



Education Improvement Plan 2025/26

A Perth and Kinross where everyone can live
life well, free from poverty and inequality

**Enabling
children and
young people
achieve full
potential**

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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 socioeconomic 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 2025/26

The 2025/26 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 (PKC) Education and Learning (EandL) 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'.

There is a well-established quality improvement process in Perth and Kinross schools. There are a range of frameworks including the Quality Improvement Framework which support 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, a planned programme of school visits and Quality Improvement Reviews (QIR).

Each school and Early Learning and Childcare (ELC) setting prepared and published their individual School or ELC Setting Improvement Plan for 2025/26 in collaboration with their children and young people, parents/carers and partners.

These school and establishment-level plans along with our analysis of performance in delivery of attainment and achievement, data on equity gaps, information on future risks and pressures, and evidence of impact against the actions set out in the 2024/25 Plan inform the Education Improvement Plan for 2025/26. 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.

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

[Education – achieving excellence and equity: National Improvement Framework 2025](#) (NIF) was published in December 2024 and sets out the national vision, key priorities and educational outcomes for children and young people.

The vision for education in Scotland is to be ambitious, inclusive and supportive in order to deliver:

- excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards they can
- achieving equity: ensuring every child and young person has the same opportunity to succeed

The priorities set out within the NIF remain the same as in 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 achievement, particularly in literacy and numeracy

The Scottish Government has set out its expected outcomes of the framework. These are:

- a globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive; the system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy
- young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach
- inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all
- high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap
- highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs
- improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all
- an education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality

These outcomes frame the structure of this report.

[The Education and Skills – National Improvement Framework 2025: Improvement Plan](#) published in January 2025 sets out the actions that will be taken to deliver these outcomes, the evidence to support them and how progress will be measured.

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 2025/26 will be guided by these themes and by several recent reports. The most influential of these are listed below:

- [The Education and Skills – National Improvement Framework 2025: Improvement Plan](#)
- [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

Perth and Kinross is home to approximately 30,000¹ children and young people up to the age of 19. This is a reduction of 6.7% since the previous census undertaken in 2011. Around 3,000 children attend publicly funded ELC settings (local authority, private, third sector and not for profit ELC providers and childminders), just under 10,000 children are in 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.



Almost 7,000 children and young people, 39% of all those in schools are recorded as having an additional support need. Sixty-four children and young people attend Fairview Special School, and 338 children and young people attend Intensive Support or Social, Emotional and Behavioural Needs (SEBN) Provisions (154 primary/184 secondary).

¹ Census 2022 Key Findings – Population and Housing; [Microsoft Power BI](#)

At the point of the 2024 census², 1410 FTE teachers were employed by PKC and partners across all education sectors and the overall pupil to teacher ratio (schools) was 13.0:1, slightly lower than the national figure of 13.3:1. In addition, there are around 385 FTE support staff working in schools. This figure includes Pupil Support Assistants, Primary School Support Workers and Primary School Support Assistants.



Economy

In Perth and Kinross in 2023, the motor trade (wholesale and retail) and associated garage services and accommodation and food services are the largest employment sectors with a total of 18,000 employees between them (9,000 in each sector). The health and social care sector employs around 8,000, with manufacturing and construction a further 9,000³.

Of a total of 63,000 jobs, 44,000 (69.8%) are full-time which is slightly higher than the national average of 67.3%.

The number of claimants of out-of-work benefits in January 2025 was 2,140 which equates to 2.3% of the total population, lower than the Scottish national average of 3.1% and the UK average of 4.1%.

² Summary Statistics for Schools in Scotland 2024; <https://www.gov.scot/publications/summary-statistics-for-schools-in-scotland-2024/>

³ 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/labour-market-profile)

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 just under a third (28%) of children and young people on our primary and secondary school roll (5,480 pupils) are in households subject to some level of deprivation (within ACORN 5/6 categories).

In 2024/25, 1,469 pupils (P6 and above) were registered for free school meals. This is an increase of 144 (10.9%) on 2023/24. This increase may in part be due to increased promotion of the free school meal entitlement within school communities. By the end of 2024/25, 2,242 pupils received a clothing grant (around 12.6% of the roll). This represents a small decrease of 77 (-3.3%) on 2023/24.

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 (16.2%) are workless, and for those in work, low pay remains an issue in some sectors of the local economy.

