



Improving Lives Together  
Ambition | Compassion | Integrity



# Education Service Improvement Plan 2024/25

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## Introduction

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

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

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

## Planning for 2024/25

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

Each school and Early Learning and Childcare (ELC) setting prepared and published their individual School or ELC Setting Improvement Plan for 2024/25 in collaboration with their children and young people, parents/carers, and partners. These school and establishment-level plans have informed this Annual Education Service Improvement Plan.

## Perth and Kinross Council Planning 2024/25

The 2024/25 Education Service Improvement Plan outlines the high-level areas for improvement for all education services and schools and is aligned to the Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan. The latter encompasses the Children's Services Plan for all three Tayside Local Authorities.

The Perth and Kinross Corporate Plan vision is for

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

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

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

- Learning and Teaching / Curriculum
- Inclusive Practice / Additional Support Needs (ASN) Transformation
- Leadership of Change and Improvement

It focuses on supporting delivery of national legislation, policy, strategic priorities for education, including 'Support for Learning: all Our Children and all their potential', Getting it right for every child' (GIRFEC), 'Best Start, Bright Future; tackling child poverty delivery plan' and 'Best Start - strategic early learning and school age childcare plan 2022 to 2026'. The improvement actions have been referenced with the key priorities of the NIF.

The Education Service Improvement Plan uses our analysis of performance in delivery of attainment and achievement, considers data on equity gaps, information on future risks and pressures, and evidence of impact against the actions set out in the 2023/24 Plan to identify areas for improvement. It has a focus on what needs

to improve in both excellence and equity to deliver against the priorities in the NIF, using self-evaluation activity drawn from across the service and schools, feedback from stakeholders, and learning from improvement processes, to inform the priorities for the year ahead.

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

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

## **National Context**

[‘Achieving Excellence and Equity: 2024 National Improvement Framework and Improvement Plan’](#) (NIF) was published in December 2023 and set out the key priorities for Education in the year ahead. These are the same as previous years:

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

The NIF 2024 plan recognises that ‘schools and education settings have faced unprecedented upheaval over the last three years, largely as a result of the pandemic, but also due to the cost-of-living crisis which has had a disproportionate impact on communities which were already disadvantaged’.

Quoting the [Verity House Agreement](#), it states that, “Education remains by far the most effective means we have to improve the life chances of all children and young people. High quality, affordable, and flexible childcare, is also vital to giving children the best possible start in life, and to ensuring that parents and carers can work, train or study.” The focus of the NIF and Improvement Plan is therefore on tackling child poverty, reinforcing the commitment to equity, mitigating the impact of poverty on children's outcomes, and tackling the poverty-related attainment gap.

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

The delivery of education in Perth and Kinross in 2024/25 will be guided by these themes and by several recent reports. The most influential of these are listed below:

[Education: National Improvement Framework and improvement plan 2024](#)

[Improving Attendance: Understanding the Issues](#)

[Programme for International Student Assessment \(PISA 2022\): Highlights from Scotland’s Results](#)

[Behaviour in Scottish schools: research report 2023](#)

[Approaches to recording and monitoring incidents of bullying in schools](#)

[It’s Our Future - Independent Review of Qualifications and Assessment: report](#)

[Fit for the Future: developing a post-school learning system to fuel economic transformation](#)

[Learning to inform Scotland's recovery from COVID-19](#)

[The State of Play in Scotland 2023](#)

[Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026](#)

[Best Start Strategic Early Learning School Age Childcare Plan Scotland 2022 to 2026](#)

## Local Context Informing this Plan

### About Perth and Kinross



Perth and Kinross is home to approximately 30,000 children and young people up to the age of 18. Around 3,000 children attend publicly funded early learning and childcare settings (local authority, private, third sector and not for profit ELC providers and childminders), 10,000 children are in Perth and Kinross Council (PKC) primary schools and just over 8,000 young people attend PKC secondary schools. Around one third of these children and young people are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland.

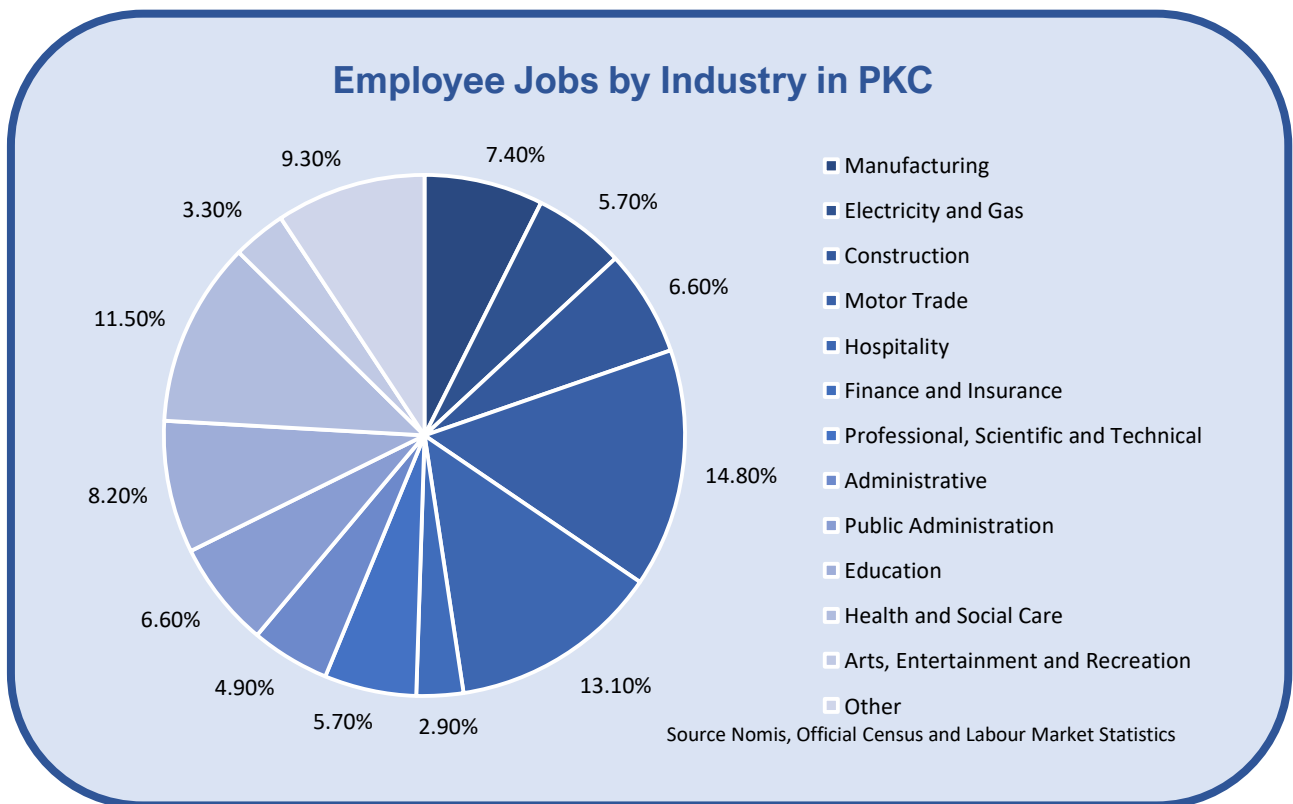
Over 6,000 children and young people, 35% of all those in schools are recorded as having an additional support need. Sixty-five children and young people attend Fairview Special School, and 309 children and young people attend Intensive Support or Social, Emotional and Behavioural Needs (SEBN) Provisions (137 primary/172 Secondary).





At the point of the 2023 census 1421 FTE teachers were employed by Perth and Kinross Council and partners across all education sectors and the overall pupil to teacher ratio (schools) was 13.2:1, the same as the national figure. In addition, there are around 350 FTE support staff working in schools.

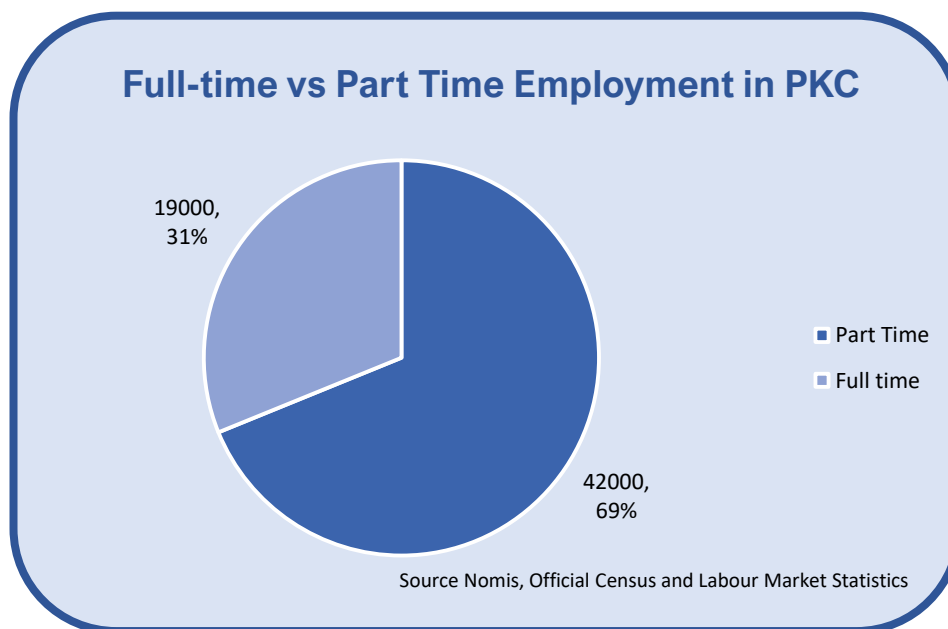
## Economy



In Perth and Kinross in 2022, the motor trade (wholesale and retail) and associated garage services is the largest employment sector with a total of 9,000 employees. Accommodation and food services are the next largest accounting for 8,000 jobs, with health and social care accounting for a further 7,000.<sup>1</sup>

<sup>1</sup> Source Nomis, Official Census and Labour Market Statistics. [Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](https://www.nomisweb.co.uk/)

Of a total of 61,000 jobs available across Perth and Kinross in 2022, 42,000 (68.9%) are full time which is slightly higher than the national average of 67.3%.



The number of claimants of out-of-work benefits in June 2024 is 2,130 which equates to 2.3% of the total population, lower than the Scottish national average of 3.1% and the UK average of 4%.

## Poverty

Around 10% of children and young people in Perth and Kinross are classified as being among the 30% most deprived in Scotland based on SIMD ([Scottish Index of Multiple Deprivation](#)) data. However, the SIMD does not always accurately represent deprivation in a rural setting. Therefore, PKC also uses [ACORN segmentation](#) to understand the impact of poverty in the area. This indicates that over a third (35%) of children and young people on our primary and secondary school roll (6,925 pupils) are in households subject to some level of deprivation (ACORN 4/5).

In 2023/24, 1325 pupils (P6 and older) were registered for free school meals. This is an increase of 137 (11.5%) on 2022/23 and by the end of 2023/24, 2319 pupils received a clothing grant (around 12% of the roll), a decrease of 184 (-7.4%) on 2022/23.

The 2020 estimate of the number of children (under 16) in relative low-income families was just over 4,000 (16.4%), compared to 2,900 in 2015 (11.9%). The ONS Annual Population Survey indicates around 7,300 households in Perth and Kinross (16.5%)<sup>2</sup> are workless, and for those in work, low pay remains an issue in some sectors of the local economy: service and hospitality/tourism.

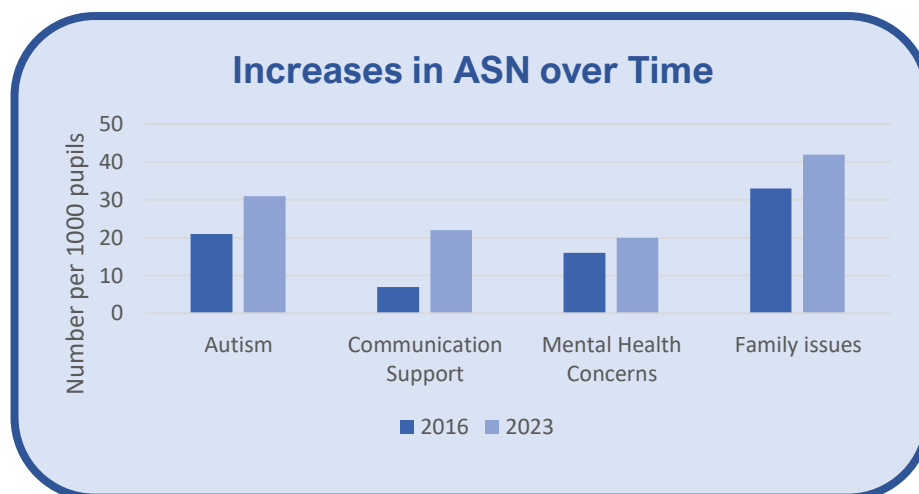
Although inflation has decreased from its high of 9.6% in October 2022<sup>3</sup>, family budgets are still being impacted by higher food, household energy and transport costs.

## Children and young people with additional support needs

Within Perth and Kinross Council schools and ELC settings, the number of children and young people with additional support needs has increased over recent years. At the time of the 2023 Pupil Census, 35% of all children and young people in schools were recorded as having an additional support need (ASN), and ongoing monitoring over the course of the 2023/24 session indicates that this may be increasing.

<sup>2</sup> [Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](#)

<sup>3</sup> [CPIH ANNUAL RATE 00: ALL ITEMS 2015=100 - Office for National Statistics \(ons.gov.uk\)](#)



Between 2016 and 2023 there were significant increases in the number of children and young people with autism (21 to 31 children per 1000 pupils), communication support (7 to 22 children per 1000 pupils), mental health concerns (16 to 20 children per 1000 pupils) and family issues (33 to 42 children per 1000 pupils). Social, emotional or behavioural needs remains the most frequently recorded reason for support, (103 children per 1000 pupils).

To meet the growing level and complexity of need, schools are enhancing the skills of staff and strategies used to meet needs in all classrooms. Increasingly, a multi-agency GIRFEC approach is required to meet the needs of specific children and young people and their parents. This has been supported by a refresh of the local GIRFEC arrangements and the development of supports through the Whole Family Wellbeing Fund (WFWF) and Strategic Equity Fund (SEF) during 2023/24.

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

The number of care experienced children and young people (CECYP) supported by PKC at census date in 2023 was 284. This is similar to the comparator local authority average rate and less than the Scotland average rate. This number includes 161 children and young people who access education in PKC schools and ELC settings.

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

## Report on Progress 2023/24

### What does our data tell us?

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

### How well are we delivering high quality education provision?

#### Inspection Summary and Feedback from Care Inspectorate and Education Scotland

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



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

There have been 23 Care Inspectorate and three Education Scotland inspections of ELC settings during 2023/24. The proportion of ELC settings graded Good, Very Good or Excellent has increased since last year on every Quality Indicator (how good is our care and learning increasing from 94% to 97%; how good is our setting increasing from 96% to 99%; how good is our leadership from 94% to 97% and how good is our staff team increasing from 94% to 97%).

