schools are crucial for maintaining the social structures in any community.

• The loss of a highly personalised school system which is too precious to lose. Small schools are able to offer a curriculum and learning experience which is highly personalised and relevant to individual children. For example, this has led to rural schools being very well positioned to help economically disadvantaged pupils make excellent progress (Scottish Executive 2006).

• Potential economic disadvantage for the community. Research has found that rural schools benefit communities economically. For example, the presence of a rural school is associated with higher property values and is less likely to have a high percentage of children living in poverty (Lyson 2002).

• Lack of parental and community involvement in school-based activities. Related to the above point, there is a greater likelihood with rural schools that there will be increased parental involvement. Researchers and educators have long agreed that when parents get involved in education, children achieve more at school (Epstein, 1995). Parents who help and encourage their children to learn at home, and who help develop positive attitudes toward school, contribute to the personal growth and academic success of their children. As parents we were very much looking forward to being part of the Ruthvenfield Primary community.

• Unnecessary Environmental Impacts. When rural schools close this impacts negatively on the environment and can also raise considerable safety concerns for our children. Rural students are forced to face long bus or car rides often across considerable distances, and if this is not possible, children then face a long walk often over poorly paved (or unpaved) roads.

• Counteracting against the current active lifestyle campaigns and 'walk to school' initiatives. When rural schools are closed this can impact negatively on fostering an active lifestyle. Children are much less likely or not physically able to walk to schools.

I think this impact would be minimal as things would remain as they are. The upgrade to the school would be fantastic but I feel it's already an amazing and lovely countryside school. It would be great for the children attending the school as they will live in the same area as the children they attend school with.

This option would benefit our community, by keeping our local school open, and maintaining smaller class sizes. Moreover, children within our community would still be able to walk/cycle to school safely - which is something we should be promoting for environmental and health reasons. In addition, improving the condition of the building would certainly help to keep the school going for many years to come.

Please tell us what you think the impact on your community is for each option and give your reasons. - Please give your thoughts on Option B

The impact would be yet another loss of a potential community facility. Small rural communities have lost so many facilities/resources in recent years.

Unable to walk/cycle/scoot to school - too far and busy roads which will only get busier
Large number of pupils
Large class sizes
Loss of identity from a small village school

Children and parents will be able to take full advantage of a purpose-built primary school.
The access roads and parking will be presumably be designed to be safe, and undoubtedly safer that the current situation at the old Primary School.

Greater economies of scale can be achieved by having more pupils at one school, without compromising optimal classroom sizes. I believe currently children at the old school have to have mixed classes due to the class sizes being too small.

Not moving to the new primary school when it opens will always leave the old school vulnerable to any shrinkage in pupil numbers, creating uncertainty for parents and children alike. This uncertainty can be removed if the new primary school can absorb the children from the old primary school catchment area.

I would quite simple not like to see the school close and everything that comes with it(jobs and the close association with the local area).

This is a better option. It results in more efficient use of resources. Depending on the new school, parents may have better options available for wraparound childcare etc.

Our close community in Ruthvenfield with undoubtedly be lost if all pupils move to Bertha park. Most will end up being driven to school (with the associated decrease in health and fitness) and pupils may not even know their peers who live only a street away from them, especially if each age group is spit into multiple classes due to large numbers. Their parents will also have fewer chances to interact if merely dropping off and collecting pupils in cars. I really worry for the community spirit of my neighbourhood if primary pupils attend such a large school which is not an easy walk away.

Positive option and means children from this catchment area are all attending one school, and a brand new one which is brilliant.

With 3000 houses in Bertha Park, 1500 houses in Almond Valley, you will need to build a massive Primay School. Not sure that offers the best for the kids.

Ruthvenfield has an excellent reputation within the learning community. Several Head Girl/Boy, School Dux, Senior Leadership team have been named at Perth Grammar school - all were primary educated at Ruthvenfield.
Mixed year classes encourage children to accept what is in front of them rather than anxious of progressing through school.
Small size classes permit personalities grow rather than overcome in large numbers.
Potential extra learning requirements easily identified in small numbers.

Option B is “progress for progress” sake rather than for any tangible benefit for our community and the children within. See my views in point A. Given the Local Authority plans for housing developments in the area, the proposed new school will be at capacity anyway without the need to intake the children from Ruthvenfield. Whichever course of action PKC takes, they should at least make sure that the proposed new school is large enough for the planned housing developments due to be built and also that it is built sensibly. (see Abernethy Primary built too small initially for the intake and with substantial glass frontage facing the sun making classrooms excessively hot). Generally, I see no need for the closure of Ruthvenfield and that funds should be set aside to improve the existing building for future use.

This will impact parents with regards to travel aswell as disruption to the kids at a time they are settled in to the school they are already attending.
Loss of local school
Greater numbers in class, losing benefits to children’s teaching/support
No ‘close knit community’ feel
Too large a community/school at Bertha with new houses let along with new catchment including ruthvenfield.
More traffic/use of cars to get children to and from school with large catchment area.
Children may not settle in larger school/classes and education therefore affected.

Hopefully better transport routes from Huntingtower / Ruthvenfield areas elsewhere and of of course to the new school.

I covered this in my previous comments. I feel children get lost and overlooked in large campus classes. It’s such a shame small, rural community schools possibly have to close, it loses such a sense of history and community. The old school buildings are nostalgic.

There would potentially be a. Holding that is not used for community purposes and worst case becomes derelict.

Pursuing Option B at the expense of keeping Ruthvenfield open would have a number of community impacts:

• A detrimental impact on the academic achievement of the children living in our rural Ruthvenfield community. Children educated in small schools consistently do well academically. Indeed, the Scottish Executive (2006) reported that pupils in small, rural schools had a 25% higher chance of entering into higher education.

• The loss of a close-knit teaching community. Rural Schools impact positively on the teaching environment. Vulliamy, Kimonen, Nevalainen, & Webb (1997) found high levels of mutual involvement and companionship in the very small schools, which helped teachers to maintain their value and belief systems.

I think this would have a major impact on the entire community as the children would no longer attend a small school where they know everyone and all the teachers. The children wouldn't grow up living near there friends in class, and parents wouldn't be acquainted due to the number of children attending the larger new school.

This option would create a higher pupil-to-teacher ratio, leading to potentially worse academic achievement, since the teaching staff would be "spread thinly". We would not feel confident that our children would be receiving the best school experience, or quality of education.

Not only that, it would affect our community by causing additional traffic, since it would no longer be practicable to walk or cycle to the new school. Even taking car pooling, or public transport into account, this would have knock-on effects such as increased pollution, and increased traffic in the smaller communities, potentially even leading to higher risks of traffic accidents.

How would you describe the community and what are your thoughts on Ruthvenfield Primary School as part of the community? - Please tell us about the community in Ruthvenfield.

Excellent school
Small class sizes
Children have a strong community identity
Part of the community of Huntingtower/Huntingtowerfield and Ruthvenfield
Active travel to and from school

It is a small community and that can have advantages and disadvantages.
One advantage is that it has a pleasant 'community feel' to it.

For the school, the main disadvantage, as I see it, is its vulnerability due to its small size. Any enterprise or organisation needs a critical mass of people and whilst there are benefits to having a small school in terms of pupil/teacher engagement, there have to be enough pupils for the children to engage with. My knowledge is limited here, but I get the impression that there are mixed classes (different year groups brought together) and whilst there may be benefits to this too, overall I can't see it being the best learning environment for the children.

I love the fact that it is a small close knit school where my xxx will have lots of one on one time with his teacher.

Equally, growing up in a small village myself, I know the benefits that not being just a number would bring xxx,

Hugely important

The primary school is the heart of the community in Ruthvenfield. There are currently no other facilities or services in Ruthvenfield so the school is the one thing that brings many local families together.

Looking ahead to the likely Almond Valley development and the location of the planned shops, it would help greatly in creating a real "village" centre in the community if the school remained next door.

From What I hear it’s a brilliant wee school.

Ruthvenfield has great support from all involved in the school from parents to pupils & even former pupils. When it comes to fundraisers, winter school shows or sports days the volume of support is huge. Running club, climbing club, football club among other groups are all the same, being run by volunteer parents who all support the school

The school is the main focal point for our community. They organise excellent events that bring our community together. This would be lost if the school were to close.

Hamlet network where families have chosen to settle due to remoteness /small community. Ruthvenfield school is very much part of the community - well supported with successful sports days, shows, garden days etc

See previous answers. I believe the School plays a vital role in the community and the community needs the school. Additionally, one small part of the larger picture are the health benefits for the children, a large number of whom walk or cycle to School each day, which just would not be possible at a larger school much further away.

This School is a wonderful part of the community. It boasts nothing but great reports hence the reason we moved as a family to this area.

Close, quiet community of people, many who have met through children being at the local school or having family members attend.

Ruthvenfield is the main hub/support for the local children and families, the school has offered use of its gym hall over the years for many events as well as using local churches/hotels to hold primary events in return.

Very lovely wee school. Impact within community was stronger under xxxxx, although this has also likely been impacted by COVID.

I feel very lucky to be a part of such a lovely and friendly community. I feel safe in the knowledge that I can leave my child in the playground if I need to and know that there are other parents there to keep an eye on them. The school is an integral part of the community and to see that swept away by a fancy new building would be such a shame.

Ruthvenfield is a unique asset to the community providing an alternative form of education for those that want their children to benefit from a smaller rural community setting

The school is a big part of the community. The building is used for voting purposes and in non COVID times the school held annual fete which was open to all members of the community not just the school community. There were also other events that encompassed the whole community.

We have lived in the Ruthvenfield community since xxxx. We first moved to xxxx and upon having children have since moved to xxxxx. We wanted to stay within Ruthvenfield to bring our children up given the strength of community life here and all of the benefits that brings. To learn that the school is under consideration for closure is very concerning to hear. We know many families within the community and the school is at the heart of community living. Ruthvenfield has no social buildings apart from the school itself (there are no pubs or a post office for example). To remove the one and only community hub would have a devastating impact.

The community is lovely with everyone being aquatinted and looking out for each other. Something that doesn't happen with larger schools, my xxx attended Tulloch nursery so I have first hand experience of what it's like at larger schools/nurseries. The school plays a huge role within the community as everyone knows each other and out with COVID times they run many extra curricular activities with the help of parents volunteering.

Our community is quiet, friendly, and benefits from the school being in easy reach for our children.

Within our area of the community, we regularly see children walking to the primary school on school days - and it's delightful to see their activity from initiatives such as the "running club".

If Option B was progressed and the current Ruthvenfield Primary School building was to close, what would your thoughts be on the future use of the building? Please give your thoughts below. - Please give your thoughts if Ruthvenfield Primary School were to close. Do you have a use for the building.

Offered as a community centre
I feel strongly that it should not be closed. If it is then it would probably be swallowed up and houses built on the site which would result in yet more loss of green space for our community.

Hard to see much residential or commercial value in the school as it is at present, without significant investment. It would be nice if the building could be saved though.

For me, it would be a pity if the descendants of the original trustees choose to have the building removed to enable the land to be re-purposed. However, financially, that might be the right thing for them to do and that wouldn't necessarily be a bad thing, depending on what would replace it.

Don't wish to consider that.

Establish as a community hub / shop selling local produce.

It would be nice for the building still to have a public use, perhaps as a community centre as there are no such facilities in the area and it will be needed particularly when the new surrounding developments are complete. We just especially wish the external, traditional school building shape to remain as it shows the heritage of the community.

Not sure what this questions means. Who are the original decendants? We would have no say or choice?

Community Hall

No thoughts on the future use of the building. Given the ways of the current world, no doubt whoever has the final say will sell it to the highest bidder for development of housing private or otherwise and maximum profit.

This would be a disaster in my eyes.

-Library
-Morning or afternoon club for children
-After school activities centre
- additional learning needs centre (extra tuition studies)
Space used for teachers training/education/further professional development/meetings

Something beneficial for the whole community

It should be used for community purposes. Youth clubs etc.

It could perhaps be used as a community centre for the area to benefit from.

It's sad to think that a thriving school would have to close down for no good reason. The only sensible use for such a building is to continue to use it as a much-needed school for our community.

Do you have any other comments? - If you have any comments, please leave them below in the box.

It is not safe for children to walk to the new school as there is no safe walking routes. It would take too long for children to walk to the new school.

I hope that this consultation exercise will actually listen to those opposing the closure of Ruthvenfield Primary.

I believe it would be a travesty if Ruthvenfield closed. I am all for a new school at Bertha park as the housing development there dictates that it is needed, we don't need to close other schools because of that however.

The existing options for out-of-school care in the locality are poor. It is vital that the new Bertha Park Primary addresses this and provides viable choices.

Keep Ruthvenfield open.

No

We are very concerned about the new proposed catchment area. Our main contention is that the catchment area of Ruthvenfield primary school has been drastically reduced. Should this catchment area hold, we feel it is inevitable that the school will close further in the future. It's remarkable that for a school which has consistently run below full capacity, that houses would be removed from the catchment area. Thus, we believe that to secure the future of Ruthvenfield, the catchment area should be expanded slightly.

I along with many others would be hugely disappointed if Ruthvenfield Primary closed as I moved to this area so my children would attend a small countryside school with a great community, along with all the benefits a small school provides. xxx first day of school went so well because it was a small class, this was massively different compared to her first day at Tulloch nursery which has many children attending.

We're sure our views reflect that of our community, and we hope that the council takes this into account during this consultation.

Please can you tell us why you have chosen your preferred option? - Please give you reasons for choosing option a or option b

All chosen Option A

Not all parents want to send their children to a large 300+ primary school. This is borne out by the number of placing requests we receive from parents who are in the catchment areas of large primary schools like Tulloch, Letham, Oakbank but don't want their child to go to a large school. There should always be a place for smaller primary schools with a local authority so that parents can make the best choice of school for their children's needs.

Larger schools just do not have the community feel that our school has. We are still a small hamlet/village and the school is the only community facility that Ruthvenfield has, again evidenced by the use of the school as a Polling Station. Closing the school will take the community feel away from the Ruthvenfield inhabitants.

Until the larger development proposed by the Pilkington Trust actually starts to get built which will necessitate another new primary school, I see no reason why the existing school cannot co-exist along side the new Primary School at Bertha Park.

Ruthvenfield has a great feel about it. All the children are confident and are supported so well. They benefit from the small numbers and have the opportunity to develop in a quiet, safe, stable, rural, supportive, family feel setting where children look out for each other, and who grow up showing manners and respect to each other and adults.

The school although small, provides many amazing opportunities inside and out and has fantastic support available for those who need it, academically, emotionally and mentally.

I think a new school has a place, but I think Ruthvenfield can offer a huge amount where a large school couldn't. I think keeping it open, and spending the money to refurbish would continue to be a great asset to PKC .

Some of our families tell us that they have moved to Ruthvenfield Primary from larger schools as they feel this context suits their children better therefore option A gives families more choice.

Happy with either option A or B and tried to click on both but this wasn't available. Option A - as appreciate some families would still like the choice of a small school. Option B - would like to find out more about how this would affect my job role. There isn't usually a PT role at a large school. It would be a non-teaching Depute role at a large school. Therefore would we automatically have the same positions at the new school, have to apply for jobs etc?

Are there any alternative options or proposals that you feel should be considered? Please give details. - if you can think of any options you would like to be explored further, please give details in the box below.

None that I can think of at the moment.

Your address is within the current Tulloch Primary School catchment area, would you rather: - Preferred statement

Attend Ruthvenfield Primary School in its current location

Your address is within the current Tulloch Primary School catchment area, would you rather: - Please give comments to your previous answer

09I would prefer my xxx to go to Ruthvenfield but wouldn’t be adverse to him going to a new school with classmates together in the future.

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

25 August 2021

INTEGRATED CHILDREN'S SERVICES PLAN 2021-2023 AND TAYSIDE REGIONAL IMPROVEMENT COLLABORATIVE (TRIC) PROGRESS UPDATES

Report by Executive Director (Education and Children's Services)
(Report No. 21/137)

PURPOSE OF REPORT

This report follows the year two annual update from January 2020 (Report No. 20/19 refers) on how the Tayside Regional Improvement Collaborative (TRIC) has continued to deliver on the aims of the Integrated Children's Services Plan: The Tayside Plan for Children, Young People and Families 2017-20.

This report sets out the continued commitment to joint working through the TRIC and a single children's services plan and the next iteration of the Tayside Plan (2021-23). This report also references annual progress reports for the period 2019-2021 and takes account of the progress achieved during the response to the COVID-19 pandemic.

1. BACKGROUND/MAIN ISSUES

1.1 The three local authorities and statutory partners NHS Tayside and Police Scotland decided to align the work of the TRIC, which commenced in 2017, and to prepare a single Tayside Children's Services Plan. This effectively established a children's services collaborative with responsibility for strategic planning and improving outcomes for children, young people, and their families.

1.2 In January 2020, planning had already begun on the next iteration of the Tayside Plan which was due for publication for the period 2020-23 and submission to the Scottish Government by September 2020. However, the work required across the collaborative to develop a second 3-year Plan was impeded by the emergency response to the outbreak of COVID-19 from March 2020.

1.3 The Coronavirus (Scotland) Act 2020 provided public bodies with flexibility to postpone compliance with certain statutory duties and exercise flexibility when efforts to respond to the national pandemic had to take precedence. It was agreed by the command structures across the statutory partners to delay the publication of the Children's Services Plan by one year in order to ensure that resources were deployed fully and appropriately in responding to the global public health crisis.

1.4 Since March 2020, all partners focused, understandably, on immediate local responses to the pandemic, which in some cases, resulted in the temporary suspension of the Priority Group (PGs) activities. The TRIC utilised existing relationships at this time to work together on return to school protocols, contingency planning for remote learning and approaches towards supporting vulnerable children and young people. This extended to working with other Regional Improvement Collaboratives, with Education Scotland noting Tayside as 'one of the leading contributors to the development of the National e-Learning offer in co-operation with e-Sgoil and the West Partnership Online School'.

1.5 A statement was provided to the Scottish Government in August 2020 indicating the intention to continue with the existing Plan (2017-20) and supporting structures for a further year to the end of March 2021. This resulted in two annual progress reports for 2019-2020 (Appendix 1) and 2020-2021 (Appendix 2).

1.6 There is a continued commitment to work in partnership across Tayside through a wide range of public bodies and community planning partners (including the third sector) alongside children, young people, and families. A two-year Plan for 2021-23 (Appendix 3) has now been prepared and submitted to the Scottish Government. This revised plan has built on an evaluation of progress and a set of revised priorities in line with a revised needs assessment which took account of the impact of COVID-19. The Children, Young People and Families Partnership held a workshop on 19 February 2021 and the new priorities within the plan has taken account of the outcomes from that workshop. The Plan for 2021-2023 sets new targets and, most importantly, ensures that there is the necessary engagement and participation of children, young people, and families.

1.7 A Children's Rights in Tayside summary report was prepared and submitted to the Scottish Government for the period up to the end of March 2021, in line with the reporting requirements set out in Part 1 of the Children and Young People (Scotland) Act 2014. The ever-increasing focus on children's rights will underpin work across the above groups. Implementing the United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill will support further progress on realising children's rights and embedding these across Tayside.

2. PROGRESS

2.1 In October 2020, Education Scotland carried out a review of Regional Improvement Collaboratives and commented on how the TRIC '*was making progress in the integration and improvement of services in support of children and young people*' and that the '*strategy, planning and governance of the collaborative work is becoming more streamlined, focused and outcome oriented*'. Education Scotland supports the Learning & Attainment group (PG 2) and also supports cross-cutting work (such as with the strategies being developed under PG 3, self-evaluation against new Secure Care Standards and incorporation on The Promise).

2.2 The annual reports from both 2019-20 and 2020-21 highlight work undertaken against the five strategic priorities identified in the original Tayside Plan. The progress of each of the five PGs is provided in detail and the PGs have prepared a more refined and targeted set of priorities for the plan over the next two years are some of the highlights over this period and key collaborative areas identified for the new Plan (2021-23).

2.3 **Priority 1: Pre-Birth & Early Years**

Co-ordination and delivery of the Solihull Approach to parenting training continued, and over 350 Early Years staff have now been trained at the start of 2021.

There was further analysis of, and learning from, the Family Nurse Partnership Programme. Work on new pathways for pregnant women continued between Maternity Services and Welfare Rights Teams.

A well-received Tayside Early Learning and Childcare (ELC) event provided over 140 early years leaders with the opportunity to reflect on their practice and develop further expertise in their roles.

For 2021-23 the key areas of focus will be:

1. Transition pathways; and
2. Support for Families (Welfare & Poverty).

2.4 **Priority 2: Learning & Attainment**

Further progress was made in upskilling over 150 practitioners in research and critical analysis. 15 schools were supported by the University of Dundee in accessing and engaging with professional literature to underpin their enquiries.

A pilot numeracy transition project supported consistency of approaches and improved progress for learners, particularly in the transition from primary 7 to secondary school.

30 Headteachers progressed with the Learning Development and Induction Programme (LDIP).

140 staff responded to a survey on the potential for Tayside Curriculum Networks resulting in Principal Teacher Hubs being set up for each subject during the lockdown period.

A Moderation workstream was initiated to review and develop current practice across Tayside in relation to moderation of learning, teaching and assessment.

For 2021-23 the key areas of focus will be:

1. UNCRC (UN Convention on the Rights of the Child);
2. Digital Learning;

3. Moderation & assessment;
4. Leadership in schools; and
5. School Improvement.

2.5 **Priority 3: Health & Wellbeing**

An Emotional & Mental Health & Wellbeing conference was attended by approximately 200 staff and an Emotional Health & Wellbeing Toolkit launched. This has contributed to the strategy for improving mental health and wellbeing for children and young people Connected Tayside which is integral to the wider Living Life Well strategy.

A consultation (with approximately 350 parents and carers) on the Strategy for Parents led to the identification of key priorities including access to quality information, development of inclusive and supportive policies and increased community support.

The draft Child Healthy Weight (CHW) strategy was finalised.

For 2021-23 the key areas of focus will be:

1. Implementation of the finalised CHW strategy; and
2. Implementation of the Emotional and Mental Health & Wellbeing strategy and any associated strands of work relating the mental health.

2.6 **Priority 4: Looked After Children, Care Leavers & Young Carers**
(This is refined to Care Experienced Children & Young People in the new plan)

Completion of a review of Respite services for parents of children with a disability.

Development of a basic regional Young Carers Dataset.

A review of local digital approaches to consultation and engagement with care experienced young people.

A review of Corporate Parenting Plans.

For 2021-23 the key areas of focus will be:

1. Working with both school and health improvement plans (quality assurance/case tracking/feedback);
2. Workforce development; and
3. Leadership/building capacity.

2.7 **Priority 5: Safeguarding & Child Protection**

Multi-Agency Practice Guidance has been refreshed, widely distributed, and embedded in relation to:

- Chronologies;

- IRD (Inter-Agency Referral Discussions) Practice Guidance;
- Concern for Unborn Babies Practice Guidance;
- Participation in key Child Protection Meetings: one for practitioners and one for children and families; and
- Development of a Child Protection Tayside Child Protection Committee Shared Dataset.

During COVID-19, partners across Tayside shared data and used this to analyse trends and interrogate key areas of significance in Tayside.

The group commissioned evidence-based research in relation to recurring themes and trends arising from case reviews and a leadership event helped devise the shared leadership and vision for protecting children over the next 3 years. From this, the six Priorities for Practice were developed.

For 2021-23 the key areas of focus will be:

1. Supporting a seconded lead officer for a Tayside Child Protection Workforce Development Programme to take forward the Priorities for Practice for First Line Managers and Frontline Practitioners; and
2. Multi-agency quality assurance and evaluation and the development of six Priorities for Practice.

2.8 The monitoring of improved outcomes, within the agreed core data set for TRIC, highlights for Perth and Kinross, positive progress (from 2019-21) in the proportion of:

- Children with a Body Mass Index (BMI) in a healthy weight (clinical) category at primary 1 review;
- Looked after school leavers gaining literacy & numeracy at SCQF Level 4 or better;
- Pupils staying on in school from S4 to S5 and from S4 to S6;
- Leavers' average total tariff in SIMD Quintiles 1, 2, 3, 4 and 5;
- Leavers (and those from SIMD Quintile 1) achieving 5 plus awards at SCQF Level 5 or higher and Level 6 or higher;
- Leavers achieving literacy and numeracy at SCQF Level 5 or above;
- Proportion of children and young people placed in family-based placements (increase);
- Reduction in the rate (per 1000) of teenagers conceiving and of both children; and
- Reduction of households with children or pregnant women, in temporary accommodation.

The number of emergency admissions for children aged 0-15 have shown a steady increase, as have the number of school exclusions. COVID-19 may have had an impact on many of these measures, therefore care must be taken in making comparisons with previous years.

3. CONCLUSION AND RECOMMENDATIONS

3.1 It is recommended that the Committee:

(i) Notes the outlined changes to Plans and associated update reports, as well as the overview of continued progress despite disruptions of COVID-19;

(ii) Approves the next Tayside Plan (2021-23) and the most recent annual update reports (2019-20 and 2020-21) on the previous extended Plan; and

(iii) Requests the Executive Director (Education and Children's Services) provides an annual progress report to Lifelong Learning Committee by August 2022.

Author

Name	Designation	Contact Details
Jacquie Pepper	Depute Director (Education and Children's Services)	ECScommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	13 August 2021

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

All Council Services can offer a telephone translation facility.

ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

This report relates to all of the objectives.

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 all of the objectives.

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

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

2. Resource Implications

Financial

2.1 To support delivery of the aims of the joint Children's Services Plan, TRIC activity has been funded by the Scottish Government via a grant allocation for the period 1 August to 31 July. From the allocated 2019/20 funding (£679k), the underspend of £300k was re-purposed to COVID-19 and split between the three Tayside local authorities. The funding allocation for 2020/21 was £547k, which was for the period 1 August to 31 March. Funding for 2021/22 (1 April to 31 March) was approved for £790k.

Workforce

2.2 N/A

Asset Management (land, property, IT)

2.3 N/A

3. Assessments

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

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

(i) Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

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

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

Sustainability

3.3 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 The Executive Director (Education and Children's Services) has been consulted in the preparation of this report.

External

4.2 N/A

5. Communication

5.1 The communications for the progress reports and the Children's Services Plan for 2021-2023 are arranged via the TRIC resources.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1 - Tayside Plan for Children, Young People and Families Annual Report 2019 - 2020 (Tayside Regional Improvement Collaborative (Phase 3) 2020)

Appendix 2 - Tayside Plan for Children, Young People and Families Annual Report 2020 - 2021 (Tayside Regional Improvement Collaborative (Phase 4) 2020)

Appendix 3 - Tayside Plan for Children, Young People and Families 2021-23

Tayside Regional Improvement Collaborative

Tayside Plan for Children, Young People and Families Annual Report 2019-2020

Tayside Regional Improvement Collaborative (Phase 3) 2020

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This report was approved by the Tayside Collaborative on 19 March 2021. Should you wish to enquire on this report, please contact us via **www.taycollab.org.uk**

Foreword

Welcome to the end of year report covering 2019/20; the 3rd and, what would have been, final year report of the current Tayside Plan for Children, Young People and Families. There is much to report on the progress of the collaborative groups towards improving outcomes for children, young people and families across Tayside. This report will highlight what we have achieved, how we can and intend to relate this to evidence (including our performance data) and what we believe is important as we move forward into the next phase of integrated planning for children across Tayside.

