Education Improvement Plan
2020/21
## Contents

1. Introduction ........................................... 3
2. National Context ........................................ 6
3. Local Context ........................................... 7
4. Key Achievements and Performance 2019-2020 .... 10
5. Key Areas of Focus for Session 2020-2021 ......... 16
6. Education Improvement Plan ......................... 17
1 Introduction

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

**COVID-19 Pandemic - Impact on Education and Planning for 2020-2021**

In response to the COVID-19 Pandemic, the Scottish Government announced the closure of all schools and early learning and childcare provision from Friday 20 March 2020.

Following the closure, learning for children and young people continued from home. In Perth & Kinross Council (PKC), school staff worked tirelessly to develop and improve the ways in which this was delivered, to ensure that parents and carers were able to support learning, and that children and young people had learning experiences which were adapted to suit their needs. In addition, over the period of lockdown, critical childcare for key workers and vulnerable children was provided seven days a week and over holiday periods.

On 23 June 2020, the Deputy First Minister announced that the aim of the Scottish Government was that schools return full-time in August 2020. Education & Children’s Services developed a [Local Delivery Plan](#) to support the implementation of a full-time return to schools and ELC in August 2020, aligned to Scottish Government and Public Health advice.

Pupils returned on a phased basis on 12, 13 and 14 August 2020, according to the plans schools and ELC settings put in place to suit their contexts. All pupils who could do so then returned full-time on Monday 17 August 2020.
1 Introduction

Planning for Session 2020-2021

The school Improvement Planning and evaluation process for session 2020-2021 was paused during lockdown, to allow schools and the education authority to plan for the safe return for pupils in August 2020. On 30 July, the Scottish Government published national guidance on preparing for the start of the new term:

“It is the Scottish Government’s intention that all children and young people, in all year groups, will return to school full-time from the autumn term in August so as to benefit once again from all that school brings to their lives. There is increasing concern around the negative impact of school closures on children and young people’s wellbeing. The wellbeing of all children, young people and staff should be the central focus when preparing for the reopening of schools...We do not however expect the return to school in August to be a return to normality.”

The published guidance also provided a clear description of the principles and focus of Improvement Planning and Reporting for this session:

“...planning for 2020-2021 should focus on recovery, and then continuity of provision under these changed circumstances.

There will be a continued emphasis on issues such as: supporting student and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities; identifying gaps in learning; and a renewed focus on closing the poverty-related attainment gap. In particular, there should be a focus on what can be done to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people.

Schools and local authorities should also complete annual reporting, as a record of progress towards meeting improvement priorities up until the period when schools closed on 20 March 2020. It is important to capture the impact of work which has been undertaken during this academic session.

Effective school and local improvement plans are also essential to ensure that the improvement activity, which will be set out in the 2021 National Improvement Framework, will be informed by local and school-level priorities, and that it will reflect the school and local authority response to supporting children, families and school communities throughout the COVID-19 crisis and beyond.”

Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020
Scottish Government, July 2020
1 Introduction

Purpose of the Education Improvement Plan 2020-2021: Reconnection, Recovery, and Renewal

In order to ensure improvement planning for all Perth and Kinross schools and ELC settings in session 2020-2021 respects the principles and focus outlined by the Scottish Government Guidance, improvement planning was undertaken by all schools and ELC settings early in term one. This is a one-off improvement planning process which plans for August 2020 until January 2021. It takes into account the recovery planning work undertaken in June 2020.

The Scottish Government Guidance outlines the requirement for all schools and ELC settings to evaluate their progress and impact to March 2020. All schools and establishments submitted self-evaluation documentation in line with this request and they have also reported on progress to parents in June 2020 through their Standards and Quality Reports (SQR).

In order to take into account of the impact of the period of school closure and learning at home, all schools and ELC settings were asked to take some time to reflect on their experiences, challenges and successes of recent months. Schools and ELC settings were asked to identify good practice and what worked well for them during this period with a view to determining how this can be built upon or adapted to support continuous improvement. This reflective process is of critical importance to ensure that schools and ELC settings can adapt quickly and successfully to the changing dynamic of the COVID-19 pandemic.

Each school and nursery have now prepared and published their individual School or Centre Improvement Plans, in collaboration with their children and young people, parents/carers, and partners. We have read and agreed these plans and have taken them into account in preparing this Education Improvement Plan.