Over the course of the year, Education Scotland also inspected one secondary and four primary schools. Of the two primary reports published to date, all quality indicators were reported as either good (four out of eight) or very good (four out of eight). The secondary school report had two satisfactory and two weak quality indicators. Work is underway to address these prior to a return visit by Education Scotland in November 2024.

One follow-up visit was also undertaken by Education Scotland during 2023/24 which highlighted that the school and nursery class concerned had made very strong progress since the original inspection undertaken in February 2023.

PKC Officers made follow-up visits to a further six settings, five primaries and one all-through school. These highlight that action plans which have been put in place following Education Scotland inspections to address identified areas for improvement evidence good progress being made across all quality indicators.

A full summary of Education Scotland Inspections detailing national and comparator authority benchmarking from 2016/17 to 2023/24 is available [here](#).

### **Feedback from Education Scotland Attainment Advisor reports**

Over the past academic session, Education Scotland have provided feedback on the following key themes in implementing the Scottish Attainment Challenge programme:

- Families and communities
- Evidence-based approaches
- Impact of Scottish Attainment Challenge funding

The reports indicate that PKC works effectively with a wide range of partners to provide children and young people with additional experiences and opportunities with headteachers being proactive in developing partnership arrangements, particularly in relation to closing the poverty-related attainment gap. The work of the parenting and family learning team was also highlighted as offering a broad range of services for parents and carers, including those affected by poverty; as well as Cost of the School Day initiatives across many schools and settings which are having an impact on children, young people and their families.

It was recognised that across PKC evidenced-based approaches are being embedded across the system through training and signposting to evidenced-based Pupil Equity Fund interventions, sharing improvement case studies, using evidence and research to inform improvement approaches and in the implementation of improvement methodology.

Reporting has also highlighted highly effective quality assurance processes with consistent planning support and information sharing to effect improvement.

### **Internal Evaluation**

There were over 200 quality improvement visits to ELC settings and childminders to provide support and challenge. These visits are tailored to the settings' ability to meet national standards and have a focus on planned improvement. Areas of focus for many of these visits included planning, tracking and monitoring of children's progress, communication and language, supporting children with ASN, children's emotional development and language and communication.

Across primary, there were 69 formal visits to schools during term one. Areas of focus for these visits included self-evaluation, attendance and achievement data, quality improvement plan priorities and the identification of gaps and approaches to addressing these gaps. In addition, over 200 quality assurance visits took place across the year, which were tailored to the context of the school and progress made against key priorities.

There were 44 formal term visits to secondary schools during the year. Common themes addressed during these quality assurance and scrutiny visits included: tracking, monitoring and interventions relating to attendance and attainment and a focus on learning and teaching approaches.

Over the course of 2023/24, five Quality Improvement Reviews (QIR) have been undertaken, three in primary schools two of which included ELC and one included School Aged childcare and two in all-through schools. During these reviews evaluations of quality indicators were arrived at based on school self-evaluation processes and a range of evidence considered as part of the process.

## **Parental Involvement, Engagement and Family Learning**

To progress the Parental Involvement and Engagement Strategy launched in August 2023, a Parental Involvement and Engagement (PIE) Steering group has been established to oversee the implementation of the PIE Strategy. Its remit includes promoting and raising awareness of the PIE strategy and associated workstreams to ensure the strategy is fully understood by and embedded in the work of all sectors (early years, primary and secondary). Initial workstreams include the co-ordination and gathering of good-practice case studies in relation to family learning, parental involvement and engagement, for promotion through a range of channels and the establishment of a volunteering sub-group.

In response to feedback within the 2021/22 Health and Wellbeing census, the Parenting and Family Learning team delivered two new programmes to support young people and families.

Seven Fear-Less groups have been delivered between August 2023 and June 2024. This parenting programme aimed at supporting parents with children experiencing anxiety helps parents set a good example of coping with anxiety, coaching children to become more emotionally resilient and developing their own toolbox of strategies. 37 parents have completed the programme, with eight families attending the additional family sessions made up of eight parents and 16 children. Parents reported increased confidence in dealing with their child's anxiety as well as improvements in their child's and their families' overall wellbeing.

Five Teen Triple P groups have been delivered between August 2023 and June 2024. This programme supports parents to build better relationships with their teenagers, reducing conflict and keeping teenagers safe. 28 parents have completed the programme.

The recent Education Scotland [Community Learning and Development Progress Visit Report](#) published in June 2024 highlighted the intergenerational Peep (Peers Early Education Partnership) learning together programme delivered within sheltered housing as highly effective practice leading to very positive benefits for participants. Older adults are increasingly motivated to attend and get involved in all Peep activities, benefiting from the social interaction with children and their parents. Older adults recognise the positive development of the children, including increases in their confidence levels. They look forward to the weekly social interaction and are using what they have learned with their own grandchildren. Parents are learning new ways to interact with their children and are less anxious being amongst older adults. All parents recognise their children's increase in confidence, their use of fine motor skills and their positive engagement in rhyme time.

## **ASN Transformation Project**

The 5-year programme to deliver ASN Transformation is part of the corporate transformation programme of Perth and Kinross Council.

Over the course of 2023/24, a range of stakeholder events were delivered to identify the priority areas of focus. Participants in these events included internal colleagues from schools, support teams and other services, partners, and third sector organisations. All those involved had responsibility for areas of service delivery that

were impacted by challenges relating to the growing numbers and complexity of need of children and young people with additional support needs.

This stakeholder engagement informed the following aim for the programme:

***To transform the experience children, young people with additional support needs and their families have when accessing education and learning so that they thrive, maximising their knowledge, skills and confidence to increase independent living, contribute to society and lead a fulfilling adult life.***

The three most common themes identified as a result of this consultation were:

1. Training / Development and Professional Learning
2. Staffing / Resource / Retention and Recruitment
3. Increased Need / Changing Priorities

Following the establishment of a governance board, programme management, project documentation and identification of specific workstreams (4 x Ps – Policy, People, Place and Partnerships), work is now underway to implement the priority projects for year two and identify the resources to support their delivery.



Project sponsors for each of the workstreams have been identified along with leads for specific pieces of work within them. The focus will now move towards project implementation; monitoring, evaluation and reporting; and ensuring effective communication.

A suite of measures which will monitor the progress made during the transformation programme can be found in [Appendix 3](#).

### **School Level National Accreditation in Perth and Kinross**

There has been a continued focus on Learning for Sustainability with 27 schools and ELC settings currently having Green Flags through [Keep Scotland Beautiful's Eco-Schools](#), and six schools registered for Climate Ready Classrooms. Through this programme, young people can navigate the science behind climate change and reducing their carbon footprint while gaining an understanding of the climate emergency and biodiversity crisis and taking action to address these issues.

Our focus on our digital strategy is evidenced through a total of 34 schools having now achieved the ['Digital Schools Award'](#), with a further eight schools ready for validation. This is a 100% increase on 2022/23. There are a further 36 schools registered for the award with the majority of these making good progress towards formal accreditation.

26 schools have achieved their Bronze [Rights Respecting Schools Award](#), with 23 achieving Silver and 12 Gold. Seven schools are awaiting accreditation visits, five for Gold and two for Silver. As part of our curricular enhancement, ten of our secondary or all through schools have received accreditation through the [Scottish Credit and Qualification Framework \(SCQF\) School Ambassador Programme](#), an increase of one from 2022/23.

Through our commitment to Physical Education, Physical Activity and Sport ([PEPAS](#)), and working in partnership with a range of other organisations (eg Live Active Leisure, Perth UHI, **sportscotland** and community clubs), participation in extracurricular sport activities has continued to improve with a 42% participation rate in 2023/24. This equates to 7772 primary and secondary pupils taking part in extracurricular sport and physical activity, a 3% increase on the 2022/23 academic year.

This data can be further broken down to show improvements across a number of targeted areas:

- SIMD 1-2 overall participation = 35% (+1%)
- Secondary Girls overall participation = 40% (+2%)
- Young Carers overall participation = 38% (+ 8%)
- Pupils looked after at home and away from home participation = 37% (+2%)

A number of opportunities have been delivered through the LEAD Sport programme which supports young people to develop leadership skills. In May, the Activate leadership programme was delivered to S4 pupils who were not eligible for exam leave resulting in 28 young people achieving a qualification.

96 pupils took part in the 2023/24 Aspiring Coaches programme which is an increase of 30 on last year. 11 young people have also been recruited to the Perth and Kinross Young People's Sport panel. All PKC secondary schools had young people attending the **sportscotland** Young Ambassadors conference in September. Over 20 Young Ambassadors were supported by P.E. staff and Active Schools Coordinators to take forward projects and initiatives with their schools.

278 secondary pupils have supported the delivery of extracurricular activity in PKC schools in 2023/24 (180 in 2022/23) and of this total 79 young people have gained a qualification in sports coaching or officiating.

## **ELC and School Quality Improvement Plans**

Analysis of improvement documentation illustrates common themes across ELC settings, primaries and secondaries.

In ELC settings these include the quality of learning and teaching; assessment and moderation; numeracy and mathematics (including STEM); planning, tracking and monitoring of children's progress; communication, language and literacy; emotional development and wellbeing; and parental engagement.

For primary and secondary schools, common themes include improvement in the quality of learning and teaching, raising attainment in literacy and numeracy, assessment and moderation, inclusive practices, relationships and behaviour and digital technologies.



*Word cloud created from Quality Improvement Plans, June 2024*

## **Staff reporting of behaviours in schools**

Our data shows that since term one of 2020/21 there has been an increasing number of reports by staff members of incidents of distressed, challenging, violent or aggressive behaviour in schools and other educational settings which they felt had result in an emotional or physical impact on them. Over the course of 2023/24 the number of incidents reported in most terms was relatively stable with 395 incidents in term one, 374 reports in term two and 361 incidents in term four. Although overall this demonstrates a slight decrease in incidents over time, there was a spike in incidents reported in term three with 513 incidents reported. Reports of incidents relate to 44 of the 69 Primary schools (includes ELC settings and ISPs), 10 of the 11 Secondary schools (includes ISPs), the Primary SEBN provision and Fairview Special School. The number of children and young people involved equates to just under 1% of the school population with 83% of the children and young people involved having additional support needs.

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

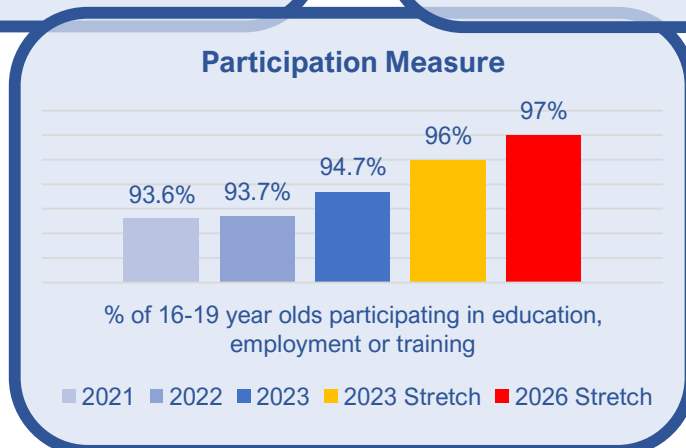
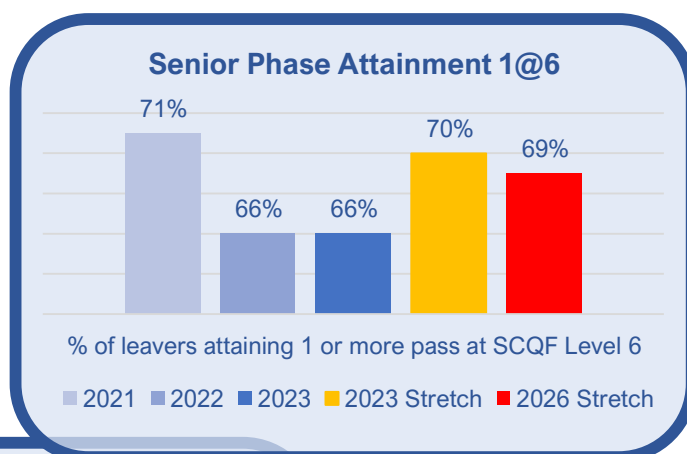
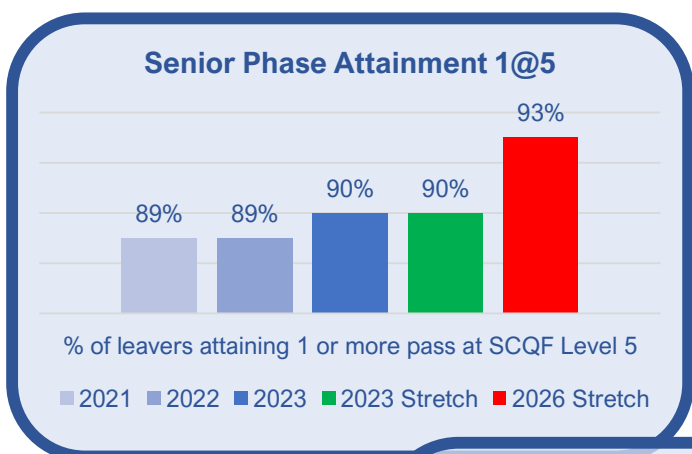
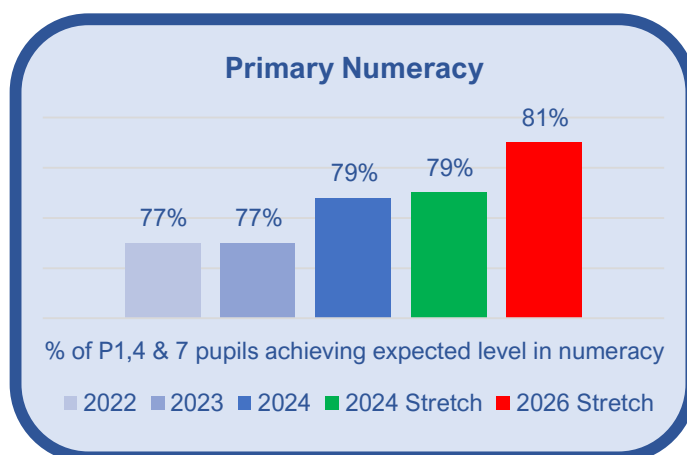
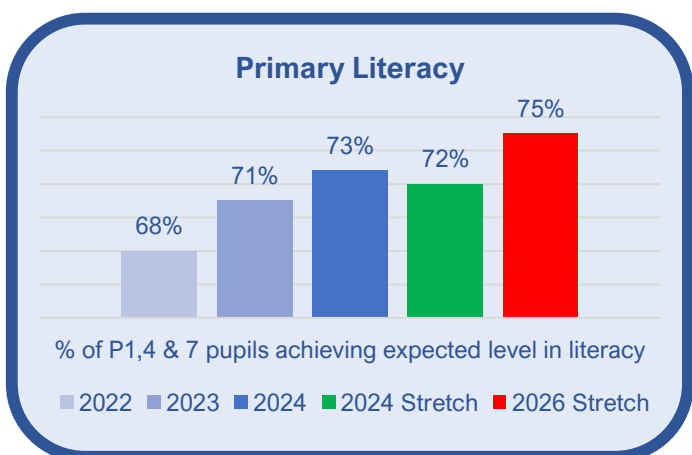
A working group of Trade Union representatives and Education and Learning staff meet monthly to monitor data and drive forward actions to prevent and reduce distressed, challenging, violent or aggressive behaviours by children and young people that might lead to incidents that impact on staff members.