However, I cannot present this report without highlighting the extent to which need, planning to meet need and delivering responsive services to children, young people and families has been impacted towards the end of this third year and continues to be significantly impacted by the Coronavirus pandemic.

The pandemic has presented significant challenges to many families and in particular vulnerable families which will impact on people and communities for years to come placing increased pressure on children's services. As an existing collaborative we have been well placed to identify opportunities to work together during this crisis and as we move into recovery. Without a doubt, we have had to re-prioritise and reframe some of our approaches and this includes our approach to our next children's services plan.

The Coronavirus (Scotland) Act 2020 provided public bodies with flexibility to postpone compliance with certain duties and exercise flexibility when efforts to respond to the pandemic were prioritised. We have used this to continue our existing plan through 2020 to 2021 and follow where appropriate our existing 5 priorities and actions. We are grateful for both the flexibility provided by the legislation and the support from each community planning area. It has allowed good work to continue whilst providing us some space as a collaborative to ensure our priorities are based on the demands and impact created by the pandemic. We are currently working on our refreshed plan which will take us from April 2021 until March 2023 in line with the national planning and reporting framework.

Our collaborative continues to fully integrate work on the Tayside Regional Improvement Collaborative (TRIC) within our children's planning framework, recognising that outcomes in health, wellbeing and educational attainment are inter-related and inter-dependent. We have recognised and built on early successes and reflected on areas where we want to make further progress.

The extent of our collaborative work has been supported by some additional TRIC resources including a core team of staff who undertake a wide range of work in support of the priority groups such as the most recently appointed TRIC Information Assistant, TRIC Projects Officers, Management Assistance, and Multi-media Content Developer.

There is strong commitment to continue to work together across Tayside, to mature and embed our approach to joint work where there is clear added value to children and families from taking a regional approach. This is reflected in some of the actions that have paused or are not progressing on a Tayside basis and in those that are being driven forward with clear benefit. It means a planning landscape that is not linear but that reflects the commitment of each community planning area to be honest, bold and brave to deliver services in a combined way, either as locally driven approaches or across the Tayside region.

MARGO WILLIAMSON

Chair of Tayside Children's Services Collaborative

Strategic Executive Group

Introduction

'Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'

The **Tayside Plan for Children, Young People and Families 2017-2020** forms the Integrated Children's Services Plan for the three Community Planning Partnership areas in Tayside and is led by the three Councils in Tayside (Angus, Dundee and Perth and Kinross), NHS Tayside, Police Scotland, the Third Sector and other organisations that influence service delivery in the Community Planning Partnership (CPP) areas. The plan was developed, and is being delivered, within a framework of policy, legislation, evidence-based practice and analyses of local needs. It maintains a focus on the improvement of outcomes for children and young people in the area, recognising the importance of a holistic focus on the family and whole child to achieve this. It builds the collective capacity and resilience of services, shares expertise and makes the best use of resources to accelerate progress towards improving outcomes in health, wellbeing and attainment.

The plan is the first of its kind to reach across both geographic and organisational boundaries and focuses on five shared priority areas to improve outcomes for children and young people:

1. Our children will have the best start in life; they will be cared for and supported to learn in nurturing environments.
2. Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically, mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will be safe and protected from harm at home, school and in the community.

In developing the plan, partners committed to several areas of collaboration: the development of shared planning and delivery; the alignment of systems and processes; shared learning and workforce development; and shared commissioning arrangements. This aimed to ensure that a genuinely whole system approach was adopted to achieve a step change in how resources are mobilised towards delivery of improvement in the most important priorities and outcomes for children and young people.

As we have worked through the plan, we have recognised how ambitious our original priorities were. Within our detailed priority group work we have found areas we had

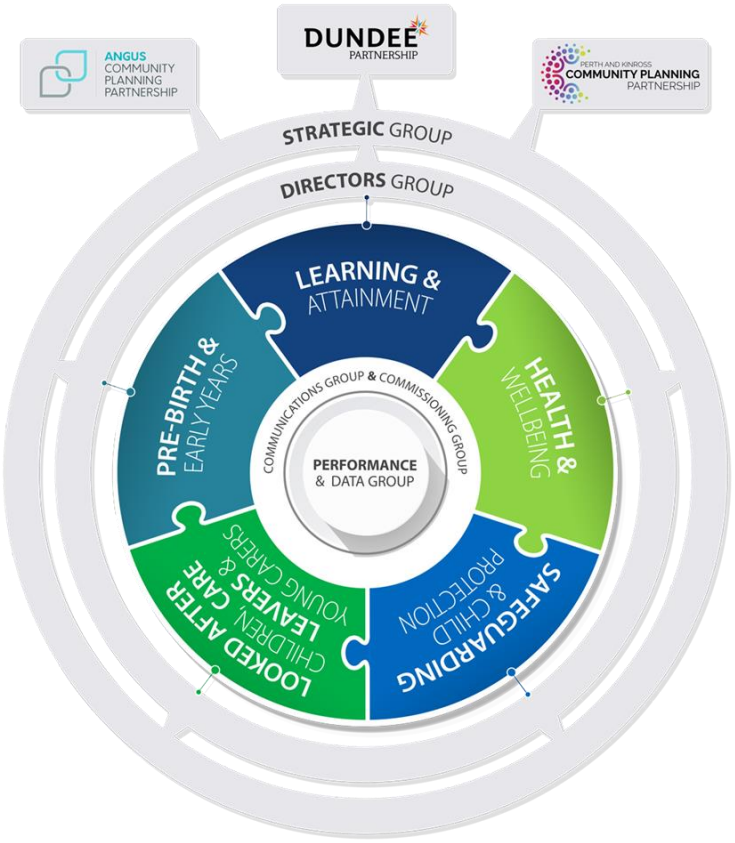
identified to work on collaboratively that we have in fact taken forward as separate local authority areas. This has helped us to reflect on the need to more clearly identify the added value from our collaborative work that justifies a collaborative approach to be undertaken. This will help us to build a more streamlined and focused plan for 2021-2023.

We continue to fully support the collaborative model that we developed alongside the original plan in 2017. However, we have also recognised that we have further work to do to ensure that our data and performance is at the heart of our decision making and evidences the impact of the collaborative work we undertake.

Tayside Collaborative Model

The diagram below at Figure 1 shows how the Collaborative has worked over the last 3 years. Five priority groups with representation across the 3 areas have delivered detailed action plans and their progress against these plans is reported below. Sub-groups focussing on Data and Performance, Commissioning and Communication have supported the Priority Groups to deliver their outcomes. Governance is delivered through a Directors Group and Strategic Group at Chief Executive level.

Figure 1



The plan is underpinned by a range of key drivers: legislation such as the Children and Young People (Scotland) Act 2014 and the Education (Scotland) Act 2016; national policy such as Getting It Right For Every Child and national improvement frameworks such as Best Start and the Child Protection Improvement Programme. As we concluded this third and (originally) final year of the plan our future plan has been influenced by the findings of the **Care Review** which reported in February 2020. This has influenced our planning and approach to the next phase of our plan ensuring that **The Promise** underpins our priorities and actions across Tayside. The incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots Law will further our approach to children's rights. Public authorities will now be obliged to report what they will do in the next 3 years to make rights better for children and young people.

The views and experiences of people who access services, or who have lived experience and experience of caring for someone with some additional needs have influenced the developments particularly in the areas of parenting support, mental health and wellbeing and corporate parenting.

Below is an overview of the work of the priority groups towards achieving the actions set from 18/19. Although this Annual Report covers the final year of the original 2017 – 2020 plan (2019/20) – only a week of which was part of the lockdown - it has been affected by the impact of Covid-19 in relation to submitting and collating the priority group updates.

Following discussion and taking into consideration the impact of Covid-19 19 it was decided to revisit and review the actions that had been identified for the future to inform our new 2-year plan for 2021 – 2023. As a result of this we requested to extend the existing plan to cover 2020/2021.

The additional year (2020/2021) will be reported on separately after the end of March 2021 and will include the significant impact that Covid-19 has had on our collaborative work.

Group Progress and Next Steps

Priority Group 1: Pre-birth & Early Years

'Our children will have the best start in life; they will be cared for and supported to learn in nurturing environments.'

In the Tayside Plan, we said we would do the following to ensure children get the best start in life in Tayside:

- Provide targeted multi-agency support to families to ensure children aged 0-5 years reach their developmental milestones;
- Deliver a new Health Visiting Pathway and expand the Family Nurse Partnership Programme;
- Realign resources to improve the availability and impact of early intervention services, including for children who have a disability or complex needs;
- Deliver on the 5 ambitions of Ready to Act, the National Allied Health Professional (AHP) transformational plan;
- Develop and implement an evidence-based Tayside parenting strategy (now reported under PG 3) in partnership with Health and Social Care and other appropriate partnerships;
- Develop and deliver high quality, flexible early learning and childcare provision;
- And develop ways to support speech, language and communication capacity, including inclusive communication with children, young people and parents.

Progress achieved by the group has included:

The delivery of training sessions to embed the Solihull Approach in NHS, Local Authorities and third sector partners has been a focus of this year. To help build relationship-based practice across the Early Years workforce, by mid-December 2019, more than 140 Early Years staff completed training and 34 staff were trained as trainers. 'Solihull in Practice' sessions recommenced at the beginning of 2020 to support the training. These sessions are an important source of evidence of the impact of this approach on families. An Education Psychologist in one of the Local Authorities has been identified to support evaluation of the implementation. The Care Inspectorate also made the decision to train their Early Learning and Childcare Inspectors. Due to early impact of Covid-19, the programme of training sessions for January to June 2020 had to be suspended.

Further benefits have been gained from learning from the Dundee Addressing Neglect Enhancing Wellbeing (ANEW) programme relating to this area. From this work we have recognised the value in looking at good practice in other processes to

improve the earlier identification of the best possible support in addressing developmental milestone needs of young children. We will do more work on this moving forward.

For the expansion of the Family Nurse Programme, engagement of the 20-24-year-old cohort of pregnant women (who meet the identified FNP vulnerability criteria characteristics, using analysis of the FNP Data system and Tayside suite of summaries (TSOS)) continues to be reviewed. There were plans to make available, early in 2020, a final evaluation report identifying learning points for this group, to then track emerging trends and outcomes. Evaluation of impact of extended criteria pilot was completed and reported on.

Work continued during this period by Maternity Services with the Perth and Kinross Welfare Rights Team to test a new pathway to address poverty of pregnant women early. This relates to the commitment to improve support for maternal health in pregnancy and first year. Members of the original pilot ANEW workstream have been in discussions with colleagues in both Dundee and Angus. In these areas there is a commitment to trial work with midwifery teams and GP services locally to expand on the impact of this work.

Further development on perinatal mental health is ongoing. To support this, it has been agreed by the Tayside Integration Joint Boards (IJBs) to identify an executive lead for perinatal and infant mental health. There has been a move to establish representation by Adult Health and Care Services on the priority group taking this forward.

Colleagues have continued to explore new ways of working, for example in the implementation and monitoring of the Advice Line for parents under the areas of developing and sharing learning from Ready to Act to improve both engagement with families and targeting of support. Scheduled to be reported on in March 2020, this was delayed until later in the year due to Covid-19.

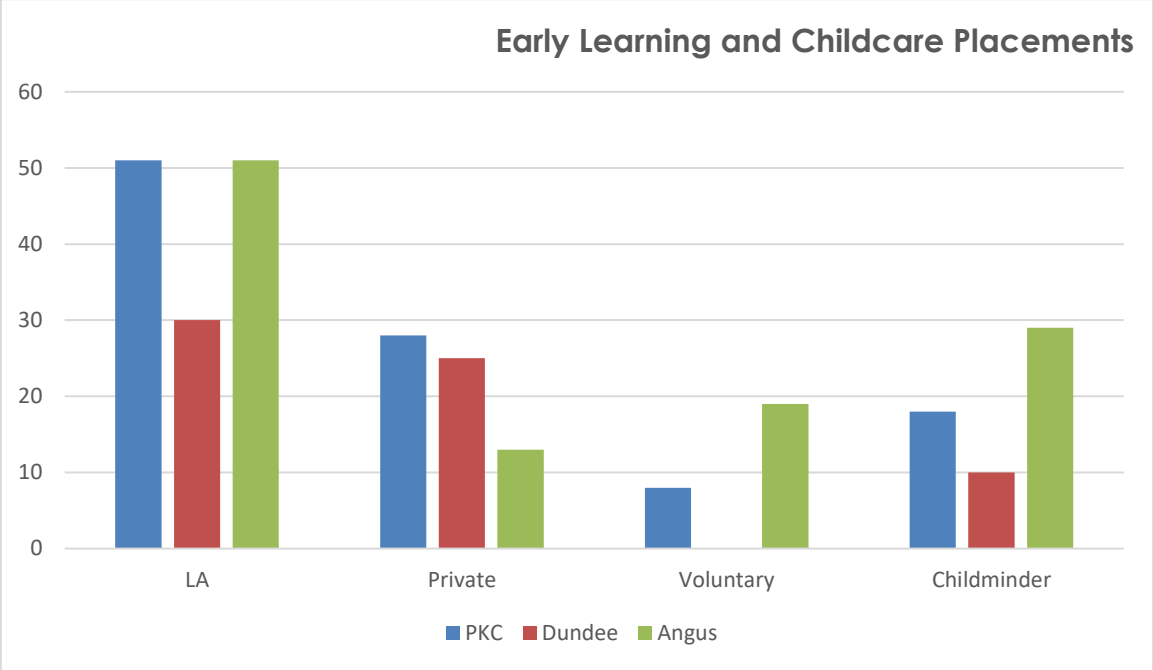
Future consideration of any overlap of training offered by AHP service and Solihull Approach (in terms of consistency of common language around key messages) is also being given. It was also agreed to consider the value of testing Language meets Literacy practicum in more settings.

Whilst the delivery of 1140 hours (including comprehensive monitoring and reporting mechanisms) is well advanced in each area, all local authorities have engaged in processes for the procurement of partner providers. A Tayside ELC event gave over 140 leaders the opportunity to network with colleagues, reflect on their practice and further their expertise in their roles.

All children who are entitled to 1140 hours of funded Early Learning and Childcare (ELC) in the Tayside area can access their entitlement across a range of providers. All 3 local authorities have engaged in the procurement of funded providers and now have 150 funded providers including 57 childminders and 66 private and not for profit ELC settings, as well as 132 LA settings. This is shown in Figure 2 below.

Figure 2

Early Learning and Childcare Placements 2019-2020



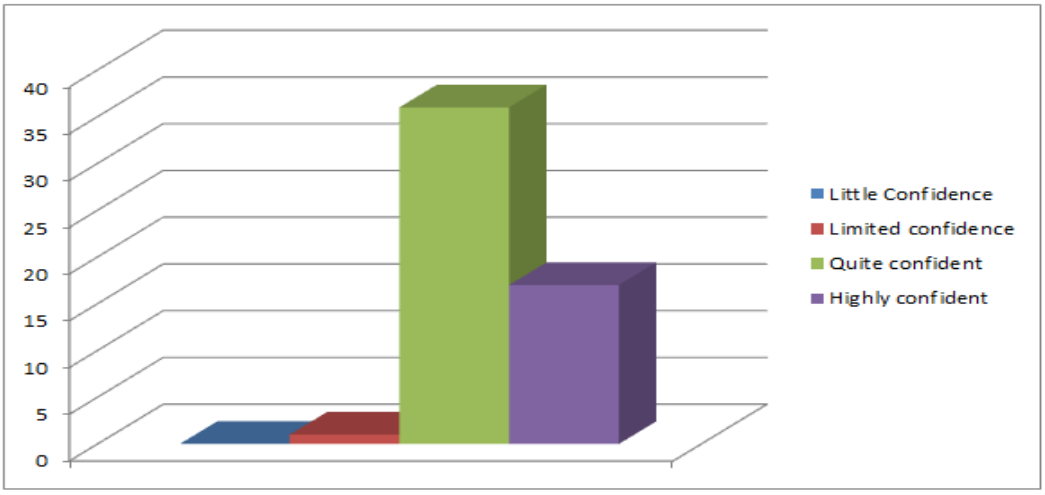
Next Steps

Solihull Approach Training will now continue virtually in response to the Covid-19 restrictions, addressing firstly those who did not have the opportunity to complete the programme. It is anticipated that evaluation of the training will indicate learners are reacting positively to training programme. It is anticipated that feedback from trained practitioners will demonstrate positive examples of them using their learning in practice. A survey of parents who have been supported by trained practitioners will demonstrate that parents have developed understanding of key concepts of the Approach and feel better supported to manage the challenges they experience as their child(ren) develop.

We have already undertaken a survey to explore practitioners' confidence after undertaking the Solihull Approach Training (Figure 3), and how they have benefited from the training in their own role (Figure 4) and feel confident about this continued work.

Figure 3

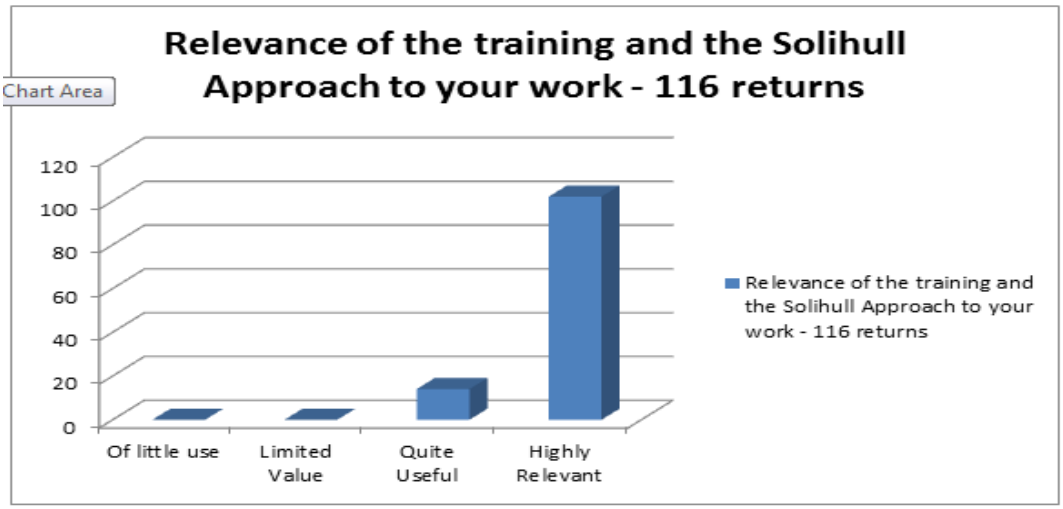
Training Evaluations 2019-2020



Feedback, level of confidence in using the Solihull Approach on completion of training

Figure 4

Training Evaluations 2019-2020



Feedback, relevance of training to own work

As a result of work over the year, there will be a focus on improving transitions for children aged 0-3 years with additional support needs, which would incorporate learning from best practice which exists in each of the local authority areas.

Developmental milestone data also indicates that there needs to be wider consideration of the cohort of children without complex needs who are not yet meeting their developmental milestones. It is essential that these children can be better supported to ensure that transition into early learning and childcare is smooth,

impactful, informed and leads to a reduction in those not yet achieving their developmental milestones during 48 – 60 month review. Work is underway to explore the use of a tracker for children in ELC setting and how they are meeting milestones – this will initially be piloted in Perth and Kinross.

Under the ELC provision, further opportunities to collaborate will be sought. A working group will meet with local Universities and Colleges to increase partnership working and strengthen the qualification offer for the Early Years workforce.

With regard the Universal Pathway for Health Visiting, an agreement was made to improve the availability and use of developmental milestone review data to inform development of early intervention, including for children under 27 months old.

As priorities are evaluated, the group concluded that any additional targeting of the Family Nurse Programme sits as a mainstream function of NHS Tayside: there are already robust National governance processes in place to monitor delivery and quality in this area.

With the delivery of Ready to Act as a National Improvement Plan for AHP Services, there is already robust governance in place to support further delivery and therefore this area will not be developed further by this priority group.

Priority Group 2: Learning & Attainment

'Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.'

In the Tayside Plan, we said we would:

- Ensure children who are at risk of not achieving their potential are provided with the extra support they need;
- Provide parents, carers and young people with opportunities to be active partners through supported learning and consultation on improvement plans;
- Implement initiatives for post-school training, apprenticeships and further and higher education to improve pathways to employment;
- Promote collaborative working across schools and their communities to support robust self-evaluation, and improved quality of provisions;
- Support young people to make informed choices and exercise greater control as they transition to adulthood;
- Ensure close partnership working is designed to close inequality gaps, address complex needs and share good practice that already exists.

We co-ordinated the work to achieve these aims through 6 workstreams which contribute to one or more of the aims.

Year 3 has seen significant progress in most of the workstreams (detailed below) and the amalgamation of two workstreams (1 and 6). The Research into Evidence workstream (formerly workstream 6) is no longer stand-alone and is now subsumed under the Learning & Teaching (practitioner enquiry) workstream 1. The reason that this workstream could not remain as a standalone project is because in its early planning stage, we were unable to achieve a clarity of purpose for this and it was agreed that this workstream would be best suited to supporting the enquiry projects in workstream 1. This was done to ensure that there was a greater emphasis on the use of academic research and evidence in individual enquiries.

Due to the restrictions of the March 2020 lockdown the Curriculum Leadership workstream was unable to progress. This will be carried forward to the 2020-21 session.

The impact of the collective work during the year has extended to a significant number of practitioners across Tayside, from class teachers to middle and senior leaders. A summary of progress across all the workstreams is noted below:

Workstream 1: Learning & Teaching (Practitioner Enquiry with a focus on feedback)

The aim of this workstream is raising levels of attainment amongst all learners through effective feedback and increasing Teachers' skills in improvement science methodologies and practitioner research to ensure change is systemic and sustainable.

In 2019/20 further progress was made in upskilling more than 150 practitioners in research and critical analysis prior to embarking upon enquiries. 15 Schools are involved and supported by the University of Dundee in accessing and engaging with professional literature to underpin their enquiries. Information sessions were held to lay the foundations for collaborative enquiry groups: Collaborative Research in practice, supported by the General Teaching Council of Scotland (GTCS).

Next step: The workstream is currently under review and plans to resume in January 2021 as practitioners were unable to complete their enquiries prior to the end of the reporting period.

Workstream 2: Numeracy

The aim of this workstream, in session 2019-20, was to review and further develop universal and targeted approaches for numeracy. We developed our shared understanding of what constitutes "effective learning and teaching approaches that promote positive attitudes and develop high expectations, confidence and resilience in maths" (Making Maths Count: Recommendation 4, Scottish Government, 2016). Further work was undertaken in providing training materials and case studies for dissemination via the Tayside Numeracy hub.

A pilot numeracy transition project was developed for a cluster of schools across Tayside to support consistency of approaches and improved progress for learners within numeracy and mathematics, particularly with the transition from P7 to S1. This increased capacity to implement targeted and universal strategies to support numeracy, close the poverty related attainment gap and raise attainment for all. One cluster in Perth and Kinross had begun this work and we were in the initial stages of rolling it out to two other clusters in Dundee and Angus. This had to be postponed due to the challenges the schools faced from March 2020 to June 2020.

Next Step: This work is planned to resume in September 2020 and will create, in partnership with Education Scotland, a plan for the development of support for primary to secondary numeracy progression, in order to increase pace and challenge in this area.

Workstream 3: School Improvement

Cohorts of Headteachers and middle leaders participated in regular reciprocal visits to schools across Tayside in order to develop their skill and confidence in effective quality improvement approaches. This work impacted positively on all schools involved, as school leaders were able to share their quality assurance and monitoring processes and documents. These documents included inspection and self-evaluation reports. School leaders then moderated each other's systems and processes for improvement. Guidance was developed to support other school leaders across Tayside and to ensure that high expectations and a consistent approach to improvement is shared and understood. Links have now been made with school leaders across authorities to share practice as well as support and challenge each other.

Next Step: This Tayside Collaborative Support approach will be expanded and developed further to support schools in the use of analysing and understanding data for improvement, sharing of effective practice and in further developing monitoring/tracking processes.

Workstream 4: School Leadership

With the aim of developing a shared leadership and management strategy for schools, the Leadership Development and Induction Programme (LDIP) for newly appointed Headteachers was delivered. Currently 30 Headteachers are progressing with the programme, including both those who are newly appointed and those who have been in post for a short period.

Participants benefited from an experienced peer Headteacher as a mentor, or a professional mentor, to further the development of leadership capacity. The LDIP was led and managed by officers and experienced Headteachers, with representation from each local authority. Effective partnership working was acknowledged by

Education Scotland, the Scottish College of Educational Leadership (SCEL) and the Improvement Service.

Planning for the Collaborative Middle Leadership (CML) programme was due to commence in March 2020. The programme will focus on the HGIOS4 quality indicator (2.3 - Learning, Teaching and Assessment) and the leadership role of middle leaders. Due to the unprecedented situation in our schools this was unable to progress.

Next Step: The delivery of the shared leadership strategy, encompassing the Leadership Development and Induction Programme for Head Teachers will be reviewed. Further opportunities for professional learning, e.g. Evolving Systems Thinking will be delivered with support from Education Scotland.

Workstream 5: Curriculum Leadership

This workstream focused on strengthening approaches to evaluating, designing and developing the curriculum. This workstream plans over the academic period and consequently due to the impact of the Covid pandemic on our schools, our Middle Leader Curriculum Design course for fellow middle leaders was unable to progress as planned.

Preliminary work has been carried out in developing Tayside Regional Curriculum Networks, with a view to establishing self-sustaining subject networks for curricular areas to bring about improvement in learning, teaching, assessment and attainment. Initial staff surveys have been completed, with 140 responses received, and initial meetings in two pilot curriculum areas were planned for the summer.

Next Step: The aim is to implement recommendations from Curriculum Review of Senior Phase and Broad General Education (BGE) then support Middle Leadership colleagues to engage with curriculum development and improvement. Learning & teaching approaches across the curriculum will be reviewed and refreshed according to need. There will be the opportunity to develop this over a three-year period, with literacy, early years and outdoor learning as an example. Approaches to ensure equity and inclusion for all, considering the Additional Support for Learning review in June 2020, will also be reviewed and refreshed.

Workstream 6: Moderation

In August 2019 a decision was taken to amend workstream 6 to new Moderation workstream and work commenced on this in November.

The focus is to review and develop current practice across Tayside in relation to moderation of learning, teaching and assessment, align where possible and develop shared Tayside policies.

Following initial surveys of staff across all three LA areas, baseline data had been collected and a needs analysis compiled. Three successful events in November, supported by Quality Assurance Moderation Support Officers (QAMSOs) and the National Improvement Framework (NIF) Advisor, enabled teaching staff to share current practice and identify challenges to effective moderation. As a result of these sessions, colleagues requested further opportunities to network and share good practice, and a wider programme of professional learning sessions is now being rolled out.

Next Step: We will focus on upscaling aspects of the work with further moderation events, with QAMSOs leading on all aspects supported by the Tayside Regional Improvement Team (Education Scotland Improvement Team) who support the National Regional NIF Officer.

Learning and Attainment Priority Group – next steps

Work will take place on scaling up already established workstreams working with Education Scotland to help plan and implement this.

Further analysis of school self-evaluation plans and performance data was undertaken in Summer 2019 to identify any further areas of shared focus that would benefit from collaborative support.

