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Council Building
2 High Street
Perth
PH1 5PH

26/10/2021

A Meeting of the **Lifelong Learning Committee** will be held virtually on **Wednesday, 03 November 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
Mr Martin Gowrie
Mrs Audrey McAuley
Mr Dean McBride
Miss Teresa Moran
Ms Carolyn Weston

Lifelong Learning Committee

Wednesday, 03 November 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 25 AUGUST 2021 FOR APPROVAL** **5 - 8**
(copy herewith)
 - 3(ii) MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 15 JUNE 2021 FOR NOTING** **9 - 14**
(copy herewith)
- 4 EDUCATION AND CHILDREN'S SERVICES JOINT BUSINESS MANAGEMENT AND IMPROVEMENT PLAN 2021/22 AND ANNUAL PERFORMANCE REPORT 2020/21** **15 - 52**
Report by Executive Director (Education and Children's Services)
(copy herewith 21/158)

NOTE
The above report was considered at the Scrutiny Committee on 15 September 2021 and will be submitted to the Housing and Communities Committee on 10 November 2021.
- 5 ATTAINMENT AND PUPIL EQUITY FUNDING UPDATE 2021** **53 - 102**
Report by Executive Director (Education and Children's Services)
(copy herewith 21/201)

NOTE
The above report will be considered at the Scrutiny Committee on 29 November 2021.
- 6 LEARNING ESTATE STRATEGY AND LEARNING ESTATE MANAGEMENT PLAN** **103 - 188**

Report by Executive Director (Education and Children's Services)
(copy herewith 21/202)

- 7 DUAL SECONDARY SCHOOL CATCHMENT AREA - 189 - 206**
KIRKMICHAEL PRIMARY SCHOOL
Report by Executive Director (Education and Children's Services)
(copy herewith 21/203)
- 8 COMMUNITY LEARNING AND DEVELOPMENT PLAN 2021-2024 207 - 276**
Report by Head of Culture and Community Services (copy herewith
21/204)

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LIFELONG LEARNING COMMITTEE

Minute of meeting of the Lifelong Learning Committee held virtually on Wednesday 25 August 2021 at 9.30am.

Present: Councillors C Shiers, J Duff, K Baird, L Barrett, A Forbes, I James (substituting for Councillor Reid), I Massie, X McDade, B Pover, C Purves, J Rebbeck, F Sarwar and L Simpson; Mr A Charlton, Mr A Ferguson, Mrs A McAuley, 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 C Reid, Mr J Bell, 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. MINUTES

(i) Lifelong Learning Committee

The minute of meeting of the Lifelong Learning Committee of 26 May 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 16 March 2021 was submitted and noted.

5. MINUTE OF MEETING OF 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 8 April 2021 was submitted and noted.

6. SERVICE RECOVERY UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (21/132) providing an update on (1) Service Recovery; (2) the expenditure incurred during 2020/22; and (3) the expenditure plans for the academic year 2021/22.

Resolved:

The extent of the funding received and the measures taken to deploy resources to meet the needs of children, young people and families, contained within Report 21/132, be noted.

6. SQA RESULTS 2021

There was a presentation from the Executive Director (Education and Children's Services), the Head of Education and Learning and the Acting Quality Improvement Officer (Secondary) on the SQA results 2021.

7. PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2021/22

There was submitted a report by the Executive Director (Education and Children's Services) (21/133) providing (1) an update on progress against the Education Improvement Plan 2020-2021; and (2) details 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.

Resolved:

- (i) The Education Improvement Plan 2021/2022 be approved.
- (ii) The Executive Director (Education and Children's Services) be requested to submit the Plan to the Scottish Government by 30 September 2021.

8. EXPANSION OF EARLY LEARNING AND CHILDCARE

There was submitted a report by the Executive Director (Education and Children's Services) (21/134) (1) providing 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; (2) outlining the phasing of 1140 hours of ELC; and (3) providing an update on progress made since May 2020 towards full implementation from February 2021.

Resolved:

- (i) The progress to date be noted.
- (i) The Executive Director (Education and Children's Services) be requested to provide future updates on progress through the Business Management Improvement Plan (BMIP) reporting procedures.

9. FINAL UPDATE ON THE IMPLEMENTATION OF REACH

There was submitted a report by the Executive Director (Education and Children's Services) (21/135) providing the final update on the progress of the REACH project.

Resolved:

- (i) The success of this transformation project in its final year of implementation be noted.
- (ii) It be requested 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).

10. CATCHMENT FOR NEW PRIMARY SCHOOL AT BERTHA PARK AND FUTURE OF RUTHVENFIELD PRIMARY SCHOOL OPTIONS APPRAISAL

There was submitted a report by the Executive Director (Education and Children's Services) (21/136) seeking 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.

Resolved:

- (i) 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 be noted.
- (ii) 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 be noted.
- (iii) The recommendation of the options appraisal to proceed at this time with **Option A**, detailed in the options appraisal (Appendix A to Report 21/136); 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 be approved.
- (iv) It be agreed 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 to Report 21/136) and associated changes as required by the Schools Consultation (Scotland) Act 2010.

11. INTEGRATED CHILDREN'S SERVICES PLAN 2021-2023 AND TAYSIDE REGIONAL IMPROVEMENT COLLABORATIVE (TRIC) PROGRESS UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (21/137) (1) setting 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); and (2) referencing annual progress reports for the period 2019-2021 and taking account of the progress achieved during the response to the COVID-19 pandemic.

Resolved:

- (i) The outlined changes to Plans and associated update reports, as well as the overview of continued progress despite disruptions of COVID-19 be noted.
- (iii) The next Tayside Plan (2021-23) and the most recent annual update reports (2019-20 and 2020-21) on the previous extended Plan be approved.
- (iii) The Executive Director (Education and Children's Services) be requested to provide an annual progress report to Lifelong Learning Committee by August 2022.

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

Resolved:

The Committee agreed the appointment of the following members to the Perth and Kinross Educational Trust Committee:

Councillor L Barrett
Councillor I Massie
Councillor L Simpson

13. VALDICTIONARY

The Convener reported that Mrs Pat Giles had retired from her role as the Church of Scotland representative on the Lifelong Learning Committee having been a member since August 2011. As a former teacher Mrs Giles brought a great passion for lifelong learning and especially for improvement and raising standards across all areas of the Service. On behalf of the Committee the Convener sent her very best wishes to Mrs Giles and grateful thanks for serving as the Church of Scotland representative on the Committee.

Councillors echoed the Convener's comments.

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 15 June 2021 at 2.30pm.

- Present:**
- Representing Perth and Kinross Council**
Councillors J Duff, J Rebbeck and C Shiers; S Devlin, S Johnston, M Donaghy, G Doogan, J Donnelly and D Macluskey (all Education and Children's Services); P Johnstone (Corporate & Democratic Services).
- Representing Teachers' Associations**
L Gibb, LJ Grant, M Laurie, T Summers, M Taylor and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).
- In Attendance:** F Mackay, B Martin-Scott (all Education & Children's Services); A McAuley, Joint Secretary (Trade Unions); C Guild; C Flynn, Joint Secretary (Management Side) and L Brown (Corporate and Democratic Services).
- Apologies:** S Dowling 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 16 March 2021 was submitted and approved as a correct record.

4. MATTERS ARISING

(i) SQA (Item 6 refers)

D Macluskey reported that the majority of young people had now had a provisional grade entered on the SQA connect system with assessments being based upon demonstrated attainment.

In responding to a question from the Teachers' side regarding reviewing the time allocation for the ACM, should it be used next year, S Devlin advised that the OECD report on curriculum for excellence is due to be published in June 2021. She anticipated the report will

include a reference to the wider qualification system in Scotland. In partnership with the NQ 21 Group the Education Recovery Group will study the report and recommendations and the response from Scottish Government on the independent review.

The Committee noted the position.

(ii) COVID Update (Item 8 refers)

S Devlin reported that as confirmation had been received that there will be no change to the current schools guidance it is proposed to continue with the same measures and mitigations for the start of the new school term. Information on face coverings and physical distancing in schools will not be available until sometime in July.

Schools are being encouraged to increase the uptake of lateral flow device tests for staff and for children and young people, where appropriate. Colleagues in Human Resources will be arranging a meeting with representatives of Education and Children's Services to consider how to take forward the £400 payments to teachers. S Devlin advised that as confirmation of this had only been received earlier in the day the payments were unlikely to appear in the June or July salaries.

In relation to contact tracing once term ends a similar set of arrangements will be put in place for the first week of the summer holidays with contact tracing being undertaken by officers at the centre. For the remainder of the summer holiday period it will be handed over to the contract tracing team within the Health Protection and Public Health teams.

The Committee noted the position.

5. CHANGES TO MEMBERSHIP

The following changes to membership of the Joint Negotiating Committee for Teaching staff were noted as follows:

Management Side - John Donnelly to replace Sean Hagney.

Teachers' Side - Maureen Taylor and Sean Dowling (both EIS)

6. EMPLOYEE HEALTH AND WELLBEING FEEDBACK REPORT

There was submitted a report by the Head of Innovation (G/21/62) providing an update summary on employee feedback between the period April 2020 and April 2021 in response to different internal engagement initiatives undertaken, the themes collated, and actions taken to address issues and make improvements.

In response to a question from the Teachers' side C Guild confirmed that a summary document on feedback from the most recent survey will be released in a staff newsletter in the coming weeks.

In response to a further question in relation to gaps in people's learning S Johnston advised that a more robust and cohesive professional learning system is being developed which will offer a range of additional opportunities this year for all teachers to build upon some of the fast learning of 2021. Digital learning and digital strategy are high on the list of priorities not only in the Council but at a national level and the central team are working to support the digital pedagogy.

The Committee noted the terms of the report.

7. PROFESSIONAL REVIEW AND DEVELOPMENT – LOCAL AGREEMENT

There was submitted a report by the Executive Director (Education & Children's Services) G/21/63 appending a revised Employee Review and Development process and guidelines for all teaching staff in Perth and Kinross.

C Weston advised that the Teachers' side were happy to approve the revised professional review and development and revised guidelines as a local agreement but requested that going forward more time be set aside in the working time agreement to address this. She also suggested that some discussion take place between Head Teachers and staff at the first inset day in relation to the roll out in terms of training and new ways of working.

B Scott advised that Head Teachers had been alerted at the last Development Session on the packages that were coming and that there was an expectation that this would be implemented throughout the next school session.

The Committee:

Approved the revised Professional Review and Development process and guidelines as appended to Report G/21/63 as a local agreement superseding any previous guidelines.

8. PRIMARY STAFFING STANDARD

There was submitted and noted for information a report by the Head of Education and Learning (G/21/64) presenting an overview of the work that is being progressed on the Primary Staffing Standard.

S Johnston advised that the Trade Unions will be invited after the summer break to discuss the specific details of implementation of the staffing standards.

In response to an enquiry from C Weston, G Doogan advised that lead teachers information had only been received recently and had not as yet been taken into account in terms of the staffing standards.

The Committee agreed to note the terms of Report G/21/64 on primary staffing standards.

9. REPORTING ON VIOLENCE AND AGGRESSION

There was submitted a report by the Executive Director (Education & Children's Services) (G/21/65) on progress with the development of accurate data on incidents of violence and aggression in schools that will be reportable to the Joint Negotiating Committee for Teachers in the future.

C Weston suggested that discussion at staff level take place on the new process on one of the inset days.

The Committee:

- (i) Noted the operation of schools in Terms 3 was again interrupted by Covid-19 restrictions.
- (ii) Noted that during this period amendments had not yet been made to the reporting tool and that data necessary to provide a full report on violence and aggression was not available.
- (iii) Noted the positive progress being made in the development of a data set that will provide the information required to allow full analysis and reporting of incidents of violence and aggression reported by Education staff from Term 4 2020/21 onwards.

10. TEACHERS' AGREEMENT FOR THE 21 CENTURY SUPPLEMENTARY GUIDANCE FOR SESSION 2021-2022

There was submitted the annual Teachers' Agreement for the 21st Century Guidance to Schools for Session 2021-2022 (G/21/66).

The Committee agreed:

The Teachers' Agreement for the 21st Century Guidance to Schools for Session 2021-2022.

11. EMPLOYER SUPPORTED VOLUNTEERING – POLICY ADDENDUM – APRIL 2021 (COVID-19)

There was submitted the policy addendum on Employer Supported Volunteering– April 2021 (Covid-19), (G/21/67). P Johnstone advised that the addendum had been circulated for information only but advised that the paid leave for employees volunteering has been extended by 4 days.

The Committee noted the position.

12. SECONDMENTS – REFRESHED GUIDANCE UPDATE

There was submitted a refreshed guidance on secondments (G/21/68). P Johnstone advised that the reports for the JNCT meeting had been circulated before the SNCT guidance document on Code of Practice for

Secondments in Schools. Reference will be made to the SNCT in the documents before they go live on the website.

The Committee noted the position.

13. MERGING OF EMPLOYEE JOINT CONSULTATIVE COMMITTEE (EJCC) AND CORPORATE HEALTH, SAFETY AND WELLBING CONSULTATIVE COMMITTEE (CHSWCC) CONSTITUTIONS

C Flynn provided an update on the merging of the EJCC and CHSWCC constitutions which had been reviewed by a Short Life Working Group. A draft constitution has now been circulated for the new JCC. C Flynn advised there will be a separate item on health, safety and wellbeing to which Teachers Union Representatives will be invited to attend. The new constitution will be submitted to the Strategic Policy and Resources Committee meeting on 1 September 2021 for approval.

The Committee noted the position.

14. PROVISIONAL TIMETABLE OF MEETINGS TO DECEMBER 2021

The Committee noted the provisional dates for the remainder of the JNCT meetings for 2021 as follows:

21 September
7 December

15. ANY OTHER COMPETENT BUSINESS

There were no other items of business raised for discussion.

16. DATE OF NEXT MEETING

21 September 2021.

PERTH AND KINROSS COUNCIL

**Scrutiny Committee
15 September 2021**

**Lifelong Learning Committee
3 November 2021**

**Housing and Communities Committee
10 November 2021**

**EDUCATION AND CHILDREN'S SERVICES
JOINT BUSINESS MANAGEMENT AND IMPROVEMENT PLAN 2021/22 AND
ANNUAL PERFORMANCE REPORT 2020/21**

**Report by Executive Director (Education and Children's Services)
(Report No. 21/158)**

PURPOSE OF REPORT

This report presents the Business Management and Improvement Plan (BMIP) for 2021/22 and Annual Performance Report 2020/21 for Education and Children's Services. It provides a report on progress, performance against key performance indicators, and sets out priorities for the current year.

1. BACKGROUND/MAIN ISSUES

- 1.1 Service BMIPs and Annual Performance Reports remain a core element of the Council's Service Planning Framework, which reports progress on a cycle following financial years.
- 1.2 This report presents the Education and Children's Services Annual Performance Report for the period 2020/21 and the BMIP for the period 2021/22.
- 1.3 The Education and Children's Services BMIP sets out the key Service priorities which will be delivered to ensure better outcomes and contribute to the delivery of the Council's strategic objectives, as well as meeting new and developing national policy requirements.
- 1.4 The Education and Children's Services Annual Performance Report 2020/21 reviews Service progress over the past year in meeting the Service's established priorities and performance targets. In 2020, at the height of the COVID-19 pandemic, an improvement plan for 2020/21 was not approved by Lifelong Learning Committee.

2. PROPOSALS

- 2.1 The 2020/21 reporting year has been heavily influenced by the COVID-19 pandemic and this is reflected across the report as appropriate. However, the established strategic objectives of the Service remains unchanged and progress against these is positive in many areas.

The ongoing effects of the pandemic will bring additional challenges which influence both current and future priorities, and in some cases, our ability to monitor progress and performance.

3. CONCLUSION AND RECOMMENDATIONS

- 3.1 The Joint BMIP and Annual Performance Report details progress against the Service's priorities over the last year and sets out how the Service will take forward its strategic objectives.
- 3.2 It is recommended that the Scrutiny Committee:
- (i) Scrutinises and comments as appropriate on the Education and Children's Services Business Management and Improvement Plan for 2021/22 and Annual Performance Report 2020/21.
- 3.3 It is recommended that the Lifelong Learning Committee:
- (i) Approves the Education and Children's Services Business Management and Improvement Plan for 2021/22 and Annual Performance Report 2020/21.
- 3.4 It is recommended that the Housing and Communities Committee:
- (i) Relating specifically to Criminal Justice services, approves the Education and Children's Services Business Management and Improvement Plan for 2021/22 and Annual Performance Report 2020/21.

Author

Name	Designation	Contact Details
James Chiles	Performance Officer	ECSCCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	6 September 2021

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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 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 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:

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

This report relates to all priority areas.

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

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

Sustainability

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

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

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

- 3.4 N/A

- 3.5 N/A

Risk

- 3.6 Risks are identified and reviewed as part of the BMIP process.

4. Consultation

Internal

- 4.1 The Annual Performance Plan is developed in collaboration with Heads of Service, Managers and staff across Education and Children's Services.

External

- 4.2 N/A

5. Communication

- 5.1 Wide communication of the finalised Business Management and Improvement Plan will take place once approved by Committee.

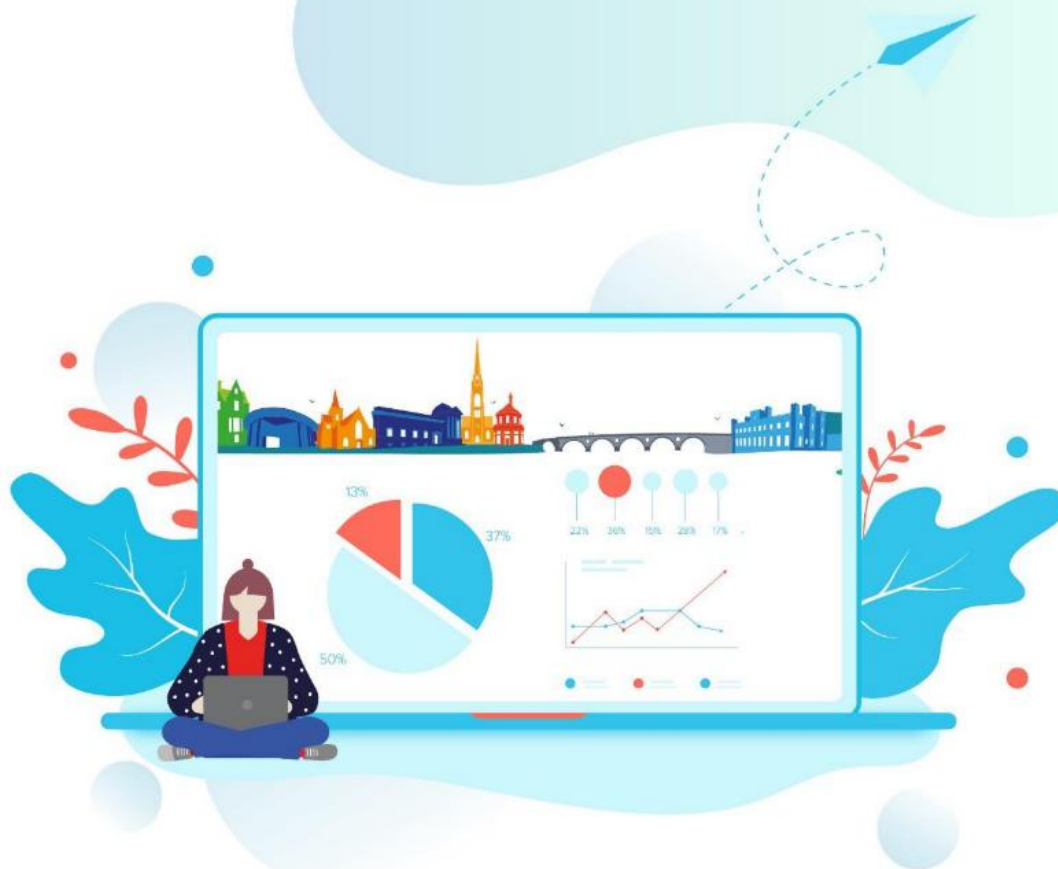
2. BACKGROUND PAPERS

- 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 and Children's Services Business Management and Improvement Plan 2021/22 and Annual Performance Report 2020/21

Education & Children's Services



Joint Business Management and Improvement Plan 2021/22
& Service Annual Performance Report 2020/21

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1. INTRODUCTION

This report presents a summary of the work we have undertaken over the past year to ensure better outcomes for everyone in Perth and Kinross and contribute to the delivery of the Council's strategic objectives. It allows us an opportunity to reflect on the progress we have made in the last year and report on our performance against identified performance indicators.

This has been a year of significant challenge, dominated by a global pandemic, requiring tremendous effort and dedication from our staff across the service. It has been humbling to see the outstanding commitment, creativity, perseverance, resilience, and service shown by teams across ECS, much of which still continues.

Improving outcomes for children, young people, families and for people in the justice system remains the core business of Education and Children's Services. Our focus is to ensure that children, young people and their families receive appropriate experiences and support to best meet their wellbeing and learning needs and achieve positive outcomes. A key focus for our work is early intervention and prevention, raising attainment for all and closing equality gaps, delivering equity and enabling inclusion in all of our services.

We remain committed to GIRFEC and ensuring that children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included and that they and their families receive the help they need, when they need it. Similarly, we remain committed to community justice and building successful support for people who have committed a crime, and their families, to help break the cycle of reoffending. We will continue to ensure that our services are responsive to the needs of people and communities. In line with the Perth and Kinross Offer, we will ensure that the views of the children and people who use our services are at the heart of our work, and we will focus on personal and collective wellbeing so that everyone can make a positive contribution to our communities.

Whilst we do well in many areas, our ambition is always to do better. We are confident in our ability and capacity to continue to improve, supported by a workforce committed to delivering better outcomes and continuous improvement.

While current circumstances require us to plan for a process of recovery, it also provides an opportunity to evaluate our services with fresh eyes, and to learn valuable lessons from circumstances that have been forced upon us, to see what has worked well, and to make informed decisions about the best use of the resources at our disposal.

Thanks to all staff and partners for the contributions they have made in the most challenging circumstances of their careers and for their continuing efforts and commitment to delivering positive outcomes and improved services.

Sheena Devlin
Executive Director (Education and
Children's Services)

Jacquie Pepper
Depute Director and Chief Social
Work Officer

2. VISION, STRATEGIC OBJECTIVES AND SERVICE PRIORITIES

Our Vision

We support the Vision of the Community Planning Partnership, for our area:

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

This Plan aims to translate this vision into an agenda for Education and Children’s Services to deliver positive outcomes for our citizens and communities.

Perth and Kinross Council’s (PKC) Strategic Objectives

The vision is reflected in the Council’s five strategic objectives, outlined in the Corporate Plan and these inform decisions about policy direction and budget spending:

The vision and strategic objectives support the delivery of the Community Plan and the Council’s Corporate Plan.

The Perth and Kinross Offer is about **working together so everyone in Perth and Kinross can live life well**. The Council will build new relationships with communities and design services around the people who live and work in them. The Perth and Kinross Offer supports the corporate objectives and our service priorities. In line with the Offer, Education and Children’s Services will involve children, young people, and adults who receive our services to evaluate how well we are doing; as well as when we design new services or when we make changes.

Examples include:

- Extensive, large-scale consultation in the design and delivery of Early Learning and Childcare.
- Specific participation and involvement of Young Carers in the creation of a Young Carers Strategy.
- Direct involvement in the design of a new service for men in the Justice System called EVOLVE.

Education and Children’s Services Strategic Framework

Education & Children’s Services developed a service Vision and Values, a concise and focused statement of the overall aim of our service, and an expression of the drivers of our behaviours as an organisation and as individuals.

Our Vision:	Improving Lives Together		
Our Values:	Ambition	Compassion	Integrity

Alongside this are the service strategic priorities, which draw from the Tayside Plan for Children, Young People and Families, and the Community Justice Outcome Improvement Plan, and are aligned with the Council's strategic objectives.

ECS Key Priorities				
Best Start	Learning & Achievement	Health & Wellbeing	Care and Equity	Safe and Protected
Corporate and Community Planning				
Giving Every Child the Best Start in Life	Developing educated, Responsible and informed citizens		Supporting people to lead independent, healthy and active lives	

The strategic direction of our service is underpinned, influenced and shaped by a range of key national legislation and strategic policies. This is a time of significant change and development, and the following are identified as key drivers over the next 3 years:

The Promise

The Promise is a national body responsible for driving and monitoring the implementation of system changes demanded by the findings of the Independent Care Review. The Promise Team will support shifts in policy, practice and culture so Scotland's care experienced infants, children and young people grow up loved, safe and respected, and able to realise their full potential. The Promise Plan 2021-2024 (March 2021) and Change Programme ONE (May 2021) outline five priority areas of change and associated actions.

The Morgan Review

Published in June 2020, *Support for Learning: All our Children and All their Potential* is the final report of the review headed by Angela Morgan, addressing the effectiveness of the Education (Additional Support for Learning) (Scotland) Act 2004 in ensuring the availability and quality of additional support for learning across Scotland. The review made a number of recommendations for improvement throughout the education system.

United Nations Convention on the Rights of the Child (UNCRC)

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Scotland is set to become the first country in the UK to incorporate the UNCRC into domestic law with specific duties for public bodies across all of their work and the right for children and young people to enforce their UNCRC rights and seek remedy if they are not met.

Children (Scotland) Act 2020

The Act amends statutes concerning children, including the Children (Scotland) Act 1995, the Adoption and Children (Scotland) Act 2007 and the Children's Hearings (Scotland) Act 2011. New statutory responsibilities come into force on 26 July 2021 to support care experienced brothers' and sisters' relationships and ensure that brothers and sisters views are considered when care decisions are taken.

Age of Criminal Responsibility (Scotland) Act 2019

Services for Children Young People and Families (SCYPF) will need to develop and implement processes in line with the Age of Criminal Responsibility (Scotland) Act 2019 which comes into effect in October 2021. This includes identifying Places of Safety and providing specific training for social workers to conduct interviews of children involved in high-risk behaviours.

The Carers (Scotland) Act 2016, Statutory Guidance - Timescales for Adult Carer Support Plans and Young Carer Statements etc. Regulations and Directions 2021

The amendment to the above regulation outlines the need for SCYPF to respond swiftly, and within specific timescales, to the needs of young carers where the cared for person is terminally ill.

Child Protection

Following extensive consultation, the 2014 National Guidance for Child Protection has been revised and is due for publication over the summer of 2021. This will require ECS, along with Child Protection Committee partners to review and update local practice and procedures in preventing and responding to the risk of harm.

The Programme for Government includes an aim for all children and young people in Scotland in touch with child protection services to be supported through a Barnahus model of support. This will have implications for the premises we use and the way our services are provided.

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. The Scottish Government has announced a refresh of the GIRFEC policy in 2021 and ECS will need to engage in reinvigorating our internal processes and approach, along with partners.

Best Start

Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments.

We work alongside families to improve children's wellbeing and encourage early social and emotional development. In partnership with parents and carers, we support children in their early years to ensure all children and young people are given the best start in life, ensuring that children and families get the help they need, when they need it, by further strengthening our GIRFEC approach.

Performance Summary for 2020/21

To support vital work in handling the emerging COVID-19 pandemic, Education and Children's Services delivered critical childcare for essential workers and vulnerable children for two school closure periods, and over summer 2020. As circumstances allowed through each stage of restrictions, we also supported a phased and full time return to Early Learning and Childcare, registered childcare, and in-school learning.

Virtual approaches to multi-agency meetings were developed for Child's Plan meetings and for child and public protection processes during lockdown. This improved participation of all plan partners and has provided a model for new ways of working for the future. Staff in Services for Children, Young People and Families (SCYPF) supported parents and carers with the practicalities, and they have welcomed this development.

The expansion of Early Learning and Childcare (ELC) provision to 1140 hours for every child continued this year. From February 2021, 100% of eligible children in Perth and Kinross could access their 1140 hours entitlement. ELC Settings have enhanced their high-quality learning environments to provide more nurturing spaces and a range of age-appropriate experiences both indoors and outdoors.

SCYPF continued to provide essential services for children and families, with a focus on those at risk of abuse and on the edges of care. Additional COVID resources were used to prioritise preventative work and support families to cope with restrictions. Social Workers adapted their ways of working to ensure that these children were seen face to face during lockdown and between 95-100% of children in were visited each week. This has promoted positive and trusting relationships.

Priorities for 2021/22

- SCYPF will work with parents to identify their communication needs and provide appropriate and accessible support to ensure that they can engage fully with help and advice.
- ELC practitioners will work in partnership with Speech and Language Therapy to increase the number of children meeting their developmental milestones in language and communication.
- Play across the curriculum at early level and playgrounds will be developed further, building on staff knowledge and confidence to plan for, and deliver, meaningful play experiences.

- A clear vision for high quality outdoor learning across the Early Level Curriculum will be developed.
- Early Years Family Support Workers will work with families in their own locality/ELC Community providing access to a wide range of evidence-based family learning opportunities for targeted families 0-16 years of age.
- SCYPF will increase the range and level of preventative support to families by:
 - commissioning additional community-based family support
 - making the provision of family support outside of traditional working hours a permanent feature of the social work offer.
- Supported by budget motion monies, a community development approach and a model of co-production will be used to test new models of family support within a locality.
- Increase links with the University of the Highlands and Islands to further develop parent pathways into accredited learning opportunities.
- Ensure that practitioners at all levels are aware of their responsibilities in respect of the United Nations Convention on the Rights of the Child (UNCRC) on their work.

Learning and Achievement

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.

Through meaningful engagement in learning, high quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We have ambitious targets for raising attainment and achievement.

Performance Summary for 2020/21

Since March 2020, approaches to effective, quality, learning and teaching, have required to be continually reviewed and adapted to respond to COVID-19 requirements. Throughout the year, learning and teaching was either delivered remotely online to all pupils or delivered in school, with health and safety measures and adaptations in place. Approaches to communication with parents were reviewed and adapted to improve daily contact, progress reporting and parent engagement sessions. Delivery of remote learning saw increased levels of engagement and higher quality learning experiences for young people during the second closure period.

To help improve equity in learning, SCYPF enhanced support to young people by offering a range of supports including one to one tutoring by the [Volunteer Tutor Organisation](#) and [Perth & Kinross Association of Voluntary Service \(PKAVS\) Young Carers Hub](#); mentoring provided by [MCR Pathways](#), and through the PRAISE team which is dedicated to improving educational outcomes for children who are looked after at home.

All parents and pupils were invited to take part in a 'Learning in Lockdown' survey to inform the development of any future remote learning offers. The feedback was thematically analysed, then shared at an authority wide and school basis. Data was used to highlight and share good practice and identify areas for further development or targeted intervention. Data highlighted a need for further focus on increased support for learning, and lead to expanded staff training and support around digital technologies and accessibility. In parallel, additional devices and IT support was provided to learners and families. Feedback also led to increased individualised support being put in place at all school stages and further informed the focus on health and wellbeing activities, particularly to support a sense of connection.

Play-based approaches to teaching and learning in early level primary is continuing to improve in Perth & Kinross. 60% of schools in PKC have participated in the Learning through Play action research programme, with additional schools starting Phase 4 in June 2021. As a result, class teacher skills and confidence in the application of learning through play moved from an average confidence of 40% at the start of the programme to 70% confidence mid-way through the programme. All Phase 3 schools reported a smoother transition on return from the first and second lockdowns due to play-based approaches impacting positively on children's mental health. This highlighted a positive impact on the play-based environment due to the award of the Learning through Play Grant.

Implementation of literacy and numeracy strategies have supported continuous professional development opportunities for teachers and leaders, leading to improvements in classroom practice in schools. The Inspiring Schools programme involved over 80 classroom practitioners in improving learner engagement, feedback, moderation, and support and challenge.

A range of online resources and supports were developed for teachers and parents during the periods of remote learning. The online teacher professional learning community was accessed over 44,000 times in the course of the year.

To support work on closing the attainment gap, primary and secondary school staff attended Self-regulation in Action sessions to enable them to better support the development of pupils' self-regulation. Staff reported positive impact on pupil ability to engage and persist in their learning, understand emotions, seek support, and a greater sense of autonomy.

The PKC Digital Learning Strategy was progressed and overtaken by the PKC and Tayside Regional Improvement Collaborative virtual campuses that were established. There was a successful migration of entire aspects of our Instrumental Music Service to digital learning for the entire session in response to government guidance. The implementation phase of the Highland Perthshire Learning Partnership was successfully completed.

One of our key achievements was successful implementation of the SQA Alternative Certification Model. This led to reinvigorated approaches to moderation in secondary schools. Work has been undertaken in secondary schools to use neuroscience to support effective learning and reduce assessment anxiety for young people.

Priorities for 2021/22

- Raise attainment & achievement for all and closing the attainment gap: implement the Action Plan 2021-2022.
- Develop the Corporate Parenting Plan in line with the Promise and to reflect the particular needs of care experienced children and the educational challenges they face.
- Work with partners to support recovery, through implementation of evidence-based approaches to target literacy, numeracy and health and wellbeing outcomes.
- In partnership with Education Scotland, develop a toolkit to support self-evaluation of support for learning and complete a Validated Self-Evaluation with the secondary sector.
- Complete Curriculum Reviews and implement recommendations for improvement to Broad General Education and Senior Phase in secondary schools.
- Ensure that there is a coherent, universal, and targeted approach to the "Young Person's Guarantee" in partnership with all stakeholders.
- Build the digital capacity in our system to maximise learning opportunities for our young people as part of our wider curricular review and refresh.

- Complete Parental Involvement and Engagement survey and enhance parental participation in learning.
- Eliminate charging for all elements of core curriculum and implement free access to instrumental music.
- Further develop approaches to enhance Learner Participation in accordance with UNCRC.

Health and Wellbeing

Our children and young people will be physically, mentally and emotionally healthy.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

Performance Summary for 2020/21

The health and wellbeing of children young people and staff were prioritised throughout 2020/21, giving a prominence to social connections and resilience. Active Schools Co-ordinators provided a flexible approach to supporting schools throughout the pandemic. They offered online support through recorded engagement sessions to deliver 'household' activities, weekly social media activity newsletter promoting daily activity, remote support for school staff leading physical activity sessions and online motor skills sessions for targeted groups of learners. The Perth & Kinross Active Schools Primary Sports leadership programme to P6/7 children continued online along with sports and dance leadership programmes.

Recovery was supported through a suite of materials for children and young people to support anxiety-based responses, through universal messages and video vignettes distributed through corporate communications and bespoke inputs for school communities to use with their parents. Health and wellbeing work in schools is supported through curriculum leaders, who were trained in newly developed resources. A pilot was carried out with schools to evaluate the use of nationally available tools to support the measurement of health and wellbeing.

A staff wellbeing framework was developed, matched to the themes arising from schools. With the introduction of Scottish Government funding, Place 2 Be was commissioned to set up 'Resilient Connections' reflective support sessions involving Headteachers. In response to feedback from Headteachers, 'Time to Pause – Mindfulness and Self-care' workshops were introduced, raising awareness of wellbeing and personal indicators and an individual wellbeing toolkit. Leadership Learning Sets were also introduced, covering the themes of 'Punctuating the Positives' and 'Recovery or Regrowth'. Feedback from these opportunities has been overwhelmingly positive.

During 2020/21, the Counselling in Schools programme moved from the pilot phase to full implementation, achieved through working to a Tayside wide procurement framework, based on collaboratively produced principles. Contracts were awarded to every Local Management Group (LMG) and counsellors took up post across the authority from December 2020. The Tayside Emotional and Mental Wellbeing Strategy Connected Tayside was finalised and agreed for implementation in all three Tayside local authorities.

The independent enquiry into mental health services in Tayside produced a report on its findings entitled "Trust and Respect". In response, an inclusive and collaborative approach was taken to co-create Living Life Well, a ground-breaking strategy for mental health and wellbeing in Tayside. This sets out collective ambitions for building mental health services that meet the lifelong needs of the 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 is a clear and significant priority in the strategic development of Tayside's mental health services.

Over the course of the year, the Mitie and Tayside Contracts Facilities Management Services have adapted to the additional Scottish Government and Health Protection requirements for cleaning, to provide a COVID-19 safe environment. This has meant changes to cleaning processes with greater emphasis on disinfection, the introduction of daytime cleaning and the completion of emergency cleans following a suspected or positive COVID-19 case. The Facilities teams have also assisted in the reopening of school outdoor spaces for community use and monitoring users to ensure that COVID-19 guidelines are being adhered to.

Tayside Contracts Catering Service provided support to Key Worker Children's Activity Centres during the initial stages of the pandemic. Following the return of pupils to in-school learning, the service has provided meals for all pupils attending in a COVID-19 safe way. This has included a bagged meal service in primary schools, allowing individual class bubbles to be maintained, and grab-and-go and pre-order services in secondary schools to reduce cross contact between different pupil groups. For pupils unable to attend due to COVID-19 isolation requirements, direct payments have been made for those entitled to Free School Meals.

Priorities for 2021/22

- Supporting young people who have been most impacted by the pandemic through enhanced support for wellbeing and employability opportunities via Services for Young People, as directed by the young people themselves.
- Develop and implement a Perth and Kinross action plan to deliver the new Tayside Emotional and Mental Wellbeing Strategy Connected Tayside and launch the Perth and Kinross local mental health pathway.
- Work with partners to support implementation of the Community Mental Health fund.
- Support implementation of the Tayside Child Healthy Weight Strategy and expand provision of free school meals across primary stages.
- Develop Health and Wellbeing Progression Pathways, establish stretch aims for the delivery of health and wellbeing in schools.
- Develop and roll out an 'Attendance Framework' with associated materials to support good practice in preventing absence from school, including emotionally based absence.
- Support services to proactively identify opportunities as a result of, and be compliant with the incorporation of, United Nations Convention on the Rights of the Child in Scots law.
- Deliver the national Health and Wellbeing Census for pupils from P5 to S6.

Care and Equity

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.

We focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and post-school destinations. We are committed to closing the various 'gaps', increasing accessibility and broadening opportunities.

Performance Summary for 2020/21

Throughout the pandemic, there has been a co-ordinated approach to ensuring that those children and young people who are considered to be most vulnerable have been offered appropriate support either at home or in school-based services. A range of resources, both virtual and physical, have been provided to alleviate inequalities and disadvantage. This has been enhanced by the direct support being provided to young people in evenings and at weekends.

The Corporate Parenting Plan 2018 - 2021 outlines our commitment to ensuring that all looked after children and young people benefit from stable and nurturing care. We aim to ensure that they receive this within their own extended family wherever possible, or within high quality family-based care in their own communities. High performance has been maintained in the balance of care for children being looked after within the community at 95.8% in 2019/20 and we were ranked second nationally. Children and young people looked after away from home have been more settled in placement and increased support has been available on a flexible and adaptable basis, including garden visits and outside meetings. Young people facing more isolation, such as those living independently, have benefited from increased contact, often meeting outside, to help support their emotional wellbeing and mental health.

Collaboration with the third sector secured Youth Work in Education Recovery funding to contract eight third sector organisations to work with secondary schools to support young people to re-engage with education.

A new service of community childminders has been piloted to provide a blend of home and nursery ELC provision for children for whom full time provision in nursery is not suitable. It is intended that these places will be provided for children with a range of additional support needs.

Parenting and family learning have been adapted to continue to support parents in new ways. 77 virtual groups were offered, with 316 parents/carers attending at least one session and 241 completing a full programme. Bitesize sessions were introduced this year on themes such as fussy eaters and predictable routines. Through these supports, 54% of parents participating reported they found their stress/anxiety levels as a parent had reduced.

CIRCLE is a universal skills programme evidenced to improve inclusive practice in schools. Materials for all establishments have been developed and shared to support implementation, including training videos and reflective questions. A survey was conducted to evaluate implementation so far. Positive feedback was received from Headteachers about the resource itself and the supporting training materials.

Priorities for 2021/22

- Develop an action plan to implement and embed the principles of the UNCRC.
- Incorporate changes to the Children (Scotland) 2020 Act and recommendations in the Promise into our practices, increasing support to help keep the bond between brothers and sisters.
- Update the Corporate Parenting Plan 2018-2021 and prepare a local “Promise Plan” to realise the commitment of Scotland’s Promise Plan 2021-24.
- Further enhance capacity to undertake Family Group Decision Making (FGDM) keeping children out of care and retained within their wider family whenever possible. FGDM is currently offered to families where there is a risk of children becoming accommodated and it empowers families to develop their own solutions and to make decisions. FGDM promotes partnership working between the family and professionals
- Trial an approach using the Self-Directed Support ethos to enable children, young people and families more choice and control over decisions about how their mental health needs are best met.
- Respond appropriately to changes within the UK National Transfer Scheme to accommodate Unaccompanied Asylum-Seeking Children.
- Establish pathways that support transition for all children and young people with additional support needs (ASN) at the key points throughout their education and care.
- Improve 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, addressing the recommendations of the national Additional Support for Learning Review.
- Develop an ASN Parents Forum.
- Complete the review of Nurture, develop outreach capacity that supports primary schools to meet a range of additional support needs and begin the implementation of whole-school nurturing approaches

Safe and Protected

Our children and young people will be safe and protected from harm at home, school and in the community. Our communities will be safe and we will act to prevent and reduce crime and anti-social behaviour.

Our approaches to protecting vulnerable children and young people are integrated and focused on early identification, and immediate and effective intervention to remove and reduce the risk of significant harm.

Through our Criminal Justice Social Work Service, we will work with partners to minimise the potential risks posed by the most serious offenders to keep communities safe, help reduce re-offending and support effective interventions for people in the justice system.

Performance Summary for 2020/21

Over the course of the year, social work staff adapted quickly to using new technology to ensure that statutory responsibilities were met. Children, young people and families most at risk were prioritised, supported and cared for. Social work functions, such as looked after reviews and child protection case conferences, continued using new ways of working which families welcomed. Social workers have continued to see families face-to-face ensuring that 95-100% of children whose names are on the Child Protection Register are visited in person every week.

Multi-disciplinary Safe and Together training was provided to 95 people across the Community Planning Partnership to work differently with victims of domestic violence.

Criminal Justice Social Work (CJSW) continued as an essential service throughout the pandemic with staff keeping in contact with service users via telephone and virtual means wherever possible. Face to face contact was maintained for priority groups including domestic violence perpetrators; people at high risk of harm and re-offending; people being released from prison; and vulnerable people. Changes were made to working practices to enable people to complete community sentences as much as possible. The early release of prisoners was managed effectively through a multi-agency approach ensuring maximum support to people on release and the continued safety of communities. The new Men's Service has been renamed by participants and is now called EVOLVE. The first cohort of men are now engaged with individual and group activities at the Neuk.

CJSW performance during the COVID-19 period, in comparison to recent previous years, shows some considerable differences. This is because of the reduction in Court activity and reflects the national picture. The most significant change in the performance indicators is the drop in Orders such as Community Payback Orders. These are down from 215 in both 2018-19 and 2019-20 to 71 in 2020-21. Similarly, the number of Court Reports that have been submitted have gone from 515 in 2018-19 and 535 in 2019-20 to 235 in 2020-21.

In December 2020, the Scottish Government announced the arrangements for writing off categories community payback orders and unpaid work hours along with funding to assist local authorities to address the backlog via the third sector. This additional funding was used to fund St Johnstone Community Trust (Saints in the Community) a community project providing outdoor furniture for schools, community centres and care homes etc.

In April 2020, the Cabinet Secretary for Justice announced that short-term prisoners nearing the end of their sentence in custody were to be released early. This was designed to help tackle the COVID-19 outbreak and the pressures on this Scottish Prison Service. A multi-agency process assisted 13 people to return to the community successfully.

Unpaid work was suspended in line with national policy between April and July 2020 and for a second time between January and April 2021. Initially, project supervisors were placed on the re-deployment list and assisted with emergency painting and repair work for vulnerable people. The Westbank site is now an authorised provider of training for the Department for Work and Pensions and has attracted a training budget through the European Social Fund.

Perth and Kinross Council has delivered the Caledonian System since April 2019, initially funded for three years, and extended for a further year. The Caledonian System is an integrated intervention which aims to directly address men's domestically abusive behaviour and to improve the safety and wellbeing of women and children. This is achieved through its' Men's, Women's, and Children's Services with CJSW staff working in partnership with a range of statutory and third-sector services and agreed information-sharing processes.

The *Getting it Right...Keeping Your Child Safe* event was designed to support parents, carers and professionals by providing information and advice from nationally recognised experts around a wide variety of topics related to online safety, digital resilience and cyber security. The seminars take place annually, most recently in March 2021, where it was successfully moved online and attracted around 600 attendees. The event has been nationally recognised in a number of ways and the 2020 event was nominated for, and won, the Scottish Business Resilience Centre Outstanding Cyber Community Event 2021.

Staff across all agencies were offered the opportunity to participate in The Marie Collins Foundation [Click: Path to Protection training](#), a programme of professional development and specialist training for those working with children and young people harmed, or at risk of harm, through the internet and related offline abuse.

Priorities for 2021/22

Work with the Child Protection Committee to ensure continuous improvement across children protection services and to review and update local practice and procedures to ensure compliance with the National Child Protection Guidance.

Implement actions and learning from Significant Case Reviews and adopt the Priorities for Practice to ensure continuous practice development across the ECS workforce.

Implement plans to enhance the CJSW team to meet the anticipated additional demands arising from an increase in community disposals by the Courts.

Further develop the “*Evolve*” service for men in the justice system and use the learning to devise changes across the service.

Due to the pandemic, there is a significant backlog of cases before the Courts which could not be brought to trial in 2020/21. Additional Court capacity is planned to be introduced from September 2021 and as such, these disposals will need resourced both in community and custodial settings. Additional funding for CJSW, is focused on reducing the remand

population by offering Electronic Monitoring, Bail Supervision and Diversion from prosecution.

3. ORGANISED TO DELIVER

Governance and Management Structure of the Service

Education & Children's Services Senior Management Team (SMT) is responsible for providing strategic leadership and direction for the work of Education and Children's Services. SMT comprises of:

- Sheena Devlin, Executive Director (Education and Children's Services)
- Jacquie Pepper, Depute Director & Chief Social Work Officer
- Sharon Johnston, Head of Education & Learning
- Hazel Robertson, Head of Services for Children, Young People & Families
- Greg Boland, Head of Business and Resources

The service management structure is detailed on the PKC website. Over the course of the past year, this structure has been re-shaped to bring together support services, improve support to schools and enhance quality improvement in education and learning.

Customer Focus and Community Engagement

Stakeholder consultation has been important throughout the year, to understand the effects of COVID-19 related and other changes to services, and to inform ongoing improvement and adaptation.

Some of the larger scale examples include:

- Developed IT skills and provided hardware for families to allow them to access technology and participate in statutory meetings, access education resources and family contact.
- Biennial consultation on ELC Provision across the area.
- Learning from lockdown consultation of parents and pupils which informed the priorities for return to schools in academic year 2020/21.
- Staff consultation on new ways of working during the first lockdown period.

We will:

- Develop and support the delivery of plans to ensure effective and meaningful learner participation in their learning and in the wider school community.
- Develop a new Learning Estate Strategy and Learning Estate Management Plan.
- Complete an options appraisal for the creation of a catchment for a new primary school to accommodate pupils from housebuilding at sites to the North West of Perth.
- Progress with projects to replace Perth High School, Blairgowrie Recreation Centre and North Muirton Primary School/Balhousie Primary School.
- Extend Free School meal provision to all Primary pupils.
- Finalise and implement parental involvement and Engagement strategy, including a specific focus on parents with a child with additional support needs.
- Undertake internal customer surveys to ensure support services understand the evolving needs of frontline services.

