



Appendix 1

## Education and Children's Services

# Attainment Update

2019 – 2020



# Executive Summary

This report meets the requirement set out by the Scottish Government on reporting progress on the priorities set out in the National Improvement Framework ([NIF](#)) for education. It provides an update for the academic session 2019/20 on the progress against this framework and also those 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, along with associated [Raising Attainment Implementation Plan 2020-2021](#).

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:

- An improvement in the proportion of children meeting developmental milestones at age 27-30 months. Prior to joining primary school, around 1 in 5 children are assessed as not meeting at least one development milestone appropriate for their age.
- Attainment across literacy and numeracy at P1, P4, P7 and S3, based on teacher judgements of Curriculum for Excellence (CfE) levels, was not formally gathered in 2020. However, earlier information on predictions indicate that some progress continues to be made in all areas of literacy and numeracy and across all year groups, building on improvements seen in recent years.
- For school leavers, literacy and numeracy qualifications achieved continue to increase across both SCQF levels 4 and 5. For level 5 in numeracy, the latest figure remains slightly behind the virtual comparator, indicating continued focus required. There are encouraging signs of the poverty gap closing for these indicators.
- Beyond literacy and numeracy, senior phase attainment for leavers continues to be good and above or at virtual comparator in most cases. However, poverty-related gaps remain evident in all areas of attainment and leaver destination gaps remain but are narrowing slowly. It may be that narrowing of gaps in these areas will be seen over a longer time period, once the effects of improvements and interventions earlier in young peoples' lives (including PEF) become evident for school leavers.
- Literacy and numeracy qualifications for looked after children are improving, although these generally remain behind those of peers who are not looked after. Positive destinations for looked after young people are also tending to grow.
- Initial and follow-up school leaver destinations and 16-19 participation rates have grown further from an already high level, remaining one of highest figures nationally.
- Exclusions from school continue to decline. Overall attendance is also slowly declining, but the unique circumstances surrounding this session with the Coronavirus pandemic led to increased school absence in the weeks before lockdown and this has affected overall annual figures.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 489 business partnerships with schools were recorded in 2019/20.

It is helpful to consider this report alongside the Education and Children's Services [Annual Performance Report](#) for 2019/20 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.

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# Introduction

This report is a response to the legislative requirement to report on performance against the National Improvement Framework in the academic session 2019-20. A significant amount of progress reporting also takes place in the Education and Children's [Services Annual Performance Report](#).

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.

There is an additional requirement to produce a plan focused on the NIF priorities for the forthcoming academic session. This year, in response to the Coronavirus pandemic, an education [delivery plan](#) for the return to school was prepared, and a further education improvement plan is currently being developed with schools and communities.

Pupil Equity Funding is additional funding allocated directly to schools as part of the Scottish Government's [Scottish Attainment Challenge](#) programme, and is targeted at closing the poverty-related attainment gap. In Perth and Kinross, 82 schools shared £1.7M of Scottish Government funding in 2019/20. Authorities are required to report to the Scottish Government summarising the outcomes and performance as a result of the funding, and this is included within this report.

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

The report also outlines progress under each of the key drivers of improvement identified in the NIF:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information



## About Perth and Kinross

Perth and Kinross is home to around 30,000 children and young people up to the age of 18. Around 2,600 children attend publicly funded early learning and childcare settings (nurseries and partner providers), 10,500 in primary schools and 7,500 attend secondary schools. Around one third of these are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Nearly 70 pupils attend Fairview Special School.

Around 11% of pupils are classified as being amongst the 30% most deprived in Scotland using SIMD. However, SIMD does not always accurately represent deprivation in a rural setting due to the dispersed nature of rural communities and using ACORN classification<sup>1</sup> indicates that over a third of children and young people (6000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 5 children live in poverty. In 2019, around 1100 pupils (P4 and older) were registered for free school meals.

Nearly 1400 Perth and Kinross pupils (7.5%) use English as an additional language. 48 home languages are experienced by school pupils, with Polish and Romanian the most common. 6,000 are recorded as having an additional support need, a third of all those in schools.

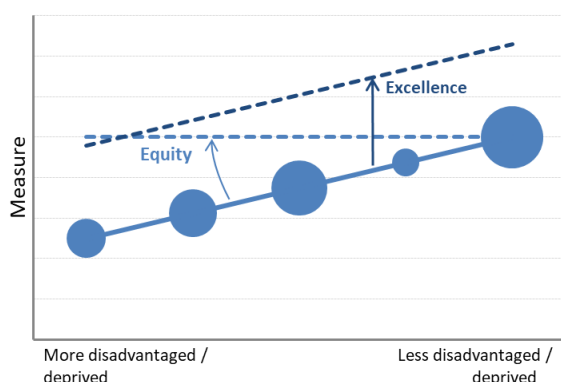
In 2019 there were just around 190 Looked After children and young people in Perth and Kinross schools; around three-quarters of these were looked after by Perth and Kinross Council (PKC), with the remainder the responsibility of other authorities.

In 2019/20, close to 1400 teachers were employed by Perth and Kinross Council across all education sectors and the overall pupil to teacher ratio was 13.6, similar to the national figure.

## 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.

In this report, at authority level, the Scottish Index of Multiple Deprivation (SIMD) is used to understand the effects of poverty. However, for the majority of schools, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially and will replace where possible SIMD measures.

<sup>1</sup> ACORN categories 4 and 5

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

Schools and nurseries continue their commitment to improving attainment in literacy and numeracy. PKC literacy and numeracy strategies and implementation plans and associated professional networks are progressing well. Literacy and Numeracy Pathways are supporting greater coherence and progression across schools, along with a range of self-evaluation materials to support improvement actions.

To support practitioners there is a comprehensive package of universal and targeted career-long professional learning (CLPL), literacy and numeracy leaders' programme and in-service training in place. Bespoke individual school support has been provided based on self-evaluation and priorities. The development of an online professional learning SharePoint site on Glow has been a notable success with significant awareness and uptake. Some of the feedback from CLPL includes: *More involved in educational research and enquiry, feeling empowered to drive innovation, share practice and demonstrate collective improvement, leading collegiate sessions, greater use of exploratory talk and more explicit teaching of talking and listening.*

A well-established approach to monitoring and tracking progress in literacy and numeracy is in place and has been further developed by the introduction of data improvement 'families' between primary schools to support benchmarking/comparisons across the authority. There is an increased ability of school leaders and class teachers to identify gaps and trends and target interventions. This approach is being extended to early years settings.

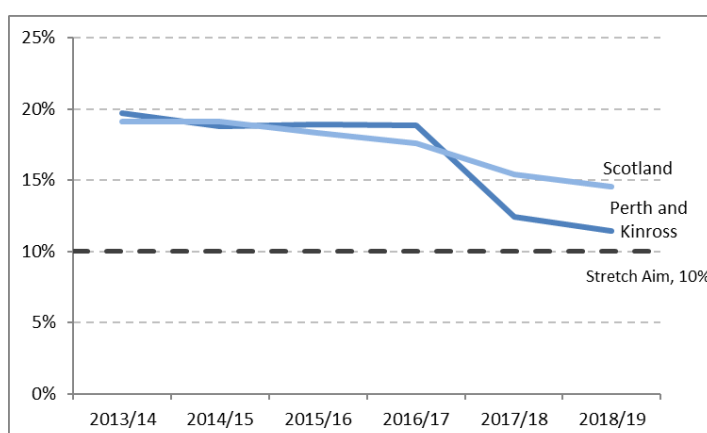
A number of family learning programmes including family learning in numeracy, engaging parents in supporting writing at home and the use of maths circles with a number of schools have been delivered with high levels of engagement reported.

## Pre-School Development

### Proportion of children where at least one milestone is not met at 27-30 month review

**Analysis:** In 2018/19, there was a further improvement in the proportion of children meeting expected milestones at 27-30 months age. Speech, language and communication milestones remains the most likely not to be met, followed by personal/social and emotional/behavioural.

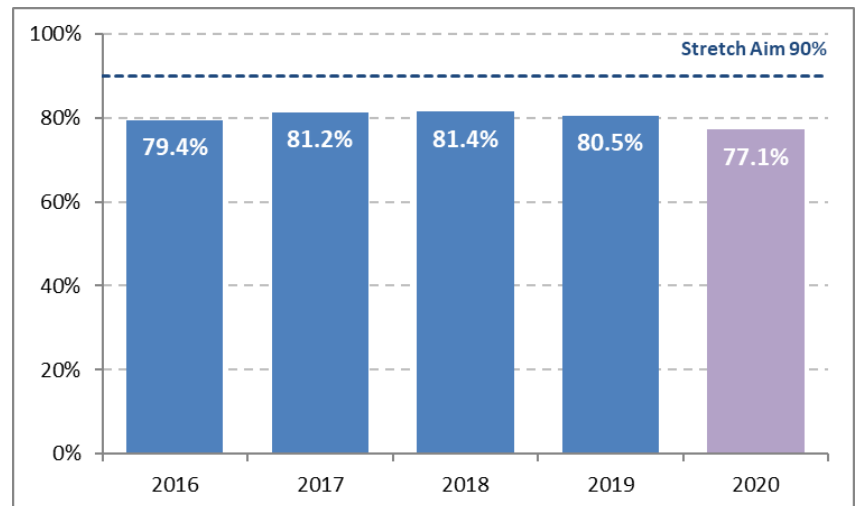
- *This measure previously had an excellence stretch aim of 10% to be reached but is now no longer part of the 2020-23 Raising Attainment Strategy. It will be monitored in thematic reporting to the Children, Young People and Families Partnership, along with newly available 13-15 month data.*



Source: Public Health Scotland. Data tables are provided in Appendix 1: Table 1

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

**Analysis:** The proportion of P1s meeting all their expected developmental milestones remains steady at around 4 in 5 and is largely unchanged over the previous 4 years. The proportion of children assessed as not meeting a development milestone has increased slightly this year. 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. This year's figures should be seen as unique and not necessarily 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.