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

Children and young people with additional support needs

Within PKC schools and ELC settings, the number of children and young people with ASN has increased over recent years. At the time of the 2024 Pupil Census in September, 39% of all children and young people (6,973) in schools were recorded as having an ASN. The definition of ASN is broad, in line with the Education (Additional Support for Learning) Act 2004. The most frequently reported ASN is Social, Emotional and Behavioural Needs, with 2,183 children and young people recorded under this category. This was an increase of 17.1% on the number recorded the previous year. Other notable increases were Autism which was up 15.3% (685 children and young people), communication support needs up 23.4% (484 children and young people) and mental health needs up 16.4% (418 children and young people).

The numbers of children and young people with English as an Additional Language (EAL) recorded at census in 2024 was 1,424, an increase of 13.8% from the previous year. In total, 58 home languages are experienced by these children and young people, with Polish and Romanian the most common.

The total number of Looked After children and young people (LAC) that PKC has Corporate Parenting responsibility for was 247 at census date on 31 July 2024. This is less than the comparator local authority average rate and less than the Scotland average rate.

⁴ [Children's Social Work Statistics: Looked After Children 2023/24 – gov.scot](#) (Table 3.3) Data as @ 31 July 2024

The number of care-experienced children and young people (CECYP), which is a broader definition and includes previously LAC, was 374. This figure includes 67 CECYP who accessed education in PKC and are Looked After by other local authorities.

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 the development of supports through the Whole Family Wellbeing Fund (WFWF) and Strategic Equity Fund (SEF). The increasing levels and complexity of need outlined above is driving the review of policy, processes, resources, partnerships and built environment under the current ASN Transformation Programme.

Key achievements and performance 2024/25

Our planned outcomes in the 2024/25 Education Plan were focussed 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/carers involvement and family learning
- Curriculum and assessment
- School and ELC improvement

Improvement Theme 1 – Learning and Teaching/Curriculum

Overall, schools and ELC settings in PKC perform well and deliver high-quality education. Children and young people experience a curriculum which considers equity and excellence with work ongoing to ensure due consideration to the cost of the school day. All schools are increasingly effective in their use and analysis of data for improvement. Young people experience a senior phase curriculum which is personalised and creative, and responsive to location and national demands.

Planned Outcome: 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.

Planned Action	Progress
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.	Quality assurance processes including Quality Improvement Reviews and Term Visits indicate that implementation of the framework has had a positive impact on the quality of learning and teaching. There is increased evidence of teacher engagement and increased accuracy in quality judgements during lesson visits.
Deliver whole school learning and teaching professional learning programmes – Inspiring Schools – Model of a Learning Experience and Assessment to Improve Learning and Teaching.	Inspiring Schools – Model of a Learning Experience and Assessment to Improve Learning and Teaching completed. Feedback indicated a significant positive impact on both staff and learners.

Planned Action	Progress
	15 teacher leaders across 9 schools involving approximately 100 practitioners. All participants agreed or strongly agreed that the programme strengthened their knowledge, understanding, confidence and/or skills and rated the programme as good or excellent.
Develop and share with school leaders a 'Toolkit for Leading Change and Improvement in Learning and Teaching'.	Universal and tailored professional learning was delivered to support Leadership of Change and Improvement in Learning and Teaching.
Embed consistent approaches to planning across all ELC settings to ensure robust systems for planning cycle including assessment tracking and moderation.	Almost all (94%) of PKC ELC settings have effective approaches to planning in place informed by the PKC 'Consistent Approaches to Planning' guidance document. Almost all ELC settings inspected by Care Inspectorate in 2024/25 met the national standards for QI 1.3 for Play and Learning.
Develop and launch a framework for the delivery of learning in health and wellbeing for schools and ELC settings.	Good progress had been made in developing practice to underpin the framework with consultations now complete. The development of an interactive tool to support data analysis is underway. The framework will be completed in 2025/26.
Finalise and launch the Learner Participation Framework 2-18 to outline expectations and recommendations for all schools and ELC settings.	Will be carried forward – delivery likely in September 2025.
Provide supporting guidance to schools in the implementation of relevant elements of the UNCRC Act 2024.	Support and guidance have been provided with resources published.
Develop a Play Framework to support school approaches to learning through play across BGE.	Padlet of resources have been created. Learning and Teaching Framework is being reviewed and amended to incorporate playful approaches to learning and teaching across the BGE.
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	Parental Involvement and Engagement case studies have been collated and will be shared during 2025/26. Training has been shared with trainers.

Planned Action	Progress
promotion of a directory of effective family learning experiences.	

Planned Outcome: By June 2025, attainment in literacy will have improved across the BGE.