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

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

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

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

The 2020 National Improvement Plan restated that these priorities remain as the key focus for improvement.
3 Local Context

About Perth and Kinross

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

Around 11% of pupils are classified as being amongst the 30% most deprived in Scotland using SIMD. However, SIMD does not always accurately represent deprivation in a rural setting due to the dispersed nature of rural communities and using ACORN classification\(^1\) indicates that over a third of children and young people (6,000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 5 children live in poverty. In 2019, around 1,100 pupils (P4 and older) were registered for free school meals.

Nearly 1,400 Perth and Kinross pupils (7.5%) use English as an additional language. 48 home languages are experienced by school pupils, with Polish and Romanian the most common. 6,000 are recorded as having an additional support need, a third of all those in schools.

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

In 2019-2020, close to 1,400 teachers were employed by Perth & Kinross Council across all education sectors and the overall pupil to teacher ratio was 13:6, similar to the national figure.

About the Perth and Kinross Education Improvement Plan

“In everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these... and ensure a clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and self-evaluation.”

National Improvement Framework for Scottish Education: Achieving Excellence and Equity

In producing this plan, Perth & Kinross Council Education & Children’s Services has had due regard to the statutory guidance in the revised ‘Standards in Scotland’s Schools etc Act’ and the guidance relating to the impact of COVID-19 for this session.

\(^1\) ACORN categories 4 and 5
3 Local Context

The Education Improvement Plan outlines the high-level areas for improvement for all services and schools and is aligned to the PKC and community plans and the Tayside Regional Improvement Plan. Links have been made to the National Improvement Framework.

Our Vision

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

Perth & Kinross Council’s (PKC) Strategic Objectives

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

Education & Children’s Services Strategic Framework

During 2019, Education & Children’s Services used a collaborative process involving staff across the service to develop a new service Vision and Values, which built up over several iterations to produce a concise and focused statement:

Our Vision: Improving Lives Together

Our Values: Ambition | Compassion | Integrity

Aligned with this are the service’s strategic priorities, which draw from the Tayside Plan for Children, Young People and Families:

ECS Key Priorities (based on Tayside Plan)

- Best Start
- Learning and Achievement
- Health & Wellbeing
- Care and Equity
- Safe and Protected
This Education Improvement plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance. The range of evidence includes a report on the improvements we set out to achieve in our previous plan, our current performance against the priorities in the National Improvement Framework, self-evaluation activity across the service, feedback from stakeholders, our Extended Learning and Achievement Visits and improvement processes, and Education Scotland and Care Inspectorate Inspections of our nurseries and schools. It also takes into account the findings of the improvement activity within ELC settings, schools and provisions, as detailed within their SQR and Improvement plans.

The purpose of this Education Improvement Plan is to support individual nurseries, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward. The plan details expected outcomes and are organised under the headings of the National Priorities. It contains a list of high-level areas for improvement and outlines the actions we will take to achieve these. It is intended that each establishment should review these actions and use them to guide their planning to secure improvement relevant to their context.

Our plan reflects our vision for our children and young people, 'Improving Lives Together' and will be delivered in alignment with our core values of Integrity, Compassion and Ambition.

This process has ensured that our plan reflects where our schools 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.
4 Key Achievements and Performance 2019-2020

- There has been an improvement in the proportion of children meeting developmental milestones at age 27-30 months. Prior to joining primary school, around 1 in 5 children are assessed as not meeting at least one development milestone appropriate for their age.

- Attainment across literacy and numeracy at P1, P4, P7 and S3, based on teacher judgements of Curriculum for Excellence (CfE) levels, was not formally gathered in 2020. However, earlier information on predictions indicate that some progress continues to be made in all areas of literacy and numeracy and across all year groups, building on improvements seen in recent years.

- For school leavers, literacy and numeracy qualifications achieved continue to increase across both Scottish Credit and Qualifications Framework (SCQF) Levels 4 and 5. For Level 5 in numeracy, the latest figure remains slightly behind the virtual comparator, indicating continued focus is required. There are encouraging signs of the poverty gap closing for these indicators.

- Senior phase attainment for leavers continues to be good and above or at virtual comparator in most cases. However, poverty-related gaps remain evident in all areas of attainment. Leaver destination gaps remain but are narrowing slowly.

- Literacy and numeracy qualifications for looked-after children are improving, although these remain behind those of peers who are not looked after. Positive destinations for looked-after young people are also growing.

- Initial and follow-up school leaver destinations and 16-19 participation rates have grown further from an already high level, remaining one of the highest figures nationally.