- Support all areas of the service to understand how services work for children, young people and their families, using a robust approach to evidence and data, to drive improvement and improve outcomes. Provide effective support for financial management and transformational change/improvement.
- Further modernise our schools, establishments and central services with effective online tools and services that are effective for users and bring efficiencies to our activities. Expand the rollout of [parentsportal.scot](https://parentsportal.scot.nhs.uk/) to meet expanding expectations of parents to engage digitally with their school.
- Research the implications of the roll-out of the Barnahus model for child protection services and assess options for future service provision.

Preparing our People for the Future

Staff wellbeing has been a focus and actions delivered include:

- Headteacher workshops and staff wellbeing leaflet provided by Educational Psychology Service (EPS).
- Team-specific wellbeing work, directed staff to online resources to support their health and wellbeing, introduced flexible working for staff to help those with caring responsibilities.
- Refreshed Health and Safety policies and procedures to allow for statutory functions to continue whilst keeping staff safe.
- The online reporting of incidents of distressed and challenging behaviour has shifted to provide a greater wellbeing focus.
- Place 2 Think sessions to support positive mental health and PKC level wellbeing support.
- Building on the Corporate Workforce Strategy, develop a SCYPF Workforce Strategy to meet service demands and future needs.

In addition, workforce development activity has also been supported including:

- Development opportunities have been delivered for staff, including Speech and Language Training, Wave 3, High 5 and Numeracy Webinars.
- Inclusive Practice Leadership sessions and workforce development opportunities delivered.
- Increased number of LMG sessions with Headteachers and senior officers to support regular communication and feedback opportunities.
- Virtual senior leader's development days were delivered to support strategic planning and communication on national developments.
- A wide range of virtual learning modules and resources developed or made available to ensure opportunities for staff development continue to be accessible irrespective of work location.

- Training on digital skills to support delivery of remote learning, as well as widespread uptake of digital skills development opportunities to maximise the benefit of the new systems introduced and a greater reliance on efficient digital working practices.
- Child Protection Officer training offered to all schools and ELC establishments.
- The GLOW SharePoint was developed further to improve access to resources.
- Safe and Together training and continued development of multi-agency learning opportunities via the Child Protection Committee.

We will:

- Improve leadership, teacher professionalism and skills and confidence of support staff to better support all learners.
- Establish new Education CLPL Framework Group has been formed to establish a co-ordinated programme of cross service training for 2021/22.
- Develop a high-quality professional learning system for staff at all levels.
- Develop clear pathways for professional learning and development for all levels.
- Adopt the Priorities for Practice to ensure continuous practice development across the ECS workforce.

Partnership Working

Working closely with a group of third sector partners (Youth Work providers, Perth Autism Support and Young Carers), a collective bid for Youth Work in Education Recovery funding was successful and has enabled these organisations to work with schools to extend the resources available to support children and young people.

The Service will continue to work in partnership with the third sector to provide digital access and ensuring equity for young carers and other young people who may be at risk of being left behind.

A working group, created with colleagues from Dundee and Angus, established a co-ordinated response to the SQA Alternative Certification Model.

Scottish Government funded *Developing the Young Workforce* (DYW) co-ordinators are now in place in all schools and jointly managed by the DYW Board and ECS colleagues to achieve joint KPIs.

There is a co-ordinated response to the Young Person's Guarantee with a range of stakeholders involved including Skills Development Scotland; DYW Board and Perth College (UHI). This encourages employers to recruit young people aged 16-24 into sustainable employment, including Modern Apprenticeships, by providing employers with a financial contribution to the additional costs of recruiting and sustaining a person in employment. It can be utilised in a number of ways including additional supervisory costs, training, initial travel to work costs or wages.

A Self-Directed Support (SDS) Strategy was developed which empowers families to have more choice and control over how their assessed needs are met. Throughout the year, we supported 147 children and families to access SDS, using a range of options including purchasing their own support, specifying a resource to access, or support arranged by Services for Children Young People and Families.

We will:

- Strengthen our partnerships with third sector and other agencies who work with children and young people with additional support needs.
- Further develop the School/College partnership plan.
- Transition to new SEEMiS Early Years systems across all ELC providers, including training and support to make best use of its features. Further prepare for introduction of new cloud-based SEEMiS Schools system in 2022, as well as influence the major programme to replace the social work case management system.
- Continue to contribute to the public protection partnerships through membership of strategic groups and the Protecting People Coordinating Group.

Performance, Self-Evaluation and Risk Management

The service has reinvigorated its Performance Framework to ensure that relevant performance information is scrutinised by service and senior management in a timely manner to drive improvement. ECS is well prepared for and welcomes the anticipated introduction of modernised performance reporting systems across the organisation. This will enable us to further embed performance management principles and practice throughout the service.

We will:

- Develop a programme of self-evaluation across all service areas to further drive improvement.
- Complete the review of the education service improvement framework in partnership with headteachers and ELC leaders.
- Ensure our services, facilities, staff and learners address the critical agendas of sustainability and climate change.

Education and Children's Services strategic risks are summarised below.

Strategic Objective	Service Risk	Residual Risk		
		Impact	Probability	Score
All objectives	The pace, scale and expectations of change become increasingly outwith our control.	4	4	16
All objectives	The responsibility for leading on partnership working and commissioned services is not equally shared.	4	3	12
All objectives	Systems, information and data are not fit for purpose to support modern working practices.	3	3	9
All objectives	Additional legislative responsibilities are underfunded.	4	3	12
All objectives	We fail to deliver on expected budget savings .	4	3	12
All objectives	We fail to fulfil all statutory duties (current and new).	3	3	9
Learning and Attainment	We fail to meet the requirements of the National Improvement Framework for education	4	3	12
All objectives	Vulnerable young people , including those with additional support needs, have an increased risk of not having learning, social and emotional needs met.	4	4	16
KEY Impact: 1 – Insignificant 2 – Minor 3 – Moderate 4 – Major 5 – Critical Probability: 1 – Rare 2 – Unlikely 3 – Possible 4 – Likely 5 – Almost Certain				

4. KEY PERFORMANCE INDICATORS

The following section provides a performance update on key performance indicators for 2020/21. The data provided covers the year to 31 March 2021.

Best Start							
Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
The proportion of children starting P1 who meet all expected development milestones	81%	81%	77%	85%	+2%	+2%	+2%
Due to the lockdown, children were last seen in ELC settings in March and therefore professional judgement around development will have been for a part and not full year. 2020/21 figures should be seen as unique and not necessarily part of the series of data collected since 2016. The target of 85% is being met in the least deprived cohorts, however, there is still work to do, by all partners, in supporting children and families experiencing more deprivation, where one or more milestones are not being met. Provisional figures for 2021/22 indicate an improvement in this measure (above the 81% previously seen).							

Note that indicators in the Learning and Attainment section are based on the academic year from August to July and so are only available up to 2019/20.

Important note. For 2020, the absence of external assessment information, and the award of estimated grades, led to a different pattern of attainment than in previous years.

The results for 2020 should not be directly compared to those in previous years or future years.

Learning and Attainment							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Broad General Education							
Percentage of pupils (P1, P4 & P7) achieving expected levels in Literacy and Numeracy:				These results were not collected in 2019/20 due to the COVID-19 outbreak.			
Percentage gap between pupils achieving expected levels between ACORN ¹ 1 and ACORN 4/5:							
Senior Phase							
School leavers achieving 5 or more SQA subjects at SCQF level 5	66%	64%	69%	71%	Exceed virtual comparator		
School leavers achieving 5 or more SQA subjects at SCQF level 6	36%	37%	43%	43%	Exceed virtual comparator		

¹ ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.

Learning and Attainment							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Tariff scores:							
Lowest 20%	173	161	154	174	Exceed virtual comparator		
Middle 60%	892	853	968	949	Exceed virtual comparator		
Highest 20%	1921	1916	1974	1974	Exceed virtual comparator		
Overall the average tariff points have remained relatively steady, and are generally higher than the authority's virtual comparator, with the exception of the lowest 20% performers.							
School leavers achieving Literacy and Numeracy at SCQF Level 4 [#]	90%	89%	88%	91%	Exceed virtual comparator		
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4 [#]	75%	63%	50%	69%	Exceed virtual comparator		
Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Performance is lower than the whole leavers cohort, but in line with and slightly above the virtual comparator.							
% Attendance for primary school pupils	95%	95%	94%	95%	95%	95.5%	96%
% Attendance for secondary school pupils	91%	91%	90%	92%	92%	92.5%	93%
Exclusion incidents per 1,000 primary pupils	5.8	7.6	6.7	TBC	TBC	TBC	TBC
Exclusion incidents per 1,000 secondary pupils	44.9	55.4	41.0	TBC	TBC	TBC	TBC
Overall attendance in secondary is steady, although primary attendance has fallen slightly over recent years. As the Academic Session 2019/20 finished on 20 March 2020, the reported exclusions are based on an annualised estimate for comparison.							
% of school leavers moving onto positive destinations [#]	96.2%	97.5%	94.2%	97%	97%	97%	98%
The latest reported year has shown a slight decrease in positive initial destinations, although the PKC picture remains favourable compared to the national figure and of comparators.							
Participation measure for 16–19-year-olds (NOTE: FINANCIAL YEAR, NOT ACADEMIC)	94%	93%	95%	93.5%	94%	94.5%	95%
The participation measure reports on the activity of the wider 16–19-year-old cohort, including those at school. Once again, Perth and Kinross are performing above the national average (92%) and is doing so in every individual age group as well as overall.							
Condition, suitability and efficiency of the school estate	New indicator for 2021/22 which will monitor the provision of a quality, appropriate learning environment across the service. Baselining						

Learning and Attainment

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Proportion of pupils successfully accepted into school of choice	New indicator for 2021/22 to monitor the effectiveness of the service in meeting the placement requests of pupils across Perth & Kinross. Baselineing						
Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Number of young people achieving awards	471	442	324	600	600	600	600
<ul style="list-style-type: none"> • <u>Duke of Edinburgh</u>: 1405 participants achieving 71 full awards and 180 certificates of achievement • <u>Youth Achievement</u>: 3 awards • <u>John Muir</u>: 18 awards • <u>Dynamic Youth</u>: 12 awards • <u>Hi5</u>: 21 awards • <u>ASDAN</u>: 19 awards. <p>Since Scotland went in to first lockdown in March 2020, the delivery of awards has followed youthwork guidelines released by Youthlink Scotland. The reduced opportunity for Duke of Edinburgh participants to complete their expedition section has impacted on the numbers being able to complete their full award. Due to this the introduction of a certificate of achievement was implemented which recognizes participants commitment to completing three sections of the award. Over the past quarter, 107 people have been registered to undertake awards supported by partners across Perth & Kinross. Lockdown has provided us with an opportunity to deliver more training to partners for future award delivery.</p>							

Health and Wellbeing

Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Uptake of School Meals	New indicator for 2021/22 which will monitor the uptake of meals offered to all pupils across all schools (including universal and non-universal free meals). Baselineing						
Proportion of contracts with an annual value in excess of £200k performing at a satisfactory level or above.	New indicator for 2021/22 which will monitor the provision of quality contracted services. Baselineing						

Care and Equity							
Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
% Looked After Children with more than 1 placement in the last year (Aug-July)	31%	23%	22% (Mar 2021)	20%	20%	20%	20%
Out of 281 children and young people who were looked after and accommodated on 31 March 2021, 63 had more than one placement in the previous year.							
% of looked after reviews (accommodated children) which are held within statutory timescales	87%	82%	84%	95%	95%	95%	95%
During the 2020/2021 reporting year, 434 looked after children reviews took place. Most reviews took place on time (84%) however, 71 reviews were delayed.							
Balance of care for looked after children (LGBF) #	96%	96%	96% (Mar 2021)	90%	90%	90%	90%
<i>Foster Care</i>	37%	39%	38%	-	-	-	-
<i>Kinship Care</i>	27%	32%	33%	-	-	-	-
On the 31 March 2021, a total of 271 children and young people were accommodated in Community Placements, with only 12 in other placements.							
Proportion of Activity Agreement participants progressing onto positive destinations	88%	84%	85%	88%	88%	88%	88%
<p>47 young people left Activity Agreements with 40 going onto positive destinations. COVID-19 has limited the opportunity for young people to engage in 16+ activities. Opportunities for employment have been limited due to hospitality, retail and other industries being closed. Some support agencies had to furlough staff, which had an impact on provision.</p> <p>Provision has been predominantly moved online due to COVID-19, which has been a positive for some young people but others have struggled.</p> <p>We have been preparing for the young person's guarantee to start on 1st April 2021. We have 3 new positions to support delivery of the Young Person's Guarantee across Perth & Kinross; this will enable us to be more targeted around our most vulnerable young people, including care experienced, young offenders/risk of offending and Additional Support Needs.</p>							
% of Young People eligible for Aftercare in receipt of Aftercare services	53%	44%	-	-			
As of 31 July 2020, 86 out of 195 young people who were eligible for Aftercare services were receiving services. The national level was 57%.							
% of children/ young people in community placement beyond the age of 16	-	-	100%	<i>Annual improvement</i>			

Care and Equity

Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
<i>Looked After</i>	-	-	13				
<i>Continuing Care</i>	-	-	0				
There were 13 young people who reached the age of 16 while being Looked After this year, and all chose to continue with their Looked After placement. There are a range of choices for young people to take at age 16, such as Independent Living, Supported Lodgings etc. Critically, all Young People are fully informed of their rights to remain in care settings and supported to make the best choice for themselves.							
% of young people referred to Services for Young People and who engaged with the service	88%	88%	83%				
The aim of the indicator is to show how the service is engaging with young people.							

Deleted Indicators

Indicator	Performance			Reason for Deletion
	2018/19	2019/20	2020/21	
% of children with an approved permanence plan within 4 months of the decision to recommend for permanence	56%	39%	50%	Numbers are very small with large variations, heavily influenced by family groups.
% of children approved for permanence and who have been accommodated less than 12 months	67%	61%	25%	Numbers are very small with large variations, heavily influenced by family groups.
% of Care Leavers in touch with Aftercare services between the ages of 16-25	84%	84%	83%	This has been replaced by a more relevant indicator, focused on those in receipt of services, in line with national reporting.

Safe and Protected							
Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
% of initial child protection case conferences (ICPCCs) within timescales	45%	71%	78%	90%	91%	92%	92%
<p>During the reporting time period there have been 37 ICPCCs for a total of 73 children and young people. The percentage of ICPCCs taking place within timescales has increased from 45% in 2018/19 to 78% in 2020/21. The majority of ICPCCs now take place within timescales however the target of 90% is yet to be achieved.</p> <p>Of the eight ICPCCs which were outwith timescales, four of them took place in the first quarter and were impacted by the first COVID-19 lockdown.</p> <p>ICPCCs have been prioritised to ensure multi-agency planning is timeous and robust.</p>							
% of Unborn Baby Initial Case Conferences held within timescales	71%	67%	79%	90%	92%	92%	92%
Out of a total of 24 Unborn Baby Case Conferences, 19 were completed on time. Social work receiving late notification of pregnancy resulted in some UBCCs being held outwith timescales.							
% of child protection review case conferences within agreed timescales	89%	92%	94%	95%	95%	95%	95%
Out of a total of 132 review case conferences, 124 were completed on time. This shows steady improvement over the last 3 years.							
% of children on child protection register over 12 months	8%	12%	21%	13%	13%	13%	13%
<p>There were 77 children and young people on the register at 31 March 2021.</p> <p>Of the 77 children and young people, 16 (21%) have been on the register for over 12 months. This is an increase on the percentage last year (12%).</p> <p>Large family groups and the impact of COVID-19 has resulted in an increase of the percentage of children on the register for over 12 months.</p>							
Proportion of Young Carers with a completed Young Carers Statement	-	30%	65%	80%	85%	90%	90%
The Young Carers Statement (YCS) is an individual assessment of need to determine if support is required and at what level. The YCS should adequately reflect the Young Carers support needs as children first and ensure that Young Carers have the same access to opportunities which will enhance their ability to achieve their potential in line with their peers. At the 31 March 2021, we had 229 of 350 registered young have a statement. 109 new statements were completed during the year, some new referrals and some the outcome of reviews.							

Safe and Protected							
Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time	98%	97%	98%	99%	99%	99%	99%
<p>361 out of 368 Criminal Justice Social Work reports were submitted to court by 12pm the day before the case was due to heard as per Criminal Justice Social Work National Standards. 7 reports were submitted after 12pm, but all were submitted before 4pm on the day before court.</p> <p>The number of reports required by the Court reduced by 49% when compared with the previous year. This is a direct result of the COVID-19 situation which resulted in the closure of Perth Sheriff Court and the suspension of a significant amount of court business nationally during the initial stages of the pandemic.</p>							
Number of new Community Payback Orders	322	347	142	175	450	400	400
<p>When compared with the previous year, this is a decrease of 59%. This is a direct result of the COVID-19 situation which resulted in the closure of Perth Sheriff Court and the suspension of a significant amount of court business nationally during the initial stages of the pandemic.</p>							
Percentage of Community Payback Order clients with improving:							
Employment / training / education situation	64%	62%	-	61%	65%	65%	
Views on offending	68%	65%	-	75%	75%	75%	
Attitudes concerning desistance / stopping offending	91%	89%	-	90%	90%	90%	
Engagement with services	91%	91%	-	90%	90%	90%	
<p>The downturn in new CPOs, coupled with a move by social work staff to telephone contact with clients has resulted in a lack of meaningful questionnaire data being collated during 2020-21.</p>							
Number of job requests for the unpaid work team	380	355	72	150	350	350	350
<p>The figure of 72 requests made to the Unpaid Work (UPW) Team for work to be done in communities throughout Perth and Kinross in 2020-21 is 80% below the figure for the previous year.</p> <p>The UPW Team was unable to work during the first Quarter of 2020-21. Therefore, the referral process was suspended. A limited amount of work commenced in Quarter 2 and continued into Quarter 3. However, this was subject to COVID-19 restrictions meaning that only certain types of jobs could be undertaken and with a limited number of UPW clients. UPW was suspended nationally in January 2021 and had not restarted by the end of March, therefore, no referrals for work to be undertaken were accepted during this time.</p>							

Safe and Protected

Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Average weekly hours worked by clients to complete the unpaid work requirement of Community Payback Orders:							
Level 1 (up to 100 hours)	4.8	4.6	2.1	2.6	5.5	5.5	5.5
Level 2 (101 up to 300 hours)	6.4	6.2	2.4	3.4	7.0	7.0	7.0
<p>As a direct result of lockdown, no Unpaid Work Requirements were completed in Quarter 1. Unpaid Work restarted in a limited form during Quarters 2 and 3, during which only 21 Requirements were able to be completed, and work was suspended throughout the whole of Quarter 4. Despite this, 24 UPW Requirements were completed. This was a result of the Scottish Governments decision to reduce the number of outstanding hours by 35% for certain categories of offences.</p> <p>All current Unpaid Work Requirements have been extended by 12 months following the implementation of the Coronavirus Act 2020 in order to afford more time for completion.</p>							
Prisoners receiving a social work induction within 5 days of allocation	60%	TBC	100%	62%	65%	65%	65%
Statutory case closures signed off with 5 working days of release	50%	TBC	22%	44%	85%	85%	85%
<p>All 71 prisoners who required an induction received this within 5 working days of allocation.</p> <p>Of the 63 files received for sign-off prior to closure, 14 were signed off within 5 working days. Under Tier 3 and 4 lockdown working arrangements, staff are only required to attend for essential work- mainly statutory work relating to risk assessment, parole and risk management. This had a direct impact in relation to physical file closures and sign off from seniors, as file closure is not seen as "essential work" during lockdown arrangements.</p>							

6. GLOSSARY

ACORN	A Classification of Residential Neighbourhoods
ASD	Autism spectrum disorder
ASN	Additional Support Needs
CfE	Curriculum for Excellence
CJSW	Criminal Justice Social Work
CLPL	Career-long Professional Learning
CPO	Community Payback Order
CYPIC	Children & Young People Improvement Collaborative
EAL	English as an Additional Language
ECC	Early Childhood Centres
ECP	Early Childhood Practitioner
ECS	Education and Children's Services
ELC	Early Learning and Childcare
FIHP	Food Insecurity during Holiday Periods
GLOW	Scotland's national digital learning portal
HSCP	Health and Social Care Partnership
LGBF	Local Government Benchmarking Framework
MAPPA	Multi-agency public protection arrangements
LMG	Local Management Group
PEF	Pupil Equity Fund
PKAVS	Perth & Kinross Association of Voluntary Service
PKC	Perth & Kinross Council
PRAISE	Primary Raising Attainment and Inclusion, Supporting Education
REACH	Resilient, Engaged, Achieving, Confident, Healthy
SCQF	Scottish Credit and Qualifications Framework
SCYPF	Services for Children, Young People and Families
SDS	Self-Directed Support
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualification Authority
UNCRC	United Nations Convention on the Rights of the Child
VTO	Volunteer Tutoring Organisation

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee
3 November 2021

Scrutiny Committee
29 November 2021

ATTAINMENT AND PUPIL EQUITY FUNDING UPDATE 2021

Report by Executive Director (Education and Children's Services)
(Report No. 21/201)

PURPOSE OF REPORT

This report provides an update on progress made in Perth and Kinross to raise attainment and close the poverty-related attainment gap. It outlines the range of measures implemented to improve performance and monitor progress of improvements, including the use of Pupil Equity Funding (PEF) to support children and young people. It meets the requirements to report on the National Improvement Framework (NIF) for education and on the expenditure and impact of the Pupil Equity Fund.

1. MAIN ISSUES

- 1.1 The Scottish Government published [statutory guidance](#) in 2017 outlining the local education authority's duties regarding Standards in Scotland's Schools. Education authorities are required to demonstrate how they have delivered against the strategic priorities of the [National Improvement Framework](#) (NIF) for Education. The guidance promotes a reduction in inequalities in education experienced by children and young people as a result of socio-economic disadvantage. Education authorities are required to publish annual plans and reports setting out the measures they have taken in order to realise the NIF aims of achieving excellence and equity in education.
- 1.2 Subsequently, further guidance issued in 2018, requested that this reporting include information on the use and impact of [Pupil Equity Funding](#) within the education authority, which is allocated directly to schools, and is targeted at closing the poverty-related attainment gap. This report meets all of these national reporting requirements.
- 1.3 Issues associated with the COVID-19 global pandemic have impacted on all attainment and performance measures which makes year on year comparison of data problematic and at times impossible.

2. ATTAINMENT UPDATE REPORT

- 2.1 This report is an update on the initial year of [2020-23 Raising Attainment Strategy and Implementation Plan](#) and improvement actions contained in the Raising Attainment Implementation Plan 2021-22.

The strategy document outlines the approach within Perth & Kinross Council's (PKC) Education & Children's Services (ECS) in the pursuance of the current priorities of the NIF which are:

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

2.2 Appendix 1 provides information on progress made in 2020/21 towards each of the four NIF priorities. Key performance measures reported include:

Improvement in attainment particularly in literacy and numeracy

- The proportion of Primary 1s meeting developmental milestones before starting primary school has improved from 81% in 2019 to 82%.
- For primary pupils, achievement of Curriculum for Excellence levels are somewhat lower in Primary 1 and Primary 4 than in the last year recorded (2019). Primary 7 attainment is similar to that seen previously.
- In literacy, school leavers' levels are similar to the virtual comparator (the short-term target) and approaching the stretch aims of 85% and 95% achieving at levels 4 and 5 respectively. In numeracy, further improvement is required to meet both of these aspirations.
- Overall leaver's attainment, as measured by tariff score, remains good and above virtual comparator, except for the lowest achieving 20% of leavers.

Closing the attainment gap between the most and the least disadvantaged

- The poverty-related gap has narrowed in terms of Primary 1s meeting developmental milestones.
- The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7.
- The poverty-related attainment gap widened somewhat for the school leavers in 2020, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 have increased to 88% and the equity gap for this measure has narrowed.
- Attainment of Looked After school leavers is above the virtual comparator in level 4 numeracy but remains behind in other measures.

Improvement in young people's health and wellbeing

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

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

- Positive destinations and participation in positive activities (16–19-year-olds) are down slightly from a rate of 96% to 94%, and COVID-19's impact on the wider economy and opportunities is seen here.
- A greater proportion of leavers without Highers, achieved a vocational qualification in 2020.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 529 business partnerships with schools were recorded in 2020/21, an increase of 30 on the previous session.

- 2.3 Based on the progress to date, the Raising Attainment Strategy 2020-2023 clearly sets out the revised performance measures and updated aspirational stretch aims. The ECS Approach within the strategy details the responsibilities for schools and the local authority. The Raising Attainment Board, made up of a range of ECS Officers and school leaders, provides the framework and mechanism that monitors and harnesses a wide range of improvement activity from across ECS and corporate work such as the PKC Child Poverty Action Group.
- 2.4 School closures, and subsequent remote learning, led to many changes in the 2019/20 and 2020/21 academic years which had a serious impact upon performance data. These included two different SQA Certification models resulting from the cancellation of exams; non-collection of S3 and special school literacy and numeracy data by Scottish Government and the consequences of school closure and remote learning on attendance, exclusions and learning in general.

3. PUPIL EQUITY FUNDING (PEF) REPORT

Background

- 3.1 PEF forms part of the Scottish Attainment Challenge programme, which was launched in February 2015 and is currently in its sixth year. PEF is allocated directly from the Scottish Government to schools and is specifically targeted at closing the poverty-related attainment gap. A total of £147m nationally has been committed to this funding as part of the Scottish Attainment Challenge programme for session 2021-2022.

This includes an additional £20 million PEF premium which is being issued as a 15% uplift to previous allocations to schools.

This premium recognises the new and additional challenges faced by schools, children and young people as a result of COVID-19.

- 3.2 Over £215 million of targeted funding has been invested to help close the poverty related attainment gap in 2021-2022. This marks the first year of investment in an expanded £1billion Attainment Scotland Fund, which will be

provided over the new parliamentary term, after an investment of over £750 million in the previous parliamentary term.

- 3.3 The Scottish Attainment Challenge [Equity Audit](#) was carried out by the Scottish Government in January 2021 to further schools' understanding of the impact of the COVID-19 pandemic and school closures on children and young people from socio-economically disadvantaged backgrounds. The findings within the audit have helped inform local authority and school plans. Every council area in Scotland has received PEF and 97% of schools have been awarded funding this session. PEF is allocated to schools on the basis of the estimated number of registered free school meals in Primary 1 to Secondary 3, with £1200 allocated for each child and young person.
- 3.4 Headteachers have full access to PEF funding and meet regularly with their Finance Officer to review spending. Although funding is allocated based on eligibility described above, Headteachers are permitted to use their discretion in making decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Headteachers work in partnership with other schools and their local authority, whilst planning improvements.
- 3.5 There is a continued expectation that funding will focus particularly on literacy, numeracy and health and wellbeing and support the school's priorities in raising attainment. All schools develop a School Improvement Plan indicating PEF priorities, outlining planning for universal and targeted approaches.

2021/2022 Perth and Kinross Allocation

- 3.6 In session 2021/2022, PKC schools were allocated £2,037,808 of funding, which included a 15% Pupil Premium of £265,801. This was allocated to almost all (69 out of 70 primary schools), all 11 secondary schools and one special school.
- 3.7 In funding session 2020/21, a total of £1,594,184 was spent. A carry forward of £791,084 was taken into 2021/22. At the end of July 2021, 76% of the 2020/21 PEF allocation had been spent.

Guidance and Planning

- 3.8 Revised Local PEF Guidance was issued to all PKC schools in June 2020. This aligned closely with the Scottish Government's updated PEF National Guidance.

In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, guidance on Attainment Scotland Funding, including PEF, was relaxed in order that local authorities and Headteachers could support the education, support and care for children and young people during the response to the coronavirus pandemic. Decisions made by schools, however, were to remain consistent with the principle of equity in education.

Interventions

- 3.9 Schools concentrated on a range of approaches to enhance the universal provision and targeted interventions for children and young people, to support their reconnection with learning in school and address any gaps.
- 3.10 In 2020/21, PEF plans focused particularly on literacy, numeracy and health and wellbeing.

Monitoring and Evaluation of Impact

- 3.11 PEF is allocated directly to primary and secondary schools within Perth and Kinross and the local authority is required to monitor and evaluate its use including reporting to the Scottish Government. Individual schools reported on the impact of PEF interventions within their annual Standard and Quality Reports for 2020-2021.
- 3.12 During the course of 2020/21, the Raising Attainment Board worked to provide a sharper focus on the stretch aims detailed in the Raising Attainment Strategy. The Board will also monitor closely the impact of PEF expenditure and the impact of the identified interventions to close the poverty related gap.
- 3.13 The School Improvement Team provide support and challenge to schools in relation to raising attainment and closing the poverty related gap as part of their regular quality improvement work. Education Scotland's Attainment Advisor worked with identified Primary schools and Secondary schools to analyse data and identify appropriate strategies for closing the poverty related gap in more detail.
- 3.14 The Analysis and Improvement Team continued to provide support to schools with the Analysis Suite, including school data profiles, and carried out visits or remote support to help schools organise and understand their tracking and monitoring and evaluation data more effectively.

Next steps in Supporting Schools

- 3.15 To ensure that the use of PEF continues to be monitored and evaluated, Education Services will ensure that there is:
- Continued promotion of and support to schools in the delivery of evidence-based interventions to target aspects of literacy, numeracy and health and wellbeing;
 - Further development of the online Closing the Gap Planning Tool to support planning and tracking of individual pupil progress and monitoring of impact;
 - Implementation of a programme of training in Improvement Methodology to support with measuring and evaluating impact of interventions; and
 - Regular reporting and analysis of progress to the Raising Attainment Board.

4. CONCLUSION AND RECOMMENDATIONS

- 4.1 The report outlines the continuous activity and progress across ECS to achieve the priorities of the NIF, including use of PEF to raise attainment and tackle closing the poverty-related attainment gap.
- 4.2 The poverty related gap remains a feature within our society, and this has been exacerbated by the COVID-19 pandemic, which has amplified existing inequalities in income and poverty. The activities described, and the successes outlined, are part of a long-term and sustained endeavor to achieve both excellence and equity in pre-school and school education.
- 4.3 It is recommended that the Lifelong Learning Committee:
- (i) Considers the contents of this report.
- 4.4 It is recommended that the Scrutiny Committee:
- (i) Scrutinises and comments, as appropriate, on this report.

Authors

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Approved

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Sheena Devlin	Executive Director (Education and Children's Services)	21 October 2021

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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. (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. (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 N/A.

Workforce

- 2.2 N/A.

Asset Management (land, property, IT)

- 2.3 N/A.

3. Assessments

Equality Impact Assessment

- 3.1 This report 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 This report has been considered under the Environmental Assessment (Scotland) Act 2005. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. 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.

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

- 3.4 N/A.

3.5 N/A.

Risk
3.6 N/A.

4. Consultation

Internal

4.1 The report was developed in collaboration with Heads of Service, Managers and staff across ECS.

External

4.2 N/A.

5. Communication

5.1 N/A.

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 - Raising Attainment Strategy 2020-2023 - Attainment Update
2020/21

Appendix 2 - Pupil Equity Fund Update 2020-2021



Improving Lives Together
Ambition | Compassion | Integrity



Raising Attainment Strategy 2020-2023

Attainment Update 2020/21

Achieving Excellence and Equity

Education & Children's Services

Executive Summary

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

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

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

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

Improvement in attainment particularly in literacy and numeracy

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

Closing the attainment gap between the most and least disadvantaged

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

Improvement in children and young people's health and wellbeing

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

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

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

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

Introduction

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

The [Standards in Scotland's Schools etc. Act 2000](#) (as amended by the [Education \(Scotland\) Act 2016](#)) requires education authorities to prepare an annual report describing:

- a) Actions taken to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic, or other, disadvantage.
- b) How the authority has due regard for the views of stakeholders, such as pupils, parents and families when making strategic decisions.
- c) Actions taken to achieve the strategic priorities of the [National Improvement Framework \(NIF\)](#).
- d) The educational benefits for pupils resulting from these actions.

This year, in response to the Coronavirus pandemic, an education [delivery plan](#) for the return to school was prepared.

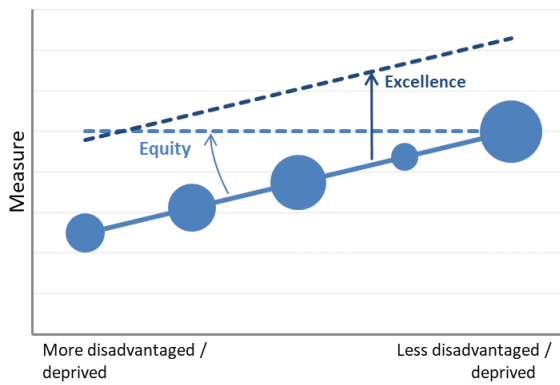
The report outlines progress towards each of the priorities identified in the NIF and provides updates on the main actions outlined in the Raising Attainment Implementation Plan against each of these priorities:

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

Excellence and Equity

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

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



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

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

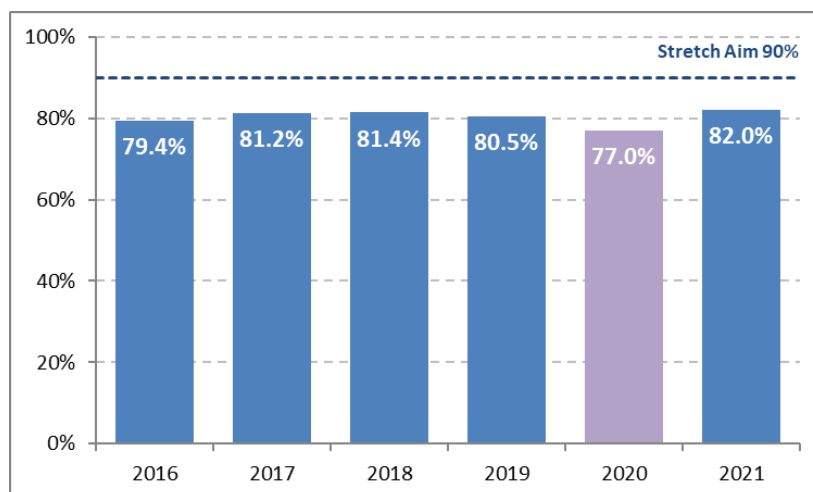
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy

Pre-School Development

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

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

Boys remain more likely to not meet developmental milestones. Emotional development and speech and language are the development areas most commonly not met, followed by attention and behaviour/social development.



- *This measure has an excellence stretch aim of 90% to be reached. The short-term target for 2020/21 is for a 2-percentage point improvement on 2019, which is close to having been achieved.*

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

Broad General Education (Pre-school to S3)

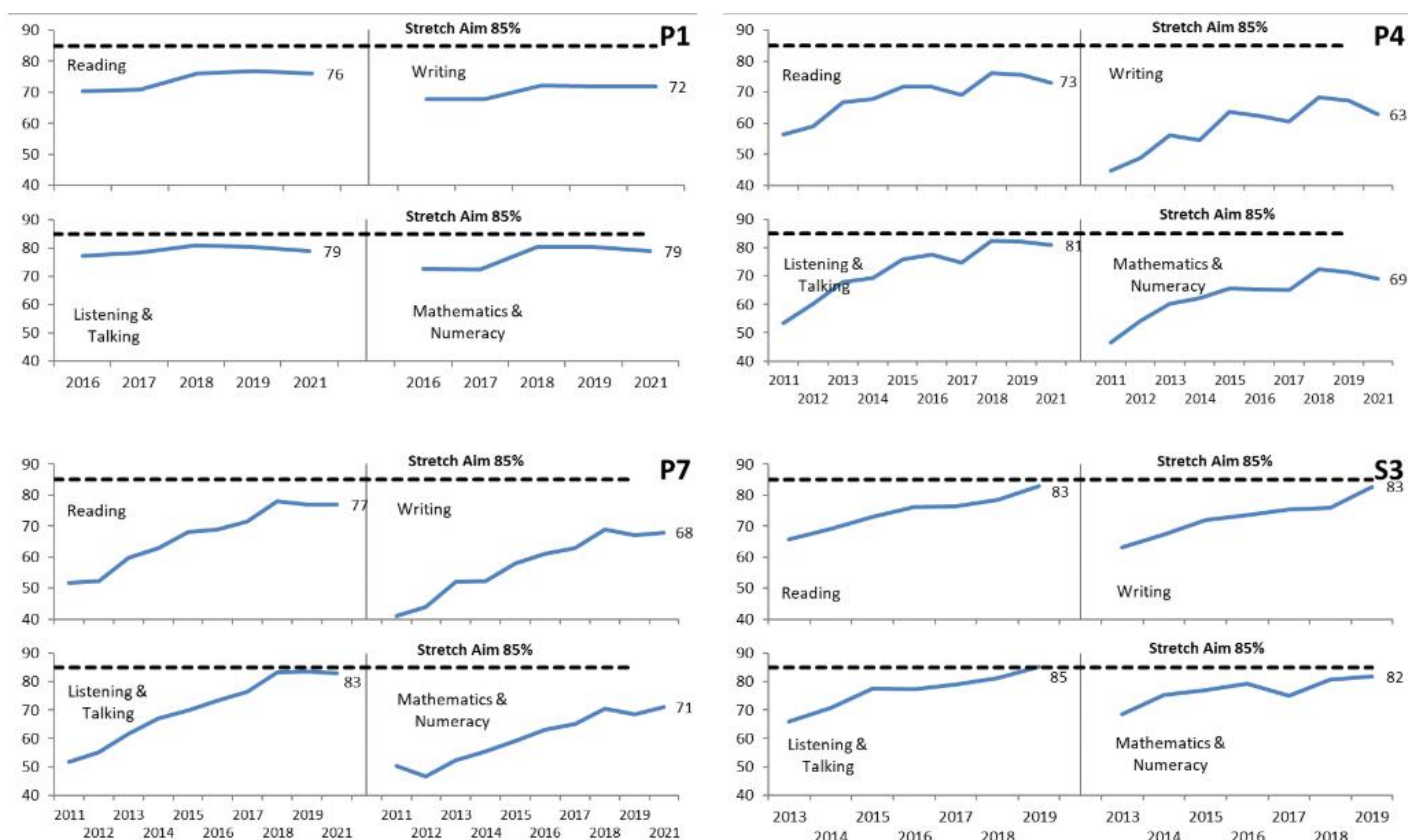
Proportion of pupils achieving expected Curriculum for Excellence levels (CfE) of literacy and numeracy at P1, P4, P7 (to 2021) and S3 (to 2019)

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

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

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

➤ These measures now have an excellence stretch aim of 85% for all curricular areas and stages.



Source: ECS: Data tables are provided in Appendix 1: Table 2. Note that axes are adjusted to aid interpretation

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

Case Study: Numeracy

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

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

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

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

Impact

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

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

Case Study: Reading

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

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

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

Impact of the children's Reading Journey:

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

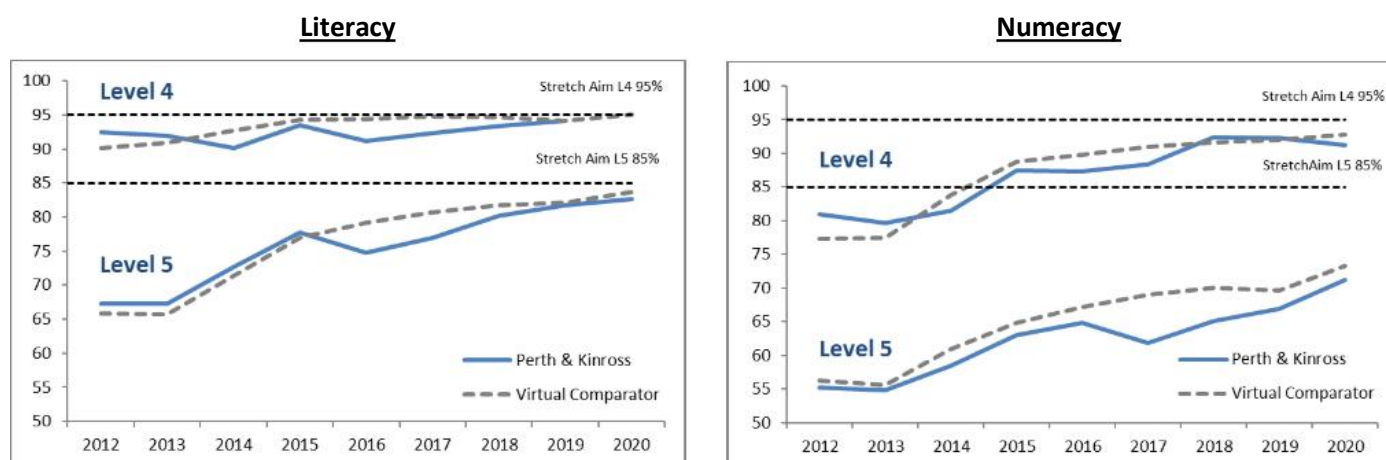
Senior Phase (S4-S6)

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

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

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

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



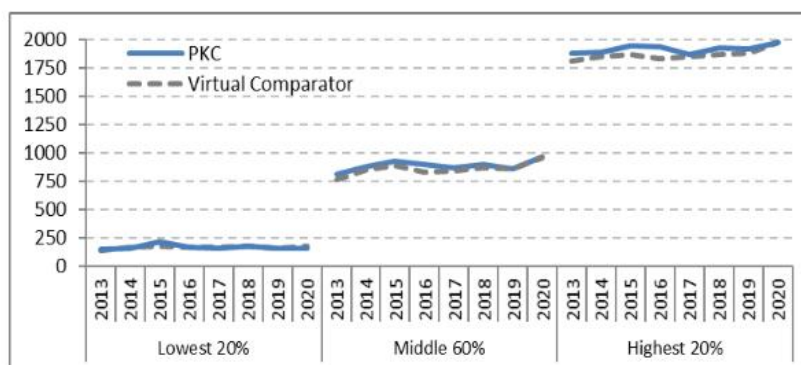
Source: Insight. Data tables are provided in Appendix 1: Table 5 **Table 5**

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

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

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

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



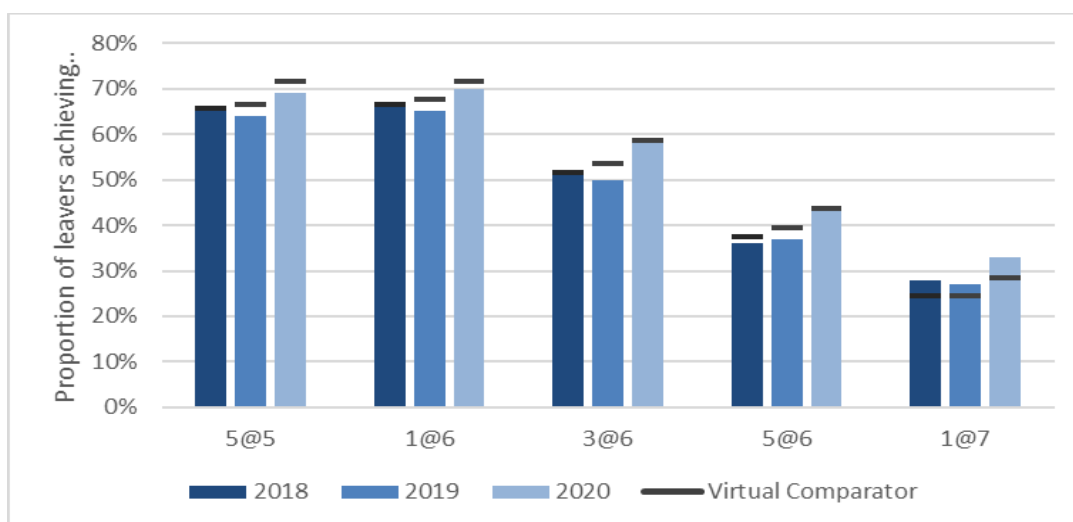
Total tariff points will be strongly related to the stage of leaving school so comprises just one aspect of a complex picture of overall senior phase attainment.

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

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

Attainment Breadth and Depth - School-Leavers

This measure considers the number and level of qualifications achieved by school leavers (irrespective of stage of leaving) and is commonly referred to as breadth and depth. The measures used are 5 or more awards at SCQF Level 5, 1, 3 and 5 awards or more at SCQF Level 6 (Higher) and 1 or more award at SCQF Level 7 (Advanced Higher).



- *This measure has an excellence stretch aim of a 5-percentage point increase from the 2019 base. This has been met, however 2020 is not directly comparable to previous years and so the stretch aim will remain for future years.*
- *Considering the virtual comparator (VC) for individual years, which is a fairer comparison because of the differences in 2020, the VC was met or exceeded at the higher level of qualifications but has been slightly below this for 5 @5 awards and 1 Higher.*

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

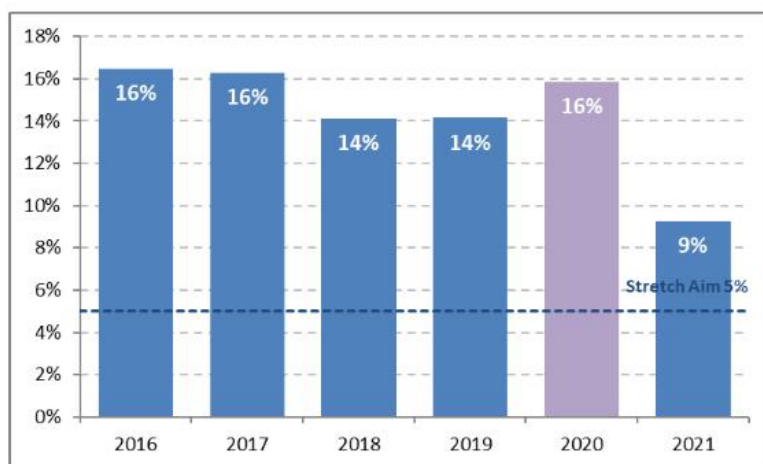
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged

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

Pre-School Development

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

Pre-school development milestones: Gap between ACORN 4/5 and 1 children meeting all milestones



In 2021, 85% of ACORN 1 children met all milestones 76% of ACORN 4/5 children. The difference provides this equity indicator of 'gap'.

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

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

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

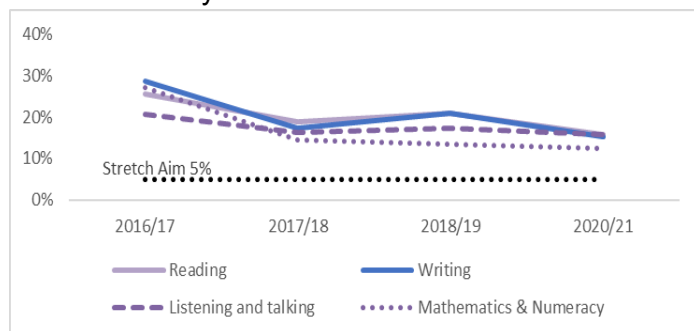
Broad General Education (P1 – S3)

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

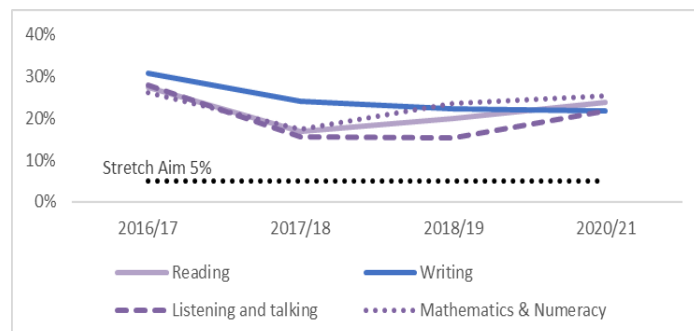
- This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to 5 percentage points. For reference purposes, all figures, including SIMD-based gaps, are included in Appendix 1: Table 4. No update for S3 as data collected in 2020/21.