Planned Action	Progress
Continue to support schools in implementing expectations and recommendations within the Literacy 2-18 Framework.	The percentage of P1, 4 and 7 pupils achieving expected levels in literacy has increased to 74% maintaining a steady upward trajectory since 2020/21 (65%).
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.	All central training for reading, talking and listening, Explicitly Teaching Text Types and National Improving Writing has been completed. Outcomes are reported in overview of the year.
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>Ongoing support to ELC settings been provided through training programmes and individual support identified through risk profile and tracking data.</p> <p>The percentage of children achieving their expected milestones from data gathered in May 2025 is 78% increase of 2% from May 2024 (76%). This data includes all children leaving ELC who are transitioning to Primary 1 in August 2025 at a local authority or independent School within and outwith PKC. Speech and Language 89%, Emotional Development 87% and Fine Motor Skills 90% have increased by 2% from previous year.</p> <p>Evaluations showed that 89% of Communication Champions have engaged with the materials to increase their confidence to support children's speech, language and communication skills.</p> <p>62% of ELC settings undertook a small test of change using a PDSA to identify and improve an aspect of communication and language. All reported an improved ability to track and monitor core language skills and use the data to make a</p>

Planned Action	Progress
	<p>change. Practitioners reported an increased knowledge and confidence to create literacy rich language environments which have had a positive impact to improve talking and listening skills.</p> <p>Story Safari Pilot Programme delivered in 7 ELC settings in collaboration with EYFLP and ELC Practitioners. 72% completed evaluations reporting almost all children showed an increased engagement with stories, songs and rhymes. Increased use of vocabulary related to familiar story and increased ability to make independent choices.</p> <p>Almost all parents said they will use the Chatting Together Messages at home shared as part of the programme from the National Early Language and Communication (NELC) Project. PKC have been invited to share best practice related to this programme.</p> <p>Reading most days with their children increased by 33%. Parent reported a 38% increase in confidence in supporting their child's learning and development at home by the end of the programme.</p>

Planned outcome: By June 2025, attainment in numeracy will have improved across the BGE.

Planned Action	Progress
Continue to support schools in implementing expectations and recommendations within the Numeracy 2-18 Framework.	The percentage of P1, 4 and 7 pupils achieving expected levels in numeracy has increased to 80% maintaining a steady upward trajectory since 2020/21 (72%).
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>The ELC Maths Improvement Programme has concluded. 100% of settings evidenced increased attainment in progression to the benchmarks for IM focused groups on ELC tracker.</p> <p>The pilot Improving Numeracy project with Crieff PS is now complete. Teachers reported an increase in confidence in teaching and assessing, with learner confidence and motivation also increasing. There has been a 62% increase in achievement in first level number processes.</p>

Planned Action	Progress
	<p>16 schools participated in the Numeracy Schools programme, with ACEL data demonstrating a 5% increase in numeracy attainment for these schools. Teacher evaluations report an 18% increase in confidence in implementing high quality practice in maths and numeracy.</p> <p>Support has been provided for Primary Pupil Support Teachers to enhance their skills in supporting numeracy at the additional level in the staged levels of intervention.</p>

Planned outcome: By August 2025 key interventions will have improved attainment in core areas for identified vulnerable learner groups.

Planned Action	Progress
Monitor attainment of all Looked After children and young people and support schools to improve levels where appropriate.	<p>ELC tracker now accurately reflects care status for tracking and identifying interventions giving a clear focus for support where necessary. Interventions such as PRAISE, VTO, MCR Pathways, and youth work are supporting raising attainment for care-experienced children and young people.</p> <p>Care-Experienced Guidance has been shared with school outlining supports available.</p> <p>Secondary term visits review attainment with a particular focus on vulnerable learners.</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>All data is now accessible through Power BI enabling schools to review and analyse data.</p> <p>3-5 ELC Tracker for March 2025 has been updated to enable ELC settings to identify the stage level of intervention a child has been assessed at. This increases understanding of needs within a setting and supports transition work within and to school.</p> <p>ISP and Fairview monitoring and tracking tool launched. Standardised approach and linked to IEP targets and assessment. All actions will be monitored during session 2025/26.</p>

Planned Action	Progress
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>A group of headteachers piloted the tool with feedback provided to the Poverty Working Group.</p> <p>Support and Connect training will now be offered to school staff at the November in-service day to ensure staff are aware of appropriate referral pathways to connect parents to the most appropriate support to meet identified needs.</p> <p>Four schools are piloting the FORT (Faster Online Referral Tracker) system to ensure parents are able to quickly access help and support. Subject to a successful pilot this will be rolled out more widely during 2025/26.</p>

Planned outcome: By August 2025, there will be an increase in positive post school destinations and outcomes for all young people.