➤ *This measure now has an excellence stretch aim of 90% to be reached. The short-term target for 2020/21 is for a 2 percentage point improvement.*

Source: ECS. Data tables are provided in Appendix 1: Table 2

## 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 and S3

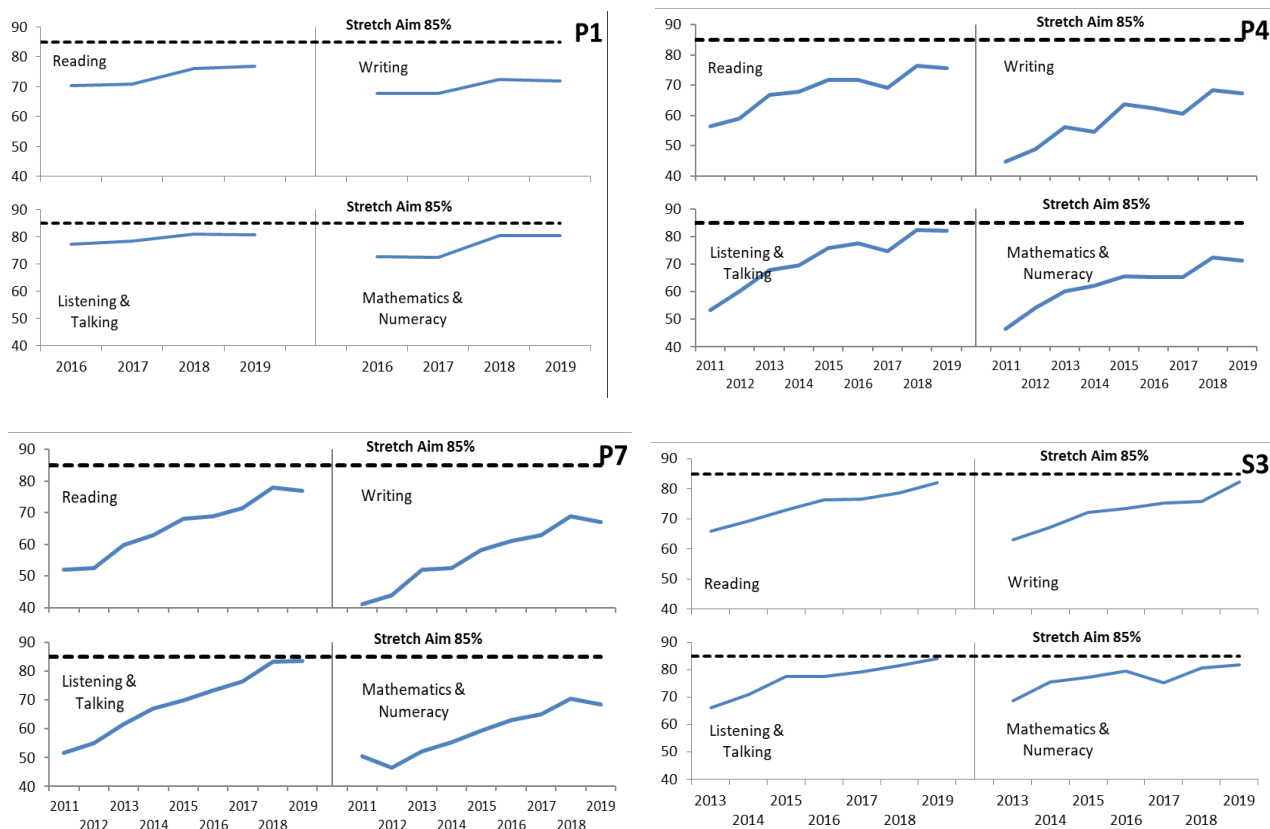
**Analysis:** At P1, P4, P7 and S3, teacher professional judgements are made of achievement of Curriculum for Excellence levels, in literacy (reading, writing, listening and talking) and mathematics/numeracy. Steady, long-term progress in levels achieved is shown across all stages and areas. The progress of individual year group cohorts through the levels is consistent. Relatively stronger or weaker cohorts will always be present in educational attainment statistics. Whilst teachers were predicting improvements in attainment in all 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, and therefore recorded levels for academic session 2019/20 are not reportable.

Prior to the pandemic in March 2020, **predictions** were made by all schools of expected achievement. This showed that expected CfE levels (at end of May 2020 in normal school operating conditions) indicate higher levels of attainment this year compared to the previous year. This is across all areas of literacy and numeracy and the 3 key stages of P1, P4 and P7.

During academic year 2020/ 21 primary attainment will be tracked closely with predictions undertaken in November and March before levels are recorded finally in May. In secondary S1-S3, a new SEEMiS attainment module, Progress and Achievement, has been introduced which will enable more detailed tracking and analysis of progress in literacy and numeracy, as well as other curricular areas. This is also being piloted in select primary schools with the intention of fuller introduction in session 2021/22.

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



Source: ECS

### Case Study 1

Education Support Officers worked in partnership with a school which had highlighted numeracy and family learning on their school improvement plan as a priority. The school planned to develop a numeracy ranger programme, which would encourage P6 pupils to take on the leadership role of 'numeracy ranger' to support their peers and families to develop and reinforce their numeracy skills through games and raise attainment in numeracy.

The Education Endowment Foundation (EEF) Learning and Teaching Toolkit outlines the positive impact Peer Tutoring can have on learners. Adopting a peer tutoring strategy for the project aimed to improve the attainment of pupils in the P6 class as they learned new strategies to share with other learners and become more knowledgeable themselves. Parental engagement is considered to impact positively on pupils learning and the project aimed to engage parents in supporting their children with learning at home.



The 'numeracy rangers' identified games which would help reinforce their numeracy skills and allow families the opportunity to discuss strategies whilst improving their confidence and skills. They hosted an event in school to promote the games and gifted each family with a 'numeracy bag' to take home.

The pupils' survey highlighted a 27% increase in pupils using maths/numeracy outside school and a 14% increase in the number of pupils using resources to support them with their numeracy skills following the programme. The numeracy rangers said 'I really liked teaching people how to play the different games. When you teach a game it helps your understanding'. And 'I like the numeracy ranger games they help me understand more maths'. More than 70% of the parents of pupils in the class attended the event.

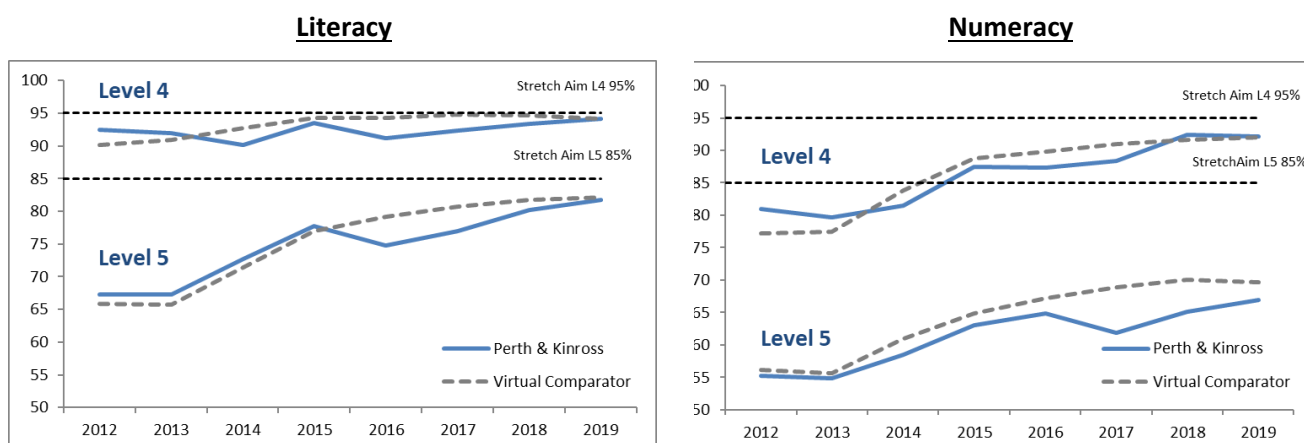
The project has developed and the school are rolling out a 'paired numeracy' programme with the numeracy rangers now training other pupils to support other learners and complement their paired reading programme.