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

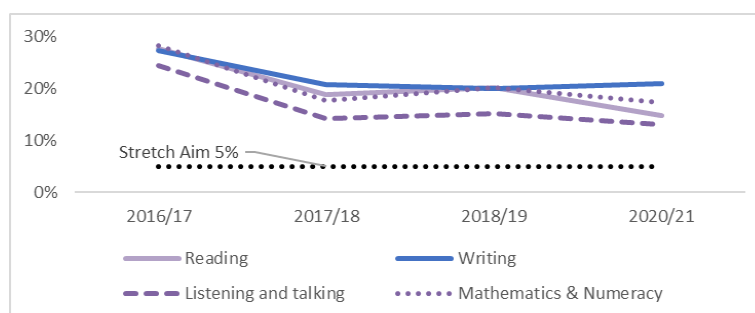
P1 – Early Level



P4 – First Level



P7 – Second Level



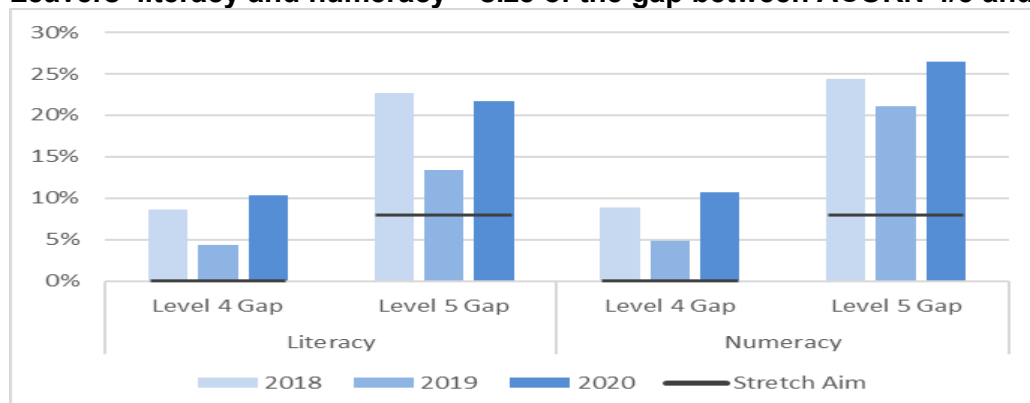
Source: ECS. Data tables are provided in Appendix 1:
Table 3Table 1

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

Senior Phase (S4 – S6)

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

Leavers' literacy and numeracy – size of the gap between ACORN 4/5 and 1



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

Case Study: Closing the gap

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

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

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

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

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

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

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

Average Total Tariff Score of school leavers

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

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

Ratio of ACORN 1 to 4/5 tariff scores		
2018	2019	2020
1.80	1.84	1.86

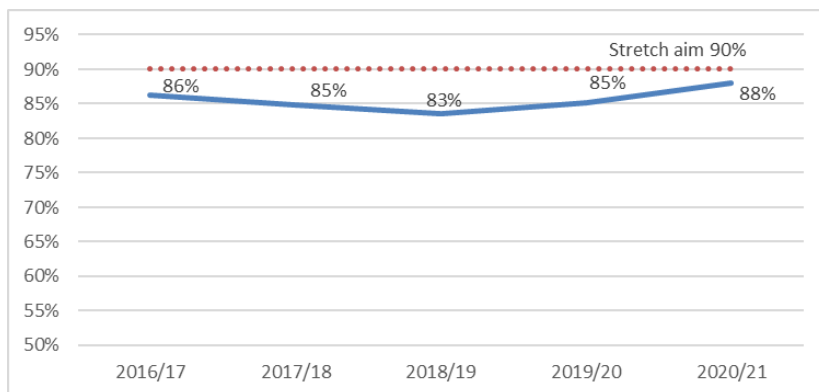
Source: Insight. Data tables are provided in Appendix 1: Table 7 **Error! Reference source not found.**

Staying on Rates S4 to S5

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

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

➤ *The 2020/21 target has been achieved and the authority wide aim is to stretch this further to 90%. The percentage point gap between ACORN 4/5 combined and ACORN 1 has reduced to 10% from 12%, meeting the 2020/21 target. The stretch aim remains 5%.*



Source: ECS/SEEMiS. Data tables are provided in Appendix 1: Table 8

Looked After Children/Young People and Vulnerable Groups

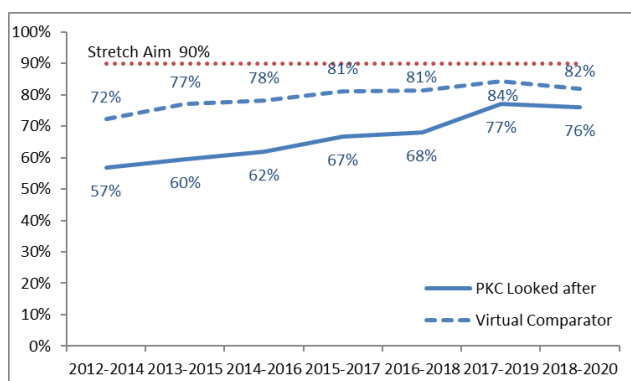
Care should always be taken when interpreting measures for Looked After children and young people due to the small numbers involved. Typically, less than 20 young people fall into the looked after school leavers cohort and for this reason, 3 years results are combined to create rolling averages which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

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

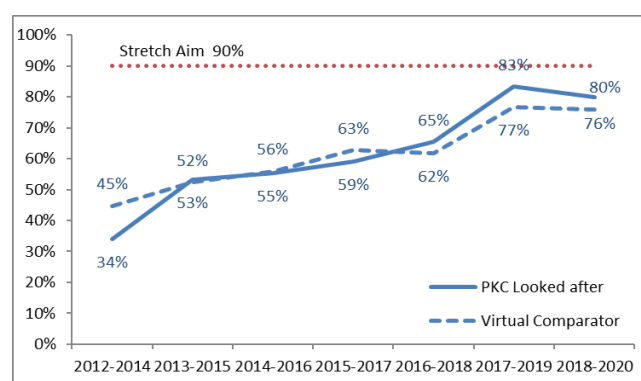
Improvement in the attainment levels of Looked After Children/Care Experienced Young People continues to be a focus in the Corporate Parenting Strategy.

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

Literacy



Numeracy

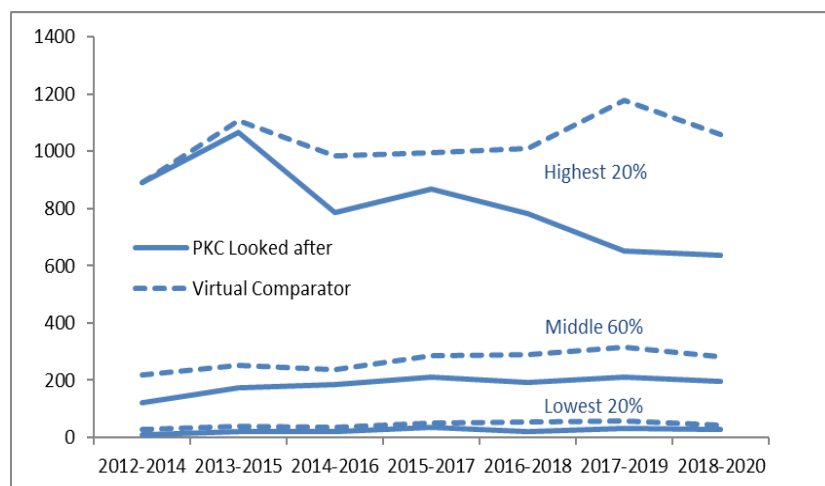


Source: Insight. Data tables are provided in Appendix 1: Table 10

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

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

Average total tariff points for Looked After school leavers



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

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

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

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

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

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

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

Case Study

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

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

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

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

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

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

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

Case Study: Emotion Works

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

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

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

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

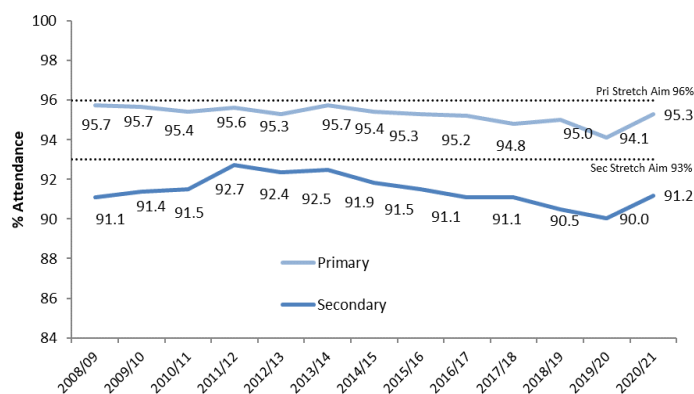
Tracking meetings show the majority of children and young people who were impacted most by the remote learning period are either back on track or have remained on track in their learning.

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

School Attendance and Exclusion

School Attendance

Analysis: Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. Attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response. 2020/21 attendance is higher but was recorded differently with all remote learning during Term 3 recorded as attendance unless a school was advised that a pupil was unable to participate in learning. A return to “normal” attendance recording for a full year is required to understand longer-term trends.

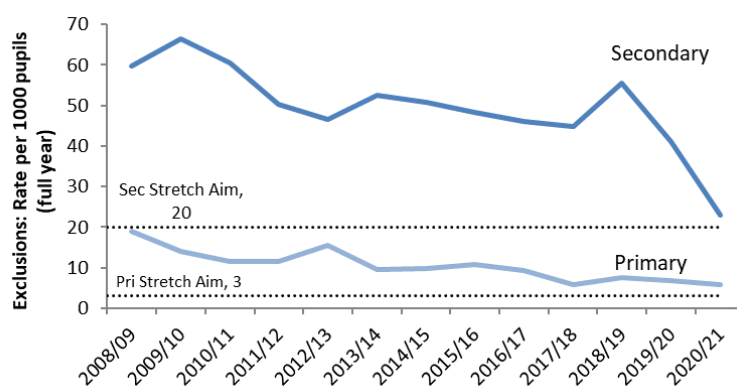


- This measure has an excellence stretch aim of 96% attendance in primary and 93% attendance in secondary, with interim targets of 95.5% and 91.5% respectively.

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

School Exclusion

Analysis: The number of exclusions from school continues to reduce in both primary and secondary and in the latter has almost met the stretch aim of 20 per 1000 pupils. 2019/20 is an annualised estimate due to the shortened academic year in school and shows a reduction and 2020/21 may have been influenced by periods of school closure and remote learning.



- This measure has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendances in secondary. These are more stretching than previous targets.
- The equity gap has closed in both primary and secondary and has met the previous stretch aim in primary and the short-term target in secondary.

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

Looked After Children and Young People

School Attendance

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

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

School Exclusion

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

Case Study: Wellbeing Provision

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

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

Impact

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

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

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

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

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

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

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

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

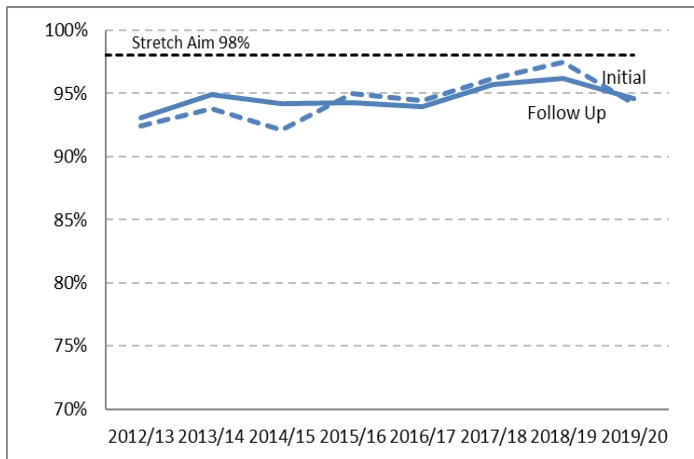
There are strong and effective partnerships with Skills Development Scotland (SDS) locally, helping to grow further the very positive destination and participation figures discussed below. COVID-19 presents a challenge to the local and national labour market. Individual schools and ECS will work closely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

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

Positive Destinations for Young People

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

Information on the destinations of school leavers is collected by SDS and provides information on the outcomes for young people recorded initially in October, approximately three months after leaving school, supplemented by a follow-up survey in March the following year. School leavers who are engaged in higher education, further education, training, voluntary work, or employment (of any kind) are classified as having a 'positive destination'. Other destinations include school leavers who are taking a "gap" year, are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.



Analysis: The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. In 2019/20, the figures will have been impacted by the economic and employment effects of the COVID-19 pandemic and are now just below 95%.

➤ This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.

➤ There is a 6% gap between ACORN ossary4/5 and ACORN 1 for 2020, an

increase from 3%, and above the target and stretch aim of 3% and 2% respectively.

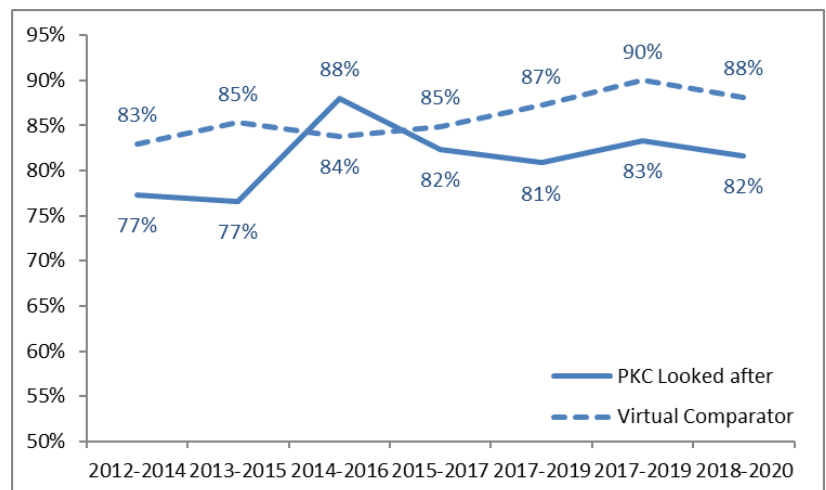
Source: Insight; SDS. Data tables are provided in Appendix 1: Table 16

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

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

Analysis: Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly.

➤ This measure has a stretch aim of the all-leaver destination figure (as shown above), and an interim target of the VC.

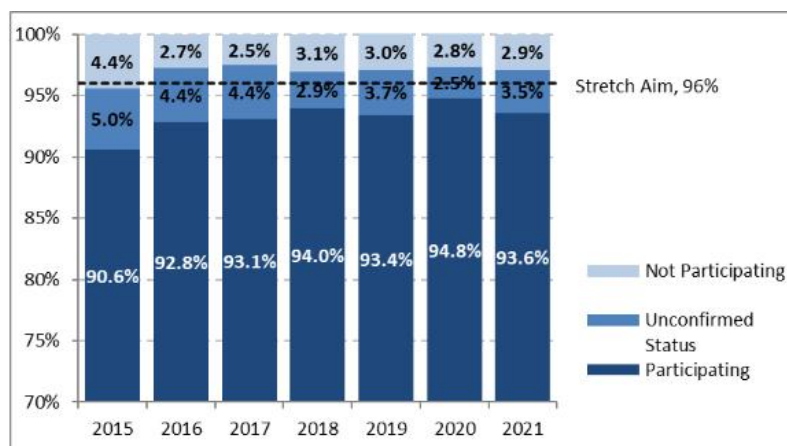


Source: Insight Senior Phase Benchmarking Tool; Data tables are provided in Appendix 1: Table 17

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

To supplement the school leaver information, SDS also reports the Annual Participation Measure.

This measure reports on participation in education, training or employment for all 16–19-year-olds from across the population rather than focusing specifically on school leavers. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average (92.2% in 2021) and the number not participating totals 156 individuals, with 193 unconfirmed.



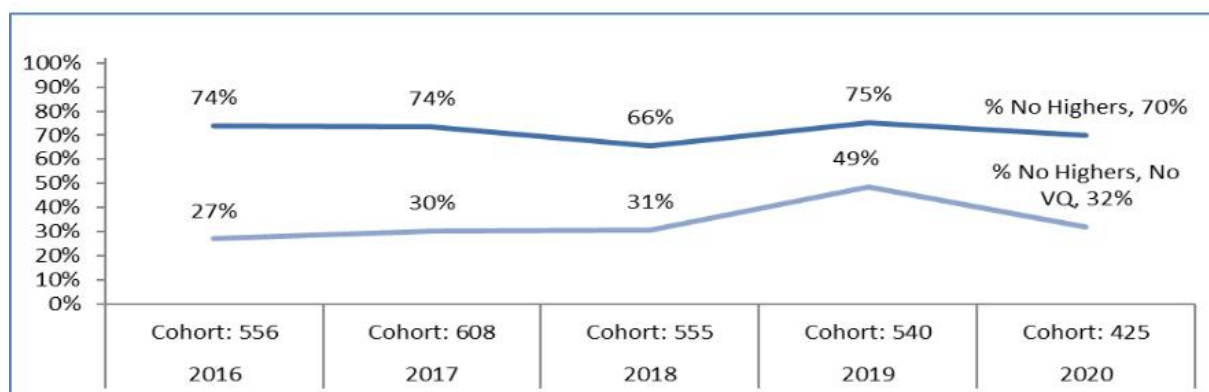
- *This measure has a stretch aim of 96%. The interim target of 94% was met but will need to be sustained in future years.*

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

S4/ S5 School Leavers: Highers and vocational qualifications

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

- *The poverty-related gradient remains persistent in this measure (12%-point gap between ACORN 4/5 and 1), with a stretch aim of 2% and interim target of 5%.*



Source: Insight Analytical Dataset/ECS. Data for the overall indicator is provided in Appendix 1: Table 19

Case Study: Positive Destinations

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

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

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

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

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

Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

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

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

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

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

Broad General Education

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

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

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

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

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

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

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

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

Senior Phase (S4 – S6)

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

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

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

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

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

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

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

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

Staying-On Rates

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

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

Looked After Children and Young People

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

Looked After at the time of the Pupil Census

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

Table 11: Average total tariff points of Looked After school leavers (3-year average)*Looked After at the time of the Pupil Census*

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

Stretch aim figures for PKC overall 2018-20 average:

Highest 20%: 1937

Middle 60%: 904

Lowest 20%: 163

Attendance and Exclusion**Table 12: Overall attendance in primary and secondary schools**

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

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

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

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

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

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

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

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

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

Table 17: Proportion of Looked After school leavers with positive initial destinations*Looked After at the time of the Pupil Census*

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

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

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

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

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

Glossary

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



Improving Lives Together
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Raising Attainment Strategy 2020-2023

Pupil Equity Fund 2020/21

Achieving Excellence and Equity

Education & Children's Services

PUPIL EQUITY FUND (PEF)

The Pupil Equity Fund (PEF), forms part of the Scottish Attainment Challenge programme, which was launched in February 2015 and is currently in its sixth year. PEF is allocated directly from the Scottish Government to schools and is specifically targeted at closing the poverty-related attainment gap. A total of £147m has been committed to this funding as part of the Scottish Attainment Challenge programme for session 2021-2022. This includes an additional £20 million PEF premium which is being issued as a 15% uplift to previous allocations to schools. This premium recognises the new and additional challenges faced by schools, children and young people as a result of COVID-19.

PEF is allocated to schools on the basis of the estimated number of registered free school meals in P1 to S3, with £1200 allocated for each child and young person. It must be used to provide targeted support for children and young people (and their families if appropriate) affected by poverty, to achieve their full potential.

Headteachers have full access to PEF and meet regularly with their Finance Officer to review spending. Although funding is allocated on the basis of eligibility described above, Headteachers are permitted to use their discretion in making decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity.

Guidance and Planning

The Scottish Attainment Challenge Equity Audit was carried out by the Scottish Government in January 2021 to further schools understanding of the impact the Covid pandemic and school closures had on children and young people from socio-economically disadvantaged backgrounds. The findings within the audit has helped inform local authority and school plans.

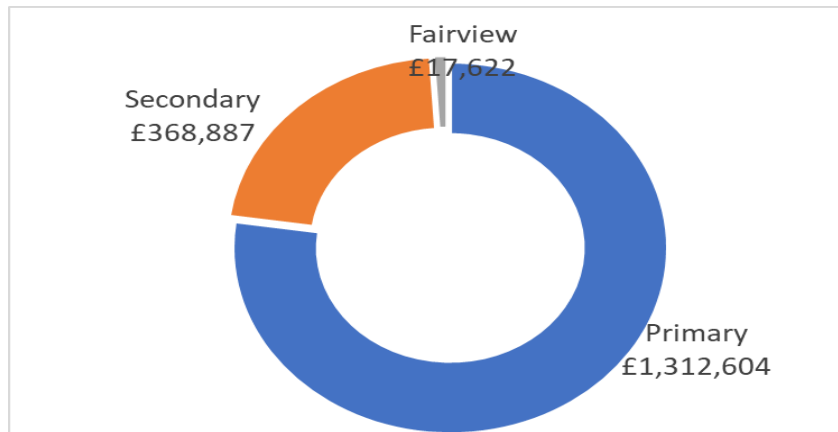
Revised Local PEF Guidance was issued to all schools in June 2020. This aligned closely with the Scottish Government's updated PEF National Guidance. In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, guidance on Attainment Scotland Funding, including PEF, was relaxed in order that local authorities and Headteachers could support the education and care of children and young people during the response to the Covid pandemic. Decisions made by schools, however, were to remain consistent with the principle of equity in education. Headteachers work in partnership with other schools and the local authority whilst planning improvements.

There is a continued expectation that funding will focus particularly on literacy, numeracy and health and wellbeing and support the school's priorities in raising attainment. All schools develop a School Improvement Plan, indicating PEF priorities, and outlining planning for universal and targeted approaches.

PEF Allocations

A total of £1,699,113 was allocated to schools in Perth and Kinross in session 2020/2021. £1,312,604 was allocated to primary schools, £368,887 to secondary schools and £17,622 to Fairview School (Figure 1). This was increased to £2,037,808 in session 2021/2022.

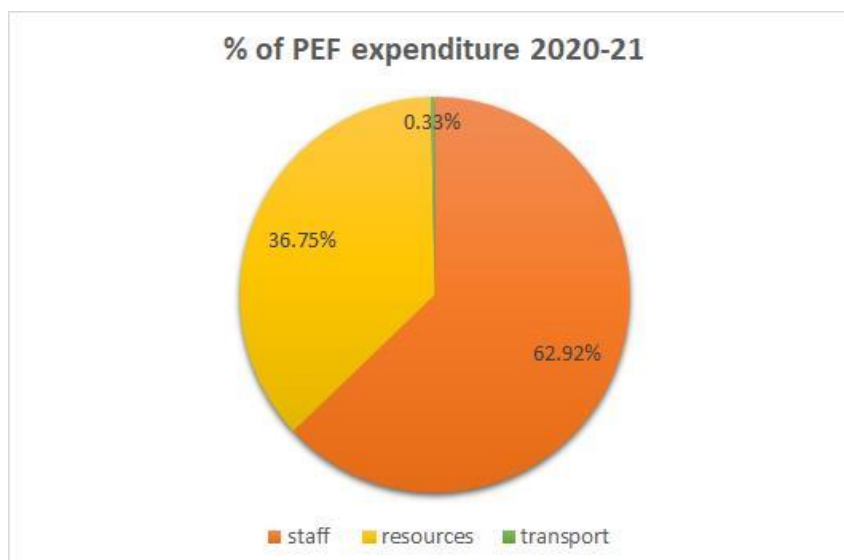
Figure 1: 2020/21 PEF Allocation by Sector



Expenditure for session 2020/21

In line with guidance, funding was allocated by schools for a range of purposes as identified through their self-evaluation processes. This expenditure focuses on two main areas of staffing and resources. The breakdown of this allocation for session 2020/21 is shown in Figure 2.

Figure 2: % Breakdown of PEF expenditure for 2020/21



Targeted use of PEF in session 2020/21

Evidence on how funding has been used and what impact this has had has been gathered by Education Services officers through analysis of school improvement plans, self-evaluation materials and standards and quality reports along with regular quality assurance discussions and visits with schools.

Schools concentrated on a range of approaches to enhance the universal provision and targeted interventions for children and young people, to support their reconnection with learning in school and address any gaps, for example:

- Several schools used a range of targeted literacy and numeracy interventions to support children's learning. In literacy specific programmes such as Hornet, Toe-by-toe, Word Aware, Talk Boost, POLAAR and Synthetic Phonics and in numeracy Power of One and Power of Two, Maths Circles and Numicon were implemented.
- A range of evidence-based interventions such as Wave Three, High Five and Precision Teaching are becoming well embedded in practice and schools have upskilled support staff to take forward planned interventions with the support of the Educational Psychology Team through regular on-line training opportunities.
- A number of schools have focused on the universal provision for all children within the classroom and ensuring that any barriers to learning have been reduced. This includes purchasing specific equipment and considering the learning environment and sensory needs of children and young people. They have invested in universal approaches including developing sensory rooms, outdoor learning resources, digital tools, literacy and numeracy curricular materials and play-based learning resources.
- Health and Wellbeing interventions and approaches ranged from the implementation of the Emotion Works programme to Mindspace counselling, Bounceback and emotional regulation resources. The success of these programmes will be built upon in session 2021-2022 along with the CIRCLE resource to ensure that all learners benefit from inclusive environments.
- There were successful examples of support for families during periods of remote learning with access to learning materials, including digital software.

Schools plan to continue supporting parents in the use of digital tools to enable them to support their children's learning at home.

Next steps include schools sharing the success of PEF interventions and highlighting best practice and use of the Closing the Gap Planning Tool to track the impact of planned interventions.

In 2020/21, PEF plans focused particularly on literacy, numeracy and health and wellbeing with a particular emphasis on the impact of COVID-19 where this was evident.

PEF plans included over two-thirds of targeted support focused on writing and listening and talking interventions, with approximately half of planned interventions focusing on reading, numeracy and health and wellbeing.

For example, a primary school invested in an attendance support worker to ensure children experienced a positive return to school. Pupil Equity Funding was also used to employ an outdoor learning tutor as well as an Active School's apprentice to support children's physical wellbeing and development of gross motor skills. This supported children to have positive experiences and gave them access to wider achievements.

During the periods of lockdown, remote learning and the return to school buildings, there remained a focus on maintaining strong relationships with families and PEF was used to support this work.

Schools outlined the targeted groups of children who required support, particularly those children and young people affected by poverty. Half of the planned interventions included a focus on early years vocabulary and over half included the investment in additional staff.

Case Study: Primary School example of effective use of PEF to raise attainment in literacy

In Letham Primary School, PEF funding was utilised successfully to target the raising of attainment in the Early Years in the core areas of literacy, building on good progress already in place.

The school has a high proportion of children in Acorn 4 (39%) and Acorn 5 (48%). Children entering Primary One had not completed a full year of in-person nursery education and it was identified that children within this group would benefit from additional literacy support. Assessments highlighted that nearly 40% of children had not met all of their Developmental Milestones whilst in nursery.

The strategy implemented included the purchase of high-quality resources and the appointment of an acting Principal Teacher. PEF funding was used to support children in the Early Years, particularly focusing on groups of children within the primary one stage.

The Principal Teacher's remit included providing strategic leadership, supporting high quality learning and teaching in the early years and taking a clear focus on closing the poverty-related attainment gap. Through careful planning, the following strategic approach was implemented:

- Attainment data including Acorn data, was carefully scrutinised and the team collaborated to identify the children who would most benefit from targeted support.

- A team approach was introduced to weekly planning, which included carefully planning targeted interventions and fully utilising support staff time to best effect.
- Early Childhood Practitioner time was carefully planned to support delivery of active literacy hour activities and the delivery of the literacy resource 'Talkboost' to targeted groups of children.
- The delivery and evaluation of focussed teaching sessions were appropriately differentiated to maximise children's progress in learning.
- The team worked to further develop a structured approach to play based learning in primary one to ensure that all children and young people's needs were effectively met.

An evaluation took place at the end of the session to assess the impact of the work that had taken place. It was evident that the investment in resources and additional staff had resulted in primary one attainment showing a positive picture in literacy, with little negative impact seen on attainment caused by lockdown.

Assessment information in May indicated that the majority of children within the Primary One class achieved expected levels in all areas of Literacy.

Case Study: Secondary School example of effective use of PEF to support children and young people's study skills and health and wellbeing

An effective example of after school support in St John's Academy was in relation to a homework hub which took place every Monday after school in the library.

Library staff supported the project which was supported by both primary and secondary teachers from within the school. This arrangement enabled children and young people from both primary and secondary stages to benefit from the support available and allowed this to become a whole school initiative.

Children and young people participated in a range of supported activities. For example, primary school pupils were given the time and space to complete their homework. Primary teachers were available to provide support where necessary.

Secondary pupils either used the support as an opportunity to benefit from class teachers helping ensure a quiet place to complete homework or help with specific 1-1 literacy or English support where needed as appropriate.

The teacher for physical education also attended planned sessions ensuring that there was a focus on health and wellbeing for children and young people.

Sessions were arranged at the end of school day and teaching time was partly funded by Pupil Equity Funding. The project proved to be popular with children and young people, particularly around the lead up to secondary assessment time.

To ensure that there was equity, and to enable all children to have the opportunity to participate in receiving support available, the headteacher arranged funding for Secondary pupils for free travel, via the local bus service. This ensured additional after school opportunities were not impeded by financial barriers.

Due to mitigations related to the pandemic, outdoor learning approaches were implemented with increased regularity and relevant learning resources were purchased to enhance learning experiences.

Other resources purchased to support children and young people included digital devices such as laptops and iPads, curriculum resources, classroom equipment and learning materials.

Case study: Use of PEF to enhance resources – Primary School example

Inch View Primary School utilised Pupil Equity Funding to deliver Art Therapy to groups of identified children. Funding was allocated to provide additional hours for a teacher to lead the initiative and also to purchase art materials and resources.

During attainment tracking meetings, teachers identified a number of children across the school requiring additional support in relation to their wellbeing. Discussions centred around emotional wellbeing, self-regulation and attendance. Dialogue with children and young people and use of wellbeing webs provided additional evidence to support in targeting children and young people. Of the children and young people identified, 60% were in Acorn within 4 and 5.

Professional discussion identified art activities as an effective approach in supporting wellbeing in the school. This resulted in Art Therapy sessions being offered.

Throughout session 2020-2021, identified children engaged in Art Therapy sessions. Over the course of 6-8 weeks, small groups of children attended weekly sessions within the school. Groupings were fluid, changing over the year in response to engagement from children and feedback from practitioners. The overall aim of the Art therapy sessions was to support wellbeing and improve engagement in learning.

The sessions were carefully planned to suit the needs of individual children within the group, for example developing self-regulation techniques or social skills. The process involved:

- Identifying children and assessing their needs.
- Planning art sessions with learner input.

- Engaging in weekly art therapy experiences with ongoing feedback from children and practitioners.
- Adapting sessions in response to feedback to suit needs of the children.

Children's artwork was displayed in an open area within the school and celebrated, eg through the use of social media. In addition, one learner's work was selected to appear on Mill Street as part of the Big Art Project 2020 which was available for public viewing.

Impact

Observations by practitioners and dialogue with children showed that the Art Therapy sessions had an encouraging effect on learner wellbeing and engagement. Examples of improvement include:

- Children attended the initial series of lessons with a focus on self-regulation and mindfulness techniques. This supported them to try new tasks, ask for support when required, to cope with change and being flexible.
- Children formed positive relationships with their peers in the small group setting which helped them during unstructured times like breaks and lunchtimes.
- Children in the upper stages made progress within their social groups and relationships with others. There was a notable increase in their confidence and ability to sustain friendships and manage conflicts.
- Children with English as a second language were supported to use art to express their thoughts and ideas. They were encouraged to engage in conversations within their group. Improvements in the levels of engagement were evident and this has increased confidence and the ability to communicate effectively with their peers.

Throughout session 2020/21, central teams of staff provided support to schools to implement targeted interventions. The Educational Psychology Service, Education Officers and the Education Scotland Attainment Advisor provided training, support and resources to schools and practitioners through a range of approaches including the Teacher Professional Learning Community SharePoint and the virtual Equity Network. This support allowed school leaders the opportunity to analyse their school data, identify gaps in learning for cohorts of children and young people and to plan suitable interventions to close gaps in learning. Practitioners were able to access key local and national resources and to share good practice across schools.

Monitoring and Evaluation of Impact

There is a requirement for each local authority to monitor and evaluate the use of PEF in schools including reporting to the Scottish Government.

Within Education Services, all School Improvement Plans, Standards and Quality Reports and Self-Evaluation documentation is analysed to gather information relating to the use of and impact of PEF. Quality Improvement officers discuss PEF plans with schools as part of their quality assurance activity each year.

One of the main functions of the Perth and Kinross Raising Attainment Board is to focus on the poverty related attainment gap and to monitor the impact of PEF in addressing this.

An area to be further developed in session 2021-2022 is school's evaluations of the impact of planned universal and targeted interventions. Schools will use the Closing the Gap Tool, which will enable each intervention to be assessed and progress to be evaluated.

Further support will be provided centrally to help schools make the best use of PEF and the Attainment Advisor will continue to support schools to develop and implement their plans.

Summary of Impact of PEF

Whilst there are early indications of the poverty-related attainment gap closing slightly in early primary, continued measurement is required to confirm established trends. Literacy and numeracy levels of Acorn 4 and 5 school leavers has improved over recent years. At Level 4, four fifths of ACORN 4 and 5 leavers achieve both these awards. At Level 5, progress has been steady with 54% achieving both literacy and numeracy at this level, compared to 44% in 2016.

To improve attainment particularly in literacy and numeracy, schools used key information from within their school data profiles to track individual and class progress over session 2020-2021. PEF was used to provide universal approaches particularly in curricular programmes in writing, reading and numeracy such as Read, Write Inc, Big Writing, Accelerated Reading and Numicon. Schools reported that embedding programmes into learning and teaching practice had contributed to the overall progress for identified learners.

To support with closing the gap in literacy and numeracy, several schools embedded evidence -based interventions into their practice, along with tried and tested programmes. For example, a large primary school reported that targeted literacy approaches had increased children's spelling ages by 60%. Additionally, 90% of children within their early year's classes knew all their initial sounds after focused work and children completing targeting reading support successfully re-joined their class reading groups. The schools reported an increase in learner participation, engagement and confidence.

Improvement in children and young people's health and wellbeing continued to be a core priority for all schools, especially in relation to the impact of the Covid pandemic on children and young people's emotional, physical and mental wellbeing.

Universal approaches included the implementation of programmes such as Emotion works, Circle and Bounceback. Schools focused on utilising their learning spaces to their full potential and investing in outdoor learning resources to help children and young people actively re-engage with learning.

There was a continued focus on the improvement in employability skills and sustained, positive school leaver destinations for all young people. Schools invested in staff to support learner participation, for example a secondary school employed a Wider Achievement and Equity Officer using PEF, to support the development of wider achievement opportunities for all pupils and create systems for monitoring their participation. The school aimed to create an inclusive environment in which all young people found a pathway to success. The school actively encouraged pupils to engage with the world of work in all areas and interests. These happened at every age and stage of their school career from P1-S6, giving pupils a wide number of experiences. A key to success was the school's collaboration with partners which included local businesses, farms and estates.

Key actions for session 2021/22

In order that the use of PEF continues to be monitored and evaluated, Education Services will ensure that there is:

- Continued promotion of and support to schools in the delivery of evidence-based interventions to target aspects of literacy, numeracy and health and wellbeing.
- Further development of the online Closing the Gap Planning Tool to support planning and tracking of individual pupil progress and monitoring of impact.
- Implementation of a programme of training in Improvement Methodology to support with measuring and evaluating impact of interventions.
- Regular reporting and analysis of progress to the Raising Attainment Board.
- Implementation of the strategic plan for Covid Recovery, which will include delivering and tracking evidence-based interventions and approaches which demonstrate clear impact on improving outcomes for learners.

CONCLUSION

The report outlines the continuous activity and progress across ECS to tackle closing the poverty-related attainment gap through the use of Pupil Equity Funding.

The poverty related gap remains a key focus, and this has been further impacted by the Covid pandemic, affecting existing inequalities in income and poverty. The activities described, and the successes outlined, are part of a long-term and sustained endeavor to achieve equity in school education.

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

3 November 2021

LEARNING ESTATE STRATEGY AND LEARNING ESTATE MANAGEMENT PLAN

**Report by Executive Director (Education and Children's Services)
(Report No. 21/202)**

PURPOSE OF REPORT

This report seeks the approval of the Perth and Kinross Learning Estate Strategy which is attached as Appendix 1. This updated Strategy follows the launch of the Scottish Government's Learning Estate Strategy. Approval is also sought for the Learning Estate Management Plan (LEMP) (Appendix 2).

1. BACKGROUND/MAIN ISSUES

- 1.1 The Learning Estate is a significant and valuable asset to the communities of Perth and Kinross. Perth and Kinross Council has invested £81m since 2015/2016 and between 2021 and 2029, the Council (PKC) will invest a further £160m in the Learning Estate.
- 1.2 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.
- 1.3 The Council's most recent School Estate Strategy was approved by this committee in 2012 and was aligned to the Scottish Government's strategy "Building Better Schools: Investing in Scotland's Future".

Scotland's Learning Estate Strategy

- 1.4 The Scottish Government, COSLA and other partners have co-produced a new strategy "[Scotland's Learning Estate Strategy: Connecting People, Places and Learning](#)".
- 1.5 This new strategy has been published in the context of the refreshed National Performance Framework. The Strategy emphasises that quality education and its associated infrastructure is key to delivering many of the national outcomes which will provide 'opportunities for all of Scotland to flourish'. The Strategy details the specific national outcomes to which it primarily relates as:
 - We grow up loved, safe and respected;
 - We are well educated, skilled and able to contribute to society;
 - We are healthy and active;
 - We live in communities that are inclusive, empowered, resilient and safe;

- We have thriving and innovative businesses with quality jobs and fair work for everyone; and
 - We have a globally competitive, entrepreneurial, inclusive and sustainable economy.
- 1.6 The vision of the national strategy is ‘a Learning Estate which supports Excellence and Equity for all’.
- 1.7 The new national Learning Estate Strategy is for colleges and universities as well as schools and early learning and childcare (ELC). There is also an aspiration that other wider public sector estate strategies should link to this strategy.
- 1.8 The Strategy expects that organisations responsible for estates strategies, and in particular, Learning Estates strategies, will consider the key objectives and guiding principles of the national strategy. It is expected that the principles set out in the national strategy will be used to shape the future context of joined up investment planning and prioritisation across the Learning Estate and localities.
- 1.9 The principles detailed in the national strategy are as follows:
- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
 - Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
 - The Learning Estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
 - The condition and suitability of learning environments should support and enhance their function;
 - Learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle;
 - Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled;
 - Outdoor learning, and the use of outdoor learning environments, should be maximised;
 - Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
 - Collaboration across the Learning Estate, and collaboration with partners in localities, should support maximising its full potential; and
 - Investment in Scotland’s Learning Estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Developing the Perth and Kinross Learning Estate Strategy

- 1.10 A new PKC Learning Estate Strategy (Appendix 1) has been developed which considers the management and development of the Learning Estate within the context of the new national strategy.

- 1.11 The current PKC School Estate Strategy is delivered by officers and teams throughout the Council with support from other organisations in the private and public sector. The starting point for the new PKC Learning Estate Strategy, therefore, was a series of meetings held with colleagues across the Council. The objectives of the meetings were to:
- Scan the environment to consider the context in which the Strategy will be delivered;
 - Consider to what extent we already deliver the 10 principles detailed in 1.9; and
 - Identify opportunities for improvement.
- 1.12 Secondary school Headteachers and primary school Headteachers were consulted on the Strategy through the Secondary Headteachers Executive Group and the Primary Headteachers Executive Group.
- 1.13 In developing the strategy, consideration was given to other Councils' plans and strategies, and in particular, engagement took place with officers from Aberdeenshire Council, Angus Council, Clackmannanshire Council and Dundee City Council.

2. PROPOSALS

Perth and Kinross Council Learning Estate Strategy

- 2.1 The attached Learning Estate Strategy (Appendix 1) reflects information gathered through the process detailed above. An overview of how Perth and Kinross currently delivers on each principle is contained in the Strategy. Case studies are also provided to evidence the practical outcomes of the work that is taking place.
- 2.2 Overall, there are significant synergies between how the Council currently develops and manages the Learning Estate and the principles in the new national Learning Estate Strategy.
- 2.3 The Learning Estate Strategy aligns with and complements the Council's recently approved Investment Blueprint and 30-year Investment Plan. Representing approximately 80% of the Council's property estate, the Learning Estate Strategy will help to inform development of the Council's Corporate Property Asset Management Strategy which will set out the future strategy direction for all Council owned property assets.
- 2.4 However, in considering the principles, it has also been possible to identify opportunities for improvement. The commitments which the strategy proposes are:
- We will encourage a place-based collaborative, consultative approach to our management of the Learning Estate;
 - We will revise our plans for the Learning Estate based on the Council's '30-year Blueprint for Investment';

- We will manage and develop the Learning Estate to progress towards low carbon targets; and
- We will increase our focus on outdoor learning environments when managing and developing the Learning Estate.

2.5 The strategy details actions which will be taken in order to deliver these commitments. Some of the key actions are:

- We will use our Capital Prioritisation Framework to develop plans for investment beyond the current 10-year Capital Programme, taking into account any place-based priorities;
- We will consider how we can manage the Learning Estate in line with the Perth and Kinross Offer and as part of the Council's 30-year Capital Investment Blueprint;
- We will work with Learning Estate users to encourage behavioural change which supports low carbon targets;
- We will increase pupil participation in development of the learning environment in lines with the principles of the United Nations Convention on the Rights of the Child (UNCRC); and
- We will review outdoor learning facilities and develop a programme for improvement.

The Learning Estate Management Plan (2021)

2.6 The Learning Estate Strategy will be delivered through the LEMP which is supported by the Capital Programme. The LEMP is attached as Appendix 2 of this report. The LEMP is a working document which will be revised every three years.

2.7 The LEMP gives an overview of the Learning Estate, which consists of 70 primary schools, 11 secondary schools, 1 stand-alone nursery and 1 additional support needs (ASN) school. Condition, suitability and sufficiency of each establishment is detailed within the LEMP.

2.8 The LEMP puts forward proposals to change the capacity of 4 schools:

School	Current Capacity	Proposed Revised Capacity	Reason for change
Coupar Angus Primary School	333	269	Expansion of nursery for 1140 hours and inclusion of specialist ASN provision which utilised available classroom spaces. The school roll at Census 2020 was 142 pupils, operating from 7 classes. The current capacity of 333 is based on 11 classes and the proposed revised capacity of 269 is based on 9 classes.

School	Current Capacity	Proposed Revised Capacity	Reason for change
Dunbarney Primary School	207	232	The capacity of 207 is based on 7 classes and the proposed revised capacity of 232 is based on 8 classes. The school has been operating from 8 classes since school session 2012/13. The planning capacity has not changed to date as the school roll has not exceeded the capacity of 207.
Newhill Primary School	423	456	The capacity of 423 is based on 14 classes and the proposed revised capacity of 456 is based on 15 classes. The school has been operating from 15 classes since school session 2017/2018 as part of working capacity arrangements. The planning capacity has not changed to date as the school roll has not exceeded the capacity of 423. There are 7 general purpose spaces across the campus and Scottish Government guidance suggests 3 general purpose spaces would be required as a minimum.
St Ninians Episcopal Primary School	150	99	The capacity of 150 is based on 6 classes and the proposed revised capacity of 99 is based on 4 classes. The addition of a nursery for the expansion to 1140 hours for ELC has utilised available classroom space to support a sustainable school roll for the school.

2.9 There are a number of areas, detailed in the LEMP, which are driving the investment in the Learning Estate. These are:

- The School Estate Transformation Programme which considers condition, suitability and occupancy/sufficiency; and
- Life Expired Buildings.

In addition to these core prioritisation factors; other areas will also drive the prioritisation of projects. These are:

- Accessibility/ASN;
- Digital Learning;
- ELC;
- Energy Efficiency and Low Carbon;
- Locality Planning/Local Place Plans;
- Outdoor Learning;
- The Corporate Capital Investment Blueprint; and
- Universal Free School Meals.

- 2.10 Information on progress of the School Estate Transformation Programme, the ELC Capital Programme and the Learning Estate Capital Investment Programme is detailed in the LEMP.
- 2.11 A PESTLE analysis, which is detailed in the LEMP, considers the political, economic, social, technical, legal and environmental influences on the Learning Estate. Among the key areas for consideration are:

Category	Drivers
Political	<ul style="list-style-type: none"> • 30-year blueprint for Scotland's infrastructure • Scottish Government Learning Estate Investment Plan • Council's Investment Blueprint and 30-year Investment Plan • After school and holiday care • Gaelic Medium Education • Additional Support for Learning (ASL) Review
Economic	<ul style="list-style-type: none"> • Increased demand on the construction industry • Tender price inflation
Social	<ul style="list-style-type: none"> • The Perth and Kinross Offer • Population change
Technical	<ul style="list-style-type: none"> • Digital Strategy • Construction Quality • Revised Building Standard Regulations • Council's Interim Climate Emergency Report • Net Zero Low Carbon Building Standard
Legal	<ul style="list-style-type: none"> • The Education (Scotland) Act 2016 • The Community Empowerment (Scotland) Act 2015 • United Nations Convention on the Rights of the Child
Environmental	<ul style="list-style-type: none"> • Protecting Scotland's Future: The Government's Programme for Scotland 2019-2020 – net zero carbon targets • COVID-19 measures

- 2.12 One of the key areas linked to the Perth and Kinross Offer is the Investment Blueprint for the Future, which was approved by Council on 6 October 2021 ([Report No. 21/180 refers](#)). The Blueprint is intended to help the Council identify future investment priorities and to establish a more transparent and flexible approach to investment decision making, ensuring that capital investment fits with delivery of the Perth and Kinross Offer and is responsive to the changing needs within our communities.
- 2.13 The LEMP includes the actions detailed in paragraphs 2.4 and 2.5. In addition, it details ongoing actions which will be delivered through the Transformation Programme, Capital Programme and Asset Management.

Some of these key actions are as follows:

- A Statutory Consultation to develop a catchment area for the new primary school at Bertha Park;
- A capital project to build a new primary school at Bertha Park by summer 2026;
- A replacement building for Perth High School on the current site;

- A new school to replace Balhousie Primary and North Muirton Primary will be built on the site of North Muirton Primary School, with an estimated completion date of Easter 2023;
- Replacement of Blairgowrie Recreation Centre, with an estimated completion date of November 2023;
- Audio Video (AV) and Wi-Fi upgrades throughout the estate to facilitate the Digital Strategy;
- Energy savings/climate change measures in school buildings; and
- A review of the Perth City Secondary Estate.