Overview of Progress - data

An overview of the headline data published between March - September 2020 is shown in appendix 2 (which reports on data for 2019).

Overall, educational attainment has shown some fluctuating patterns, and has not been consistent across all three areas, with average Tayside values remaining below the national figures for many of the measures. Longer monitoring of data will be required to establish trends, and to determine the impact of actions within this workstream.

Whilst satisfaction with schools has seen an increase in Angus, there has been a slight dip in Perth & Kinross, although a slight improvement has been seen this year. Satisfaction with schools in Dundee has seen a sustained decrease over the review period. National data has also shown a decrease over this period, from 78% in years 2013-16 to 72% in 2016-19.

The proportion of pupils entering positive destinations after leaving school remains high, with all 3 local authority areas showing a slight increase in the last year. Average Tayside values (96%) are slightly higher than the national data (95%).

Tayside values for leavers' average total tariff are lower than the national averages for all SIMD quintiles, particularly SIMD quintiles 1 and 2. Each Local Authority, in partnership with their Education Scotland Attainment Advisor, will be reflecting on these differences with a view to addressing these in future plans.

Priority Group 3: Health & Wellbeing

'Our children and young people will be physically, mentally and emotionally healthy.'

In the Tayside Plan, we said we would promote good physical, mental and emotional health for children by:

- Developing and implementing, in partnership, an evidence-based Tayside parenting strategy;
- Developing and implementing a Tayside multi-agency framework to prevent and address early initiation into substance misuse;
- Developing and implementing a Tayside Mental Health Strategy for children and young people to ensure a focus on prevention, early identification and support;
- Implementing the Pregnancy and Parenthood in Young People Strategy (PPYP) alongside work to reduce teenage pregnancy and support to young parents;
- And developing a Tayside strategy to improve Child Healthy Weight

The primary focus of this group has been to ensure that clear, informed and evidence-based strategies underpin long term planning and delivery and therefore, the work has been directed towards bringing this work to conclusion.

Progress achieved by the group has included:

Priority Group 3 has completed the first Tayside Strategy for Parents, supported by an Implementation plan. Consultation with approximately 350 parents and carers across Tayside, identified 4 key priorities including access to quality information, development of inclusive and supportive policies, and increased community support, and lead to a clarification of the offer for parents (see below).

The group has led the development of a Tayside Child Healthy Weight strategy to final draft stage, followed by a comprehensive range of engagement and consultation aimed at ensuring a co-produced final strategy document, due to be completed and approved by July 2020.

Work was undertaken to map the Pregnancy and Parenthood in Young People Strategy (PPYPS) actions against current work in Tayside to highlight where there is current existing good practice. Further links were made with Community Planning Partnerships (CPP) in each local authority area which will enable further progress in this area of work.

The early stage drafting of the first Tayside multi-agency Children & Young People Mental Health & Wellbeing strategy, produced in partnership with young people has been a significant development for the group. This included an inaugural Children & Young People Emotional & Mental Wellbeing Conference held in Tayside in August 2019, attended by over 200 delegates. Input was provided by the Scottish Government, young people, subject matter experts and individuals with lived experience. The rich information provided from the conference has helped drive the content of the draft strategy, due to be finalised by December 2020. Publication of the Emotional Wellbeing Toolkit, with its launch at the conference has also provided a valuable tool for use by practitioners across Tayside.

Development of a Framework to prevent and address early initiation into substance misuse was not undertaken as each Local Authority will implement policies according to need within their own area. Priority work related to the prevention of substance use by children and young people across Tayside was integrated into the work of the 3 Area Alcohol and Drug Partnership (ADPs) in Tayside. This was supported by the establishment of dedicated 'Children & Families' subgroups within each of the 3 ADPs to ensure shared understanding, more effective prioritisation and enhanced connections across relevant adult and children's services structures and partners. Early evidence is demonstrating greater cohesion across partners on this high priority agenda.

Given the membership of this Priority Group draws predominantly from colleagues within healthcare, there have been some unavoidable delays in the finalising of reporting on key components of the workstreams towards the end of 2019/20, due to the impact of the COVID pandemic.

Next Steps

Next steps for this group are identified as:

The development of indicators to monitor the implementation and impact of the Tayside Strategy for Parents.

Further consultation and communications relating to the Pregnancy and Parenthood in Young People Strategy, with scoping of relevant data to indicate outcomes.

Completion and approval of the Tayside Child Healthy Weight strategy by July 2020. Implementation and launch plan will be developed, along with a performance indicator framework.

Children & Young People Mental Health & Wellbeing strategy due to be finalised by December 2020, to include an implementation plan and performance framework. Further strategies and a communications plan to raise awareness of the new tools will also be developed.

Overview of Progress - data

Headline data reported in Appendix 2 covers information to the end of 2018/2019 and represents the most up to date data available from public sources.

Headline indicators show that the proportion of children with a BMI in a healthy weight category has shown fluctuation within the three different local authority areas, but overall Tayside values have remained relatively stable, and are currently in line with national values (84%). This provides a valuable baseline against which to monitor the impact of the child healthy weight strategy.

The rate of teenagers conceiving has shown consistent decreases in both Dundee and Perth & Kinross, with values in Angus also decreasing within the last year. The overall Tayside figure has shown a decrease over the last 5 years, but at 33 per 1,000 is still slightly higher than the national value (30 per 1,000).

Priority Group 4: Looked After Children, Care Leavers &Young Carers

'Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.'

The aims of the group are to:

- Ensure Looked After Children and Care Leavers are fully involved in decisions about their care and influence service delivery
- Ensure children and young people with complex and enduring needs experience high quality care and support and are included within their local communities
- Ensure children and young people with complex and enduring needs receive timely, effective support in their transition into adulthood.
- Ensure that children and young people who have offended receive appropriate child-centred support which reduces the risk of re-offending.

In 2019 we also brought child poverty into this priority group to ensure connections between each community planning area Child Poverty Action Plans, service planning and delivery for children and young people.

This group have continued to progress a range of regional initiatives designed to reduce inequalities and disadvantage in the diverse groups of Looked After Children and Care Leavers, children and young people with Complex and Additional Support Needs, Young Carers and Youth Justice. In broad terms, the group has worked to add regional value to existing local approaches and has explored options appraisals on shared services, shared approaches towards priorities, shared commissioning, shared learning and workforce development.

We reported last year that Corporate Parenting Strategies have been reviewed in each area, with the conclusion that each Community Planning area will retain their own Strategy to reflect both wider and more local needs. We have worked together to review our local approaches to consultation and engagement with care experienced young people. Perth and Kinross have shared their learning from using a digital app and Dundee and Angus have shared work on the creation of local applications: My Views in Angus and a locally developed tool in Dundee.

Advocacy (and advocacy provision) was identified as a possible area of shared work. Using the underpinning principles of the plan, a piece of work was allocated to the Commissioning Group to scope out the dedicated services provided to children, young people, families and adults. This work explored whether there could be added benefit from jointly commissioning a Tayside service to provide similar services in all localities. The outcome of the work was reported back to PG4 – showing only one service currently common to all 3 areas. The impact of Covid-19 prevented further work in this area to explore decommissioning the current common provision. The work did however show the discrepancies in relation to investment and provision in each area and enabled successful bids to be made to increase service provision in Angus.

During this year, the group focussed on children with complex needs and has carried out a comprehensive review of respite services for families with children with a disability across the region. This review was informed by the principles of transparency, availability, equity, consistency, quality and costs. It included looking in more detail at assessment processes, eligibility criteria, decision-making and core/commissioned services. It identified a range of strengths across the partnership and made 10 recommendations designed to apply these in each local authority area.

The group has begun working on a basic dataset for the 3 local authorities to report progress on the identification of, support to and outcomes for Young Carers.

In relation to complex needs, towards the end of 2019, progress had been made towards the delivery of a pilot counselling service for schools across Tayside for children and young people with mental health needs identified as an ASN. This will be rolled out in 2020 and link closely with some of the work of priority group 3. Any impact of the national ASN review will be taken into consideration. It was deemed that this

area of work be progressed under the development of the Emotional Health and Wellbeing Strategy in priority group 3.

Next Steps

A consistent dataset for Young Carers in Tayside will be developed, implemented and reported on, including quantitative and qualitative data on identification, plans, support, perceptions/experiences and outcomes.

In terms of engagement of looked after children, sample analysed views from a cohort of care experienced children and young people in Tayside using digital technologies and other methods will be obtained. This will, in turn, inform the development of associated improvement actions.

Following completion of the regional respite review and having confirmed with each local authority which recommendations apply specifically to their area, each local management team will develop area specific action plans on the proposals which are relevant to them, including key milestones for implementation.

Dundee City Council has received additional funding to develop a transitions framework for all young people moving into adulthood and this will inform developments across all 3 local authority areas.

Further work will be undertaken to explore regional collaborative responses to the Independent Care Review published in February 2020.

Priority Group 5: Safeguarding & Child Protection

'Our children and young people will be safe and protected from abuse at home, school and in the community.'

The aims of this group in the Tayside Plan were to:

- Continue to build a confident, competent and supported workforce in order to protect children and young people from abuse, exploitation and neglect;
- Continue to promote highly effective practices in the sharing of information in order to protect and safeguard children, young people and vulnerable;
- In partnership with the Centre for Excellence for Looked After Children in Scotland (CELCIS), strengthen our approaches to tackling and mitigating the effects of childhood neglect;
- Develop a shared Tayside communication strategy in support of consistent messages to promote the protection and welfare of children and young people;
- And Involve children, young people, parents and wider families in decision-making and planning processes that affect them to develop and implement best practice for the involvement and participation of children, young people and families in key child protection processes and in the work of the CPCs.

The Child Protection Committees for Angus, Dundee and Perth and Kinross along with NHS Tayside, Police Scotland, and Third Sector partners continue to support the work of this group which is led by the Chief Social Work Officer (CSWO) for Perth and Kinross Council.

Throughout 2019/20, the improvement work of the group has progressed significantly with the emphasis of the last three years being the improvement of processes and supporting guidance to ensure high quality safe practices.

In terms of impact, the following is a summary of the progress that has been made:

With the Multi-Agency Practice Guidance on Chronologies having been refreshed and published in February 2019, this has now been widely distributed and embedded into practice. There is emerging evidence of improvement across the Collaborative.

Work around various other multi-agency guidance material has continued with a view that the following will be publicised, cascaded and distributed more widely across the collaboration: IRD (Inter-Agency Referral Discussions) Practice Guidance, Concern for Unborn Babies Practice Guidance (including associated referral form), 2 sets of guidance information around participation in Key Child Protection Meetings: one for practitioners and one for children and families.

In terms of the development of key measures for the Child Protection Tayside CPC Shared Dataset, both qualitative and quantitative indicators have been agreed and implemented retrospectively across the region from the beginning of August 2019.

In the context of child protection, a Significant Case Review (SCR) is a multi-agency process for establishing the facts of, and learning lessons from, a situation where a child has died or been significantly harmed. SCRs are seen in the context of a culture of continuous improvement and should focus on learning and reflection on day-to-day practices, and the systems within which those practices operate. In relation to this, during 2019/20, the group commissioned, Dr Sharon Vincent of the University of Northumbria University to carry out an analysis of recently conducted Initial Case Reviews (ICRs) and SCRs across Tayside. This has provided evidence-based research in relation to recurring themes and trends; a profile of the children and families involved; perspectives of children, families, communities, services; strategic risk factors; and how the lessons learned can inform future workforce learning and development plans across Tayside.

Next Steps

Moving forward into next year, and in planning for the next iteration of the Tayside Plan, the focus will shift to supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.

Underpinning the group's programme of improvement work will also be the strands of work emerging from the completion of the research report by Dr Vincent that will

identify and profile themes and trends (as stated above) from the detailed ICR/SCR analysis.

Supporting Sub-Groups

Performance and Data Group

This group has continued to meet quarterly throughout the year involving data analysts from across the 3 Local Authorities and NHS Tayside. Individual analysts remain aligned to specific Priority Groups to support and facilitate a robust and consistent data and performance focus and are available to review and refine outcome measures.

Last year, it was reported that increased involvement with and understanding of workstream objectives, while focusing on sustainability, was paramount. Towards the end of the 2019/20 period, saw the appointment of a full-time Information Assistant from TRIC funding with this clear objective. However, as a result of the Covid-19 outbreak, this person was redeployed in March 2020 to assist with response tasks.

We also recognised that the current data set would be influenced by work taking place nationally and regionally on a core data set for child protection committees and a core data set for Looked After Children. This will heavily influence a more focused framework that will become part of the next iteration of the Tayside Plan.

Performance Framework

The agreed set of indicators (when the Tayside Plan was first introduced) have now been updated to include core data from this year. Performance in relation to these high-level outcome measures has, once again, been provided in Appendix 2. For this year, the core data set highlights the following:

- The proportion of children with at least one developmental concern recorded at 27-30 months has shown sustained decreases in all local authority areas;
- The proportion of children with no speech, language and communication concerns identified at 27-30 months has continued to show an increase in all 3 local authority areas;
- The proportion of 2, 3 and 4-year-old children accessing Early Learning or childcare provision have shown increases in all areas;
- The proportion of pupils entering positive destinations after leaving school remains high, with all 3 local authority areas showing a slight increase in the last year;
- The rate of teenagers conceiving has shown consistent decreases in both Dundee and Perth & Kinross;
- Sustained reductions in the percentage of P7 pupils with no dental disease

have been seen over the last 4 years;
- And the proportion of looked after children in positive destinations post-school has shown overall increases in all 3 local authority areas.

Educational attainment has shown some fluctuating patterns and has not been consistent across all three areas with some values remaining below the national figures for most of the measures. Longer monitoring of data will be required to establish trends.

Some indicators are based on relatively small cohorts, such as number of Looked after Children, which are therefore subject to fluctuation from year to year. Caution is therefore required in interpretation.

There are often considerable differences in the patterns seen across the three local authority areas, which, considering the different demographics in each area, is not unexpected.

Commissioning Group

This group have continued to work with Tayside Parenting Strategy group to explore opportunities for a pan Tayside approach to commissioning services to provide support for families through frameworks and joint approaches based on joint needs analysis.

In conjunction with Priority Group 4, this group worked to initially review Advocacy Services. The scope of the work was subsequently broadened as requested by the Directors' group to include all services provided to children, young people, families and adults.

This involved working with Tayside Health and Social Care Partnerships to identify, for example, what was currently provided and what statutory requirements it covered. Limited options were identified, due to the different service needs met by individual providers, to take forward decommissioning of any services and there was no appetite to undertake this. However, one Service provider was identified who provided similar services in all 3 areas and may provide an option to decommission existing services and look at a centrally hosted service to all 3 local authorities. In the interim it was agreed that the standardisation of monitoring by all 3 areas would greatly assist the opportunity to take work such as this forward in the future.

The opportunity to utilise new monies from Scottish Government for mental health services to commission jointly was also explored. Further work around this may be taken when the monies become available.

Communications Group

This year, TRIC funding has been used in a different way to support communication activity. The skills and experience of one of the local authority Education and Children's Services Communications Team had been called upon. Representatives joined with the existing TRIC funded personnel (Project Officer and more recently appointed Management Assistant) to form a small project support team. This enhanced internal communications particularly around the ambitions of the priority groups and built a more sustainable support model. The multi-media content producer (funded by the TRIC) continued to play an integral role in making sure improvement outcomes are supported, so much so that all communication activity was taken on by this person at the time of the Covid-19 outbreak.

Priority groups continue to be encouraged to have communication representatives on each group to ensure messages pertaining to their activities remain current and relevant.

Conclusion

We have reported on activity that is being carried out in partnership across Tayside and that has been identified as offering the conditions to achieve the best for children, young people and families. As our collaborative approach has matured, we have learned over the last 3 years that it is not effective to plan and work together on everything; we need to make sure that working together makes the best use of what we have available to us and makes things better for children and young people. This has meant looking closely at some original areas of collaborative work and what we had set out to achieve and deciding to stop and instead focus on a local solution in each area.

We have worked together now for 3 years and we are a lot clearer on what is best moving forward; understanding our data; being more focussed on specific actions and ensuring that they make the difference we hope they do (evaluation). We are more focussed on what needs to change and how we will know as we move into developing the next plan.

The end of this reporting period has seen whole communities deal with the impacts of a global pandemic with devastating effects on relationships, social contacts, education, employment, mental health, and increased risk of harm to name only a few. As a collaborative we were already well set up to support each other to manage the pandemic, use the strength of the partnerships to make best use of the resources and meet challenges at both strategic and operational levels together.

We are well aware our leadership, planning, priorities and service delivery now needs to be different to what we had expected; it needs to be flexible, responsive and decisive to meet the changing needs of communities as we progress through and out of the current pandemic.

At this time, we remain confident that whilst some of our activities in the coming year (2020/21) will be different, our strategic priorities remain the same; to make improvements under the 5 priority areas that will make Tayside the best place for children, young people and families to be.

Appendix 1: Priority Group Members (Job Titles & Organisations) as at March 2020

(AC – Angus Council, DCC – Dundee City Council, PKC – Perth & Kinross Council, NHST – NHS Tayside)

Pre-birth & Early Years (Priority Group 1)
Service Manager, Education & Children's Services, PKC (Lead)
Consultant Midwife, NHST
Family Nurse Supervisor, NHST
Professional Nurse Advisor FNP, NHST
Senior Nurse Health Visiting Service (PKC & AC), NHST
Allied Health Professional Lead, NHST
AHP Early Intervention & Prevention Lead & Practice Education Lead, NHST Education Manager Early Years, DCC
Service Leader (Early Years & Early Intervention), AC
ECS QIO, Education (Early Years and Primary), PKC
Care Inspectorate Representatives
Education Officer (Literacy), Education Scotland

Learning & Attainment (TLAG) (Priority Group 2)
Education Officer, DCC (Lead)
Chief Education Officer, DCC
(Interim) Head of Education, PKC
Director of Education and Lifelong Learning, AC
Service Leader, AC
Improvement Officer, AC
Head Teacher, Angus Virtual School, AC
Acting Service Manager (Secondary), PKC
Quality Improvement Officer (Early Years & Primary), PKC
Education Officer (West), Children and Families Service, DCC
Senior Regional Advisor for Tayside, Education Scotland
2 TRIC Implementation Officers, both DCC

Health & Wellbeing (Priority Group 3)
Lead Nurse – Women, Children & Families Division, NHST (Chair)
Education Officer, DCC
Senior Manager, Children and Families, DCC
Service Manager, Evidence 2 Success, PKC
Service Manager ASN/Educational Psychology, AC
Lead Officer ADPs, AC/P&K
CAMHS Manager, NHST
AHP Manager, NHST
Senior Nurse School Nursing Service, NHST
Consultant in Public Health, NHST

Health & Wellbeing (Priority Group 3) - continued
Senior Health Promotion Officer, NHST
Dietetic Consultant in Public Health, NHST
PKAVS Development Officer (Heath & Social Care)
Head of Angus LAC Health Team, Medical Adviser to Adoption and Fostering Panels,
Community Paediatrician, NHST
Inclusion Manager/Principal Educational Psychologist, PKC
Senior Education Officer (Inclusion), Education Scotland

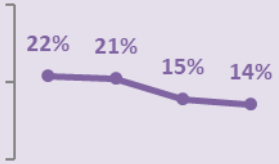
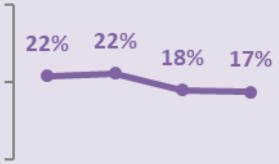
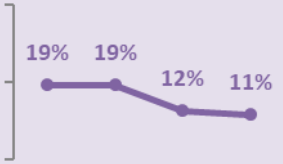
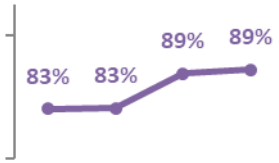
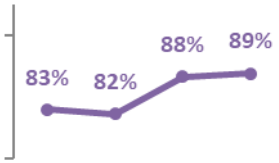
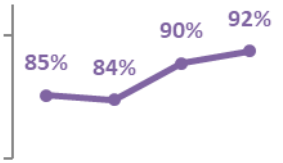
Looked after Children, Care Leavers & Young Carers (Priority Group 4)
Head of Service, Children's Service and Community Justice, DCC (Lead)
Senior Manager, Residential Services, DCC
Children's Service Manager, DCC
Senior Manager, Children and Families, PKC
Service Leader, Child Protection & Review, AC
Team Manager (Carers Support Services), Dundee Carers Centre
Locality Reporter Manager, SCRA
Detective Inspector, Police Scotland
Child Health Physiotherapy Service Manager, NHST
Team Leader (Looked After Children), NHST
Consultant Community Paediatrician/Medical Advisor for LAC in Dundee, NHST
Senior Information Officer, DCC
Senior Education Officer (Inclusion), Education Scotland

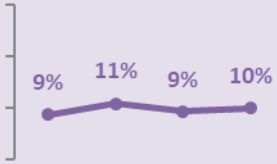
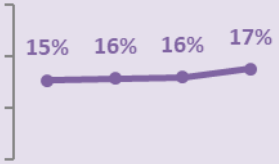
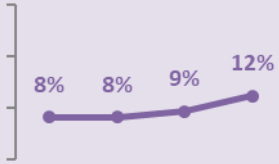
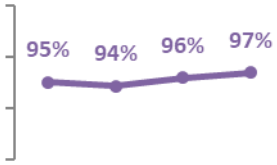
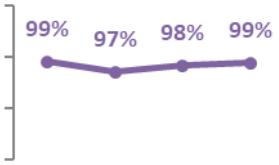
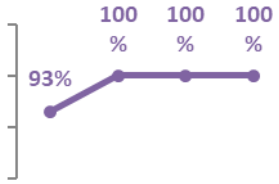
Safeguarding & Child Protection (Priority Group 5)
Depute Director, Education and Children's Services / CSWO, PKC (Lead)
Detective Chief Inspector, Tayside Division, Police Scotland
Detective Inspector, Police Scotland
Assistant Director, Barnardo's Scotland
Lead Nurse Child Protection, NHST
Consultant Paediatrician, NHST
Independent Chair, Angus Child Protection Committee
Independent Chair, Dundee Child Protection Committee
Independent Chair, Perth and Kinross Child Protection Committee
Lead Officer, Protecting People, DCC
Team Leader, Protecting People AC
Child Protection Inter-Agency Coordinator, PKC
Executive Director, Angus Women's Aid
Attainment Advisor, Education Scotland

Appendix 2: Performance Framework

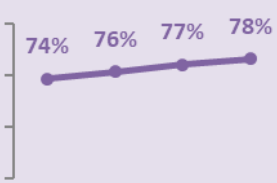
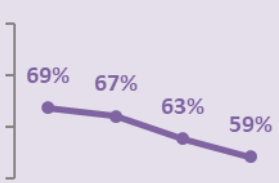
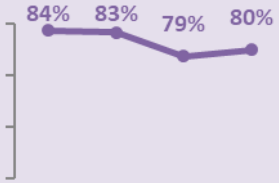
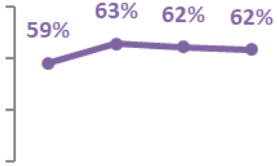
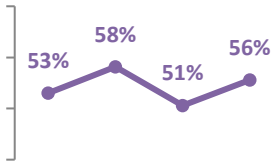
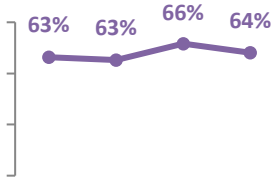
Unless otherwise noted, data for all indicators covers the years 2015/16, 2016/17, 2017/18 and 2018/19

1. Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children with at least one developmental concern recorded at 27-30 months Child Health Review (reduce)			
The data shows sustained decreases in the proportion of children with at least one developmental concern recorded at 27-30 months in all local authority areas. National data has shown similar decreases over this time-period, and average Tayside figures (14%) are now in line with the national values (15%).			
Proportion of children with no speech, language and communication concerns identified at 27-30 months Child Health Review (increase)			
The proportion of children with no speech language and communication concerns identified at 27-30 months has continued to show an increase in all 3 local authority areas. National figures have also shown an increase over this time-period, although not as sharply as average Tayside values, and the Tayside values (90%) are now the same as national values.			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of 2-year olds children who have accessed early learning and childcare provision (increase)			
** Data in this indicator are from the relevant census week in September for the years 2016, 2017, 2018 and 2019*			
The proportion of 2-year olds accessing ELC and childcare provision has shown improvements in the last year in all 3 local authority areas, with Tayside average values (14%) being higher than the national figure (11%).			
Proportion of 3 & 4-year-old children who have accessed early learning and childcare provision (maintain)			
** Data in this indicator are from the relevant census week in September for the years 2016, 2017, 2018 and 2019*			
Data shows sustained high levels of children aged 3 and 4 years old accessing ELC and childcare provision, with some continued increases in Angus and Dundee. Tayside average values (99%) are slightly higher than national values (98%).			

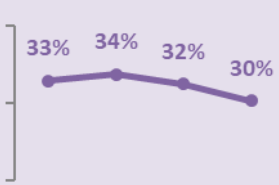
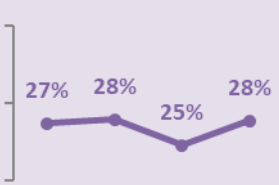
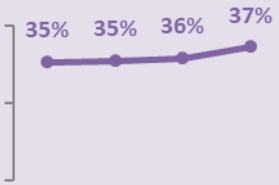
2. Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences all children and young people will fulfil their potential

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of local residents satisfied with schools (increase)			
Proportion of school leavers achieving 5 plus awards at SCQF level 5 or higher (increase)			

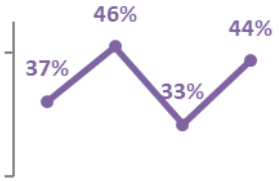
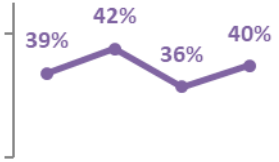
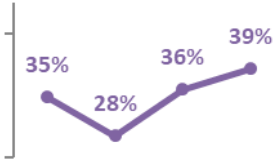
** Data in this indicator are based on three-year averages, and cover the years 2013-16, 2014-17, 2015-18 and 2016-19*

Whilst satisfaction with schools has seen an increase in Angus, there has been a slight dip in Perth & Kinross, although a slight improvement has been seen this year. Satisfaction with schools in Dundee has seen a sustained decrease over the review period. National data has also shown a decrease over this period, from 78% in years 2013-16 to 72% in 2016-19.

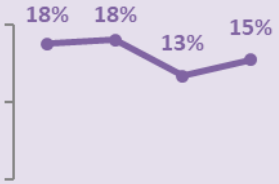
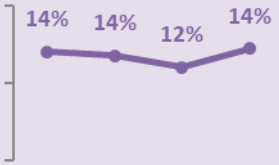
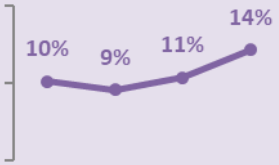
The proportion of school leavers achieving 5 plus awards at SCQF level 5 or higher has shown a small overall increase in Tayside, with the average Tayside value increasing from 59-60% over the duration of the time-period indicated. However, this is still lower than the current national value (64%).