### 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. More traditional measures of the breadth and depth of attainment achieved by individual year groups in the most recent academic year are **Error! Reference source not found**.discussed in a separate Lifelong Learning Committee paper, focused on the change in assessment model introduced by SQA and the subsequent use of teacher estimates in final results.

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



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

**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.

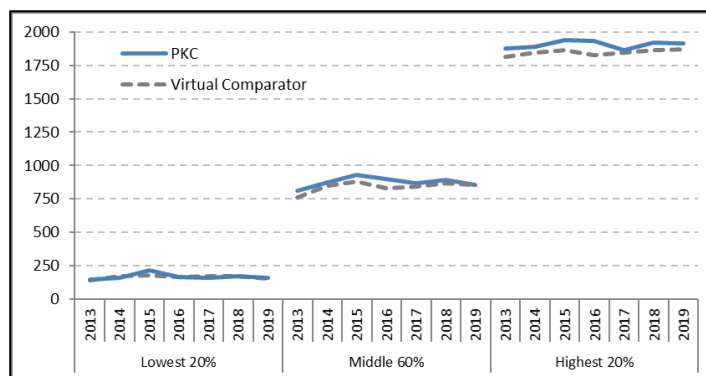
- These measures now have an excellence stretch aim of 95% for SCQF Level 4 and 85% for SCQF Level 5, as well as matching/exceeding the virtual comparator as a short-term target.

More recently, this increase has caught up to the virtual comparator (VC) as per the new short-term target. However, this is less so for numeracy at level 5, indicating continued focus is required here. Level 4 numeracy is also somewhat further away from the 95% stretch aim.

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 way to produce overall summary measures of attainment.

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

**Analysis:** Overall the average tariff points have remained relatively steady, with a peak in 2015 where results were particularly strong. 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 learners.



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. The shorter-term target is to match/ exceed the virtual comparator, which has largely been met (although of course the VC may also increase providing further stretch).*

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

## 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. This supports a collective understanding of key performance measures, including annual targets and overall stretch aims as detailed in this report.

For pre-school children, the PEEP learning together programme (and the SPACE - Supporting Parents and Children Early groups) continue to support parents to support their child's learning and development through play, singing & stories. Parents involved report an increase in the frequency of sharing books, songs and rhymes with their children, and increased confidence in dealing with challenging behaviour, boundaries and routines.

Focused support and challenge has been given to schools to analyse a range of data and to plan effectively. A focus on PEF has included support from the Attainment Advisor. A number of interventions continued to be implemented with support from the Educational Psychology Service eg Precision Teaching in Numeracy and Literacy, Wave 3 and High 5 and Self-Regulation in Action.

PKC Improvement Methodology Sessions continue to give school leaders a framework in which to plan and implement interventions and evaluation strategies. Feedback indicated that the activities helped refocus on those targeted by PEF interventions and their impact.

- School PEF plans outlined a focus on universal and targeted support in literacy, numeracy and health and wellbeing interventions.
- 44% of planned interventions were literacy based, a quarter (25%) on numeracy and around a third (31%) targeted health and wellbeing.
- Approximately 70% of school interventions were universal and 30% targeted interventions for particular cohorts of children. 35% of planned interventions in literacy were targeted, with 38% in numeracy and 11% in health and wellbeing respectively.

Regular Equity Network meetings were run by a QIO and Education Scotland Attainment Advisor and focused on: rural and urban poverty, attendance and overcoming barriers and case studies – sharing good practice. Sessions are well attended, and positive feedback indicated staff would use learning in school to address attainment gaps. There was also an increase in staff networking with each other and sharing learning and practice.

### Pre-School Development and Broad General Education (P1 – S3)

There are poverty-related gaps at all stages/levels of CfE. This is also seen in data for 27-30 month and pre-school developmental milestones (not shown). Initial indications show the gap narrowed in all cases in 2017/18, with the gradient of the inequality line flattening somewhat. This is also confirmed when using alternative measures of deprivation such as ACORN. 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. There are minimal changes to the overall picture in the latest measured year (18/19) and further data will be needed to confirm the direction of travel, once CfE levels are recorded.

- *This measure now has an equity stretch aim of reducing the gap between ACORN 4/5 and 1; the specific figure will vary by stage and area and will be reported next year when the CfE*

levels are gathered again (not gathered in 2020 on instruction from Scottish Government due to the Coronavirus pandemic).

## Case Study 2

Learners in one school were supported throughout the year with targeted literacy interventions and Pupil Equity Funding was used to employ an additional member of staff.

Younger learners developed their vocabulary through the Word Aware programme and were supported to develop their fine and gross motor skills with the support of a Live Active Modern Apprentice. P3-P7 Literacy groups focused on key reading and comprehension skills. Learners responded well with improvements in discussing texts and core reading skills, and there has been some evidence of learners transferring these skills into other areas of the curriculum.

The school used the Renfrew Word Finding Vocabulary Assessment and York Assessment of Reading Comprehension (YARC) to establish baselines and measure progress.

Within the identified groups; 25% of learners now have an age equivalent higher than their chronological age, 25% increased the positive difference between their age equivalent and their chronological age and 50% reduced the gap between their age equivalent and their chronological age by an average of 11 months.

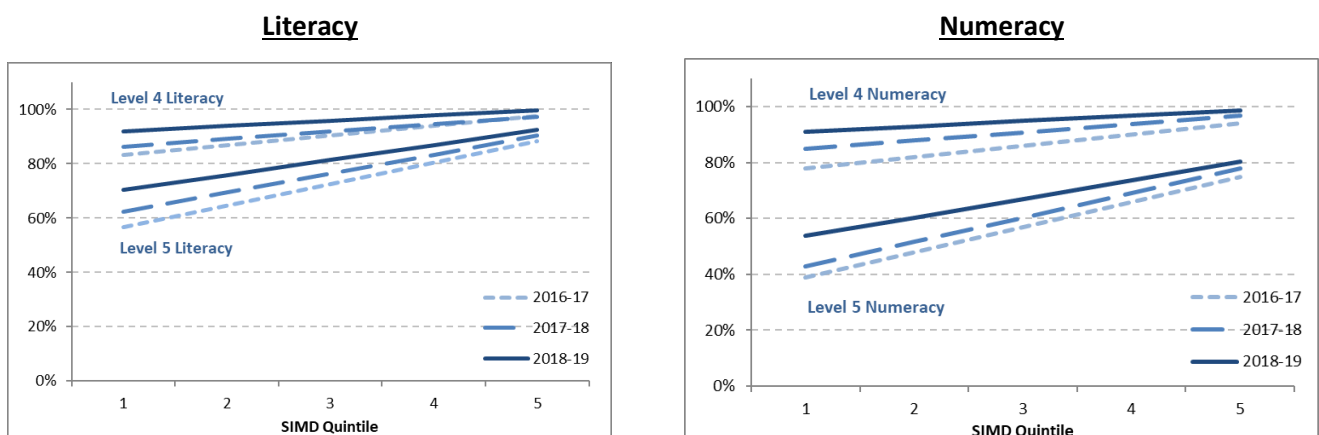
To date, 32% of pupils have been re-assessed using YARC; 92% have shown improvement in accuracy, 75% have improved in reading rate and 92% have improved their comprehension skills.

Universal approaches included the use of a literacy hour to develop reading, writing, listening and talking skills. A focus on self and peer assessment has shown that the majority of learners have a greater understanding of where they are in their learning journey and how they can make continued progress.

## Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, attainment in Literacy and Numeracy for school leavers across SIMD quintiles clearly shows the attainment gap, particularly at SCQF level 5. As shown below, there are indications of improvements (closing the gap) for both level 4 and 5 literacy and numeracy; further years will be required to see if it is sustained through the period of the new Raising Attainment Strategy.

### Proportion of school leavers achieving literacy and numeracy at levels 4 and 5 by SIMD Quintile



Source: Insight; Data tables are provided in Appendix 1: Table 4

- This measure has an equity stretch aim of reducing the gap between categories to be no greater than 5% at Level 4 and 10% at Level 5.
- For the new strategy, this stretch aim has been adjusted to use 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.

### Case Study 3

Literacy has been targeted within one secondary school improvement planning process and through the use of Pupil Equity funding over the last three years to raise attainment and close the poverty related attainment gap.

Actions and successes include:

- Effective use of a range of transition information to identify learners requiring targeted support.
- Reducing class sizes, with additional support timetabled to work with a core group of S1 learners.
- Employing a teacher with a primary sector background to work with identified learners in secondary Broad General Education.
- Selecting research-informed strategies and interventions, such as Reading Enrichment periods, a targeted focus on core literacy skills and paired reading and mentoring programmes.
- Strong collaboration and planning by staff with literacy responsibilities, between departments and library staff to improve outcomes for young people.
- Organising family engagement events to promote literacy and raise awareness of interventions.
- Using a suite of assessment information to establish clear baselines prior to the introduction of universal and targeted interventions.
- Regular monitoring of the impact of interventions being used.