## Progress towards Stretch Aims 2025/26

In setting Stretch Aims, we have used the “core plus” model stipulated by the Scottish Government: the "core" sets a minimum requirement for aims measurable by a subset of the National Improvement Framework key measures based on national data and Insight data<sup>4</sup>, and local data for health and wellbeing, which in PKC is attendance and exclusion data.

The "plus" reflects our additional local priorities, such as developmental milestones for children starting P1, literacy and numeracy at the end of BGE<sup>5</sup> and aims for improved outcomes for children and young people who have experienced care.

### Core Stretch Aims<sup>6</sup>



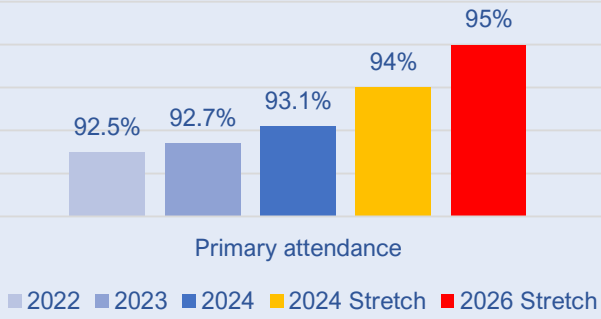
<sup>4</sup> Data presented is the latest available. (Leaver data 2023. 2024 leaver data due for publication in February 2025). Comparison of data with 19/20 and 20/21 should be undertaken with caution due to impact of COVID-19 assessment changes.

<sup>5</sup> ACEL data reported as at July 2024. All ACEL measures subject to final confirmation.

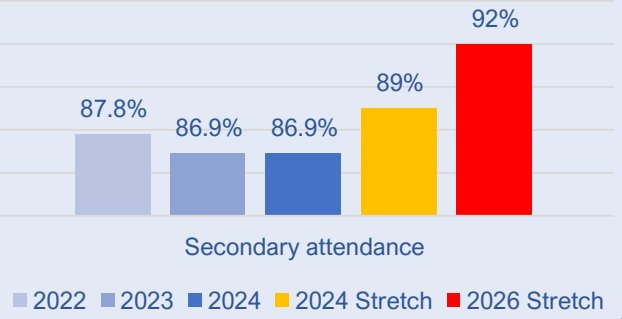
<sup>6</sup> Where the 2024 Stretch column is green, this indicates that the Stretch Aim has been achieved or surpassed. Amber indicates that it has not been achieved.



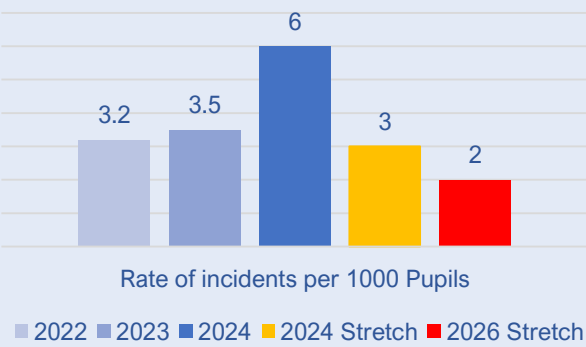
### Primary Attendance



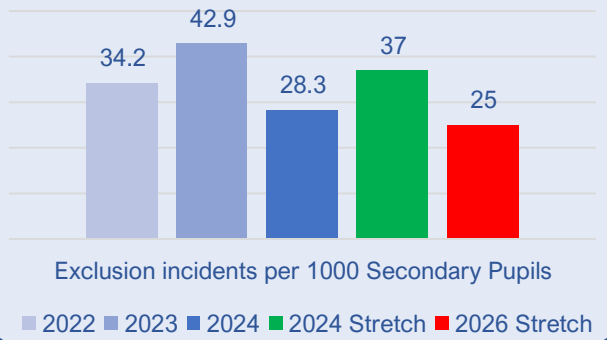
### Secondary Attendance



### Primary Exclusions

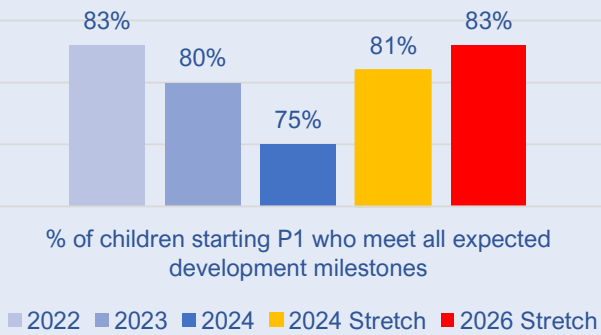


### Secondary Exclusions

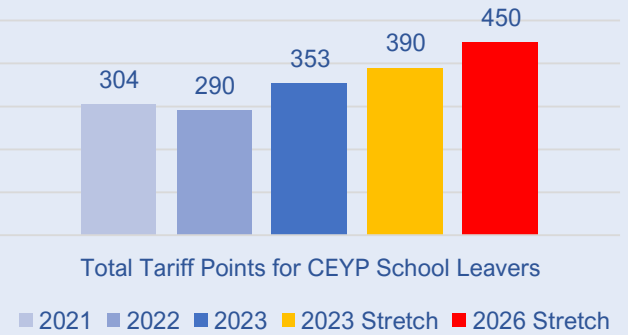


## Core Plus Stretch Aims

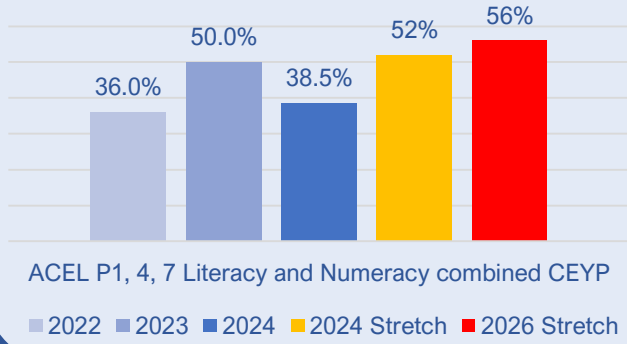
### Developmental Milestones



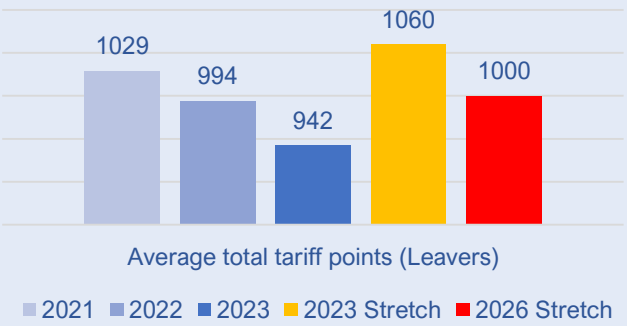
### CECYP Leaver Tariff Points



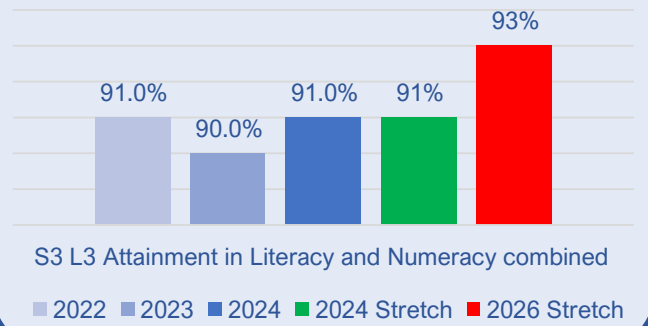
### CECYP P1, 4 and 7 Attainment



### Leaver Tariff Points



### BGE Attainment



## Improvement Plan 2024/25

Our planned outcomes focus on three key themes – Learning and Teaching / Curriculum; Inclusive Practice / ASN Transformation; and Leadership of Change and Improvement. These are linked to the drivers of improvement set out in the Scottish Government’s National Improvement Framework

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

Our outcomes are cross-referenced with the National Improvement Priorities listed below:

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

### Improvement Theme 1 – Learning and Teaching/Curriculum

Planned Outcome	Planned Action	Timescale	How will we know?	NIF Priority Ref
<b>By May 2025, almost all schools and ELC settings will have identified improvements to practice in Learning and Teaching. This will impact positively on engagement, attainment and achievement.</b>	Provide support to schools and ELC settings at either a universal, tailored or intensive level in improving approaches to learning and teaching. This will include the use of the PKC Learning and Teaching Framework.	June 2025	Collation of evidence gathered through Quality Improvement Reviews, Inspections, school self-evaluation, including NIF evaluations, identifies improvements in quality of teaching.	2, 5
	Deliver whole school learning and teaching professional learning programmes – Inspiring Schools – Model of a Learning Experience and Assessment to Improve Learning and Teaching.	September 2024	Improvement activity shows increased levels of engagement with new with guidance,	
	Develop and share with school leaders a ‘Toolkit for Leading Change and Improvement in Learning and Teaching’.	June 2025	Framework in place and QI activity shows ELC and schools’ engagement.	
	Embed consistent approaches to planning across all ELC settings to ensure robust systems for planning cycle including assessment tracking and moderation.	March 2025		
	Develop and launch a framework for the delivery of learning in health and	December 2024		

	<p>wellbeing for schools and ELC settings.</p> <p>Finalise and launch the Learner Participation Framework 2 – 18 to outline expectations and recommendations for all schools and ELC settings.</p> <p>Provide supporting guidance to schools in the implementation of relevant elements of the UNCRC Act 2024.</p> <p>Develop a Play Framework to support school approaches to learning through play across BGE.</p> <p>Heighten the profile of the importance of family learning (that will positively impact on children and young people's achievement) through staff development opportunities and the creation and promotion of a directory of effective family learning experiences.</p>	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p>		
<p><b>By June 2025, attainment in literacy will have improved across the BGE.</b></p>	<p>Continue to support schools in implementing expectations and recommendations within the Literacy 2-18 framework.</p> <p>Provide support and professional learning in elements of reading, writing and listening and talking. This will include participation in the National Improving Writing programme, the use of Explicitly Teaching Text Types and support to implement the revised Dyslexia Identification Pathway.</p> <p>Continue to support ELC settings to ensure progress in learning in speech and language, fine and gross motor and social and emotional developmental milestones.</p>	<p>June 2025</p> <p>June 2025</p> <p>February 2025</p>	<p>Increase in ACEL data for literacy.</p> <p>Improved levels of achievement in developmental milestone data</p>	<p>5</p>

<p><b>By June 2025, attainment in numeracy will have improved across the BGE.</b></p>	<p>Continue to support schools in implementing expectations and recommendations within the Numeracy 2-18 framework.</p> <p>Provide support and professional learning in elements of Numeracy. This will include the ELC Education Scotland/ PKC maths improvement programme and the improving numeracy pilot.</p>	<p>March 2025</p> <p>December 2024</p>	<p>Increase in ACEL data for numeracy</p> <p>Staff confidence levels increased in supporting the delivery of numeracy</p>	<p>5</p>
<p><b>By August 2025 key interventions will have improved attainment in core areas for identified vulnerable leaver groups.</b></p>	<p>Monitor attainment of all looked after children and young people and support schools to improve levels where appropriate.</p> <p>Through use of data on Developmental Milestones and achievement of Curriculum of Excellence levels at P1, P4, P7 and S3 and of National 1-3, support schools to target improvement of children and young people with additional support needs.</p> <p>As part of the PKC poverty action plan, pilot the use of new diagnostic tool to enable relevant school staff to quickly identify the most appropriate referral pathway to connect parents to the help and support best suited to their needs.</p>	<p>August 2025</p> <p>July 2025</p> <p>June 2025</p>	<p>Positive progress in all relevant Stretch Aims</p> <p>Positive progress in achievement of levels for literacy and numeracy for key groups of children and young people with additional support needs.</p> <p>Improved levels of uptake of relevant benefits.</p>	<p>1, 2, 3, 5</p>
<p><b>By August 2025, there will be an increase in positive post school destinations and outcomes for all young people.</b></p>	<p>Increase recruitment in Early Years and Childcare sector (and support parents into employment) through a co-ordinated approach to developing the workforce, including the young workforce.</p> <p>Implement development structures, processes and networks to create better and more positive post 16 outcomes for young people.</p> <p>Develop guidance and a programme of support to roll out use of the Compass App across secondary</p>	<p>June 2025</p> <p>May 2025</p> <p>June 2025</p>	<p>Increased levels of parents and young people working towards moving into childcare sector.</p> <p>Positive progress in 16-19 Annual Participation Measure Stretch Aim.</p> <p>Increased staff confidence in leading effective transition planning.</p>	<p>3, 4</p>

	schools to improve early and effective transition planning for young people with additional support needs.		Increased satisfaction of parents, carers and young people.	
<b>By May 2025, digital learning will be a key feature in every school and ELC setting's learning and teaching framework.</b>	Incorporate digital learning skills and pedagogy as an explicit feature within the PKC Learning Teaching and Assessment Framework 2-18 to ensure practitioners recognise the enhancement digital technologies can provide to learning and teaching approaches.	December 2024	Practitioners will understand how learning and teaching can be enhanced through use of digital technology.	3, 4, 5
	Ensure all settings have examples of digital learning approaches within their own Learning and Teaching guidance.	March 2025		
	Provide resources and deliver a suite of professional learning and training opportunities to increase practitioner confidence and expertise in using technology to enhance the quality of learning, teaching and assessment.	June 2025	Increased uptake of professional learning opportunities. Corresponding increase in certification and accreditation.	