3. CONCLUSION AND RECOMMENDATIONS

- 3.1 The PKC Learning Estate Strategy recognises the importance of the Learning Estate in delivering some of the primary objectives of the Council and the Scottish Government.
- 3.2 The strategy details the overall strategic context of the Strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.
- 3.3 The Learning Estate Strategy provides a framework through which PKC can aspire to have a Learning Estate which enhances learning and makes a difference to communities.
- 3.4 The strategy will be delivered by the LEMP and supported by the Capital Programme. The LEMP will be adapted to support delivery of the Perth and Kinross Offer as part of the Council's 30-year Capital Investment Blueprint.

It is recommended that the Committee:

- (i) Notes that the management of the Learning Estate in Perth and Kinross aligns well with the national Learning Estate Strategy;
- (ii) Notes that there are plans that the Learning Estate Strategy aligns with, and complements, the Council's Investment Blueprint. The Learning Estate Strategy will help to inform development of the Council's Corporate Asset Management Strategy;
- (iii) Approves the Perth and Kinross Learning Estate Strategy attached as Appendix 1;
- (iv) Approves the Perth and Kinross Learning Estate Management Plan (LEMP) attached as Appendix 2; and
- (v) Approves the revised capacities in paragraph 2.8 of this report which are detailed in the LEMP, attached as Appendix 2.

Authors

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Approved

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All Council Services can offer a telephone translation facility.

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	Yes
Sustainability (community, economic, environmental)	Yes
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 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 reports.

Workforce

- 2.2 There are no direct workforce implications arising from this report.

Asset Management (land, property, IT)

- 2.3 There are no direct asset management implications arising from this report other than those reported within 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.

- 3.1.1 The information contained within this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following Outcome: 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 Although the Strategy itself does not meet the requirements of the Act for further assessment as it will not lead to development, in the interest of good practice a SEA pre-screening exercise has been carried out. The pre-screening process determined that no further action is required.

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.

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report.
- 3.5 N/A

Risk

- 3.6 The key risks for the LEMP are detailed in the LEMP.

4. Consultation

Internal

- 4.1 The Executive Officer team, Corporate Strategic Investment and Improvement Board (SIIB), Head of Property Services, Secondary Headteachers Executive Group and the Primary Headteachers Executive Group have been consulted in the preparation of this report. Officers from all Services who support management and development of the Learning Estate Strategy and Management Plan have also been consulted and contributed the reports.

External

- 4.2 As per the main report benchmarking took place with other Local Authorities.

5. Communication

- 5.1 Communications plans are in place for the School Estate Transformation Programme and the Capital Programme which form the basis of the Learning Estate Management Plan.

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

- 3.1 Appendix 1 – PKC ECS Learning Estate Strategy November 2021
Appendix 2 – ECS Learning Estate Management Plan November 2021



“Connecting People, Places and Learning”

Learning Estate Strategy • November 2021



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



What is the Learning Estate?

Education & Children's Services (ECS) provide a wide range of services to all communities in Perth and Kinross including Education (Early Years, Primary, Secondary and Additional Support Needs) and Children, Young People and Family Services.

In order to provide these services, ECS, along with other Services, manages a large number of property assets including schools, community campuses and child and family centres.

The Learning Estate consists of 70 primary schools, 11 secondary schools, 1 stand-alone Nursery¹, and 1 Additional Support Needs (ASN) school.

The Learning Estate needs to be fit for purpose to provide modern public services that meet the current and future needs of our communities.

Why do we need a Learning Estate Strategy?

Schools are integral parts of the communities they serve. They impact on the lives of not only pupils and their families, but on the wider community, including adult learners, library users, sports enthusiasts, businesses and members of clubs and associations. They provide local employment and access to facilities, which would otherwise not be available in the local community and often provide a focus for community life.

It is important that such a significant and valuable asset is managed in an efficient and effective manner while meeting the wider strategic objectives of the Council and benefiting our communities.

Our strategy considers the development and management of the Learning Estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to our communities.

¹ Due to flooding, City of Perth Early Childhood Centre (COPECC) (stand-alone nursery) is currently operating within Goodlyburn Primary School on an interim basis.



How does the Learning Estate fit the wider strategic context?







The Learning Estate is a significant asset which is fundamental to the delivery of national and local outcomes leading to improved lives for the people of Perth and Kinross.

National Outcomes




The Scottish Government and COSLA have shown their commitment to invest in the Learning Estate through their strategy 'Scotland's Learning Estate Strategy: Connecting People, Places and Learning'. The national strategy recognises the importance of the Learning Estate in supporting outcomes that are necessary for a more successful Scotland.

The national Learning Estate Strategy is aligned to the education policy aims set out in the National Improvement Framework (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.

The strategy details the specific national outcomes to which it primarily relates as:

-  *we grow up loved, safe and respected;*
-  *we are well educated, skilled and able to contribute to society;*
-  *we are healthy and active;*
-  *we live in communities that are inclusive, empowered, resilient and safe;*
-  *we have thriving and innovative businesses with quality jobs and fair work for everyone; and*
-  *we have a globally competitive, entrepreneurial, inclusive and sustainable economy.*

Our Learning Estate should support the three key national education and skills priorities:

-  *Getting It Right For Every Child (GIRFEC);*
-  *Curriculum for Excellence; and*
-  *Developing the Young Workforce (DYW).*






Perth and Kinross Outcomes

These national outcomes are reflected in the Perth and Kinross Community Plan/Local Outcome Plan 2017-2027.

The vision of the Community Planning Partnership is:

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

We have five strategic objectives to deliver our vision:

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



The Learning Estate Strategy aligns with and complements the Council's recently approved Investment Blueprint and 30-year Investment Plan. Representing approximately 80% of the Council's property estate, the Learning Estate Strategy will help to inform development of the Council's Corporate Property Asset Management Strategy which will set out the future strategy direction for all Council owned property assets.

Aligned with the national and local priorities are specific Education & Children's Services priorities, which the Learning Estate and the Strategy must support. These are to:

- 🌸 *Raise achievement for all.*
- 🌸 *Support and protect vulnerable children and families.*
- 🌸 *Improve the quality of life for individuals and communities.*
- 🌸 *Enable the delivery of high-quality public services.*



What are our aspirations for the Learning Estate?

The shared vision of local government and the Scottish Government for the Learning Estate is articulated in ‘*Scotland’s Learning Estate Strategy: Connecting People, Places and Learning*’. This vision is for:

“a Learning Estate which supports excellence and equity for all”.

The guiding principles of the national strategy and therefore of our Learning Estate strategy are as follows:

- 1 Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.*
- 2 Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.*
- 3 The Learning Estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.*
- 4 The condition and suitability of learning environments should support and enhance their function.*
- 5 Learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle.*
- 6 Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.*
- 7 Outdoor learning, and the use of outdoor learning environments, should be maximised.*
- 8 Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision-making processes should lead to better outcomes for all.*
- 9 Collaboration across the Learning Estate, and collaboration with partners in localities, should support maximising its full potential.*
- 10 Investment in Scotland’s Learning Estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.*



What is influencing our future direction?

The Learning Estate has been developed over many years and will continue to support our local and national priorities for years to come. The longevity of the Learning Estate requires it to adapt to changes in learning, legislation, technology and society.

Key drivers for change in the life of this Strategy are considered in terms of political, economic, social, technical, legal and environmental influences on the Learning Estate and the Learning Estate Strategy. The detailed PESTLE analysis is contained in the Learning Estate Management Plan (**Appendix 2**).

Category	Drivers
Political	<ul style="list-style-type: none"> 30-year blueprint for Scotland's infrastructure Scottish Government Learning Estate Investment Plan Council's Investment Blueprint and 30-year Investment Plan After-school and holiday care Gaelic Medium Education Additional Support for Learning (ASL) Review
Economic	<ul style="list-style-type: none"> Increased demand on the construction industry Tender price inflation
Social	<ul style="list-style-type: none"> The Perth & Kinross Offer Population change
Technical	<ul style="list-style-type: none"> Digital Strategy Construction Quality Revised Building Standard Regulations Council's Interim Climate Emergency Report Net Zero Low-Carbon Building Standard
Legal	<ul style="list-style-type: none"> The Education (Scotland) Act 2016 The Community Empowerment (Scotland) Act 2015 United Nations Convention on the Rights of the Child
Environmental	<ul style="list-style-type: none"> Protecting Scotland's Future: The Government's Programme for Scotland 2019-2020 - net zero-carbon targets COVID-19 measures



What opportunities do we have for improvement?

The aim of this strategy is to deliver on the vision and the aspirations of the 'Scotland's Learning Estate Strategy: Connecting People, Places and Learning' report.

The basis of the national strategy is a set of principles, which we would seek to aspire to.

We have reviewed the processes, strategies and policies that Perth and Kinross have in place which deliver on the principles of the Scottish Government Learning Estate Strategy. This is detailed in **Appendix 1A**.






Overall there are significant synergies between how we manage the Learning Estate and the principles of the new national Learning Estate Strategy.

However, we have identified opportunities for improvement that we will take forward as part of this new strategy which are as follows.

1 We will encourage a place-based, collaborative, consultative approach to our management of the Learning Estate.

(Principles 5, 8, 9 and 10)

Actions:

-  *We will collaborate with the Corporate Asset Management Team and other public sector partners to improve the effective use of the wider property portfolio in geographic areas, including promoting the use of schools for community-based activities.*
-  *We will engage with place-based activities in other Services, including the development of Local Place Plans (LPPs).*
-  *We will continue to engage with users and communities, as part of our place-based approach to developing the Learning Estate. We will focus on improving our engagement through using the Council's consultation toolkit, guidance and consultation hub. We will benchmark with other local authorities (LAs) on engagement with parents, pupils and communities.*
-  *We will improve our engagement with children and young people as part of our responsibilities under the United Nations Convention on the Rights of the Child (UNCRC).*
-  *We will also consider how we can manage the Learning Estate in line with The Perth & Kinross Offer.*

2 We will develop a plan for the Learning Estate to form part of the Council's '30-year Blueprint for Investment'.

(Principle 3)



Actions:

-  *We will use our prioritisation framework to develop plans for investment beyond the current 10-year capital programme, taking into account any place-based priorities.*
-  *As part of the Blueprint, we will review the secondary school estate.*

3 We will manage and develop the Learning Estate to progress towards low-carbon targets.

(Principle 5)


Actions:

-  *All public buildings are intended to be exemplars of best practice of a low-carbon estate. The Learning Estate forms a significant part of the Perth and Kinross property estate, therefore, it is highly likely that all new-build properties and major extensions will have either low-carbon or zero-carbon considerations within the design solutions.*
-  *Behaviours can also have a positive impact on reducing carbon and we will work with colleagues, pupils and other Learning Estate users to encourage behaviours which support low-carbon targets.*

4 We will increase our focus on outdoor learning environments when managing and developing the Learning Estate.

(Principles 1,3,6,7)

Actions:

-  *We will consider the outdoor learning environment in the planning and development of all capital projects.*
-  *We will review outdoor learning facilities across the Learning Estate, in line with the Council's Play Strategy and plan a programme of improvement.*



Summary

The purpose of this strategy is to recognise the importance of the Learning Estate in delivering some of the primary objectives of the Council and the Scottish Government, and to ensure that we have a clear understanding of where we want to be, and how we get there.

This strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

Our conclusion is that we are already focused on many of the principles of the national strategy, however, there are a number of key areas for improvement through this strategy. These actions will be taken forward through the Learning Estate Management Plan (LEMP) which partners this strategy.



Principle 1

Learning environments should support and facilitate excellent joined-up learning and teaching to meet the need of all learners.





Young people are sensitive to their environment and need spaces that inspire and motivate them. They respond to colour, natural light, a sense of space, access to technology and quality of facilities, which make them feel valued and respected.

At the core of recent pedagogical development is the concept of personalised learning, driving toward improving educational outcomes for the individual through tailoring learning toward the needs of the individual. As new patterns of learning and teaching are being developed, learning spaces are required which are adaptable to accommodate whole class, collaborative group work, paired learning and individual study.

In terms of new school builds, significant work has taken place to develop a standard brief of requirements and technical standards on which designs are based. These documents are updated through lessons learned, which includes feedback from pupils and staff, and changes in regulation or guidance. The brief and technical standards are designed to enhance the teaching and learning environment and create a consistent approach.

Although the brief of requirements and technical standards also apply for refurbishment projects, it is not always possible to achieve all of the desired outcomes due to restrictions of the existing buildings and sites.

In addition to new-builds and major refurbishment projects, there are a number of programmes which improve learning environments. These include:

-  *technical upgrades to improve practical learning environments;*
-  *furniture and blind upgrades;*
-  *accessibility; and*
-  *Wi-Fi and audio-visual upgrades.*



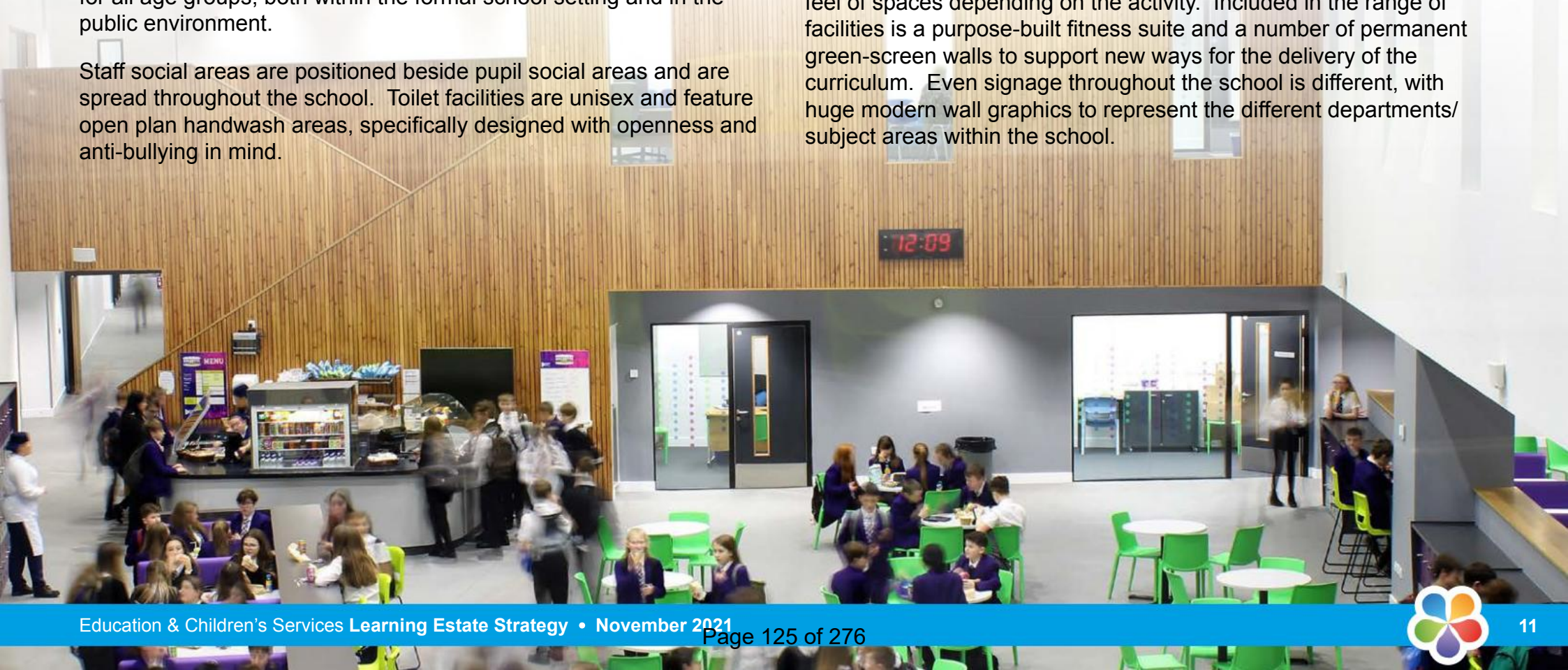
Case Study: Bertha Park High School

Bertha Park High School is the latest addition to the Perth and Kinross Learning Estate. Taking into account '*lessons learned*' from previous school construction projects, this brand-new school, which opened in August 2019, was designed taking on board the latest guidance and in consultation with a range of principal teachers and educational specialists. The results are a flexible and modern learning environment designed to meet the needs of all learners.

The school provides well-designed spaces, both internally and externally, that encourage opportunities for positive social interaction for all age groups, both within the formal school setting and in the public environment.

Staff social areas are positioned beside pupil social areas and are spread throughout the school. Toilet facilities are unisex and feature open plan handwash areas, specifically designed with openness and anti-bullying in mind.

The new school is a barrier-free environment, ensuring full access for the integration of learners and other users. Throughout the school, spaces are flexible and multi-use, for example, the central amphitheatre/stage area, situated at the heart of the school, provides a space for staff and pupils to come together and it can be used for school meetings or evening stage performances. The stage itself doubles as a dance studio, which can also be closed off to form a sealed quiet space for use during exam periods. Learning Plazas can be used for teaching and as social spaces, designed with furniture that can be quickly reconfigured to change the shape and feel of spaces depending on the activity. Included in the range of facilities is a purpose-built fitness suite and a number of permanent green-screen walls to support new ways for the delivery of the curriculum. Even signage throughout the school is different, with huge modern wall graphics to represent the different departments/subject areas within the school.











Principle 2

Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.

Wellbeing

ECS has a Health, Safety and Wellbeing Consultative Committee which oversees performance monitoring, training and incident reporting data on a quarterly basis. A range of services, processes and procedures are in place to ensure the wellbeing of children within the school buildings and grounds. These include:





-  cyclical building condition surveys;
-  planned preventative maintenance regimes;
-  reactive maintenance;
-  equipment maintenance and testing;
-  fire safety and compliance;
-  management of any asbestos containing materials in buildings;
-  risk assessment; and
-  health, safety and wellbeing training courses.

Inclusion

At Perth & Kinross Council, we believe that inclusive education is the foundation for an inclusive society and is the responsibility of everyone. We aim to value diversity and support an ambition for all children and young people to achieve their full potential.

We recognise that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning, implementation and monitoring processes for all Council services, including the learning environment.

We support inclusion through:

-  *our Accessibility Strategy 2019-21 recognises the Curriculum for Excellence as the totality of experiences which are planned for children and young people through their education, wherever they are being educated;*
-  *making accessibility and inclusion a fundamental part of our design standards resulting in new or upgraded school buildings being accessible and inclusive where possible;*
-  *an ongoing accessibility programme which focuses on Disability Discrimination Act (DDA) upgrades; and*
-  *making adaptations for individuals to ensure that the school building and outdoor space meets their needs.*

Transition

The learning environment can support learner transitions. More than 50% of our school buildings accommodate nursery children. Where possible, these children are accommodated next to early years classrooms, allowing for joint learning opportunities and familiarisation in order to ease transition. The incorporation of break-out spaces in our design standards, encourages this approach across all stages and ages.

Case Study: Personal Care Room Coupar Angus Primary School


A key priority has been to provide improved changing spaces within schools. In August 2021, a personal care room was installed within the ASN base at Coupar Angus Primary School. Feedback regarding this project is provided here by the Headteacher:




“The personal care room has made a big difference to pupils in the Intensive Support Provision and also the staff. The pupils now have a bathroom which meets their needs fully and affords them some dignity during personal care routines. There is space to allow them to learn dressing, teeth brushing and other self-care skills, and they no longer have to share the space with other pupils, so there is more privacy. The location of the room (nearer to the classroom) means that transitions are much easier and less time consuming, allowing support staff to return to class much quicker to help support the learning for all pupils. The new electric, adjustable bed is of great benefit, being safer for both staff and pupils. Staff no longer have to lift pupils which is safer for both parties, and the bed can be raised to a comfortable height to avoid the risk of back pain or injury due to bending.”









Principle 3

The Learning Estate should be well-managed and maintained, making the best use of existing resources, maximising occupancy and representing and delivering best values.

Since 2016, we have been progressing with our **School Estate Transformation Programme** . This programme seeks to:

-  *maximise occupancy of our school buildings;*
-  *ensure that all school buildings are rated as A or B, ie at least satisfactory for condition and suitability; and*
-  *prioritise life-expired buildings within the Learning Estate for replacement.*

The outcomes of the programme to date are:

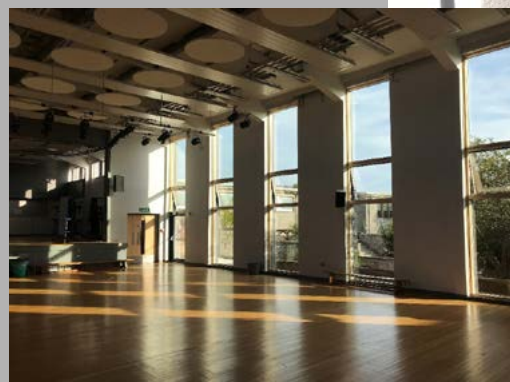
-  *the planned refurbishment of two primary schools;*
-  *a new primary school to replace two existing primary schools;*
-  *new nursery accommodation to promote an increased primary school roll in two schools;*
-  *the permanent closure of three primary schools;*
-  *a new school to accommodate children from housebuilding to the North and Northwest of Perth City; and*
-  *the development of the Highland Perthshire Learning Partnership (HPLP) (see Principle 9 case study).*

The capital programme for the Learning Estate is prioritised through an integrated investment process which allows key priorities to be identified through bringing together the priorities and resources from both ECS and Property Services. Corporate Asset Management also contributes towards the prioritisation of investment through consideration of locality planning.



Best value in the Learning Estate is also supported by the following Council strategies:

- ✿ *Energy Policy and Strategy;*
- ✿ *Property Asset Management Strategy;*
- ✿ *Property Maintenance Strategy and Investment Plan; and*
- ✿ **Procurement Strategy** .



Case Study: 1140 Hours Programme

By August 2021, all 3 and 4-year-olds and some eligible 2-year-olds were entitled to 1140 hours of funded Early Learning and Childcare (ELC). In planning for the expansion, the Council looked to existing resources in order to meet the demand for spaces.

The project team undertook an extensive review and developed a proposed profile of provision across 11 local geographical areas (ELC groups). These geographical areas were based on ensuring that there is a mix of local authority, private provider/voluntary settings within reasonable travelling distances for families.

Officers audited all nurseries to determine the use of space and whether accommodation within the school could be used to extend current provision.

A significant programme of works took place to increase the physical capacity of the nursery estate without adding to the Council's asset base.

The programme included:

- ✿ *1 standalone nursery building;*
- ✿ *4 extensions;*
- ✿ *12 refurbishments/reconfigurations; and*
- ✿ *2 outdoor provisions.*

In certain locations (eg, Letham and Rattray Primary Schools), these works were planned to coincide with larger improvement works to school infrastructure, resulting in improvements to the wider school learning environment.

The 1140 hours expansion programme is an excellent example of delivering best value through maximising occupancy and making the best use of existing resources.

Principle 4

The condition and suitability of learning environments should support and enhance their function.

Condition is a measure of the current state of the fabric of the school building and whether it is safe and secure. We undertake condition surveys on a risk-based approach and examine various areas such as electrical, mechanical and building elements.

Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum. We undertake suitability surveys on a cyclical basis within schools. This allows us to determine how well spaces are being used in ways that contribute to supporting the delivery of the curriculum and identify any areas where improvements require to be made to enhance their function.

The Council currently has a robust process in place for collecting data on the condition and suitability of our Learning Estate. This data is collected and reported in line with Scottish Government Core Facts and is held in our Property Management System; Concerto. Data is assessed in line with Council strategies to identify programmes of work for building maintenance to sustain the life of existing properties and identify the need for new build construction projects where appropriate.



Case Study: Replacement of Kinross Primary School

Kinross Primary School was replaced as a result of assessment of all the available information on condition. The school was identified as being in condition C (Poor - showing major defects and/or not operating adequately) with a suitability rating of B (Satisfactory - performing well but with minor problems). It had a separate, temporary nursery building and the level of maintenance to sustain the life of the building was uneconomical. The need for a replacement school was identified and added to the Investment Programme. The new energy-efficient Kinross Primary School opened in 2017. Some of the things that parents and pupils told the school were:

"Friendly, energetic, secure. Space of creative learning opportunities."

"Fantastic environment promoting inclusion, transparency and open learning."

"I love that we are growing plants and herbs next to the reading shack."
(Joseph)

"The new school is a lovely environment with lots of space and room to work."
(Maisie)

"I like the climbing wall."
(Lexie)

"I think it is a fabulous building that stands out."
(Lucy)

"I like the playground very much."
(Sophie)

Principle 5
Learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle.

ECS is responsible for the delivery of services for children, young people and families and people in the justice system. We recognise that the Learning Estate provides high-quality environments across all our priorities for working with children, young people and families: the best start; learning and achievement; health and wellbeing; care and equity; and safety and protection. This can vary from opportunities to deliver support for mental health and wellbeing, youth work and in some cases providing a staff base for youth workers, social work teams and places for families to meet with the team of professionals working with them. For example, the Children & Families Social Work Team for Strathearn and Kinross are based all-year round at The Community School of Auchterarder.

The statutory obligation to support meaningful contact between children, their brothers and sisters, as well as extended family, has been increased in 2021. It is therefore a priority that the provision of easily accessible, local, quality spaces for this is available within the Learning Estate. The implementation of this strategy for ECS will help ensure we meet our statutory responsibilities across all the communities in Perth and Kinross.

We have also created a focus for educational, civic and cultural life through our six community campus buildings. The campuses are based in Aberfeldy, Blairgowrie, Crieff, Kinross and Perth.

The larger campuses at Strathearn Community Campus (Crieff), Loch Leven Community Campus (Kinross), Breadalbane Community Campus (Aberfeldy) and North Inch Community Campus (Perth) are termed '*hub*' campuses as they offer a wide range of services. All facilities within the community campuses are available for individual, club and organisation hire.

The wider community facilities available in campuses include libraries, registration services, museums and leisure including swimming.

A number of different Council teams work from integrated team bases at the campuses at Loch Leven, Breadalbane, North Inch and Strathearn. These include staff from Housing, Roads, Countryside Rangers and Registration.

In addition to the community campuses, there are 28 schools currently available for let² to the wider community. Accommodation available for hire varies but typically includes assembly halls, sports halls, gymnasiums, theatre and Astro turf pitches.

Case Study: Strathearn and Kinross Child Care Social Work Team

The Strathearn and Kinross Childcare Social Work Team has been based within The Community School of Auchterarder for a number of years.

Co-location within the school gives the local community better and more rapid access to the social work support they need. It has improved communications and relationships with our education colleagues and allows for better joined-up working when planning to meet the needs of the vulnerable children and families within that community. The base in The Community School of Auchterarder allows the social work team to be centrally located within the very large rural area they cover and it reduces travelling time.

Staff within Services for Children Young People & Families are legally obligated to organise and facilitate physical contact between Looked-After and accommodated children and their families. This needs to be done in a way that minimises the travelling between communities for the children in particular. Therefore, access to good quality, safe spaces within their own communities, particularly in the rural areas, is crucial. Currently, contact takes place within in the Crieff Campus in both primary and secondary schools for several families. The availability of locally-located contact centres reduces travel time for children, reduces stress for families as they are in familiar and more easily accessible environments with better public transport links.

The inclusion of community-accessible, quality spaces for statutory contacts within the Learning Estate Strategy for Education & Children's Services would help ensure we meet our statutory responsibilities across all the communities in Perth and Kinross.

² Current COVID-19 restrictions apply to lets.







Principle 6

Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally-enabled.

Climate Strategy/Greener More Sustainable

The strategy for new/refurbished Learning Estate buildings is currently under scrutiny in light of the Scottish Government's request for amendment to the Climate Change (Emissions Reduction Targets (Scotland) Bill, which will result in net-zero greenhouse gas emissions in Scotland by 2045. In view of this ambitious target, Perth & Kinross Council (PKC) has adopted an interim Climate Emergency Report and Action Plan.

Property Services have been focused on sustainability within the Learning Estate for some time now through the following strategies:

-  **Renewable Technologies** - *Our Energy Team works with our engineers and architects to investigate the best existing and emerging technologies appropriate to each site. For many years now, we have installed photovoltaic panels, where appropriate, on our new school estate buildings and many of our new schools run on biomass boilers.*
-  **Reducing energy consumption** - *Measures include LED lighting upgrades, heating and building control system upgrades, improved building insulation and replacing inefficient heating and hot water systems with renewable technologies. This work is ongoing.*
-  **Design Principles and Best Practice** - *PKC have continuously pursued a 'fabric first' approach to new school buildings and have achieved airtight, thermally-efficient buildings. In future, this will be married with both MVHR (mechanical ventilation and heat recovery) and with maximised passive control of solar gains.*
-  **Sustainable Design and Materials Used** - *We invest where possible in refurbishment and improvement of traditional stone-built buildings, whilst replacing energy inefficient prefabricated units. This ensures that the embodied carbon retained in our estate is protected and we make best use of the quality buildings we already have. In new school buildings, we have*



previously utilised light-weight materials such as timber frame construction with hemp fibre and reconstituted wood fibre insulation, all of which have low embodied carbon compared with steel/masonry/concrete structures and oil-based insulation products.

 **Biodiversity** - *We engage with environmental consultants and landscape architects to plan and carry out work in ways which mitigate against permanent habitat loss, and where we can, we attempt to improve biodiversity by, eg installing indigenous green roofs, bat nesting boxes and bee-friendly planting.*

In addition to **‘technical’ solutions**, there must be **behavioural change** in the use of energy and also for sustainability and the support of other green initiatives.

In Perth and Kinross, 78 Council learning establishments are registered with the Eco-Schools programme - 30 have achieved the Green Flag Award, an internationally recognised achievement for schools and nurseries committed to Learning for Sustainability.

Case Study: Improved Energy Performance at Madderty Primary School

Before improvement works were carried out, Madderty Primary School had an Energy Performance Certificate (EPC) Level G, but had the potential to meet Level B. The building's energy performance was very poor due to the site having poor insulation and being heated by an inefficient electric storage system. The building had two cylinders for hot water which operated 24 hours per day, 7 days per week.

The building was modelled using energy software which helped identify key areas where the Council could reduce energy consumption. Wall insulation was improved, a new Air Source Heat Pump (ASHP) heating system was installed and classrooms and staff areas are now heated by radiators and fan convectors. Hot water is now provided by one cylinder primarily heated by the ASHP. The system has room-by-room control and a master programmer managed remotely by the Council. Solar film was installed to reduce heat build-up in the south facing conservatory during summer months.

The building has now achieved an EPC Level B and is saving more than 70% in electricity consumption and reduced carbon emissions by 31 tonnes of CO₂e per year - making the building greener and more sustainable.



Safe and Accessible Travel Routes

The Council works with a wide range of partners to facilitate and encourage active travel to and from schools. The *'Promoting Sustainable Travel & Road Safety in Schools'* guide is available for teachers to advise how active travel initiatives can be incorporated into the curriculum. Schools are also encouraged to have a School Travel Plan. This plan helps to establish current travel modes for pupils and explore the difficulties they experience getting to school. These plans help identify areas for improvement. In addition, the Road Safety team undertake route assessments to determine where alternative arrangements must be made for safety reasons or where a spend to save initiative could be undertaken to encourage active travel.

Other travel initiatives include our iBike Officer, who works with schools, parents and carers to encourage young people to cycle more often and consider travelling actively to school, whether that is walking, cycling, wheeling or scooting.

The Bikeability Scotland programme also encourages active travel to school and delivers essential cycle training support to pupils, giving them the ability to ride safely and confidently on the road.

Case Study: Smarter Choices, Smarter Places

Smarter Choices, Smarter Places is a behaviour change programme aimed at encouraging members of the public to walk, cycle or wheel as part of their everyday journeys. This has involved Perth & Kinross Council engaging Living Streets to commission the **WOW Travel Tracker** , the year-round walk to school challenge aimed at encouraging and enabling more children and their families to walk to school and rewarding them with badges for their efforts. The WOW programme has resulted in a good level of engagements with the schools, resulting in four of our schools taking top spots in Living Street Scotland's National Walk of Fame competition (Arngask Primary School, Meigle Primary School, St Ninians Primary School and Pitcairn Primary School).

Digital Strategy

The national and local current labour market information details an economic need for the development of digital skills in the future workforce, indicating that around 90% of all jobs now contain a digital element. It is therefore vital that, alongside strengthening and cultivating the core skills of literacy, numeracy and health and wellbeing, there is also a clear focus on the development of digital literacy and digital skills in our children and young people in order to prepare them well for their future. To achieve this, there is a need for relevant and appropriate learning experiences which provides opportunities for all young people to develop all the skills they require.

A comprehensive programme of improvements, including a Wi-Fi and audio-visual (AV) equipment roll-out is underway to improve the digital infrastructure in all Perth and Kinross schools and good progress is being made. When completed, this programme will result in significant improvements in Wi-Fi coverage and speed for schools as well as access to interactive smart display equipment.

The Digital Strategy will be supported by a national programme to roll-out high-speed broadband in Scotland.



Principle 7
*Outdoor learning
 and the use of
 outdoor learning
 environments should be
 maximised.*

We have long valued the importance of play for children and families and welcomed both the Play Strategy for Scotland and supporting Action Plan, published by the Scottish Government.

Working in partnership with a wide range of organisations, the Council developed the [Perth and Kinross Play Framework](#) and Action Plan. This has been supported by Play Scotland. Our Play Framework reflects the four themes from the national strategy: Play at home; nursery, early years, childcare and schools; Play in the community and; Positive support to encourage play.

Our nurseries, early years, childcare and schools are places where children and young people enjoy high-quality play opportunities, including outdoor free play in all weathers in stimulating spaces on a daily basis. As part of the recent 1140 hours expansion, two outdoor nursery provisions were created.

A variety of built and natural resources are available across the Learning Estate. All establishments have access to an outside play area. In addition, several other amenities are available, depending on the site, including grass and tarmacked play areas; fixed play equipment; outdoor covered soft play; multi use games area (MUGAs); allotments; football pitches; an athletics arena; running tracks; climbing walls and outdoor classrooms. Due to the largely rural nature of Perth and Kinross, many schools have easy access to rich outdoor learning environments which help to facilitate aspects of the curriculum such as Forest Schools.

Property Services and ECS work closely together to establish strategies for redevelopment on school sites which encourage pupils to engage with the outdoors. Easy access to outside covered space, green play space and giving over space for the development of school gardens and nursery mud kitchens – these considerations are becoming more embedded with each project undertaken.

Case Study: Outdoor Learning at Goodlyburn

Goodlyburn Nursery is located within Goodlyburn Primary School within the North Perth Early Learning and Childcare Community. The outdoor area was improved and developed as part of the 1140 Expansion of Early Learning and Childcare, giving the children daily access to a dynamic outdoor space for playing and learning. New resources such as outdoor clothing were also provided to ensure that all children can enjoy the full space in every season. Outdoor Learning is an integral part of the curriculum at Goodlyburn Primary School and the recently built outdoor classroom provides additional shelter and an area for children to develop a wide range of skills for life.

Children have direct access to the large and secure outdoor area from the nursery classroom and the staff encourage free

flow between the indoor and outdoor areas in all weathers. This allows the children a rich choice of activities and child-led play opportunities. There are a wide range of open-ended natural resources to encourage curiosity and imagination, and the variety ensures that there are different opportunities for children to problem-solve, investigate, and enhance their fine and gross motor skills. The children are supported by staff to engage in risky play which builds confidence and resilience, while also provides opportunities for the children to work co-operatively, develop their communication and language skills, and enhance planning and decision-making skills. The range of areas (seated, grass and paved) ensures that practitioners can easily provide rich cross-curricular activities outdoors that provide effective learning experiences in a safe but inspiring environment.






Principle 8

Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision-making processes should lead to better outcomes for all.

Consultation forms a key part of managing the Council's Learning Estate and feeds into a number of key activities including capital investment projects and transformation of the Learning Estate.

User reference groups are created for each capital project, feedback is also collected from users after projects have been completed. At the end of the process, lessons learned are captured which help to evaluate the project, including how well relationships/communications with stakeholders were managed throughout the project and what can be improved for next time.

Informal drop-in sessions and feedback gathering are an essential part of the School Estate Transformation Programme. In all cases, feedback is sought from staff, pupils, parents and the wider community. Feedback is reported to Elected Members and made available to the public, taking account of data protection/anonymity. The outcomes of decisions are posted publicly alongside feedback from consultations, helping complete the consultation loop.

To facilitate meaningful engagements with communities, the Council created a set of toolkits and [consultation guidance](#) , based on the [National Standards for Community Engagement](#) . The Council recently adopted a [consultation hub](#)  for co-ordinating online consultations. This corporate-wide system enables teams to draw on intelligence gathered by other parts of the Council, helping them to take a wider perspective when considering making improvements.

Case Study: Consultation with Logierait Community

Logierait Primary School was identified as part of the Council's School Estate Transformation programme due to low numbers of pupils.

Initially, Council Officers held a workshop with education colleagues to review the data available for the school. This helped form the basis for a consultation with the community around Logierait Primary School. Informal drop-in sessions were held for school staff and the wider community. These sessions presented an opportunity for people to discuss information about the school and offer views on possible options for the school's future. Online questionnaires were also made available. The community drop-in session was attended by 76 people and 64 online questionnaires were completed during the consultation.

Feedback gathered from the community showed that the community felt a lack of childcare options in the local area was having an impact on the school roll for Logierait Primary School, with parents choosing to send their children to schools where these options were available.

Further investigation by the Council on data provided by NHS Tayside indicated that there could be enough pre-school children living in the area to establish a small ELC provision at Logierait Primary School.

In March 2019, Council Officers held individual follow up consultations with parents from the local area to establish if there would be demand for nursery provision at the school and the answer was yes. Works are now underway to install the new nursery provision at the school, with the new provision estimated to be available to families from 2020. By directly engaging with the community, we were able to get a better understanding of local issues that may be impacting on the school roll. It is hoped that the new ELC provision will help towards developing a sustainable roll at Logierait Primary School.

Principle 9
Collaboration across the Learning Estate, and collaboration with partners in localities, should support maximising its full potential; and finally.

PKC collaborates across a wide variety of forums, networks and with a wide variety of organisations to support the management and development of the Learning Estate. We collaborate both formally and informally with other local authorities, the Scottish Government and the private sector in the management and development of the Learning Estate.

Examples of this collaboration include:

- ✿ *sharing good practice through the Scottish Futures Trust (SFT). The SFT work closely with all Scottish LAs to develop guidance and share good practice. Recent initiatives include the Construction Quality Assurance Initiative which is aimed at encouraging the public and private sectors to work closer together with a 'get it right first time' approach. PKC is one of the pilot LAs in this initiative;*
- ✿ *working with partner authorities in the East Central Hub to consider strategic approaches to Learning Estate development and investment including joint workshops with other LAs;*
- ✿ *networking through the Association of Directors of Education in Scotland (ADES) Resources Group. This network has been integral to the implementation of the 1140 hours expansion; and*
- ✿ *linking with colleagues from Dundee City Council, Angus Council and NHS Tayside through the Tayside Regional Improvement Collaborative (TRIC). Learning Estates colleagues from TRIC LAs worked closely together, including running joint sessions, to consult on the possibility of a joint 2-18 community learning campus.*

Case Study: Highland Perthshire Learning Partnership (HPLP)

The HPLP aims to encourage a more collaborative approach to education across Highland Perthshire.

The Partnership is composed of Senior Leadership Teams of Breadalbane Academy, Pitlochry High School, Perth College UHI, young people, parents/carers and representatives of the wider community.

One of the key ambitions of the HPLP is to create a new Perth College UHI Learning Hub located in Pitlochry High School. Both schools work closely with the college to provide opportunities for learners in Highland Perthshire who may not know what they want to study when they leave school or need additional support to be able to follow their chosen career path.

This includes opportunities such as a Foundation Apprenticeship course offered at SCQF Level 6 in Childcare where four local young people are benefiting from accessing that qualification in their locality.

This is a real connection to available jobs in these communities. A New Opportunities course is also providing community access to an entry level online course that provides access to a wide range of further education opportunities.

The Perth College offer in Highland Perthshire will broaden over time, providing courses that benefit the wider community. Courses will be sector-specific and relevant to the local labour market. Over the next 5-10 years, the Partnership will develop online and remote studies for learners in Highland Perthshire, working towards use of ICT to reduce the amount of time learners spend travelling.

As part of this collaboration, adaptations are planned for the Pitlochry High School building, to create a college hub. The college hub will be based in the secondary department of Pitlochry High School and will be able to function independently or as part of the secondary campus depending on requirements.








Principle 10
Investment in Scotland's Learning Estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Since 2010, £115m has been invested in capital projects for the Learning Estate. Further investment has been made by colleagues in Property Services for planned maintenance. In addition, the Scottish Government contributed £32.5m towards Bertha Park High School.





This investment has resulted in improved teaching and learning environments but has also contributed towards economic growth.

Investment in the Learning Estate contributes towards **economic growth** in a number of key areas:

-  *providing facilities for educating the future workforce;*
-  *providing facilities for community learning;*
-  *providing ELC facilities allowing parents to work, study or train;*
-  *providing capacity in schools to support additional pupil numbers from housebuilding; and*
-  *delivering community benefits through the construction projects.*

All contracts with PKC are developed with regard to our [Sustainable Procurement Policy](#), the aim of which is to embed **social, economic or environmental benefit** into all of the contracts we require to deliver our services to communities. The Council is committed to working with communities and businesses to achieve social value from the money we spend. We do this by including Community Benefit clauses in as many of our contracts as possible.

Community Benefits generally fall into one of four classifications: employment; skills and training; SME and third sector; and environmental. Benefits which have been delivered through projects for the Learning Estate include:

-  *employment of graduates and apprentices;*
-  *work placements;*
-  *working with pupils to encourage interest in a career in the construction industry; and*
-  *use of local subcontractors.*

Case Study: The Creation of an Engineering Hub for Senior Pupils (Inspiring Learning Spaces)

The Scottish Government made money available to encourage local authorities to re-imagine teaching and learning spaces. The intention was that local authorities would invest in low cost and high impact interventions.

PKC used the £300,000 towards the creation of an Engineering Hub. This project aims to promote, change and encourage ambition for individuals; encourage integrated learning spaces between schools and further education; and enable senior pupils to access vocational qualifications earlier.

At St John's RC Academy, the Engineering Hub initiative has provided an opportunity to reintroduce Engineering Science into the school curriculum.

In 2020, we saw the first set of certificated National 4 and 5 students and their results were very positive, both against relative internal subjects and the national virtual comparator school.

This cohort have continued to study Higher Engineering Science. They have also been joined by several pupils who were looking for a complimentary science, technology, engineering and mathematics (STEM) subject to support their Maths and Physics qualifications. Several have now secured places at universities and colleges to study engineering-based disciplines.

St John's RC Academy are now building a regular and sustainable uptake for this subject that is attracting pupils who would not have traditionally studied within the department or considered an engineering career pathway.



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(PKC Design Team - 2020340)

























“Connecting People, Places and Learning”

Learning Estate Management Plan • November 2021



Education & Children's Services
Improving Lives Together
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1 Introduction

The Education & Children's Services (ECS) Learning Estate Strategy outlines the strategy to consider the development and management of the Learning Estate in context of meeting national and local outcomes, planning ahead and providing best value and benefits to our communities. The Learning Estate Strategy aligns with and complements the Council's recently approved Investment Blueprint and 30-year Investment Plan. Representing approximately 80% of the Council's property estate, the Learning Estate Strategy will help to inform development of the Council's Corporate Property Asset Management Strategy which will set out the future strategy direction for all Council-owned property assets.

The strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions. It outlines that we are already focused on many of the principles of the national strategy, however, there are a number of areas for improvement through the strategy.

This Learning Estate Management Plan (LEMP) delivers the Learning Estate Strategy. See **Appendix 2A** for the governance structure. The LEMP provides a review of the property assets used by ECS to deliver its services, outline current improvements and provide details of proposals for delivering improvements, as identified in the Learning Estate Strategy. The LEMP will be reviewed every 3 years.



2 Review of Property Assets Used by Schools

2.1 Portfolio Overview

The Learning Estate consists of 70 primary schools and 11 secondary schools. This includes 4 all-through schools and 1 joint denominational/non-denominational school. There is 1 stand-alone nursery¹ and 1 Additional Support Needs (ASN) school.

Specialist additional support provision is provided in 8 of our primary schools and 3 secondary schools. In addition, there are support facilities provided at Connections and NAVIGATE.

Appendix 2B provides details of the schools within the Learning Estate.

Six of our schools are managed through Public Private Partnership (PPP) arrangements and 1 school is managed through Design Build Facilities Management (DBFM). The remaining estate is managed directly by the Council.

¹ Due to flooding, City of Perth Early Childhood Centre (COPECC) (stand-alone nursery) is currently operating within Goodlyburn Primary School on an interim basis.

² Only schools are included in the annual core fact return, therefore, the stand-alone nursery COPECC is not included.

2.2 Condition

Property Services are responsible for the infrastructure of schools in relation to condition. Condition relates to the current state of the fabric of school buildings and whether it is safe and secure. Property Services, as landlords of the Learning Estate, undertake the condition surveys and this provides information on key aspects of property compliance, such as electrical, mechanical and building elements. This information is then used to allow plans to be made to undertake works where required. Property Services are also responsible for undertaking maintenance and servicing within the schools managed directly by the Council.

The overall condition of schools is reported on an annual basis to the Scottish Government as part of the Core Fact data². Table 1 below details the overall condition of our school buildings reported to the Scottish Government in May 2021.

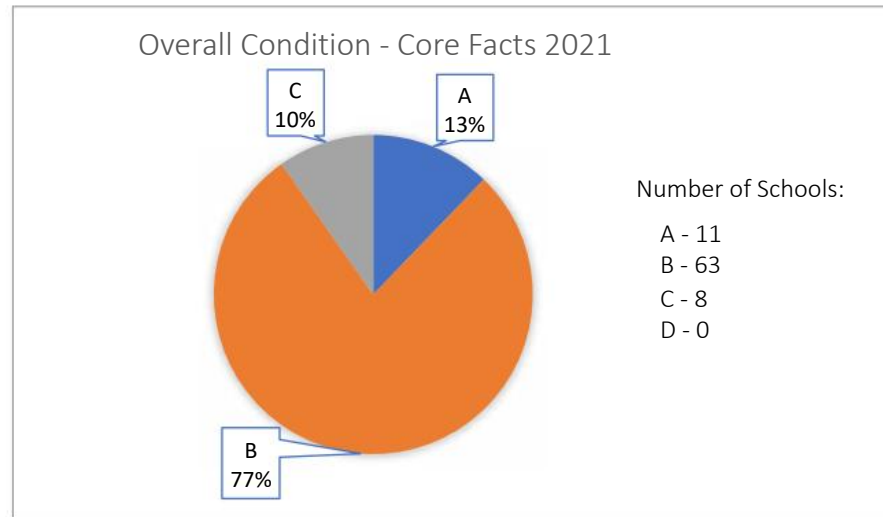
The definition used for the overall ratings are as follows:

Overall Rating	Definition - Condition
A	Good - Performing well and operating effectively
B	Satisfactory - Performing adequately but showing minor deterioration
C	Poor - Showing major defects and/or not operating adequately
D	Bad - Economic life expired and/or risk of failure



2 Review of Property Assets Used by Schools

Table 1: Overall Condition



See **Appendix 2B** for condition overall ratings of individual schools.

A new template for assessing a building's condition is currently being implemented by Property Services which is based on refreshed Scottish Government guidance. The new process has been prepared to *'strengthen the risk-based approach to condition surveys and ensure greater uniformity in the scope and methodology applied to each school'*.