Planned Action	Progress
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.	Funding has been confirmed for the development of a fixed-term post to March 2027 to develop the workforce for the childcare sector. This action will therefore be carried forward.
Implement development structures, processes and networks to create better and more positive post 16 outcomes for young people.	<p>All settings that have been visited in a Quality Improvement Review have improved their practices in 16+. There is consistency in structures and processes with all schools following guidance to ensure planning and interventions support more positive post 16 outcomes for young people.</p> <p>Positive destinations have improved from 95.97% 2022/23 to 96.4% in 2023/24.</p>
Develop guidance and a programme of support to roll out use of the Compass App across secondary schools to improve early and effective transition planning for young people with additional support needs.	<p>A pilot has been undertaken by 2 schools.</p> <p>All PTs and Support DHTs have been introduced to Compass.</p> <p>Guidance for single and multiple agency planning is now available.</p>

Planned outcome: By May 2025, digital learning will be a key feature in every school and ELC setting's learning and teaching framework.

Planned Action	Progress
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.	<p>Work has been undertaken with the Primary Pupil Support Teachers to upskill and develop confidence in supporting children to access the curriculum.</p> <p>An assistive technology panel has been developed along with guidance to support school staff understanding of assistive technologies ensuring that learner needs are effectively met.</p>
Ensure all settings have examples of digital learning approaches within their own Learning and Teaching guidance.	<p>17 ELC Settings have undertaken the ELC Digital Improvement Programme.</p> <p>During session 2024/25, 10 ELC settings successfully completed the programme and a small test of change. 100% All ELC settings reported improved outcomes for children related to increase in use of digital skills.</p> <p>3 ELC settings achieved their digital play awards with one being accredited multiple digital awards.</p>
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.	<p>For primaries and secondaries, this action will be carried forward in discussion with QIOs to ensure that audit of approaches is undertaken during QIRs.</p> <p>A suite of resources has been provided to improve practitioner confidence in using technology to enhance the quality of learning, teaching and assessment. This has included training on assistive technologies delivered on in-service days; "Developing a Digital Toolkit" training as part of Numeracy programme, webinars on a range of topics and packages as well as bespoke support for Digital Champions and Child Protection Officers.</p>

Improvement Theme 2 – Inclusive Practice/ASN Transformation

Guidance, self-evaluation tools, support materials, and exemplars for all areas of key legislation have been provided to support ELC settings and schools to effectively implement key aspects of practice in line with legislative duties and national guidance. These are intended to support consistency of practice and ensure quality support for all children and young people.

The ASN Transformation Programme has made significant progress over the course of 2024/25 in reshaping our services to ensure that the needs of all learners can be appropriately met.

Planned outcome: 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.

Planned Action	Progress
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	<p>A revised 4-level Staged Intervention Framework, an ASN Assessment Framework and Child/Young Person's Plan (CYPP) Guidance were launched for implementation from August 2024. Implementation was supported by training across the year. A 3-year implementation programme was agreed as required.</p> <p>In June 2025, an initial CYPP audit was undertaken to identify future learning/professional development needs for 2025/26.</p> <p>At the same time refreshed Anti-Bullying Strategy was released, also for implementation from August 2025.</p>

Planned outcome: 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 additional support needs that require this level of provision.

Planned Action	Progress
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 progressed to establish ISPs where appropriate.	<p>ISP feasibility studies and options appraisals have been completed with statutory consultations underway. 3 new ISPs are due to open in August 2026.</p> <p>Phase 2 will be undertaken in 2025/26 along with commencement of a review of the SEBN Pathway.</p>

Planned Action	Progress
Further develop the pathway for neurodivergent children and young people, including producing guidance on Pathological Demand Avoidance (PDA) and identification of appropriate supports	PDA literature review has been completed with a consultation planned to review the findings.

Planned outcome: 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.

Planned Action	Progress
Collate and review actions as a result of feedback from schools (June 2024 audit).	Through consultation, schools have been provided with a visual map and outline plan of Relationships and Behaviour work with materials to prompt discussion. Consultations will take place in June to gather outcome feedback.
Develop an overarching CLPL introduction and complete video media tool for the Nurturing Relationships infographic.	The CLPL generic introduction has been drafted. Infographic voice over video has been completed and disseminated.
Develop Personal and Social Education (PSE) good practice guide and promote social and emotional learning tool kit.	The PSE pilot is complete and has been piloted in 2 schools. Will be launched with PT group and secondary schools in August 2025. SEL toolkit for Primary has now been completed and is being disseminated.
Provide support for the reducing challenging behaviour pilot work.	Following HT consultation and liaison with Reducing Challenging Behaviour group, an action research proposal has been sent to schools for engagement over 2025/26.
Undertake a needs analysis of PKC approaches and interventions relating to relationships and behaviour.	Initial needs analysis is complete. Follow-up focus group activity is planned for term 1.