- Exclusions from school continue to decline. Overall attendance is also slowly declining, but the unique circumstances surrounding this session with the Coronavirus pandemic led to increased school absence in the weeks before lockdown and this has affected overall annual figures.
4 Key Achievements and Performance 2019-2020

Progress Against the National Priorities and Drivers for Improvement 2019-2020

A detailed report on key achievements and performance against the national Priorities and Drivers for Improvement is available in the Education & Children’s Services Attainment Update 2019-2020: Report Appendix 1 Appendix 2.

National Priorities

### Improvement in Attainment, particularly in Literacy and Numeracy

- Teacher predictions at March 2019 indicated a projected increase in attainment for all areas across P1, P4 and P7 - an increase from 2018/19 and an increase over the past 3 years.
- S3 trends in literacy and numeracy across the measures indicate an improvement in performance over a 3-year period.
- Development of progression pathways with guidance and self-evaluation materials on track.
- Comprehensive package of universal and targeted CLPL, literacy and numeracy leaders’ programme and in-service delivered.
- Development of online professional learning SharePoint on glow.
- Well-established approach to monitoring and tracking progress in literacy and numeracy in place.
- A range of family learning programmes including family learning in numeracy, engaging parents in supporting writing at home and the use of maths circles with a number of schools have been delivered.

### Closing the attainment gap between the most and least disadvantaged children

- Attainment across literacy and numeracy across BGE based on teacher judgements was not formally gathered in 2020. However, earlier predictions indicate that some progress continues in all areas of literacy and numeracy and across all year groups, building on improvements seen in recent years.
- For school leavers, literacy and numeracy qualifications achieved continue to increase across both SCQF Levels 4 and 5. For Level 5 in numeracy, the latest figure remains slightly behind the virtual comparator, indicating continued focus required. There are signs of the poverty gap closing for these indicators.

(continued)
Beyond literacy and numeracy, senior phase attainment for leavers continues to be good and above or at virtual comparator in most cases.

A refreshed Raising Attainment Strategy and Implementation Plan has provided a stronger focus on targets for improvement and improved support to ensure PEF is used effectively.

The Emotional Health and Wellbeing for Children and Young People - A toolkit for staff, was launched across Tayside in August 2019 and work began on a Tayside Mental Health Strategy.

Piloting of ‘Counselling in Schools’ began, with liaison for procurement across Tayside and work with schools on defining needs. This included 40 secondary staff participating in training on understanding mental health.

The Tayside Substance Misuse Curricular Framework and the national resource for relationships, sexual health and parenthood (RSHP) were launched in 2019.

A range of parenting programmes including continue to be well-attended and evaluated. This included Strengthening Families and Community Cook-It.

In session 19-20, 524 pupils had work experience placements. This was impacted negatively by the COVID-19 emergency but remains part of a strong upward trend. These are SQA accredited.

There are strong and effective partnerships with Skills Development Scotland locally. The positive destination percentage in session 2018-19 was 97%. This is part of a long-term positive trend.

An innovative virtual Skills and Careers programme with key local and national partners entitled ‘Next Steps’ has been developed which is being rolled out in session 2020-21.

Increased numbers of Foundation Apprenticeships enrolled for session 2020-21 - part of an upward trend.
## Progress Against Drivers for Improvement

| School Leadership | Education Scotland inspections found most of our schools inspected to be good or better in the area of leadership of change and the majority to be good or above in learning, teaching and assessment and raising attainment and achievement.  

The Tayside Regional Improvement Collaborative (TRIC) has led the adoption of a common Leadership Development and Induction Programme for newly appointed Headteachers. Over 30 new Headteachers have participated in the programme and feedback has been very positive. It has also initiated a programme for newly appointed principal teachers entitled Collaborative Middle Leadership Programme to be offered in partnership with Education Scotland.  

Through the Middle Leaders Programme Principal Teachers from early years, primary and secondary have engaged with a programme that has been developing their leadership and management skills. 19 Principal Teachers have participated this year. |
| Teacher Professionalism | Schools have engaged with the resources from the draft ‘Excellent Relationships, Excellent Learning and Teaching’ policy. These identify the key features of highly effective practice for Relationships, Curriculum and Learning and Teaching, building capacity and promoting collaborative practices.  

A comprehensive offer of CLPL was provided for teachers from the Education Support Team, the Early Years Team and the Inclusion Team. Almost 3,000 practitioners engaged in 241 planned CLPL opportunities.  