The timescale for implementation of the new assessment process has been delayed due to COVID-19 restrictions, however, it is the intention this new assessment methodology will be applied as soon as possible to do so. The new process has been carried out across 20% of the Learning Estate.

The table below details the 8 schools which have an overall rating of condition C, together with the actions intended to improve condition at these schools.

Table 2: Schools - Condition Overall Rating C

School	Action
Balbeggie Primary School	Part of Phase 3 of School Estate Transformation Programme.
Balhousie Primary School	New school will replace both Balhousie Primary School and North Muirton Primary School on the site of North Muirton Primary School. The new school is planned to be completed Easter 2023.
Cleish Primary School	Further detailed analysis is being carried out for improving the condition and suitability of the school.
Logiealmond Primary School	The occupancy is to be reviewed in 2022.
Methven Primary School	Funds drawn down to commence a project to replace both the dining/gym facilities to improve the condition of Methven Primary School.
North Muirton Primary School	As per Balhousie Primary School above.
Perth High School	Replacement school, target completion date mid-2024.
Ruthvenfield Primary School	Upgrade planned to improve condition. Timescale to be confirmed.

2 Review of Property Assets Used by Schools

2.3 Suitability

Suitability is a measure of whether a school is fit for the purpose of delivery of the education curriculum. We undertake suitability surveys on a cyclical basis within schools. This allows us to determine how well spaces are being used in ways that contribute to supporting the delivery of the curriculum and identify any areas where improvements require to be made to enhance their function.

A new template for assessing suitability is now being used and this is based on refreshed Scottish Government guidance. The new process has been prepared to '*strengthen the links between the Learning Estate and its suitability for delivering Curriculum for Excellence*'.

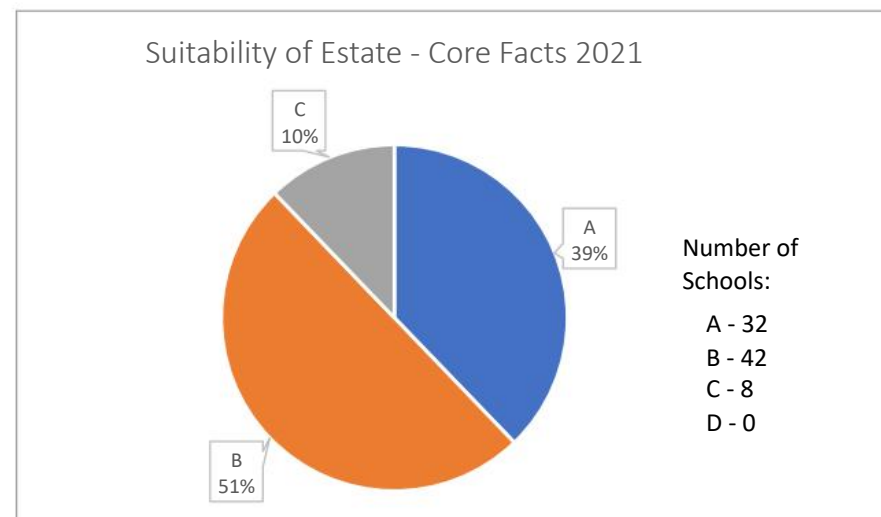
The overall suitability rating of schools is also reported on an annual basis to the Scottish Government as part of the Core Fact data³. Table 3 below details the overall suitability ratings of our school buildings reported to the Scottish Government in May 2021.

Overall Rating	Definition - Suitability
A	Good - Performing well and operating effectively (the school buildings and grounds support the delivery of services to children and communities)
B	Satisfactory - Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)

³ Only schools are included in the annual core fact return, therefore, the stand-alone nursery City of Perth Early Childhood Centre (COPECC) is not included.

Overall Rating	Definition - Suitability
C	Poor - Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
D	Bad - Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school)

Table 3: Overall Suitability



See Appendix 2B for overall suitability ratings of individual schools.



2 Review of Property Assets Used by Schools

The table below details the 8 schools which have an overall rating of suitability C, together with the actions intended to improve suitability at these schools.

Table 4: Schools - Suitability Overall Rating C

School	Action
Blairgowrie High School	Replacement Blairgowrie Recreation Centre (Physical Education (PE) department) planned to open November 2023.
Braco Primary School	Options for upgrade/replacement are currently being progressed. Timeline estimated to be 2024.
Cleish Primary School	Further detailed analysis is being carried out for improving the condition and suitability of the school.
Milnathort Primary School	Currently under review.
Muthill Primary School	Currently under review.
Perth Academy	Upgrade phased programme underway.
Perth Grammar School	Upgrade phased programme underway.
Perth High School	Replacement school, estimated completion mid-2024.

2.4 School Occupancy

The efficient use of property assets is crucial to an effective property portfolio, particularly in the current economic climate. This requires the identification of underutilised assets and examining ways of either utilising them more efficiently by increasing occupation levels, or by vacating and declaring the asset surplus, and this is taken forward through the Learning Estate Transformation Programme. Tables 5 and 6 below details the current occupancy rates for primary and secondary schools.

See **Appendix 2B** for the current occupancy level of individual schools.

Table 5: Primary School - Occupancy Levels (based on number of schools as at Census 2020)

	2018/19	2019/20	2020/21
Above 80%	24	24	21
60% - 80%	28	25	26
Below 60%	19	21	23
Total number of schools	71	70	70
Comments		Blairingone Primary School closed	



2 Review of Property Assets Used by Schools

Table 6: Secondary School - Occupancy Levels (as at Census 2020)

	2018/19 %	2019/20 %	2020/21 %
Bertha Park High School	<i>Not applicable</i>	19	31
Blairgowrie High School	68	68	72
Breadalbane Academy	54	54	55
Community School of Auchterarder	64	66	70
Crieff High School	61	60	62
Kinross High School	79	78	77
Perth Academy	80	80	83
Perth Grammar School	89	74	75
Perth High School	92	93	97
Pitlochry High School	47	49	44
St John's High School	76	68	76

Capacities

In considering occupancy levels, it is important to consider the overall approved capacity of schools (this is also referred to as planning capacity). It should be noted that the number of pupil places available in a school does not mean the school could accommodate that number of pupils. There is a difference between the approved capacity and working capacity of a school.

The approved capacity is the maximum number of pupils that could attend the school. The working capacity changes every year and is dictated by factors including room size, number of pupils in each year group and the Perth & Kinross Council Staffing Standard. The class structure and staffing standard for each school is agreed before the start of each academic session, depending on the number of children registered. There may only be a number of places available in each year group throughout an academic session. Should pupils, falling within a year group that is full, wish to attend a school during an academic session, they may not get a place.

Work is currently undertaken to review the approved capacity for any schools identified in considering the operational capacities of schools. Table 7 on the next page identifies four schools where it is proposed to change the approved capacity as a result of this analysis.



2 Review of Property Assets Used by Schools

Table 7: Proposed Approved Capacity Changes

School	Current Capacity	No of Classes Capacity Based On	Proposed Revised Capacity ⁴	No of Classes Revised Capacity Based On	Reason for Change
Coupar Angus Primary School	333	11	269	9	Expansion of nursery for 1140 hours and inclusion of specialist ASN provision which utilised available classroom spaces. The school roll, at Census 2020, was 142 pupils, operating from 7 classes, therefore, is below the revised approved capacity.
Dunbarney Primary School	207	7	232	8	The capacity of 207 is based on 7 classes. The school has been operating from 8 classes since 2012/13. The planning capacity has not changed to date as the school roll has not exceeded the capacity of 207.
Newhill Primary School	423	14	456	15	The capacity of 423 is based on 14 classes. The school has been operating from 15 classes since school session 2017/2018 as part of working capacity arrangements. The planning capacity has not changed to date as the school roll has not exceeded the capacity of 423. There are 7 general-purpose spaces across the campus and Scottish Government guidance suggests 3 general purpose spaces would be required as a minimum.
St Ninian's Episcopal Primary School	150	6	99	4	The addition of a nursery for the expansion to 1140 hours for ELC has utilised available classroom space to ensure a sustainable school roll for the school.

⁴ Note, all schools have sufficient space, including General Purpose space, to accommodate a permanent increase in capacity.



3 Improving the Learning Estate

Work is ongoing in taking forward a number of high-level improvements within the Learning Estate to improve the condition and suitability of our schools as well as considering occupancy levels. These are:


 *School Estate Transformation Programme.*

 *Investment - Capital Programme.*

It should be noted that Property Services also have capital and revenue programmes to improve the condition of the Learning Estate, which is on average £2,000,000 per annum. Expenditure is focussed on reactive maintenance and servicing/compliance. There is limited funding for planned maintenance.




3.1 School Estate Transformation Programme

On 24 August 2016, Lifelong Learning Committee ([Report No. 16/347 refers](#) ) approved principles to be used as a basis for the transformation review 'Securing the Future of the School Estate'.

The principles approved by Lifelong Learning Committee as a basis for the transformation review were as follows:

- (i) *Schools should have an occupancy rate where possible greater than 60% of the capacity, and ideally should be operating at over 80% capacity;*
- (ii) *Every school should be rated as A or B, ie at least satisfactory for condition and suitability; and*
- (iii) *Life expired buildings⁵ within the school estate should be prioritised for replacement.*

On 2 November 2016, Lifelong Learning Committee ([Report No. 16/485 refers](#) ) approved the development of a number of options appraisals to consider, in detail, schools which were identified as requiring further consideration.

The outcomes of the transformation programme to date are as follows.

⁵ *Life expired buildings are defined as buildings which are uneconomic to maintain.*

3 Improving the Learning Estate

Completed Projects

Transformation Project	Outcome/Current Status
Phase 1	
Blairingone Primary School	Blairingone Primary School was permanently closed on 28 June 2019 due to low pupil numbers. Catchment area permanently rezoned to Fossoway Primary School.
Forteviot Primary School	Forteviot Primary School was permanently closed on 28 June 2019 due to low pupil numbers. Catchment area permanently rezoned to Forgandenny Primary School.
Greenloaning Primary School	Greenloaning Primary School was permanently closed on 28 June 2019 due to low pupil numbers. Catchment area permanently rezoned to Braco Primary School. Investment in Braco Primary School is planned.
Logiealmond Primary School	Logiealmond Primary School should remain open. Review to be undertaken in 2022.
St Ninian's Episcopal Primary School	Project to provide a nursery class is complete. Capacity revision as a result of building works noted in section 2.4 above which utilised a classroom space.
Phase 2	
Grandtully Primary School	Education provision continues at Grandtully Primary School as the increased pupil roll is likely to be sustained.
Logierait Primary School	Project to provide a nursery class is complete.



3 Improving the Learning Estate

Ongoing Projects

Transformation Project	Outcome/Current Status
Abernyte Primary School	School capacity of 44 pupils to be maintained. Statutory Consultation to be undertaken on a proposal to amend the catchment area to include the area currently within Inchtute Primary School catchment area north of the A90. The expected timescale to commence is 2022.
Balhousie Primary School/ North Muirton Primary School	A new school to replace both Balhousie Primary School and North Muirton School will be built on the site of North Muirton Primary School. The new school is anticipated to be complete by Easter 2023.
Braco Primary School	Feasibilities have been developed for a refurbishment of the existing school and for a new school on the site of the existing school. Investigations are taking place into whether the school can be rebuilt on a different site.
Cleish Primary School	Further detailed analysis is being carried out for improving the condition and suitability. The outcome will be reported to a future meeting of the Lifelong Learning Committee, anticipated to be January 2022.
Methven Primary School	Project to replace the gym/PE facilities to improve the condition of Methven Primary School is ongoing. The capacity will be reduced to 176 pupils following completion of the project.
Pitlochry High School	Proposals are being developed to maximise wider community use of Pitlochry High School and to look at property and community facilities in conjunction with other services and partners. A scoping exercise on the possibility of making Kirkmichael Primary School catchment area a dual secondary school catchment area for both Pitlochry High School and Blairgowrie High School has taken place. A feasibility study is underway to provide options for consideration in terms of accommodation use and facilities for Perth College UHI and the wider community.
Ruthvenfield Primary School/ Strategic Sites	A new primary school is to be built to provide capacity for pupils from the strategic sites being progressed to the north and northwest of Perth. A statutory consultation is being undertaken in respect of the establishment of the school, new catchment areas proposed, and associated changes required by the Schools Consultation (Scotland) Act 2010. Ruthvenfield Primary School will continue to operate from their existing building at this time with a new catchment area created.



3 Improving the Learning Estate

Phase 3 - Final Phase

Further information on the final phase of the programme will be available on conclusion of the second phase. The following primary schools are in the final phase of the programme:

-  *Balbeggie Primary School*
-  *Collace Primary School*
-  *Coupar Angus Primary School*
-  *Glendelvine Primary School*
-  *Kettins Primary School*
-  *Meigle Primary School*
-  *Stanley Primary School*



3.2 Investment - Capital Programme

Since 2016, the Council has invested in the delivery of 4 replacement primary schools along with major upgrades at 2 primary schools and 4 secondary schools. A new secondary school, Bertha Park High School, was completed and opened to pupils in August 2019. Investment has also been delivered in ELC with upgrade projects completed in 18 settings which have provided new or enhanced provision to extend nursery provision to 1140 hours. See **Appendix 2C** for further details relating to completed investment projects.

Current Capital Programme

The Council approved its updated 8-year capital programme in October 2021. A total of £81m has been invested since 2015/2016. The programme will deliver £160m of further improvements to the Learning Estate between 2021 and 2029.

The current projects in the capital programme are detailed in section 5.

4 Future Investment



4.1 The Perth & Kinross Offer and Investment Blueprint for the Future

The Perth & Kinross Offer (*'The Offer'*) establishes a new direction for the Council which will transform the way we work with our communities, citizens, partners, businesses, employees and other stakeholders, to ensure that public services can be co-created and delivered sustainably to achieve better outcomes for the people of Perth and Kinross.








The Council has recently approved the Investment Blueprint and 30-year Investment Plan. The Blueprint is intended to help the Council identify future investment priorities and to establish a more transparent and flexible approach to investment decision-making, ensuring that capital investment fits with delivery of The Offer and is responsive to the changing needs within our communities.

4.2 Investment Prioritisation

There are a number of areas which are driving the prioritisation of the Learning Estate. This is an integrated programme which considers input from Property Services, Education & Children's Services and Corporate Asset Management:

-  *the School Estate Transformation Programme which considers condition, suitability and occupancy/sufficiency; and*
-  *Life-Expired Buildings.*

In addition to these core prioritisation factors, other areas also drive the prioritisation of projects:





















-  *Accessibility/Additional Support Needs;*
-  *Digital Learning;*
-  *Early Learning and Childcare;*
-  *Energy Efficiency and Low Carbon;*
-  *Property related compliance works;*
-  *Locality Planning/Local Place Plans; and*
-  *Outdoor Learning.*

4 Future Investment

4.3 Key Influences

The Learning Estate has been developed over many years and will continue to support our local and national priorities for years to come. The longevity of the Learning Estate requires it to adapt to changes in learning, legislation, technology and society.

Key drivers for change, in the life of this Strategy, are considered in terms of political, economic, social, technical, legal and environmental influences on the Learning Estate and the Learning Estate Strategy. The detailed PESTLE analysis is contained in Appendix 2D.

Category	Drivers	
Political	 30-year blueprint for Scotland's infrastructure	 After school and holiday care
	 Scottish Government Learning Estate Investment Plan	 Gaelic Medium Education
	 Council's Investment Blueprint and 30-year Investment plan	 Additional Support for Learning (ASL) Review plan
Economic	 Increased demand on the construction industry	 Tender price inflation
Social	 The Perth & Kinross Offer	 Population change
Technical	 Digital Strategy	 Council's Interim Climate Change Emergency Report
	 Construction Quality	 Net Zero Low Carbon Building Standard
	 Revised Building Standard Regulations	
Legal	 The Education (Scotland) Act 2016	 United Nations Convention on the Rights of the Child
	 The Community Empowerment (Scotland) Act 2015	
Environmental	 Protecting Scotland's Future: The Government's Programme for Scotland 2019-2020 - net zero carbon targets	 COVID-19 measures



4 Future Investment

4.4 Key Risks

Risk Description	Impact (Scale 1-5)	Probability (Scale 1-5)	Action Plan to Mitigate Risk
Insufficient capital funding to undertake projects.	4	4	Council briefed on capital requirements as part of budget process.
There is a health and safety risk if essential maintenance is not undertaken.	4	2	Ensure cyclical condition surveys undertaken and essential maintenance identified and taken forward.
The increasing complexity of buildings and the life cycle of new technology will increase the cost of maintenance.	3	4	Additional priority and funding required.



5 The Learning Estate Management Plan

The following plan details actions which will contribute towards the management and improvement of the Learning Estate in Perth and Kinross. The plan indicates which of the principles in the Learning Estate Strategy that each action supports. See **Appendix 2E** for details for the guiding principles of the national strategy.

These actions will be delivered through the following programmes:

- 🌸 *School Estate Transformation Programme;*
- 🌸 *Asset Management Programme; and*
- 🌸 *Capital Investment Programme.*

The plan also details improvement actions which are required to deliver the new Learning Estate Strategy and The Perth & Kinross Offer.



5 The Learning Estate Management Plan

Action Plan

1 Transformation Programme

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
1.1 Transformation - Phase 1					
1.1.1 Abernyste Primary School	Statutory consultation to be undertaken on a proposal to amend the catchment area.		December 2022	1, 2, 3, 4	Possibility of increasing the catchment area to include the area currently within Inchture Primary School catchment area north of the A90.
1.1.2 Logiealmond Primary School	Review the occupancy in 2022.		December 2022	1, 2, 3, 4	Review occupancy of school following the outcome of the options appraisal in 2018.
1.2 Transformation - Phase 2					
1.2.1 Cleish Primary School	Feasibility design to be completed.		January 2022	1, 2, 3, 4	Completed works to improve the overall condition and suitability which are currently rated 'C'.
1.2.2 Kirkmichael Primary School Secondary Catchment	Undertake a scoping exercise.		November 2021	3, 8	Possibility of making Kirkmichael Primary School catchment area a dual secondary school catchment area for both Pitlochry High School and Blairgowrie High School.
1.2.3 Highland Perthshire Learning Partnership Property Sub-Group	Undertake feasibility study to provide options for flexible use of the accommodation including facilities for Perth College UHI.		Expected completion of the feasibility December 2021	1, 2, 3, 4, 5, 8, 9	Provide facilities to accommodate flexible learning opportunities for senior phase pupils within Pitlochry High School as well as facilities for Perth College UHI also taking into consideration wider community use. Developed feasibility study will provide options for consideration in terms of accommodation use and facilities for Perth College UHI and the wider community.



5 The Learning Estate Management Plan

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
1.2 Transformation - Phase 2 <i>(continued)</i>					
1.2.4 Strategic Sites	A statutory consultation will be undertaken in respect of the establishment of the school, new catchment areas proposed, and associated changes required by the Schools Consultation (Scotland) Act 2010. Ruthvenfield Primary School will continue to operate from their existing building at this time with a new catchment area created.		May 2022	1, 2, 3, 8	New catchment areas will be created.
1.3 Transformation - Phase 3					
1.3.1 Transformation - Phase 3	It is agreed the following primary schools are in the final phase of the programme: Balbeggie, Collace, Coupar Angus, Glendelvine, Kettins, Meigle and Stanley.		To be confirmed	1, 2, 3	Further information on the final phase of the programme will be available on conclusion of the second phase.



5 The Learning Estate Management Plan

2 Capital Investment Programme

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
2.1 Capital Projects - Schools					
2.1.1 Blairgowrie Recreation Centre	Replacement recreation centre.	£24,000,000	November 2023	1, 2, 3, 4, 5, 6, 8	New recreation centre providing a 6-lane swimming pool, 4 court hall, 2 court hall/ gym, dance studio, fitness suite, village changing, accessible changing and a teaching class for physical education. This project will also be at the cutting edge of building sustainably using the Passivhaus methodology.
2.1.2 Braco Primary School	Replacement school.	£5,600,000	To be confirmed	1, 2, 3, 4, 6, 8	A project to improve the condition and suitability. Timeline to be confirmed.
2.1.3 Harris Academy (Dundee City Council)	Extension to Harris Academy by DCC	£4,200,000	August 2024	1, 2, 3, 4, 6, 8	Capacity of Harris Academy increased and pupils from Invergowrie Primary School continue to be entitled to attend.
2.1.4 Methven Primary School	Replacement dining and PE facilities.	£4,500,000	Late 2023	1, 2, 3, 4, 6, 8	Replacement of life-expired buildings, Improved condition and suitability.
2.1.5 New Primary School - Bertha Park	New school.	£14,350,000	Summer 2026	1, 2, 3, 4, 6, 7, 8	Provide a new school to accommodate pupils from housebuilding.
2.1.6 New Primary School - North Perth	New school.	£19,900,000	Easter 2023	1, 2, 3, 4, 6, 7, 8	New school on the site of the existing North Muirton to provide a 16 class 500 capacity school with an ASN base. This school will replace the existing schools at Balhousie and North Muirton.



5 The Learning Estate Management Plan

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
2.1 Capital Projects - Schools <i>(continued)</i>					
2.1.7 Perth Academy	Upgrade programme.	£16,700,000	Phased	1, 2, 3, 4, 6, 8	An infrastructure and upgrade programme of works, next phase is considering the upgrade of the science block and further infrastructure works throughout the school.
2.1.8 Perth Grammar School	Upgrade programme.	£7,050,000	Phased	1, 2, 3, 4, 6, 8	An infrastructure and upgrade programme of works, next phase of scope is further toilet upgrades, class upgrades and social space upgrades with further infrastructure works throughout the school.
2.1.9 Perth High School	Replacement school.	£58,300,000	Mid 2024	1, 2, 3, 4, 6, 7, 8	New school on existing site for 1,600 pupils using a modern approach with bespoke teaching spaces and learning plazas providing a fit-for-purpose modern teaching environment. This project will also be at the cutting edge of building sustainably using the Passivhaus methodology.
2.2 Other Capital Programmes - Schools					
2.2.1 Accessibility Programme	Accessibility works.	£1,000,000	As required	1, 2, 3, 4, 6	Unplanned works as identified to address individual pupils needs in school settings.
2.2.2 Furniture and Blinds	Replacement programme.	£1,000,000	Ongoing	1, 2, 3, 4	Ongoing programme to upgrade schools' furniture and blinds.
2.2.3 Practical Upgrades	Upgrade practical teaching spaces in secondary schools.	£2,500,000	Ongoing	1, 2, 3, 4, 6	Upgrade practical teaching spaces in secondary schools to reflect modern curriculum delivery requirements.



5 The Learning Estate Management Plan

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
2.2 Other Capital Programmes - Schools <i>(continued)</i>					
2.2.4 Audio Visual and Wi-Fi Upgrades	Implementation of the planned upgrade programme.		Ongoing	1, 2, 3, 4, 6	This is a Property Services/IT programme. In liaison with Property Services, assist with taking forward programme of digital infrastructure improvements within schools. This will allow schools to develop digital learning to facilitate a range of learning approaches.
2.2.5 ASN Programme	Implementation of works to enhance the Learning Estate to meet the needs of children and young people with ASN.		Ongoing	1, 2, 3, 6, 7, 8, 9	Upgrade programme in line with emerging priorities identified.
2.3 Early Learning and Childcare Programme					
2.3.1 Rattray Primary School	Upgrade to Early Learning and Childhood Centre.	£4,300,000	June 2022	1, 2, 3, 4, 5, 6, 7	Works are planned to commence in 2021. Upgraded ELC provision.
2.3.2 Stanley Primary School	Reconfiguration to extend nursery provision.		To be confirmed		Reconfiguration of classroom spaces to extend nursery provision.
2.3.3 COPECC	Undertake feasibility study to consider long-term options for replacement of building after flooding.		December 2021	1, 2, 3, 4, 5, 6, 7	Feasibility.
2.3.4 Review inclusion in ELC settings	Finalise plans emerging from review of Inclusion in ELC settings.		To be confirmed	1, 2, 3, 4, 5, 6, 7	Identified requirements/plan for inclusion in ELC settings.



5 The Learning Estate Management Plan

3 Asset Management Programme

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
3.1 Rebalancing the Secondary School Estate (Perth City)	Undertake a review of secondary school estate in Perth City.		Initial review to be completed by January 2022	1, 2, 3, 4, 5, 6, 8, 9	Occupancy in the Perth City Estate needs rebalanced after the opening of Bertha Park High School. Consideration needs to be given to the significant costs associated with improving Perth Academy and Perth Grammar School. Funding may also be available through the Scottish Government Learning Estate Investment Programme.
3.2 Suitability/Life-Expired/Condition Building Review	Undertake condition surveys on a cyclical basis. Review school estate annually. Develop a plan for dealing with suitability C and life-expired buildings.		Cyclical December 2023	1, 2, 3, 4, 6, 7, 8, 9	Ensure estate maintained at overall rating of A or B for condition and suitability. Ensure that majority of spaces are being used in ways that contribute to supporting the delivery of the curriculum and improvements have enhanced their function. Outcomes for improvement inform scope of works and priorities to be considered as part of future capital projects. This will be undertaken in conjunction with Property Services and Corporate Asset Management.
3.3 Develop Concerto - Property Asset Management System	Liaise with Corporate Asset Management to further develop Concerto.		Ongoing	3	Continued development of Concerto as a single asset register.
3.4 Capacity Review	Review school capacities.		Ongoing	3	Review capacity on a cyclical basis linked to suitability assessments in line with how schools are being used.



5 The Learning Estate Management Plan

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
3.5 Head of Establishment Arrangements Review	Review Head of Establishment arrangements and areas of responsibility.		Ongoing	3	In conjunction with Health, Safety & Wellbeing team and Property Services, undertake a review of Head of Establishment arrangements document.

4 Improvement Actions to Deliver the Learning Estate Strategy and The Perth & Kinross Offer

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
4.1 Perth & Kinross Council Capital Blueprint: <i>30-year capital blueprint</i>	Consider emerging priorities relating to Education & Children's Services in the blueprint.		October 2022	All	To be developed in conjunction with Corporate Asset Management team.
4.2 Climate Change: <i>Energy Consumption in Schools - reduction programme with Property Services</i>	Review energy usage in schools.		To be confirmed	3, 4, 5, 6, 8, 9, 10	Identify areas where energy savings can be made. Identify actions to support schools in bringing about behavioural change to save on utility costs.
4.3 Outdoor Learning: <i>Increase focus on outdoor learning environment</i>	Undertake audit of ELC and primary school estate.		To be confirmed	1, 2, 3, 6, 7, 8, 9	Develop a planned programme of improvement in line with play strategy.



5 The Learning Estate Management Plan

Action	Task	Current Proposed Investment	Target Completion Date	Principles	Expected Outcome
4.4 Engagement: <i>UNCRC</i> <i>The Perth & Kinross Offer</i> <i>Local Place Plans</i> <i>Public Sector Partners</i>	<p>Benchmark with other Local Authorities on engagement with parents, pupils and communities.</p> <p>Develop approaches to enhance pupil participation in developing the Learning Estate in accordance with Article 12 of the UNCRC.</p> <p>Contribute to the development of Local Place Plans.</p> <p>Collaborate with the Corporate Asset Management Team and other public sector partners to improve the effective use of the wider property portfolio in geographic areas.</p>		December 2022	8, 9	Consistent approach to all consultation and engagement exercises. Learn from and implement best practice approaches to improve outcomes.



Governance Structure



Appendix 2B

Schools Condition/Suitability/Occupancy*

School Name	Overall Condition Rating	Overall Suitability Rating	Capacity	Census Roll (Census 2020)	Occupancy	Specialist ASN Provision
Abernethy Primary	A	A	283	127	45%	No
Abernyte Primary	B	A	44	7	16%	No
Aberuthven Primary	B	B	46	25	54%	No
Alyth Primary	A	A	283	159	56%	No
Arngask Primary	B	B	98	82	84%	No
Auchtergaven Primary	B	B	150	125	83%	No
Balbeggie Primary	C	B	73	58	79%	No
Balhousie Primary	C	B	224	105	47%	No
Bertha Park Secondary	A	A	1,100	345	31%	No
Blackford Primary	B	B	75	62	83%	No
Blair Atholl Primary	B	B	50	30	60%	No
Blairstown High School	B	C	1,058	767	72%	Yes
Braco Primary	B	C	68	48	71%	No
Breadalbane Academy (Primary)	B	A	302	158	52%	No
Breadalbane Academy (Secondary)	B	A	784	430	55%	No
Burrelton Primary School	B	B	98	71	72%	No
Cleish Primary School	C	C	64	38	59%	No



Appendix 2B

School Name	Overall Condition Rating	Overall Suitability Rating	Capacity	Census Roll (Census 2020)	Occupancy	Specialist ASN Provision
Collace Primary School	B	B	49	50	41%	No
Community School of Auchterarder (Primary)	B	B	514	465	90%	No
Community School of Auchterarder (Secondary)	B	B	799	559	70%	No
Comrie Primary School	B	B	197	142	72%	No
Coupar Angus Primary School	B	B	333* (269)	142	43%	Yes
Craigie Primary School	B	B	217	188	87%	No
Crieff High School	B	A	959	588	61%	No
Crieff Primary School	A	A	466	364	78%	Yes
Dunbarney Primary School	B	A	207* (232)	204	99%	No
Dunning Primary School	B	B	125	101	81%	No
Errol Primary School	A	A	316	186	59%	Yes
Fairview School	A	A	65	69	106%	
Forgandenny Primary School	B	B	67	46	69%	No
Fossoway Primary School	B	A	150	94	63%	No
Glendelvine Primary School	B	B	75	30	40%	No



Appendix 2B

School Name	Overall Condition Rating	Overall Suitability Rating	Capacity	Census Roll (Census 2020)	Occupancy	Specialist ASN Provision
Glenlyon Primary School	B	B	25	7	28%	No
Goodlyburn Primary School	B	B	302	236	78%	No
Grandtully Primary School	B	B	43	27	63%	No
Guildtown Primary School	B	B	46	12	26%	No
Inch View Primary School	B	A	418	343	82%	Yes
Inchture Primary School	B	A	264	224	85%	No
Invergowrie Primary School	A	A	283	164	58%	No
Kenmore Primary School	B	B	75	27	36%	No
Kettins Primary School	B	B	46	31	67%	No
Kinloch Rannoch School	B	B	50	19	38%	No
Kinnoull Primary School	B	B	203	171	84%	No
Kinross High School	B	A	1,286	988	77%	No
Kinross Primary School	A	A	566	477	84%	No
Kirkmichael Primary School	B	B	72	69	96%	No
Letham Primary School	B	B	301	204	68%	No
Logiealmond Primary School	C	A	48	9	19%	No
Logierait Primary School	B	A	50	24	48%	No
Longforgan Primary School	A	A	144	103	72%	No



Appendix 2B

School Name	Overall Condition Rating	Overall Suitability Rating	Capacity	Census Roll (Census 2020)	Occupancy	Specialist ASN Provision
Luncarty Primary School	B	A	194	134	69%	No
Madderty Primary School	B	B	73	58	79%	No
Meigle Primary School	B	A	71	36	51%	No
Methven Primary School	C	B	229	114	50%	No
Milnathort Primary School	B	C	257	227	88%	No
Moncreiffe Primary School	B	A	238	154	65%	No
Murthly Primary School	B	B	73	47	64%	No
Muthill Primary School	B	C	100	61	61%	No
Newhill Primary School	B	A	423* (456)	426	101%	No
North Muirton Primary School	C	B	290	216	74%	Yes
Oakbank Primary School	A	A	434	389	90%	Yes
Our Lady's RC Primary School	B	B	316	218	69%	No
Perth Academy	B	C	1,218	1,014	83%	Yes
Perth Grammar School	B	C	1,182	890	75%	Yes
Perth High School	C	C	1,546	1,502	97%	No
Pitcairn Primary School	B	B	125	74	59%	No
Pitlochry High School (Primary)	B	B	300	186	62%	No



Appendix 2B

School Name	Overall Condition Rating	Overall Suitability Rating	Capacity	Census Roll (Census 2020)	Occupancy	Specialist ASN Provision
Pitlochry High School (Secondary)	B	B	237	104	44%	No
Portmoak Primary School	B	B	150	106	71%	No
Ratray Primary School	B	B	317	230	73%	No
Robert Douglas Memorial Primary School	B	B	462	427	92%	Yes
Royal School of Dunkeld Primary School	B	B	217	136	63%	No
Ruthvenfield Primary School	C	A	91	59	65%	No
St Dominic's RC Primary School	B	B	142	141	99%	No
St John's RC Academy (Primary)	B	A	418	411	98%	No
St John's RC Academy (Secondary)	B	A	838	640	76%	No
St Madoes Primary School	B	B	150	118	79%	No
St Ninian's Episcopal Primary School	B	B	150* (99)	66	44%	No
St Stephen's RC Primary School	B	A	100	88	88%	No
Stanley Primary School	B	A	217	90	41%	No
Tulloch Primary School	A	A	434	369	85%	Yes
Viewlands Primary School	B	A	395	344	87%	No

* Does not include COPECC as it is a stand-alone nursery. Capacity changes proposed. Figures in brackets () indicates revised capacity.



Capital Investment Projects - Completed Since 2016

Schools

School	Scope	Spend
Alyth Primary School	Refurbishment and extension to provide a 9-class primary school on existing site.	£9,700,000
Bertha Park High School	New secondary school.	£32,500,000
Kinross Primary School	New 18-class school on existing site.	£12,170,000
Longforgan Primary School	Refurbishment and extension to provide a 6-class school with a learning resource centre and new hall.	£6,220,000
Oakbank Primary School	New 14-class school with ASN base on existing site.	£9,588,000
Perth Academy	Infrastructure works including external stonework repairs, drainage improvements, toilet upgrades, lighting upgrades, PE upgrades and asbestos removal.	£5,300,000
Perth Grammar School	Refurbishment to provide reception and ancillary accommodation, new learning resource centre, new external lighting and toilet upgrades.	£675,000
Perth High School	External repairs, upgraded CCTV system and social space upgrades.	£1,097,000
Pitcairn Primary School	Extension to provide dining facilities and all spaces within school upgraded with new heating and new lighting.	£1,600,000
Tulloch Primary School	New 14-class school with ASN base on existing site.	£10,488,000

Early Years Provision - 1140 hours

Early Year Setting	Project Description	Capacity Previous Registration	Capacity Current Registration	Budget
Blair Atholl Primary School	Minor works, vinyl, changing table.	20	20	£11,909
Coupar Angus Primary School	Reconfiguration of classrooms to provide additional nursery accommodation.	50	72	£709,082
Crieff Primary School	Reconfiguration to provide separate 2-year-old accommodation.	53	58	£55,724
Glenlyon Primary School	Minor works to provide a corridor and new door, included moving radiator.	8	10	£7,995
Goodlyburn Primary School	Outdoor nursery classroom provision.	0 (Outdoor provision)	8 (Outdoor provision)	£91,191 (Combined project cost with RDM)
Guildtown Primary School	Reconfiguration of classroom and toilets to provide nursery accommodation and unisex toilets.	0	16	£162,103
Inchtute Primary School	New-build stand-alone nursery.	35	58	£1,910,000
Kirkmichael Primary School	Nursery improvement works.	20	20	£14,417
Letham Primary School	Nursery extension and full infrastructure upgrade of school. All classrooms refurbished. New reception area and new AV/Wi-Fi throughout the building.	50	116	£5,474,018
Logierait Primary School	Reconfiguration of a classroom to form nursery accommodation.	0	8	£223,243

Early Year Setting	Project Description	Capacity Previous Registration	Capacity Current Registration	Budget
Longforgan Primary School	Part of large project to extend and refurbish school.	12	32	£685,496 contribution to larger project
Murthly Primary School	Form toilet on first floor within existing storeroom area.	20	24	£19,568
Newhill Primary School	Reconfiguration and extension of existing nursery and stores to extend capacity of nursery.	77	122	£263,076
Oakbank Primary School	Extension to existing nursery.	55	93	£1,100,000
Robert Douglas Memorial School	Outdoor nursery classroom provision. Reconfiguration of classroom to form additional toilet, install commercial dishwasher.	0 (outdoor)	8 (outdoor)	<i>Combined project costs with Goodlyburn - see above</i> £36,780
Royal School of Dunkeld	Reconfiguration of the existing nursery including snack preparation and toilets. Work done to P1 classroom to provide additional nursery accommodation.	24	40	£49,105
St Ninian's Primary School	Reconfiguration of classroom to provide nursery accommodation and full infrastructure upgrade to the school.	0	24	£1,476,464




PESTLE Analysis - Learning Estate - November 2021




Political

The Infrastructure Commission for Scotland published their “Key Findings Report: A blueprint for Scotland” in January 2020. The report makes a number of recommendations to the Scottish Government around the theme of “*making the most of existing assets*” on the premise “*that most of the underlying infrastructure that will be used in 30-years’ time already exists today and it is, therefore, essential that these assets are most effectively and efficiently utilised, maintained and enhanced to net zero carbon readiness*”. Council approved the development of an **Investment Blueprint for 2020-2050** on 6 March 2020.

The national Learning Estate Strategy developed by the Scottish Government in conjunction with COSLA was launched in September 2019. The strategy aligns with the Investment Blueprint and is supported by the Learning Estate Investment Programme (LEIP). Perth & Kinross Council has been successful in bidding for funding through the second phase of the programme for Perth High School and the new primary school to replace Balhousie Primary School and North Muirton Primary School.

The programme is jointly funded by Scottish and Local Government and is designed to:

-  *improve the condition of the school estate;*
-  *support growth projects where there are no local condition priorities;*
-  *establish links across the learner journey where appropriate;*

-  *benefit 50,000 pupils to learn in condition A/B schools;*
-  *enable the delivery of wider SG policy objectives, including the guiding principles of the Learning Estate Strategy; and*
-  *support sustainable estate planning with clear investment and maintenance strategies.*

There is an ongoing commitment to the extension of **ELC** with significant additional provision having already been made within the Learning Estate.

The Scottish Government have indicated that they will develop a strategic framework for **after-school and holiday childcare** in order to better meet the needs of families. It is likely that some of this provision will be delivered through the existing assets in the Learning Estate.

The Scottish Government have committed to the extension of **Universal Free School Meals** to all primary school aged pupils, with all pupils being entitled to a free school meal by August 2022. This will increase the volume of meals being produced and consumed in schools and will be delivered via existing assets within the Learning Estate. There will be significant investment into existing catering infrastructure to support this programme.

Gaelic Medium Education remains a priority in Scottish education, with the national plan for Gaelic seeking to increase the number of Gaelic schools.



Economic

The “*health*” of the construction industry is fundamental to the ability of the Council to deliver its Learning Estate Strategy.

The main reference source for **construction inflation** projections is the Royal Institution of Chartered Surveyors Building Cost Information Service (BCIS). Their current view is over a forecast period of 2nd quarter 2021 to 2nd quarter 2026. BCIS are forecasting a rise in tender prices over this forecast period of circa 21%. Tender prices are expected to rise by circa 4% in the 2nd quarter of 2022 compared with the same quarter in 2021, driven in particular by sharp materials cost increases and longer supply times. With demand increasing over the remainder of the forecast, and with less contractors in the market (liquidations during COVID-19), tender prices are forecast to rise ahead of input costs, by around 4% per annum.

Following a period of construction inflation stability up to the end of 2019, there are now, as at 3rd quarter 2021, current extraordinary market pressures which are likely to affect materials/labour supply and therefore tender pricing in the short-term; and possibly on a varying geographical basis. The BCIS Materials Cost Index shows that, provisionally, materials prices rose by almost 5% in 2nd quarter 2021 compared with the previous quarter, and by 10% compared with a year earlier. This follows increases in the 1st quarter of 2021, of 3.5% on a quarterly basis, and over 6% on a yearly basis. The forecast for the 3rd quarter of 2021 shows an increase of 3% compared with the 2nd quarter of 2021, and a 13% annual increase.

In 2021, there has been a lot of concern about materials shortages which is likely to be reflected in longer lead times, higher prices and price volatility. Materials shortages are as a result of a number of

compound factors, such as COVID-19, supply chain bottlenecks due to global demand shocks and a shortage of qualified HGV drivers.

BCIS are assuming that following the end of the furlough period, excess demand for labour will be met. They also assume that by the latter part of the forecast period, access to foreign labour will also improve.

It should be noted however, that the “*short-term*” position is not clear as it is influenced by several factors on a global scale, but inflationary effects may be varied on a local basis. Capital projections within the Capital Plan will therefore require to be closely monitored and managed.

Social

Perth and Kinross is one of the areas of Scotland with a **population** projected to grow, and this is expected to continue. The latest projection by National Records of Scotland (NRS) indicates an 8% increase in population over the 25-year period of their latest projection. This increase will largely be in the numbers of older people. Over the 25-year period of the projection, primary pupil numbers are projected to remain largely steady. Secondary pupil numbers will grow slightly as recent increases in younger children progress through the education system. It should be noted that population projections are trend-based, not policy-based.

Projections are less certain as they extend further into the future and also in periods of rapid change. The birth rate in the Perth and Kinross area is one of the lowest in the country and therefore continued growth of the population will rely heavily on continued in-migration from Scotland, the rest of the UK and overseas. In-migration of families with pre-school and school age children will



be important in maintaining and growing school roll numbers. Employment and housing opportunities will be key in maintaining that in-flow, as well as maintaining the good quality of life for which the area is recognised. There is uncertainty over the impact of the UK's discontinuation of EU membership on in-migration.

It is likely that future growth will be within the strategic sites identified within the Local Development Plan which will see a concentration of housing required within and around Perth City. At the same time, more rural areas, especially to the north and west of the area may see reductions in school-age populations.

The Perth & Kinross Offer is a new direction for the Council, designed to transform the way we work with our communities, citizens, partners, businesses, employees and other stakeholders, to ensure that public services can be delivered sustainably and achieve better outcomes for the people of Perth and Kinross.

This transformation will require a change in the traditional relationship between public services, citizens, businesses, investors and visitors. We need to move away from the relationship of provider and consumer to work collaboratively, agreeing joint priorities and designing the future we want together. We also need to agree how we align budgets with our ambitions, using our resources to maximum impact and ensuring communities have services where and when they need them.

Curriculum for excellence has changed the concept of a school, its purposes, functions, design and the way the spaces are used. There is an expectation that the buildings themselves will inspire pupils and teachers to learn and teach in new ways.

Technical

The Education & Children's Services Digital Strategy articulates the need and a plan to deliver relevant digital literacy and digital skill development for all children and young people in Perth and Kinross.

The constant and rapid change in technology leads to a requirement for continued investment in Information and Communications Technology (ICT) infrastructure. This investment is crucial to provide an active and stimulating learning environment, provide opportunities to bring innovation and creativity to classrooms and ensure attainment and achievement is supported by 21st century ICT resources.


In relation to construction works - following the "*Edinburgh Schools Inquiry*" and the impact of the Grenfell Tower fire in North Kensington, government-led initiatives to ensure **greater scrutiny of construction work quality** have been launched. The impact of this is likely to be extended construction programmes due to scrutiny timescales being introduced at pre-construction and post-construction stages. This extended time will provide greater surety of what is being built and how it is being built.

More stringent fire safety measures are now included in **revised Building Standard Regulation** which came into effect as at 1 October 2019. These will impact largely on high-rise buildings but will also relate to facilities for disabled people within larger public buildings.



Legal

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.

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.

UNCRC will become part of Scottish Law in the next 3-9 months. This means that the Council will have to act compatibly with UNCRC rights in relation to everything it does. This will mean a shift towards embedding children's rights in everything we do as a Council. UNCRC Article 12 requires that children and young people should be active participants in decisions which affect them. They have a right to have their views sought and taken into account in relation to any matter which affects them or any other UNCRC rights. There is a positive obligation in relation to engagement and participation where the exercise of those functions is likely to have an impact on children and young people, either as individuals or as members of the community.

Environmental

The Climate Change (Scotland) Act 2009 introduced ambitious legislation to reduce emissions by at least 80% by 2050, and will drive new thinking, new solutions and new technologies putting Scotland at the forefront of building a sustainable low carbon economy.

All public buildings are intended to be exemplars of best practice of a low carbon estate. Low-carbon and zero-carbon solutions for our buildings will inevitably come with an increased capital cost premium.

"Protecting Scotland's Future: The Government's Programme for Scotland 2019-2020" published in September saw the Scottish Government underline its commitment to net zero carbon emissions by 2045 through staged targets including emission free city centres (2030) and a move to low-carbon heating for all new homes (2024).

Low Carbon Design/Construction

In accordance with the aspiration of the Council's Interim Climate Emergency Report and the Scottish Government's Net Zero Low Carbon Building Standard, Passivhaus is our current solution to new build design approach to meet the standard and improve construction quality.

It is intended that new capital construction projects are in compliance with *"Passivhaus"* standard and that any adaptation works to existing buildings in future will aim to comply with *"Enerphit"* standard. These are rigorous energy-efficient design and construction processes that maximise heat recovery and maintain a constant internal temperature whilst using minimal energy for heating and cooling. These processes require close scrutiny and a certification process that invariably lead to increased capital cost however with minimal



post construction defects and significantly reduced energy costs and carbon emissions.

COVID-19 Measures

Within the school estate, greater emphasis should be placed on ventilation, by keeping windows open as much as possible, and doors open when feasible and safe to do so.

Updated [advice](#) published in August 2021 also emphasised the need for a renewed focus on the importance of good ventilation and the potential for CO2 monitors to be utilised to ensure good air quality in enclosed spaces.

The World Health Organisation (WHO) has published a [roadmap](#) to improve and ensure good indoor ventilation in the context of COVID-19. The Scottish Government has also published [ventilation guidance](#).

The key requirement for local authorities is to work with schools to identify and implement local approaches that balance the need for fresh air in key parts of the school estate with the maintenance of adequate temperatures.

There is a need for an appropriate supply of fresh air to assist with minimising the risk of virus infection. There is also a need to maintain indoor temperatures for reasons including user comfort, health and wellbeing, and learning and teaching.

Schools should continue to ensure a focus on implementation and maintenance of wider controls including personal hygiene, symptom vigilance, enhanced cleaning and distancing.



Guiding Principles of the National Strategy

The guiding principles of the national strategy and therefore of our Learning Estate strategy are as follows:

- 1 *Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.*
- 2 *Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.*
- 3 *The Learning Estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.*
- 4 *The condition and suitability of learning environments should support and enhance their function.*
- 5 *Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.*
- 6 *Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally-enabled.*
- 7 *Outdoor learning and the use of outdoor learning environments should be maximised.*
- 8 *Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.*
- 9 *Collaboration across the Learning Estate, and collaboration with partners in localities, should support maximising its full potential.*
- 10 *Investment in Scotland's Learning Estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.*

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PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

3 November 2021

DUAL SECONDARY SCHOOL CATCHMENT AREA KIRKMICHAEL PRIMARY SCHOOL

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

A scoping exercise has been undertaken at the request of Lifelong Learning Committee on the possibility of making Kirkmichael Primary School catchment area a dual catchment area for both Blairgowrie High School and Pitlochry High School.

The purpose of creating a dual catchment area for Kirkmichael Primary School would be to increase the school roll at Pitlochry High School.