Planned outcome: 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.

Planned Action	Progress
Support schools to embed use of universal assessment, planning and support through implementation and further development of resources (including the Universal Springboard and Boardmaker).	Universal Springboard Train the Trainer session has been undertaken with all PPSTs which has been cascaded to primary schools. Discussions underway regarding development for the secondary context.
Deliver a series of learning events to support embedding of the ASN Assessment Framework and guidance on implementation of the CYP Plan paperwork.	<p>All LMGs, centre leaders and peripatetic teams have engaged with development sessions regarding CYPP, Staged Levels of Intervention and the assessment framework. PPSTs trained as trainers and leading training in primary schools.</p> <p>Delivered a range of CLPL across different roles followed up with a series of check-ins. Positive feedback across the board from CLPL delivered. Focus upon leadership and quality assurance at school level.</p> <p>Audit of new plans informing professional learning for next session.</p> <p>Whole school approach - LMG professional learning offers. Inset day focus.</p>

Planned outcome: By April 2025, practitioners across schools, ELC settings, services and partner agencies will have enhanced their understanding of the GIRFEC 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.

Planned Action	Progress
Develop and launch GIRFEC Guidance.	The multi-agency GIRFEC e-module has been launched and is available across all agencies.
Support implementation of guidance through engagement sessions in all localities.	A multi-agency resilience matrix has been formulated and is being finalised. Further training has not yet been completed.
Develop a suite of training that can be accessed by partnership staff.	Guidance has been drafted but not yet finalised. A report and discussion about next steps is planned with relevant Strategic Leads.

Planned outcome: 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.

Planned Action	Progress
Provide training for additional staff delivering enhanced support.	More responsive CLPL plan informed by staff feedback has led to increased attendance, greater embedding in thinking of training, greater cascading in some schools. Team approach to both delivery and reception of training has led to greater consistency of practice.
Review P1/P2 classroom environments and make reasonable adjustments.	A range of resources have been provided to support reasonable adjustments. 90% of P1s have continued in placement, of these 15% have sustained place with reduced support.
Provide support for team around the school as required.	This action is ongoing involving a range of supports from different areas of the service.

Planned outcome: 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.

Planned Action	Progress
Develop a Staffing Standard for support staff in schools, simplifying structure and revising allocation process to reflect current context.	Revised Staffing Standard has been developed and agreed. Implementation will be in 2026/27 to ensure accuracy of data in relation to identified needs.
Provide clarity on roles and responsibilities of support staff.	Job descriptions are being finalised to ensure that Headteachers have clarity on roles and responsibilities but also have flexibility to meet identified needs within their schools.
Review allocations of support staff in schools against new Staffing Standard and confirm for period from August 2025 to 2028.	This action has been completed, but to ensure accuracy of the data which informs allocations, implementation has been delayed until 2026. A bridging plan has been implemented for schools where there has been a significant change in roll since the last allocation was implemented.

Improvement Theme 3 – Leadership of Change and Improvement

2024/25 has seen considerable change within Education and Learning, particularly with changes to the central leadership structure. Good progress has been made in aligning services with the revised structure which will facilitate a more agile and responsive service. It will also enable cross-sectoral working, improve communication and collaboration and effect change in the allocation of resource to more effectively meet identified needs. It will also support work with other PKC services who already work on a locality model, supporting relationship building and more effective collaborative working.

Planned outcome: 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.

Planned Action	Progress
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.	<p>An interactive data dashboard has been created which will support schools to ensure the accuracy of their data and support analysis of that data.</p> <p>Guidance for the recording of data has been created and disseminated to schools with follow-up training planned.</p>
Using interactive data analysis tools, develop a suite of reports with key data indicators such as the 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.	A range of dashboards have been created and shared with schools which enable school leaders to analyse their data. This has resulted in an improvement in the identification of gaps and improved tracking and monitoring of progress. This is evidenced in an improvement in data-informed self-evaluation and planning for improvement.
Provide support to schools and ELC settings to develop their universal level support based on data on additional support needs within their setting.	<p>Almost all ELC settings have increased confidence to analyse and use data to improve outcomes for children. Increased use of data to carry out small test of changes has been evidenced. The number of children meeting their milestones in May 2025 increased to 78% (2% increase on last year).</p> <p>ELC tracking information now includes identification of the children who are on a staged level of intervention. Tracker also now includes details of children who are care-experienced.</p>

Planned outcome: By June 2025, the professional learning offer will reflect the evolving needs of the workforce to support improvement of leadership at all levels.