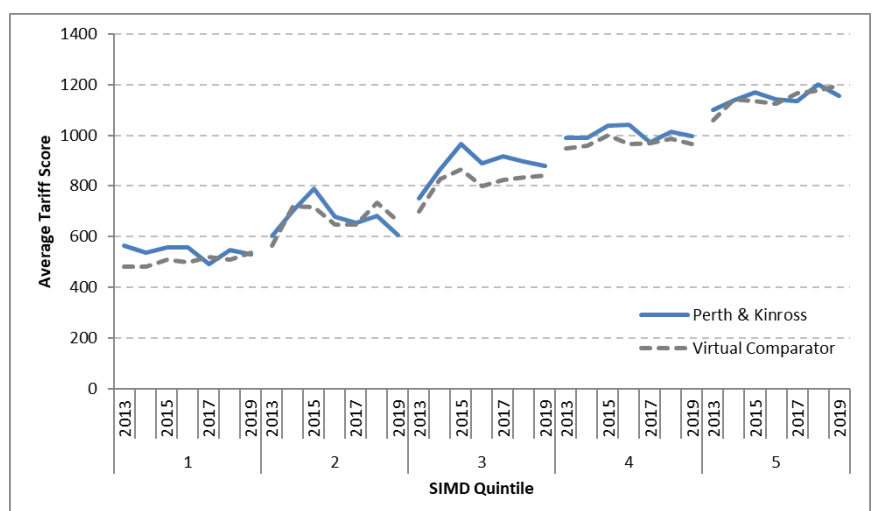
As a result, young people reported improved confidence across their core literacy skills that they valued the increased levels of support, and there is clear evidence of improved attainment in core skills including phonics, spelling and grammar.

### Average Total Tariff Score of school leavers by SIMD Quintile

Analysis: The average total tariff points score of school leavers shows a clear attainment gap. Pupils from lower deciles tend to leave school earlier and this has a strong influence on the number of tariff points accrued. In comparison to the Virtual Comparator, although the 'gap' is persistent, PKC is generally higher.

In addition, different cohorts of pupils will also perform differently between years.

- A new stretch aim for this measure is established by the new Strategy: reducing the ratio between ACORN 1 and 4/5 leavers from 1.84 (2019) to 1.5 with an intermediate target of 1.7



Source: Insight; Data tables are provided in Appendix 1: Table 6

## Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 85% of S4 pupils from 2018/19 stayed on to S5 the following year, a figure which has stayed largely static over the last 4 years of measurement. There is a clear pattern when viewed across SIMD quintiles, 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. Boys are becoming slightly less likely to stay on whereas girls it is the opposite case.

- *New excellence and equity stretch aims are established for this measure. A stretch aim of 90% staying on with an interim target of 87%. Also, reducing the gap between ACORN 4/5 and 1 to 5% (currently 12%) with an interim target of 10%.*

Source: ECS/SEEMiS; Data tables are provided in Appendix 1: Table 7

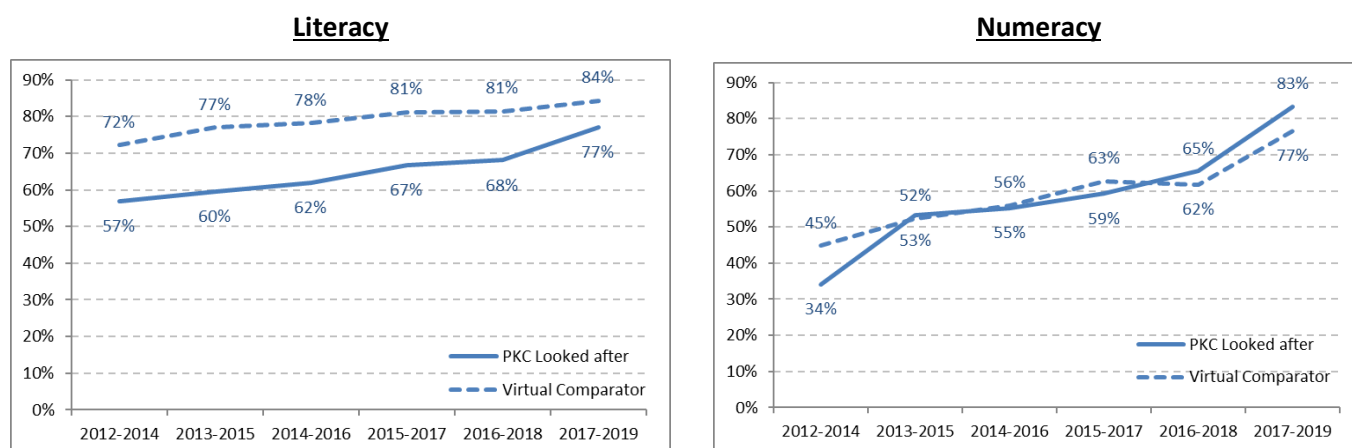
## Looked After Children/Young People and Vulnerable Groups

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 have been combined to create rolling averages which allow for a slightly clearer view of trends.

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 SIMD background, gender and stage of leaving school, although Level 4 literacy is consistently lower, but improving steadily and closing. Numeracy level has improved and is 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.

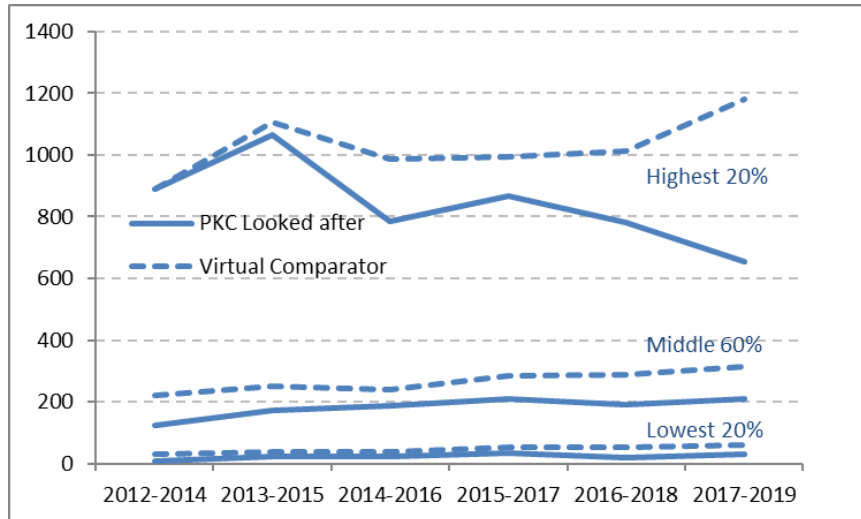
### Proportion of Looked After school leavers achieving literacy and numeracy at level 4



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

- *This measure has 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.*

## Average total tariff points for Looked After school leavers



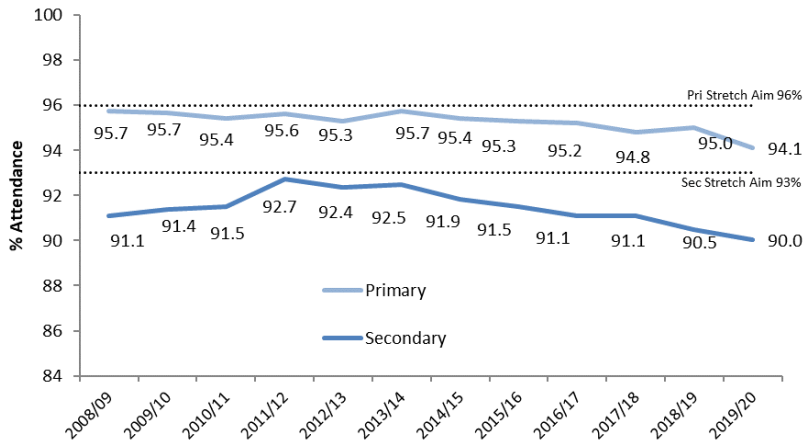
As with Literacy and Numeracy above, the trend in the attainment of Looked After Young People as measured by tariff points is in line with the Virtual Comparator, although it is consistently lower showing the continued focus for improvement for this group of learners.

- *A new 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 9

## School Attendance and Exclusion

### Attendance

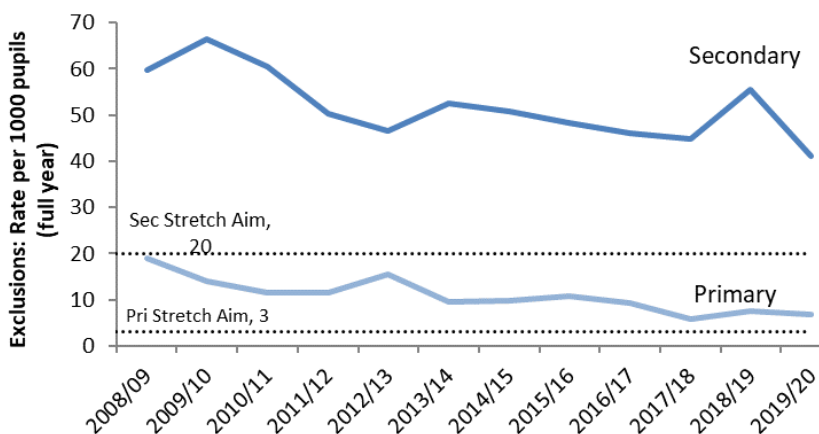


**Analysis:** Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. In primary, a recent downward trend has been reversed in the last full year measured, but unauthorised holidays continue to impact on attendance, as well as other unauthorised absence in secondary. Attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response.