## Improvement Theme 2 – Inclusive Practice / ASN Transformation

Planned Outcome	Planned Action	Timescale	How will we know?	NIF Priority Ref
<b>By June 2025, the strategic policy framework for Education will be strengthened through review, development and support for implementation of four key guidance documents that inform practice in schools and ELC settings in respect of their statutory duties.</b>	Review and develop guidance to support ELC settings and schools to effectively implement key aspects of inclusive practice in line with legislative duties and national guidance.  All documents to be co-produced with children, young people and parents with experience of additional support needs	June 2025	Guidance complete and shared.	1, 2
<b>By June 2025, 100% of LMGs will have clear plans informed by children, young people and parents with experience of additional support needs, for the delivery of intensive level learning and support for children and young people in their catchment with assessed</b>	Consider the requirement for Intensive Support Provisions (ISPs) in all LMGs. Where agreed as required, Statutory Consultations will be completed to inform next steps and actions	October 2024	Reports to Learning and Families Committee and Statutory consultations complete	1, 3



<p><b>additional support needs that require this level of provision.</b></p>	<p>progressed to establish ISPs where appropriate.</p> <p>Further develop the pathway for neurodivergent children and young people, including producing guidance on Pathological Demand Avoidance (PDA) and identification of appropriate supports</p>	<p>June 2025</p>	<p>Agreed ISPs ready to be operational by August 2025</p> <p>Literature review on PDA and best practice</p> <p>Co-produced pathway</p>	
<p><b>By June 2025 the 'Nurturing Relationships' steering group will have collated all PKC related actions into an accessible action plan and disseminated and promoted to all staff.</b></p>	<p>Collate and review actions as a result of feedback from schools (June 2024 audit).</p> <p>Develop an overarching CLPL introduction and complete video media tool for the Nurturing Relationships infographic.</p> <p>Develop Personal and Social Education (PSE) good practice guide and promote social and emotional learning tool kit.</p> <p>Provide support for the reducing challenging behaviour pilot work.</p> <p>Undertake a needs analysis of PKC approaches and interventions relating to relationships and behaviour.</p>	<p>September 2024</p> <p>December 2024</p> <p>June 2025</p> <p>June 2025</p> <p>December 2024</p>	<p>June 2025 audit will demonstrate increased usage of and satisfaction with PKC resources.</p> <p>Reduction in staff reports of incidents of distressed, challenging, violent or aggressive behaviour in schools and ELC settings</p>	<p>1, 2</p>
<p><b>By June 2025, staff in all Perth and Kinross Council schools and ELC settings will have a good understanding of the Staged Intervention Framework and will appropriately support children and young people with additional support needs through use of the associated Child/Young Person's Plan guidance.</b></p>	<p>Support schools to embed use of universal assessment, planning and support through implementation and further development of resources (including the Universal Springboard and Boardmaker).</p> <p>Deliver a series of learning events to support embedding of the ASN Assessment Framework and guidance on implementation of the CYP Plan paperwork.</p>	<p>June 2025</p> <p>June 2025</p>	<p>Number of schools implementing the Universal Springboard.</p> <p>Reduced reports of incidents of distressed, challenging, violent or aggressive behaviour in schools and ELC settings.</p> <p>% schools using new CYPP.</p>	<p>1, 3</p>
<p><b>By April 2025, practitioners across schools, ELC settings, services and partner agencies will have enhanced their understanding of the GIRFEC</b></p>	<p>Develop and launch GIRFEC Guidance</p>	<p>November 2024</p>	<p>Guidance complete and shared</p>	<p>1, 2</p>

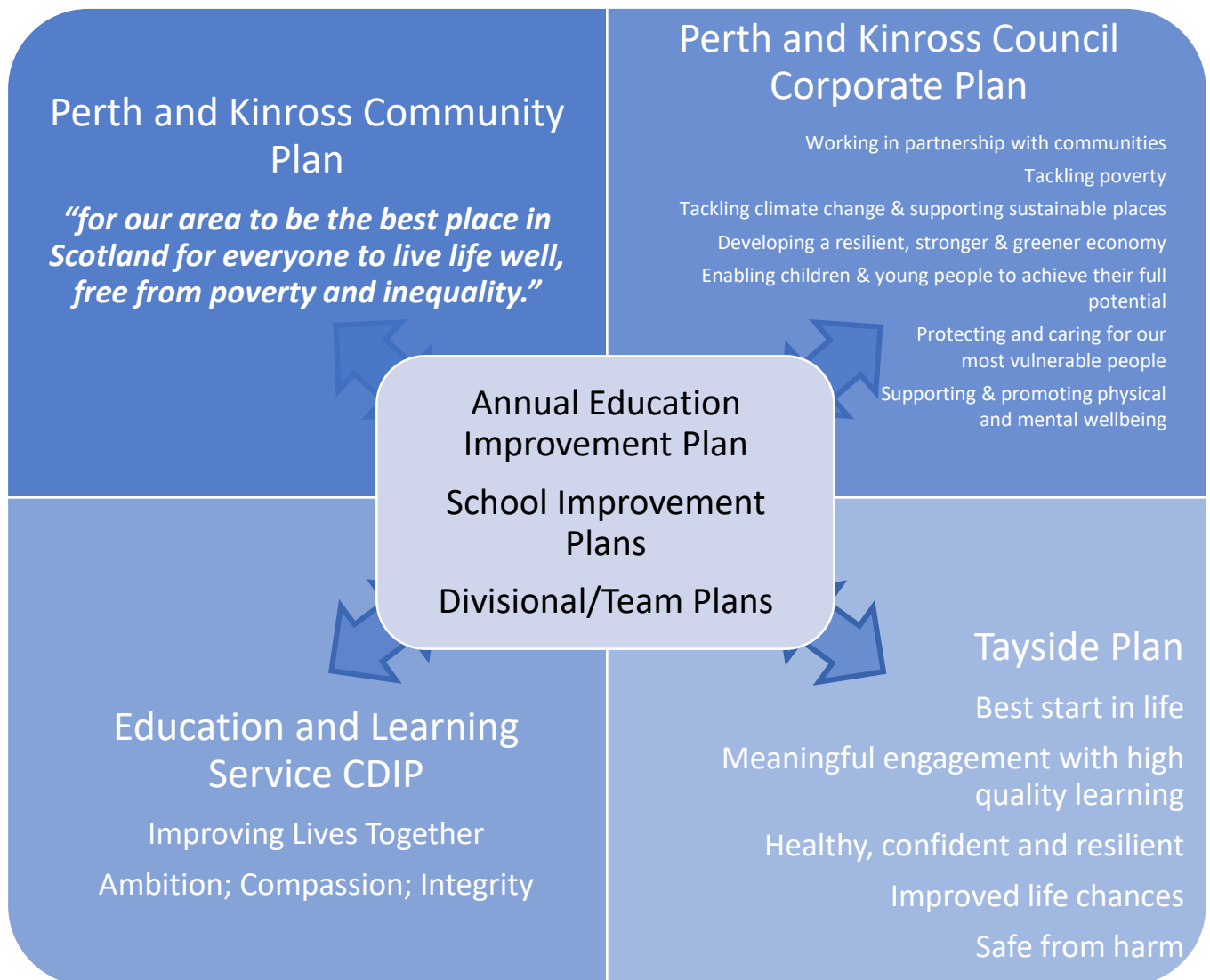
<b>principles, values and core components as set out in the new guidance for Perth and Kinross and school and team leaders will know how to access the right support, at the right time, from the right people across the partnership of services for children, young people and families.</b>	Support implementation of guidance through engagement sessions in all localities  Develop a suite of training that can be accessed by partnership staff	February 2025  January 2025	Number and attendance of engagement sessions  Uptake of training	
<b>By June 2025, training and resourcing to provide co-ordinated enhanced level support by teaching and support staff in 19 Primary schools will have enabled the children with additional support needs in their P1 or P2 year to be included in their mainstream setting and have meet their agreed learning targets.</b>	Provide training for additional staff delivering enhanced support.  Review P1/P2 classroom environments and make reasonable adjustments.  Provide support for Team around the School as required	Ongoing throughout year  October 2024  Ongoing throughout year	Uptake of training  Audit of P1/P2 classroom environments  Progress of children  Staff reports of dysregulated behaviour	1, 2, 3
<b>By March 2025, a review of support staff in schools and ELC settings will have delivered a staffing structure that will provide schools with clarity on the core allocation of support staff allocated to each establishment and the process for any exceptional allocations from August 2025.</b>	Develop a Staffing Standard for support staff in schools, simplifying structure and revising allocation process to reflect current context.  Provide clarity on roles and responsibilities of support staff.  Review allocations of support staff in schools against new Staffing Standard and confirm for period from August 2025 – 2028.	February 2025  February 2025  March 2025	Staffing Standard complete and shared  Roles and responsibilities for each staff group clear and shared  Allocations to schools confirmed	1, 2, 3

### Improvement Theme 3 – Leadership of Change and Improvement

Planned Outcome	Planned Action	Timescale	How will we know?	NIF Priority Ref
<b>By June 2025, all schools and ELC settings will consistently record, analyse and make use of data to secure better outcomes for children, young people and their families.</b>	Through the provision of support and training, and through the data workstream of the ASN transformation project, ensure greater consistency in the recording and use of data in core business systems.  Using interactive data analysis tools, develop a suite of reports with key data indicators such as the	October 2024  June 2025	Confidence in pupil census  Revised Analysis Suite with interactive dashboards	1, 3, 5

	<p>data on a page approach enabling all schools and ELC settings to understand and effectively analyse their data, identify gaps and track and monitor progress.</p> <p>Provide support to schools and ELC settings to develop their universal level support based on data on additional support needs within their setting.</p>	June 2025	<p>supporting data-informed planning</p> <p>% schools and ELC settings with universal support in place</p>	
<p><b>By June 2025, the professional learning offer will reflect the evolving needs of the workforce to support improvement of leadership at all levels.</b></p>	<p>E&amp;L teams will work to streamline the professional learning opportunities offered to ELC and school staff to ensure that almost all meet the criteria for high quality professional development</p> <p>Through a variety of leadership forums, support school leaders to further develop skills in effective leadership of change and improvement.</p>	<p>June 2025</p> <p>June 2025</p>	<p>Improved inspection evaluations</p> <p>Quality Improvement Review evidence and feedback on identified Quality Indicators</p> <p>Professional learning evaluations</p>	1, 2, 3, 4, 5
<p><b>By June 2025, the school improvement framework will be applied consistently and with rigour to ensure improvement in schools and ELC Settings.</b></p>	<p>Further review and develop tailored and intensive approaches for quality improvement work with schools.</p> <p>Continue to provide inspection support and preparation including post-inspection follow-up visits for relevant schools and ELC settings</p> <p>Increase number of school Quality Improvement Reviews over the year (10 primary schools, three secondary schools and two ISPs)</p> <p>Provide quality assurance and support in schools and Intensive Support Provisions through targeted visits and action planning, prioritising tailored/intensive support.</p>	September 2025	<p>Shift all “Satisfactory” QI Ratings to “Good” within three years. This level of improvement in five this session</p>	3, 5

# Appendix 1 - Perth and Kinross Strategic Planning Framework



## Appendix 2 – Key Achievements and Performance 2023/24

### Progress on Education Plan 2023/24

#### National Priority: Placing the human rights and needs of every child and young person at the centre of education

Good progress has been made in improving our ability to ensure that children and young people actively participate and contribute to decisions that affect them in their learning. The PKC Youth Forum has been established and a range of other initiatives are being taken forward to ensure that children and young people are being supported to engage in all aspects of school life.

#### Progress against Intended Outcomes

Intended Outcome	Planned Action	Progress
<p><b>All children and young people are supported to contribute to and be engaged in all aspects of school life.</b></p>	<p>Support opportunities for children and young people to participate in the work of their schools and the local authority, including a pilot of the Inclusion Ambassadors programme, promotion of Care Experienced Champions and development of the Young Voice of Perth.</p> <p><b>By when?</b> June 2024</p>	<p>Two groups of inclusion ambassadors have been established and are meeting regularly to discuss their priorities. Areas of focus have included environmental improvements, staff training and raising ASN awareness.</p> <p>Young people on the Care Experienced Champions Board have been engaged in the development of local Stretch Aims for care experienced children and young people focussing on confidence, motivation and the voice of the young people.</p> <p>Bold Girls Ken, the PKC group established as part of the youth-led Young Women Know campaign, has been involved in the creation of resources around healthy relationships, creating safe spaces, developing an understanding of consent and signposting to support. These will be rolled out and tested across Scotland in 2024.</p> <p>Young Voice of Perth (from Learner Participation Framework) – ongoing and carried forward to session 2024-2025</p>
	<p>Co-design resources with children and young people for use by schools and groups of children and young people and parents to highlight Children's Rights and support participation.</p> <p><b>By when?</b> June 2024</p>	<p>Carry forward to 2024/25</p>

<p><b>Gaelic Medium Education is recognised and valued by school communities with equal status.</b></p>	<p>Increase profile of Gaelic Medium Education including providing language learning opportunities and celebrating achievement with all staff and families.</p> <p><b>By when?</b> June 2024</p>	<p>There is an increased range of wider achievement opportunities available to young people in Gaelic Medium Education (GME)</p> <p>Six FilmG films produced with all GME primary and secondary schools involved. Breadalbane Secondary film nominated for two awards.</p> <p>Two social enterprises up and running.</p> <p>All young people in GME P6-S6 provided with re-purposed iPads providing enhanced digital learning and opportunity for engagement with Gaelic.</p> <p>Increased participation from all GME schools, as well as Gaelic learners, in local and national Mod events and Perform in Perth.)</p> <p>Language learning classes been provided to parents of GME pupils at Breadalbane in 2023/24 and will be rolled out to Perth parent in 2024/25.</p> <p>Partnership work has been undertaken with Culture Perth &amp; Kinross on the expansion and promotion of Gaelic language library stock. 45 Gaelic eBooks and 50 other texts have been added to their current stock of Gaelic materials that can be borrowed from any library in Perth and Kinross.</p>
<p><b>Children and young people have increased opportunities to receive their entitlement to Learning for Sustainability.</b></p>	<p>Schools to implement relevant actions from the PKC Climate Change Strategy Action Plan.</p> <p>Increase the number of schools engaging in Climate Change Accredited Learning Programmes e.g. Eco Schools Scotland and Climate Ready Classrooms.</p> <p><b>By when?</b> June 2024</p>	<p>27 schools and ELC settings currently have Green Flags, with six schools registered for Climate Ready Classrooms. This is a reduction on previous years.</p> <p>Good progress has been made with a 7% reduction in energy consumption in the primary schools for which accurate data is available.</p>

## Next Steps

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

- Co-design resources with children and young people for use by schools and groups of children and young people and parents to highlight Children's Rights and support participation.
- Increase focus on Learning for Sustainability.



- Language learning classes for parents of GME pupils will be rolled out in 2024/25.

### National Priority: Improvement in attainment, particularly in literacy and numeracy

Initial achievement of a level data for literacy and numeracy in the Broad General Education (BGE) is indicating that this has continued to improve over 2023/24. National comparator data from 2023 saw Perth and Kinross performance improving to 78% overall at P1, P4 and P7 combined, which was a 1% improvement on the previous year. Early indications are that this will be maintained or increased for session 2023/24.

S3 performance has remained steady at 91%, with Perth and Kinross performing slightly above the national average of 90% and ahead of all comparator authorities with the exception of Stirling at 92%.

Senior Phase data for 2024 will not be published nationally until February 2025 but data published in February 2024 indicates that continued progress is being made with the percentage of young people leaving school having achieved literacy at Levels 4 and 5 increasing over time.