Planned Action	Progress
EandL 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.	There is a range of evidence to demonstrate that our teams have streamlined the professional learning offers across 2024/25. This trend continues in our planning for 2025/26 with mechanisms in place to embed our process.
Through a variety of leadership forums, support school leaders to further develop skills in effective leadership of change and improvement.	<p>65 Senior Leaders (primary/secondary DHTs), Primary PTs and Centre Leaders attended a 'Being a 'Data' Leader- 'Deeper Dive' led by our Attainment Advisor. This learning was rated as excellent by 86% of those returning evaluations.</p> <p>21 Aspiring Leaders and PTs completed Ian Fraser's programme. All participants submitted a school-based task to demonstrate an aspect of strategic change.</p>

Planned outcome: By June 2025, the school improvement framework will be applied consistently and with rigour to ensure improvement in schools and ELC Settings.

Planned Action	Progress
Further review and develop tailored and intensive approaches for quality improvement work with schools.	<p>All schools received universal, tailored or intensive support this session.</p> <p>The tailored support has been successfully implemented within the leading change programme.</p>
Continue to provide inspection support and preparation including post-inspection follow-up visits for relevant schools and ELC settings.	Support has been provided to all schools subject to inspection by Education Scotland.
Increase number of school Quality Improvement Reviews over the year (10 primary schools, three secondary schools and two ISPs).	<p>There has been a significant rise in the number of QIRs this session, which has enabled central teams to undertake meaningful Quality Assurance and Quality Improvement work in collaboration with the school/setting.</p> <p>QIRs in secondary schools successfully validated schools' self-evaluation judgements.</p>

Planned Action	Progress
Provide quality assurance and support in schools and Intensive Support Provisions through targeted visits and action planning, prioritising tailored/intensive support.	<p>There has been an increased level of leadership professional learning and support for Intensive Support Provisions.</p> <p>Implementation of use of ICT within daily teaching with the completion of a toolkit and supporting resources.</p> <p>Curriculum review will be a focus for 2025/26.</p>

Improvement Plan 2025/26

Improvement Theme 1 – Learning and Teaching/Curriculum

Planned outcome: By June 2026, almost all schools and settings will have fully implemented the principles of the PKC Learning, Teaching and Assessment Framework leading to improvements in learning, teaching and assessment and as a result, improved outcomes for children and young people.

Planned Action	Timescale	How will we know?
Principal Teachers of Learning and Teaching will work with Local Management Groups to effect improvement in learning and teaching.	June 2026	A baseline survey in term 1 2025/26 will ask how many settings currently have a LTA policy/framework. Term visits and QIRs will determine progress. External scrutiny reviews from Care Inspectorate and HMI. Schools' evaluation of Quality Indicators
Schools will be supported to implement cooperative learning approaches to improve learning and teaching.	June 2026	
Evidence of progress will be gathered through a range of Quality Assurance activity including a range of Quality Improvement Reviews.	June 2026	
Play pedagogy will be embedded into the Learning and Teaching Framework	June 2026	

Planned outcome: By June 2026 targeted schools and children in Primary 1 classes will experience language rich environments daily which improve their talking and listening.

Planned Action	Timescale	How will we know?
Learning to Read in the Early Years National Programme from Education Scotland will be delivered in two schools.	June 2026	Improved attainment in expected levels of literacy.
Resources will be provided to improve the classroom environment and remove any barriers to children developing their talking and listening skills and early reading.	June 2026	

Planned outcome: By June 2026, all quality assurance of quality improvement work in ELC will reflect the Quality Improvement Framework for the early learning and childcare sectors.

Planned Action	Timescale	How will we know?
Paperwork and audits will be updated with the priorities from the Quality Improvement Framework for the early learning and childcare sectors.	September 2025	Paperwork and audits will reflect the priorities from the Quality Improvement Framework for the ELC sector.
Pilot two settings with robust approach using the updated paperwork.	March 2026	

Planned outcome: By June 2026, all schools and settings will have implemented the use of the Glasgow Motivation and Wellbeing Profile to provide an accurate local authority data set regarding all aspects of pupils' wellbeing to better meet their needs.

Planned Action	Timescale	How will we know?
By December 2025 all settings will use the GMWP tool.	December 2025	A baseline assessment will be undertaken in term 1 to determine who is currently using the profile. A follow-up analysis will be done later in the session.
Existing good practice will be shared with all schools via case studies.	June 2026	

Planned outcome: By June 2026, all schools and settings will engage in the work of the Curriculum Improvement Cycle and will implement initial curriculum actions that are required.