- 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 13

### Exclusion



**Analysis:** The number of exclusions from school continues to reduce in both primary and secondary and in the latter has almost met the previous target of 40. 2018/19 saw a slight increase in secondary exclusions; the average length shortened also. 2019/20 is an annualised estimate due to the shortened academic year in school and shows a reduction.

- This measure now has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendance in secondary. These are more stretching than previous targets.
- Note that ECS Annual Performance Report reports only to 2018/19 session.

Source: ECS Data tables are provided in Appendix 1: Table 14



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

The Health and Wellbeing (HWB) strategy is supported by a network of school-based leaders who promote and develop key elements of the action plan. School leaders lead self-evaluation and use the planning tools supported by the development of progression pathways. Key supporting Health and Wellbeing resources and professional learning for staff are shared via the new PKC SharePoint site on Glow.

The 'Emotional Health and Wellbeing for Children and Young People – A Toolkit for Staff', was launched across Tayside in August 2019. This is successfully assisting staff in supporting children and young people's emotional health and wellbeing by providing access to resources, guidance and advice.

The development of a strategy to address learner participation and engagement was started, to capture how pupil views can be gathered and used to impact on all stages of planning, provision and delivery of education. A poll of young people indicated that most children agreed or strongly agreed that they had opportunities to influence and participate in decisions about how they learn, however, less than half said they had influence over decisions made affecting their school. Work is progressing to develop a digital solution to engagement and participation to be launched across PKC to include early years settings, schools and community groups of young people. This work has required a re-focus in light of the learning from experiences during the lockdown period and good practice examples will be built on, along with the outcomes of further pupil consultation.

Work was carried out across the year on 'Emotionally Based Absence', following a needs analysis conducted with 7 secondaries. Work was carried out on a multi-agency staged intervention framework with key messages for staff and parents, developed into a training for staff and leaflet for parents.

Piloting of 'Counselling in Schools' began, with liaison for procurement across Tayside and work with schools on defining needs. This included around 40 secondary staff participating in training on understanding mental health within context, confidence in supporting difficult conversations with young people and ensuring full assessment for the appropriacy of counselling as an intervention. Mental Health Innovation Fund training continued until December 2019. All probationer teachers completed training along with education staff who had not previously undertaken this training.

Tayside Substance Misuse Curricular Framework was launched in 2019 to enhance the suite of resources available in support of HWB. This is at an early stage but expect to see observable impact through data from the Tayside Alcohol and Drug Partnership. Curriculum frameworks are also available in support of effective progression across HWB.

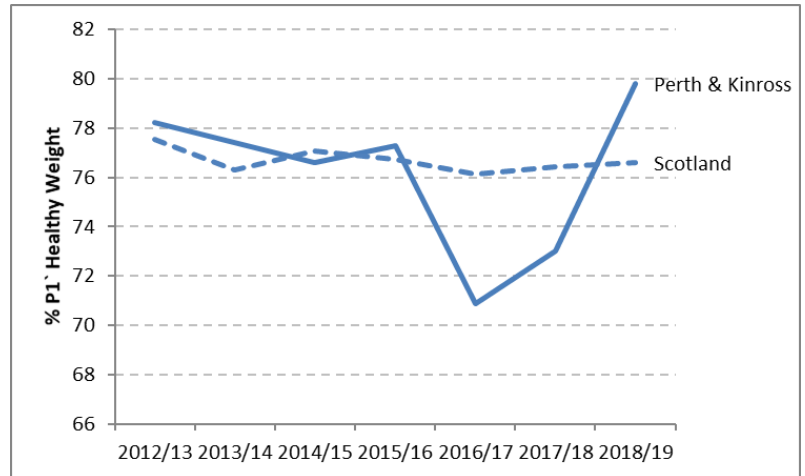
The national resource for relationships, sexual health and parenthood (RSHP) was launched in 2019. This resource was heavily informed by the PKC RSHP framework developed across the TRIC. This builds on success of Tayside RSHP approach and the partnership working within NHS Tayside to reduce teenage pregnancies and better inform children about their sexual health.

The Community Cook-it and Strengthening Families programmes engaged over 50 families, particularly those from disadvantaged backgrounds.

## Proportion of P1 pupils with healthy weight

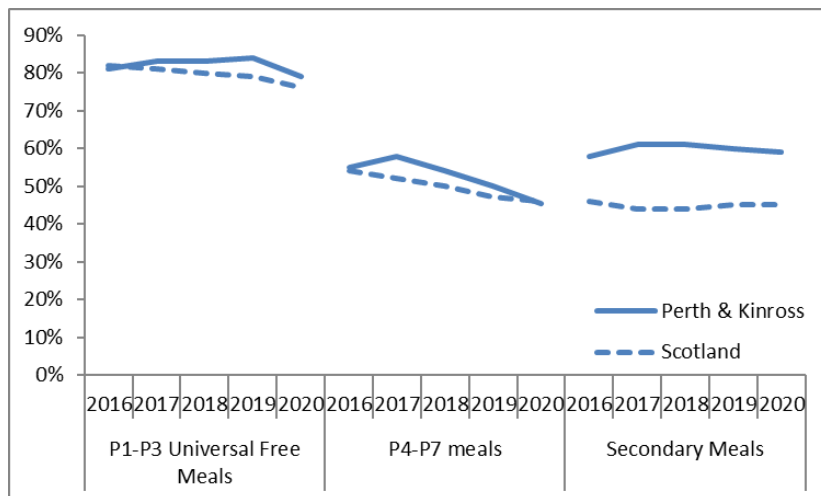
The number of P1 children with a healthy weight has increased to rise above the Scottish average figure, after having been below. Overweight and obesity is the principal reason for P1 pupils not having a healthy weight. Boys are slightly less likely to have a healthy weight at this age. Children from more deprived backgrounds are more likely to be both overweight and underweight, although this relationship is less clear than for other indicators.

➤ *Note: chart axis is adjusted for emphasis. This indicator is no longer monitored as part of the Raising Attainment Strategy. It will be monitored in thematic reporting to the Children, Young People and Families Partnership.*



Source: ScotPHO; Data tables are provided in Appendix 1: Table 10

## Uptake of School Meals



The uptake of School Meals in Perth & Kinross is has reduced somewhat at P1 to P3 where it is universally free and is also falling in the P4-P7 stages. Nationally there is also a general downward trend. Secondary meal uptake is largely unchanged.

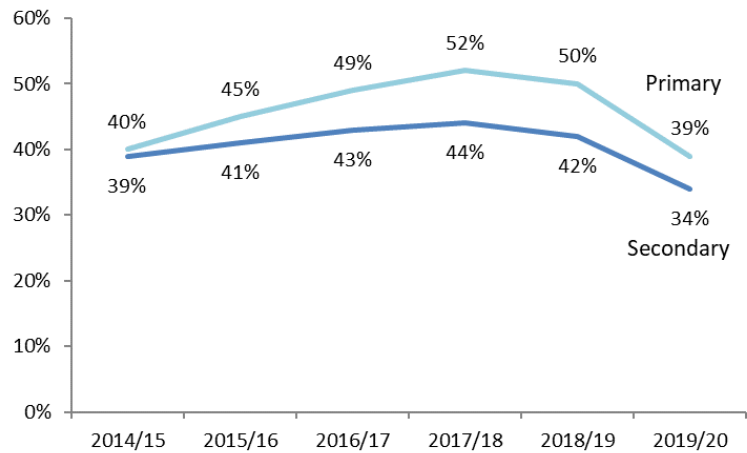
Around 1 in 10 P4 to P7 pupils are registered for free school meals - below the figure to be expected from child poverty statistics. A smaller proportion of around 1 in 14 being registered is evident at secondary.

➤ *This indicator is no longer monitored as part of the Raising Attainment Strategy but is monitored annually by ECS.*

Source: Scottish Government Healthy Living Survey/Census; Data tables are provided in Appendix 1: Table 11

## Active Schools Participation

Participation in Active Schools activities in both primary and secondary (organised by Live Active Leisure, Active School Co-ordinators) has increased steadily since formal monitoring commenced in 2014/15. This has been achieved by a steady closing of the participation gap related to poverty, especially in primary where it has largely been eliminated. 2019/20 figures have been impacted by the Coronavirus pandemic including the spring term before lockdown as complete recording of activities could not take place. A range of other sports and activities organised in schools but outwith the remit of Active Schools co-ordinators are not included in these centrally recorded and analysed figures.



- *This indicator is no longer monitored as part of the Raising Attainment Strategy but is monitored annually by ECS.*

Source: Live Active Leisure/ECS; Data tables are provided in Appendix 1: Table 12

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

The session 2019/20 has seen the creation and publication of a PKC 3-18 Developing Young Workforce Strategy and Toolkit alongside an updated Skills Toolkit which schools and other settings are engaging. Additional funding for secondary schools has been used creatively to suit local contexts and created a network of school DYW Co-ordinators who collaborate and work co-operatively. Curricular Pathways in all secondary schools offer opportunities for vocational learning, often in partnership with the Further Education Sector.

Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A total of 489 business partnerships with schools were recorded in 2019/20.

In session 2019-20, 524 pupils had work experience placements. This was of course affected by the Coronavirus pandemic but remains part of a strong upward trend from 2012/13 where there were 148 placements in total. All work placements are now SQA accredited and there is close work with partner agencies to ensure those with additional support needs can participate.

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.

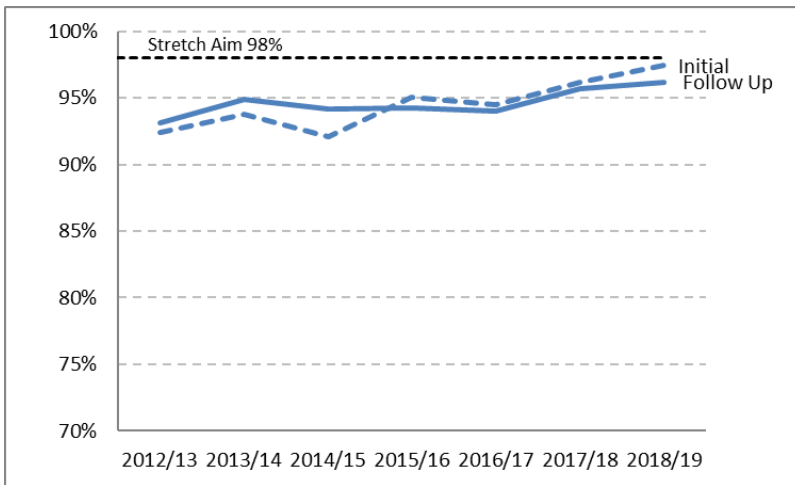
An innovative virtual Skills and Careers programme with key local and national partners entitled "Next Steps" has been developed which is being rolled out in session 20/21. There are also increased numbers of Foundation Apprenticeships enrolled for the current session, a trend which continues upwards. The S3 "Resolutions" Programme for young people at risk continues successfully with 28 pupils completing in 2019/20. All young people who have been through the programme have moved on to a positive destination.

This year's "Take our Children to Work" day focused on providing an excellent experience for young people but was not possible due to Coronavirus pandemic. Planning for the current session is underway with contingency built in to adapt where possible.

### **Positive Destinations for Young People**

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 unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.

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

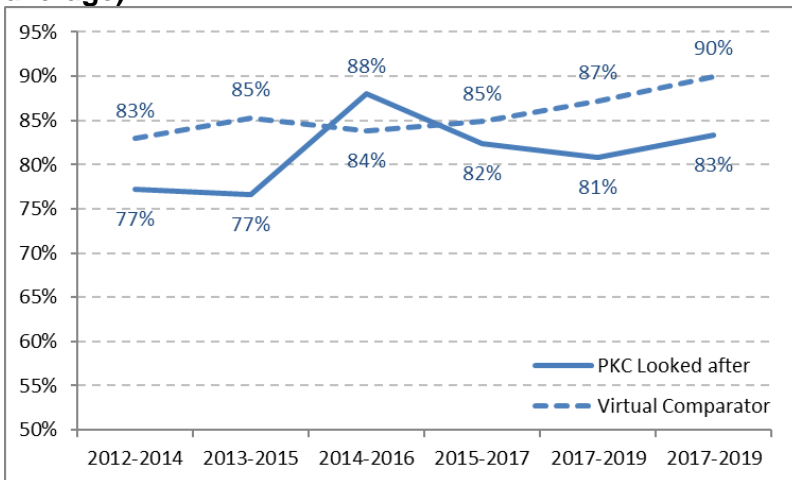


**Analysis:** The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. There is a clear ‘gap’ when viewed across SIMD quintiles, with a similar profile for initial and follow-up destinations.

- *This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.*
- *An updated equity stretch aim will be monitored in future years.*

Source: Insight Senior Phase Benchmarking Tool; SDS. Data tables are provided in Appendix 1: Table 15 and Table 16

### Proportion of looked after school leavers in positive Initial destinations (3 year combined average)



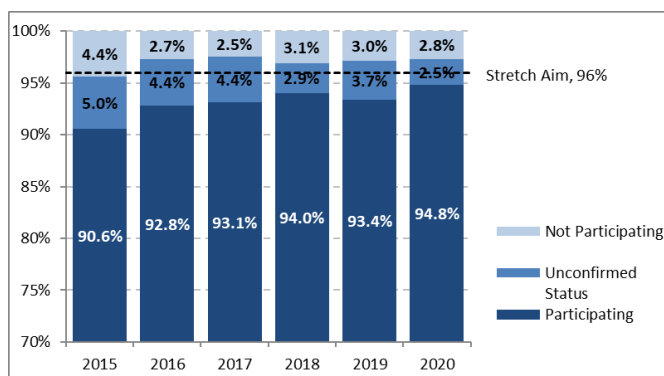
**Analysis:** Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The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

- *This measure has a stretch aim of the all leaver destination figure, 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 over the last four years. The participation figures are above the Scottish average (92.1% in 2020) and the number not participating totals 152 individuals, with 134 unconfirmed.

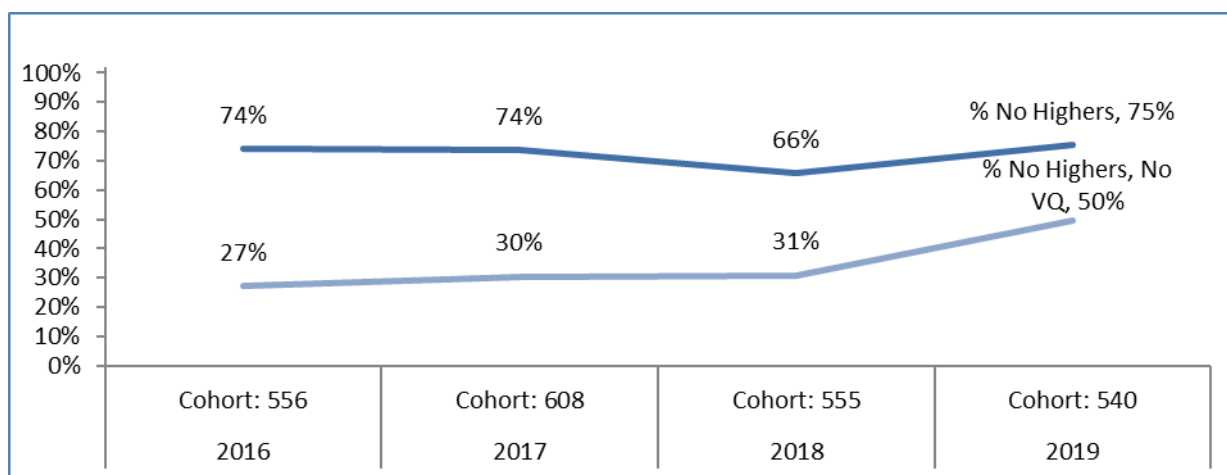


- *This measure has a stretch aim of 96%. The interim target of 94% has been met but will need to be sustained in future years.*

Source: Skills Development Scotland. Data tables are provided in Appendix 1: Table 18

### 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 will have greater importance for these cohorts of leavers. In the latest year (2019), 75% of S4/S5 leavers did not achieve a Higher, and of the cohort of 540, 50% achieved a vocational qualification, a reduction on previous years. This translates to the headline indicator for the new raising attainment strategy of 34% of leavers without Highers who achieve a vocational qualification at any level. The poverty-related gradient remains persistent in this measure and girls are less likely to leave school without one or the other qualifications than boys.



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

# NIF Drivers for Improvement

## School Leadership

Education Scotland inspections found most of our schools inspected to be good or better in the area of leadership of change and the majority to be good or above in learning, teaching and assessment and raising attainment and achievement. The School Improvement Framework provides robust criteria for PKC Education Services to know their schools well. All schools are using the Framework to support improvement planning.

Leadership opportunities for teaching staff at all levels are supported through partnership working with the Education Scotland's Professional Learning and Leadership (PLL) team. Currently staff are undertaking a number of PLL opportunities including Teacher Leadership, Into Headship (15), In Headship (1) and Excellence in Headship (4).

The Leadership workstream of the Tayside Regional Improvement Collaborative (TRIC) Learning and Attainment Group has led to the adoption of a common Leadership Development and Induction Programme for newly appointed Headteachers in the 3 local authorities. Over 30 new Headteachers have participated in the programme and feedback has been very positive, 12 Perth and Kinross Headteachers last session. It has also initiated a programme for newly appointed principal teachers entitled Collaborative Middle Leadership Programme to be offered in partnership with Education Scotland.

The Leading and Managing People through Change programme is an opportunity for senior leaders from across Education and Children's Services to engage to engage in Career-long Professional Learning (CLPL) that is focussed around managing people and managing change for people in their teams. 13 senior managers have engaged in the programme this year and feedback is very positive.