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of school leavers achieving 5 plus awards at SCQF level 6 or higher (increase)			

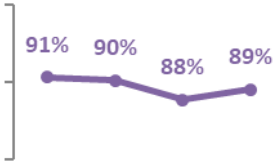
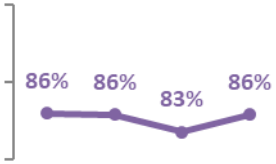
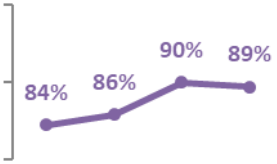
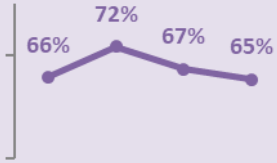
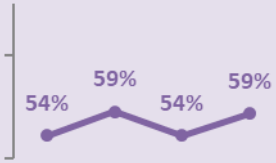
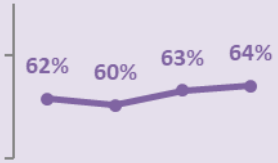
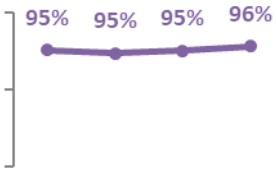
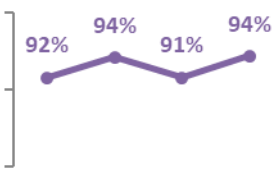
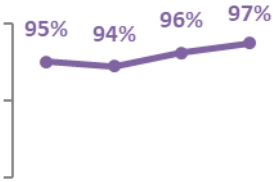
The proportion of school leavers achieving 5 plus awards at SCQF level 6 or higher has remained fairly stable across Tayside as a whole, with different patterns within each of the 3 local authority areas. The overall Tayside value (32%) remains lower than the national average (36%).

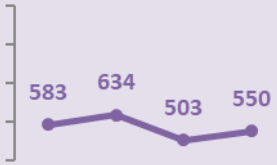
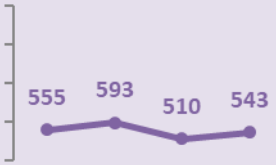
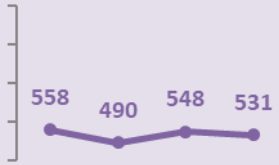
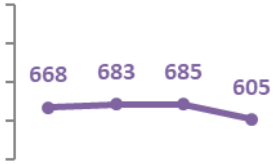
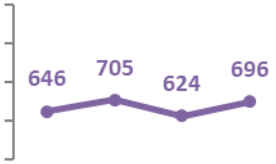
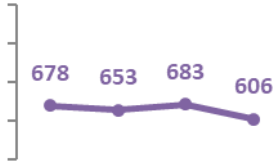
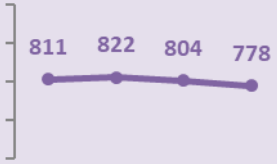
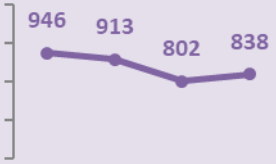
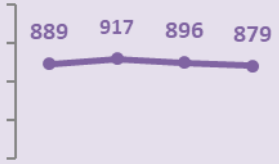
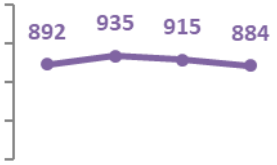
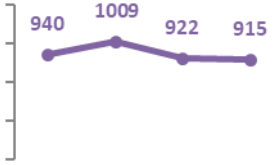
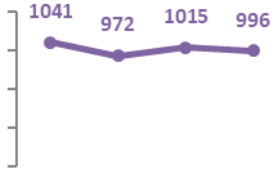
Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 5 or higher (increase)			

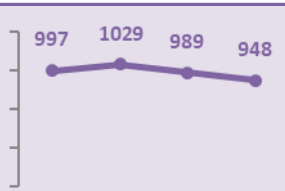
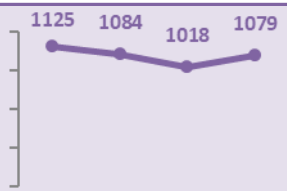
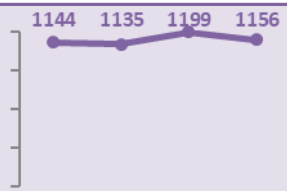
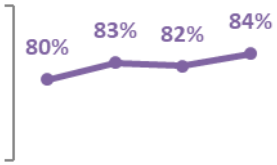
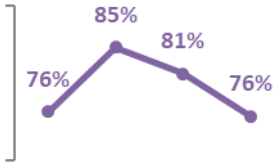
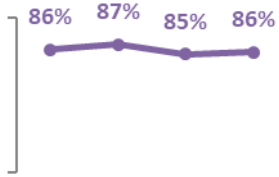
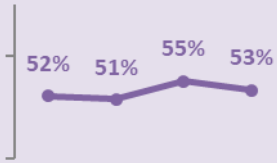
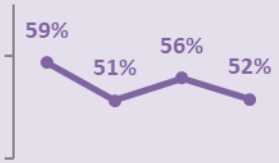
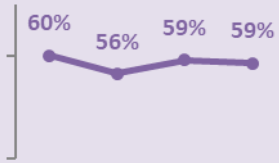
This measure shows a slight increase in Tayside over the 4 years, increasing from 38% to 40%. A similar pattern is seen in the national data over the same period; however, average Tayside values are still lower than the national values (46%).

Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 6 or higher (increase)			

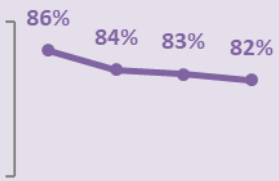
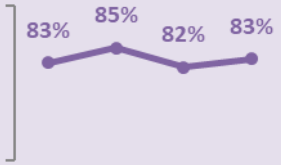
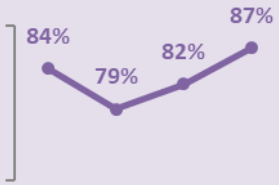
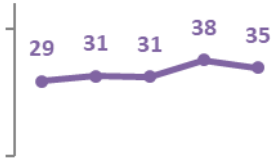
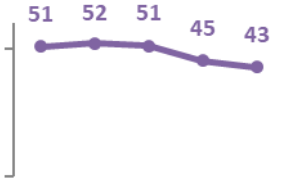
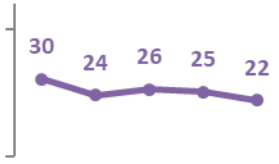
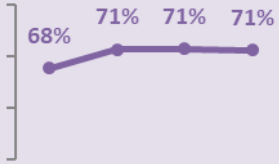
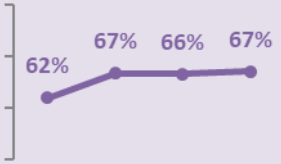
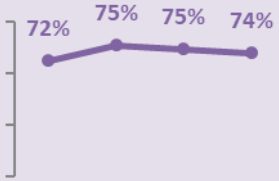
This measure remains broadly similar across Tayside over the 4 years, with recent increases following earlier decreases in all areas. National data has shown a sustained increase in this measure over the last 4 years and remains higher (19%) than the Tayside value (15%).

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of school leavers achieving literacy and numeracy at SCQF level 4 or above (increase)			
The proportion of school leavers achieving literacy and numeracy at SCQF level 4 or above shows a varying pattern in each of the three areas, but average values in Tayside have shown a very slight increase over the last 4 years, as has national data. The average Tayside value (88%) is only slightly lower than the national value (89%).			
Proportion of school leavers achieving literacy and numeracy at SCQF level 5 or above (increase)			
The proportion of school leavers achieving literacy and numeracy at SCQF level 4 or above shows a varying pattern in each of the three areas, but average values in Tayside have shown an increase over the last 4 years from 60 to 63%. The national data has also shown a similar pattern, but the average Tayside values (63%) remain lower than the national value (67%).			
Proportion of pupils entering positive destinations after leaving school (increase)			
The proportion of pupils entering positive destinations after leaving school remains high, with all 3 local authority areas showing a slight increase in the last year. Average Tayside values (96%) are slightly higher than the national data (95%).			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Leavers' average total tariff SIMD Quintile 1 (increase)			
Leavers' average total tariff SIMD Quintile 2 (increase)			
Leavers' average total tariff SIMD Quintile 3 (increase)			
Leavers' average total tariff SIMD Quintile 4 (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Leavers' average total tariff SIMD Quintile 5 (increase)			
Tayside values for leavers' average total tariff are lower than the national averages for all SIMD quintiles, particularly SIMD quintiles 1 and 2.			
Proportion of pupils who stay on from S4 to S5 (increase)			
Proportion of pupils who stay on from S4 to S6 (increase)			
Staying on rates show considerable differences within the 3 authority areas. Rates are lower than the national values in all 3 areas, resulting in the overall Tayside average for S4 to S5 (82%) and S4 to S5 (55%) being lower than national values, (87% and 61% respectively).			

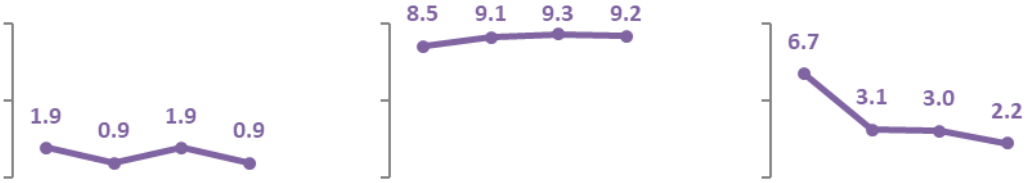
3. Our children and young people are physically, mentally and emotionally healthy

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children with a BMI in a healthy weight (clinical) category at P1 review (increase)			
The proportion of children with a BMI in a healthy weight category has shown fluctuation within the three different local authority areas, but overall Tayside values have remained relatively stable, and are currently in line with national values (84%)			
The rate per 1,000 of teenagers conceiving (under 20 years) (reduce)			
** Data in this indicator are based on calendar years 2014 to 2018*			
The rate of teenagers conceiving has shown consistent decreases in both Dundee and Perth & Kinross, with values in Angus also decreasing within the last year. The overall Tayside figure has shown a decrease over the last 5 years, but at 33 per 1,000 are still slightly higher than the national value (30 per 1,000).			
Proportion of P7 pupils with no obvious dental disease (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross

Sustained reductions in the % of P7 pupils with no dental disease have been seen over the last 4 years, although this measure has mostly remained static over the last 2 years. The overall value for Tayside has remained at 71% for the last 3 years but is slightly lower than the national value (73%).

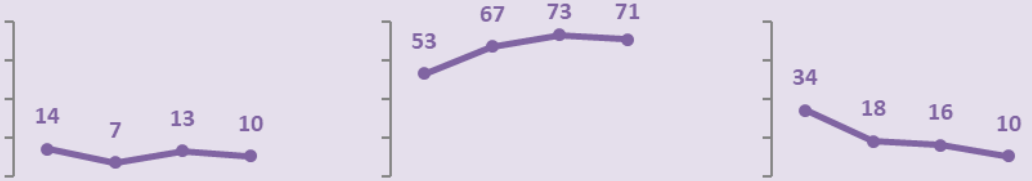
Rate per 10,000 households with children or pregnant women in temporary accommodation (reduce)



** Data in this indicator are as at 31 March for 2016, 2017, 2018 and 2019*

Data in this measure show some variation but are based on relatively low numbers (particularly in Angus) and on data that is rounded for disclosure purposes. Care should be taken therefore when making comparisons. However, overall Tayside values show a broadly decreasing picture, partly due to the significant decrease seen in Perth & Kinross. The national data has shown an increase over the last 4 years, with the national value (13.7) being considerably higher than the average Tayside value (4.4).

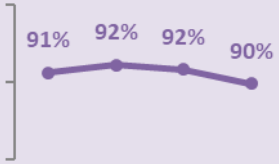
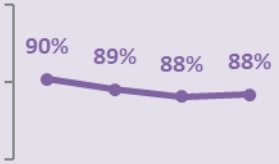
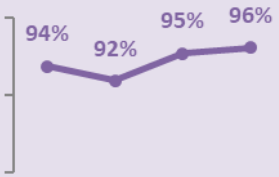
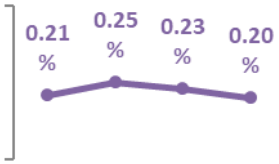
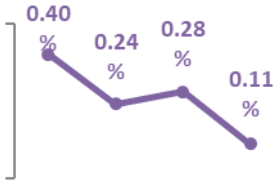
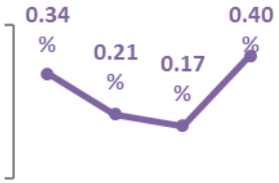
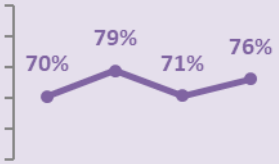
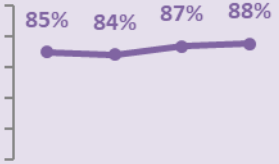
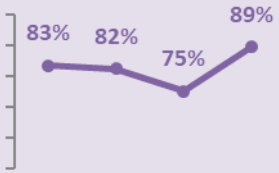
Rate per 10,000 of children in temporary accommodation (reduce)

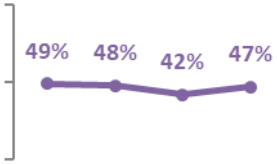
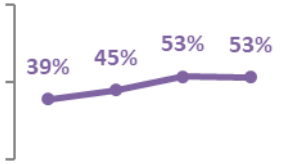
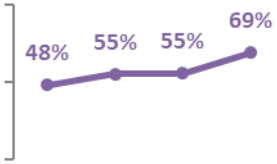


** Data in this indicator are as at 31 March for 2016, 2017, 2018 and 2019*

Data in this measure show decreases in both Angus and Perth & Kinross, but an increase in Dundee. The overall Tayside values show a slight decrease over the same period, compared with an increase in the national data. Although values in Dundee are much higher than in Angus or Perth & Kinross, they are still lower than the national data over the same time-period. Average values for Tayside (32 per 10.000) in 2019 were considerably lower than the national value (74 per 10.000).

4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable to all other children and young people

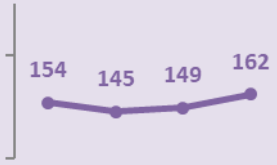
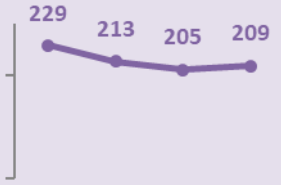
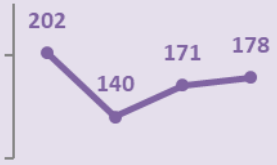
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children and young people placed in family-based placements (increase)			
Although small differences are seen in the pattern of data in each of the 3 local authority areas, values in each area are broadly in line with the national value (90%).			
Proportion of openings lost to exclusions during academic year for looked after children (reduce)			
Both Angus and Dundee show decreases in the proportions of openings lost to exclusions for looked after children, with Dundee showing the largest decrease over the review period. Following an initial decrease in Perth & Kinross, a substantial increase was seen in 2018/19. However, as this measure refers to only a small number of children, it may be subject to a greater degree of fluctuation, and care should be taken when making comparisons.			
Proportion of looked after children in positive destinations post school (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
The proportion of looked after children has shown overall increases in all three local authority areas (albeit with some fluctuations, and lower levels apparent in Angus) over the 4-year period. National data has shown a similar pattern, although the overall Tayside value of 84% is higher than the national value (82%).			
Proportion of looked after school leavers gaining Literacy & numeracy at SCQF level 4 or better (increase)			

** Data in this indicator are based on three-year averages, and cover the years 2013-16, 2014-17, 2015-18 and 2016-19*

Although values in Angus have shown a small decrease over the 4 years, there have been significant increases in the proportion of school leavers gaining Literacy and Numeracy at SCQF level 4 or better in both Dundee and Perth & Kinross. As a result, the overall Tayside values have shown an increase to 54%, which brings this measure almost in line with the national data (55%), which has shown a similar increase.

5. Our children and young people are safe and protected from harm at home, school and in the community

Indicator (aim)	Angus	Dundee	Perth & Kinross
Number of emergency admissions from unintentional injuries for children aged 0-15 (reduce)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
The number of emergency admissions from unintentional injuries for children has shown different patterns in the 3 local authority areas, resulting in no discernible difference in the value when looking at overall Tayside averages. Although the national values have also shown some fluctuation, there has been a slight decrease in the number of admissions over the same period.			

Appendix 2

Tayside Regional Improvement Collaborative

Tayside Plan for Children, Young People and Families Annual Report 2020-2021

Tayside Regional Improvement Collaborative (Phase 4) 2020

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This report was approved by the Tayside Collaborative on 23 July 2021. Should you wish to enquire on this report, please contact us via **www.taycollab.org.uk**

Foreword

Welcome to the end of year report on the Tayside Plan for Children Young People and Families covering April 2020 to March 2021. We are reporting on our **Plan** which was extended for a further year to take account of the Covid-19 pandemic. This is our fourth and final report on the Plan from 2017 – 2020 (extended to 2021).

As was reported in the 2019/20 report, Covid-19 continues to present significant challenges to many families (and particularly more vulnerable families) which will impact on people and communities for years to come, placing increased pressure on children's services. As an existing Collaborative, we were well placed to identify opportunities to work together as we have moved through response to recovery stages. We re-prioritised and reframed some of our approaches, including those for our next Children's Services Plan 2021-23.

The Coronavirus (Scotland) Act 2020 provided public bodies with flexibility to postpone compliance with certain duties and exercise flexibility when efforts to respond to the pandemic were prioritised. As stated at the outset, we used this to continue our existing plan through 2020 to 2021 and follow, where appropriate our existing structure and priorities. We are grateful for both the flexibility provided by the legislation and the support from each community planning area. It has allowed good work to continue whilst providing us some space as a Collaborative to ensure our priorities are appropriate. Our next plan will therefore take us from April 2021 until March 2023 in line with the national planning and reporting framework.

We continue to fully integrate work of the Tayside Regional Improvement Collaborative (TRIC) within our children's planning framework, recognising that outcomes in health, wellbeing and educational attainment are inter-related and inter-dependent. We have recognised and built on early successes and reflected on areas where we want to make further progress.

Even in these challenging times, there is strong commitment to continue to work together across Tayside, to mature and embed our approach to joint work where there is clear added value to children and families from taking a regional approach. This is reflected in some of the actions that have paused or are not progressing on a Tayside basis, and in those that are being driven forward with clear benefit. As I have said previously, this means a planning landscape that is not linear. It is one that still reflects the commitment of each community planning area to be honest, bold and brave to deliver services in a combined way, either as being locally driven or across the Tayside region.

MARGO WILLIAMSON

Chair of Tayside Children's Services Collaborative

Strategic Executive Group

Introduction

'Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'

The **Tayside Plan for Children, Young People and Families 2017-2020** (having been extended into 2021) forms the Integrated Children's Services Plan (ICSP) for the three Community Planning Partnership areas in Tayside and is led by the three Councils in Tayside (Angus, Dundee and Perth and Kinross), NHS Tayside, Police Scotland, the Third Sector and other organisations that influence service delivery in the Community Planning Partnership (CPP) areas. The plan was developed, and is being delivered, within a framework of policy, legislation, evidence-based practice and analyses of local needs. It maintains a focus on the improvement of outcomes for children and young people in the area, recognising the importance of a holistic focus on the family and whole child to achieve this. It builds the collective capacity and resilience of services, shares expertise and makes the best use of resources to accelerate progress towards improving outcomes in health, wellbeing and attainment.

The Plan was the first of its kind to reach across both geographic and organisational boundaries and focuses on five shared priority areas to improve outcomes for children and young people, stated under each associated group in the progress section below.

In developing the Plan, partners committed to several areas of collaboration: the development of shared planning and delivery; the alignment of systems and processes; shared learning and workforce development; and shared commissioning arrangements. All with the aim of ensuring a genuinely whole system approach was adopted to achieve a step change in how resources are mobilised towards delivery of improvement in the most important priorities and outcomes for children and young people.

As the Plan has been worked through, the ambitious nature of the original priorities has been recognised. Within the detailed work there have been areas of work identified as collaborative that have since been taken forward by each individual local authority. This has helped the Collaborative to reflect on the need to more clearly identify the added value which might be gained from joint working which justifies any joined-up approach. This has also helped build a more streamlined and focused future Plan.

The plan is underpinned by a range of key drivers: legislation such as the Children and Young People (Scotland) Act 2014 and the Education (Scotland) Act 2016; national policy such as Getting It Right For Every Child and national improvement frameworks such as Best Start and the Child Protection Improvement Programme.

Future planning has been influenced by the findings of the **Independent Care Review** (reported in February 2020). This has influenced the approach to the next ICSP in Tayside, ensuring that the 5 foundations of **The Promise** underpin the region's priorities

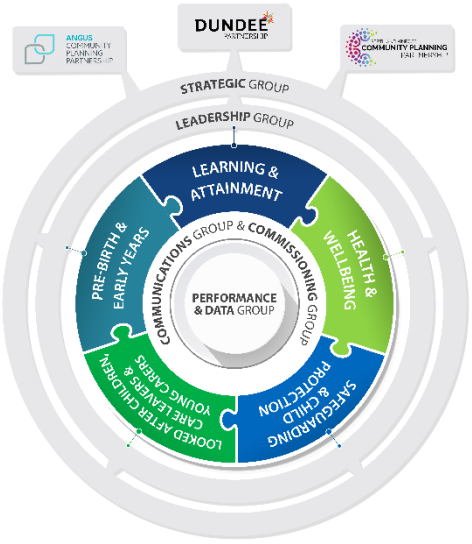
and actions. The incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots Law will further the approach to Children's Rights. Public authorities are now obliged to report what they will do to make Rights better for children and young people. A Tayside Summary Report on children's rights has been prepared for 2017 – 2020 and is available on the TayCollab web page (link to be added).

The views and experiences of people who access services or who have lived experience and experience of caring for someone with some additional needs, have also influenced developments, particularly in the areas of parenting support, mental health and wellbeing and corporate parenting.

Tayside Collaborative Model

The diagram below (Figure 1) shows how the Collaborative has worked over the last four years. The five Priority Groups (PGs), with representation from across the three areas, delivered detailed action plans, against which their progress is reported. The sub-groups, focussing on Performance and Data, Commissioning and Communication, continue to offer support to the PGs to deliver their outcomes.

Figure 1



Governance is delivered through the Leadership Group and further by the Strategic Group at Chief Executive level. In February 2021 the Directors Group was renamed to become the Leadership group as each of the five PG Leads joined existing members.

Although there has been continued support for the existing collaborative model, the positioning of the Performance and Data at the core of the model continues to reflect how clearly evidencing the impact of collaborative work being undertaken helps drive decision making.

Group Progress and Next Steps

Below is an overview of the work of the groups towards achieving the actions set from 2020/21, taking into consideration the outbreak of Covid-19 during the final weeks of

March 2020. In this reporting period, each group continued to base their activity on the original high level aims of each area (within the Tayside Plan 2017-2020), next steps reported in the annual report 2019-2020 on this Plan, TRIC action plans submitted to Education Scotland in October 2020 and most significantly, the inevitable response to the Covid-19 outbreak.

Towards the end of 2019, a development session was held to look at what needed to be stopped, started and continued, in preparation for the next iteration of what would have been a 3-year ICSP from April 2020 to March 2023. With the impact of Covid-19, actions that had previously been identified were revisited and reviewed. This was undertaken at local consultation events held in each area to inform what is now a 2-year Tayside Plan (2021 – 2023).

Throughout this reporting period all priority groups have been involved in preparation of the new Plan. The next steps of each group below highlight some of the key actions to be progressed within the plan.

Priority Group 1: Pre-birth & Early Years

'Our children will have the best start in life; they will be cared for and supported to learn in nurturing environments.'

A new Lead was appointed to take forward the work of this group from June 2020.

With Tayside currently being the only area in Scotland delivering to targeted eligible clients up to the age of 24, a third and final evaluation report on the **Family Nurse Partnership (FNP) Programme** (extended eligibility criteria in Tayside) was shared with this priority group as they re-engaged in August 2020.

The key learning points from the report are:

- Those with additional identified vulnerabilities continue to enrol and engage well on the programme.
- Attrition in the programme is low.
- Over 53% of the caseload were clients aged between 20 and 21 years old in this cohort.
- Mental ill health diagnoses were prevalent in this client group.
- The majority of clients enrolled were at risk of living in poverty.
- Due to environmental / housing conditions Family Nurses agenda matched to problem solve with clients around their housing challenges.
- Clients enrolled speak highly of their involvement and their Family Nurse.
- Clients like the continuity of carer which FNP brings.
- Clients enjoy using the programme materials.
- Child protection vulnerabilities were demonstrated through clients who had been identified as having additional risk factors requiring multi-agency intervention.

- Family Nurses adapted their communication and assessment skills well for programme delivery ensuring individualised care.
- Supervisors could identify the positive impact of the programme for families.
- Supervisors were sensitive to offering the programme to clients in this age range in that it would not be detrimental to site capacity for those under 19.
- Supervisors required an increased knowledge of adult protection.
- The model of supervision within FNP required no adaption for this group of clients.

As reported previously, with National governance now in place and this piece of work having concluded, this will become a mainstream function of NHS Tayside and as such will not be included in future action plans for this group.

This is also the case with **Allied Health Professional (AHP)** work with the delivery of the 5 ambitions of Ready to Act leading to a National Improvement Plan, resulting in this area no longer being taken forward by this group. Nevertheless, late in 2020, the Child Health Advice Line team presented findings from 2019/20 to this group. Having been delayed due to Covid-19, the team were also able to compare some data to pre Covid-19 times: almost double the amount of calls were logged in September 2020 compared to the same time in 2019.

While eligible 2 years old and 3 – 5-year-old children across Tayside continued to be entitled to up to 1140 hours of funded Early Learning and Childcare (ELC), driven forward by each local area, **ELC Leadership** continued as a collaborative workstream hosting some virtual events early in 2021. **Sarah Philp** worked with 178 practitioners over 6 sessions. 98% agreed that they had a deeper understanding of collaboration, the challenges and the leadership practices that support collaboration and built collective efficacy at the end of the sessions. 96% agreed that they had reflected on their own practice and setting and had identified steps to enhance collaboration in those settings. Later in 2021, a survey will go out to evidence further impact of the sessions and follow up reflections with smaller cohorts in each local area will be planned for the next academic year.

Linked to the learning from Addressing Neglect Enhancing Wellbeing (ANEW) programme and the ELC expansion, improving **transitions for children aged 0-3 years with additional support needs** has emerged as a workstream which incorporates learning from best practice already in each local area. With the use of appropriate data, this will examine the earliest possible identification of the best possible support in addressing developmental milestone needs of young children.

Support for families (welfare and poverty) to address poverty will remain a key priority for this group, requiring the involvement of health visiting, midwifery and welfare rights teams, with learning being shared across Tayside.

Extending from the work with the Perth and Kinross Welfare Rights Team, financial inclusion information for Tayside Child Poverty Plans was shared by a Senior Health Promotion Officer for Welfare Reform/Health & Financial Inclusion from NHS Tayside. This included plans around nursing information and referrals, income maximisation in

health settings, electronic referrals to advice services, the Connecting Scotland project and Angus Midwifery Pilot project.

Having run between the end of 2019 and early 2020, over 100 referrals were made by midwives with over £325,000 generated for pregnant women and their families. This averaged approximately £3,000 per person, with the highest gains coming from universal credit payments. Referrals may have been higher, but Covid-19 saw a significant impact on service delivery.