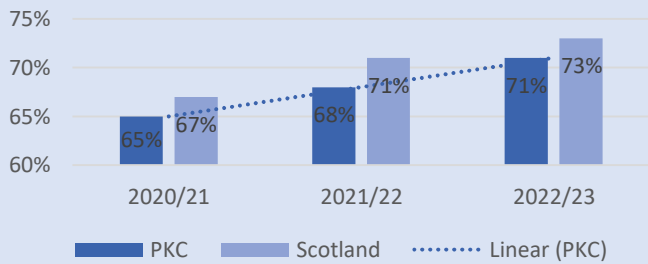
### Progress against Intended Outcomes

Intended Outcome	Planned Action	Progress
<p><b>The quality of educational provision is improved in all schools and ELC settings.</b></p>	<p>Undertake planned quality improvement activity at a universal, tailored and intensive level using a risk-based approach.</p> <p><b>By when?</b> May 2024</p>	<p>Planned quality improvement activity has been undertaken in a range of settings using a risk-based approach to identify those requiring universal, tailored or intensive support. This is providing more detailed information on required improvement which is the focus of this year's plan.</p> <p>In ELC settings where tailored or intensive support was identified as being required, improvement actions have been tracked through programmes of visits. As a result of this support, the one setting who had a return inspection from Care Inspectorate had improved grades.</p> <p>All 11 secondary and all-through schools have participated in four term visits each. Two all-through schools and three primaries have had full Quality Improvement Reviews.</p> <p>Where intensive support has been provided for some primary schools, improvements have been evident, and level of support has now been reduced for half of the schools.</p> <p>Tailored support has been provided to 18 schools with the majority of school leaders benefitting from training in Improvement Methodology and the Effective Use of Data for Improvement. This has improved approaches to quality improvement planning and effective targeting of</p>

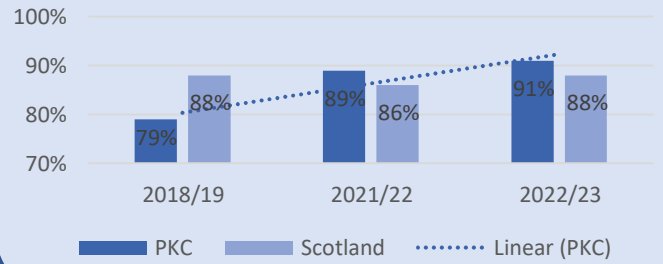
interventions to address identified need.

Probationary teachers received training in Pedagogy for Equity as part of their CLPL programme.

**Literacy; P1,4 & 7 Combined  
PKC vs National**



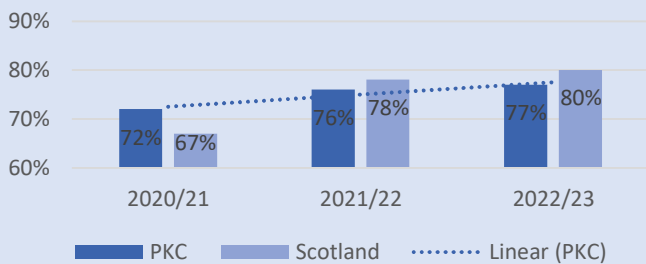
**Literacy; S3  
PKC vs National**



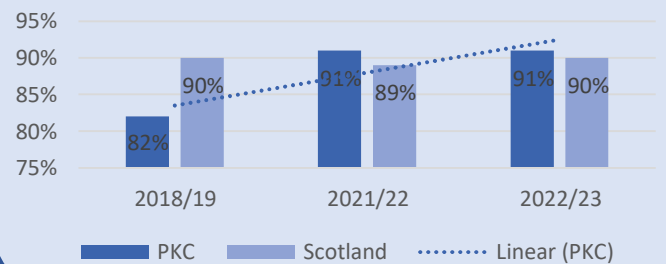
Intended Outcome	Planned Action	Progress
<p><b>Attainment in literacy is raised for all children and young people.</b></p>	<p>Support the implementation of the Literacy Framework 2-18 through a programme of professional learning.</p> <p><b>By when?</b> May 2024</p>	<p>Year-on-year increases in literacy Achievement of Curriculum for Excellence Levels (ACEL) have been achieved over the last three years in both primary and secondary.</p> <p>The Literacy Framework has been implemented supported by a programme of professional learning including Explicitly Teaching Text Types (ETTT) and the National Improving Writing Programme, which are demonstrating significant improvements. Early indications show that writing across P1, 4 and 7 has increased by 2% in 2024</p> <p>The majority of schools who have implemented ETTT approaches have demonstrated improvements in their whole school writing attainment.</p> <p>All ELC settings have access to Communication and Language Padlet with a comprehensive suite of resources and training materials to support practitioners to develop their skills and confidence to improve children's language development. 85% of our settings have continued the work of the Communication Champions with 83% of LA settings reporting they have fully embedded Word Aware and a range of strategies to improve speech, language and communications. Work has been undertaken with the Speech and Language Therapy Service within</p>

NHS Tayside and 13 settings have undertaken tests of change, targeting speech and language statements to improve outcomes for learners. All settings have reported this targeted work has further increased practitioner confidence and most reported evidence of progress against meeting the speech and language milestone.

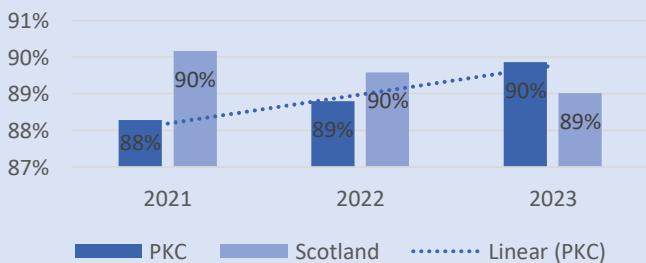
### Numeracy; P1,4 & 7 Combined PKC vs National



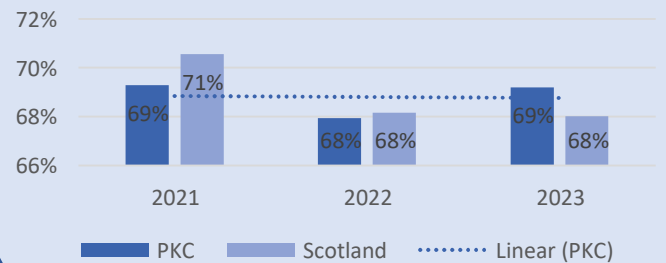
### Numeracy; S3 PKC vs National



### % of Leavers Achieving Level 4 Literacy and Numeracy



### % of Leavers Achieving Level 5 Literacy and Numeracy



#### Intended Outcome

**Attainment in numeracy is raised for all children and young people.**

#### Planned Action

Support the implementation of the Numeracy Framework 2-18 through a programme of professional learning.  
**By when?**  
May 2024

#### Progress

Year-on-year increases in numeracy attainment have been achieved over the last three years in primary, with a 1.2% increase in 2023/24.

The Numeracy Framework has been implemented across schools supported by a range of professional learning opportunities including, Principles of Counting, the PKC numeracy programme and the ELC Maths Improvement Programme, both of which are supported by Education Scotland.

The majority of schools undertaking the PKC numeracy schools programme this session have increased whole school numeracy attainment this year.

<p><b>Children and young people in Gaelic Medium Education experience a more coherent curricular pathway throughout the BGE and into the Senior Phase.</b></p>	<p>Develop a framework to support an effective learning and teaching continuum in GME BGE to S3. <b>By when?</b> June 2024</p> <p>Expand the achievement and attainment opportunities for certification and accreditation into the Senior Phase. <b>By when?</b> June 2024</p>	<p>There is coherent curriculum planning in both secondary schools with all teachers. Planning undertaken by the two departments and three Gaelic teachers on achievable and realistic targets for session 2024/25, supported by Education Scotland visit to Perth Academy.</p> <p>GME curriculum is being developed with the introduction of Social Subjects at Perth Academy and RMPS at Breadalbane Academy. Tutor time and PSE has been provided to both schools in 2024/25.</p>
<p><b>Children and young people will benefit from their parents and carers being involved in the life and work of their school.</b></p>	<p>Create a self-evaluation tool to support planning for parental engagement including case studies of highly effective practice. <b>By when?</b> May 2024</p>	<p>The PIE Service Level Improvement Partnership (SLIP) group have created executive summaries from Education Scotland’s Engaging Parents and Families Toolkit to support school leaders to develop they and their school communities understanding of Parental Involvement and Engagement.</p> <p>Headteachers are using a self-evaluation tool to audit their practice in relation to parental involvement and engagement. This is encouraging self-reflection and supporting the identification of good practice case studies with headteachers having heightened awareness of national documents which support parental involvement and engagement.</p>
<p><b>Attainment and achievement are raised through improved quality of teaching and learning and a shared understanding of highly effective practice.</b></p>	<p>Establish an approach to planning for progression in learning within ELC and provide a programme of professional learning to support implementation. <b>By when?</b> June 2024</p> <p>Develop a framework to support effective learning and teaching and play pedagogy throughout the curriculum and provide a programme of professional learning. <b>By when?</b> June 2024</p> <p>Support the implementation of the Learning and Teaching Framework through professional learning and resources, improving approaches to self-evaluation and practice in learning, teaching, assessment and moderation. <b>By when?</b> June 2024</p>	<p>All ELC settings are now engaging with the Consistent Approaches to Planning tool with staff confidence in planning for progression increasing as a result of supporting training.</p> <p>The Learning, Teaching, Assessment and Moderation Framework has been shared with colleagues across all sectors with Inspiring Schools sessions in Support and Challenge and Assessment and Moderation offered to class teachers. Individual tailored support has been provided to six schools. 147 practitioners from 20 different schools engaged across both programmes. Almost all practitioners reported that the programme strengthened their knowledge, understanding, confidence and/or skills.</p> <p>Guidance on Progression Pathways has been shared, including a pupil friendly pathway for literacy which</p>

		<p>was developed by practitioners across Tayside. Consistent use of these in session 2024/25 will result in learning being delivered in a more consistent and progressive way.</p> <p>Curriculum Rationale/Design event has been delivered in partnership with Education Scotland sharing good practice. Work is underway to create guidance for Headteachers to support the process of reviewing the curriculum.</p>
<p><b>Young people experience a Senior Phase curriculum that is personalised and creative, and responsive to national and local demands.</b></p>	<p>Create a refreshed PKC senior phase offer with every school developing their own rationale across the curriculum. <b>By when?</b> January 2024</p> <p>Respond to identified demand from young people in their senior phase certificate choices by increasing the PKC virtual learning and online offer. <b>By when?</b> April 2024</p>	<p>Guidance on a data-informed senior phase curriculum is progressing. A framework to maximise attainment at level 5 and level 6 has already been implemented with school leaders. In September, this will form part of guidance around a data informed senior phase curriculum.</p> <p>Two new virtual courses have been developed over the course of the year and will be ready for delivery in 2024/25, with an online Science Baccalaureate offer currently being considered.</p>
<p><b>All children and young people have improved access to digital learning and technology.</b></p>	<p>Collaborate with IT colleagues, schools and other key stakeholders to establish an infrastructure improvement plan to ensure readiness of the roll out of 1:1 devices. <b>By when?</b> November 2023</p> <p>Provide a range of resources and professional learning to support staff to increase skills and knowledge in digital learning and technology. <b>By when?</b> February 2024</p> <p>A range of digital learning resources to increase practitioners' skills and knowledge will be made available to all ELC settings. <b>By When?</b> January 2024</p> <p>Identified ELC settings will undertake improvement methodology training programme to focus on developing digital literacy. <b>By When?</b> June 2024</p>	<p>Good progress has been made on improved digital infrastructure with the trial of a Microsoft Education tenancy approved and the roll out of one-to-one devices to two further pilot schools.</p> <p>An extensive programme of professional learning has been delivered through the Digital Improvement Programme, webinars and collegiate sessions.</p> <p>22 in person training sessions were delivered to 368 attendees, with a further 684 people attending online CLPL sessions. As well as the TRIC Digi Fest in November 2023 and XMA Future Ready Education Event hosted in June 2024.</p> <p>In addition, support has been provided to Probationer Teachers, Pupil Support Teachers, Numeracy and Literacy Leaders and Digital Champions, with improvements in confidence, knowledge and understanding of digital literacy.</p> <p>Across the local authority, all ELC settings were provided with an Introduction to What does Digital Learning look like in ELC. To further</p>

		<p>enhance the suite of resources a Digital Learning Padlet was created to provide easier access to early years specific resources and guidance. 60 practitioners attended ELC Community networks held across our 11 ELC Communities with a spotlight on digital learning in ELC which allowed for key learning themes for digital learning to be shared with a particular focus on Computational Thinking and unplugged learning. Early Years team have collaborated with the digital improvement team to ensure up-dated digital learning is shared and links to PKC Digital Strategy.</p> <p>The first cohort of the Improvement Methodology Improvement programme was delivered in collaboration with the Digital ESO. 6 ELC settings signed up for this programme who had this on their improvement plan for the academic year. The programme involved attendance at 3 sessions with the ask to undertake a PDSA in their setting on an identified aspect of digital learning. The final session allowed for the sharing of their learning and evidencing the impact for the staff team and learners.</p>
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**Next Steps**

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

- Publication of guidance on developing the rationale for curriculum in ELC, schools and intensive support provisions.

**National Priority: Closing the attainment gap between the most and least disadvantaged children and young people.**

All schools have identified their own stretch aims for 2023/24 in terms of reducing the gap between the attainment of the most and least deprived, and for the gaps that are most relevant to them. There is a particular focus on improving outcomes for care experienced children and young people.

Particular progress has been made in senior phase where we have achieved the three 2025/26 closing the gap Stretch Aims for leavers achieving one qualification at SCQF Level 5, one qualification at SCQF Level 6, and Total Tariff Points.