1. BACKGROUND/MAIN ISSUES

- 1.1 On 24 August 2016, Lifelong Learning Committee ([Report No. 16/347 refers](#)) approved principles to be used as a basis for the transformation review, 'Securing the Future of the School Estate'. The principles approved by Lifelong Learning Committee as a basis for the transformation review were as follows:
 - (i) Schools should have an occupancy rate where possible greater than 60% of the capacity and ideally should be operating at over 80% capacity;
 - (ii) Every school should be rated as A or B, ie at least satisfactory for condition and suitability; and
 - (iii) Life expired buildings within the school estate should be prioritised for replacement.
- 1.2 Pitlochry High School was included in the schools to be considered due to the occupancy level and condition rating of the school. The occupancy at the time of the 2015 Census was 144 pupils. The capacity of the secondary school is 237, and therefore, this was an occupancy of 61%.
- 1.3 On 4 September 2019, Lifelong Learning Committee ([Report No. 19/238 refers](#)) approved a number of outcomes for Pitlochry High School, including developing a detailed plan for a Highland Perthshire Learning Partnership (HPLP), which were to identify proposals to maximise the use of Pitlochry High School and undertake a scoping exercise on the possibility of making Kirkmichael Primary School catchment area a dual secondary school catchment area for both Blairgowrie High School and Pitlochry High School.
- 1.4 On 20 January 2021, a report was submitted to Lifelong Learning Committee ([Report No. 21/7 refers](#)) which provided an update on the HPLP.

- 1.5 This report details the outcomes of the scoping exercise that has been undertaken on making Kirkmichael Primary School a dual secondary school catchment area for Blairgowrie High School and Pitlochry High School.

2. SCHOOL INFORMATION

Kirkmichael Primary School

- 2.1 Kirkmichael Primary School has a capacity of 72 which is based on 3 teaching spaces. The current school roll is 54¹ with an occupancy of 75%. The school has a nursery.
- 2.2 The school is in the secondary school catchment area for Blairgowrie High School. There are currently 46² pupils attending Blairgowrie High School who are living in the Kirkmichael Primary School catchment area.
- 2.3 Kirkmichael Primary School serves the communities of Kirkmichael, Glenshee, Bridge of Cally, Blacklunans and Straloch. The Scottish Government's Rural Schools List 2017 classifies Kirkmichael Primary School as a "remote rural" school under Section 14 of the Schools (Consultation) (Scotland) Act 2010.
- 2.4 Children living in the catchment area are split in to two distinct groups from Bridge of Cally northwards. The A924 runs to the west of the catchment area and continues over the moor to the A9 near Pitlochry. The A93 runs to the east of the catchment area. The majority of pupils attending Perth and Kinross Council schools, living in the catchment area, live in close proximity to these roads.
- 2.5 There are currently less than 5 children from the west of the Kirkmichael Primary School catchment area attending Pitlochry Primary School and Pitlochry High School.

Blairgowrie High School

- 2.6 Blairgowrie High School has a current roll of 805 pupils with an occupancy of 76%. The capacity of the school is 1058 pupils. Pupils can attend the school from S1 to S6 and the catchment primary schools are:

- Alyth Primary School;
- Burrelton Primary School;
- Coupar Angus Primary School;
- Glendelvine Primary School;
- Kettins Primary School;
- Kirkmichael Primary School;
- Meigle Primary School;
- Newhill Primary School; and
- Rattray Primary School.

¹ As at 6 September 2021.

² SEEMiS at 6 September 2021.

- 2.7 Table 1 below details the projected future school roll at Blairgowrie High School.

Table 1 - Blairgowrie High School – Projected Future School Roll

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
School Roll	862	878	875	841	822	802
Occupancy	81%	83%	83%	79%	78%	76%

Pitlochry High School

- 2.8 Pitlochry High School has a current roll of 117³ pupils with an occupancy of 49%. The capacity of the school is 237 pupils. Pupils can attend the school from S1 to S4. Pupils choosing to stay on for S5 and S6 attend Breadalbane Academy. The catchment primary schools for Pitlochry High School are:

- Blair Atholl Primary School;
- Logierait Primary School; and
- Pitlochry Primary School.

- 2.9 Table 2 below details the projected future school roll at Pitlochry High School.

Table 2 - Pitlochry High School – Projected Future School Roll

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
School Roll	119	134	129	127	142	140
Occupancy	50%	57%	54%	54%	60%	59%

- 2.10 The occupancy of Pitlochry High School, detailed in Table 2, may increase in future years, regardless of an increase in the school roll, because of options being considered as part of HPLP to maximise the use of the school building. This could potentially reduce the overall capacity of the secondary school.

3. KIRKMICHAEL PRIMARY SCHOOL – PARENT/CARER SURVEY

- 3.1 As part of this scoping exercise, a survey has been undertaken to establish the views of parents/carers of primary school pupils currently attending Kirkmichael Primary School.

The school contacted all parents/carers and asked them to complete an online survey. The survey was available for completion between 16 September 2021 and 27 September 2021.

Due to a low response rate, the survey was further extended until 8 October 2021. Parent/carers were advised if the Council did not receive a response, it would be assumed that parents/carers are content with the current provision and wish to retain the existing secondary school catchment arrangements between Kirkmichael Primary School and Blairgowrie High School.

³ As at 6 September 2021.

The survey asked parents/carers the following questions:

1. Where would you choose to send your child/children to secondary school if you had a choice between Blairgowrie High School and Pitlochry High School and free transport was provided by the Council to both schools.
 2. Please give reasons for your choice of secondary school.
- 3.2. The survey was issued to 42 families and 19 families responded. This response represented 23 primary school pupils and 9 nursery children. Five families, representing 7 children, detailed a preference for Blairgowrie High School. 23 families, representing 37 children, did not respond to the survey and in line with the approach to be taken outlined above in para 3.1, these are recorded as a preference for Blairgowrie High School.

Table 3 - Survey Results

School	Families (Responses)	Children (Nursery/Primary)
Blairgowrie High School	28	44
Pitlochry High School	12	23
Not Sure/Undecided	2	2
Total	42	69

4. IMPACT ON OCCUPANCY

- 4.1 The survey results, detailed in section 3, have been used to assess the impact on occupancy of the introduction of a dual catchment.
- 4.2 Table 4 and Table 5 outline the difference in the school roll at Pitlochry High School and Blairgowrie High School should parents/carers choose to send their child/children to Pitlochry High School rather than Blairgowrie High School, as per the preferences noted in the survey results.

Table 4 - Pitlochry High School – Projected Future School Roll (Parent/Carer Survey Response)

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
School Roll	121	139	137	137	152	151
Occupancy	51%	59%	58%	58%	64%	64%
Difference (Roll)	+2	+5	+8	+10	+10	+11

Table 5 - Blairgowrie High School – Projected Future School Roll (Parent/Carer Survey Response)

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
School Roll	860	873	867	831	810	787
Occupancy	81%	83%	82%	79%	77%	74%
Difference (Roll)	-2	-5	-8	-10	-12 ⁴	-15

⁴ Assumption that pupils from S4 in Pitlochry will go on to Breadalbane Academy.

- 4.3 There would be a small increase in the projected school roll, of up to 11 pupils between 2023/24 and 2028/29 at Pitlochry High School and a small decrease in the projected roll of up to 15 pupils at Blairgowrie High School, if these children attended Pitlochry High School and go on to Breadalbane Academy for S5/S6.
- 4.4 In addition to the survey, some scenarios of the movements of pupils, should a dual catchment be introduced, have been developed to establish the effect on secondary school rolls, should parents make different choices in future years. These are contained in Appendix A.
- 4.5 Table 6 below, shows the projected pupil roll at Pitlochry High School if all pupils living in the Kirkmichael Primary School catchment area were to attend Pitlochry High School.

Table 6 - Pitlochry High School – Projected Future School Roll (All pupils in Kirkmichael Primary School catchment attend the school)

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
School Roll	126	156	156	162	178	163
Occupancy	53%	66%	66%	68%	75%	69%
Difference (Roll)	+7	+22	+27	+35	+36	+23

- 4.6 Table 7 below, shows the projected pupil roll at Blairgowrie High School if all pupils living in the Kirkmichael Primary School catchment area were to attend Pitlochry High School. There would be a decrease in the projected roll for Blairgowrie High School. This would lead to an incremental staffing reduction at Blairgowrie High School over time.

Table 7 - Blairgowrie High School – Projected Future School Roll (All pupils in Kirkmichael Primary School catchment attend Pitlochry High School)

	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
School Roll	855	856	848	805	780	763
Occupancy	81%	81%	80%	76%	74%	72%
Difference (Roll)	-7	-22	-27	-36 ⁵	-42	-39

- 4.7 In summary, based on the results of the survey, there would be a limited positive impact on the school roll/occupancy at Pitlochry High School if a dual catchment was established. However, it is possible in future years that more pupils could choose to attend Pitlochry High School if there was a dual catchment. While this may increase the occupancy and roll of Pitlochry High School, this would have a negative impact on the roll/occupancy at Blairgowrie High School and could lead to an incremental staffing reduction at the school, which would be detrimental to Blairgowrie High School and its pupils. This would be contrary to the principle that any change to the catchment should not lead to the detriment of another school.

⁵ Assumption that pupils from S4 in Pitlochry will go on to Breadalbane Academy.

5. PUPIL IMPACT

5.1 Transition to Secondary School

Secondary school transition arrangements for Kirkmichael Primary School pupils commence during Primary 6 and run to the end of Primary 7.

A full transition programme, including visits to the secondary school and participation in both curricular and extra-curricular activities at the school, is a feature throughout the last two years of primary. In addition, secondary staff, usually Guidance Teachers and Pupil Support staff as well as Community Link Workers, visit primary schools to work with young people and prepare them for their transition to secondary school.

There is also an enhanced transition programme for those young people who may require additional support in moving from primary to secondary.

5.2 Transition to S5/S6

Pupils from the Kirkmichael Primary School catchment area, choosing to attend Pitlochry High School for secondary education, under a dual catchment arrangement, would go on to attend Breadalbane Academy or Blairgowrie High School for S5 and S6.

5.3 Travel Distance/Journey Times

Secondary School pupils are transported to school by the Council if they live more than 3 miles from their catchment school, or on the grounds of safety.

There are currently 44 pupils transported from the Kirkmichael Primary School catchment area to Blairgowrie High School. Pupils are transported using 5 vehicles which includes buses, taxis and private hire vehicles.

Currently, the longest journey time for a pupil living in the Kirkmichael Primary School catchment area travelling to Blairgowrie High School, is approximately 1 hour.

Estimated journey times for pupils attending Blairgowrie High School, Pitlochry High School and Breadalbane Academy from areas throughout the Kirkmichael Primary School catchment area are detailed below. Pupils for Breadalbane Academy would change transport in Pitlochry and travel to school on existing bus contracts. This would necessitate S5/S6 pupils arriving in Pitlochry prior to the bus services leaving for Aberfeldy at 7.55am or 8.06am. Table 8 below, outlines estimated journey times.

Table 8 - Travel Times to Secondary Schools

Location	Blairgowrie High School	Pitlochry High School⁶	Breadalbane Academy (from location)⁷
PH10 7PD (Enochdhu Area)	Current 55 minutes	Estimated 30 minutes	Estimated 69 mins or 76 mins
PH10 7NS (Kirkmichael Area)	Current 50 minutes	Estimated 35 minutes	Estimated 74 mins or 81 mins
PH10 7NH (Ballintuim Area)	Current 35 minutes	Estimated 50 minutes	Estimated 89 mins or 96 mins
PH10 7JQ (Bridge of Cally Area)	Current 25 minutes	Estimated 60 minutes	Estimated 99 mins or 106 mins
PH10 6TE (Blairgowrie Area)	Current 15 minutes	Estimated 70 minutes	Estimated 109 mins or 116 mins

46% of children currently attending Kirkmichael Primary School or nursery would benefit from shorter journey times if they were to attend Pitlochry High School rather than Blairgowrie High School. Most of the children who would benefit live in the Kirkmichael and Enochdhu areas. The journey time to Breadalbane Academy for all S5/S6 pupils in the Kirkmichael Primary School catchment area would be longer than if they attended Blairgowrie High School.

5.4 Transport/Travel Route

An additional consideration to this proposal is the route children would take from Kirkmichael Primary School catchment area to Pitlochry High School and on to Breadalbane Academy for S5 and S6.

During periods of heavy snowfall, the A924 is treated in sections to ensure there are safe routes to school for primary school children attending Kirkmichael Primary School and the secondary school at Blairgowrie High School.

The A924 between Kirkmichael and Pitlochry, over the Moulin Moor, is almost 400m above sea level and can be affected by inclement weather when other parts of the route are not. In heavy snow conditions, a snow cutter is required before lorry mounted snow ploughs can be used. This section of the road is closed on approximately 2 occasions per year, but it can be more, dependent on the severity of conditions. Analysis of winter logs for 2019/20 and 2020/21, indicate 21 days in total over the two years where the route was not passable before 9am in the morning and 6 days where the route was not passable in the afternoon. 20 of those 27 days were school days and school transport would not have been able to proceed to, or return from, Pitlochry until roads were treated.

⁶ Journey times are generous and based on similar journey times between pick up points for an existing service operating to Blairgowrie High School. Journey times may be reduced depending on number of pick-ups required and if smaller vehicle used.

⁷ Journey times from Kirkmichael catchment to Pitlochry may be reduced depending on number of pick-ups required and if smaller vehicle used.

It cannot be assumed that school transport can operate beyond contract times, due to other commitments, therefore pupils may not be able to attend school on the dates where the road is late opening unless transported to and from school by parents/carers.

The A924 between Bridge of Cally and Pitlochry is included on the Council's Priority Gritting List during periods of inclement weather. The road is not included on the principal road network, which means, although the road will be treated when required if there is widespread inclement weather, the road may not be cleared on the first day of snowfall, or on consecutive days, depending on the severity of the weather and clearance for other Priority 1 roads on the principal road network.

If a dual secondary school catchment was created for Kirkmichael Primary School with Pitlochry High School, the A924 between Kirkmichael and Pitlochry would have to be added to the principal road network so that the route could be used by school transport during severe winter conditions. It should be noted that the upgrading of the route will not ensure that school transport will run under all circumstances.

5.5 Extra-curricular activities

Extra-curricular activities are offered at Blairgowrie High School, Pitlochry High School and Breadalbane Academy. Parents/Carers are responsible for all transport arrangements should their child(ren) attend an extra-curricular activity within a school and transport home outwith the normal school finish time. Free home to school transport does not operate outwith school start and finish times.

There is currently a public transport service (Service 71) which operates from Blairgowrie to Kirkmichael/Enochdhu and Spittal of Glenshee via Bridge of Cally which pupils may use to travel home after attending extra-curricular activities, should they require it. Although there is a bus service between Aberfeldy and Pitlochry, there is currently no local bus provision from Pitlochry to the Kirkmichael area.

6. FINANCIAL AND RESOURCE IMPACT

- 6.1 Primary schools with dual catchments have to operate in such a way that links are maintained with both secondary schools. Secondary schools with dual catchments also have to maintain links to the primary schools. This is not an effective use of resources if pupils attend only one of the secondary schools.
- 6.2 The estimated cost of adding the A924 between Kirkmichael and Pitlochry to the principal road network would be approximately £200,000 per annum. This cost is based on the provision of additional machinery, labour and road treatments.
- 6.3 The current cost of transporting pupils from the Kirkmichael Primary School catchment area to Blairgowrie High School is approximately £136,000 per annum.

The number of children travelling, and the transport required, would change year on year depending on pupil numbers and which secondary school the pupils choose to attend.

If pupil numbers were split between Pitlochry High School and Blairgowrie High School, it is assumed that a similar number of vehicles would be required to serve each site, albeit certain vehicles may have reduced passenger capacities. One service currently acts as the local public transport option for the Tarvie/Kirkmichael/Bridge of Cally communities to/from Blairgowrie, so this would likely remain as a school transport option to Blairgowrie High School.

It should be noted that additional transport would have to be provided to cater for the earlier journeys required to serve Breadalbane Academy for S5/S6 pupils. Pupil demand will determine the number and size of vehicles required. Approximate costs of additional transport would be £20,000 per annum (8 seat taxi/private hire vehicle) and £38,000 per annum (16-seater bus).

7. CONCLUSION AND RECOMMENDATIONS

7.1 The scoping exercise has considered whether a dual catchment was feasible and the extent to which this would increase the roll at Pitlochry High School. A survey was undertaken to establish the views of parents/carers of primary school pupils currently attending Kirkmichael Primary School. This provided an understanding of the potential impact of occupancy at Pitlochry High School and the related consequences for pupils, including travel distances and journey times. The implications for transport and travel routes, together with the related effect on finance and resources, has also been considered.

7.2 The impact of creating a dual secondary school catchment area for Kirkmichael Primary School is as follows:

- Parents/carers and pupils would have a choice of two secondary schools and free school transport would be provided to both schools;
- Based on the survey results, the roll of Pitlochry High School would increase by a maximum of 11 pupils over the next 6 years if a dual catchment was put in place;
- There would be a small decrease in the roll at Blairgowrie High School which would, over time, lead to an incremental reduction in staffing at Blairgowrie High School;
- There would be an additional cost of approximately £200,000 per annum for winter road maintenance for school transport to Pitlochry from the Kirkmichael Primary School catchment area;
- Travel time to Breadalbane Academy for S5/S6 will be longer for all pupils living in the Kirkmichael Primary School catchment area;
- Public transport provides opportunities for extra-curricular activities in Blairgowrie for young people living in the Kirkmichael Primary School catchment area;
- There may be additional transport costs depending on how many children access both secondary schools; and

- There will be additional school staff time required to resource transition arrangements for two secondary schools.

7.3 In conclusion, based on the survey responses, establishing a dual catchment for Kirkmichael Primary School is unlikely to significantly increase the school roll at Pitlochry High School at this time. This work has also shown that there is potential for detriment to Blairgowrie High School through an incremental reduction in staffing, should large numbers of pupils from Kirkmichael Primary School elect to attend Pitlochry High School as result of dual catchment arrangements. There are also substantial additional costs and resources to establish and maintain new school transport routes associated with pupil travel to Pitlochry from the Kirkmichael Primary School catchment area.

7.4 It is recommended that the Committee:

- (i) Notes that the pupil roll at Pitlochry High School is projected to increase without the introduction of a dual catchment;
- (ii) Notes the outcome of the survey undertaken with parents/carers of pupils currently attending Kirkmichael Primary School;
- (iii) Notes that establishing a dual catchment area for Pitlochry High School and Blairgowrie High School for Kirkmichael Primary School, would not achieve the objective of increasing the school roll at Pitlochry High School significantly over the next 6 years, based on the survey results;
- (iv) Notes that there is the possibility of detriment to Blairgowrie High School, if there is a reduction in pupil numbers, due to an incremental reduction in staffing;
- (v) Notes the challenges and additional costs associated with travel to Pitlochry High School and Breadalbane Academy; and
- (vi) Approves the retention of the existing secondary catchment arrangements between Kirkmichael Primary School and Blairgowrie High School.

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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	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
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.

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 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 report 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.

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 A – Dual Secondary School Catchment Area – Kirkmichael Primary School

DUAL SECONDARY SCHOOL CATCHMENT AREA

KIRKMICHAEL PRIMARY SCHOOL

Impact On Occupancy - Scenarios

The following scenarios have been considered in relation to school rolls and transport:

- A. All future primary 7 school pupils attending Kirkmichael Primary School would attend Blairgowrie High School. See Map 1 below (current catchment area).**
- B. All future primary 7 school pupils attending Kirkmichael Primary School would attend Pitlochry High School. See Map 1 below (current catchment area).**
- C. Future primary 7 school pupils attending Kirkmichael Primary School, living to the west of the catchment in close proximity to the A924, would attend Pitlochry High School and pupils living to the east of the catchment and from Bridge of Cally south would attend Blairgowrie High School; See Map 2 below.**
- D. All future primary 7 pupils attending Kirkmichael Primary School living in Kirkmichael and to the north, in close proximity to the A924, would attend Pitlochry High School and all other primary 7 pupils attending Kirkmichael Primary School would attend Blairgowrie High School. See Map 3 below.**

The number of primary 7 pupils due to attend secondary school over the next 7 years, living in the Kirkmichael Primary School catchment area, is relatively low. Table 1 below details the number of primary 7 pupils projected to attend Kirkmichael Primary School in future years.

Table 1 - Kirkmichael Primary School – Future Primary 7 Pupils

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Primary 7 Pupils	9	7	15	5	8	8	2

The impact on the school roll at Blairgowrie High School and Pitlochry High School by 2028/29 is shown in Table 2 below for each option, were they to progress.

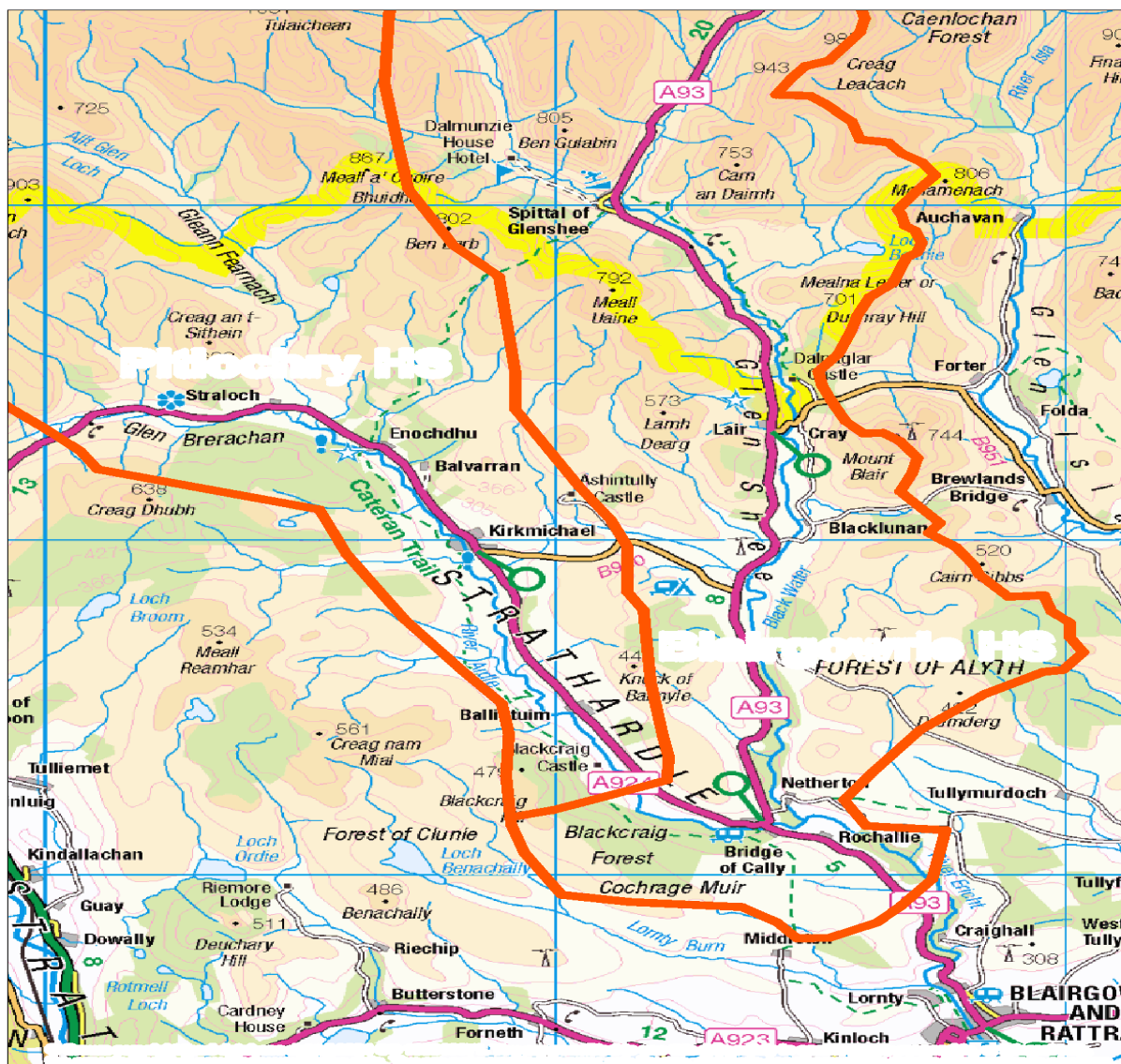
Table 2 - Impact on School Rolls – Projected 2028/29

	Option A	Option B	Option C	Option D
Pitlochry High School	140	163	150	148
Blairgowrie High School	802	763	780	785

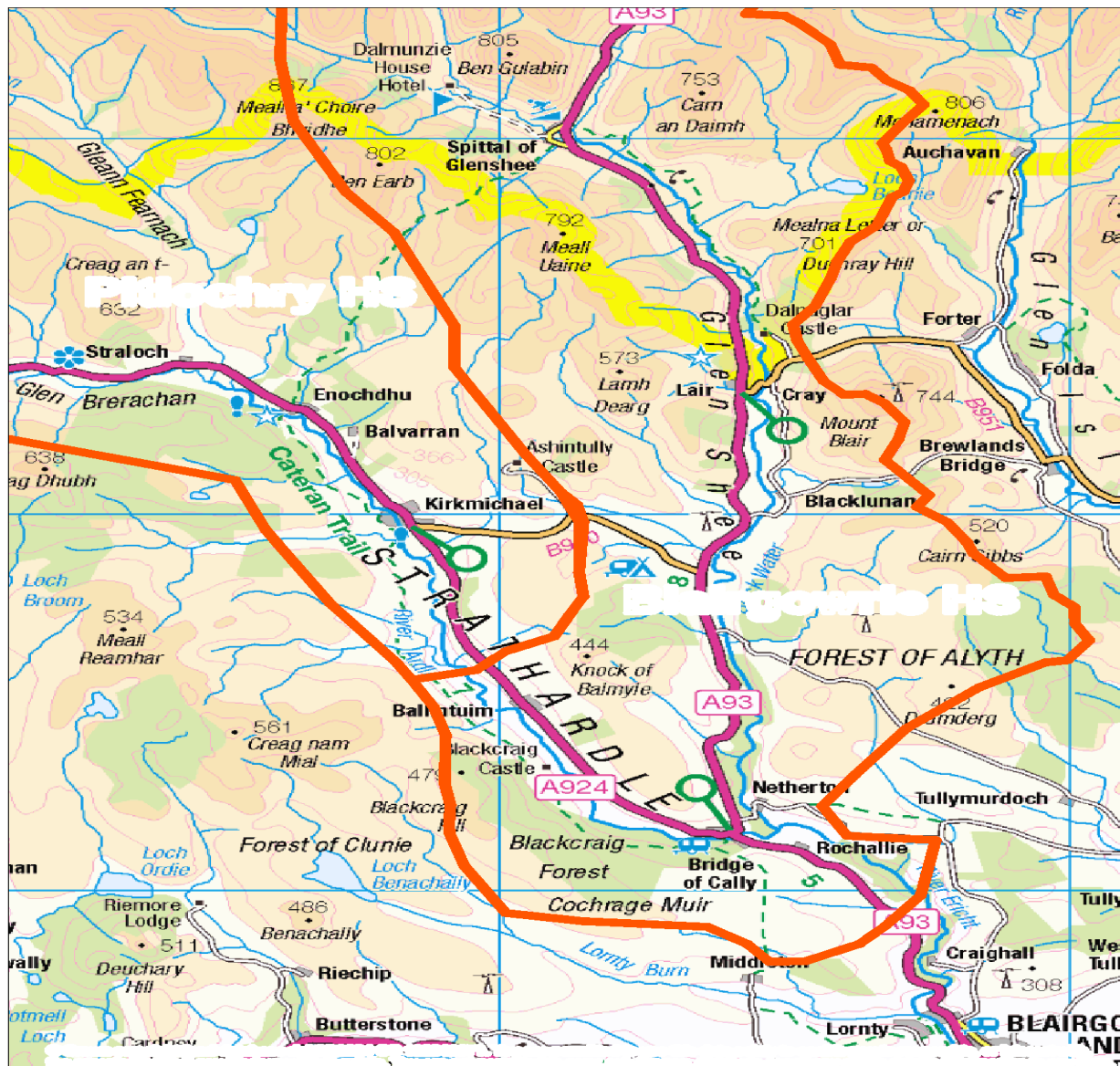
The projected rolls shown in option A are the most likely if the secondary school catchment area for Kirkmichael Primary School remains unchanged.



Map 2: Option C as detailed above



Map 3: Option D as detailed above



PERTH AND KINROSS COUNCIL

Lifelong Learning Committee
3 November 2021

COMMUNITY LEARNING AND DEVELOPMENT PLAN 2021-2024

Report by Head of Culture and Community Services
(Report No. 21/204)

PURPOSE OF REPORT

This report asks Lifelong Learning Committee to approve our new Community Learning and Development (CLD) Plan 2021-2024 and note the final performance report of the 2019-2021 CLD Plan.

1. BACKGROUND

- 1.1 CLD provides individual, family and group learning in community settings, in ways which enable and equip people to improve their lives.
- 1.2 Education Scotland holds the statutory inspection and regulatory role for CLD in Scotland. The regulatory framework includes The Requirements for Community Learning and Development (Scotland) Regulations 2013, the Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012) and Section 2 of the Education (Scotland) Act 1980.
- 1.3 Under the 2013 regulations, Councils must identify the CLD needs of target individuals and groups within their local authority area and prepare and publish a three-year CLD Plan setting out strategic aims for CLD services delivered by all Community Planning Partners. This Plan sets out the commitments of Perth & Kinross Council (PKC), its partners in the Community Planning Partnership (CPP) and wider CLD agencies to deliver CLD which enables better outcomes for all and tackles stubborn inequality. The approved Plan will be submitted to Education Scotland and published on the PKC website.
- 1.4 PKC has a statutory duty to co-ordinate and produce a CLD Plan which contributes to achieving the objectives of the CPP to address inequalities. The CLD approach is founded on working alongside people and communities to improve their lives. It uses early intervention and prevention to address the root causes, not just the symptoms, of inequality. It is about building strong, resilient, influential and inclusive communities, and improving life chances for everyone through learning, employability, personal development and active citizenship.
- 1.5 The Plan is a strategic framework for all Council services and the wider CLD delivery partners. Within PKC, CLD is delivered by a range of core teams embedded in key services and overseen by the Stronger Communities Leadership Group, which reports quarterly to the Corporate Management

Group, comprising all Chief Officers, and provides annual progress reports to the Executive Officer Team, Lifelong Learning Committee and the CPP Board.

- 1.6 The Plan covers the period September 2021 - September 2024. The Council and its CLD partners are determined that year one of this three-year CLD Plan will focus on the recovery and renewal of our communities following the COVID-19 pandemic, which has significantly increased the inequalities faced by some of our most vulnerable adults, families and young people. We will also be focused on ensuring our key third sector partners and community organisations can re-build capacity to deliver their work with communities. The first year of the Plan will be reviewed in September 2022 and updated with a continued focus on mitigating COVID-19 impact as appropriate.

2. CLD PLAN 2019-2021 PERFORMANCE REPORT

- 2.1 Our previous CLD Plan for Perth and Kinross covered the period February 2019 to March 2021. The final year of delivery was severely impacted by the COVID-19 pandemic, with CLD services redirected to support the emergency response. Despite this, key achievements during the lifetime of the plan include:

- 82% of children meeting developmental milestones when entering primary school.
- 774 young people achieving a wider achievement award such as Duke of Edinburgh.
- 1429 adult learners achieving their individual learning outcomes.
- 490 community groups supported to build their capacity.
- Positive destinations for school leavers: 97% in 2019 and 94% in 2020, which is above national and comparator figures.
- 1152 parents involved in family learning and parenting programmes.
- 262 local residents were supported in 2020/21 by the Skills and Employment Initiatives Team to aid progression and employment goals.
- 201 community groups supported to make local environmental improvements.
- The Play Park Strategy was progressed through the improvement and development of the Council's public play parks to ensure they are inclusive, safe and stimulating places for children to play and develop.
- 85% of all Greenspace projects planned for the financial year of 2020/21 were completed and 100% of projects involved community engagement.

During 2020/21 And in Response to The COVID-19 Pandemic

- PKC worked with Connecting Scotland to secure more than 170 digital devices and identified 13 digital champions to support tenants to become digitally included.
- Recruited over 1000 residents as volunteers to help support local communities and developed an on-line portal for volunteer registration, mapping these against a GIS database so volunteers could be linked with activity in their local area.

- Produced a volunteer handbook for PKC registered volunteers with advice on handling cash, child and adult protection and adhering to lockdown rules.
- Worked with local community groups to distribute 20,000 leaflets advising people how to keep safe and where to get support.
- Active Schools Co-ordinators provided a flexible approach to supporting schools throughout the pandemic by offering:
 - online support through recorded engagement sessions to deliver 'household' activities.
 - weekly social media activity newsletter promoting daily activity.
 - remote support for school staff leading physical activity sessions and online motor skills sessions for targeted groups of learners.
- The Perth & Kinross Active Schools Primary Sports Leadership Programme to P6/7 children continued online along with sports and dance leadership programmes.
- Throughout the pandemic, there was a co-ordinated approach to ensuring that those children and young people, considered to be most vulnerable, were offered appropriate support either at home or in school-based services. A range of resources, both virtual and physical, were provided to alleviate inequalities and disadvantage. This was enhanced by the direct support being provided to young people in evenings and at weekends.
- Collaboration with the third sector secured Youth Work in Education Recovery funding to contract eight third sector organisations to work with secondary schools to support young people to re-engage with education.
- Parenting and family learning was adapted to continue to support parents in new ways. 77 virtual groups were offered, with 316 parents/carers attending at least one session and 241 completing a full programme. Bitesize sessions were introduced on themes such as fussy eaters and predictable routines. Through these supports, 54% of parents participating reported they found their stress/anxiety levels as a parent had reduced.
- Adult learning opportunities were provided online with 110 adults undertaking an accredited course.
- CLD staff worked with colleagues across PKC and a wide range of community groups to provide services and goods for those in need. These included:
 - Providing packs of resources for children.
 - 1310 foodbank referrals and delivery of 364 emergency food parcels.
 - 400 referrals to community fridges/larders.
 - 20,500 calls to a dedicated Community Support and Welfare Fund phoneline which provided support for people shielding, self-isolating, requiring support grants, low-income pandemic payments or increased crisis grants, as well as food referrals and information/guidance/signposting.

- Supported the re-purposing of key leisure venues as emergency coronavirus response hubs for delivering over 5,000 food parcels in partnership with local volunteers.
- Responded to a COVID-19 outbreak in Coupar Angus where a total of 201 cases were recorded in the 2 Sisters factory. By working with the factory, our community planning partners and volunteers, we ensured workers and families were supported. Community volunteers and staff delivered over 700 food parcels and carried out doorstep welfare checks to every affected household, including a large number of migrant workers and their families, who needed additional support.

2.2 A summary of the performance of CLD services from April 2019 – March 2021 can be found in Appendix 1.

3. CLD PLAN 2021-2024

3.1 Our current CLD Plan expired in March 2021 and the Plan attached at Appendix 2 covers September 2021 to September 2024, with a focus on the key actions CLD functions will undertake over the next 12 months to support recovery and renewal. It has been developed with CLD partners across Perth and Kinross, taking into account priorities brought about by COVID-19, lockdown and the extensive community consultations that have followed this. Key delivery partners include:

- **The Adult Learning Partnership**, which includes Perth College, the Learning Centre in HMP Perth and a range of third sector providers, adds value for learners and communities through collaborative working and developing a shared vision and aims in order to negotiate, plan and deliver adult learning opportunities for learners who require additional support or have not engaged in learning for a significant period of time.
- **The Youth Work Partnership**. The Gannochy Trust and PKC have worked together to fund Youth Work Providers in the five localities across Perth and Kinross from 2018 - 2021. The partnership was formed to provide secure long-term funding and practical support for the delivery of youth work across Perth and Kinross.
- **Live Active Leisure**, which delivers Active Schools and a range of volunteer opportunities for children, young people and adults to get involved in community sport.

3.2 An important requirement of the Plan is that it identifies priority groups for CLD provision, including unmet needs, both within communities of interest and geographic communities. Development of the new Plan identified the following priorities for the next three years:

- **Poverty** (including child, food and fuel poverty) are significant issues of inequality and ones which have been increasingly highlighted in Perth and Kinross during lockdown, with demand for emergency food parcels and

crisis grants increasing. CLD can work alongside communities to help mitigate the impact of poverty and build sustainable communities. Important new relationships have been forged with local third sector community food providers during COVID-19 and work will continue to develop a sustainable and resilient third sector food network.

- **Mental and physical wellbeing** have been hugely impacted as a result of COVID-19. Evidence from services across the CPP shows a significant increase in demand for support, both during lockdown and as we emerge into recovery, particularly from young people and vulnerable adults. CLD will play a vital role in improving everyone's health and wellbeing, alongside physical activity delivered by our leisure trust partner, Live Active Leisure.
- **Family Learning.** Our Parenting and Family Learning Team play a vital role in providing engaging and impactful family learning opportunities to those most in need through offering a number of research-based programmes and individual support. Our Family and Parenting Team plays a vital role in providing engaging and impactful family learning opportunities to those most in need. Services for Children Young People and Families are leading new work in Letham to co-produce new models of holistic family support in line with The Promise. This is supported by Council budget motion funding and is taking a community development approach. This is linked to work which will test the Wellbeing Economy Alliance Design Guide to support large-scale engagement and participation of children and young people using the framework of the UN Convention on the Rights of the Child (UNCRC).
- **Employability and Adult learning.** CLD plays a critical role in skills development, very often working with people who have been excluded from work and everyday life because of their low self-esteem, skills or confidence. For many people, CLD can create their first route back into learning, embedding literacy and numeracy into all of its provision, so that learning and skills development become accessible for many people disengaged from learning. Our adult learning offer, delivered in partnership with Perth College and the third sector providers, has a focus on employability and digital skills with a range of accredited courses available.
- **Digital participation** is increasingly important as services and the wider society moves online. COVID-19 lockdown highlighted issues with connectivity, technology and capacity, and CLD has a role in building people's skills and confidence. Our Digital Working Group are developing actions to address both digital skills and confidence.
- **Raising attainment.** Closing the gaps in the attainment of literacy, numeracy and health and wellbeing is a priority for all involved in the education of children and young people. For some children and young people, their attainment has been further impacted by the requirement to learn at home as a result of COVID-19 restrictions. Teams delivering CLD will work with schools to support children and young people's well-being;

help children recover any lost ground in learning and close the attainment gap.

- **Best start.** Children have a right and need to play and this has been adversely affected as a result of COVID-19 lockdowns. Services and organisations will work with communities to plan and provide play experiences outdoors for children and families.
- **Community empowerment** is relevant to all parts of the public sector and is an area of increasing importance. The Community Empowerment (Scotland) Act 2015 requires community planning partners to secure the participation of community bodies in community planning. We will continue to work with the 7 Local Action Partnerships and key third sector organisations to empower communities, develop localised decision making and ensure we are responsive to the needs and priorities of communities across Perth and Kinross.
- A commitment to incorporate the **UNCRC** into policy across CLD functions.

3.3 We anticipate that over the next 12 months, new needs will emerge as a result of COVID-19 and further research will be needed to help understand these further. Emerging data and feedback from partners suggest that the following areas could be of particular focus:

- Adults who are digitally excluded and unable to access services and support.
- Families and adults who have experienced bereavement and loss.
- Those who have experienced lost learning, particularly young people and adults on entry level Further Education and Higher Education courses.
- Adults with substance misuse or mental health issues unable to access services due to lack of digital or physical access.
- Minority ethnic groups who may have disproportionately impacted upon by COVID-19 in relation to job security, income and health and wellbeing.
- Looked After children and young people.
- Young carers.
- Victims of domestic abuse.
- Supporting pupil wellbeing and potential gaps in learning.
- The impact of trauma in communities.
- Identifying any widening of inequalities.

3.4 A refreshed Performance Framework to measure the impact of the CLD Plan is included in Appendix C of the CLD Plan. Monitoring and reporting on delivery of the CLD Plan will be carried out via:

- The Council's Corporate Management Group which has strategic oversight of CLD delivery.
- Quarterly delivery progress reports to the Executive Officer Team
- The Community Plan Annual Report.
- An annual update on the CLD Plan to Lifelong Learning Committee and CPP Board.

4. CONCLUSION AND RECOMMENDATIONS

4.1 The new CLD Plan 2021-24 sets out clear strategic direction and priorities for the next three years, including our key actions over the next twelve months to help our communities recover from COVID-19.

4.2 It is recommended that the Committee:

- (i) Notes the performance report for the CLD Plan 2019-21 at Appendix 1;
- (ii) Approves the draft CLD Plan 2021-24 at Appendix 2; and
- (iii) Agrees to an annual update on the CLD Plan returning to Lifelong Learning Committee.

Author

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Approved

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
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.

2. Resource Implications

Financial

2.1 N/A

Workforce

2.2 N/A

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.

3.1.1 The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome: 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 act has been considered 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 Heads of Service and Service Managers within Education and Children's Services, Corporate and Democratic Services and Communities Directorate have been consulted in the preparation of this plan and report. Corporate Management Group and the Executive Officer Team have also been consulted.

External

- 4.2 The Plan drew on findings from existing consultations conducted from summer 2020 - summer 2021.

5. Communication

- 5.1 The Plan will be published on the PKC website.

2. BACKGROUND PAPERS

None.