The Perth and Kinross Education Professional Learning Community (PLC) and the Early Learning and Childcare SharePoint site have been created this session for school staff to access. There have been over 56,000 practitioners accessing these sites.  

The Education Support Team have shared Learning and Teaching Newsletters with over 2,500 people viewing them and have produced a number of presentations and updates for schools in the period of learning at home and full return to school. These have been viewed almost 3,000 times. We now have 9 Twitter accounts for different services, with almost 6,000 followers. |

(continued)
4 Key Achievements and Performance 2019-2020

| Teacher Professionalism (continued) | The Literacy and Numeracy Leader Programmes are part of the targeted packages, providing teachers with an opportunity to participate in high-quality and sustained professional learning in literacy and numeracy and undertake enquiry with other practitioners across schools/settings and Local Management Groups.  
17 schools took part in Learning Through Play Action Research initiative. This has been delivered through partnership working by the Early Years Team, Early Years Inclusion and Educational Psychology Service. |
|---|---|
| School Improvement | Schools worked within their school improvement activity aligned to plans until March 2020. In June 2020, in line with Scottish Government guidance, schools were supported to create and submit contingency plans for a part-time return to school. They then created further plans for a full return to school for session 2020-2021, which included a particular focus on the recovery process with the key priorities of pupil health and wellbeing and progress in literacy and numeracy.  
Schools also completed Standards and Quality Reports for session 2019-2020 which they published for parents and these included their evaluations of progress against national ‘How Good is Our School? 4’ quality indicators. Schools also completed and submitted self-evaluation documents recording progress with improvement priorities up until March 2020.  
The programme of school and service reviews continued until March 2020 and involved teams of officers and peer Headteachers. Between August 2019 and March 2020, 9 ELAVs, 7 LAVs, 4 School Improvement visits and 2 Inspection follow-ups were carried out by Quality Improvement Officers. This was as well as the scheduled term one visits to all schools and other regular visits throughout terms two and three to provide appropriate support and challenge. |
| Parental Engagement | Work continues to enhance approaches to engaging parents in their children’s learning and the wider life of the school. The development of the ‘Parental Involvement and Engagement Strategy’ continued throughout session 2019-2020 with the strategy being ready to launch.  
A range of parenting programmes continued to be well-attended and evaluated positively. |
### Parental Engagement (continued)
- Online Parent Council Network meetings were held virtually during lockdown, and were well-attended.
- There was an increased number of family learning opportunities undertaken and this will be a focus for further improvement.

### Assessing Children’s progress
- Training from SCHOLAR combined with the ongoing support of ECS colleagues has encouraged schools to use SNSA data diagnostically to support the planning of next steps in learning and alongside a wide range of other assessment information to discuss with parents how their child is progressing.
- To enhance confidence and accuracy in teacher professional judgement about achievement of a level, Quality Assurance and Moderation Support Officers (QAMSOs) from Perth and Kinross took part in national moderation events with Education Scotland colleagues and other local authorities. National moderation events provided QAMSOs with guidance and advice to support schools in sharing a standard of achievement of a level.

### Performance Information
- Schools are embedding their approaches in gathering and analysing attainment data across the school. They have used the attainment suite’s analytical tools to identify individual’s and cohorts’ gaps in learning. Schools are developing confidence in accessing comparator school data, which has enriched their analysis.
- This has also led to schools making connections with other schools with similar Acorn profiles. Schools are provided with a core set of information from the attainment suite to aid the school improvement process. Families of schools are now in place in primary schools.
- A new Closing the Gap planning tool has been designed to help the planning, tracking and evaluation of school-based interventions which includes the use of Pupil Equity Funding (PEF). This will support schools to target and track support and resources more effectively. This is being piloted in the current academic year 2020-2021.
- Improvement Methodology Sessions were delivered to school leaders. This supported the use of gap analysis and an action research model. Participants were encouraged to use research information including the Educational Endowment Fund in order to select appropriate interventions. Sessions were led by an Educational Psychologist, Quality Improvement Officer and Attainment Advisor, with additional support from the Analysis and Improvement team to engage with data.
5 Key Areas of Focus for Session 2020-2021

As a result of our self-evaluation activity and analysis of our performance, we have identified our key areas of focus for this plan:

- Implement the Raising Attainment Strategy and Action Plan 2020-2021. This strategy and action plan are the overarching policy documents for the Education Service in achieving the aims of the National Improvement Framework. In addition, we will:
  - implement Revised Education Improvement Framework;
  - implement Refreshed Leadership development and CLPL offer at all levels;
  - embed consistent use of the range of tools developed to ensure effective use of PEF;
  - implement Phase 1 of the Effective Relationships Effective Learning and Teaching Policy;
  - further support skills development in assessment, tracking and moderation across BGE;
  - identification of specific attainment and wellbeing gaps and set school and LA targets for improvement;
  - further development of CIRCLE approach in all establishments, and respond to recommendations from ASL Review;

- implement Counselling in Schools and work with partners to develop a mental health pathway and plan;
- fully implement 1140 Hours of ELC and review the Early Years Strategy;
- respond to the impact of COVID-19 and continue to renew approaches to supporting wellbeing and delivering high-quality learning and achievement;
- continue to review and embed the Digital Strategy, including the Virtual Campus and online learning and teaching approaches;
- continue to review and embed the Developing the Young Workforce Strategy taking cognisance of the Young Person’s Guarantee and the DYW Futures programme;
- support the development of Excellent Inclusive Practice across all schools and teams.
## National Priorities

- *Improvement in attainment, particularly literacy and numeracy.*
- *Closing the attainment gap between the most and least disadvantaged children.*

<table>
<thead>
<tr>
<th>NIF Drivers</th>
<th>Desired Outcomes</th>
<th>Planned Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
<td>Schools will perform in line or beyond national and local comparators.</td>
<td>Support and challenge establishments to raise attainment and reduce identified attainment gaps, through analysis of data, improved professional judgements, target setting and improved learning and teaching, using developments such as <em>‘Optimising Student Success’</em>; particularly for key equity groups.</td>
</tr>
<tr>
<td>Assessment of Children’s Progress</td>
<td>Improved attainment in literacy and numeracy from early years through Broad General Education and Senior Phase.</td>
<td>Continue to develop leadership opportunities for senior and middle leaders, including through the Regional Improvement Collaborative (RIC).</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td>An improvement in the attainment of disadvantaged children and young people.</td>
<td>Implement the Revised Education Improvement Framework.</td>
</tr>
<tr>
<td>School Improvement</td>
<td>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</td>
<td>Develop a consistent core data set across all schools, LMGs and Family Groups to set targets for improvement.</td>
</tr>
<tr>
<td>Performance Information</td>
<td>School <em>‘family and ELC groups’</em> will collaborate to contribute to achieving LA stretch aims.</td>
<td>Enhance capacity of senior staff and teachers in using tracking and monitoring tools including the developmental milestones, SNSA, the BGE Benchmarking Tool and Insight.</td>
</tr>
<tr>
<td>Parental Engagement</td>
<td>An increase in the percentage of schools evaluated as <em>‘good’</em> or better for raising attainment and achievement and leadership of change.</td>
<td>(continued)</td>
</tr>
</tbody>
</table>
### National Priorities

- *Improvement in attainment, particularly literacy and numeracy.*
- *Closing the attainment gap between the most and least disadvantaged children.*

<table>
<thead>
<tr>
<th>NIF Drivers</th>
<th>Desired Outcomes</th>
<th>Planned Actions</th>
</tr>
</thead>
</table>
| (continued) | School leaders and teachers will be well supported to utilise data set to assess, track and monitor pupil and class attainment and set targets for improvement. | Embed use of PEF Planning tool to evaluate impact of universal and targeted interventions aimed at closing identified gaps.  
Implement year 2 of 2-18 literacy and numeracy implementation plans.  
Complete the expansion of ELC to 1140 hours and Review the Early Years Strategy.  
Develop learning and teaching approaches to ensure implementation of Realising the Ambition and deliver of quality experiences/curriculum in early years settings and classrooms. |
### National Priorities