**Progress against Intended Outcomes**

Intended Outcome	Planned Action	Progress
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<p><b>The attainment gap is narrowed through effective identification of gaps and implementation of effective interventions.</b></p>	<p>Through improvement activity and professional learning, support school and ELC leaders to effectively analyse data to ensure identified cohorts children and young people make appropriate progress in learning.</p> <p><b>By when?</b> June 2024</p> <p>Support and monitor the delivery of the targeted National Improving Writing Programme</p> <p><b>By when?</b> June 2024</p> <p>Support and monitor the delivery of a range of appropriate interventions to support narrowing the poverty related attainment gap in literacy and numeracy.</p> <p><b>By when?</b> June 2024</p> <p>Implement PKC Intervention Mapping tool for evidence-based approaches through a programme of professional learning and improvement activity.</p> <p><b>By when?</b> May 2024</p> <p>Review the impact of the Care Experienced Children and Young People Fund (CECYPF) and consider evidence for further approaches to supporting attendance and improved attainment, with a specific focus on those looked after at home.</p> <p><b>By when?</b> December 2023</p>	<p>Support and feedback have been provided to all schools on their planning and data analysis needs with universal support offered through online webinars and equity support sessions. More tailored support has also been provided to identified settings on a risk-assessed basis.</p> <p>21 schools have taken part in the National Improving Writing programme this session. The schools taking part have achieved a mean of 77% in First Level writing at P4. This is significantly above the Perth and Kinross average and is an average 9% increase in what these schools were predicting based on prior pupil performance. The PKC 2024 P4 1<sup>st</sup> level writing attainment is 72.6% a 1.6% increase on last year. All schools have noted improvements in children's engagement and enjoyment of writing along with increased teacher confidence in the teaching and assessment of writing.</p> <p>Evidence-based interventions for literacy, numeracy and health and wellbeing are being promoted to all settings through the PKC Education Interventions Tool. Support has been provided for this at Headteacher and Senior Leader days, with usage monitored on an ongoing basis. The tool has been accessed 521 times with schools accessing information on research-based interventions supporting literacy, numeracy and health and wellbeing.</p> <p>The Raising Attainment Board has formed a sub-group which is reviewing the impact of the CECYPF and will provide recommendation to the Chief Social Work Officer to inform future allocations.</p> <p>The CECYPF is contributing to funding of a Promise Implementation Lead who has been appointed to improve attainment and attendance for care-experienced children and young people with a specific focus on those looked after at home. Impact of this role is likely to be seen in improved outcomes in 2024/25.</p>
<p><b>Children and young people whose households experience poverty do not face any barriers to participation associated with the Cost of the School Day (COSD).</b></p>	<p>Support increased awareness of the Cost of the School Day Toolkit and support each school to take forward their own identified actions.</p> <p><b>By when?</b></p>	<p>COSD resources have been provided to all schools to enable consideration and inclusion as part of Quality Improvement Planning for 2024/25. This includes training materials</p>



	March 2024	provided by the Child Poverty Action Group (CPAG) as well as exemplar action plans and checklists based on the CPAG Cost of the School Day toolkit.
<b>Improve access and availability of registered, quality childcare.</b>	<p>The LA and partners (including third sector) will enhance the school holiday activity/childcare offer to parents.</p> <p>Expand school aged childcare through a review of Wraparound Care (WAC) Services.</p> <p><b>By when?</b> June 2024</p>	<p>120 new registered childcare places have been created in two wrap-around care (WAC) settings.</p> <p>2667 children and young people benefitted from a range of summer holiday activities and food projects.</p> <p>23 children accessed free childcare with a meal and snacks over the summer in Kids Clubs and WAC.</p> <p>479 children and 37 families benefitted from a range of Easter Holiday activities and food projects.</p> <p>Additional safe start and WAC provision is being established in a number of settings in response to identified demand.</p> <p>1,615 children are currently registered to use Kids Clubs and WAC, an increase of 118 (8%) on 2022/23, supporting parents and carers to work or take up training.</p>
<b>Narrow the wellbeing gap between least and most deprived S3 and S4 females.</b>	<p>Support schools to analyse their poverty related gaps in this area and devise plans to address.</p> <p><b>By when?</b> June 2024</p>	<p>Consultation exercise underway in partnership with Youth Services.</p> <p>Agreement with Headteachers on wellbeing measurement tool for use from 2024/25.</p> <p>This outcome will be completed during 2024/25.</p>
<b>Children and young people with additional support needs are supported within their local communities and experience success in learning.</b>	<p>Develop Year one of the ASN transformation programme to establish a shared vision and understanding of the barriers and identify evidence to inform an agreed future delivery plan.</p> <p>Review and enhance Intensive Support Provision learning environments.</p> <p>Review continuum of support for children and young people with SEBN.</p> <p>Implement the revised staged intervention framework and accompanying guidance on assessment and Children and Young People's planning processes.</p>	<p>As part of the ASN Transformation Project, stakeholder sessions have been undertaken with Inclusion Ambassadors, elected members, partners and Headteachers. Improvement projects have been initiated with regular reporting to the Corporate Programme board.</p> <p>An audit of the environment of each Intensive Support Provision base has been completed and, through the ASN Transformation Project, further work will be undertaken to establish a standard for all ISPs and actions required to bring every PKC setting up to this level.</p> <p>The SEBA (Significant Emotionally Based Absence) project has</p>

	<p><b>By when?</b> June 2024</p>	<p>completed a pilot period, involving 11 young people. During term four, with some completions, a further three young people were engaged with. Young people have been supported to attend community activities, to participate in graded exposure to school buildings and to commence National 3 and 4 courses. The work has shown the intensity of support and length of time required to support change and the clear need to be working with families and providing related support to parents. The young people have been willing to engage with learning but need a relationship to be able to take this forward.</p> <p>The Staged Intervention Framework has been finalised and shared with schools, along with a ASN Assessment Framework and guidance on the revised Children and Young Person's planning process for implementation by all schools in 2024/25.</p>
<p><b>All schools can evidence impact of CIRCLE at universal and additional levels.</b></p>	<p>Develop materials for parents and carers on CIRCLE approaches. <b>By when?</b> June 2024</p>	<p>At universal level, almost all staff (97%) have received training in the Inclusive Classroom Scale (CICS), have had the opportunity to complete the scale and make an associated plan. Over 70% of schools indicated that CICS had become embedded in school processes; 70% indicated a positive impact with a further 20% indicating that it was too early for impact to be noted.</p> <p>At additional level, the majority of staff (80%) have received training in the Participation Scale (CPS) have had the opportunity to complete the scale and make an associated plan. 62% of schools indicated that CPS had become embedded in school processes; 62% indicated a positive impact with a further 20% indicating that it was too early for impact to be noted.</p> <p>Materials for parents and carers on CIRCLE approaches have been developed and shared with the ASN Parent Forum. Finalised text will be included in a wider suite of communications for parents and families around inclusion.</p>
<p><b>All schools and settings have a positive culture, supported by a refreshed Inclusive Practice Policy Framework that supports children,</b></p>	<p>A programme of professional learning for school leaders and practitioners will support schools to have a clear</p>	<p>A programme of CLPL has been delivered including collaborative conversations and sharing effective practice. This had included involving</p>

<p><b>young people and staff to feel safe and respected.</b></p>	<p>understanding of universal inclusive practice.</p> <p>Support for use of resources to help schools and practitioners to evaluate their inclusive practice and identify areas for improvement.</p> <p><b>By when?</b> June 2024</p>	<p>children and young people in the evaluation of inclusive practice with two settings identified to develop and pilot processes.</p> <p>The Service Level Improvement Partnership (SLIP) for Inclusive Practice is focussing improvement activity on “supporting the development of a consistent approach to inclusive practice and consistent knowledge for all staff leading to better outcomes for the children and young people of PKC.”</p> <p>The Universal Springboard for Primary schools has been completed and shared with all schools. All Headteachers were supported to develop understanding of how to use data to inform planning to meet additional support needs.</p>
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**Next Steps**

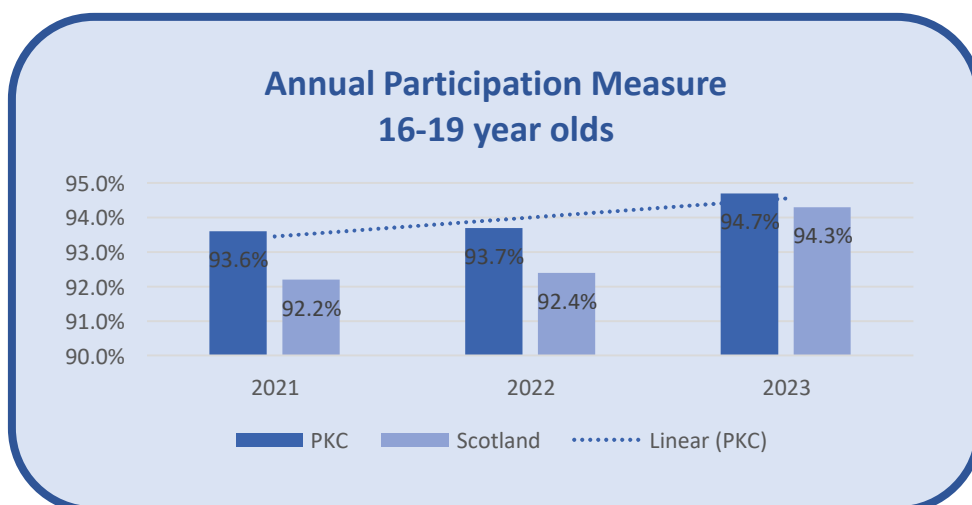
As a result of the progress made in relation to this priority, next steps will include:

- Complete consultation and agree plans to narrow the wellbeing gap between least and most deprived S3 and S4 females.
- Continue work of SLIP in relation to consistent approach to universal level inclusive practice.

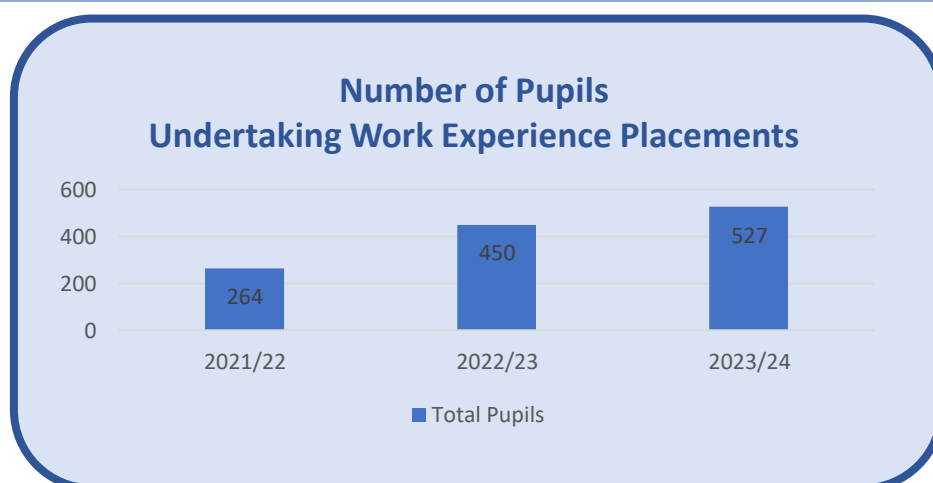
**National Priority: Improvement in skills and sustained, positive school-leaver destinations for all young people.**

Our 2023 school leavers positive destination figure currently sits at 95.97% compared to 95.34% in Tayside and 95.87% nationally. Partnership working with Skills Development Scotland (SDS); the Developing Young Workforce (DYW) Tay Cities Board, local employers and UHI Perth has helped to direct targeted support where most needed and influence the local Perth and Kinross effort at a strategic level through the Local Employability Partnership.

**Progress against Intended Outcomes**



Intended Outcome	Planned Action	Progress
<p><b>The proportion of young people achieving a sustained positive destination is improved to achieve our stretch aim for this measure.</b></p>	<p>Support the implementation of 16+ Framework through partnership working and provide professional learning opportunities.  <b>By when?</b>            October 2024</p> <p>Increase the proportion of pupils who take part in planned work experience placements.  <b>By when?</b>            June 2024</p>	<p>The percentage of young people (16–19-year-olds) participating in education, training or employment has increased year-on-year over the last three years and remains ahead of the national average. Good progress is being made towards the Stretch Aim for 2025/26 of 97%.</p> <p>During 2023/24 the 16+ Framework has been implemented in all schools, supported with a range of professional learning. The impact of this has been consistency of approach and expectations in all schools, enhanced collaboration between partners and improved communication channels to share good practice and identify areas for improvement, which will in turn improve experiences and outcomes for young people.</p> <p>Figures for young people participating in work experience have improved year on year since the pandemic.</p>



**Next Steps**

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

- Focus on increasing positive post-school destinations and outcomes for all young people.

**National Priority: Improvement in children and young people’s health and wellbeing.**

The impacts of the pandemic are still evident in the health and wellbeing of children and young people. Significant work has been undertaken in the areas of relationships and behaviour, nurture, restorative practices and in the provision of CLPL for staff supporting children and young people.

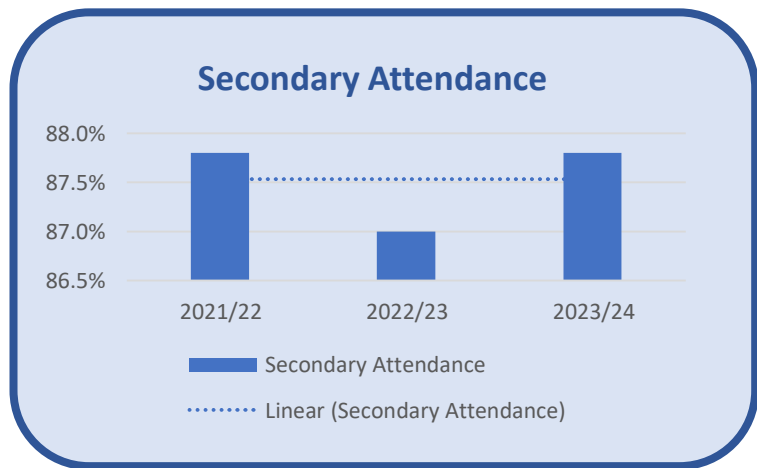
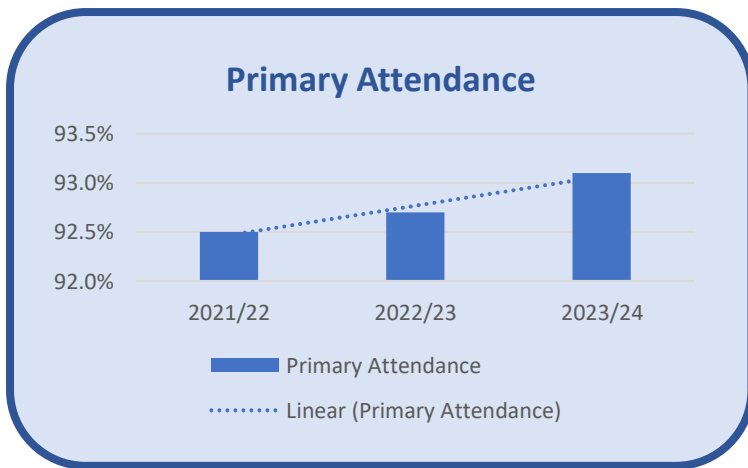
There are still on-going concerns regarding pupil attendance, particularly in secondary, where further work needs to take place to ensure improvements are consistent across all schools.