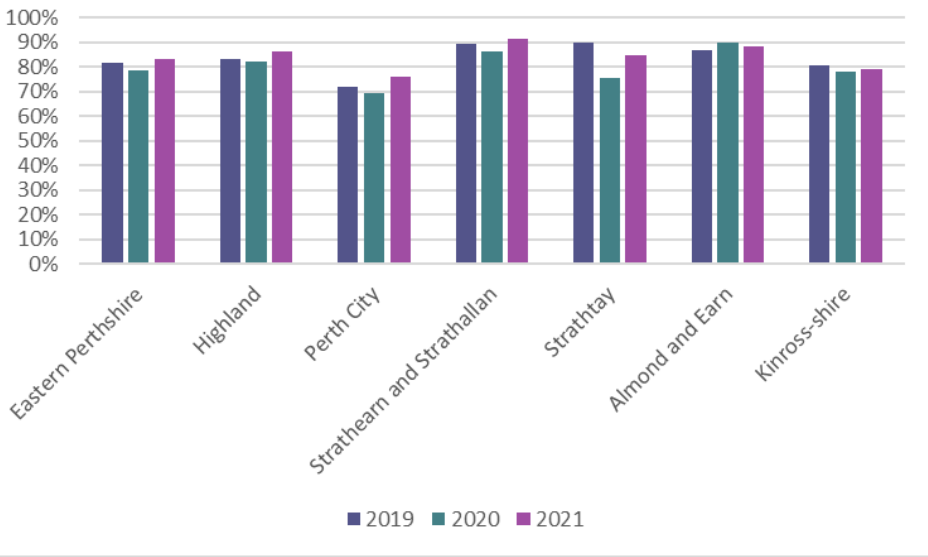
3. APPENDICES

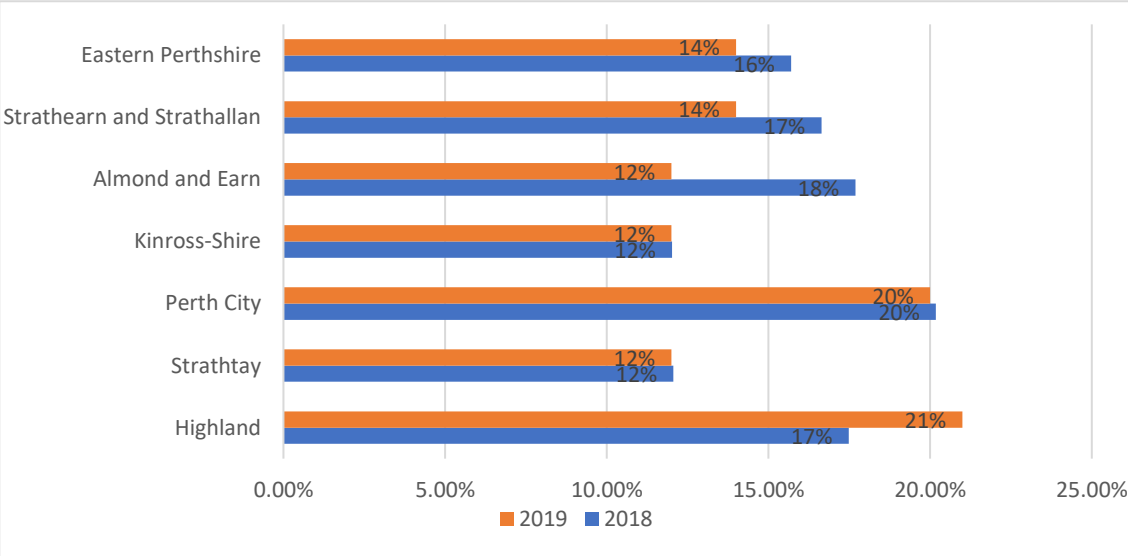
Appendix 1 - CLD Plan April 2019 - March 2021 Performance Reporting

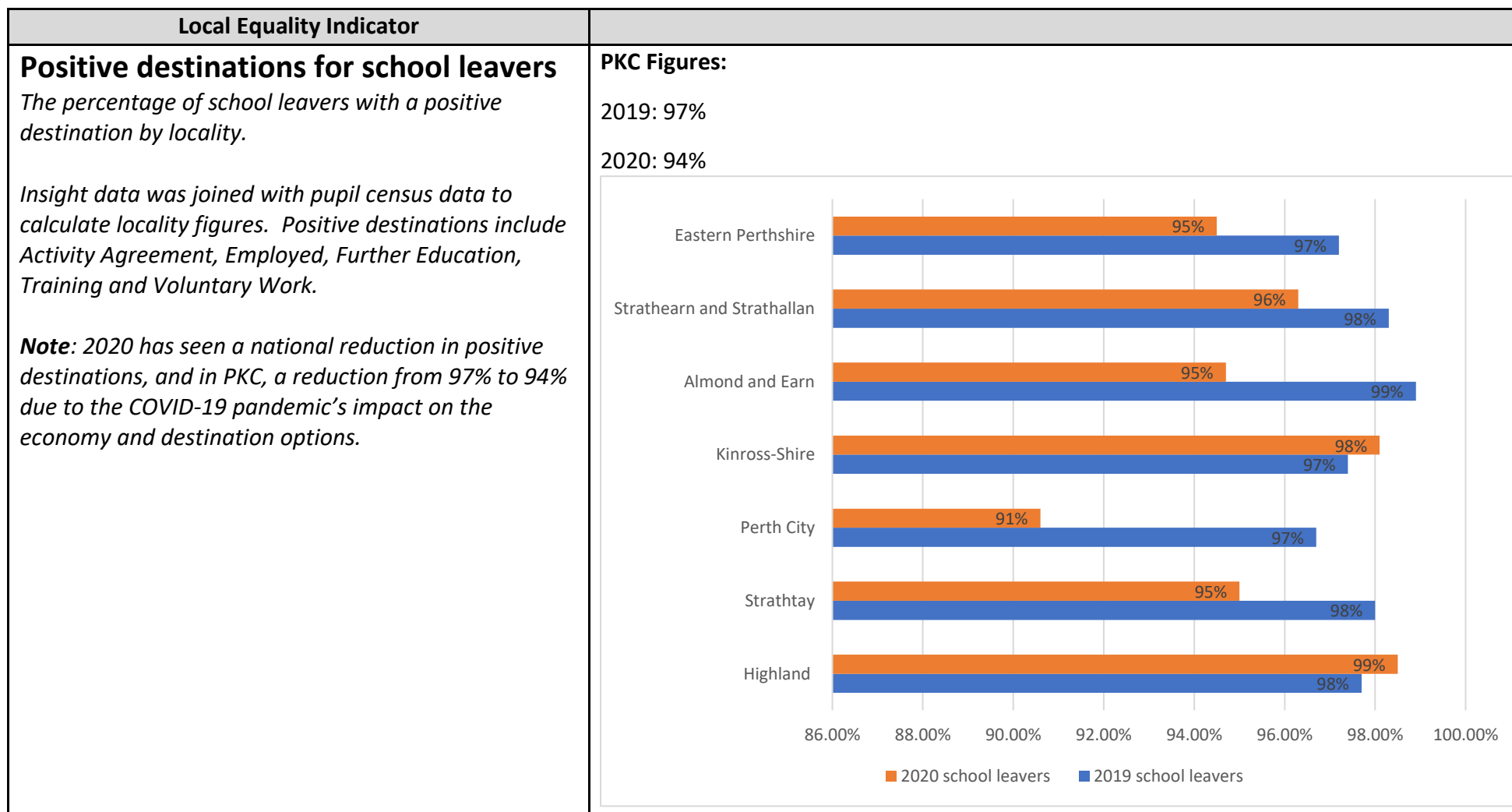
Appendix 2 - Perth And Kinross Community Learning And Development Plan
2021-2024

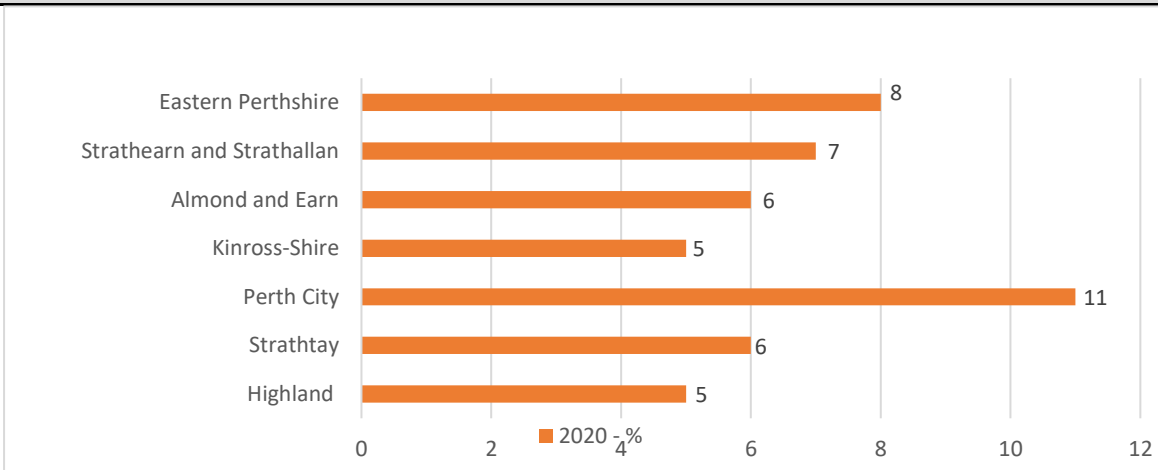
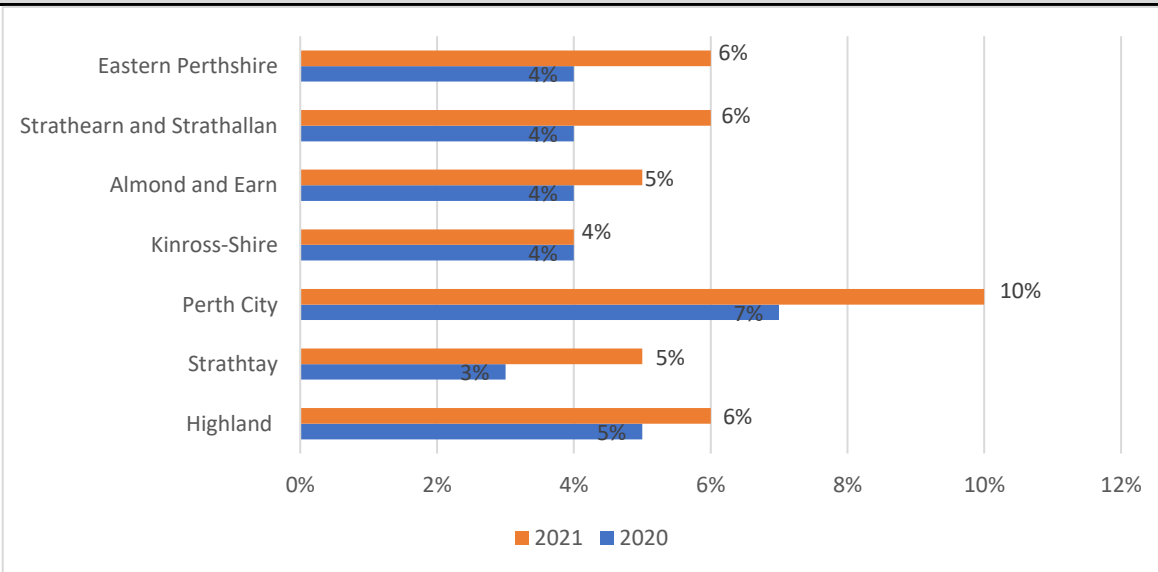
Appendix 1

CLD Plan April 2019- March 2021 Performance ReportingLocal Equality Indicators

Local Equality Indicator	
<p>% of children meeting developmental milestones when entering primary school</p> <p><i>The percentage of children meeting all developmental milestones when entering primary school, by locality (calculated on basis of individual pupil's home address – not nursery/school).</i></p>	 <p>Overall PKC Figures: 2019: 81% 2020: 77% * 2021: 82%</p> <p>*Due to the COVID-19 pandemic, children were last seen in Early Learning Centres in March 2020, therefore, professional judgement around development will have been for a year only. 2020 figures should be seen as unique and not necessarily part of the series of data.</p>

Local Equality Indicator																									
<h3>Child poverty rates</h3> <p>Percentages for children aged under 16 living in relative low-income families by Local Authority and Ward. Relative low income is defined as a family in low income Before Housing Costs (BHC) in the reference year. A family must have claimed one or more of Universal Credit, Tax Credits or Housing Benefit at any point in the year to be classed as low income in these statistics.</p> <p><i>Households are living in poverty if their household income (adjusted to account for household size,) is less than 60% of the median.</i></p> <p><i>The child poverty rate is an average of the child poverty rates for the wards within each locality. Poverty rates are calculated on an ‘after housing’ costs basis.</i></p>	<h3>PKC Figures:</h3> <p>2018: 17%</p> <p>2019: 20%</p>  <table><thead><tr><th>Locality</th><th>2018 (%)</th><th>2019 (%)</th></tr></thead><tbody><tr><td>Eastern Perthshire</td><td>16%</td><td>14%</td></tr><tr><td>Strathearn and Strathallan</td><td>17%</td><td>14%</td></tr><tr><td>Almond and Earn</td><td>18%</td><td>12%</td></tr><tr><td>Kinross-Shire</td><td>12%</td><td>12%</td></tr><tr><td>Perth City</td><td>20%</td><td>20%</td></tr><tr><td>Strathtay</td><td>12%</td><td>12%</td></tr><tr><td>Highland</td><td>17%</td><td>21%</td></tr></tbody></table>	Locality	2018 (%)	2019 (%)	Eastern Perthshire	16%	14%	Strathearn and Strathallan	17%	14%	Almond and Earn	18%	12%	Kinross-Shire	12%	12%	Perth City	20%	20%	Strathtay	12%	12%	Highland	17%	21%
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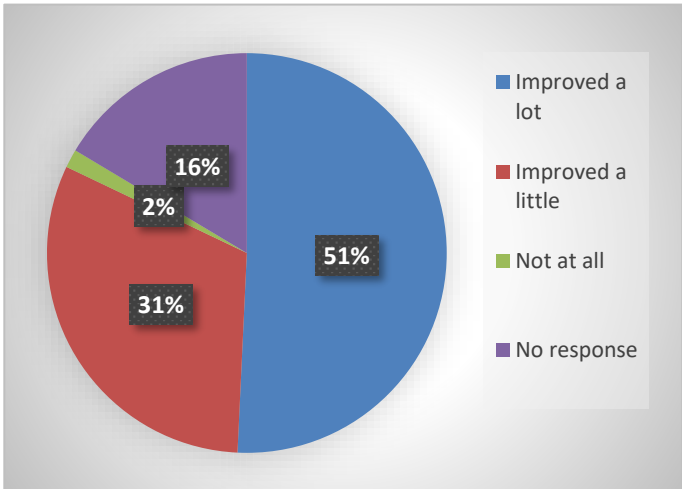
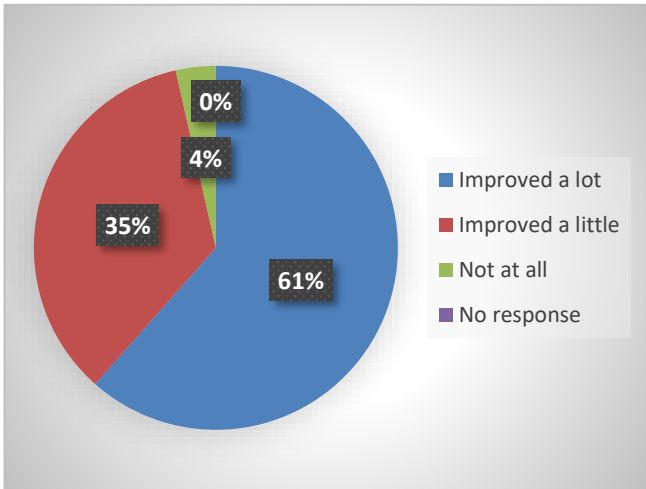


Local Equality Indicator																									
<div>Income deprivation</div> <div><i>Percentage of the total population defined as living in income poverty by the SIMD 2020.</i></div> <div>PKC Figure: 8%</div>	<div><table><tr><th>Area</th><th>2020 (%)</th></tr><tr><td>Eastern Perthshire</td><td>8</td></tr><tr><td>Strathearn and Strathallan</td><td>7</td></tr><tr><td>Almond and Earn</td><td>6</td></tr><tr><td>Kinross-Shire</td><td>5</td></tr><tr><td>Perth City</td><td>11</td></tr><tr><td>Strathtay</td><td>6</td></tr><tr><td>Highland</td><td>5</td></tr></table></div>	Area	2020 (%)	Eastern Perthshire	8	Strathearn and Strathallan	7	Almond and Earn	6	Kinross-Shire	5	Perth City	11	Strathtay	6	Highland	5								
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Local Equality Indicator																									
<div>Claimant Count</div> <div>Number and % of 16-65 population (estimated)</div> <div><i>The number of people claiming Universal Credit who are out of work. % is the number of claimants as a proportion of resident population of area aged 16-65.</i></div>	<div><table><tr><th>Area</th><th>2021 (%)</th><th>2020 (%)</th></tr><tr><td>Eastern Perthshire</td><td>6%</td><td>4%</td></tr><tr><td>Strathearn and Strathallan</td><td>6%</td><td>4%</td></tr><tr><td>Almond and Earn</td><td>5%</td><td>4%</td></tr><tr><td>Kinross-Shire</td><td>4%</td><td>4%</td></tr><tr><td>Perth City</td><td>10%</td><td>7%</td></tr><tr><td>Strathtay</td><td>5%</td><td>3%</td></tr><tr><td>Highland</td><td>6%</td><td>5%</td></tr></table></div>	Area	2021 (%)	2020 (%)	Eastern Perthshire	6%	4%	Strathearn and Strathallan	6%	4%	Almond and Earn	5%	4%	Kinross-Shire	4%	4%	Perth City	10%	7%	Strathtay	5%	3%	Highland	6%	5%
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Community Plan Strategic Objectives

1. Giving every child the best start in life

Indicator		
Number of people involved in family learning and parenting programmes	April 2019 – March 2020	April 2020 – March 2021
	1273	279
<p>This indicator provides information on the work of the Parenting and Family Learning Team and Community Link Workers working with parents and families. Activities include:</p> <ul style="list-style-type: none">• Strengthening Families Groups• Incredible Years programme• Infant Massage• Peep Learning Together• Distribution of activity packs• Bespoke events held in schools <p>Delivery of parenting and family learning programmes were disrupted from March 2020 to March 2021 due to COVID-19 restrictions. Between March and August 2020, many of the staff were working in childcare hubs.</p>		

Indicator	April 2019 – March 2020	April 2020 – March 2021
Confidence levels of parents completing parenting or family learning activity	<p>Parenting and Family Learning Team Improved a lot – 136 Improved a little – 84 Not at all – 4 No response – 44</p> 	<p>Parenting and Family Learning Team Improved a lot – 104 Improved a little – 59 Not at all – 6 No response – 0</p> 
	<p>This indicator provides information on the work of the Parenting and Family Learning Team and Community Link Workers working with parents and families to build their confidence levels following engagement in learning programmes such as Strengthening Families.</p>	

2. Developing educated, responsible and informed citizens

Indicator	
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Number of young people achievement awards	April 2019 – March 2020	April 2020 – March 2021
	450	324
<p>This indicator shows the numbers of young people receiving a range of achievement awards as a result of the work of Services for Young People and Community Link Workers. This includes:</p> <ul style="list-style-type: none"> • 1348 participants achieving 360 Duke of Edinburgh awards • Dynamic Youth: 60 participants achieving 56 Dynamic Youth awards <p>Achievement Awards are targeted at early interventions rather than attendance at universal youth provision.</p> <p>Since Scotland went into first lockdown in March 2020, the delivery of awards followed youthwork guidelines released by Youthlink Scotland. The reduced opportunity for Duke of Edinburgh participants to complete their expedition section has impacted on the numbers being able to complete their full award.</p> <p>Due to this, the introduction of a certificate of achievement was implemented which recognizes participants commitment to completing three sections of the award.</p> <p>Lockdown has provided an opportunity to deliver more training to partners for supporting future award delivery.</p>		

Indicator	
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Numbers of volunteers trained to deliver community activity	April 2019 – March 2020	April 2020 – March 2021
	114	N/A due to COVID-19
<p>A number of CLD Services work with volunteers to deliver community activity, including:</p> <ul style="list-style-type: none"> • Community Greenspace Bloom Groups • Community Link Workers Fairview School Girls Group • Communities Service training for accredited Food and Hygiene • Digital skills training 		

Indicator		
Numbers of community groups supported to achieve their outcomes	April 2019 – March 2020	April 2020 – March 2021
	220	270
<p>Community Capacity Building forms an important part of CLD activity in our communities and this indicator reflects the work of the Communities Service in supporting groups to achieve their outcomes. Activities from April 2020 to March 2021 focussed on the ongoing work in communities to alleviate the impact of COVID-19 and lockdown and included work to ensure that groups were able to:</p> <ul style="list-style-type: none"> • Support socially isolated individuals • Address food, fuel and financial poverty by deliver food shopping and other essential supplies to those self-isolating • Address mental and physical wellbeing concerns in the community • Distribute key information about local support services 		

Indicator	
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Numbers of adult learners supported to achieve their outcomes	April 2019 – March 2020	April 2020 – March 2021
	1319	110
<p>Note: Due to COVID-19 restrictions, no face to face or small group learning was possible until the service developed an online offer.</p>		
<p>Communities Service adult learning switched to an online learning from September 2020 to March 2021 providing the following courses:</p> <ul style="list-style-type: none"> • English for Speakers of Other Languages (ESOL) – City of Guilds certificated • Food & Hygiene Training Level 2 – NCASS certificated • Ways to Wellbeing – learning about mental health and effective ways to keep well • ASDAN certified short courses in Employability, Volunteering or Food & Cooking skills • SQA in Communications & Numeracy 		

3. Promoting a prosperous, inclusive and sustainability economy

Indicator		
Participation Measure by 16–19-year-olds	April 2019 – March 2020	April 2020 – March 2021
	95%	94%
<p>This indicator reflects the work of Services for Young People ensuring that young people aged 16-19 participate in a range of positive activities, including:</p> <ul style="list-style-type: none"> • Young people leaving Activity Agreements and going onto positive destinations • Moving into employment • Accessing further education • Modern Apprenticeships • Volunteering 		

Indicator		
Number of unemployed people supported into work	April 2019 – March 2020	April 2020 – March 2021
	336	Data not yet available
<p>This figure shows the numbers supported into work by PKC services, including those based at the Hub on South Street.</p>		

Indicator		
Proportion of Activity Agreement participants progressing onto positive destinations	April 2019 – March 2020	April 2020 – March 2021
	84%	85%
Opportunities for employment during 2020/2021 have been limited due to hospitality, retail and other industries being closed. Some support agencies had to furlough staff, which had an impact on provision. Provision has been predominantly moved online due to COVID-19, which has been a positive for some young people, but others have struggled to access this.		

4. Supporting people to lead independent, healthy and active lives

Indicator		
Number of children and young people actively volunteering in sport and leading to an accredited wider achievement award	April 2019 – March 2020	April 2020 – March 2021
	423 secondary pupils in total	76 pupils of all ages
During 2019/2020 Active Schools worked with young leaders in a more targeted way using SIMD Decile and ACORN Category. Of the 423 secondary pupils supported, 280 volunteered in school and/or club sport and 208 gained a recognised sports coach qualification.		
Live Active Leisure Active Schools could not deliver any activities during 2020/2021 due to COVID-19 restrictions, however 76 pupils at Fairview School were supported by Community Link Workers to volunteer in sports activities.		

Indicator		
Number of adult's sign posted to community activities by social prescribers	April 2019 – March 2020	April 2020 – March 2021
	288 referrals	96 referrals
<p>COVID-19 impacted on activities in 2020/2021 and has made it challenging for the project, with 4 workers being re-tasked to different posts for significant periods of time.</p> <p>These statistics do not take account of the groups that the Social Prescribers have attended whereby they have met with individuals and signposted them to different supports and agencies (GP surgeries, sheltered housing, Dementia Café, Health and Wellbeing Café, Community Hubs and strategy groups and provider forums).</p>		

5. Creating a safe and sustainable place for future generations

Indicator		
Number of community groups supported in the asset transfers process	April 2019 – March 2020	April 2020 – March 2021
	11	5
<p>Of the 11 organisations who were supported in 2019/2020:</p> <ul style="list-style-type: none"> • 2 did not make any further progress following an initial conversation and discussion of options • 8 submitted an expression of interest, of which 4 went no further and a further 4 reached an alternative outcome, in which they secured access to an asset without having to complete a formal Community Asset Transfer (CAT) Request • 1 withdrew its formal CAT Request following changes to the organisations funding <p>5 groups were supported through CAT in 2020/2021:</p> <ul style="list-style-type: none"> • 1 from Rannoch Community Trust, who applied for full ownership of the former Kinloch Rannoch Outdoor Centre, in order to redevelop the buildings to provide a new community hub with pub/restaurant and accommodation and meeting/office space that would be of benefit to the local community. This CAT Request was received in April 2020 and approved by Full Council on 30 July 2020 and the building was formally transferred in July 2021. • 1 from Letham4All, who submitted a CAT Request for the Letham Community Centre in North Perth in July 2020. This is part of a broader collaborative project between the Council and Letham4All to repurpose the building into the "Letham Wellbeing Hub," which will ultimately be managed and owned by Letham4All. Following conversations with the trustees of Letham4All, an alternative approach to the transfer of the asset has been agreed, which will use the Disposal of Land (Scotland) Regulations, as opposed to CAT. • Of the other 3 enquiries: 1 continues to be supported to pull together a complete proposal, and as of June 2021, was awaiting the results of an independent valuation of an asset in Perth; 1 is currently undertaking a large community engagement exercise to develop evidence to support a future CAT; 1 is negotiating the transfer of ownership of a private building on the site of a larger Council asset and will consider a fuller CAT Request following that. 		
Indicator		

% of tenants satisfied with opportunities to participate in Registered Social Landlord decision making	April 2019 – March 2020	April 2020– March 2021
	98.7%	75.4%

Satisfaction levels have dropped, however we had to change from a face to face to a telephone methodology because of COVID-19. Responses were also influenced by restrictions in service delivery due to lockdown.

Working collaboratively with all our stakeholders has been key to the delivery of our services. This will be further enhanced as the Service plays its part in the development of the emerging Perth and Kinross Offer in which we aim to work together to meet the needs of people in Perth and Kinross and help achieve our vision of making it an area where services are fit for purpose, person-centred and shaped by people with lived experience.

We continue to offer a range of communication channels and opportunities to participate in our decision-making processes. At the end of March 2021, we had 729 tenants who had elected to receive information on our services through traditional postal services, 1,068 via e-mail and 3,542 via text messages. Our social media presence has increased to 2,529 Facebook and 2,381 twitter followers. During 2020/21, we worked hard to support digital inclusion and have commenced working with 50 individual tenants of whom 34 have completed the course. This has led to an increase in our E-Panel members, a group which considers and discusses with us changes to policies or procedures – the panel originally set up during 2018/19 has now risen from 8 to 22 members.

As opposed to a bi-annual survey, we are looking to develop quarterly Pulse Tenant Satisfaction Surveys to help us gauge satisfaction levels and areas for improvements through the year.

Indicator		
Number of greenspaces maintained and developed	April 2019 – March 2020	April 2020 – March 2021
	1456	1456
Maintenance activities continued during 2020/2021 but with reduced capacity across some operations during this period due to some operations personnel being diverted to critical services. Grass cutting and litter collection was undertaken to ensure greenspaces could be enjoyed by the public and we saw greatly increased usage of these spaces.		

Indicator		
Number of community groups supporting environmental improvements	April 2019 – March 2020	April 2020 – March 2021
	94	107
<p>During 2019/2020, Community Greenspace worked with 17 paths groups, 48 bloom groups, 2 dementia groups, 19 other parks/greenspace groups and 8 allotment groups. Beautiful Perth, in partnership with PKC, secured the very prestigious 'Champion of Champions' crown for Perth in the national Royal Horticultural Society Britain in Bloom awards in October 2019, making the city the best in the UK. The coveted Parks and Greenspaces Award for the Riverside Park Heather Collection in Perth was also secured, and Bridge of Earn, first time entrants, were awarded Best Large Village in the UK, with a special award for their work with young people.</p> <p>On-site support was very restricted during 2020/21 due to the pandemic, our greenspace environmental partnerships were supported through funding, advice around pandemic restrictions and provision of plants, materials and litter picking equipment. Newsletters were produced to keep in touch with groups and to keep them up to date with information and advice. Community meetings moved online via Microsoft Teams/Zoom.</p>		

PERTH AND KINROSS COMMUNITY LEARNING AND DEVELOPMENT PLAN 2021-2024**Contents****Part 1 THE CONTEXT**

- 1.1 What this Plan is for
- 1.2 Who this Plan is for
- 1.3 The structure of CLD in Perth and Kinross Council
- 1.4 Perth and Kinross The Place
- 1.5 Impact of COVID-19 on Perth and Kinross
- 1.6 Key achievements 2019-2021
- 1.7 Key Strategic Links with the CLD Plan
- 1.8 Community Consultation
- 1.9 Priorities for the Plan
- 1.10 Unmet Need

Part 2 THE APPROACH

- 2.1 Our Delivery Capacity
- 2.2 Investing in Communities
- 2.3 Locality Working
- 2.4 Workforce Development
- 2.5 Procurement and Social Benefits

Part 3 THE ACTIONS

Part 4 THE GOVERNANCE AND LEADERSHIP

4.1 Governance Framework

Part 5 APPENDICES

Appendix A Key statistical Information

Appendix B Performance Framework

PART 1 THE CONTEXT

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

1.1 What this Plan is for

This Plan sets out the commitments of Perth & Kinross Council, its partners in the Community Planning Partnership (CPP) and wider Community Learning and Development (CLD) partners to deliver CLD which enables better outcomes for all and tackles stubborn inequality. Perth & Kinross Council has a statutory duty to coordinate and produce a CLD Plan which contributes to achieving the objectives of the CPP to address inequalities. The CLD approach is founded on working alongside local people and communities to improve their lives. It uses early intervention and prevention to address the root causes, not just the symptoms, of inequality. It is about building strong, resilient, influential and inclusive communities, and improving life chances for everyone through learning, employability, personal development and active citizenship.

The Plan covers the period September 2021 - September 2024. The Council and its CLD partners are determined that the first year in particular of delivering the Plan will focus on mitigating the ongoing impact of COVID-19 and will provide support for the recovery and renewal of our communities as we emerge from the pandemic. COVID-19 has significantly increased inequalities faced by some of our most vulnerable adults, families and young people. We will also be focused on ensuring our third sector partners and community organisations can re-build their capacity to deliver their work with communities. This first year of the Plan will be reviewed in September 2022 and updated with a continued focus on mitigating COVID-19 impact as appropriate.

1.2 Who this Plan is for

The focus of this Plan is providing the best CLD to key priority groups – communities of geography and communities of interest – across Perth & Kinross. We use locality profiles to identify community priorities and needs. Through the Council's Stronger Communities Team which oversees delivery of the Plan, we have ongoing engagement with communities, identifying emerging issues and priorities. For example, in summer 2020 we conducted a community survey across Perth and Kinross and asked partners to complete community impact assessments. This information, along with locality profiles, provides the evidence we use to assess and identify needs which we have built into the Plan.

1.3 The structure of CLD in Perth & Kinross Council

The Plan is a strategic framework for all Council services and wider CLD delivery partners. Within Perth & Kinross Council, CLD is delivered by a range of core teams embedded in key services and overseen by the Stronger Communities Leadership Group, which reports quarterly to the Corporate Management Group comprising all Chief Officers. Following the Education Scotland inspection of North Perth and Perth City in October 2018, we also implemented a number of improvement actions in relation to governance and leadership and these are set out in section 4.1.

- Services for Young People provides youth services and are integrated with Social Work and Education Services and work closely with third sector universal youth work providers.
- Community Link Team are part of the Inclusion service and operate within schools and other Education Learning Establishments supporting children and young people to achieve their outcomes.
- The Parenting and Family Team are part of the Education and Children's Services working with vulnerable families to develop parenting skills.
- Adult Learning is part of the Culture and Communities Service, providing a range of adult learning opportunities, working closely with Perth College and third sector providers.
- Community Capacity Building is also part of the Culture and Communities Service and works closely with the Community Planning Team to support community groups to achieve their aims and facilitate locality networks and partnerships to co-ordinate activity.
- Community Greenspace support a wide range of environmental groups, including Bloom and Path Groups.
- The Tenant Participation Team are part of the Housing Service and work with tenants across a range of housing issues.
- The Health and Social Care Community Engagement Team are based in the Health and Social Care Partnership and work with volunteers and groups with a particular interest in health and social care issues. They work closely with the Council's Community Capacity Building Team and third sector groups.
- All key partners are listed in Appendix 2.

1.4 Perth and Kinross the Place

Population and Households

In 2020, the population of Perth & Kinross was 151,910. By 2028, it is projected to increase slightly to 152,779. We currently have 67,676 households projected to rise to 73,101 households by 2027. Affordable housing continues to be a priority given this.

Perth & Kinross has an older population compared to the rest of Scotland. In 2018, 16.1% of our population were under 16 (Scottish average 16.9%); 17.1% were aged over 70 (13.6% in Scotland); and 3.2% were aged over 85 (2.3% in Scotland). Over the next 20 years, the number of people aged 65 years and over will increase from approximately 35,200 to around 48,300 an increase of 37%. An increasingly older population is likely to place additional demand on services directed by the local Health and Social Care Partnership, particularly in relation to reducing social isolation and maintaining physical and mental wellbeing. The interface between the Health and Social Care Partnership (HSCP) and CLD is key in this context. Older people are a significant asset in our communities. They are volunteers, befrienders, members of social networks and contribute in many ways across a range of community causes and groups including Community Councils and the Local Action Partnerships which are the local delivery 'arms' of the CPP.

There are significant Polish, Romanian and Bulgarian communities in Perth & Kinross. There are also long-established minority ethnic communities originating from India, Hong Kong and Pakistan amongst other places. Perth & Kinross houses individuals and families classed as refugees and Unaccompanied Asylum-Seeking Children as part of the UK Government resettlement programmes. Recent refugees from Afghanistan are amongst these. Perth & Kinross is also home to the largest settled Gypsy/Traveller population in Scotland.

Poverty

Poverty, and associated harms are on the rise due to the economic pressures brought about by COVID-19. This is 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 (source: Office of National Statistics) and recent figures suggest Perth & Kinross now suffers from a job deficit of 2,800 jobs. However, the hospitality, tourism, care and agricultural sectors are all experiencing labour shortages creating new employment opportunities.

As such, currently over 1 in 3 people in Perth & 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 & Kinross are also in lower paid occupations. Recent figures show the numbers of people claiming Universal Credit (UC) in Perth City was slightly higher than both the Perth & Kinross average and the Scottish average. Before lockdown, 3.1% of people living in Perth City were claiming UC but this rose to 6.4% by May 2020 which exceeded the Scottish average of 6.2% Department for Work & Pensions (DWP).

The latest child poverty figures for Perth & Kinross show that child poverty increased by 2.7% between 2015 and 2020 increasing the numbers of children living in poverty from 4,869 to 5,515 (22.6%). These are pre-COVID-19 figures and are likely to underestimate the number of children currently affected by poverty across Perth & Kinross. The challenges facing some families are greater than others and we know that some families are more likely to be affected by poverty than others:

- Nearly 1 in 5 parents report a limiting long-term physical or mental health condition which is higher than for Scotland as a whole (1 in 6).
- 1 in 20 first-time mothers is aged 19 and under.
- 1 in 25 households is headed by a lone parent compared with 1 in 20 for Scotland as a whole.
- 1 in 25 households have 3 or more children compared with 1 in 20 for Scotland as a whole.
- 313 families have had their benefits capped (167 - Universal Credit) and 153 (Housing Benefit).
- 3.3% of people in Perth & Kinross were from black Asian and minority ethnic (BAME) backgrounds in 2011 (Census). Perth and Kinross has a number of migrant families from Eastern Europe, many of whom are affected by poverty.

Economy

In early 2020, 12,046, or 8%, of people in Perth & Kinross were classed as income deprived. This ranges from 4.7% of people in Carse of Gowrie to 13.6% in Perth City North and compares to a national average of 12% of people across Scotland.

In April 2020, 2% of working age people in Perth & Kinross were claiming unemployment benefits. This increased significantly by December 2020 to 4.4% but was still below the national average of 5.9% across Scotland.

Perth & Kinross has a low wage economy, with a significant proportion of jobs based on agriculture, hospitality and tourism. In 2020, weekly earnings in Perth & Kinross were 14% below the national average and 7.6% of residents were unemployed, compared to a national average of 7.1%.

The population of Perth & 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. At the peak of the furlough scheme in August 2020, the Perth & Kinross furlough take-up rate was 34%, however by the end of July 2021 the rate had dropped to 5%, the same as the Scotland figure.

Despite the Job Retention Scheme, there has still been considerable pressure on the workforce with regards to job retention across Perth & 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.

Between March 2020 and January 2021, the overall unemployment claimant count in Perth & Kinross rose by 119% (up 2220 individuals), with the unemployment rate rising from 2% to 4.4%. Since then, the rate has reduced slightly to 3.6% (August 2021). 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%. Again, this rate has dropped to 6.2% in August 2021 but remains almost double the pre-pandemic rate.

Nationally, it is anticipated that COVID-19 could impact disabled people's employment opportunities 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.

An Economic Wellbeing Plan setting out our response to these challenges was published in 2021. Key themes in the Plan, where CLD can add value are:

- Skills – re-skill and up-skill individuals with an emphasis on core and advanced digital skills as well as meeting the replacement demand employers have expressed.
- Support for young people through DWP Kickstart Scheme and Scottish Government funded Young Person's Guarantee.
- Entrepreneurship – embedding a spirit of enterprise.
- Developing and promoting community wealth building approaches.

Education and Learning

Perth & 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 (ELC) 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 rural towns and a large rural area, the fifth largest in Scotland. Nearly 70 pupils attend Fairview Special School.

Before they start school in Primary 1, just over 80% of children in Perth & Kinross meet all their expected development milestones. Where developmental milestones are not met this tends to be in relation to speech and language, attention and emotional development.

Over 1400 Perth & Kinross pupils (7.8%) use English as an additional language; 49 home languages are spoken by school pupils, with Polish and Romanian the most common.

Nearly 6,000 children and young people are recorded as having an additional support need, a third of all those in schools.

The Pupil Census 2020 recorded 194 Looked After children in Perth & Kinross Schools. 75% of these children are looked after by Perth & Kinross Council, with the remainder the responsibility of other authorities.

Perth & Kinross continues to prioritise improvements in educational attainment and achievement. In 2021, 93.6% of 16–19-year-olds in Perth & Kinross were in education, working or other positive participation. There has been an increase of participation since 2015 (when it was 90.6%) and it exceeds the national average of 92.2% in 2021. The participation rate does vary from those from the most deprived communities (85.9%) to the least deprived (95.7%). The 2021 level is lower than the previous years and mirrors decreases that have been seen in almost all local authority areas. This is related to the effects of the COVID-19 pandemic on the economy.

School attainment in Perth & Kinross is generally good. In 2020, 88% of Perth & Kinross school leavers achieved SCQF Level 4 in literacy and numeracy and 69% achieved SCQF Level 5, although numeracy at the more advanced level is slightly weaker than literacy. 69% of leavers achieved 5 or more awards at SCQF level 5 and 70% achieved 1 or more at SCQF level 6 (Higher), again similar to national figures. 2020 data shows that PKC exceeded its virtual comparator in the attainment of our middle 60% and highest 20% of school leavers, but the lowest 20% fell short of this benchmark, highlighting an area for continued focus.

In the summer term of 2018/2019, the Scottish Government's parental involvement and engagement survey was distributed by Perth & Kinross schools to all parents. 70% of parents who responded said they know what their child is learning at school and close to half said that their school provides useful information about how to help learning at home. Looking at involvement in school life, over half of respondents indicated they would like to be more involved in school life. Work commitments are the most common reason preventing parents from being more active in school life. Less than a third had taken part in family learning activities in the past school year but there were high levels of awareness of opportunities.

Health and Wellbeing

Perth & Kinross has generally similar health and wellbeing issues as those in Scotland as whole. When comparing with the Scotland average, it should be remembered that this national figure may not compare favourably with other UK countries or more widely across more-developed nations. Levels of life expectancy and mortality are better in Perth & Kinross than the national average and the incidences of hospitalisation with conditions such as coronary heart disease, chronic obstructive pulmonary disease and cancer are lower. However, the Scottish Household Survey indicates an increasing proportion of adults with a long-term physical or mental health condition, which at 42% is above the national figure of 30% (2018). Behaviours around smoking and alcohol are less positive and similar to national levels. Women's and children's health is generally better than seen across Scotland.

In Scottish rural communities, 8% of people reported feeling lonely 'most of the time' or 'all or some of the time', 30% reported feeling lonely 'some of the time', and 62% said they felt lonely 'none or almost none of the time'. Younger participants and female participants reported higher levels of loneliness, with slightly higher levels also seen in those living in remote rural locations. 12% of participants reported feeling down, 4% depressed or hopeless, and 14% reported feeling nervous, anxious or on edge more than half the time, or nearly every day, during the past two weeks (RuralCovidLife Survey: Summary Report, Generation Scotland, January 2021).

Being physically active is good for physical and mental well-being. Live Active Leisure (LAL) offers a range of sport and leisure opportunities across Perth & Kinross and works with partners to provide a range of community-based activity programmes for all ages, particularly children and young people. There are also hundreds of community and volunteer led sports clubs across Perth & Kinross which LAL supports through its development programme.

Perth and Kinross also has a network of Active Schools Co-coordinators who work with schools, parents and communities to offer children and young people the opportunities and motivation to adopt healthy, active lifestyles.

Connectivity

Connectivity means both digital access, and public transport connections. Access deprivation in SIMD 2020 highlights data zones in Scotland which have the poorest access to key services, typically measured by travel time to those services. In Perth & Kinross, we have 37 data zones classed in the 10% most access deprived category in Scotland, including Rannoch and Aberfeldy, which is judged to be the most access deprived data zone in the whole of Scotland. These 37 data zones represent 31,993 people across Perth & Kinross, or 21% of our population.

13% of data zones in Perth & Kinross have more than 50% of households without access to super-fast broadband. All rural localities are impacted by issues with digital connectivity.

In 2019, 68% of residents in Perth & Kinross were very or fairly satisfied with the quality of public transport, equal to the national average. 53% of residents living in 'accessible rural' locations were very or fairly satisfied (Source Scottish Household Survey 2019).

In 2019, 19% of commutes in Perth & Kinross were undertaken via public transport, or by cycling, compared to 23.3% across Scotland. This highlights the rural nature of Perth & Kinross and the historical reliance on private cars for journeys. However, COVID-19 has meant increasing numbers of people working from home and no longer needing to travel. This increases people's reliance on digital infrastructure and digital skills but also widens potential job opportunities especially in rural areas if adequate broadband can be provided.

As a result of COVID-19 school closures, significant advances have been made in the delivery of digital learning in schools. This raised challenges in ensuring equity of access that have been addressed by the provision of digital devices funded by Scottish Government. The Council is now offering over 80 external facing services online, 24/7; with the uptake of these significantly increasing.

Our Customer Service Centre provides services to those without internet access (or those who require additional support to access these services) via telephone and face-to-face provision and continue to support our most vulnerable citizens.

Environment and Public Space

Perth & Kinross is the fifth largest local authority area in Scotland, covering an area of 5,286 km². The City of Perth is our largest settlement and is home to around a third of our population. 13% of our population lives in remote rural areas.

78% of people in Perth & Kinross are satisfied with their nearest greenspace, compared to a national average of 73% (source Scottish Household Survey 2019) and there are a large number of volunteer led Bloom and Path Groups who help maintain our open spaces. During 2019/2020, Community Greenspace worked with 17 paths groups, 48 bloom groups, 2 dementia groups, 19 other parks/greenspace groups, 8 allotment groups to help maintain the open spaces of Perth & Kinross. Beautiful Perth, in partnership with PKC, secured the very prestigious 'Champion of Champions' crown for Perth in the national Royal Horticultural Society Britain in Bloom awards in October 2019, making the city the best in the UK. The coveted Parks and Greenspaces Award for the Riverside Park Heather Collection in Perth was also secured, and Bridge of Earn, first time entrants, were awarded Best Large Village in the UK, with a special award for their work with young people.

Culture and Leisure

Perth & Kinross has significant cultural and leisure assets, including award winning venues and attractions right across the region. Access to cultural and leisure opportunities can bring significant benefits to mental and physical wellbeing. In 2019-20, 77.8% of adults in Perth & Kinross were satisfied with libraries (Scottish average - 72.4%) and 74.2% were satisfied with museums and galleries (Scottish average – 69.3%). In the same year, 74.3% were satisfied with sport and leisure facilities, above the Scottish average of 70.1% (Scottish Household Survey and Local Government Benchmarking).

1.5 Impact of COVID-19 on Perth and Kinross

On 23 March 2020, the UK went into a national lockdown as part of efforts to control and suppress COVID-19. Restrictions remained throughout 2020 and a second national lockdown was experienced at the start of 2021. Society and how people live their lives changed fundamentally and this resulted in significant changes to how services were delivered to communities across Perth & Kinross, including:

- Closure of community buildings and facilities meant many groups had to suspend their activities.
- Re-tasking of CLD staff to undertake essential duties in response to lockdown such as food deliveries.
- Cessation of face to face and group based adult learning activities. These were replaced by on-line classes from September 2020 onwards.

- Following a closure period from March 2020 until the summer holiday, pupils returned to school on a phased basis in August 2020, according to the plans that schools and Educational Learning Centres put in place. All pupils who could, then returned full-time on Monday 17 August 2020.
- During lockdown 1, support was provided for vulnerable children and those from key worker homes between 91 to 158 children were accommodated in children's activity centres each day. A total of 113 more vulnerable and 564 individual key worker children were supported at a childminder, partner provider or activity centre.
- Following the return to schools all schools and education learning 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.
- A second period of remote learning was required in January 2021, in line with national regulations. During this period, children of key workers and more children and young people who were vulnerable continued to attend their schools to complete their remote learning. During this period, significantly more children and young people were supported to attend than during lockdown 1; 900 children of key workers and 600 vulnerable children/young people.
- Over the course of the year, 4760 pupils and 430 staff have been required to self-isolate as a result of an in-school contact.
- There was a marked increase in the number of parents who have applied to remove their child or children from the school roll for some schooling. In June 2021, 110 children were known to be educated at home, compared with 63 children in June 2020.
- COVID-19 and lockdowns have had a negative impact on some young people in relation to their mental wellbeing, lost learning and disengagement from the school community. For young people who do not achieve a positive destination when they leave school, they may need additional support to further develop their skills and confidence and secure employment or a place in further education.
- Improved use of digital technology and enhanced access for all school age learners has been made available through national and local funding.
- Cessation of out of school activities such as sports clubs and Duke of Edinburgh award schemes.
- 12,715 welfare checks and calls to vulnerable families were carried out.
- Lockdown 1 saw an increase in demand for food via community foodbanks and larders with 1310 foodbank referrals and delivery of 364 emergency food parcels to people in need.
- 125 people needing pharmacy assistance with delivery.
- 2800 people provided with financial assistance.
- £162,578 worth of funding distributed to community group by Local Action Partnerships to provide financial support for the purchase of appropriate Personal Protective Equipment and cleaning and hygiene products to enable groups to provide healthy meals locally.
- Community groups were supported to promote local provision and ensure key messages regarding lockdown and the support available reached as many people as possible.

- There as a marked increase in mental health concerns – nationally two thirds (65%) of adults and three quarters (75%) of young people with experience of mental health problems said their mental health has gotten worse during lockdown. Over half of adults (51%) and young people (55%) without experience of mental health problems also said their mental health has got worse during this period (The Mental Health Emergency, Mind, April 2020).

1.6 Key Achievements 2019-2021

Our previous CLD Plan for Perth & Kinross covered the period February 2019 to March 2021. The final year of delivery was severely impacted by the COVID-19 pandemic with many staff responsible for CLD delivery redirected to support the emergency response. Despite this, key achievements during the lifetime of the plan include:

- 82% of children meeting developmental milestones when entering primary school.
- 774 young people achieving a wider achievement award such as Duke of Edinburgh.
- 1429 adult learners achieving their individual learning outcomes.
- 490 community groups supported to build their capacity.
- Positive destinations for school leavers: 97% in 2019 and 94% in 2020, above national and comparator figures.
- 1152 parents involved in family learning and parenting programmes.
- 262 local residents were supported in 2020/21 by the Skills and Employment Initiatives Team to aid progression and employment goals.
- 201 community groups supported to make local environmental improvements.
- The Play Park Strategy was progressed through the improvement and development of the Council's public play parks to ensure they are inclusive, safe and stimulating places for children to play and develop.
- 85% of all Greenspace projects planned for the financial year of 2020/21 were completed and 100% of projects involved community engagement.

During 2020/2021 and in response to the COVID-19 pandemic

- PKC worked with Connecting Scotland to secure more than 170 digital devices and identified 13 digital champions to support tenants to become digitally included.
- Recruited over 1000 residents as volunteers to help support local communities and developed an on-line portal for volunteer registration, mapping these against a GIS database so volunteers could be linked with activity in their local area.
- Produced a volunteer handbook for PKC registered volunteers with advice on handling cash, child and adult protection and adhering to lockdown rules.
- Worked with local community groups to distribute 20,000 leaflets advising people how to keep safe and where to get support.

- Active Schools Co-ordinators provided a flexible approach to supporting schools throughout the pandemic offering online support through recorded engagement sessions to deliver 'household' activities, weekly social media activity newsletter promoting daily activity, remote support for school staff leading physical activity sessions and online motor skills sessions for targeted groups of learners.
- The Perth & Kinross Active Schools Primary Sports Leadership Programme to P6/7 children continued online along with sports and dance leadership programmes.
- Throughout the pandemic, there was a co-ordinated approach to ensuring that those children and young people considered to be most vulnerable were offered appropriate support either at home or in school-based services. A range of resources, both virtual and physical, were provided to alleviate inequalities and disadvantage. This was enhanced by the direct support being provided to young people in evenings and at weekends.
- Collaboration with the third sector secured Youth Work in Education Recovery funding to contract eight third sector organisations to work with secondary schools to support young people to re-engage with education.
- Parenting and family learning was adapted to continue to support parents in new ways. 77 virtual groups were offered, with 316 parents/carers attending at least one session and 241 completing a full programme. Bitesize sessions were introduced on themes such as fussy eaters and predictable routines. Through these supports, 54% of parents participating reported they found their stress/anxiety levels as a parent had reduced.
- Adult learning opportunities were provided on-line with 110 adults undertaking an accredited course.
- CLD staff worked with colleagues across PKC and a wide range of community groups to provide services and goods for those in need. These included: -
 - Providing packs of resources for children.
 - 1310 foodbank referrals and delivery of 364 emergency food parcels.
 - 400 referrals to community fridges/larders.
 - 20,500 calls to a dedicated Community Support and Welfare Fund phonenumber which provided support for people shielding, self-isolating, requiring support grants, low-income pandemic payments or increased crisis grants as well as food referrals and information/guidance/signposting.
- Supported the re-purposing of key leisure venues as emergency coronavirus response hubs for delivering over 5,000 food parcels in partnership with local volunteers.
- Responded to a COVID-19 outbreak in Coupar Angus where a total of 201 cases were recorded in the 2 Sisters factory. By working with the factory, our community planning partners and volunteers, we ensured workers and families were supported. Community volunteers and staff delivered over 700 food parcels and carried out doorstep welfare checks to every affected household including a large number of migrant workers and their families who needed additional support.

The COVID-19 pandemic demonstrated the ability of local groups to organise themselves to support the most vulnerable people in their communities and the willingness of people to volunteer informally to support the emergency response. A more targeted approach became necessary during the COVID-19 pandemic as resources were diverted to ensure vulnerable children, young people and families were supported, that foodbanks had sufficient capacity to deal with demand and that key locality anchor organisations were able to support their local communities. CLD staff worked alongside third sector groups to help build their skills and capacity, recruit volunteers and provide advice and guidance on issues such as child protection at the same time as supporting the most vulnerable children, young people, adults and families.

It will be some time before we understand the full impact of the pandemic on communities, families and children and we recognise the important contribution of CLD functions and their critical role in supporting the wellbeing of young people, families and communities.

1.7 Key Strategic Links for the CLD Plan

The CLD Plan has links to other existing strategies and plans which are set out below.

1.7.1 The Local Outcomes Improvement Plan 2021

The Community Empowerment (Scotland) Act 2015 requires the CPP to produce a Local Outcomes Improvement Plan (LOIP), which identifies the socio-economic inequalities facing people in the area. This is currently being revised for 2022 onwards in light of COVID-19 and wider data and evidence about future priorities and needs for the area as a whole. The CLD Plan sets out the specific responsibilities for the Council and its CLD delivery partners in tackling inequality through CLD provision, within the wider LOIP in addressing these inequalities. Therefore, the priorities of the CLD Plan closely align with the priorities of the LOIP.

The priorities for the LOIP are listed below:

- Child, food and fuel poverty.
- Mental and physical wellbeing.
- Employability.
- Learning, skills and education.
- Digital participation.