Through the Middle Leaders Programme Principal Teachers from early years, primary and secondary have engaged with a programme that has been developing their leadership and management skills. 19 Principal Teachers have participated this year.

## Teacher Professionalism

During the course of this year, work continued on the review and implementation of the three core strategies of Literacy, Numeracy and Health and Wellbeing to support the delivery of the National Improvement Framework. Final consultations took place with staff, partners and parents to ensure that each strategy enables schools to deliver on the key drivers contained within the National Improvement Framework and PKC Raising Attainment strategy. Progression pathways are now being developed and shared to support improvement work in these areas.

Over this past year, schools have engaged with the resources from the "Excellent Relationships, Excellent Learning and Teaching" policy. These resources identify the key features of highly effective practice for Relationships, Curriculum and Learning and Teaching. By sharing and promoting these resources, we are building capacity and promoting collaborative practices.

A comprehensive offer of professional learning opportunities was provided for teachers from the Education Support Team, the Early Years Team and the Inclusion Team. Almost 3000 practitioners engaged in 241 planned CLPL opportunities delivered by central teams and partners.

The Perth and Kinross Education Professional Learning Community (PLC) and the Early Learning and Childcare SharePoint site have been created this session for school staff to access. These websites, hosted on Glow, share national and Perth and Kinross documents and resources, links to professional learning and information about developing local and national practice. There have been over 56000 practitioners accessing the two sites since June.

The Education Support Team have shared four Learning and Teaching Newsletters with over 2500 people viewing them. In addition to these, the Team have produced a number of Microsoft Sways presenting information and updates for schools in the period of learning at home and full return to school. These Sways have been viewed almost 3000 times. 17 snapshots of interesting and developing practice from schools in Perth and Kinross have been created and shared. These Snapshots have been viewed over 3000 times. We now have 9 Twitter accounts for different services, with almost 6000 followers.

The Education Support Team provided targeted support packages of training and support for schools and practitioners. Seven schools were involved as part of the Inspiring Schools Programme to enhance knowledge, skills and understanding of highly effective teaching. This programme involves schools working closely with the Education Support Team in a targeted and planned way supporting schools to achieve the intended outcomes in the Excellent Relationships, Excellent Learning and Teaching Policy.

The Literacy and Numeracy Leader Programmes are a part of the targeted packages, providing teachers with an opportunity to participate in high quality and sustained professional learning in literacy and numeracy and undertake enquiry with other practitioners across schools/settings and Local Management Groups. These Programmes have been designed to strengthen the culture of collaboration and empowerment within and across schools/settings in Perth and Kinross to drive innovation, sharing of practice, collective improvement and implementation of PKC Literacy and Numeracy Strategies. Teachers from 16 schools engaged in the programmes last session.

17 schools took part in Learning through Play Action Research initiative. This high-quality learning and development opportunity has been delivered through partnership working by the Early Years team, Early Years Inclusion and Educational Psychology Service.

## School Improvement

The School Improvement Framework 2019/20 aligned closely with the NIF and provided a clear structure for schools to carefully plan school priorities and appropriate improvement measures. School Improvement Planning included PEF planning, with a particular focus on closing the poverty-related attainment gap.

Schools worked to these priorities with school improvement activity aligned to plans until March 2020. In June 2020, in line with Scottish Government guidance, schools were supported to create and submit contingency plans for a part time return to school. They then created further plans for a full return to school for session 2020/21, which included a particular focus on the recovery process with the key priorities of pupil health and wellbeing and progress in literacy and numeracy.



Schools also completed Standards and Quality Reports for session 2019/20 which they published for parents and these included their evaluations of progress against national 'How Good is Our School 4' quality indicators. Schools also completed and submitted self-evaluation documents recording progress with improvement priorities up until March 2020.

The programme of Extended Learning and Achievement Visits (ELAVs) and Learning and Achievement visits (LAVs) continued up until March 2020 and involved teams of officers and peer Headteachers. Between August 2019 and March 2020, 9 ELAVs, 7 LAVs, 4 School Improvement visits and 2 Inspection follow ups were carried out by Quality Improvement Officers. This was as well as the scheduled term one visits to all schools and other regular visits throughout term two and three to provide appropriate support and challenge.

Prior to March 2020, schools carried out monitoring activities as part of their quality assurance calendar. This included class visits to observe learning and teaching, moderation activities, discussions with staff and parents, as well as pupil-led evaluations learning. Following lockdown in March 2020 and the move to home learning, schools worked quickly to develop alternative ways of working and engaging pupils in their learning.

## Parental Engagement

Work continues to enhance approaches to engaging parents in their children's learning and the wider life of the school. The development of the 'Parental Involvement and Engagement Strategy' continued throughout session 2019/20 with the strategy being ready to launch. This strategy sets out the expectations for working in partnership with parents to reduce inequity, raise attainment, and ensure that every child and young person does the best they can at school and beyond. It also describes the actions required to ensure the voice of parents and carers contributes to and leads to improvements for all.

During the period of lockdown schools engaged with parents using a range of digital and virtual approaches including universal sharing of school activity via social media and school websites. Schools also employed a range of approaches to supporting individual pupils and families to ensure engagement in learning at home. This included providing home learning packs, access to digital devices and hotspots, daily or weekly phone calls to pupils and parents, the use of digital platforms such as Glow and Seesaw to support with learning and access to Children's Activity Centres where necessary. Staff also hand delivered resources where this was required, maintained stocks of stationery and resources in local shops or community hubs, and provided opportunities for children to attend virtual gatherings to keep in touch with school staff.

In June 2020 and August 2020, there were virtual meetings held for the Chairs of the Parent Councils with high attendance and positive participation in both meetings. These meetings were planned to provide information and updates and to answer any questions and consult on any issues surrounding the return to schools for pupils.

## Performance Information

Schools are embedding their approaches in gathering and analysing attainment data across the school. They have used the attainment suite's analytical tools to identify individual's and cohorts' gaps in learning. Schools are developing confidence in accessing comparator school data, which has enriched their analysis.

This has also led to schools making connections with other schools with similar Acorn profiles. Schools are provided with a core set of information from the attainment suite to aid the school improvement process.

A new Closing the Gap planning tool has been designed to help the planning, tracking and evaluation of school based interventions which includes the use of Pupil Equity Funding (PEF). This will support schools to target and track support and resources more effectively. This is being piloted in the current academic year 2020/21.

Improvement Methodology Sessions were delivered to school leaders. This supported the use of gap analysis and an action research model. Participants were encouraged to use research information including the Educational Endowment Fund in order to select appropriate interventions. Sessions were led by an Educational Psychologist, Quality Improvement Officer and Attainment Advisor, with additional support from the Analysis and Improvement team to engage with data.

## Assessment of Children's Progress

Across Perth and Kinross, the Scottish National Standardised Assessments (SNSA) are used as part of ongoing school learning and assessment approaches. Feedback sought as part of quality assurance visits along with evidence collated via LAVs, ELAVs and Education Scotland feedback indicate schools are using the SNSA data effectively to support teachers in meeting the individual learning needs of pupils, to plan for groups and classes of children. Schools have also used SNSA data to enhance curriculum development and attainment analysis, for example by fully engaging with curricular benchmarks to support teacher professional judgements. Training from SCHOLAR combined with the ongoing support of ECS colleagues has encouraged schools to use SNSA data diagnostically to support the planning of next steps in learning and alongside a wide range of other assessment information to discuss with parents how their child is progressing.

To enhance confidence and accuracy in teacher professional judgement about achievement of a level, Quality Assurance and Moderation Support Officers (QAMSOs) from Perth and Kinross took part in national moderation events with Education Scotland colleagues and other local authorities. National moderation events provided QAMSOs with guidance and advice to support schools and local authorities in working towards a shared understanding of assessing children's progress. QAMSOs have also supported assessment and moderation at a local level through their contribution to the development of moderation resource packages and facilitating CLPL opportunities.

A recent Perth and Kinross survey evidenced that the CLPL sessions and resources have supported staff to take forward moderation in schools and across LMGs, particularly in relation to achievement of a level. The results of this survey were used to inform the work of the Tayside Regional Improvement Collaborative (TRIC) Moderation workstream. During 19/20 session, this workstream provided PKC schools and QAMSOs with the opportunities to share practice and to participate in training organised by our NIF Adviser and National Assessment Coordinator. This received extremely positive feedback from schools and plans were then organised for a TRIC Moderation Conference in May 2020. Unfortunately, this event was cancelled due to the Covid-19 pandemic however in August 2020 the workstream reconvened and agreed plans to provide additional training and support directly to QAMSOs and schools through webinars and online professional learning modules. Based on the feedback from the TRIC sessions, an initial focus on supporting moderation of learning, teaching and assessment will be a focus.

For session 2020/21, refreshed PKC 'Achievement of a Level' professional resources based on Scottish Government guidance in light of recovery from Covid-19 will be developed to encourage schools to make effective use of moderation and agree across school teams how moderation will be used to plan next steps in.

This will enable us to build upon and enhance existing QAMSO networks and augment their work with the key actions identified in the PKC Literacy and Numeracy strategies, the renewed Education Scotland focus and TRIC Workstream.