Following evaluation of the pilot, Public Health allocated its remaining funding from Scottish Government to maternity services to recruit a project midwife for 18 months. This post holder will be responsible for working alongside key universal services and colleagues within Maternity Services, Health Visiting, Family Nurse Partnership and Early Years education settings. Leading on service improvement activity, developing pathways, training, data collection/analysis will be integral to the role.

With a previous commitment to improve the use of data, this group were provided with Tayside **child developmental milestone review** information. 13 -15 month, 27-30 month and 4 -5 year review information from 2013/14 and 2018/19 was used to show any emerging trends and inform future decision making. To highlight any early impact of Covid-19, some analysis was also carried out looking at child health visits and developmental reviews.

As reported last year the early impact of Covid-19 resulted in all planned training sessions to embed the **Solihull Approach** in NHS, Local Authorities and third sector partners being suspended from March 2020. The focus became the development of a clear delivery plan for training sessions in a different way.

To increase the capacity to roll out Solihull Training across Tayside and to strengthen the sustainability of the work, volunteer trainers were recruited from partner agencies. As a result of re-deployment following the pandemic outbreak, many were no longer available to deliver training. However, via 2 online courses, 17 participants from across Tayside were able to complete the Train the Trainer course during this time.

With all in person training suspended from March 2020, from January 2021 8 Tayside wide Foundation online courses ran to conclusion with 89 participants ranging from local Early Years staff (over 50%) to teachers and health visitors. Angus also ran virtual 'Solihull in Practice' sessions at the beginning of 2021, designed to provide newly trained practitioners the opportunity (approximately 3 months after their initial training) to reflect on their use of the approach and share with colleagues the impact the training had on them and the children and families they work. Data is still being gathered on this.

Themes from course evaluations taken up to March 2021 are:

- All participants felt the training was highly relevant or quite useful to their work
- All participants felt it was highly relevant or quite useful in helping build relationships with parents
- 96% indicated that they had begun to think differently about some of the

challenges they encounter when working with children and families
- 95% indicated that the training had been highly relevant or quite useful in increasing their professional network
- And 96% felt that the approach had begun to make them think differently about some of the challenges they encounter when working with children and their families.

Online courses for parents are included with the Solihull approach and during the pandemic access to these resources was free to parents. The take up is show below with significant variation across the 3 local authorities:

Parents Online Courses (as at January 2021)	***Tayside***	***Angus***	***Dundee***	***Perth & Kinross***
Registered Learners	***1045***	*30*	*207*	*808*
Actual Learners	***919***	*26*	*153*	*740*
Understanding pregnancy, labour, birth and your baby	***202***	*5*	*35*	*162*
Understanding our baby	***94***	*1*	*17*	*76*
Understanding your child	***455***	*14*	*63*	*378*
Understanding your teenager brain	***168***	*6*	*38*	*124*

In addition to the above, this priority group will continue to be a forum for any potential collaborative actions such as those that might emerge in relation to infant mental health from the recent launch of the **Wellbeing for Wee Ones campaign** on Parent Club, aimed at parents of young babies.

Next Steps

- Under transition work, improvements will be scoped, and actions planned with Health and Children and Families colleagues. An approach to tracking and monitoring children's progress in early learning and childcare will be developed via a screening and tracking tool. This will be used consistently across the Collaborative by practitioners to ensure that all children are making progress and any gaps are identified and addressed quickly;

- To support families (welfare and poverty), health professionals will work collaboratively with Welfare Rights Teams (or equivalent) across Tayside to maximise income from social security. Effective referral pathways will be established across universal health and educational services.

Priority Group 2: Learning & Attainment

'Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.'

At the outset of this period, activity of the members of this group required local focus on supporting schools (staff and learners) in their management of the outbreak of Covid-19. Once the group could more formally re-establish themselves, the aims of the existing workstreams were re-examined to ensure they remained appropriate given the emerging situation. By the beginning of the 20/21 academic session, as with other priority groups, action plans (with obvious caveats) were refreshed and submitted to Education Scotland for the period to March 2021.

In terms of the previously identified workstreams, the following can be noted in terms of progress:

Learning & Teaching (Practitioner Enquiry with a focus on feedback): Given that the previous Research into Evidence workstream was now amalgamated with this workstream (to emphasise the use of academic research and evidence in individual enquiries), further progress was halted due to face-to-face practitioner enquiries not being possible. This workstream has not been identified as a priority in session 2021/22.

Numeracy: To increase pace and challenge in this area, work had been planned to resume in September 2020 with the aim of creating (in partnership with Education Scotland) a plan for the development of support for primary to secondary numeracy progression. Due to resources being diverted to support remote learning, progress was not possible with this work. As the 2021/22 focus is solely on recovery workstreams, numeracy progression will not be prioritised during that time.

School Improvement: This support approach was to be expanded and developed further to support schools in analysing and understanding data for improvement, sharing of effective practice and in further developing monitoring/tracking processes. As reciprocal school visits could not happen, this was postponed.

School Leadership: The delivery of the shared leadership strategy, encompassing the Leadership Development and Induction Programme (LDIP) for Head Teachers was to be reviewed. Further opportunities for professional learning, e.g. Evolving Systems Thinking was to be delivered with support from Education Scotland. This was put on hold in session 2020/21 but will resume as part of the 2021/22 plan.

Curriculum Leadership: This workstream had aimed to implement recommendations from the Curriculum Review of Senior Phase and Broad General Education (BGE), then support Middle Leadership colleagues to engage with curriculum development and improvement. Learning & teaching approaches across the curriculum were to be reviewed and refreshed according to need. There was to be an opportunity to develop this over a 3-year period, with Literacy, Early Years and Outdoor learning as examples. Approaches to ensure equity and inclusion for all (considering the Additional Support for Learning review in June 2020) were also to be reviewed and refreshed. Unable to progress in its original form, the group diverted resources to respond to the emerging events at this time. To provide curricular support during the lockdown period, a Principal Teacher (PT) Hub was created for each subject area for all PTs across Tayside.

Moderation: In this session, there was continued focus on upscaling aspects of this work with further moderation events, joint in-service days and Quality Assessment and Moderation Support Officers leading on this. Further support was also provided by the Education Scotland National Improvement Framework (NIF) Officer for Tayside. This work will continue in session 2021/22.

Work did continue, and will continue, on scaling up some of these already established workstreams, with Education Scotland supporting the planning and implementation where appropriate.

Further analysis of school self-evaluation plans and performance data was undertaken in February 2021 to identify any further and emerging areas of shared focus that would benefit from collaborative support for recovery and improvement.

Added to workstreams above noted as progressing, have been digital pedagogy and awareness raising and embedding of UNCRC in all schools across Tayside. To support learners both nationally and across Tayside there had to be a significant immediate focus on the former.

With Education recovery plans from each Tayside local authority being shared as they were finalised and an ever changing picture emerging following the Covid-19 outbreak, Education Scotland colleagues continued to support the provision of a supplementary online library of resources via their **National Improvement Hub: Scotland Learns**. The more interactive online resource **e-Sgoil** continued with plans for expansion. With the potential benefits of a blended learning approach being recognised across Tayside, with some learners thriving and becoming more motivated during this period, this was taken further in Tayside with almost 60 teachers becoming involved with the creation of or quality assurance of recorded lessons across the Broad General Education and Senior Phase.

The group actively considered cohorts of learners who could benefit from virtual learning, whether it be those not currently in school on a full-time basis or in their final school year. A needs analysis was undertaken, and work began on piloting a Tayside virtual campus to enhance and widen course choices across the Senior Phase. Advanced Higher courses were offered in three curricular areas. Early in 2021, practitioners were presented with progress in this area.

Next Steps

- Moving forward with **school improvement**, work to support robust evidence gathering for each of the core **How Good is Our School? (4th edition)** quality indicators, will be undertaken in partnership with Tayside central officers, Education Scotland and Headteachers. Local areas will focus on collaboration and support to develop a shared understanding of effective self-evaluation for improvement. There will be developments around data literacy and data cultures for improvement in all schools to help raise levels of attainment and achievement. For identified cohorts, there will be an opportunity for

professional learning in making effective and sustainable changes through the Model for Improvement methodology.

- Under **school leadership**, the LDIP will continue to be delivered with a sub workstream to plan and develop leadership opportunities for Depute Headteachers preparing for headship. This will lead to a Depute Headteachers Collaborative Network and Masterclass.

- There will be a range of opportunities for regional and national **moderation** activities to increase teacher confidence. There will be collaborative delivery of joint In-Service days, career long professional learning sessions and Quality Assurance and Moderation Support Officer training.

- To embed **UNCRC**, there will be focused interventions to increase wellbeing and raise levels of attendance, engagement and participation in learning for identified cohorts of children and young people across Tayside. Policies and processes across the three local authorities will also become UNCRC compliant.

- In terms of **digital learning**, a Tayside virtual campus will be created delivering 3 Advanced Higher subjects, as a pilot, with the aim of widening this offer in the coming years. There will be more opportunities for children and young people for independent learning through engagement with accessible and flexible online digital resources. To improve digital pedagogy, more professional learning opportunities for teachers will be available. An additional development will be the creation of a digital resource bank at National Qualification level 1 to National Qualification level 3. This accessible and flexible resource will be created for learners with additional support needs or barriers to learning, so that they can access learning whenever they need to and in a range of settings.

Priority Group 3: Health & Wellbeing

'Our children and young people will be physically, mentally and emotionally healthy.'

As the membership of this group comprises an equal split of NHS and Local Authority/3rd sector colleagues, there have been some unavoidable delays in progressing work since the Covid-19 outbreak. Nevertheless, once in a position to regroup, significant progress has been made.

With the **Tayside Strategy for Parents** (2019-2024) having been developed following consultation with parents, those with a parenting role and service providers, the next stage had been to consult on the draft delivery plan. Work had begun to identify

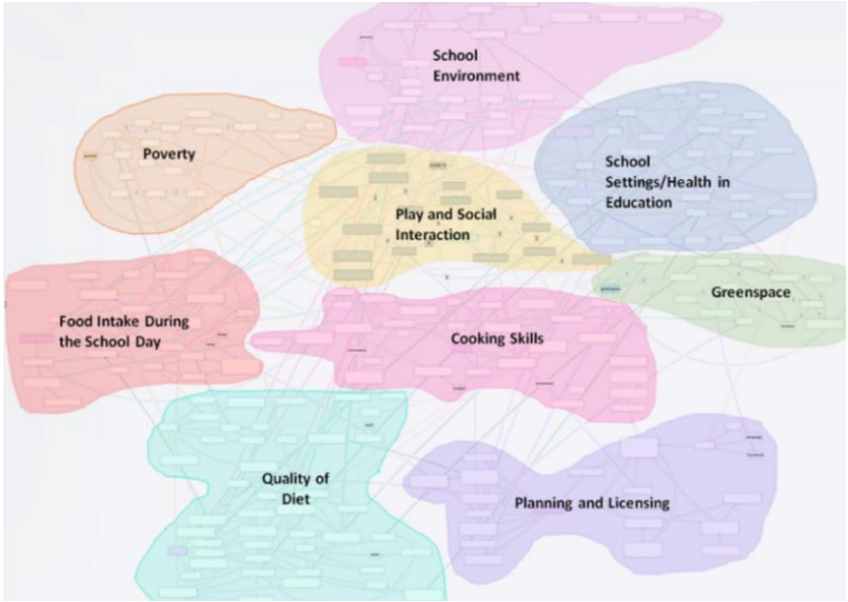
actions that the group felt would improve the experience and outcomes for parents and their families. The views of parents and those with a parenting role were gathered in February 2021.

The group also had to consider the wide range of local and national surveys parents had been asked to contribute to, primarily focussed on the impact of the pandemic, for example: Child Poverty Action Group Scotland (Covid-19 and beyond), Connect Scotland Parents and Carers surveys (views on children returning to school), PKC Learning from lockdown survey and Angus Home Learning survey. That withstanding, much focus was on child learning and wellbeing with little on experiences, personal needs and challenges from a parent perspective.

Also now embedded within both the Tayside Strategy for Parents work and in wider planned public health activity, are the group's previous areas of work related to the national Pregnancy & Parenthood in Young People strategy and Substance Use Prevention strategy. The latter is also within the established governance structures of the 3 Alcohol and Drug Partnerships in Tayside.

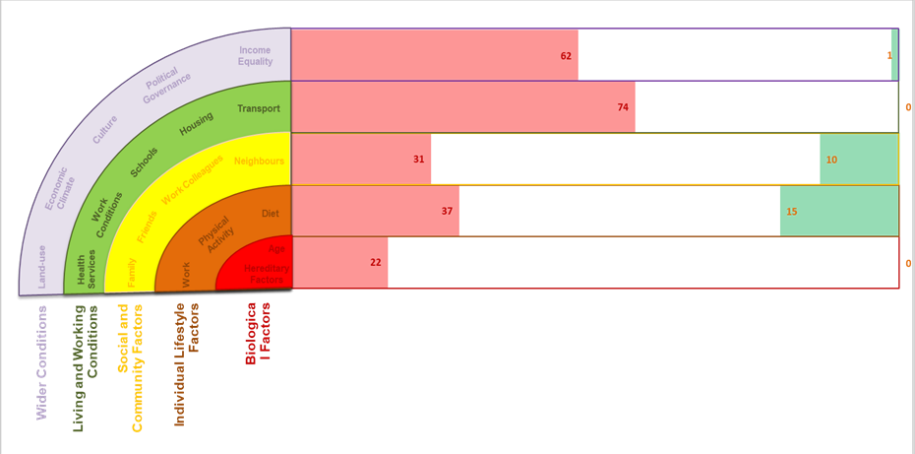
In terms of the development of a Tayside **Child Healthy Weight Strategy**, once again planned events had to be postponed due to Covid-19, such as a facilitated workshop at the end of March 2020. With the core working group recommencing on the whole system approach to child healthy weight, over 60 stakeholders attended a virtual workshop in the middle of December 2020, an output of which was a system map (Figure 2) identifying the key causes of childhood obesity:

Figure 2



Further focus groups have been held to verify the collated system map and to map existing and future actions that are in place using an action scales model (figure 3):

Figure 3



Evaluation of the work in Dundee (as one of 3 early adopter sites in Scotland) will be supported by the National Institute of Health Research (NIHR) to inform the process and to measure outcome indicators.

With the aim of completing the development of the first multi-agency **Mental Health and Wellbeing Strategy** (Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People), the TRIC Leadership group were asked early in 2021 to approve amendments made in light of developments since the outbreak of the pandemic. To finalise the strategy, its position as part of the wider **Living Life Well – Strategy and Change Programme** (the response to **Trust and Respect**: the independent enquiry into mental health services in Tayside) had to be considered. To bring this to completion, a performance framework, an externally designed, user friendly, summarised version of the strategy and a charter section are being finalised.

As part of the activity around this strategy, a pilot counselling service in schools across Tayside was established. Any impact of the national review of additional support for learning would inform the future development of this service. Having originally targeted children and young people with mental health needs identified as having additional support needs, the immediate impact of Covid-19 led to the pilot being progressed for all children in the region.

The provision of counselling was viewed as being integral to the mental health and wellbeing strategy for children and young people. With services commissioned late in 2020, **counselling in schools** was offered to children aged 10 and over from November 2020. By March 2021, almost 200 young people had engaged with the service. 87% of support was provided to secondary aged pupils. In terms of engagement, over 450 one to one sessions took place either face-to-face, online or by phone.

For the implementation of a new service during a pandemic, there was a host of challenges. Both providers and schools reported issues around virtual engagement

with the service for various reasons including privacy and communication. Feedback from schools and providers suggested that the use of drop-in sessions and group work would increase as there was a physical return to school and the service was extended. In relation to Covid-19, the most significant issues were increased anxiety, worry about schoolwork/exams, a sense of support networks no longer existing and loneliness.

Next Steps

- The Tayside Mental Health & Wellbeing Strategy for children and young people (and its associated outcomes framework) will be implemented. Counselling in schools for children and young people across Tayside will continue to be rolled out, focusing further on data on improvement outcomes and evaluations.

- There will be a formal launch and implementation of the Tayside Child Health Weight Strategy.

Priority Group 4: Looked After Children, Care Leavers &Young Carers

'Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.'

As this group reconvened following the Covid-19 outbreak, there was a welcome opportunity for representatives from each local area to share their experiences of supporting vulnerable children during the crisis and what potential opportunities there might be moving forward.

Although in Angus there were fewer children coming into care and fewer than usual Child Protection referrals, this was not the case in Dundee where there was a focus on developing a decision-making framework in respect of risks of harm and Children's Rights. The concern for potential hidden harm was shared by each area representative, especially for those less engaged with schools at the outset. Healthcare staff reported working shorter days but more hours to maintain essential home visits and case conferences.

In addition to each local area progressing with recovery planning, SCRA colleagues looked at emergency legislation, processing of their backlog and virtual hearings, recognising early that staff health and wellbeing required careful consideration.

In relation to previously identified action areas, developments around having a consistent **dataset for Young Carers** in Tayside had progressed in so far as being able to identify some common indicators. Differing local systems and processes have had

an impact on this being taken forward in this period. In addition, those involved in this area of work were heavily involved in data collection and analysis support key worker childcare following the outbreak of the pandemic. For the time being, it has been decided to progress with three local datasets rather than a common Tayside dataset. This can be reviewed once local data is robust.

With regard the **engagement of looked after children**, the focus during this time turned to local needs of these more vulnerable groups by those who knew them best. Any detailed analysis of cohorts of care experienced children and young people in Tayside using digital technologies was therefore not possible, all be it existing approaches and learning continues to be shared.

Having finalised the **respite review** of services for families of children with a disability across the region, this was presented to the Directors (since renamed Leadership) group in November 2020. There were a total of 10 recommendations, some which applied to one local authority area and some which applied to 2 or more areas. Each of these are being implemented regionally and/or locally.

Dundee received additional funding to develop a transitions framework for all young people moving into adulthood and work on this will inform developments across all 3 local authority areas in Tayside.

The group used this forum to discuss both benefits and drawbacks of collaborating when there were significant amounts of funding being made available locally, such as community mental health funding. This led to early consideration of aspects of the Independent Care Review (published in February 2020), which remains an ongoing action area and will be finalised in the next iteration of the Integrated Children's Services Plan.

A regional review of Advocacy Services was presented to the group in August 2020 with the recommendation not to take a regional approach to these services. This was based on their being different commissioning arrangements in each of the 3 Tayside local authorities.

Next Steps

- Implement School Improvement Plans with a specific focus on reducing exclusions and improving attendance/attainment.

- Implement Health Improvement Plans with a specific focus on meeting the wellbeing needs of care experienced children, young people and care leavers, including during key transitions.

- Complete a regional self-evaluation of the national Secure Care Standards and develop associated regional and/or local improvement plans.

- Explore and maximize opportunities for siblings to sustain and develop positive relationships.

- Capacity, confidence and competence will be built in the workforce to develop high quality relationship-based care (kinship/residential/staff/volunteers).

- Capacity will be built to manage and mitigate risk, looking at partnership approaches to sustaining children at home.

- Work will commence with Columba 1400 on collaborative, values-based leadership with children and young people at the centre.

Priority Group 5: Safeguarding & Child Protection

'Our children and young people will be safe and protected from abuse at home, school and in the community.'

Work around various **multi-agency guidance material** continued during 2020/21 culminating in September 2020 with the following being publicised, cascaded and distributed more widely across the collaborative: IRD (Inter-Agency Referral Discussions) Practice Guidance, Concern for Unborn Babies Practice Guidance (including associated referral form), 2 sets of guidance information around participation in Key Child Protection Meetings: one for practitioners and one for children and families. This links to future work around prioritising support given to the workforce: creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.

With the **Child Protection Tayside CPC Shared Dataset** agreed and in place since August 2020, throughout the pandemic, this group have examined data collated for the weekly Scottish Government (with SOLACE and other partners) vulnerable children's dataset. This has been used to analyse trends and interrogate key areas of significance in Tayside. A key focus early on was for the group to identify any significant shift that could directly be attributed to Covid-19 and the ensuing lockdown. The data has provided a very useful start to initiating discussion on how data across the Collaborative is used to support and challenge practice, identify positive and concerning trends, work together to understand these more deeply and take remedial action where required.

In October 2020, a Tayside Chief Officers Group leadership event received the research undertaken by Dr Sharon Vincent of Northumbria University into Initial and Significant Case Reviews (ICR/SCR Research) carried out in Tayside since 2015. This will be used to help devise the shared leadership and vision for protecting children over the next 3 years. Following evaluation, there has been wider dissemination of research findings through high quality materials to March 2021.

The key themes identified from this work has led to the development of 2 main areas of improvement: working together and relationships with children and families, as well as a series of priorities for practitioner training and workforce development.

With a full-time seconded **Lead Officer for workforce development**, the group is taking forward a co-production approach to multi-agency workforce development. Preparatory work to establish a Tayside Child Protection Workforce Development Programme for 1st Line Managers and Frontline Practitioners has been completed. This is aimed at enhancing leadership, changing culture, ethos and day to day working practices, which will empower and support a competent, confident and skilful workforce to deliver better outcomes for babies, unborn babies, children, young people and families.

Next Steps

- Supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.
- Quality assuring the implementation of the multi-agency guidance material, gathering feedback and evaluation from practitioners.
- Ensuring Chief Officers, Senior Officers and Managers understand the key child protection improvement messages across Tayside under the themes of **working together** and **relationships with families** and build this into their work.
- Receiving commitment and resourcing (partners in a state of readiness) for the key components to implement a successful multi-agency workforce development plan which has co-production at its core.

Supporting Sub-Groups

Members of the **Performance and Data** group, were heavily involved in local activity during the emergency response period from March 2020. As the regional work restarted, this group met virtually at the same frequency as in previous years and continued in their support of the work of the priority groups. This included support from a dedicated TRIC Information Assistant to assist with the ongoing review of outcome measures and consistent data analysis. Having this resource, was of assistance at crisis point when establishing key worker childcare provision.

Current data sets would continue to be influenced by work taking place nationally and regionally on, for example, a core data set for child protection committees and a core data set for Looked After Children.

In terms of **Communication**, as with the performance and data group, there was an immediate focus required on local emergency communication, particularly for education colleagues in one authority whose role had been to support this for the Collaborative. As well as supporting Tayside wide emergency tasks, the dedicated TRIC multi-media content developer carried out all communication tasks until such time as groups reconvened.

Later in 2020, the team previously supporting communication continued this directly with priority groups. A review of communication will be undertaken as action plans emerge for the year ahead.

Other dedicated support resources (TRIC Management Assistant and Project Officer) were also involved in response and recover work at both a local and regional level at the time of the pandemic outbreak.

There was no requirement for the **Commissioning** group to meet during this time.

Performance Framework Summary

The agreed set of indicators (when the Tayside Plan was first introduced) have now been updated by the Performance and Data Group to include core data from this year. Performance in relation to these high-level outcome measures has been provided in Appendix 2, with information to the end of 2019/20 representing the most up to date data available from public sources.

For this year, the core data set highlights the following:

- The proportion of children with at least one developmental concern recorded at 27-30 months has remained relatively consistent, albeit with a small increase in Perth and Kinross. The impact of Covid-19 in the early part of 2020 has been noted nationally as having an impact on the coverage of child development reviews, with an increasing proportion being carried out remotely. It has then been more difficult to make complete assessments of children's progress. Values in Tayside are broadly in line with those nationally values (14%).

- The proportion of children with no speech, language and communication concerns identified at 27-30 months has continued to show an increase in Dundee and Angus, but a slight decrease in Perth and Kinross. However, each of these areas are in line with national data (90%).

- The proportion of 3 and 4 year old children accessing Early Learning or Childcare provision has remained consistently high across all three areas. Provision of places for 2 year old children has shown small decreases in all areas, although Dundee still remains higher than the national value (11%).

- Although the proportion of pupils entering positive destinations after leaving school

remains high, all 3 local authority areas show a slight decrease in this reporting year (particularly for looked after children). This trend is also seen in national data (a reduction from 95% to 93%) and may be because of Covid-19 on training and employment.

- Satisfaction with schools has shown a decrease in each of the local authority areas. Satisfaction rates in Angus and Perth and Kinross are still above national values (72% for the same period), but rates in Dundee are significantly lower.
- The rate of teenagers conceiving has shown consistent decreases in all Tayside areas, with the overall figure showing a decrease over the last 5 years, but at an average of 33 per 1,000, it remains above the national value (30 per 1,000). There remains a strong correlation with areas of deprivation, with values seen much higher in Dundee than in the other two areas.
- The proportion of looked after children who have achieved Literacy and Numeracy at SCQF Level 4 has increased in both Angus and Dundee. Although values have decreased slightly in Perth and Kinross, values in all three areas are above national levels (55%).

In general, educational attainment has shown some fluctuating patterns and has not been consistent across all three areas with some values remaining below the national figures. Longer monitoring of data will be required to establish trends. For 2019/20, the absence of external assessment information and the decision to award estimated grades, have led to a different pattern of attainment than has been seen previously. The attainment data for 2020 cannot be directly compared to that of previous (or future) years and cannot therefore be used to directly demonstrate subject, school or authority improvement comparably.

As highlighted in previous years, some indicators are based on relatively small cohorts, such as number of Looked after Children, which are therefore subject to fluctuation from year to year. Caution is therefore required in interpretation.

Again, there are often considerable differences in the patterns seen across the three local authority areas, which, considering the different demographics in each area, is not unexpected.

Conclusion

This report has highlighted activity that has been carried out in partnership across Tayside in exceptional circumstances. At the beginning of this reporting period, whole communities were dealing with the immediate impact of a pandemic, including effects on relationships, social contacts, education, employment, and mental health to name a few.

As an established collaborative, Tayside were well set up to support each other to manage not only the emergency response but also the beginnings of the recovery

process. The strength of the partnerships has made the best use of the resources and continues to meet ongoing challenges at both strategic and operational levels.

As the collaborative has matured, learning has been that it is not effective to plan and work together on everything: making sure that working together makes the best use of what is available, to make things better for children and young people, is key. This has meant looking closely at some original areas of collaborative work, what those set out to achieve and deciding if it might be more appropriate to instead focus on a local solution in each area.

Having worked together for the last four years, there is now greater clarity on what is best moving forward, understanding on how available data can be used more effectively and focus on more specific actions to ensure they contribute to making a difference. This last year has shown that more than ever that leadership, planning, priorities and service delivery need to incorporate flexibility, responsiveness and decisiveness to meet the changing needs of communities coming out of the pandemic.

There is confidence entering into the next 2 years of a refreshed Plan, that all be it the focus might be different, the strategic priorities remain the same: make improvements that will make will make Tayside the best place for children, young people and families.

Appendix 1: Priority Group Members (Job Titles & Organisations)

(AC – Angus Council, DCC – Dundee City Council, PKC – Perth & Kinross Council)

Pre-birth & Early Years (Priority Group 1)

Lead: Service Leader (Early Years & Early Intervention) (AC)
Members: Education Manager Early Years (DCC), Early Years Manager (AC), Executive Director Children &Families (DCC), Lead Midwife (NHS Tayside), Family Nurse Partnership Lead Nurse (NHS Tayside), Senior Nurse Health Visiting Service (P&K) (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), AHP Early Intervention & Prevention Lead (NHS Tayside), Quality Improvement Officer (Early Years and Primary) (PKC), Care Inspectorate Representative, Education Officer (Education Scotland).