## Progress against Intended Outcomes

Intended Outcome	Planned Action	Progress
<p><b>Children and Young People report improvements in their health and wellbeing.</b></p>	<p>Through the ‘Strategic Equity Fund’ plan, work with Headteachers to implement relationships and behaviour guidance, and supported by professional development in Building Relationships in Practice programme and Restorative Approaches.  <b>By when?</b>  June 2024</p> <p>Devise Health and Wellbeing measures linked to stretch aims.  <b>By when?</b>  March 2024</p> <p>Support schools to implement interventions based on outcomes of health and wellbeing census.  <b>By when?</b>  June 2024</p> <p>Complete phase three and launch phase four of the Nurturing Relationships whole school programme.  <b>By when?</b>  June 2024</p> <p>Extend the reach of the Solihull foundation training programme and facilitate year one roll out for school staff in the whole school Solihull approach.  <b>By when?</b>  June 2024</p> <p>Extend the parenting and family learning support including delivery of the Fear-less Teen Triple Programme for parents of 11+ age and Fear-less wellbeing workshop and family session for Primary 7 and S1.  <b>By when?</b>  February 2024</p>	<p>An extensive range of guidance and professional learning has been delivered to school staff in respect of Relationships and Behaviour. This has included the provision of a statement of approach, promotion materials for school communities, professional learning relating to Building Relationships in Practice and training for senior leaders in Restorative Practices.</p> <p>Pupil Support Assistants evaluating self-regulation training indicated the tools provided would positively influence their professional interactions and the behavioural management of children in their care.</p> <p>Following consultation with schools, agreement has been reached to use the Glasgow Motivation and Mental Wellbeing Scale from 2024/25 enabling a consistent approach across all schools in the development of an authority-wide measure of well-being.</p> <p>A needs analysis is being undertaken to identify any gaps in PKC interventions and approaches and related CLPL programmes by November 2024.</p> <p>Consultation is underway with young people in relation to their wellbeing in school with a particular focus on S3/4 girls from areas of deprivation.</p> <p>The Nurturing Relationships whole school programme has been rolled out to a further 13 schools in phase 4. Good practice for phase 1-3 schools has been shared with impact reported across several areas of children and young people’s wellbeing, including increased readiness to learn, affiliation, autonomy and emotional literacy.</p> <p>Five Solihull courses have been delivered over the course of the year. Participants felt more confident in building relationships and think differently about the challenges they</p>

		<p>encounter when working with children and families.</p> <p>Seven Fear-Less groups have been delivered between August 2023 and June 2024. 37 parents have completed the programme, with eight families attending the additional family sessions. Parents confidence in dealing with their child's anxiety has increased with parents reporting an improvement in their child's and their family's overall wellbeing.</p> <p>Five Teen Triple P groups have been delivered between August 2023 and June 2024. 28 parents have completed the programme.</p>
<p><b>All schools have robust approaches to reducing bullying and improving relationships.</b></p>	<p>Launch and support implementation of the Anti-Bullying Strategy and Operational Guidance with related professional learning.</p> <p><b>By when?</b> March 2024</p>	<p>Anti-Bullying Strategy guidance stakeholder activity was undertaken and informed the completed strategy and operational guidance which has been shared with all schools and ELC settings for implementation from August 2024.</p> <p>Training videos and other support tools are under development.</p>
<p><b>Schools report less challenging behaviour and improved relationships that support engagement in learning.</b></p>	<p>Review and refresh the working group including trade unions, professional body, Health and Safety and staff representation, to identify and implement clear actions to reduce incidents.</p> <p><b>By when?</b> March 2024</p>	<p>There was an increase in the number of reported incidents of challenging behaviour over terms one to three, although term four showed decreased incidents reported.</p> <p>Positive outcomes are evident in the implementation of a low-arousal approach within Fairview school, with significant reductions in reported incidents.</p> <p>Analysis of data has been completed and projects agreed which will be piloted in one Secondary school and four Primary schools during 2024/25 which have the highest levels of reports.</p>
<p><b>School attendance levels across all Perth and Kinross sectors are increased.</b></p>	<p>An attendance summit will identify and agree on key themes for further 'test of change' improvement activity, planned into Strategic Equity Fund work.</p> <p><b>By when?</b> December 2023</p> <p>Ensure the implementation of the revised attendance procedures and all supporting frameworks and resources and a plan for further improvement actions.</p> <p><b>By when?</b></p>	<p>There has been a significant focus on attendance over the course of the year with three attendance fora held where good practice has been shared and attendance guidance launched. Challenging areas have been identified which will be the focus of improvement work in the coming year.</p> <p>Updated <a href="#">Attendance Policy and Guidance for Education and ELC Settings</a> has been published and shared with all schools. This has included additions following</p>

	May 2024	<p>consultation and review of the evidence base, to the Staged Intervention Framework for Attendance materials, including an intervention guide for schools and scripts and video clips for parents wishing to support anxiety-based responses.</p> <p>There are ongoing concerns around attendance particularly in the secondary sector with inconsistency in the improvement picture between schools.</p>
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Intended Outcome	Planned Action	Progress
<p><b>Confidence of all staff involved in supporting mental health in schools is improved.</b></p>	<p>Implement suicide prevention risk management framework with related professional learning.  <b>By when?</b>            October 2023</p>	<p>The Risk Management Framework for suicide prevention has been launched with supporting professional learning provided.</p> <p>Work across Tayside, led by PKC, has develop a pilot aiming to ensure good practice information sharing from health to education in respect of any hospitalisations.</p> <p>A needs analysis is underway with each secondary school to identify their training needs in relation to suicide prevention and supporting young people’s mental health.</p> <p>A range of training including ASIST and NHS Decider Skills has been offered to staff in schools. Nine secondary staff completed ASIST training in 2023/24 with a further nine scheduled to undertake it in 2024/25.</p>
<p><b>Children and young people have their needs identified, assessed and met by skilled and confident</b></p>	<p>Refresh the local implementation of GIRFEC to reflect the revised national guidance.  <b>By when?</b></p>	<p>The local GIRFEC guidance is being updated to reflect national guidance; steering and sub-groups with multi-agency representation have been</p>



<b>staff working in effective multi-agency collaboration.</b>	June 2024	formed to take forward the development of guidance, planning, integrated working and training materials.
<b>The number of children and young people taking part in physical activity and sport is increased.</b>	Work with schools and local Physical Education, Physical Activity and Sport (PEPAS) groups to increase the number of volunteers delivering and number of children and young people accessing extra-curricular opportunities. <b>By when?</b> January 2024	The percentage of pupils participating in physical activity and sport has increased on previous years (3% increase on 2022/23) as has the number of pupils who are undertaking volunteering and sports leadership opportunities – Aspiring Coaches Programme (45% increase on 2022/23).  Feedback from pupils demonstrated an increase in skills for life and work such as teamwork, communication, leadership and social skills
<b>The number of children achieving emotional development milestones is increased.</b>	Embed work to support emotional development in all ELC settings through a programme of professional learning. <b>By when?</b> June 2024  Mindfulness in ELC - Provide professional learning and support for staff and children in four identified ELC settings. 'Embedding Wellbeing in Early Years' <b>By when?</b> June 2024	75% of N5 and N6 children met their social and emotional development milestones (stretch aim is 81%). This is a reduction of 4% on 2022/23.  82% of ELC settings have a designated Wellbeing Champion in place, with 74% of ELC settings either embedding in full / in part / or are beginning to embed the Emotion Works resource and use strategies to promote children's emotional development.  Professional learning delivered by Do Be Mindful in February 2024 to over 80 practitioners. Staff are currently working through the five online modules, with a current completion rate of 58%.

## Next Steps

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

- Needs analysis to identify any gaps in our approaches and CLPL programmes
- Develop supporting materials for Anti-bullying Strategy

## Local Priority: Leadership, Learning and Development

Strong progress has been made on the planned actions in this area of work to support progress in all national priorities. Staff have engaged in a wide range of professional learning to enhance their knowledge and skills including meeting statutory training requirements, raising awareness of meeting learner needs and supporting the delivery of universal and targeted interventions for children and young people with additional support needs.

## Progress against Intended Outcomes

Intended Outcome	Planned Action	Progress
<p><b>Career-long professional growth and development of collaborative leadership skills is supported at all levels of the system.</b></p>	<p>Strengthen the induction processes for all staff.</p> <p>Identify and implement processes to recognise staff achievements within professional learning pathways.</p> <p>Embed PKC Professional Review and Development (PRD) processes and approaches in line with reviewed guidance.</p> <p><b>By when?</b> June 2024</p>	<p>A wide range of leadership programmes have been delivered to all school leaders over the year including the PKC Middle Leader programme, Leading in Changing Times, PKC Headteacher Induction and Into Headship.</p> <p>Engagement in leadership programmes has been recognised through ECS Learning Hub processes. Staff achievements are being recognised via the 'celebrating success' area of the website.</p> <p>Schools have access to a wider range of resources to support Professional Review and Development (PRD) and Professional Update (PU) processes. Almost all (94%) five-yearly PU signoffs have been completed within the GTCS timescale this session. This compares to 70% for session 2022/23.</p>
<p><b>Children and young people's outcomes are improved through further development of the knowledge, understanding and skills of school leaders, teachers and practitioners.</b></p>	<p>Review and improve professional learning for all education staff aligned to the career pathways including ASN and GME</p> <p>Implement new School Leaders Forums including Service Level Improvement Partnerships.</p> <p>Practitioners will have access to professional learning to support in developing parental involvement, engagement and family learning including ASN and GME.</p> <p><b>By when?</b> June 2024</p>	<p>Professional learning opportunities have been offered across the year including on in-service days with increased rates of participation. Over 4000 staff have attended events over the course of the year.</p> <p>Overall, the central professional learning offer has been rated by 96%+ participants as good or excellent.</p> <p>Service Level improvement Partnerships made up of Headteachers and Central Officers have been established and plans identified are progressing.</p>

### Next Steps

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

- Improving the coordination of the CLPL offer and focussing on understanding the impact of activity on learners, staff and families.
- Roll out Performance and Development Discussions (PDD) to all single status staff to ensure structured conversations around individual performance and support needs.

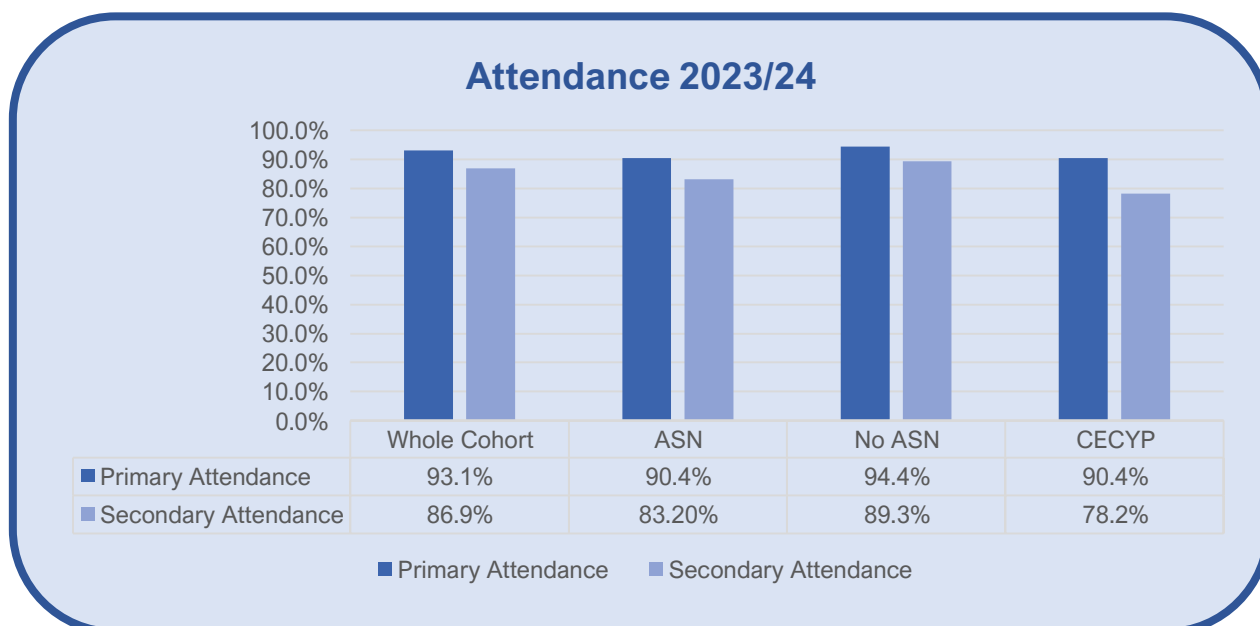


## Appendix 3 – ASN Transformation Programme Key Performance Indicators

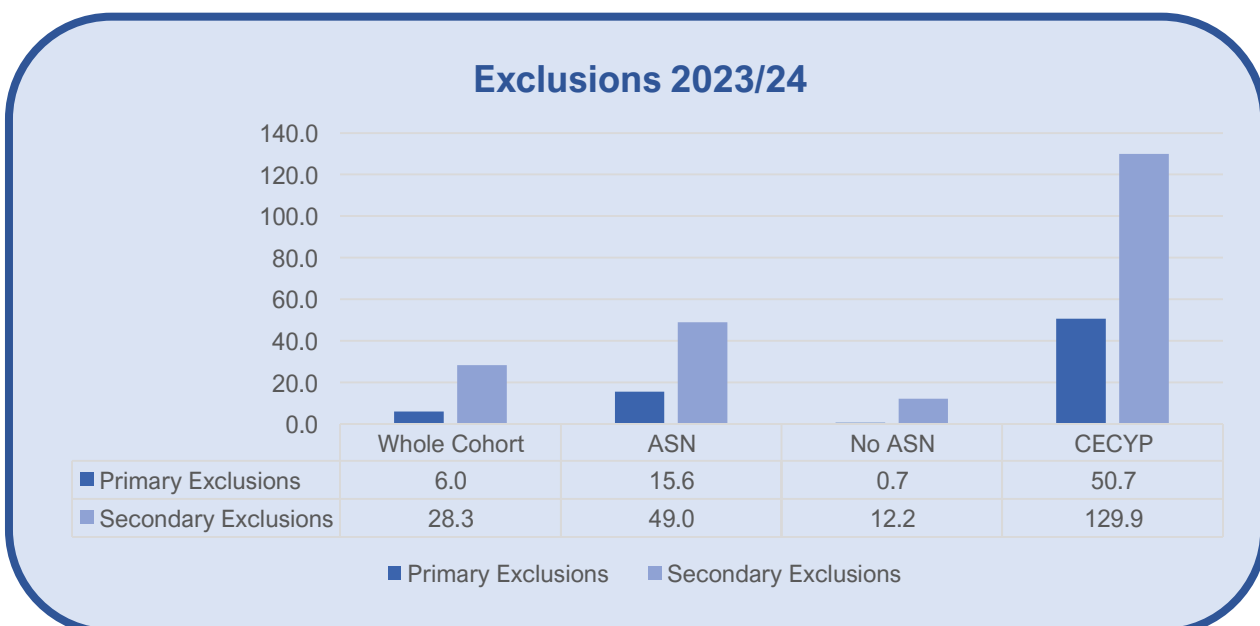
In order to monitor the progress of the ASN Transformation Programme we will report on a range of key performance indicators which are based on our core Stretch Aims of attendance, exclusion and attainment with the addition of the measure of the number of reports by staff of incidents of Distressed, Challenging, Violent and Aggressive (DCVA) behaviour which they have felt impacted them. These key performance indicators will report on the gaps between children and young people who have additional support needs or who have experience of care, and their peers.

These indicators will reflect the latest available data (leaver data will necessarily be for the previous school year due the current year's information not being published until February of the following year). Where the term **LAC** is used, this reflects children and young people who are recorded as **Looked After at Home** and **Looked After away from Home**. The term **CECYP** (care experienced children and young people) includes those two categories with the addition of children and young people who are **Previously Looked After**.