1.7.2 The Perth & Kinross Offer

CLD functions and partners are central to successful delivery of the Perth & Kinross Offer. We believe everyone has something to offer in their community and we want to help people to help each other; creating opportunities for young people; and designing how we work with our communities in new and exciting ways. We're only able to do this with a strong partnership approach, a commitment to listen, and a willingness to build new relationships with our communities. By focussing our efforts and resources in these areas, we can make a positive difference to people's lives and help everyone in Perth & Kinross to live life well.

Our aim for the Offer is *“Working together so that everyone in Perth & Kinross can live life well”*.

We want the [Perth & Kinross Offer](#) to make a difference where:

- People are at the heart of everything we do; they are happier, healthier and more resilient.
- Communities are empowered to make decisions with resources directed where they are most needed.
- People's needs are met in better ways and working with us is easier.
- Our digital services are improved making accessing services and contacting us much simpler.
- Perth & Kinross is a better, greener and fairer place to live, learn, work, play and visit.

1.7.3 The Tayside Children's Services Plan and the work of the Tayside Regional Improvement Collaborative

The Tayside Children's Services Plan contains 5 key strategic priorities which form the focus for the collaboration of all services working with children, young people and families in Tayside. These priorities all have some relevance to CLD activities and include:

- Priority Group 1: Pre-birth and Early Years
- Priority Group 2: Learning and Attainment
- Priority Group 3: Health and Wellbeing
- Priority Group 4: Care Experienced Children and Young People
- Priority Group 5: Safeguarding and Child Protection

In particular, the Strategy for Parents, developed by Priority Group 1, has particular relevance to this CLD Plan. The Tayside Strategy for Parents is a commitment from the partner organisations in Tayside that deliver services for children, young people and families to work with parents to improve the information, services, communities and policies that support families.

The [Tayside Strategy for Parents](#) was developed in consultation with parents, others with a parenting role and service providers. It aims to achieve a vision that 'Everyone who has or will have a parenting role is able to secure positive futures for themselves and their families.

1.7.4 The Promise

The Promise is a national body responsible for driving and monitoring the implementation of system changes demanded by the findings of the Independent Care Review. The Promise Team will support shifts in policy, practice and culture so Scotland's care experienced infants, children and young people grow up loved, safe and respected, and able to realise their full potential.

1.7.5 United Nations Convention on the Rights of the Child (UNCRC)

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Scotland is set to become the first country in the UK to incorporate the UNCRC into domestic law with specific duties for public bodies across all of their work and the right for children and young people to enforce their UNCRC rights and seek remedy if they are not met. Children (Scotland) Act 2020.

1.7.6 The Perth & Kinross Economic Wellbeing Plan 2021-2028

The [Perth & Kinross Economic Wellbeing Plan](#) 2021-2028 sets out a proposed set of partnership actions to assist economic recovery and support growth over time. The role of CLD functions in helping people gain the skills, education and confidence to support economic recovery and to also mitigate the impact of any economic downturn will be critical in the years ahead.

1.8 Community Consultation

Over the last 12 months, there has been a significant amount of consultation with both communities of place and interest, much of it focussed on the impact of COVID-19 and the lockdowns. This information has been used to help inform the priorities for the CLD Plan. We will continue to consult with our communities via the Perth & Kinross Offer throughout 2021/2022 and this information will help inform the re-refresh of the CLD Plan in September 2022.

- Community impact assessments completed by Community Planning Partners and teams delivering CLD helped identify emerging needs and priorities across a wide range of services.
- PKC wide online survey focusing on impact of COVID-19 and public service response.
- 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. 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, plan for the second period of school closure and Education and Children's Services ongoing recovery and contingency planning.
- Pupils were surveyed to understand the impact of the first lockdown on their learning and school experience. Three different surveys were developed for schools to use with different age 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.
- Meetings with local community groups to identify local issues and priorities.
- PKAVS "Picture of a Pandemic" survey examining the impact of lockdown on minority ethnic groups in Perth & Kinross.
- Professional observations completed by CLD staff on emerging priorities for community groups and the communities they are active in.

Key Messages from these consultations:

- Mental and physical wellbeing had been negatively impacted by COVID-19 across all age groups.
- Local community support had been critical to supporting people through the pandemic, providing a range of services such as food deliveries.
- Young people and parents were concerned about “lost learning.”
- Digital connectivity was crucial, and some groups and individuals need additional support to bridge the “digital divide”.
- Adult learners on entry level courses found it difficult to continue their studies on-line with some leaving their courses.
- The COVID-19 pandemic impacted upon minority ethnic groups with regards to income and housing.
- Vulnerable families were negatively impacted upon by COVID-19 with regards to income and job security.
- Informal volunteering rates were high and showed the ability of communities to mobilise and work with public services to protect the most vulnerable.

1.9 Priorities for our new CLD Plan

Key priorities for the next three years are:

- **Poverty** (including child, food and fuel poverty) are significant issues of inequality and ones which have been increasingly highlighted in Perth & Kinross during lockdown, with demand for emergency food parcels and crisis grants increasing. CLD can work alongside communities to help mitigate the impact of poverty and build sustainable communities. Important new relationships have been forged with local third sector community food providers during COVID-19 and work will continue to develop a sustainable and resilient third sector food network.
- **Mental and physical wellbeing** have been hugely impacted as a result of COVID-19. Evidence from services across the CPP shows a significant increase in demand for support, both during lockdown and as we emerge into recovery, particularly from young people and vulnerable adults. CLD will play a vital role in improving everyone’s health and wellbeing, alongside physical activity delivered by our leisure trust partner, Live Active Leisure.
- **Family Learning.** Our Family and Parenting Team plays a vital role in providing engaging and impactful family learning opportunities to those most in need. Services for Children Young People and Families are leading new work in Letham to co-produce new models of holistic family support in line with The Promise. This is supported by Council budget motion funding and is taking a community development approach. This is linked to work which will test the Well-being Economy Alliance Design Guide to support large-scale engagement and participation of children and young people using the framework of UNCRC.

- **Employability and Adult learning.** CLD plays a critical role in skills development, very often working with people who have been excluded from work and everyday life because of their low self-esteem, skills or confidence. For many people, CLD can create their first route back into learning, embedding literacy and numeracy into all of its provision, so that learning and skills development become accessible for many people disengaged from learning. Our adult learning offer delivered in partnership with Perth College and third sector providers has a focus on employability and digital skills with a range of accredited courses available.
- **Digital participation** is increasingly important as services and wider society moves online. Lockdown highlighted issues with connectivity, technology and capacity and CLD has a role in building people's skills and confidence. Our Digital Working Group are developing actions to address both digital skills and confidence.
- **Raising attainment.** Closing the gaps in the attainment of literacy, numeracy and health and wellbeing is a priority for all involved in the education of children and young people. For some children and young people their attainment has been further impacted by the requirement to learn at home as a result of COVID-19 restrictions. Teams delivering CLD will work with schools to support children and young people's well-being; help children recover any lost ground in learning and close the attainment gap.
- **Best start.** Children have a right and need to play and this has been adversely affected as result of lockdowns. Services and organisations will work with communities to plan and provide play experiences outdoors for children and families.
- **Community empowerment** is relevant to all parts of the public sector and is an area of increasing importance. The Community Empowerment (Scotland) Act 2015 requires community planning partners to secure the participation of community bodies in community planning. We will continue to work with the 7 Local Action Partnerships and key third sector organisations to empower communities, develop localised decision making and ensure we are responsive to the needs and priorities of communities across Perth & Kinross.
- A commitment to incorporate the **UNCRC** into policy across CLD functions.

We anticipate that over the next 12 months, new needs will emerge as a result of COVID-19 and further research will be needed to help understand these further. Emerging data and feedback from partners suggest that the following areas could be of particular focus:

- Adults who are digitally excluded and unable to access services and support.
- Families and Adults who have experienced bereavement and loss.
- Those who have experienced lost learning, particularly young people and adults on entry level Further Education and Higher Education courses.
- Adults with substance misuse or mental health issues unable to access services due to lack of digital or physical access.
- Minority ethnic groups who may have disproportionately impacted upon by Covid in relation to job security, income and health and wellbeing.

- Looked after children and young people and families whose children are on the edges of care.
- Young carers.
- Victims of domestic abuse.
- Supporting pupil wellbeing and potential gaps in learning.
- The impact of trauma in communities.
- Identifying any widening of inequalities.

1.10 Unmet Needs

Several years of analysis show clear inequalities in education, health and other outcomes for certain groups, particularly those living with poverty. Inequalities also exist for Looked After children and young people, especially those looked after at home. Those with additional support needs (ASN) and specific groups such as young carers, families with English as an Additional Language and those from gypsy/travelling communities also experience poorer outcomes than their peers. However, the landscape is complex and no single factors may be important.

We recognise that in these challenging times for all services, including CLD, it won't be possible to reach everyone who may need them, but early CLD intervention and prevention work may stop bigger challenges emerging. PKC does not offer universal CLD across the whole area but targets priority groups and communities. This allows us to disperse delivery across Council services and ensure that this work is built into service management and improvement plans. CLD partners will work together over the lifetime of the plan to make best use of resources to meet the need of specific communities and priority groups.

In April 2021, we completed a Communities Impact Assessment with community organisations and adult learners and received feedback from 70 community organisations. They told us their usual activities had been limited due to restrictions on face-to-face interaction, limited numbers and the closure of venues. They identified they would need support in the next year to access venues, support people with digital skills, recruit volunteers, support with governance and re-engage with participants.

PART 2 OUR APPROACH

2.1 Our Delivery Capacity

Local Community Planning: the Local Action Partnerships

Since 2016, local Community Planning in Perth & Kinross has been delivered by 7 Local Action Partnerships. They bring together community representatives, Councillor's and officers from Community Planning partners to make decisions about local priorities and needs. Each Local Action Partnership has a Local Action Plan with particular focus on improving equalities. The Local Action Partnerships provided significant financial support to their communities during the first national lockdown.

Local Action Partnerships use locality profiles and community intelligence to guide the priorities in their Action Plans. The locality profiles contain statistical and wider information about the area. They help the Partnerships and CLD providers to plan, manage and deliver services in the locality and make sure resources are targeted at what matters most for the community. The Partnerships will update their action plans, considering the new priorities of the LOIP and emerging needs as a result of COVID-19 during 2021/22.

Youth Work Partnership

The Gannochy Trust and Perth & Kinross Council have worked together to fund Youth Work Providers in the five localities across Perth and Kinross from 2018-2021. The partnership was formed to provide secure long-term funding and practical support for the delivery of youth work across Perth & Kinross. The providers are supported to address identified issues, such as social inclusion, emotional wellbeing and develop volunteering opportunities for young people. There is a shared understanding of the priorities to support the needs of Young People and aid their recovery from the pandemic. An independent evaluation of the impact of this work by Year 2 was carried out by Catch the Light and this was reported in August 2021. Youth work fluctuated throughout 2020/2021 with restricted permissions of engagement and activities. The report shows how partners worked together to safely reach young people, families and communities and shows that they have reached 1137 individuals across the five areas which represents 15% of the school population. The partnership is currently in its third year and in August 2021, a further two years of funding was approved to end of March 2024.

The providers meet together regularly with staff from Youth Services and The Gannochy Trust to share practice, undertake training and to support funding applications. The partnership has also supported the development of other youth work activities within localities through advice and mentoring.

Adult Learning Partnership

The partnership adds value for learners and communities through collaborative working and developing a shared vision and aims in order to negotiate, plan and deliver adult learning opportunities for learners who require additional support or have not engaged in learning for a significant period of time. Included are accredited learning opportunities that will support adults into employment, training, education and volunteer opportunities. The Adult Learning CLD Partnership will deliver the following:

- Accredited learning opportunities to support adults into employment, training, education or volunteer opportunities.
- Improve learning transition for people from prison to community life and employment.
- Provide clear learner pathways and a range of opportunities for people to engage in learning in a way which suits them and builds confidence.
- Support organisations to be effective, efficient and improve their capacity to improve lives and communities.

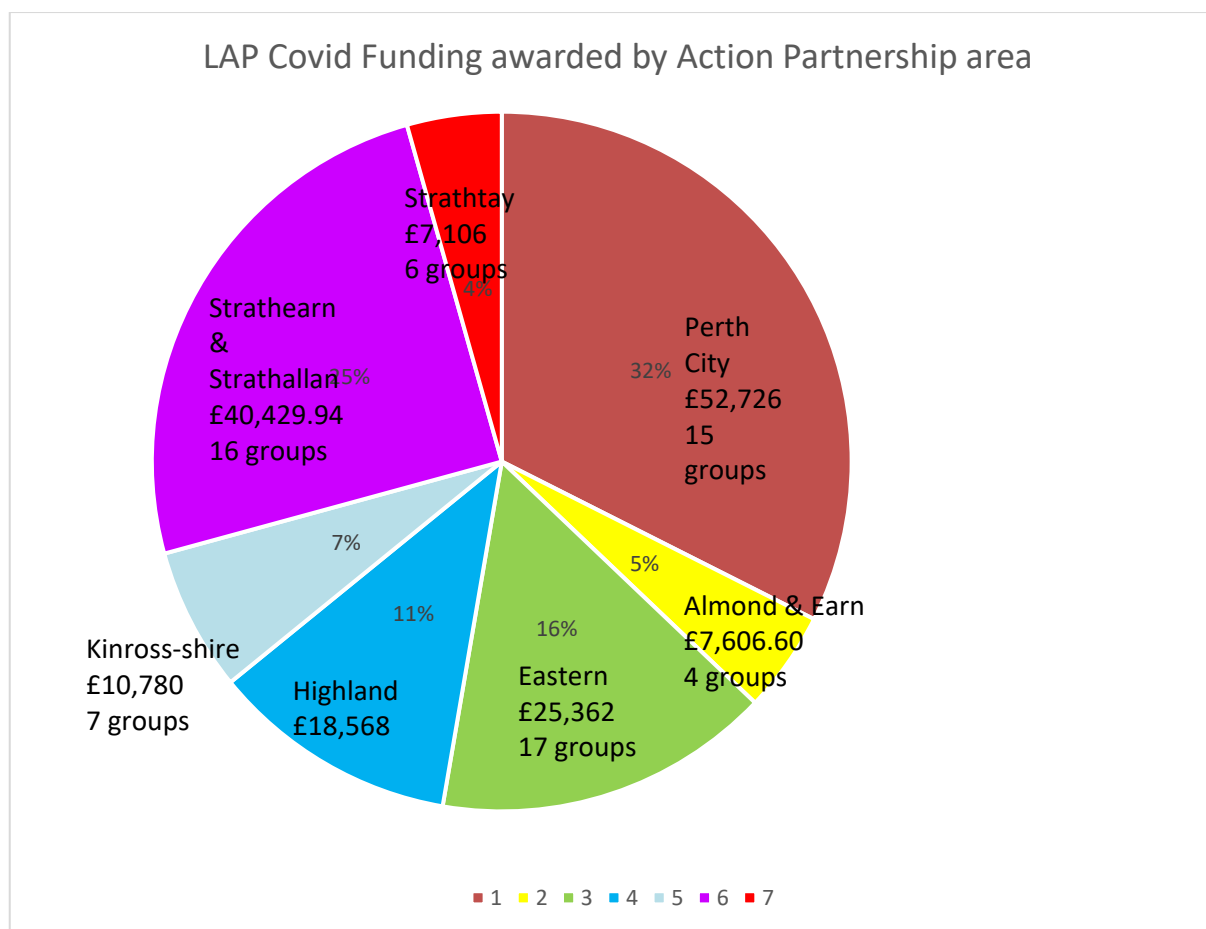
In 2021/2022, partners are delivering learning programmes which contribute to the LOIP priorities of Employability and/or Digital Inclusion.

Foodshare Network

As a response to consultation in 2019 and as a result of the COVID-19 pandemic in 2020/2021, the establishment of locality Food Share Networks for Perth & Kinross was identified as a positive initiative and an opportunity to develop an integrated approach to the redistribution of surplus food across the Council area. These networks can provide a cohesive mechanism to support community food share organisations to help address on-going community food insecurity issues, support community cohesion, and continue to reduce food waste. COVID-19 has significantly increased food insecurity being experienced by communities across Perth & Kinross, resulting in further hardship. The establishment of these network is in its early stages but are offering the potential to discuss local food poverty issues in a more specific way. PKC allocated £285K of funding in 2021/2022 and staff support to help establish these networks and ensure foodbanks and larders have the correct equipment and resources and are able to effectively signpost residents to additional services such as PKC welfare and benefits teams.

2.2 Investing in Communities

- **The Community Investment Fund (CIF)** made £1.2 million available over financial years 2018/19 and 2019/20 for funding for new community led projects and initiatives to help improve equalities across Perth & Kinross, with priorities determined by local people and communities through the Local Action Partnerships and ward Panels. No CIF funding was available during 2020/21 due to the COVID-19 pandemic and this funding has been carried forward into 2021/2022 with new criteria based on the new LOIP priorities. A further £600,000 is available for 2021/2022. A wide range of projects have been supported including upgrades to community facilities, digital inclusion and community events.
- **Local Action Partnerships (LAP's) Covid Response Funding.** During 2020, LAP's opened their budgets to support community groups who were responding to a community need during lockdown. The total amount of funding awarded was £162,578. The graph below shows the number of groups supported by each of the seven Local Action Partnerships.



- Local Action Partnership Community Grants Schemes.** Some Local Action Partnerships have either launched or are planning in 2021/22 to run their own grant schemes from their core funding. In 2020/2021, Eastern Perthshire and Strathtay LAP's ran grant schemes for community groups to apply to for funding of up to £3000. Strathtay LAP made four awards for this funding totalling £5,749.44 going to local community groups. The types of projects that were funded included Community Bloom Groups and one group received funding for maintenance of community defibrillators. Eastern Perthshire LAP have provided £13,473 to community groups across the three ward areas. These grants have ranged from upgrades to community assets, such as sheds and halls to funding for family learning activities.

- **Greenspace.** £100,000 is made available through the Community Environment Challenge Fund every year to allocate to community groups for environmental improvement projects. In addition, there is £63,000 annually allocated to support Local Bloom Groups run entirely by volunteers. There are 18 volunteer led path groups with up to £500 per group available to enable them to purchase tools and materials. Bloom Groups and Path Groups help ensure that the public realm across Perth & Kinross is well maintained and they offer valuable volunteering opportunities which can help peoples physical and mental wellbeing and gain the confidence to learn new skills. Greenspace capital projects are delivered and co-designed in partnership with communities who are able to access external funding to complement our capital spend on our greenspaces which benefits all.

2.3 Locality Working

The Council is working towards an Inclusive Communities model to deliver a coordinated network of locality based multi-disciplinary teams, services, people and communities that collectively focus on improving community outcomes and individual needs. It is envisaged that multi-disciplinary teams will build on the strength and resilience of people and communities to achieve improved community outcomes and health, wellbeing and quality of life for people living within that community. This development will, in time, support delivery of the CLD Plan at a locality level.

The overarching approach will be designed around the ethos and approach defined by the Perth & Kinross Offer. To achieve the ambition, the Offer will require an approach and a framework that enables communities to influence service delivery at a local level to meet their differing and specific needs and outcomes. We will enable the move away from provider and consumer to a collaborative approach where priorities are jointly agreed.

2.4 Workforce Development

We are committed to ensuring staff and volunteers across Perth & Kinross can access high quality, relevant and role appropriate training and development opportunities. We are committed to encouraging and nurturing a learning culture and we will do this with support from the Tayside & Fife CLD Professional Learning Alliance (the Alliance) and the CLD Standards Council for Scotland.

Throughout the COVID-19 pandemic, Education Scotland delivered a series of webinars supporting CLD with on-line delivery, youth work and building Science Technology Engineering and Maths (STEM) capacity.

The CLD Tayside & Fife Professional Learning Alliance has delivered the following:

- Digital storytelling techniques to support online delivery.
- Online conference focussing on CLD's role after the pandemic.

The Alliance will develop briefings and training opportunities for the sector. These will reflect the ambitions in Growing the Learning Culture in CLD, the professional development strategy published by CLD Standards Council for Scotland.

In the first year of the plan, we will strengthen our partnership with Perth College with staff training on SQA and Award Scheme Development and Accreditation Network (ASDAN). This will increase our offer of accredited courses with communities and develop progression routes for participants.

The Alliance will deliver the following staff training in 2021/2022:

- Peer evaluation workshops using the new Inspection Framework Quality Indicators
- Accredited training for new literacy/ English for Speakers of Other Languages (ESOL) volunteers
- Develop ESOL and Literacy practitioner networks to share on-line resources and support transition to face-to-face learning

In 2021/2022, we will be providing a range of training and upskilling opportunities for volunteers active in groups across Perth & Kinross.

2.5 Procurement and Social Benefit

In line with the 2017 Perth & Kinross Fairness Commission recommendations, the Council is working with the business sector to achieve greater social value from public service contracts. We do this by including clauses in tenders requiring bidders to identify social benefits which can be delivered as part of the wider objectives of the contract. Projects are categorised as Improving Skills, Improving Education and Improving Employability. All these can support our LOIP and CLD objectives to support young people and all working age people to find and sustain work. Contractor commitment and delivery is recorded by the Council's Procurement team and reported on in the Annual Procurement Report, which is published at the end of each financial year.

Part 3 THE ACTIONS 2021-2024

Strategic Objective – Giving every child the best start in life

Outcome – Families will have improved wellbeing			
We will	How	Who	When
Support for families with children at risk of not meeting their developmental milestones	<p>Target a range of evidence-based family learning opportunities for families</p> <p>Develop Peep Progression Pathway offer to provide parents with accredited learning</p> <p>Provide 1 to 1 support including home coaching and bitesize sessions to meets the needs of parents</p> <p>Volunteer support provided by Home Start Perth</p>	ELC Service	Review progress annually
Provide a range of play opportunities for children to help their physical and emotional development	<p>Promote the importance of play and provide staff development which improve play experiences in playgrounds</p> <p>Provide play experiences at weekends and holidays in parks and school playgrounds</p> <p>Deliver a pilot project for the Gypsy Traveller community</p> <p>Support parents to understand the importance of play and how they provide play experiences at home</p>	ELC Service	Review progress annually

We will	How	Who	When
Support staff to develop their skills to identify needs and motivate parents to engage in parenting and family learning programmes and deliver evidence-based programmes for parents and families	Provide regular training opportunities for staff: <ul style="list-style-type: none"> • Introduction to Parenting Programmes • Connecting with Parents Motivation • Peep learning Together Programme • Solihull Approaches – Foundation • Eat Well Play Well • IT – the parents experience – An insight for practitioners • Engaging and supporting families with family learning • Bookbug • Infant Massage • Community Cook It • Friends for Life • Give Us A Break (loss & bereavement) 	Family and Parenting Team Community Link Team NHS Tayside Schools	Review progress annually and further develop actions based on emerging needs
Provide opportunities for parents and carers of children with ASN to lead and contribute to the development of inclusive school communities	Development of a Parent's Network Delivery of 'shared interest' sessions that enable parents, carers and service providers to come together to share and develop thinking that can inform service developments and planning	Inclusion Service	June 2022

Outcome – Families will have improved wellbeing.			
We will	How	Who	When
Support for families with children at risk of not meeting their developmental milestones	<p>Target a range of evidence-based family learning opportunities for families</p> <p>Develop Peep Progression Pathway offer to provide parents with accredited learning</p> <p>Provide 1 to 1 support including home coaching and bitesize sessions to meets the needs of parents</p> <p>Volunteer support provided by Home Start Perth</p>	ELC Service	Review progress annually
Provide a range of play opportunities for children to help their physical and emotional development	<p>Promote the importance of play and provide staff development which improve play experiences in playgrounds</p> <p>Provide play experiences at weekends and holidays in parks and school playgrounds</p> <p>Deliver a pilot project for the Gypsy Traveller community</p> <p>Support parents to understand the importance of play and how they provide play experiences at home</p>	ELC Service	Review progress annually

We will	How	Who	When
Support staff to develop their skills to identify needs and motivate parents to engage in parenting and family learning programmes and deliver evidence-based programmes for parents and families	Provide regular training opportunities for staff: <ul style="list-style-type: none"> • Introduction to Parenting Programmes • Connecting with Parents Motivation • Peep learning Together Programme • Solihull Approaches – Foundation • Eat Well Play Well • IT – the parents experience – An insight for practitioners • Engaging and supporting families with family learning • Bookbug • Infant Massage • Community Cook It • Friends for Life • Give Us A Break (Loss & bereavement) 	Family and Parenting Team Community Link Team NHS Tayside Schools	Review progress annually and further develop actions based on emerging needs
Provide opportunities for parents and carers of children with additional support needs to lead and contribute to the development of inclusive school communities	Development of a Parent's Network Delivery of 'shared interest' sessions that enable parents, carers and service providers to come together to share and develop thinking that can inform service developments and planning	Inclusion Service	June 2022

Strategic Objective – Developing educated, responsible and informed citizens

Outcome - Young people have recovered from COVID-19 and are engaging positively in education, learning and youth work activities.			
We will	How	Who	When
Re-engage young people with learning to support their educational achievement	Offer 170 per year targeted informal SQA education programmes including Duke of Edinburgh, High five, Youth Achievement and Dynamic Youth to young people who are struggling to re-engage with mainstream school or to move on to a positive destination	Services for Young People in partnership with Universal Youth Services Community Link Team	Review June 2022
	Increase support for children and young people facing barriers through delivery of a 12 month 'Relink' project to focus on reconnecting children and young people in school. Increase support through additional Covid Recovery Pupil Care and Welfare Officers in Secondary Schools	Secondary schools	June 2022
	Launch of Relationships framework and guidance, with related plan for learning and development	Educational Psychology Services (EPS) and Inclusion	June 2022
We will	How	Who	When
Help young people including care experienced young people, to fulfil their right to participate and to make positive changes in their schools and communities	Support schools to achieve Rights Respecting Schools Awards and Citizenship programmes	Children's rights officer/Schools	This will be dependent on the funding availability
	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)	Education and Children's Services	Training session using material already produced to be rolled out

	<p>Support development of 5 local youth forums to engage young people to have active positive contributions within their own locality by developing a local youth strategy</p> <p>Support the recruitment and ongoing training to young people who are elected as MSYP's to ensure representation at a national level</p> <p>Ensure the voice of minority groups are represented by continued links and enabling continued participation through recovery</p> <p>Support young people with Additional Support Needs to have representation on the national Young Ambassadors for Inclusion initiative and in local level forums</p> <p>In in collaboration with children and young people with additional support needs, develop opportunities for participation in planning and development of inclusive practice and mental health supports, policy and services</p> <p>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</p>	<p>Services for Young People in partnership with Universal Youth Services</p> <p>Services for Young People</p> <p>Services for Young People</p> <p>Inclusion Service</p> <p>Inclusion Service</p> <p>Education Service</p>	<p>This will be developed in line with partners over the winter period</p> <p>4 MSYP's to be elected over summer 2022</p> <p>Support continues virtually but face to face will happen in line with government guidance</p> <p>Ongoing</p> <p>June 2022</p> <p>June 2024</p>
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We will	How	Who	When
Celebrate the achievements of young people through a wider recognition of their successes	Produce annual achievement report with anonymised case studies which will give detail of number of awards achieved to promote further engagement	Services for Young People	September 2022
	Enable young people to attend Holyrood Palace to celebrate the gaining of Duke of Edinburgh Gold award	Services for Young People	March 2022
	Enhance reporting of achievement	Schools/Education Service	June 2023
Reduce the number of children experiencing barriers to learning, including as a result of Covid	Support implementation of programmes delivered through Youth Work in Education Recovery funding for third sector	YMCA PAS PKAVS Universal Youth Work providers Education Services	Performance reporting June 2022 to Youth Link
	Families empowering communities project will focus on two areas in Crieff and Letham to work collaboratively with local schools to identify and support families whose children are struggling within mainstream school. The project will initially identify the barriers and propose collaborative solutions with families and their community	Services for Young People	Post is being funded jointly between education and services for young people and is being advertised in September 2021. Annual performance reporting to identify number of families engaged
	The recruitment of two mental health practitioners to focus on improving emotional and mental wellbeing amongst young people. The practitioners will work in a flexible manner alongside youth work staff to identify those most at risk emotionally	Services for Young People	Funding has been applied for and if approve negotiation and advertisement will follow

We will	How	Who	When
Support school communities to improve outcomes for those learners at risk of exclusion.	<p>Relationship-based approaches, such as solution oriented or restorative approaches, are used to work with children and families at risk of exclusion</p> <p>Alternatives to exclusion are developed through enhanced partnership working in schools</p> <p>Attendance at secondary school Integrated Team Meeting meetings to offer advice and guidance for alternatives to exclusion including restorative practice</p> <p>Individual work to be undertaken with young people as to the cause of their behaviour and support them to engage in readmission processes</p>	<p>Schools</p> <p>Inclusion Service</p> <p>Services for Young People</p> <p>Services for Young People</p>	<p>Review annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Young people have the digital skills for life, study and work as well as have opportunities to lead digital learning and, if required, can learn at home	<p>Through the use of central funding ensure all young people have access to digital equipment</p> <p>Work with young people and partners to identify social media platforms that are accessible and familiar to young people in order to share information</p> <p>Train young people, partners and staff in the use of digital platforms to enhance learning and youth work activities</p>	<p>Services for Young People</p> <p>Services for Young People</p> <p>Services for Young People and Young Scot</p>	<p>Review on a quarterly basis through school and partners</p> <p>A digital modern apprentice is to be appointed in September 2021 to engage with young people and partner agencies</p> <p>September 2022</p>

	<p>Provide range of digital learning opportunities to support children, young people and their families to build confidence and learning</p> <p>All schools will have achieved the Digital Schools Award</p> <p>Double our Virtual Campus offer and developed a fuller 'anywhere anytime' learning offer for our children and young people</p>	<p>Community Link Team Schools</p> <p>Education Service</p> <p>Education Service</p>	<p>June 2024</p> <p>September 2022</p> <p>September 2022</p>
We will	How	Who	When
Target support for young people to develop leadership skills and gain qualifications	Deliver Sports, Dance and Introductory Sports Governing Body courses	LAL Active Schools Team	Review progress annually with quarterly reporting
Provide enhanced support to those young people who have committed an offence or are at risk of offending.	<p>Work with local police and Community Wardens to identify those young people. Build non-threatening relationships which will encourage further engagement in youth work activities</p> <p>Through dedicated staff support for those on bail supervision which will be aimed at reducing reoffending and improving life chances</p>	<p>Services for Young People</p> <p>Services for Young People</p>	<p>This work has begun and will be reviewed in 2022</p> <p>Ongoing</p>
Outcome – Young people have a positive transition from Primary to Secondary education.			
We will	How	Who	When
Ensure all P7s have the opportunity for a positive transition from primary to secondary school	Support schools to deliver general transition activities across all school Locality Management Groups (LMGs). For example: class presentations, team building activities, peer mentoring and group activities	Community Link Team	Review progress annually

	<p>Develop opportunities for enhanced transition for pupils with additional support needs. Engage parents within the transition process</p> <p>Work with locality youth work providers in conjunction with Community Link Teams (CLT) to deliver locality based enhanced p7 transition programmes</p>	<p>Schools</p> <p>Services for Young People in conjunction with Universal Youth Services</p>	<p>Ongoing. This commenced in 2021 through the use of summer activity money and will be evaluated and further developed for the next cohort</p>
Outcome- Children and Young people have positive school experiences.			
We will	How	Who	When
Enabling Parents/carers to support their children's learning experiences	<p>Support parents to establish peer homework clubs within pilot areas</p> <p>Explore opportunities to remove barriers to parental engagement with schools</p> <p>Deliver outdoor education and informal education opportunities with 3 local primary schools</p>	<p>Families empowering communities</p> <p>Families empowering communities</p> <p>LAL</p>	<p>These actions are part of a pilot project in Letham and Crieff funded by budget motion monies. The project actions are determined by the community and will be reported on separately.</p>
Outcome – Volunteers have appropriate skills to support third sector groups and build community capacity			
We will	How	Who	When
Support Community volunteers to undertake recognised qualifications and accreditation	<p>Offer 2 SVQ community development awards to volunteers</p> <p>Offer 10 ASDAN accreditation to local volunteers</p>	<p>Families Empowering Communities</p> <p>Letham4all</p>	<p>Dependant on interest but each awards requires different hours to complete</p>

Build the capacity and numbers of formal volunteers	Provide funding to enable volunteers to access relevant training Work with PKAVS to develop an integrated learning offer for volunteers	Communities Service PKAVS	March 2022
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Strategic Objective – developing a prosperous, inclusive and sustainable economy

Outcome– Young people to remain engaged in education and learning and progress into positive destinations and become economically active			
We will	How	Who	When
Support young people into positive destinations Ensure children and young people are better equipped for the world of work with the appropriate skills.	Embed approaches to Developing the Young Workforce and the Young Person's Guarantee and particularly the Career Education Standard and Career Management Skills Develop 8 theme-based skills academies offering young people supported work experience along with recognised qualifications/accreditations. (Themes are construction, mechanics, outdoors, care, interior design, enterprise, hospitality and digital technology) Establish 5 local job clubs across PKC to support young people through person centred planning gain and maintain a positive destination	Education Service Services for Young People and Local partners Services for young people and Local partners	Review progress annually Reported annually through Young Person's guarantee December 2021
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 the Transitions Team in Adult Social Work Services all school leavers with ASN will experience effective and comprehensive transition planning which meets their needs	Schools/Inclusion Service/Transitions Team	June 2022

Outcome – Adult learners have employability and digital skills to secure positive outcomes			
We will	How	Who	When
Support adults into employment, training and education	Offer a blended face to face and digital learning model to support adult learners Develop accredited SQA and ASDAN courses aimed at employability and progression Commission third sector partners to deliver employability and digital skills training to their clients	Communities Service Adult Learning Partnership	Review September 2022
Improve the confidence and skills of adults to engage on-line with services and employers	Identify digital hubs such as libraries for learners to access digital support and learning Provide training on digital skills and confidence	Communities Service Culture Perth and Kinross (CPK) Tenant Participation Team	Review September 2022
Support people from equality protected groups to access employment opportunities	Promote initiatives through Employment Support Team and employability Targeted Recruitment options eg, Modern Apprentice scheme and Employment Monitoring Data	Equalities Team Employment Support Team	Review progress annually

Strategic Objective – Supporting people to lead independent, healthy and active lives

Outcome – Adults have improved mental and physical wellbeing, particularly those negatively impacted by Covid			
We will	How	Who	When
Provide positive interventions to improve the mental wellbeing of adults	Establish annual Mental Health and wellbeing conference for communities and services	HSCP	Review September 2022

	<p>Work with third sector providers to establish a new Hub which will provide a strong, resilient platform for positive Health and Wellbeing delivery across Perth and Kinross</p> <p>Social prescribers will engage individuals and signpost to appropriate non-clinical activities, such as community groups and sports and leisure activities</p> <p>Provide Action 15 funding</p>	<p>HSCP (Commissioning Team and Mental Health Strategy Group)</p> <p>Social Prescribers</p> <p>HSCP</p>	
We will	How	Who	When
<p>Improve the physical and mental wellbeing of those impacted by Covid lockdown or suffering from Long Covid</p>	<p>Support Royal Voluntary Service (RVS) to provide their “Move it or Lose it” programme across Perth & Kinross</p> <p>Support projects that enable people to be physically active in communities such as ‘Stride for Life’ walking groups</p> <p>Support projects that enable people with physical disabilities to be physically active</p> <p>Work with Cornerstone Woodlands Wanders Club to deliver John Muir Awards to individuals with learning disabilities and/or autism</p> <p>Support Saints Community Trust to provide opportunities for physical activity for those with poor mental health</p>	<p>Commissioning Team HSCP RVS</p> <p>Commissioning Team HSCP LAL Letham4All Church Action for the Homeless (CATH)</p> <p>Commissioning Team HSCP Perth and Kinross Disability Sport Sports Clubs LAL Vision PK</p> <p>Commissioning Team HSCP Cornerstone</p> <p>Commissioning Team HSCP Saints Community Trust</p>	<p>Review September 2022</p>

	Support PKAVS Walled Garden project and Mindspace to provide activities which improve mental health	PKAVS Mindspace	
We will	How	Who	When
Support Older Adults to maintain physical wellbeing and reduce social isolation	<p>Use a Participatory Budgeting approach to commission third sector groups to establish locality based:</p> <ul style="list-style-type: none"> • befriending services • walking and other physical activity groups • intergenerational projects • social groups eg, 'knit and natter,' arts and crafts • luncheon clubs 	Commissioning Team HSCP Stronger Communities Team LAL	March 2022
Enable people to make informed choices about social care and self-directed support (SDS)	Develop a pilot project with a third sector provider of independent SDS advice and support to provide a community brokerage model	Commissioning Team HSCP	Review September 2022
Ensure volunteers meet the needs of our client groups	<p>Commission and implement an App to coordinate of volunteer recruitment and co-ordination managed by a third sector partner</p> <p>Match volunteers based on skills, experience and geography</p>	Commissioning Team HSCP third sector partner	Review September 2022
Reduce isolation and loneliness	Remote Responder Technology to be rolled out across all ages and client groups to allow service users to access staff, family or friends for support via a remote response	Commissioning Team HSCP	Review progress annually
Ensure no matter where you live in Perth and Kinross you have access to high quality Care at Home	Review the Care at Home (CAH) process so that care/support can be delivered by your local community in partnership with a Care at Home provider, or a local volunteer or third sector organisation or a combination of all three	HSCP	November 2021

	Develop an Outcome Focussed Approach within Care at Home Deliver new models of delivery in 3 rural communities via Community Collaborative Groups led by a CAH provider, the HSCP or a Community Group		
Outcome – Children and young people have positive mental health and wellbeing and recovered from COVID-19			
We will	How	Who	When
Meet the mental health needs of young people.	Continue to implement and evaluate counselling in schools for all young people over 10 years old Launch the local mental health pathway for children and young people Work with partners to support implementation of the Community Mental Health and Wellbeing Strategy and fund a wide range of community support to enable children and young people to choose the support best suited to their needs Deliver effective support for children and young people struggling to cope with bereavement, in a timely and focused manner, including where appropriate delivery of the “Give us a break” programme Increase support for children and young people facing barriers as a result of mental health through delivery of person-centred approaches delivered by the 12-month ‘Relink’ project to improve children and young people’s participation in school Implement the Tayside ‘Connected Tayside’ emotional wellbeing strategy	Inclusion Service/Schools Community Link Team Community Link Team Community Link Team Community Link Team Inclusion Service and Partners	Review September 2022 June 2022 June 2022 June 2022 June 22 June 2022

Close the participation gap for children and young people in sports and physical activities	Active schools and other schools-based initiatives	LAL Active Schools Schools	Ongoing with quarterly reviews
Outcome – Families have recovered from food insecurity brought about by low family income and Covid			
We will	How	Who	When
Provide families with activities and access to food during school holidays	Support school holiday provision which addresses food insecurities within that period	Education and Children's Service	September 2022
Ensure children in families experiencing poverty are included	Widen access to instrumental music. Remove core curriculum charges in all schools. Further implement targeted 'cost of the school day' actions	Education Service	Ongoing with annual review

Strategic Objective - Creating safe and sustainable places for future generations

Outcome- Third sector food providers have capacity and resources to tackle food poverty and reduce food waste			
We will	How	Who	When
Develop a network of community food providers to meet the needs of their local communities	Commission key third sector food providers to deliver food and wrap around services to families in need Develop a third sector food network which meets the needs of local communities Provide digital skills training and equipment to third sector groups Provide volunteer training to third sector groups	Communities Service Stronger Communities Team Communities Service Communities Service	March 2022

Outcome – Vulnerable households will be able to sustain their tenancy			
We will	How	Who	When
Support vulnerable households to sustain their tenancies	<p>Develop a network of community volunteers able to support digital inclusion learning activities in their communities</p> <p>Develop a hybrid approach to community engagement with a range of opportunities to participate</p> <p>Deliver a pilot project to support financial and digital inclusion</p> <p>Identify potential community digital hubs</p>	Tenant Participation Team	Ongoing with annual review
Promote wide ranging community engagement in fact finding and evaluation and develop community led activities	New Tenant and Resident Participation Strategy	Tenant Participation Team	Ongoing with annual review
Improve practice and develop resources to inform and support specific communities within Council's tenant and resident community	Making Where We Live Better group for Inclusive Living Homeless Voice Association SURE team	Tenant Participation Team	Ongoing with annual review
Work with individuals, organisations and community groups to increase tenant and resident confidence and build their capacity to identify concerns and address local community issues	Estate Based Initiatives Programme	Tenant Participation Team	Ongoing with annual review

Outcome – Communities will have capacity to be resilient and manage their own assets			
We will	How	Who	When
Enable communities to do more for themselves	Consult communities on their priorities via the Perth and Kinross Offer	PKC Innovation Team	Review September 2022
	Develop the capacity of communities to become more resilient and meet their own needs via formal and informal training and development opportunities	Stronger Communities Team	Review September 2022
	Enable formal and informal volunteering	Community Planning Partners	Ongoing with annual review
	Develop our 1% Mainstream Participatory Budgeting model to meet the needs of local communities	Communities Service	Ongoing with annual review
Support communities to own or manage their local assets	Local Asset Transfer Programme Promote local opportunities to communities	Communities Service	Ongoing with annual review
Develop on-line resources to support community capacity	Promote the Good Governance Toolkit to groups Develop on-line resources to support Community Asset Transfers	Stronger Communities Team	Ongoing with annual review
Support communities to improve and manage their outdoor spaces	Provide support, advice, funding, training and equipment to community led environmental initiative groups including path groups and bloom groups	Community Greenspace	Ongoing with annual review

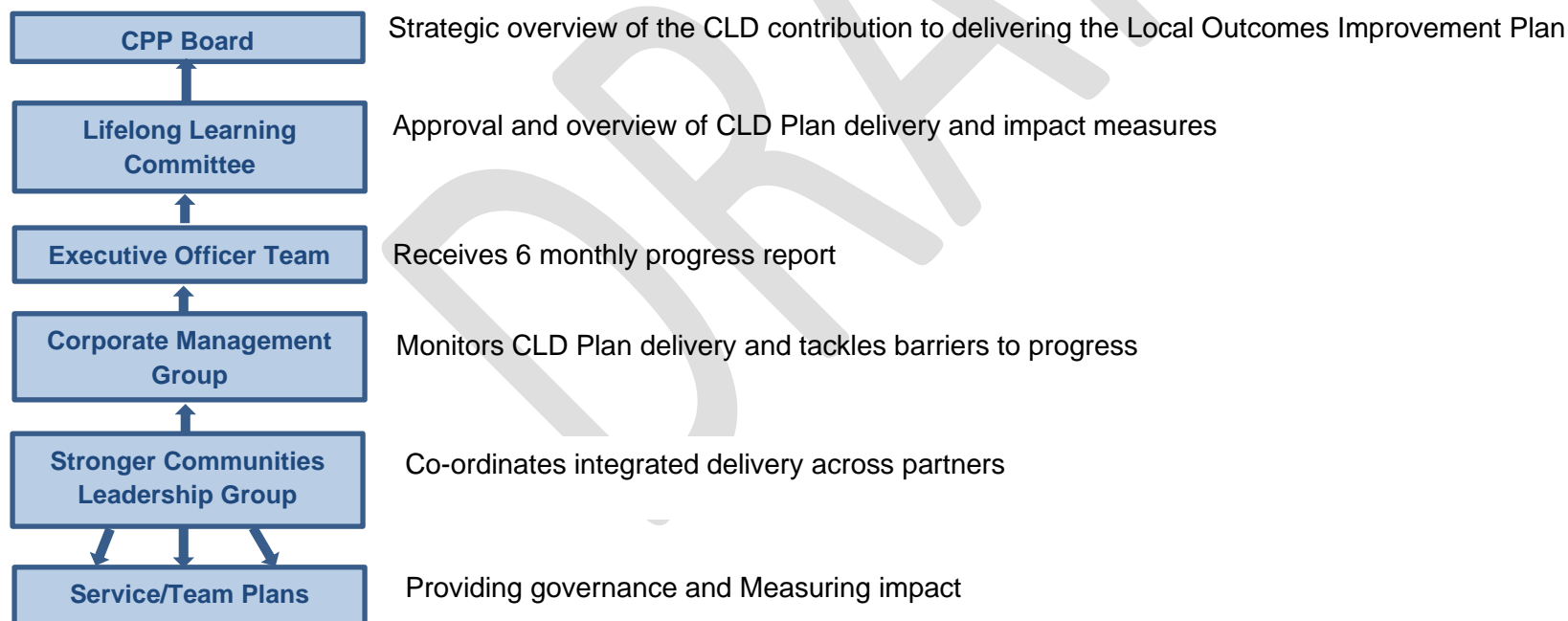
Part 4 THE GOVERNANCE AND LEADERSHIP

4.1 Governance Framework

Perth & Kinross Council has the statutory responsibility for planning and overseeing delivery of effective CLD services.

Following the Education Scotland inspection of North Perth and Perth City in October 2018, the following improvement actions were implemented in relation to governance and leadership:

- Establishment of a Stronger Communities Leadership Group of PKC Service Managers. This is chaired by the Communities Service Manager tasked with improving strategic oversight, coordination, and joint planning across CLD provision.
- The Leadership Group reports progress to the Council's Corporate Management Group and provides progress reports to Executive Officer Team, Lifelong Learning Committee and CPP Board.
- A Performance Framework to measure and report on the impact of the CLD Plan was implemented.
- A Self Evaluation Toolkit was developed and implemented for use by all CLD partners.



Part 5 Appendices

Appendix A: Key Statistical Information *(to be added at design stage)*

Appendix B: CLD Plan 2021-2024 Performance Framework

<p>Objective – Giving every child the best start in life</p> <p><u>Performance Measure</u></p> <p>Child poverty rates</p> <p>The proportion of children starting P1 who meet all expected developmental milestones</p> <p>Confidence levels of parents completing parenting or family learning activity</p>	<p>Objective - Developing educated, responsible and informed Citizens</p> <p><u>Performance Measure</u></p> <p>% of school leavers moving into positive destinations</p> <p>Proportion of Activity Agreements participants moving onto positive destinations</p> <p>Participation Measure by 16–19-year-olds</p> <p>Number of young people achieving awards</p> <p>% of young people referred to Services for Young People and who engaged with the service</p>	<p>Objective - Promoting a prosperous, inclusive and sustainable economy</p> <p><u>Performance Measure</u></p> <p>Income deprivation</p> <p>Claimant Count</p> <p>Number of unemployed people supported into work as a result of employability programmes</p> <p>Number of adult learners supported to improve their employability or digital skills</p>	<p>Objective - Supporting people to lead independent, healthy and active lives</p> <p><u>Performance Measure</u></p> <p>Patient survey of mental health service experience and satisfaction level</p> <p>Numbers and outcomes for people supported by Social Prescribers</p> <p>Numbers of people entering and completing counselling programmes</p> <p>% of tenants satisfied with opportunities given to them to participate in the landlord's decision making</p>	<p>Objective - Creating a safe and sustainable place for future generations</p> <p><u>Performance Measure</u></p> <p>Number of community groups supporting environmental improvements</p> <p>Number of volunteer hours spent on environmental projects</p> <p>Number of greenspace sites co-managed with volunteers</p> <p>Numbers of community groups supported to increase their capacity</p> <p>Number of community groups supported in the asset transfer's process</p>
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