Learning & Attainment (TLAG) (Priority Group 2)

Lead: Education Officer (DCC)
Members: Chief Education Officer (DCC), Head of Education (PKC), Executive Director (Education & Children's Services) (PKC), Director of Education and Lifelong Learning (AC), Service Leader (AC), Improvement Officer (AC), Education Officer x 2 (DCC), Head Teacher, Angus Virtual School (AC), Quality Improvement Officer (PKC), Senior Regional Advisor for Tayside (Education Scotland), NIF Advisor (Education Scotland), Support Service Manager (AC).

Health & Wellbeing (Priority Group 3)

Lead: Lead Nurse – Women, Children & Families Division (NHS Tayside)
Members: Education Officer (DCC), Service Lead (DCC), Parenting & Family Learning Team Leader (PKC), Service Manager ASN/Educational Psychology (AC), Lead Officer ADPs (AC), CAMHS Manager (NHS Tayside), AHP Manager (NHS Tayside), Senior Nurse School Nursing Service (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Dietetic Consultant in Public Health (NHS Tayside), Development Officer (Heath & Social Care) (PKAVS), LAC Medical Adviser to Adoption and Fostering Panels, Community Paediatrician (NHS Tayside), Inclusion Manager/Principal Educational Psychologist (PKC), Senior Education Officer (Inclusion) (Education Scotland).

Looked after Children, Care Leavers & Young Carers (Priority Group 4)

Lead: Head of Service, Children's Service and Community Justice (DCC)
Members: Senior Manager, Residential Services (DCC), Education Support Officer (ASN) (DCC), Senior Manager, Children and Families (PKC), Service Leader, Child Protection & Review (AC), Team Manager (Carers Support Services) (Dundee Carers Centre), Locality Reporter Manager (SCRA), Detective Inspector (Police Scotland),

Child Heath AHP Service Manager (NHS Tayside), Team Leader (Looked After Children) (NHS Tayside), Consultant Community Paediatrician/Medical Advisor for LAC in Dundee (NHS Tayside), Senior Information Officer (DCC), Senior Education Officer (Inclusion) (Education Scotland).

Safeguarding & Child Protection (Priority Group 5)

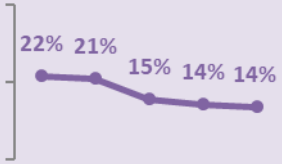
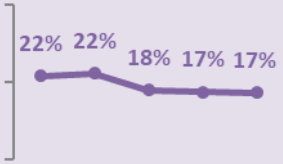
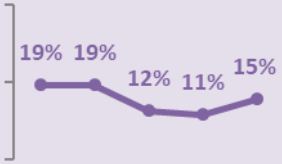
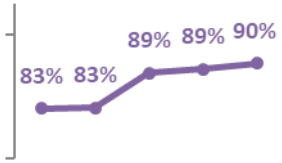
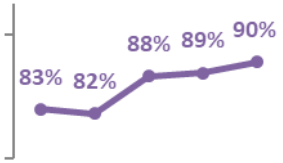
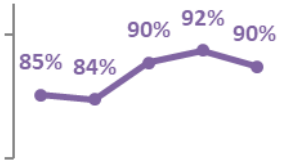
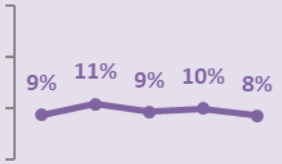
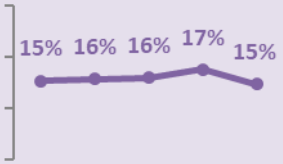
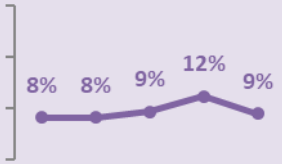
Lead: Depute Director, Education and Children's Services / CSWO (PKC)
Members: Detective Chief Inspector, Tayside Division (Police Scotland), Detective Inspector (Police Scotland), Assistant Director (Barnardo's Scotland), Lead Nurse Child Protection (NHS Tayside), Lead Paediatrician Child Protection (NHS Tayside), Independent Chair (Angus Child Protection Committee), Independent Chair (Dundee Child Protection Committee), Independent Chair (Perth and Kinross Child Protection Committee), Lead Officer, Protecting People (DCC), Team Leader, Protecting People (AC), Child Protection Inter-Agency Coordinator (PKC), Attainment Advisor (Education Scotland), Information Assistant (PKC), Tayside Child Protection Learning & Development Officer (PKC).

Appendix 2: Performance Framework

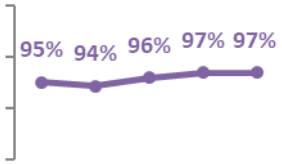
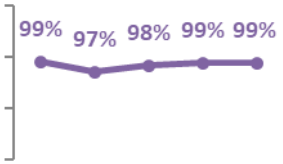
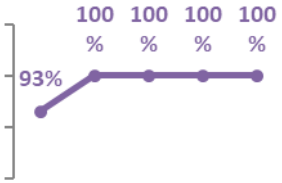
Unless otherwise noted, data for all indicators covers the years 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20

NB The COVID-19 pandemic may have had an impact on many of the measures presented, particularly those within education. Care should be taken when making comparisons with previous years.

1. Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children with at least one developmental concern recorded at 27-30 months Child Health Review (reduce)			
Proportion of children with no speech, language and communication concerns identified at 27-30 months Child Health Review (increase)			
Proportion of 2 year olds children who have accessed early learning and childcare provision (increase)			

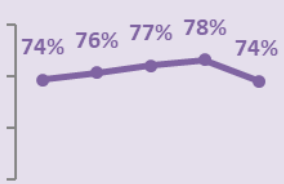
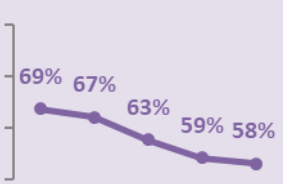
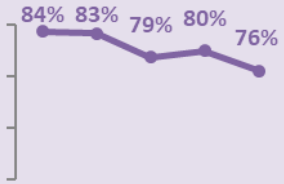
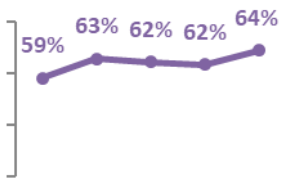
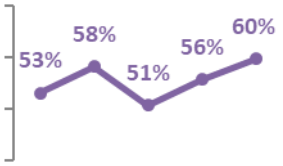
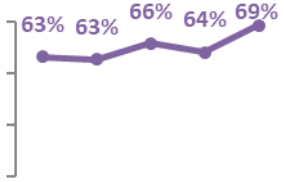
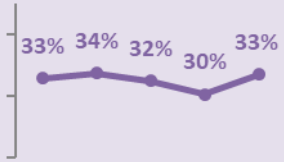
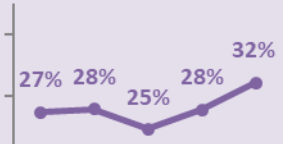
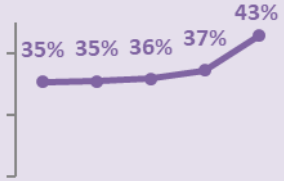
** Data in this indicator are from the relevant census week in September for the years 2016, 2017, 2018, 2019 and 2020*

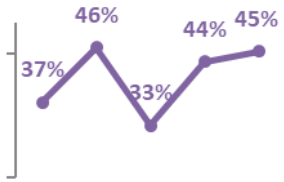
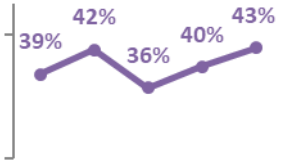
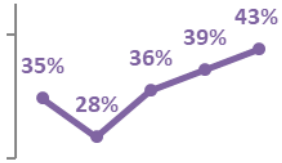
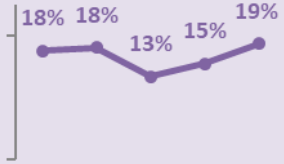
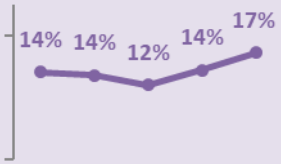
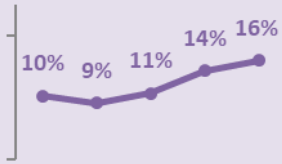
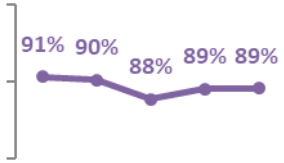
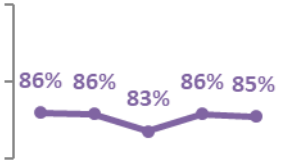
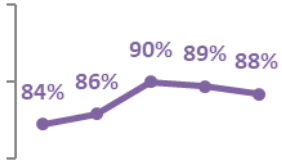
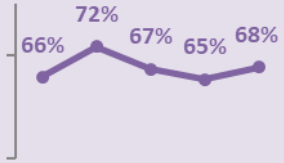
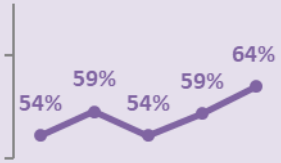
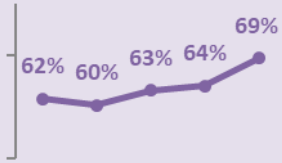
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of 3 & 4 year old children who have accessed early learning and childcare provision (maintain)			

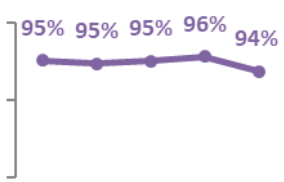
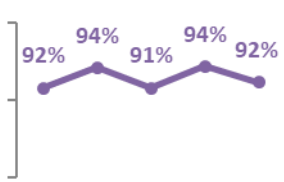
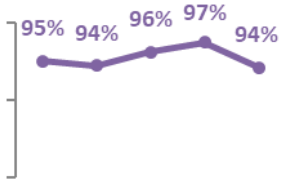
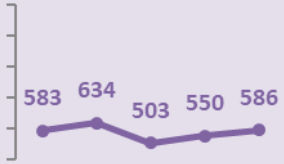
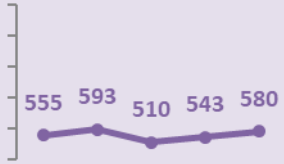
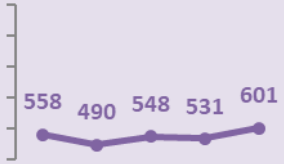
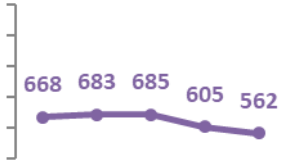
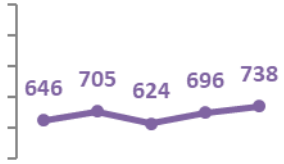
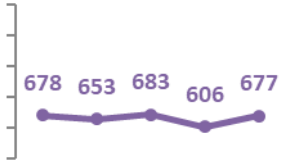
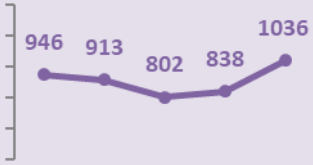
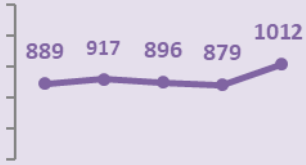
** Data in this indicator are from the relevant census week in September for the years 2016, 2017, 2018, 2019 and 2020*

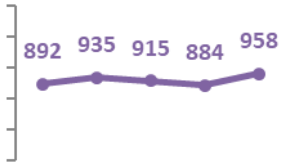
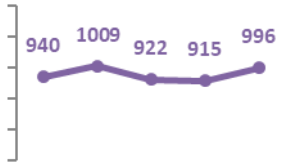
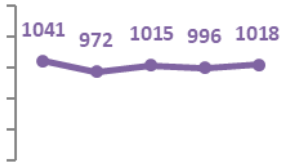
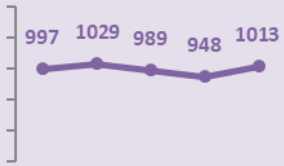
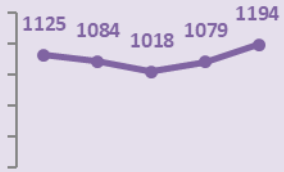
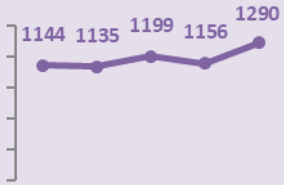
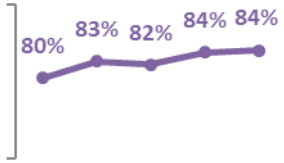
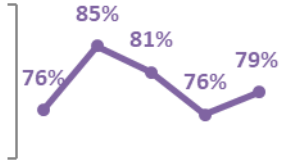
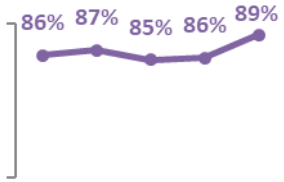
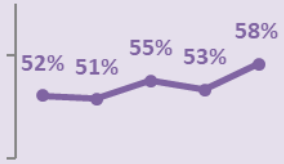
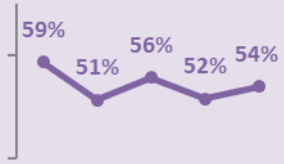
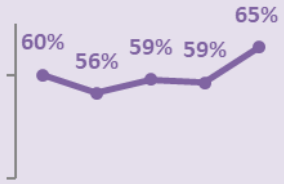
2. Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences all children and young people will fulfil their potential

For 2020 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. ***The results for 2020 should not be directly compared to those in previous years or future years. The 2020 Attainment data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.***

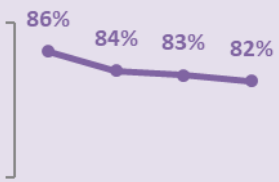
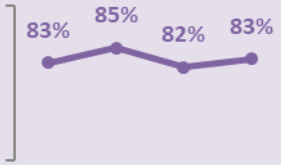
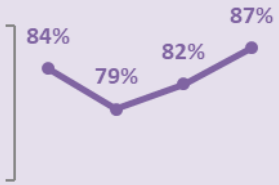
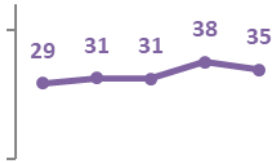
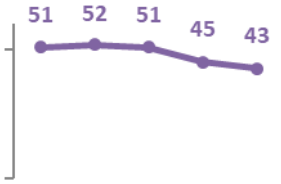
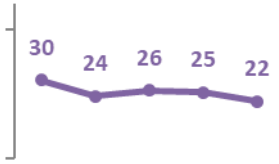
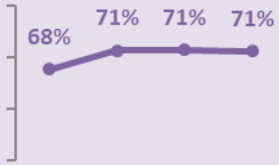
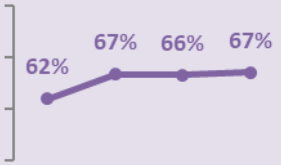
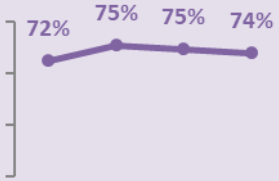
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of local residents satisfied with schools (increase)			
* Data in this indicator are based on three-year averages, and cover the years 2013-16, 2014-17, 2015-18, 2016-19, and 2017-2020			
Proportion of school leavers achieving 5 plus awards at SCQF level 5 or higher (increase)			
Proportion of school leavers achieving 5 plus awards at SCQF level 6 or higher (increase)			

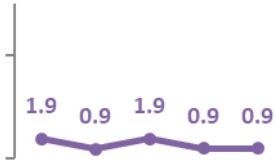
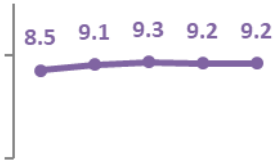
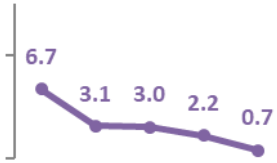
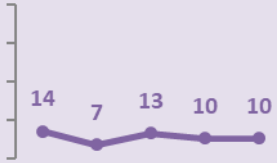
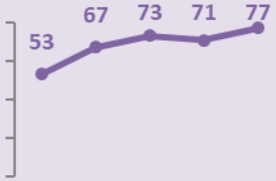
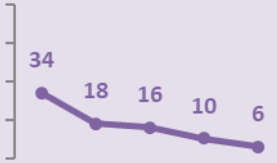
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 5 or higher (increase)			
Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 6 or higher (increase)			
Proportion of school leavers achieving literacy and numeracy at SCQF level 4 or above (increase)			
Proportion of school leavers achieving literacy and numeracy at SCQF level 5 or above (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of pupils entering positive destinations after leaving school (increase)			
Leavers' average total tariff SIMD Quintile 1 (increase)			
Leavers' average total tariff SIMD Quintile 2 (increase)			
Leavers' average total tariff SIMD Quintile 3 (increase)			

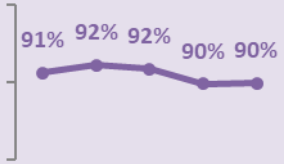
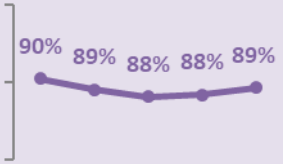
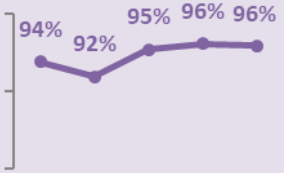
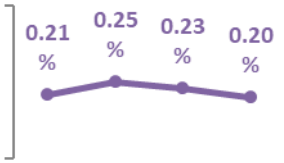
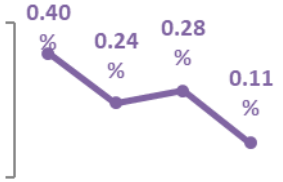
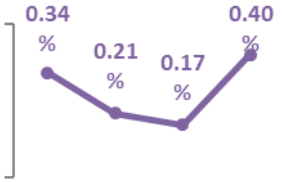
Indicator (aim)	Angus	Dundee	Perth & Kinross
Leavers' average total tariff SIMD Quintile 4 (increase)			
Leavers' average total tariff SIMD Quintile 5 (increase)			
Proportion of pupils who stay on from S4 to S5 (increase)			
Proportion of pupils who stay on from S4 to S6 (increase)			

3. Our children and young people are physically, mentally and emotionally healthy

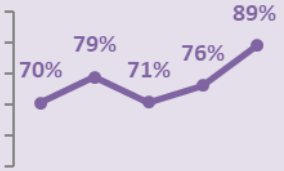
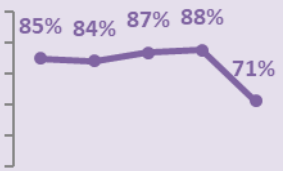
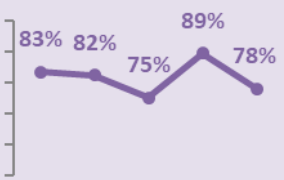
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children with a BMI in a healthy weight (clinical) category at P1 review (increase)			
*No data has currently been published for 2019/20 – data above shows 2015/16 to 2018/19			
The rate per 1,000 of teenagers conceiving (under 20 years) (reduce)			
* Data in this indicator are based on calendar years 2014, 2015, 2016, 2017 and 2018			
Proportion of P7 pupils with no obvious dental disease (increase)			
*No data has currently been published for 2019/20 – data above shows 2015/16 to 2018/19			

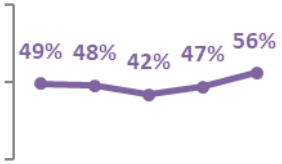
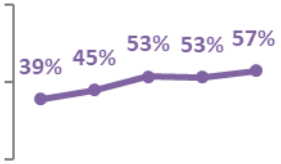
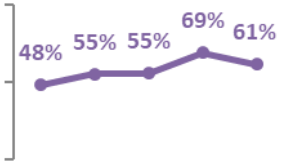
Indicator (aim)	Angus	Dundee	Perth & Kinross
Rate per 10,000 households with children or pregnant women in temporary accommodation (reduce)			
** Data in this indicator are as at 31 March for 2016, 2017, 2018, 2019 and 2020. Rates for 2020 are based on 2019 mid-year household estimates as data is not currently available for 2020.*			
Rate per 10,000 of children in temporary accommodation (reduce)			
** Data in this indicator are as at 31 March for 2016, 2017, 2018, 2019 and 2020. Rates for 2020 are based on 2019 mid-year population estimates as data is not currently available for 2020.*			

4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable to all other children and young people

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children and young people placed in family-based placements (increase)			
Proportion of openings lost to exclusions during academic year for looked after children (reduce)			

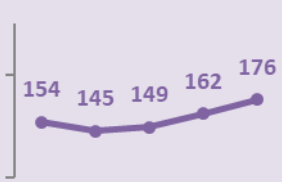
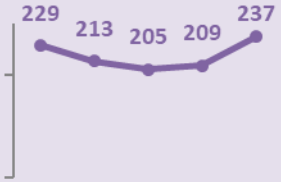
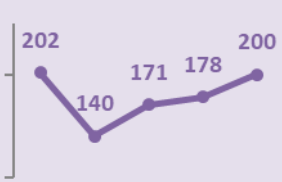
**No data has currently been published for 2019/20 – data above shows 2015/16 to 2018/19*

Proportion of looked after children in positive destinations post school (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of looked after school leavers gaining Literacy & numeracy at SCQF level 4 or better (increase)			

** Data in this indicator are based on three-year averages, and cover the years 2013-16, 2014-17, 2015-18, 2016-19 and 2017-20*

5. Our children and young people are safe and protected from harm at home, school and in the community

Indicator (aim)	Angus	Dundee	Perth & Kinross
Number of emergency admissions from unintentional injuries for children aged 0-15 (reduce)			

Information sources for Headline data

Priority Group	Information	Source	Most recent data available
PG1	Child developmental milestones	Public Health Scotland: Early Child Development **https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/early-child-development/**	April 2019- March 2020
	ELC provision	Schools in Scotland – summary statistics 2020 **https://www.gov.scot/publications/summary-statistics-schools-scotland-2020/**	Census at September 2020
PG2	School satisfaction data	Local Government Benchmarking Framework **https://www.improvementservice.org.uk/benchmarking**	3 year average 2017-2020
	Pupil attainment data/Leaver's data	Insight **https://insight.scotxed.net**	Academic year to June 2020
	Staying on rates	Pupil census: supplementary statistics 2020 **https://www.gov.scot/publications/pupil-census-supplementary-statistics/**	Census at September 2020
PG3	Child BMI	Public Health Scotland: Primary 1 BMI statistics **https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/primary-1-body-mass-index-bmi-statistics-scotland/**	School year 2019-2020
	Teenage pregnancy data	Public Health Scotland: Teenage Pregnancies **https://beta.isdscotland.org/find-publications-and-data/population-health/births-and-maternity/teenage-pregnancies/**	Year ending Dec 2018
	Child dental health	Scottish Public Health Observatory (ScotPHO): profiles **https://scotland.shinyapps.io/ScotPHO_profiles_tool/**	School year 2018/2019
	Temporary accommodation	Homelessness in Scotland: 2019 to 2020 **https://www.gov.scot/publications/homelessness-scotland-2019-2020/**	At March 2020
PG4	Family based placements	Local Government Benchmarking Framework **https://www.improvementservice.org.uk/benchmarking**	2019-2020
	Exclusion data	Local data	School year 2018/1029
	Attainment and Destinations data	Insight **https://insight.scotxed.net**	Academic year to June 2020
PG5	Emergency hospital admissions	Public Health Scotland: Unintentional injuries **https://beta.isdscotland.org/find-publications-and-data/health-services/hospital-care/unintentional-injuries/**	Year ending March 2020

Appendix 3

Tayside Plan for Children, Young People and Families 2021-23

Tayside Regional Improvement Collaborative

Foreword

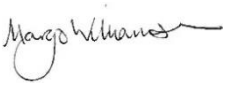
In 2017 we published our first Children's Services Plan for children, young people and families in Tayside, working to our vision that Tayside will be the best place to grow up. We extended this plan to March 2021 as we worked through the Covid-19 pandemic. Reflecting on this plan, on the strengths and benefits we have gained through collaboration across our region and hearing from children and families about what difference our work makes and what more we need to do, we can now present our Tayside Plan for Children, Young People and Families 2021 – 2023.

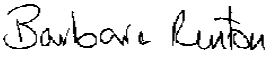
The last 18 months has already proven a time of significant challenge and change for us all: children and families, communities, and staff have found themselves living, working, learning and adapting in new ways in response to the impact of Covid-19. Regionally and locally, services have come together with a particular focus on safeguarding the health and wellbeing of our communities. In that context, really listening and understanding the pressures on families and what will help, is so important.

At the time of publishing our Tayside plan, we have received the national stage 1 plan on how we will keep our Promise to Scotland's children. 'The Plan 2021-24' sets ambitious targets underpinned by clear foundations that must be built, strengthened and promoted – voice, family, care, people and scaffolding. The Promise has given Scotland a clear and simple starting point: where children are safe in their families and feel loved they must stay – and families must be given support together, to nurture that love and overcome the difficulties they encounter. The foundations have been translated into 5 areas for change that heavily influence the local priorities in this plan.

Across our partners, there is strong agreement that our workforce is such a strong and important asset. Every day, staff in services across Tayside work hard alongside families to support, nurture and protect children and young people in all areas of their wellbeing to ensure they are: safe, healthy, achieving, nurturing, active, respected, responsible and included. Our areas for improvement in this Children's Services Plan identify where we need to work together most effectively. Ensuring our children have the best start in life, learn in nurturing environments, are supported with mental wellbeing, ensuring that our children and young people have the support and opportunities they need to thrive in spite of challenging circumstances, and keeping children safe from harm are as important now as they have ever been.

You will see that this plan is more focussed on shared key priority actions and this is deliberate; this plan shows commitment to what we will do collectively and how we will make a difference across our region.





Margot Williamson	**Name 2**	**Barbara Renton**	**Name 4**
Chief Executive	Title 2	Interim Chief Executive	Title 4
Angus Council	Dundee City Council	Perth & Kinross Council	NHS Tayside

ANGUS COMMUNITY PLANNING PARTNERSHIP DUNDEE PARTNERSHIP PERTH AND KINROSS COMMUNITY PLANNING PARTNERSHIP

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1. Introduction

The Tayside Plan for Children, Young People and Families 2021-23 builds on our original collaborative plan 2017 – 20, and the interim year of 2020/21 which this plan was extended to cover. This plan for two years 2021/23 bring us into line with statutory reporting timescales for integrated children's services plans. It sets out our long-term actions for children, young people and families designed to achieve our vision that:

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

In making this plan we have listened to and heard our children and young people, their families, parents/carers and people who are involved in their lives. We recognise children and young people as experts and strong assets; we will continue to work together for better outcomes.

This plan:

- Reviews our collective vision and values as a collaborative, on which our actions are based.
- Identifies the longer-term priorities for improvement, which we have identified as a collaborative. These remain the key shared issues that we need to address to build on current successes and to tackle the emerging challenges presented by the Covid-19 pandemic.
- Outlines how these actions will be implemented. This Plan may be updated during the course of the year, as and when needed, to reflect the impact of Tayside's recovery from Covid-19 and the further development of our Collaborative actions.
- Provides the context for our agile planning approach, through our Data subgroup, Priority Groups and leadership and governance process.