# Annex 1: Supporting Data

## Developmental Milestones of Pre-school Children

**Table 1: 27-30 Month Child Health Review: Proportion of Children with a concern in any domain**

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Perth and Kinross	20%	19%	19%	19%	12%	11%

	SIMD Quintile				
	1 (most deprived)	2	3	4	5 (least deprived)
2017/18	22%	21%	9%	12%	9%
2016/17	25%	19%	19%	18%	16%

Note: A change in collection methods in 2016/17 required a shift from proportion with **no reported** concern, as previously reported, to the figures above and therefore only two years of SIMD quintiles figures are shown.

**Table 2: Pre-school Development Milestones: Proportion of P1 meeting all milestones**

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

	SIMD Quintile					Gradient
	1	2	3	4	5	
<b>2020</b>	66%	66%	76%	81%	83%	0.04
<b>2019</b>	64%	71%	79%	86%	84%	0.05
<b>2018</b>	81%	71%	83%	81%	87%	0.02
<b>2017</b>	77%	65%	82%	84%	85%	0.02
<b>2016</b>	61%	70%	84%	82%	83%	0.06

## Senior Phase (S4 – S6)

**Table 3: Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5**

Literacy		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Level 4	Perth & Kinross	92%	90%	93%	91%	92%	93%	94%
	Virtual Comparator	91%	93%	94%	94%	95%	95%	94%
Level 5	Perth & Kinross	67%	73%	78%	75%	77%	80%	82%
	Virtual Comparator	66%	71%	77%	79%	81%	82%	82%
Numeracy		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Level 4	Perth & Kinross	80%	82%	87%	87%	88%	92%	92%
	Virtual Comparator	77%	84%	89%	90%	91%	92%	92%
Level 5	PKC	55%	58%	63%	65%	62%	65%	67%
	Virtual Comparator	56%	61%	65%	67%	69%	70%	70%

**Table 4: Proportion of school leavers by SIMD Quintile achieving literacy and numeracy at SCQF levels 4 and 5**

2018/19		SIMD Quintile					Gradient
		1	2	3	4	5	
Literacy	Level 4	92%	92%	97%	99%	98%	0.02
	Level 5	69%	74%	83%	87%	92%	0.06
Numeracy	Level 4	93%	93%	94%	97%	99%	0.02
	Level 5	52%	59%	69%	74%	79%	0.07
<b>2017/18</b>							
Literacy	Level 4	85%	88%	93%	96%	96%	0.03
	Level 5	59%	70%	78%	83%	89%	0.07
Numeracy	Level 4	84%	88%	91%	94%	96%	0.03
	Level 5	42%	50%	61%	70%	76%	0.09
<b>2016/17</b>							
Literacy	Level 4	75%	92%	91%	94%	96%	0.04
	Level 5	51%	67%	74%	80%	87%	0.08
Numeracy	Level 4	67%	86%	89%	89%	93%	0.04
	Level 5	41%	45%	58%	65%	75%	0.09

**Table 5: Average total tariff scores of school leavers, grouped by achievement level.**

		12/13	13/14	14/15	15/16	16/17	17/18	18/19
Perth & Kinross	Lowest Achieving 20%	150	158	216	167	159	173	161
	Middle 60%	813	877	928	897	868	892	853
	Highest Achieving 20%	1877	1888	1940	1931	1865	1921	1916
Virtual Comparator	Lowest Achieving 20%	139	170	179	168	171	173	153
	Middle 60%	762	851	882	833	843	867	857
	Highest Achieving 20%	1812	1845	1864	1827	1848	1866	1871

**Table 6: Average total tariff scores of school leavers by SIMD Quintile.**

		SIMD Quintile					Gradient
		1	2	3	4	5	
Perth & Kinross	2012/13	565	604	751	989	1101	157
	2013/14	538	702	866	989	1137	145
	2014/15	557	788	964	1037	1168	136
	2015/16	558	678	889	1040	1143	153
	2016/17	490	653	917	971	1133	150
	2017/18	548	683	896	1015	1199	162
	2018/19	531	606	879	996	1156	163
Virtual Comparator	2012/13	482	563	699	947	1057	163
	2013/14	481	719	826	957	1143	151
	2014/15	508	716	864	1001	1135	149
	2015/16	500	648	801	967	1125	158
	2016/17	519	649	824	968	1166	164
	2017/18	510	735	833	986	1176	156
	2018/19	535	660	839	964	1196	164

## Staying-On Rates

Table 7: Proportion of S4 pupils staying on to S5 by SIMD Quintile

	SIMD Quintile					Gradient
	1	2	3	4	5	
<b>S4 (2018/19) – S5 (2019/20)</b>	79%	80%	82%	85%	91%	0.02
<b>S4 (2017/18) – S5 (2018/19)</b>	70%	78%	82%	85%	90%	0.03
<b>S4 (2016/17) – S5 (2017/18)</b>	73%	77%	84%	86%	91%	0.04
<b>S4 (2015/16) – S5 (2016/17)</b>	77%	77%	81%	90%	94%	0.05

## Looked After Children and Young People

**Table 8: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4 (3 year avg.)**

*Looked After at the time of the Pupil Census*

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

**Table 9: Average total tariff points of Looked After school leavers (3 year avg.)**

*Looked After at the time of the Pupil Census*

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

## Health & Wellbeing

**Table 10: P1 Healthy Weight**

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Perth & Kinross	78%	78%	77%	77%	71%	73%	80%
Scotland	78%	76%	77%	77%	76%	76%	77%

Primary 1 children (with a valid height and weight recorded) whose BMI is between the 5% and 95% of the 1990 UK reference range for their age and sex.

**Table 11: Uptake of School Meals**

Measure	Area	2016	2017	2018	2019	2020
P1 – P3 Free School Meals	Perth & Kinross	81%	83%	83%	84%	79%
	Scotland	82%	81%	80%	79%	76%
P4 – P7 School Meals	Perth & Kinross	55%	58%	54%	50%	45%
	Scotland	54%	52%	50%	47%	46%
S1 – S6 School Meals	Perth & Kinross	58%	61%	61%	60%	59%
	Scotland	46%	44%	44%	45%	45%

**Table 12: Active Schools Participation**

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	40%	45%	49%	52%	50%	39%
Secondary	39%	41%	43%	44%	42%	34%

	SIMD Quintile				
	1	2	3	4	5
Primary 2019/20	30%	25%	42%	41%	42%
Primary 2018/19	44%	42%	52%	54%	48%
Primary 2017/18	48%	43%	53%	54%	52%
Primary 2014/15	31%	32%	37%	46%	39%
Secondary 2019/20	25%	24%	36%	34%	38%
Secondary 2018/19	28%	35%	42%	43%	48%
Secondary 2017/18	29%	35%	42%	47%	50%
Secondary 2014/15	25%	29%	39%	40%	44%

## Attendance and Exclusion

**Table 13: Overall attendance in primary and secondary schools.**

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	95.7%	95.4%	95.3%	95.2%	94.8%	95.0%	94.1%
Secondary	92.5%	91.9%	91.5%	91.1%	91.1%	90.5%	90.0%

**Table 14: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)**

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Primary	10	10	11	9	6	8	7
Secondary	52	51	48	46	45	55	41

## Positive Destinations

**Table 15: Proportion of school leavers with positive initial and follow-up destinations**

Measure	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Initial destination	92%	94%	92%	95%	94%	96%	97%
Follow-up destination	93%	95%	94%	94%	94%	95%	96%

**Table 16: Proportion of school leavers with positive initial and follow-up destinations by SIMD quintile**

2016/17	SIMD Quintile					Gradient
	1	2	3	4	5	
2018/19 Initial	98%	95%	96%	98%	100%	0.01
2018/19 Follow-up	*	92%	97%	96%	*	-
2017/18 Initial	93%	96%	97%	96%	96%	0.01
2017/18 Follow-up	90%	93%	96%	97%	98%	0.02
2016/17 Initial	85%	92%	94%	95%	98%	0.03
2016/17 Follow-up	86%	89%	94%	96%	97%	0.03

**Table 17: Proportion of Looked After school leavers with positive initial destinations**

*Looked After at the time of the Pupil Census*

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Looked After school leavers	77%	77%	88%	82%	81%	83%
Virtual Comparator	83%	85%	84%	85%	88%	90%



**Table 18: Proportion of young people (aged 16-19) in education, training or employment**

Measure	2015	2016	2017	2018	2019
<b>Participating</b>	90.6%	92.8%	93.1%	94.0%	94.8%
<b>Not Participating</b>	4.4%	2.7%	2.5%	3.1%	2.8%
<b>Unconfirmed Status</b>	5.0%	4.4%	4.4%	2.9%	2.5%

**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
<b>Number of S4 and S5 Leavers</b>	556	608	555	540
<b>% of leavers without Highers who achieve a vocational qualification</b>	63%	59%	53%	34%

# Glossary

<b>Entry</b>	<b>Explanation</b>
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
ScotPHO	Scottish Public Health Observatory
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
YARC	York Assessment of Reading Comprehension