Planned Action	Timescale	How will we know?
All settings will engage with the Curriculum Improvement Cycles to ensure alignment across the curriculum.	June 2026	Baseline of how many practitioners are involved in CIC.
All settings will use data informed approaches to support curriculum planning ensuring that the curriculum offer more closely aligns with the needs and aspirations of young people.	June 2026	Data-informed improvement activity included within planning documentation.
Most ELC settings will benefit from a research informed approach to curriculum development and planning.	June 2026	Research informed improvement activity included within planning documentation.

Planned Action	Timescale	How will we know?
Senior Phase Pathways will be reviewed in each secondary school to ensure they meet all learners' needs.	June 2026	The review will identify any areas where pathways are not available, and plans will be implemented to ensure any gaps are closed.
A model for the delivery of Foundation Apprenticeships within PKC schools will be developed.	June 2026	New curricular pathways will become available to some young people through Foundation Apprenticeships.
The curriculum for children with complex and multiple additional support needs across specialist and mainstream settings will be further developed.	June 2026	Fairview (Special) School have been successfully implementing Equals, which forms a curriculum for children and young people with complex and profound ASN. This will be spread to support children and young people in ISPs from August 2026.

Planned outcome: By June 2026, positive progress will have been made against all local authority Stretch Aims for 2025/26 with a particular focus on: senior phase attainment; improvement in literacy and numeracy; and a sustained reduction over time in the Poverty Related Attainment Gap.

Planned Action	Timescale	How will we know?
Improve the system level partnership between central officers and school leadership to provide support and challenge focused on Raising Attainment.	June 2026	Improved performance against all stretch aims. Evidence of the poverty-related attainment gap being reduced.
Develop a professional learning module on Leadership for Success focused on key drivers of Raising Attainment to be implemented in all secondary schools during 2026/27.	December 2025	Improved senior phase attainment when compared with Virtual Comparator.
Provide support for schools and settings to improve attainment in numeracy, targeting schools where numeracy attainment is below 70% or where there is an identified gap between Q1 and Q5.	June 2026	Improvement in ACEL data for numeracy. Reduction in the poverty-related attainment gap.

Planned Action	Timescale	How will we know?
Provide support and professional learning for schools and settings on literacy programmes, specifically, National Improving Writing, Explicitly Teaching Text Types and Guided Reading.	June 2026	Improvement in ACEL data for literacy. Reduction in the poverty-related attainment gap.
Learning to Read in the Early Years National Programme will be delivered in two settings with a view to this being cascaded thereafter.	June 2026	Improvement in ACEL data for literacy.

Planned outcome: By March 2027, there will be an increase in recruitment in Early Years and Childcare sector through a co-ordinated approach to developing the workforce, including the young workforce.

Planned Action	Timescale	How will we know?
Funding has been confirmed for the development of a fixed-term post to March 2027 to develop the workforce for the childcare sector.	March 2027	Increase in positive destinations.

Planned outcome: By June 2026, the number of schools who receive good or very good evaluations for Quality Indicator 2.3, Learning, Teaching and Assessment, in HMI visits will improve.

Planned Action	Timescale	How will we know?
Further development of the Quality Improvement Framework.	June 2026	Improved evaluation of quality indicator 2.3 – minimum standard of good.

Improvement Theme 2 – Inclusive Practice/ASN Transformation

Planned outcome: By June 2026, all schools and settings will have a Learning, Teaching and Assessment policy that incorporates the use of CIRCLE and universal approaches to ensure that the needs of all learners are being met.

Planned Action	Timescale	How will we know?
Joint professional learning on the use and development of CIRCLE and Springboard.	June 2026	Annual return survey QIRs Term visits Self-evaluation of quality indicators 2.3, Learning, Teaching and Assessment and 3.1, ensuring Wellbeing, Equality and Inclusion
Develop secondary Springboard resource.	June 2026	
Ongoing CIRCLE implementation through alignment with quality improvement processes.	June 2026	

Planned outcome: By June 2026, PKC will have in place guidance and related support materials in respect of responding to behaviour in line with new national guidance and an agreed system for the monitoring of relationships and behaviour data across Education and Learning.

Planned Action	Timescale	How will we know?
Complete outline discussion paper for responding to behaviour.	June 2026	Improved understanding of the PKC approach to consequences and responding to behaviour. Reductions in DCVA reports. Reductions in exclusions. Evidence from QIRs, parental survey and focus groups.
Set up and meet with consultative group to agree principles.	June 2026	
Draft guidance for responding to behaviour	June 2026	
Consult on guidance, review, finalise, link to CLPL and disseminate.	June 2026	
Complete consultation on monitoring overview for Relationships and Behaviour in schools.	June 2026	
Finalise data sources and agree collection format and recipients.	June 2026	
Commence data monitoring and seek feedback on use and impact.	June 2026	

Planned outcome: By June 2026, there will be clear and identifiable pathways of support for children and young people with social, emotional and behavioural needs in both Primary and Secondary education which will more effectively meet their needs.