Over the lifetime of this 2021 – 2023 plan, our focus will be on;

1. Our children having the best start in life in a nurturing environment.
2. Our children and young people being meaningfully engaged with high quality learning experiences to extend their potential.
3. Our children growing up healthy, confident and resilient with improving physical and mental health and strengthened emotional wellbeing.
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, having improved life chances.
5. Our children and young people being safe from harm

Although the last year has been an extraordinary one in every respect, we are publishing a plan based on a comprehensive analysis of existing local needs whilst at the same time attempting to quantify the impact Covid-19 is having on families and the unprecedented pressure it has placed on them. It is fair to say that our

understanding of the impact is far from complete especially as we are still living through the pandemic. Our new plan will be flexible enough to allow us to further consider emerging evidence and provide the help and support where and when it is needed most.

2. What we know about our children and families in Tayside

Tayside data (2019/20)

Data represents the most recent nationally published data for each measure. Due to delays in publishing data due to COVID, this data may be a mix of 2019 and 2020 data.

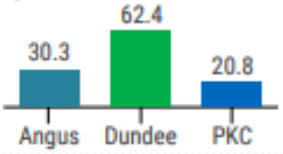
Population (A = Angus, D = Dundee, P = Perth & Kinross)

0-15 years
A: **19,145**
D: **24,044**
P: **24,421**

0-18 years
A: **22,850**
D: **28,562**
P: **29,267**

0-21 years
A: **26,253**
D: **36,797**
P: **33,630**

% Pupils in SIMD quintiles 1 and 2



Education

Children in primary school
A: **8,550**
D: **10,330**
P: **10,302**

Children in secondary school
A: **6,713**
D: **7,714**
P: **7,826**

English as a second language
A: **4.9%**
D: **13.0%**
P: **8.3%**

Additional Support Needs

	Primary	Secondary
A:	**14.1%**	**35.1%**
D:	**26.6%**	**44.0%**
P:	**28.6%**	**38.3%**

Registered for free school meals

A: **15.9%**
D: **29.9%**
P: **11.6%**
Primary school pupils registered for Free School Meals (P4-7)

A: **13.5%**
D: **27.1%**
P: **8.4%**
Secondary school pupils registered for Free School Meals

Looked after children

Looked after (all) rate per 1000 of population (2019)
A: **11.3**
D: **17.3**
P: **10.2**

More than one placement
A: **24.2%**
D: **28.7%**
P: **30.9%**

% of children looked after in the community
A: **89.8%**
D: **89.3%**
P: **95.8%**

Child protection

Number on Child Protection Register (rate per 1000 population aged 0-15)
A: **1.9**
D: **4.2**
P: **3.9**

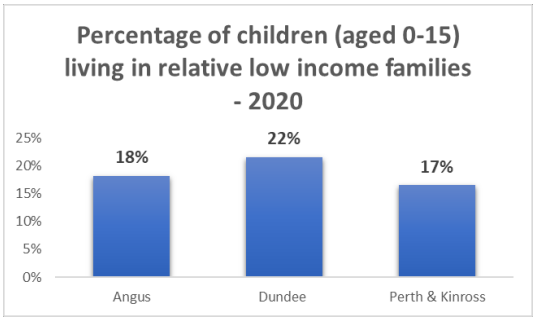
Child Protection Conferences (rate per 1000 population aged 0-15)
A: **6.3**
D: **6.5**
P: **5.2**

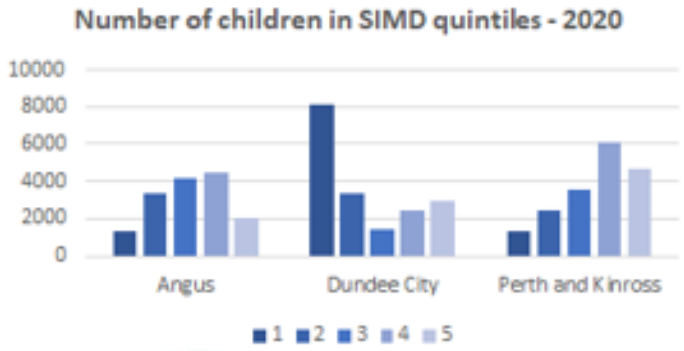
Health

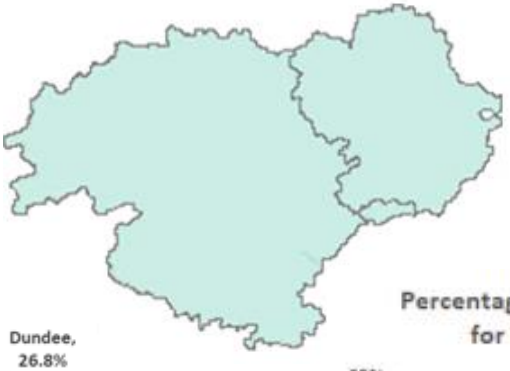
Teenage pregnancy (rate per 1000 females 15-19 y)
A: **34.4**
D: **46.2**
P: **24.8**

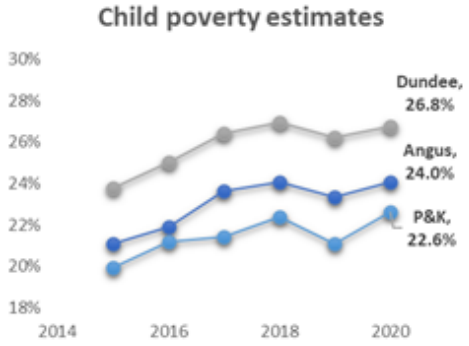
Child healthy weight P1
A: **75.8%**
D: **73.8%**
P: **79.8%**

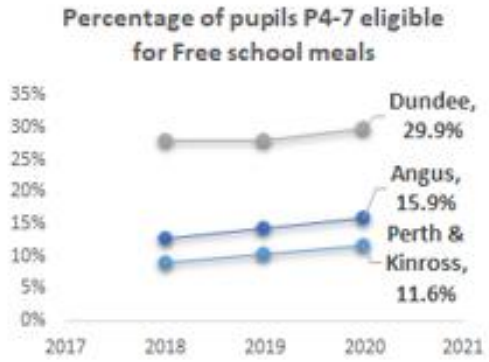
Tayside data
Child poverty and housing

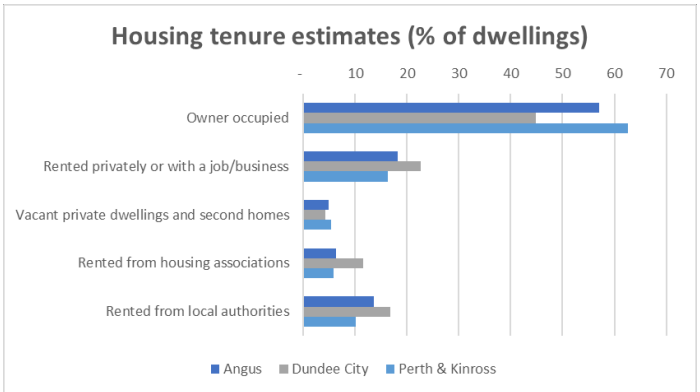


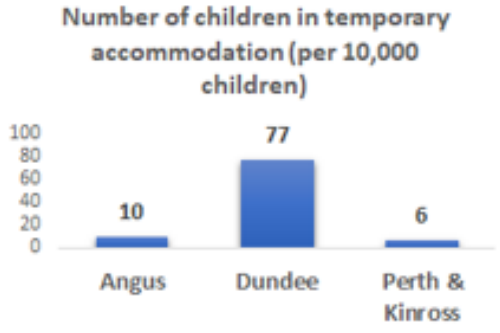












3. Making the plan – Needs Assessment

Over the past 4 years of collaborative working, we have realised the need to adapt our approach to strategic planning for children, young people and families. In recognition of our learning from this experience we have approached the development of the 2021/23 plan in a different way.

We agreed to:

1. Have fewer but more targeted strategic priorities; our evaluation of the 3rd year of the plan (19/20) has identified areas where we need to be more specific, targeted and focused on the outcomes that we can achieve together
2. Recognise that collaboration may be between 2 or 3 of the community planning areas and will be driven by the added value that the work brings; we are flexible in our approach to assessing and delivering where the best benefits and outcomes will be seen
3. Focus on those activities that add significant value from collaboration
4. Ensure there is a connection between Tayside collaborative work and local work which will continue in response to local need and demand
5. More fully integrate children's rights with children's needs throughout the plan; children's rights are an integral part of all our work across universal and targeted services
6. Ensure our work is driven by the impact we can and will make, and not solely by the efficiencies we can deliver
7. Address the need to integrate recovery work into all areas within the plan in response to information and evidence of need as it becomes available throughout the lifetime of the plan

We used a range of sources of information to develop our Strategic Needs Assessment to inform the Tayside Plan for Children and Young People and Families 2021-23, in partnership with our Community Planning Partners. Our data sources include:

- **School Census data** - This includes information collected in schools such as the numbers of pupils by age, additional support needs and other information.
- **School attainment data (Insight)** - this includes information on numeracy and literacy, tariff points obtained by leavers and the proportion of school leavers entering positive destinations.
- **Child developmental milestone data** – information on the proportion of children meeting milestones at key developmental stages.
- **Local Authority Care Experience, vulnerability, housing and child protection data** - this includes the number of children who are looked after by each Council, types of care placements and placement stability, children at risk of harm, children with additional support needs, housing and homelessness.
- **Health data** - including information on birth weight and breast-feeding rates, dental health information, immunisation rates and levels of smoking, alcohol and drug use in young people as well as the population as a whole.

- **Research –** including findings from the Tayside analysis of Initial Case Reviews and Significant Case Reviews completed by Dr Sharon Vincent (2020)
- **Scottish Government SOLACE data -** including data on a range of child protection measures.

We used the findings from engagement and collaboration with children, young people and families to understand the experience of their lives and the things that matter most to them. This included;

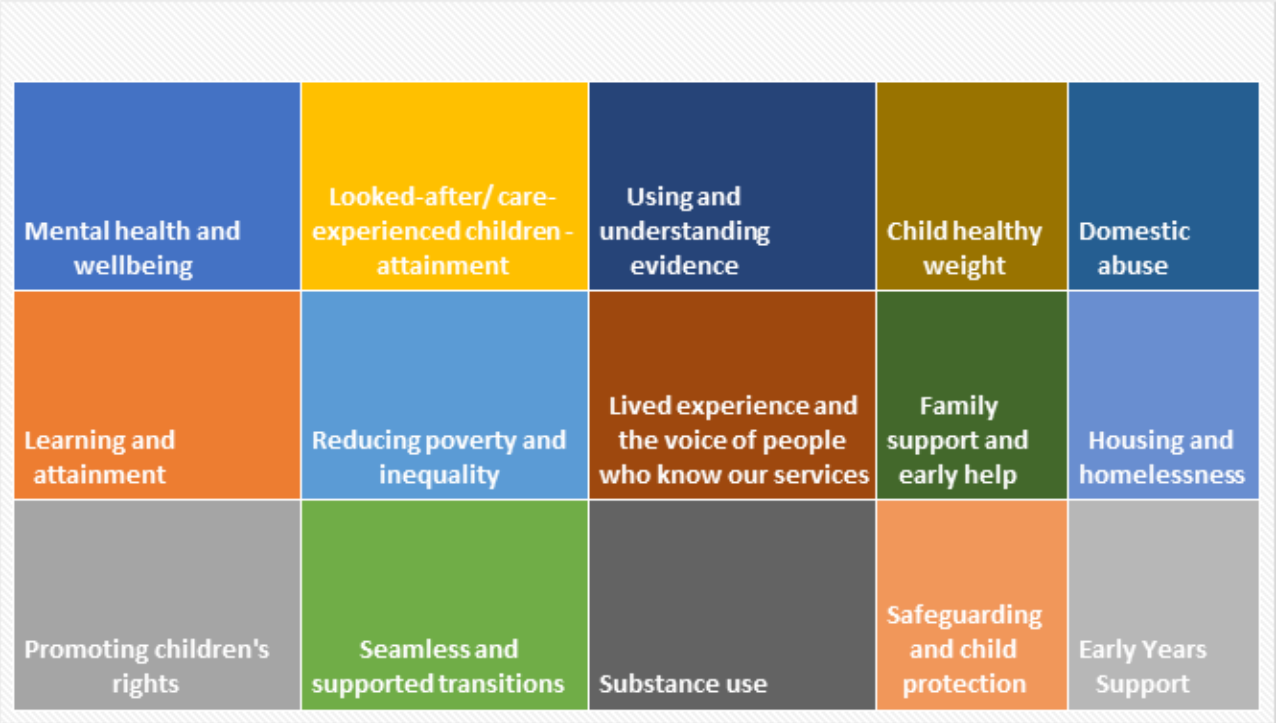
- Engagement with parents on the Parenting Strategy and priorities for support
- Views and experiences of young people on emotional health to support the Mental Health Conference
- Feedback from learners
- Views and experiences of care experienced children and young people
- Youth engagement including feedback from Young Scot Surveys and local surveys.

We brought the above sources of information together to host 3 local consultation events; one in each in each Local Authority area and some including care experienced young people. These were held in early 2021 to inform the plan priorities and to understand the experience to date of the Covid-19 pandemic. These events allowed us to discuss the information gathered with a range of stakeholders including local authorities, health, police and third sector partners, and identify key themes for improvement (see figure 1).

From our strategic needs' assessment and consultation, we recognised that not all areas of priorities identified required a Tayside collaborative approach. The following areas are therefore not included in this plan but are covered in existing relevant plans held in each Local Authority area: housing and homelessness, domestic abuse and substance use. We also noted that delivering a collaborative plan is different from a single area plan as it doesn't include our approach to the wider services and the level of local detail - that is covered in plans such as Child Poverty, Child Protection Committee, Alcohol and Drug Partnership, plans for and with care experienced children, young people and care leavers and Education Plans (see local authority websites - appendix 1).

Feedback from participants at these events also informed the development of the guiding principles that underpin the plan (see Our Plan on a Page, below).

Figure 1. Key Themes Identified Through Consultation



As referenced above local consultation events were held in early 2021, with the following themes being identified. Larger boxes indicate where these themes were identified in all three Local Authority areas, smaller boxes represent themes identified within two authorities.

4. Our Plan on a Page

<table>
<tr><th colspan="4">National Outcomes</th></tr>
<tr><td>Our children grow up loved, safe and respected so that they realise their full potential</td><td>Our children live in communities that are inclusive, empowered, resilient and safe</td><td>Our children are respected, protected, fulfil their human rights and live free from discrimination</td><td>We tackle poverty by sharing opportunities, wealth and power more equally</td></tr>
<tr><th colspan="4">Our collaborative work is built on</th></tr>
<tr><td>Getting It Right For Every Child</td><td>The Promise</td><td>Support for Learning: All our children and all their potential</td><td>United Nations Convention on the Rights of the Child</td></tr>
<tr><td colspan="4">Vision
Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up</td></tr>
<tr><td colspan="2">Our Five Tayside Priorities

1. Our children will have the best start in life in a nurturing environment.
2. Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.
3. Our children will grow up healthy, confident, and resilient with improved mental and physical health and strengthened emotional wellbeing.
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, will have improved life chances.
5. Our children and young people are safe from harm</td><td colspan="2">Our Guiding Principles
Based on what people who know and use our services tell us and taking account of the fundamentals of the Promise our plan is underpinned by the following principles:

Rights based – this means that there is evidence that children's rights are considered in everything we do and that rights are promoted or enhanced by what we are doing
Easily understood and accessible – we will make sure that we clearly say what we are doing and what difference it will make. We won't use confusing or stigmatising language, acronyms or jargon to ensure everyone has the same understanding of what we want to do.
Based on what people with lived experience tell us – this means asking, listening, and acting on the voice and experience of people who use services and have lived experience.
Linked clearly to evidence - it will be clear what our evidence base shows and we will measure the difference we are making. This will include use of data measures and the views of those accessing services, staff working with families, national impact reports and local research etc.
Making the best use of resources - The benefits of working together on a Tayside basis and across different agencies/services will be clearly stated.</td></tr>
<tr><td colspan="4">Governance and Reporting
Each priority will have a lead person who will ensure that there are identified and agreed actions relating to each outcome. These actions will be clearly expressed and linked to outcome measures, so we know what difference we are making and to whom. Some of these will be short term and others will take many years to see growth or progress. Each Lead reports to the Leadership Group (Figure 2).</td></tr>
</table>

5. Policy Context

As referenced in our 'Plan on a Page' above, our work takes full account of all national legislation, plans, policies, commitments and strategies.

We will focus on children, young people and families who are in greatest need including those children we have previously referred to under the statutory term 'looked after' children. The voice of people as expressed both nationally and locally is strong and therefore for this plan we will use the term 'care-experienced' children and young people. We however acknowledge that this is not a term all young people identify with, particularly those who remain at home with their families supported through a statutory order. In line with The Promise Plan there will be times where the statutory framework requires certain terms to be used, but this will be done sparingly, with the aim of the reduction of stigmatising language at every opportunity and work will take place on improving our practice in this area.

Some of the key drivers both national and local for this plan are referenced below.

- **UNCRC - United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill**

All our services are committed to the promotion and protection of children's rights, in line with the United Nations Convention on the Rights of the Child. We will ensure that without exception, children's rights are respected and protected in all the work that we do.

- **Independent Care Review – The Promise**

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

As the implementation of the findings of "The Promise" report commence, we have considered the importance it will have over the lifetime of the new Tayside Plan for Children, Young People and Families and beyond.

The Promise sets out a vision and blueprint for transformational change. At the heart of The Promise are 5 Foundations, which provide clarity of vision, a shared purpose, and a clear direction.

These are:

- **Voice:** Children must be meaningfully heard and listened to in all decisions about their care.
- **Family:** Where children are safe in their families and feel loved, they must stay
- **Care:** Where living with their family is not possible, children must stay with their brothers and sisters when safe to do so

- **People:** The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community.
- **Scaffolding:** Children, families and the workforce must be supported by a system that is there when needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

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

- The right to a childhood
- Whole family support
- Supporting the workforce
- Planning
- Building capacity

The Change Programme will be published at the end of May 2021. It will outline who and what need to work together to drive towards the changes needed in Plan 21-24. As part of the ongoing implementation and review of the Tayside Plan, we will engage with partners on delivering the changes required for families across Tayside.

- **Support for Learning: All our Children and All their Potential**

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

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

The report from the review was published in June 2020 and made a wide range of recommendations including ensuring more centrality for additional support needs planning and provision. The overarching recommendation of the review is:

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

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

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

- **Getting It Right for Every Child**

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.

- **Achieving Excellence and Equity (2021 National Improvement Framework and Improvement Plan)**

We will continue to use the learning from the experience of Dundee as one of the Scottish Attainment Challenge authorities who receive additional funding to help close the poverty-related attainment gap across Tayside. The Scottish Government's guidance on Achieving Excellence and Equity (2021 National Improvement Framework and Improvement Plan) has informed strategic priority 2.

- **Learning from Initial and Significant Case Reviews across Tayside between 2015-2018**

To support our priority on children being safe from harm, Dr Sharon Vincent (Northumbria University) was commissioned to undertake analysis of Initial and Significant Case Reviews (a multi-agency process for establishing the facts of, and learning lessons from, a situation where a child has died or been significantly harmed). Eighteen reviews that had taken place between 2015 and 2018 were considered. The purpose was to identify findings in relation to recurrent themes and trends emerging across cases, to consider practice from the perspective of child, family and agency, to explore the policy and practice implications and support identification of improvement actions.

Two overarching priorities have been identified: relationships with children and their families and working together. From this work 6 key practice themes have been identified: Focus on the child, engagement and relationship building, assessment and planning, early intervention and support, partnership working and empowerment, and supervision and leadership.

- **Living Life Well/Trust and Respect**

The independent enquiry into mental health services in Tayside produced a report on its findings entitled "Trust and Respect". In response to "Trust and Respect" an inclusive and collaborative approach was taken to co-create Living Life Well, a ground-breaking strategy for mental health and wellbeing in Tayside.

Living Life Well sets out Tayside's collective ambitions for building mental health services that meet the lifelong needs of Tayside's population and to deliver a thriving and flourishing workforce to improve the lives of people across Tayside. The mental health and wellbeing of children and young people in Tayside is a clear and significant priority in the strategic development of Tayside's mental health services.

6. Tayside Collaborative Working Model; Governance, Leadership and Reporting

Our Working Model

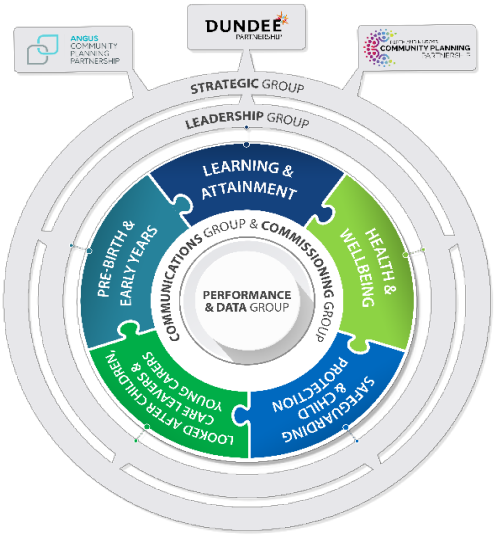
Each of our 5 priorities have an assigned lead appointed by the Leadership Group (see figure 2).

The priority lead is appointed from different local authority areas and from different agencies, which we believe is important to ensure our collective support to the work. Each of the priority leads chairs a Priority Group to deliver a detailed plan and report on agreed outcome measures. These groups have wide representation including from some national bodies such as Education Scotland. The priority lead attends the Leadership Group to report on key developments, progress and challenges.

Leadership and Executive Groups - the Leadership Group, revised and reformed in 2020, meets regularly to support the work of the Priority Groups, to discuss cross cutting issues, address any challenges, allocate resources and to ensure the Collaborative is delivering our intentions. The Leadership Group ensures there are direct links into each local Community Planning Partnership and to National Regional Improvement Collaborative work. The Executive Group is convened as is required to support the work at Chief Executive level with multi-agency membership including NHS Tayside, Police Scotland and the Third Sector Collaboratives.

Leadership, at every level, is critical in ensuring excellence for children and young people in Tayside. We continue to strengthen and develop our leadership and have invested in values-based leadership development for partners with Columba 1400 in three locality leadership groups to explore, innovate and deliver improvements over the next 12 months. The distinct locality groups will come together as a Tayside Collaborative to review and work together to deliver some aspects of the change programme for the Promise.

Figure 2. Tayside Collaborative Working Model



7. Tayside Priorities

What we will do to deliver our five priorities

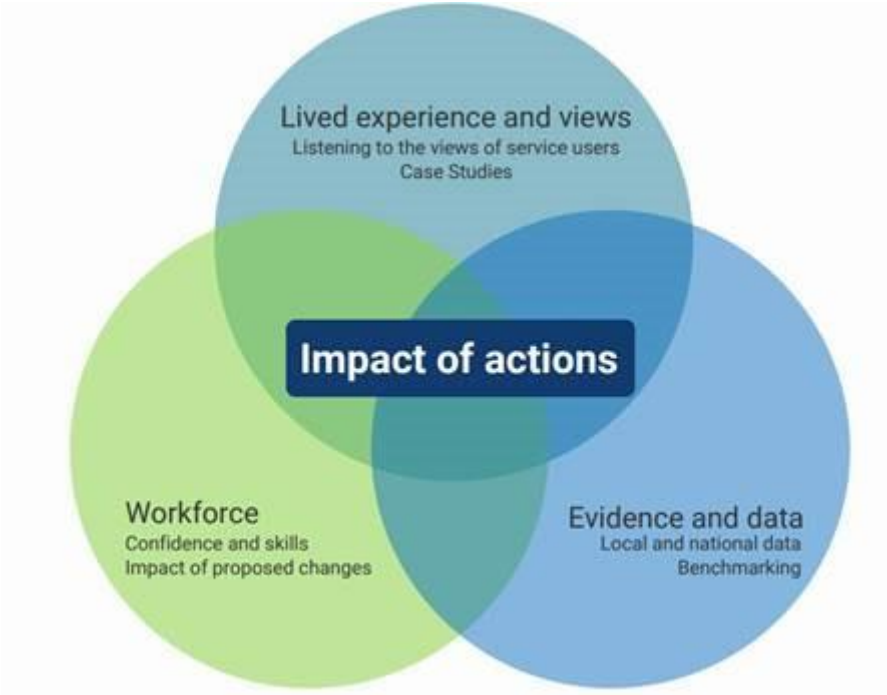
Each Priority Group has worked together taking account of the strategic needs assessment, the evidence of national and local research, national policy drivers and local consultation outcomes to shape some key priority actions (see figure 3). These actions are clearly expressed and linked to output and outcome measures, so we know what difference we are making and to whom. Some of these are short term and others will take many years to see growth or progress.

Figure 3. Priority groups and key areas of collaborative work

How we will evaluate our progress

We will report on progress of each Priority Group using detailed action plans, with identified outcomes (see section 7). We will ensure that our evaluation of progress against the actions identified in the priority group plans includes the views and experiences of service users, the feedback and experiences of our workforce and improvement is measured using local and national data (figure 4). Evaluating the outcomes and impact of our work may require longer term monitoring beyond the end of this plan, and we will use interim measures to ensure we can show that we are on track to achieve these.

Figure 4. Basis of evidence used to measure the impact of actions for each of the Priority Groups



Priority 1 - Pre-birth and Early Years

Our children will have the best start in life in a nurturing environment.

The Pre-birth and Early Years workstream will continue to build on the work of the group from 2017 - 2021 following the completion of the Solihull workstream (now implemented and being maintained in mainstream services) and the introduction of 1140 hours of childcare in 2020/21.

Two focused workstreams have been identified for 2021 – 23. These are;

- **Support for Families (Welfare and Poverty)**: - we will continue to work with pre-birth and early years workforce to support the work to introduce routine conversations by health professionals with all families, the establishment of clear and effective referral pathways and to reduce financial hardship and maximise uptake of eligible benefits.
- **Transitions:** We will agree and implement transition pathways consistently for children aged 0-3 years with developmental needs and those with additional support needs (including incorporation of learning from ANEW project in Dundee).

We will also continue to develop an approach to tracking and monitoring children's progress in ELC (screening and tracking tool) to be used consistently across the collaborative by practitioners to ensure that all children are making progress and any gaps are identified and addressed.

For each workstream we have identified measurable outcomes, which will be evaluated using feedback from children, young people and families, the workforce and the data and evidence collected. This will then be used to objectively assess the impact of improvement to services (see section 7).

Priority 2 – Learning and Attainment

Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.

Following on from the work undertaken over the last four years to ensure our children, young people and their families are meaningfully engaged with learning and that we provide high quality learning experiences to extend their potential, the group has revisited and refined the priorities identified for the lifetime of the new plan.

Consideration has also been given to the impact of Covid-19 on learning and attainment, and as a result more focused and specific actions have been identified. Within each of our workstreams we will identify our universal and targeted approach to supporting all of our children and young people.

Our strategic priorities have been identified as;

UNCRC - Rights, Relationships, Participation, Engagement and Wellbeing

1. Practitioners at all levels across Tayside are aware of the statutory duties of UNCRC and how its incorporation impacts on their work.
2. Focussed interventions to increase attendance, wellbeing and engagement and participation in learning.