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

<table>
<thead>
<tr>
<th>NIF Drivers</th>
<th>Desired Outcomes</th>
<th>Planned Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Children’s Progress</td>
<td>An ethos of high expectations and achievement in every establishment.</td>
<td>Implement the Excellent Relationships and Excellent Learning and Teaching Policy.</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td>A culture of self-evaluation professional enquiry and continuous improvement in every establishment.</td>
<td>Implement the recommendations from the review of the BGE S1-3 curriculum.</td>
</tr>
<tr>
<td>School Leadership</td>
<td>A skilled and confident workforce.</td>
<td>Continue to collaborate with schools and centres on curriculum design to provide appropriate and flexible learning pathways for all.</td>
</tr>
<tr>
<td>Parental Engagement</td>
<td>Improvement in consistent high-quality approaches to learning and teaching including differentiation, pace and challenge.</td>
<td>Embed approaches to Developing the Young Workforce and particularly the Career Education Standard and Career Management Skills.</td>
</tr>
<tr>
<td></td>
<td>Improvement in the experience of children and young people.</td>
<td>Continue to expand the Senior Phase offer, including vocational qualifications, to ensure breadth of choice and quality positive and sustained destinations.</td>
</tr>
<tr>
<td></td>
<td>Young people will fully experience a curriculum that is reflective of the design principles and contexts of CfE and develops high levels of skills for learning, life and work.</td>
<td>Review the Digital Learning and Teaching Strategy to respond to the impact of COVID-19.</td>
</tr>
<tr>
<td></td>
<td>Young people experience a Senior Phase curriculum that is personalised and creative that enables smooth transition from school to positive destination.</td>
<td>Continue to support schools and work with partners in Developing the Young Workforce.</td>
</tr>
</tbody>
</table>
## National Priorities

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

### NIF Drivers | Desired Outcomes | Planned Actions
--- | --- | ---
(continued) | | |
Transitions for all, including those with complex needs, are well-planned and timely, leading to increased number and range of positive destinations. | | Develop DYW Strategy including the implementation of the Young Person’s Guarantee.  
Develop stronger planning pathways for vulnerable children and young people moving onto transitions beyond school.  
Consult and seek feedback on draft Parental Engagement Strategy.  
Families will have increased opportunities to attend evidence-based family learning programmes in ELC communities across Perth and Kinross. |
An increase in the percentage of schools evaluated as ‘good’ or better for learning, teaching and assessment | |
Digital technologies will improve and enhance the learning experience and further develop digital skills in children, young people and staff. | |
Higher levels of parental engagement in their children’s learning and in the life of the school. | |
## National Priorities

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

<table>
<thead>
<tr>
<th>NIF Drivers</th>
<th>Desired Outcomes</th>
<th>Planned Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Children’s Progress</td>
<td>Learners’ experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential. A curriculum which enables all children and young people to be successful, confident, responsible and effective in school and in their community. Strong partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination. A skilled and confident workforce ensures a positive culture in health and wellbeing in every school and service, based on excellent relationships. An increase in the percentage of schools evaluated as ‘very good’ or better for ensuring wellbeing, inclusion and equality.</td>
<td>Provide high-quality professional learning opportunities for all staff in learning, teaching and assessment, inclusion and nurturing approaches. Further develop the capacity of inclusion services to respond to complex needs, continuing with the CIRCLE approach to support excellent inclusive practice for all schools and through the ‘Nurturing PKC’ project build a flexible outreach team while developing whole school nurturing approaches. Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all establishments. Strengthen evaluation and analysis of a range of evidence to ensure continuous improvement. Implement the Corporate Parenting Plan and Young Carers Act as they pertain to Education. Implement an agreed framework for staff wellbeing, supporting a sustainable embedded model of wellbeing support.</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
### National Priorities

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

<table>
<thead>
<tr>
<th>NIF Drivers</th>
<th>Desired Outcomes</th>
<th>Planned Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(continued)</td>
<td>Children and young people have their needs met through consistent and effective identification of barriers to learning and implementation of robust outcome-based plans.</td>
<td>Address the recommendations of the national Additional Support for Learning Review.</td>
</tr>
<tr>
<td></td>
<td>Increase attendance rates in our schools, and reduce exclusions, especially for looked-after children.</td>
<td>Implement Counselling in Schools with robust implementation and evaluation.</td>
</tr>
<tr>
<td></td>
<td>Reduce numbers of V &amp; A incidents.</td>
<td>Implement the Health and Wellbeing Strategy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue work with partners to develop a mental health pathway and plan, building on the Tayside Mental Health strategy development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate performance and interventions to support the needs of children and young people with social, emotional and behavioural needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Further develop robust evaluation of the impact of interventions including parenting programmes, the Solihull approach, Bounce Back, attendance, nurture, CALM and restorative approaches.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improve quality and standard of holistic assessment and planning to support children and young people’s learning needs, and strengthening engagement of parents and carers.</td>
</tr>
</tbody>
</table>
All Council Services can offer a telephone translation facility.

www.pkc.gov.uk

(PKC Design Team - 2020226)