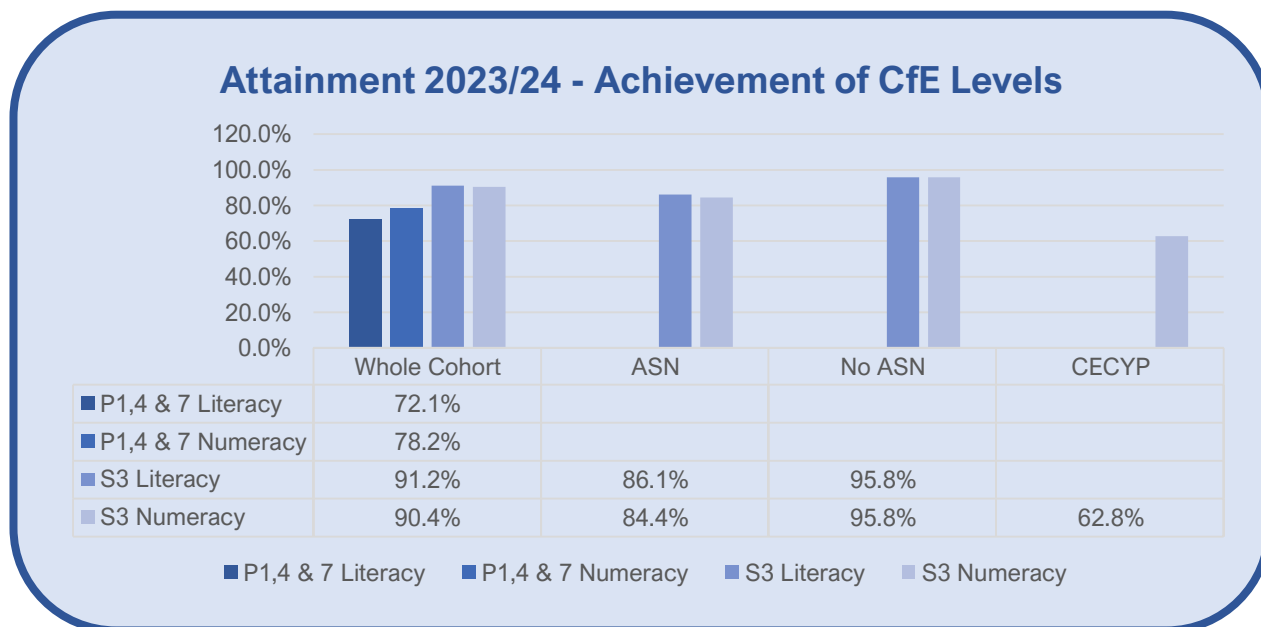
### Attendance



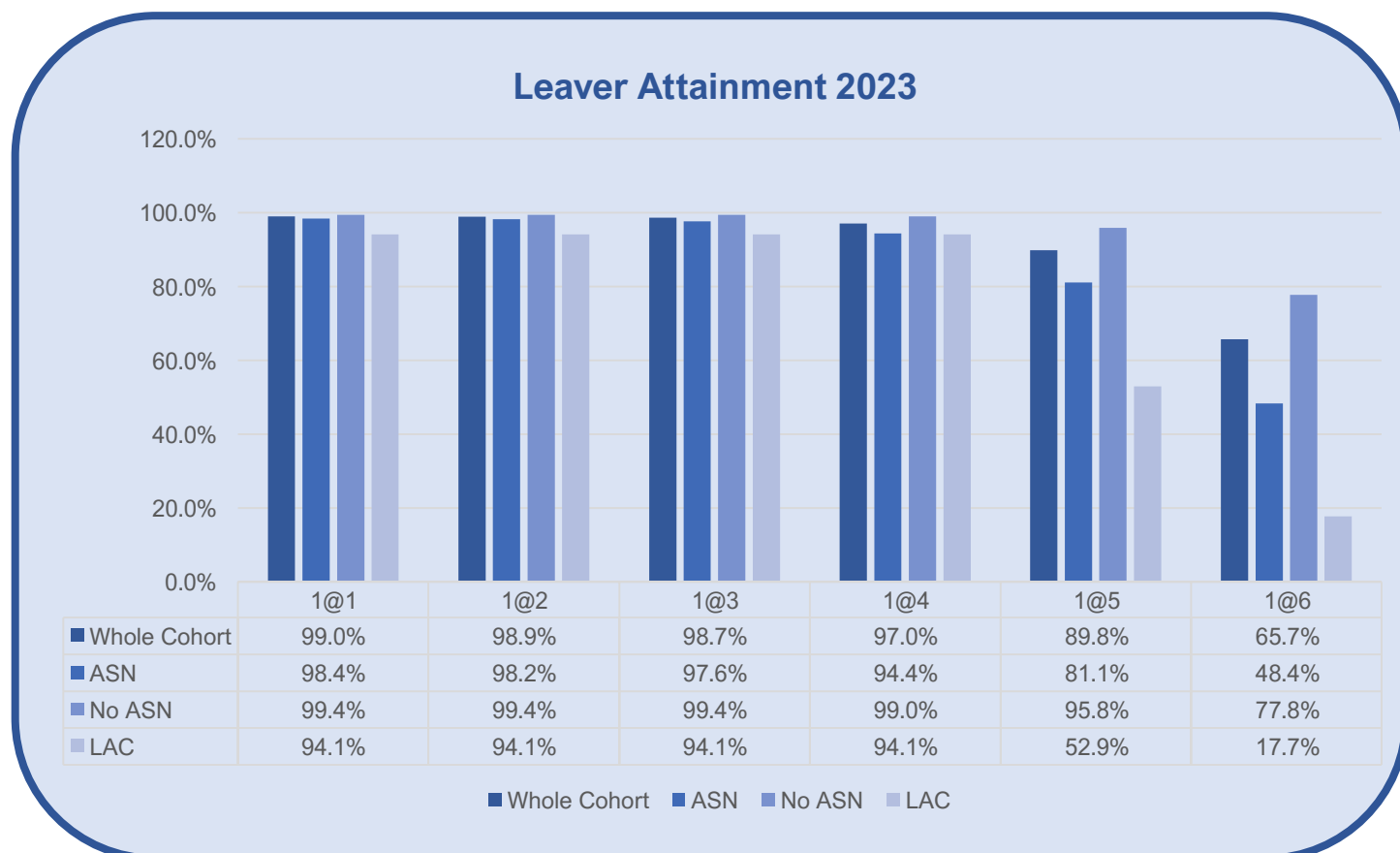
### Exclusions – Number of Incidents per 1000 Pupils



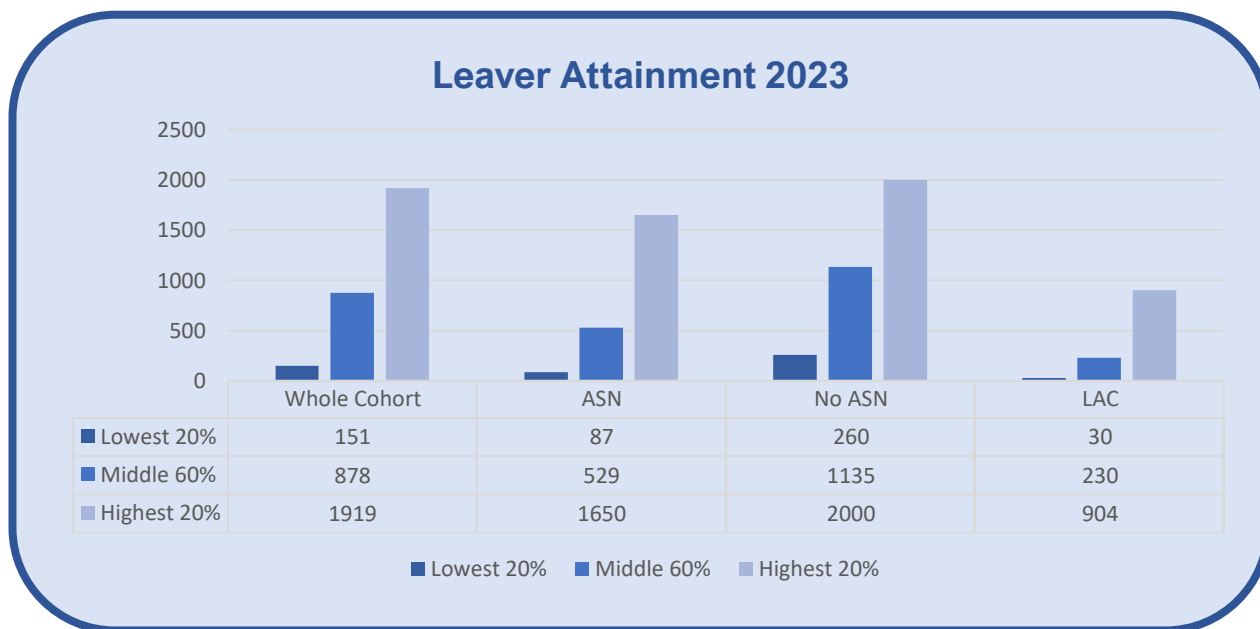
## Attainment - % of Children and Young People achieving expected Curriculum for Excellence Levels



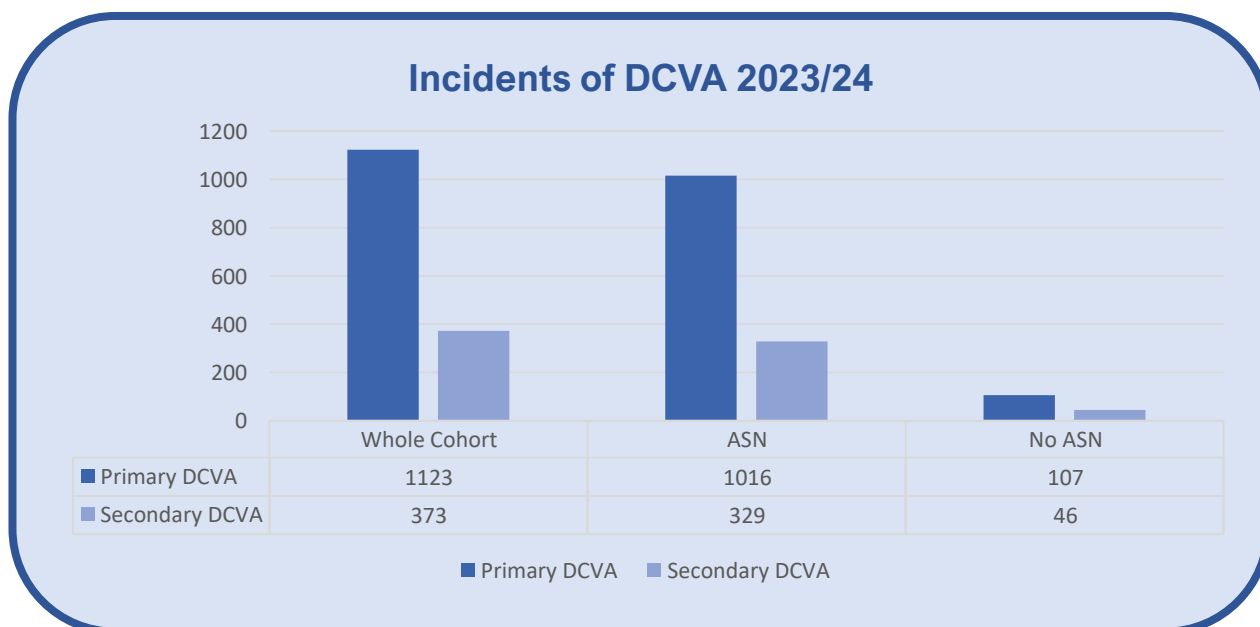
## Leaver Data 2023 - % of leavers achieving one or more awards at SCQF Levels 1 to 6



## Leaver Data 2023 – Average Total Tariff Points



## Incidents of Distressed, Challenging, Violent or Aggressive Behaviour



## Appendix 4 – Glossary of Terms

Acronym	Meaning
<b>ACEL</b>	Achievement of Curriculum for Excellence Levels
<b>ACORN</b>	CACI Demographic Segmentation Tool
<b>ASIST</b>	Applied Suicide Intervention Skills Training
<b>ASN</b>	Additional Support Needs
<b>BGE</b>	Broad General Education
<b>CECYP</b>	Care-experienced Children and Young People
<b>CECYPF</b>	Care Experienced Children and Young People Fund
<b>CfE</b>	Curriculum for Excellence
<b>CICS</b>	CIRCLE Inclusive Classroom Scale
<b>CIRCLE</b>	Child Inclusion: Research into Curriculum, Learning and Education
<b>CLPL</b>	Career Long Professional Learning
<b>COSD</b>	Cost of the School Day
<b>CPAG</b>	Child Poverty Action Group
<b>CPS</b>	CIRCLE Participation Scale
<b>CYPIC</b>	Children and Young People Improvement Collaborative
<b>DCVA</b>	Distressed, Challenging, Violent or Aggressive Behaviour
<b>DYW</b>	Developing the Young Workforce
<b>E&amp;L</b>	Education and Learning
<b>EAL</b>	English as an Additional Language
<b>ELC</b>	Early Learning and Childcare
<b>ESO</b>	Education Support Officer
<b>EY</b>	Early Years
<b>EYP</b>	Early Years Practitioner
<b>FTE</b>	Full-time Equivalent
<b>GIRFEC</b>	Getting it Right for Every Child
<b>GME</b>	Gaelic Medium Education
<b>GTCS</b>	General Teaching Council for Scotland
<b>HWB</b>	Health and Wellbeing
<b>IEI</b>	Included, Engaged and Involved
<b>ISP</b>	Intensive Support Provision
<b>IT</b>	Information Technology
<b>LAC</b>	Looked After Child
<b>LMG</b>	Local Management Group
<b>LMG</b>	Local Management Group
<b>NHS</b>	National Health Service
<b>NIF</b>	National Improvement Framework
<b>ONS</b>	Office for National Statistics
<b>PDA</b>	Pathological Demand Avoidance
<b>PDSA</b>	Plan, Do, Study, Act Cycle, Model for Improvement
<b>PEPAS</b>	Physical Education, Physical Activity and Sport



<b>PIE</b>	Parental Involvement and Engagement
<b>PKC</b>	Perth & Kinross Council
<b>PRD</b>	Professional Review and Development
<b>PSE</b>	Personal and Social Education
<b>PU</b>	Professional Update
<b>QI</b>	Quality Indicators
<b>QIO</b>	Quality Improvement Officer
<b>QIR</b>	Quality Improvement Review
<b>RMPS</b>	Religious, Moral and Philosophical Studies
<b>SCQF</b>	Scottish Credit and Qualification Framework
<b>SDS</b>	Skills Development Scotland
<b>SEBA</b>	Significant Emotionally Based Absence
<b>SEBN</b>	Social, Emotional and Behavioural Needs
<b>SEF</b>	Strategic Equity Fund
<b>SEL</b>	Social and Emotional Learning
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>SLIP</b>	Service Level Improvement Partnership
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TRIC</b>	Tayside Regional Improvement Collaborative
<b>UHI</b>	University of the Highlands and Islands
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>WAC</b>	Wraparound Care
<b>WFWF</b>	Whole Family Wellbeing Fund