Support for Learning: All our Children and All their Potential

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

Digital Learning

1. Opportunities for pupil led learning through online delivery in both the Primary and Secondary sectors are increased and maximised.
2. Pupils, parents and teachers make use of accessible and flexible learning opportunities to support delivery of certified subject delivery online.
3. Strategies for digital learning are aligned across the 3 Tayside local authorities.
4. Senior phase resources made universally available for learners working at National Qualification level 1 - National Qualification level 3, in a range of settings.

Moderation

- Provide greater opportunities for regional and national moderation activities to increase teacher confidence and ensure a robust and consistent approach to assessment across Tayside.
- Increase attainment at Curriculum for Excellence and National Qualification levels.

School Improvement

- Locality focus on collaboration, and support for central officers and school Senior Leadership teams to develop a shared understanding of effective self-evaluation for improvement.
- Development of data literacy and data cultures to plan for improvements in all schools to help raise levels of attainment and achievement for all.
- Professional Learning in making effective and sustainable changes through the Model for Improvement methodology, for identified cohorts.

Leadership

- Implement the Leadership, Development and Induction Programme
- Create a sub workstream to plan and develop leadership opportunities for Depute Headteachers.

- Develop and implement a programme for Depute Headteachers – Preparing for Headship
- Develop and implement a Facilitation Skills for Leaders Programme
- Set up and implement a Depute Headteacher Collaborative Network
- Develop and implement Collaborative Masterclasses – professional learning opportunities developed from themes coming out of the DHT Collaborative Network

The needs of all learners including care experienced children and young people will be met by focussing on the above improvements. As is stated in the Promise, we aspire to ensure that all children will receive all they need to thrive at school. Our detailed UNCRC action plan values and recognises the needs of care experienced pupils and at a local and regional level there is robust tracking of attendance, exclusion and attainment. This focus enables us to ensure that support is identified early and that our young people can go on to genuinely positive destinations, such as further education or employment.

Priority 3 – Health and Wellbeing

Our children will grow up healthy, confident and resilient with improved physical and mental health and strengthened emotional wellbeing.

The Health and Wellbeing Priority Group (HWPG) will continue to build on the successful partnership work and progress achieved during 2017 – 2021, to improve health and wellbeing outcomes for children and young people in Tayside. Going forward the group will focus on 2 key areas of work:

- Implementation of the Tayside Child Healthy Weight strategy 2020-2030
- Final approval and implementation of Connected Tayside: An Emotional Health & Wellbeing Strategy for Children & Young People 2020-2023

Frameworks of Implementation, already under development for both areas of work, will be produced to clearly describe the actions and commitment required to achieve the vision and aims articulated within the strategies. These frameworks will include detailed measures to monitor and evidence progress.

Implementation of the Tayside Child Healthy Weight strategy will include:

- Initiation of a whole systems approach to improving child healthy weight in each of the 3 areas of Tayside by 2022; using improvement methodology and research approaches
- Review and redesign of weight management services to ensure they are fit for purpose for children, young people, parents and schools
- Ensuring regular physical activity opportunities are embedded and sustained in SIMD 1 & 2 areas, and families feel confident in accessing these

Implementation of the new Connected Tayside strategy will include:

- Rollout of counselling for school-aged children and young people across Tayside (expansion of 'Together All')
- Development of Community Approaches to Mental Health
- Continued and strengthened partnership approaches across Local Authority/NHS/Third Sector to deliver on the national Mental Health & Wellbeing programme including digital developments to provide a modern and engaging resource bank and aligned screening tool for Child and Adolescent Mental Health Services.

In line with the key drivers of this plan we also acknowledge the need to develop a set of consistent specific health actions for care experienced children and young people across Tayside, recognising the much higher likelihood of trauma and other wellbeing issues experienced by this group.

Through the previous work of Priority Group 4 (below) we know that children and young people entering care have typically experienced significant trauma and that however much entering care is necessary to protect them from further harm, the process still involves separation, loss and potential attachment issues. This was also a strong message expressed by care experienced children and young people involved in the Independent Care Review, who were understandably critical of services for historically under-estimating the impact.

The HWPG will also continue to support the implementation of the Tayside Strategy for Parents, developed as part of the 2017-2021 plan, as well as maintain connection and involvement with work undertaken through the Alcohol & Drug Partnership (ADP) structure in each of the 3 local authority areas, to address substance use prevention in children and young people.

Priority 4 – Care Experienced children and young people

Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings.

In order to promote a collaborative whole system response to the findings of the Independent Care Review, we have been careful to ensure that our actions to promote the best start in life, learning and attainment and mental health and wellbeing include a particular focus on children and young people who are at risk of entering or are already in the care system. To build on this, Priority Group 4 will adapt its work from the last 3 years (which covered young carers; children with a disability; youth justice; and care experienced children and young people) and exclusively focus on joint regional responses to The Promise. As national responses to the review unfold, this will include engaging with the Independent Care Review and

benchmarking with other local authority areas to identify innovative approaches across Scotland. We will ensure that:

Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings. The collaborative workforce, including health, schools, Third Sector, kinship carers, foster carers and care staff, will carry out relationship-based, trauma-informed practice which promotes secure attachments in all settings.

This group will focus on the 5 key foundations of change and deliver actions in

support of:

Voice – children must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding

Family – where children are safe in their families and feel loved they must stay and families must be given support to nurture that love and overcome difficulties which get in the way

Care – where living with their family is not possible, children must stay with their brothers and sisters where safe to do so and belong to a loving home, staying for as long as needed

People – children must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen

Scaffolding – children, families and the workforce must be supported by a system that is there when it is needed. Support must be ready and responsive when it is required

Key Actions

Schools and Health

- Implement School Improvement Plans with a specific focus on improving attainment, and positive destinations
- Implement Health Improvement Plans, with a specific focus on health and wellbeing and meeting needs when entering care

Care Arrangements

- Implement improvement plans in relation to national Secure Care Standards
- Implement plans to maximise opportunities for brothers and sisters to develop and sustain positive relationships

Workforce Development

- Build capacity, confidence and competence to develop high quality relationship-based care across the collaborative
- Build capacity to manage and mitigate risk including partnership approaches to sustaining children at home

Leadership

- Work with Columba 1400 on collaborative, values-based leadership which places children and young people at the centre
- Further explore shared regional priorities and actions which add value to local arrangements

Priority 5 - Child Protection

We will continue to ensure that our children and young people are safe and protected from harm, at home, school and in the community.

Building on the achievements of the last 3 years, we will shift to supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.

As referenced above, the work of priority group 5 is built upon the research carried out by Dr Sharon Vincent and the Priorities for Practice developed from this.

Our actions will focus on supporting a skilled and confident workforce doing more of the right things to protect and support our children, young people and families to deliver better outcomes.

We will ensure that Chief Officers, Senior Officers and Managers understand the key child protection improvement messages across Tayside and build this into their work. We are committed to resourcing a successful multi-agency workforce development plan with co-production at its core. We have seconded a lead workforce development officer and laid the foundations through a learning event hosted for members of the Tayside Chief Officers Groups and Child Protection Committees. In doing so, we have created a shared understanding of what needs to be actioned over the next 2-3 years and agreed a collaborative approach to resourcing and implementing this.

The principles underpinning our work are:

- *Co-production – involving, children and families and staff in planning our work*
- *Ensuring processes are child centred*
- *Improving access to supportive services by tackling thresholds and improving integration*

- *Supporting staff to undertake effective assessment, analysis, review and planning to meet the needs of children and families through effective training, education and reflective supervision*
- *Building a culture of reflection/professional curiosity and confidence to challenge*
- *Sharing learning and good practice, celebrating success*

1. Workforce Development and *Priorities for Practice*

Our Priorities for Practice are founded on research into the lived experience of children, young people, families and staff. Our plan will promote positive practice which works and will support the whole-system change needed to meet the actions of the Promise. We aim to equip multi-agency staff to work together and alongside families more effectively to ensure better outcomes. The workforce development themes are:

Relationships with Children and Families

- Focus on the Child
- Engagement and Relationship Building
- Assessment and Planning

Working Together

1. Early Intervention and Support (Right Help at the Right Time)
2. Partnership Working
3. Empowerment, supervision and leadership

We have prepared a Tayside Child Protection Workforce Development Programme around the framework of these Priorities for Practice. This will be rolled out from May 2021 and has been developed for First Line Managers and Frontline Practitioners.

2. A shared approach to multi-agency quality assurance and evaluation

The aims over the previous three years were to improve key child protection processes and deliver high quality supporting guidance to ensure highly effective working practices. Over the duration of this plan we are committed to taking forward a shared approach across the three Child Protection Committees to evaluate the impact of the guidance on practice relating to:

- Chronologies of significant events for children and young people
- IRD (Inter-Agency Referral Discussions) Practice Guidance
- Unborn Babies Protocol
- participation of children, families, and staff in Key Child Protection Meetings

We will implement a shared approach to multi-agency quality assurance and evaluation in year 1 to assess the effectiveness of the guidance on practice. This will

take account of the changes to working practices during COVID-19 such as virtual meetings and make relevant changes to ensure that the practice guidance continues to remain relevant to best practice in new ways of working.

3. Performance

Partners in Tayside have agreed to a Child Protection Committee Shared Dataset, both qualitative and quantitative indicators have been agreed and will be implemented retrospectively across the region. Since June 2020, partners have analysed local and national data in relation to vulnerable children and this has provided a very useful start to using data across the Collaborative to support and challenge practice, identify positive and concerning trends, to work together to understand these more deeply and to take remedial action where required. We will continue to implement a shared minimum data set for child protection across the collaborative and include within this qualitative performance measures linked to our six priorities for practice.

8. Performance Measures and Evidence of Impact

Priority Group 1: Pre-birth and Early Years

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Transitions	Scope improvements and plan actions with representatives from Health and Children and Families Service Develop an approach to tracking and monitoring children's progress in ELC (screening and tracking tool) to be used consistently across the collaborative by practitioners to ensure that all children are making progress and any gaps are identified and addressed	Children will have the interventions and support needed to improve their progress to meeting developmental milestones. Transition pathways agreed and implemented consistently for children aged 0-3 years with developmental needs and those with additional support needs (including incorporation of learning from ANEW project in Dundee).	% children meeting developmental milestones (increase) % of children with unmet milestones between developmental reviews (reduce) Capture child and family's voices/feedback regarding areas to target and then feedback to evidence impact/change Baseline data identified to track pre- and post-changes.
Support for Families (Welfare and Poverty)	Health professionals will work collaboratively with Welfare Rights Teams (or equivalent across Tayside) to increase and maximise income from social security Effective referral pathways will be established across universal health and educational services	Provision of universal holistic income maximisation service. Financial hardship for families will be reduced and parents will have better access to the benefits they are eligible to receive	Number of referrals Number of pregnant women and parents engaging with advice services Income Generated Benefit gains

Priority Group 2: Learning and Attainment

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
United Nations Convention on the Rights of the Child (UNCRC) - rights, relationships, participation and engagement	Focussed interventions to increase attendance, engagement and participation in learning. Professional learning on: 1. Relationships and Rights Based Learning 2. Learner Participation events 3. Refreshing Able/CIRCLE use at whole school/Class level Improvement science projects for identified cohorts to focus on improving attendance and engagement, with an overarching principle of addressing issues of equity. Professional learning opportunities around UNCRC, including 'train the trainers' approach to build capacity across Tayside. Establish service level agreements with UNICEF for all authorities to help embed the UNCRC across Education and Children's services. Promote the Rights Respecting School Award in schools to embed key principles of the UNCRC.	Increase attendance and engagement for an identified cohort of learners across Tayside. A minimum of 2% increase for identified learners in each local authority by June 2022. A minimum of 2% reduction in exclusion rate for an identified cohort of learners across Tayside by June 2022. By June 2022, there will be an increase in participation and engagement in learning for an identified cohort of learners as evidenced by: • Model of Improvement individual project data • internal scrutiny reports/attainment data • digital engagement/participation reports Pilot project to support identified participants in building an improvement project on addressing attendance and/or engagement in their schools. This pilot project is to be undertaken in session 2021. There will be a minimum of 2% increase in attendance by June 2022. By June 2023, practitioners at all levels across Tayside will be aware of the impact of UNCRC incorporation on their work. At least 25% of all school staff will have participated in UNCRC professional learning by June 2022. By June 2022, there will be at least a 30% increase in schools engaging and participating in Rights Respecting Schools Award across Tayside.	Tayside baseline data – attendance data Case Studies (individual learner Model of Improvement project data on increasing attendance and engagement). Parental Surveys Exclusion data for identified cohorts Attendance data for identified cohorts Attainment data for identified cohorts Measures from children and young people's Mental Health Strategy Implementation Number of staff having undertaken professional learning around UNCRC Number of schools participating in Rights Respecting Schools programme Audit of policies and processes updated according to UNCRC

	Adapt policies and processes across the Tayside Regional Improvement Collaborative to incorporate legal aspects of the UNCRC.	Most young people will be aware of their rights through the UNCRC and this will be evidenced in school improvement visits and focus groups by June 2022. During the lifetime of this plan (June 2021 – June 2023): • pupils and parents will become more involved in improvement planning and decision making. • Schools will place rights at the heart of their work and ethos. Policies and processes across Tayside will be UNCRC compliant by June 2023.	
Digital Learning	The Tayside Virtual Campus will be created to pilot delivery of 3 Advanced Higher subjects. Partnership with West Online School and eSgoil will be further developed and pupils, parents and teachers will make use of accessible and flexible learning opportunities.	From August 2021, the Tayside Virtual campus will deliver Advanced Higher Spanish, French and Computing as part of a pilot to widen the curriculum offer for Senior Phase learners. The Virtual campus range and scope of curriculum offer will be increased in session 2022-2023. 60 teachers in Tayside will continue to support the National eLearning offer until December 2021. Increase and maximisation of opportunities for pupil led learning through online delivery (in both the Primary and Secondary sectors) by June 2023. Pupils, parents and teachers to increase engagement with our digital learning opportunities during the lifetime of this plan.	Increased number of presentations in the pilot subjects. SQA data. Feedback from young people participating on the virtual programme Data from Click View on the number of schools engaged and number of pupils/teachers accessing recorded lessons. eSgoil data on number of young people engaged in live and supported study sessions.

	Creation and implementation of a Tayside Digital Strategy.	Audit of current strategies and alignment across Tayside to create a strategy by September 2021. Common themes for professional development identified and a professional learning plan created and in place by November 2021.	Feedback from participants on professional learning opportunities.
	Professional learning opportunities to develop capacity for digital pedagogy across Tayside.	During session 21-22, there will be opportunities for professional learning, open to all schools, on digital pedagogy to enhance learning. Every school to identify a digital ambassador by December 2021. A Tayside digital ambassador network will be created to support and share practice across the 3 local authorities by December 2021. Professional learning opportunities delivered to support teachers in increasing opportunities for independent learning through online resources.	Number of Tayside practitioners engaging in digital professional learning Practitioner participation in sharing resources and supporting Quality Assurance process. Case studies and feedback from sharing learning network sessions.
	Creation of a virtual learning resource bank to support learners with Additional Support Needs and barriers to learning. (This expansion of a Tayside resource will be rolled out nationally with support from the West Online School, eSgoil and the South West Improvement Collaborative).	Senior phase resources made universally available for learners working at National Qualification level 1(N1) - National Qualification level 3 (N3) in a range of settings by June 2023. Integrated opportunities for assessment and feedback within these resources to support learning by June 2023. This resource can be digitally accessed by learners at any time/place to suit their needs. Improved virtual curricular offer for pupils with Additional Support Needs which could be used by learners, teachers and parents, in a range of settings by June 2022.	Usage and engagement levels (analytics) with: • Resource Bank • Virtual Learning Environment course attendance and engagement. Increase in uptake of National Qualification level 1-National Qualification level 3 accredited units and courses across a range of settings. Feedback from learners and teachers (regionally and nationally) on the quality of resources.

		Improvement in attainment levels for identified cohort of pupils with Additional Support Needs evidenced by June 2023. Improved inclusion in learning of identified cohort of Children and Young People with Additional Support Needs.	
Moderation and Assessment	Expand the range of opportunities for regional and national moderation activities to increase teacher confidence and competence. Collaborative delivery of joint In-service days, career long professional learning sessions and Quality Assurance and Moderation Support Officer training.	Greater capacity across Tayside to support practitioners with approaches for learning, teaching and assessment throughout session 2021-2022. Increase attainment at Curriculum for Excellence and National Qualification levels by June 2022. (% increase will be context dependent and based on individual local authority data). The aim is for each local authority to match comparator authority data. Improved levels of confidence in school level arrangements to support assessment approaches. Improved levels of teacher confidence and competence in professional judgements.	Pre/post evaluations for Quality Assurance and Moderation Support Officer (QAMSO) training to measure confidence and competence levels in a range of areas i.e. knowledge but also facilitation skills. Increased engagement in Moderation events. Number of Quality Assurance and Moderation Support Officers trained. Self-evaluation information of processes in place to support moderation approaches/ reviewing learner progress.
Leadership	Develop a collaborative learning community by implementing the Leadership, Development and Induction Programme (LDIP) for newly appointed headteachers across the three authorities. Align all headteachers with a Critical Colleague who will have a coaching and mentoring role. Develop and implement (from Jan 2022) a leadership programme for Depute Headteachers.	By June 2022, Headteachers on the programme will have increased: • levels of confidence, knowledge and skill in leading change and improvement. • opportunities to collaborate and build professional learning networks across the Regional Improvement Collaborative. By June 2022, Headteachers on the programme will have engaged in professional reading and critical reflection with colleagues. By January 2023, Depute Headteachers on the programme will have increased:	Pre/post programme self-evaluations of participants on: • confidence levels, knowledge and skills for leading change and improvement • engagement levels in collaboration activities and with networks • engagement with professional reading and critical reflection with colleagues Evidence of improvements in leadership of change from individual local authority and cross RIC school improvement visits.

	Establish and develop a Depute Headteachers Collaborative Network and Collaborative Masterclasses. Depute Headteacher's Collaborative Network to focus on the leadership of change and improvement in a variety of contexts relevant to DHTs remits. Masterclasses to provide professional learning in areas identified through the network meetings.	• levels of confidence, knowledge and skill in leading change, leading people and leading improvement. • opportunities to engage in collaboration and build networks across the Regional Improvement Collaborative. • opportunities to engage in professional reading and critical reflection with colleagues. • awareness of approaches to leading change and improvement. By January 2023, Depute Headteachers attending the Collaborative Masterclasses will be able to lead change and improvement more effectively.	End of programme 1:1 Coaching Conversations with participants, evaluating development of confidence, knowledge and skill over the programme. Case studies of individual change/improvement projects led by Headteachers End of programme evaluation of Quality Assurance Information at local level, and where available, national level e.g. School self-evaluation, Improvement Planning, NIF evaluations, HMI Inspections. Evaluation of evidence of impact of leadership in submitted small scale study. Post network self-evaluations of impact on: • awareness of approaches to leading change and improvement • levels of engagement in facilitated professional dialogue with colleagues across the RIC Post Collaborative Masterclass self-evaluations on impact of CLPL on individual practice.
School Improvement	Collaborative network established to co-create a toolkit which will develop a more robust, data/evidence informed approach to effective self-evaluation for improvement.	By June 2022, we will have: • completed co-created frameworks/toolkit (by Tayside central officers and Headteachers) to support effective and robust self-evaluation for improvement. • a shared language around, and a consistent approach to, self-evaluation which is informed by sound evidence and data.	Feedback from schools on efficacy of frameworks/toolkit created. Relevant evidence is more robust and mapped closely to the quality indicators in HGIOS4. Improvements in internal and external scrutiny reports around each of the core Qis.

	Professional learning for teachers and school leaders in making effective and sustainable changes for improvement by: • Developing their understanding of a range of quality improvement tools, including the Model for Improvement • Scoping, planning and undertaking a specific improvement project on an aspect of school improvement. • Using QI tools to analyse their system, gather information and identify improvement opportunities • Carrying out PDSA testing cycles so that they can quickly learn what works and what doesn't in their context • Identifying relevant measures, collect data and present/analyse that data • Recognising when improvement has taken place and gather evidence to support scaling up the project.	Course participants will demonstrate: • increased confidence in effectively identifying areas for improvement by June 2022. • increased awareness and development of data literacy and data cultures for improvement in participating schools. Critical colleagues will be identified to engage in professional dialogue which will support/challenge thinking around improvement projects by December 2021. Teachers and school leaders will share findings from projects to build capacity across the system by June 2022. Participants will be supported to transfer their knowledge/skills from this learning to other areas of improvement.	Numbers of participants and levels of engagement in Improvement Science professional learning sessions. Initial and post-training survey on competence and confidence in undertaking an improvement project. Measurable progress in selected improvement projects evidenced at individual school level.

Priority Group 3: Health and Wellbeing

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Emotional & Mental Health & Wellbeing	Implementation of the new Tayside Emotional & Mental Wellbeing strategy Rollout of Counselling in Schools for Children and Young People across Tayside	Improved mental health & wellbeing in children and young people in Tayside Maximised early years development and attainment in the population of children and young people	HWB census data Counselling in Schools data Increased appropriate CAMHS referrals and reduced waiting times Improvement in schools' self-reporting in relation to QI 3.1 HGIOS4 Increased number of MH first aiders trained Additional measures as described in "Connected Tayside" (TBD) Increased number of school-aged children able to effectively access emotional wellbeing support when they require it.
Child Healthy Weight	Implementation of the Tayside Child Healthy Weight strategy	Community Planning Partnership to support a whole systems approach to healthy weight for children, young people and families within their council area Neighbourhoods and communities are committed to a whole systems approach Our environment supports healthier choices Children have the best start in life Families get helpful weight management support	Increasing the % of breastfed babies at 6-8 week review 50% of neighbourhoods and communities are committed to a whole systems approach are identified and approached by 2022/23 Reduction in the percentage of woman presenting with obesity at pregnancy booking Establish baseline and aim to increase percentage of women with gestational diabetes (GDM) engaging with weight management interventions after childbirth Percentage of babies introduced to complementary feeding before 6 months is

			identified using Universal Health Visiting Dataset No increase in percentage of Primary 1 children categorised as obese, then working to reduce this figure by 50% by 2030. All parents of under 5s at increased risk of overweight have access to support in adopting a healthy lifestyle for a healthy weight. Physical activity opportunities specifically targeting children and families in SIMD 1&2 areas are identified

Priority Group 4: Care-experienced Children and Young People

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Quality assurance/case tracking/feedback	Develop and implement School Improvement Plans with a specific focus on improving attendance and attainment of care experienced pupils School specific data by Oct 2021 Plans in place by Dec 2021 Implementation and reports 2022-3 Develop and implement Health Improvement Plans, with a specific focus on meeting the wellbeing needs of care experienced and care leavers As above Develop, implement and track secure care standards As above Develop and implement plans to maximise opportunities for brothers and sisters to sustain and develop positive relationships As above	Reduce gaps in attendance and attainment for care experienced pupils Improve the proportion of care experienced school leavers entering positive destinations Improved access to mental health and wellbeing services Improved health and wellbeing outcomes including in relation to experiences/views	Attendance, exclusions and attainment data (all pupils and care experienced pupils) Leavers' destination data and follow-up surveys with older care leavers where known and possible Experiences, feedback, consultation responses, case study examples on individual lived experience Number of children and young people in secure care and outcomes after leaving secure care Placement types, placement moves, brothers and sisters placement data
Workforce Development	Build capacity, confidence and competence to develop high quality relationship-based care – kinship/residential/staff/volunteers etc Co-produce regional training	Enhanced leadership, change cultures, ethos and day to day working practices. Empower and support a competent, confident and skillful workforce. Deliver better experiences and outcomes for children and families.	Staff feedback and evaluation Carer/child/young person/family feedback and case study examples

	programme by March 2022 Build capacity to manage and mitigate risk – partnership approaches to sustaining children at home Co-produce regional training programme by March 2022		Quality of holistic multi-agency assessment and decision making gathered from case file audits Development, delivery of and feedback on regional training activity
Leadership and building capacity	Work with Columba 1400 on collaborative, values-based leadership with children and young people at the centre Agreed regional/local outcomes/action plans by December 2021	Enhanced leadership, change cultures, ethos and day to day working practices. Innovation and inclusion in planning and delivering improvements related to the change programme.	To be determined

Priority Group 5: Safeguarding and Child Protection

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Workforce development and Priorities for Practice	Develop and implement a thematic Tayside wide child protection workforce development Programme for first line managers and frontline practitioners.	Enhanced leadership, change cultures, ethos and day to day working practices. Empower and support a competent, confident and skillful workforce. Deliver better outcomes for children and families.	A consistent approach to multi-agency child protection learning and development with equal access to all managers and practitioners across Tayside. Increased knowledge, skill and confidence to deliver better outcomes for children, young people and families at risk. An agreed set of Performance Measures linked to the Priorities for Practice and minimum Tayside shared dataset
A shared approach to multi-agency quality assurance and evaluation	Develop and implement a Tayside wide approach to quality assurance and self-evaluation prioritising the most recent areas of practice guidance i.e. • Chronologies of significant events for children and young people • IRD (Inter-Agency Referral Discussions) Practice Guidance • Unborn Babies Protocol • Participation of children, families, and staff in Key Child Protection Meetings	An agreed approach to multi-agency quality assurance An evidence base for evaluating the impact of practice guidance A plan to implement further changes to achieve consistent and continuous improvement in key child protection processes across the collaborative	Practitioner feedback and evaluation, evidence and reports
Minimum data set for child protection across the collaborative and include within this qualitative performance measures linked to our 6 Priorities for Practice	Build on the experience during the pandemic of analysing data across the collaborative to identify patterns and trends, risks and good practice. Introduce regular data reports and analysis to the work of Priority Group 5 Develop qualitative measures linked to our Priorities for Practice	An agreed approach to data analysis which leads to development and improvement	Evidence of using analysis of data and performance to drive improvement within each CPC and across the Tayside Regional Improvement Collaborative

9. Appendices

Appendix 1: Links to related documents and plans

Plan	Link
The Promise Plan 2021-24	https://thepromise.scot/ https://thepromise.scot/plan-21-24/
GIRFEC	https://www.gov.scot/policies/girfec/
Trust and Respect – Independent inquiry into mental health services in Tayside	https://independentinquiry.org/final-report-of-the-independent-inquiry-into-mental-health-services-in-tayside/
Support for Learning: All our Children and All their Potential	The report can be accessed **here**.
Living Life Well Strategy – Lifelong approach to mental health in Tayside	http://www.livinglifewelltayside.scot.nhs.uk/
Child poverty in context of community planning	https://www.improvementservice.org.uk/products-and-services/consultancy-and-support/local-child-poverty-action-reports
Community Planning Partnerships	Angus: The Angus Community Planning Partnership | Angus Council Dundee: Dundee Partnership | Dundee City Council Perth & Kinross: Perth & Kinross Council - Community planning (pkc.gov.uk)
Local Authority websites	Angus: home | Angus Council Dundee: Dundee City Council | Changing For The Future Perth & Kinross: Perth & Kinross Council - Perth and Kinross Council (pkc.gov.uk)

Appendix 2: Contact us

For further information regarding the Tayside Regional Improvement Collaborative, please access our website, or follow us on Twitter:

https://www.taycollab.org.uk/

Or to contact us:

Contact Us - TRIC - Tayside Regional Improvement Collaborative (taycollab.org.uk)

Tayside Regional Improvement Collaborative
2 High Street
Perth PH1 5PH