Planned Action	Timescale	How will we know?
A review will be undertaken to establish a clear pathway of support in line with staged intervention.	June 2026	<p>Improved attendance.</p> <p>Reduction in the number of young people on part-time timetables.</p> <p>Reduction in the number of exclusions.</p> <p>Improved confidence reported in staff supporting children and young people with social, emotional and behavioural needs.</p>

Planned outcome: By June 2026, teams supporting children and young people with additional support needs will be reorganised to a locality model ensuring that identified needs are appropriately supported through effective integrated working across schools and inclusion teams, supporting multi-agency delivery that is responsive to local context.

Planned Action	Timescale	How will we know?
Stakeholder collaboration.	June 2026	<p>Schools will be active partners in the development of the operational model.</p> <p>Key inclusion teams will be based as locality teams.</p>
An implementation plan to support a move to locality-based resourcing will be agreed.	June 2026	
Lead roles across the locality areas will be identified and posts filled.	June 2026	

Planned outcome: By June 2026, further work will be undertaken to ensure that learning environments supporting children and young people are appropriate for and meet their needs. This will include the introduction of new Intensive Support Provisions.

Planned Action	Timescale	How will we know?
Complete options appraisals and Statutory Consultations for additional Intensive Support Provision.	June 2026	Increase in number of secondary schools with an Intensive Support Provision.
Support the establishment of new ISPs.	June 2026	Increase in number of primary school clusters with an Intensive Support Provision. Reduction in number of staff reports of distressed, challenging, violent and aggressive behaviour.

Planned outcome: By November 2025, a refreshed GIRFEC approach will be established which will better support the needs of children and young people.

Planned Action	Timescale	How will we know?
Strategic Lead to be GIRFEC Lead for Education and Learning.	November 2025	Improved attendance. Reduced exclusion figures.
Creation of a joint approach with colleagues in Children's Services and Health.	November 2025	Reduction in number of staff reports of distressed, challenging, violent and aggressive behaviour. Improving soft data in key localities.

Planned outcome: By June 2026, transition frameworks will be in place to support successful ELC to Primary, primary to secondary and secondary to post-school transitions supporting learners at key points in their learning journey.

Planned Action	Timescale	How will we know?
ELC to Primary: Enhanced transition over summer holidays for identified pupils moving from nursery to Primary 1.	July 2026	Improved transitions between ELC and Primary have been facilitated by NTs and EYSTs. Shared reports and tracking data are also shared.

Planned Action	Timescale	How will we know?
Primary to Secondary: Development of a PKC P6–S2 Transition Framework that supports early, proactive, and legally compliant planning.	July 2026	A framework document available and utilised by all PKC schools.
Enhanced communication pathways between primary and secondary schools, families, and support services.	July 2026	Documented communication protocols. Family surveys. Improved consistency and early organisation of multi-agency meetings.
Consistent transition planning tools used across all PKC schools.	July 2026	A standardised transition planning tool, such as transition passport. Improved Quality assurance processes to show consistent use across schools.
Increased pupil voice in shaping their own transition experience.	July 2026	Case studies or testimonials show how pupil input has shaped practice.

Planned Action	Timescale	How will we know?
Secondary to post school: Creation of PKC 16+ Transition Framework that enables young people to have a more graduated approach as they move from school to employment, education or training.	July 2026	Transition Framework document complete and available.
Clearer pathway(s) for young people with complex additional support needs that do not meet the existing criteria for established pathways.	July 2026	Established pathway model.
Improved consistency of delivery of post school planning and preparation support for young people with significant additional support needs.	July 2026	Parental/Young adult survey (Low/no social work).
Compass App embedded to support post school transition.	July 2026	Compass App rollout programme.

Improvement Theme 3 – Leadership of Change and Improvement

Planned outcome: By September 2025, we will fully implement revised organisational structure aligning central officers with Perth City and Rural localities. This will enable cross-sectoral working, improve communication and collaboration and effect change in the allocation of resource to more effectively meet identified needs.

Planned Action	Timescale	How will we know?
Develop new organisational structure and communication and meeting plan outlining roles and remits across both teams.	September 2025	Increased planned opportunities to effectively collaborate across teams and sectors.
Define expectations for targeted and intensive support across City and Rural localities.	December 2025	Tracking of targeted and intensive support to schools demonstrating actions and impact overtime.

Planned outcome: School Leaders will be empowered to meaningfully engage in and lead whole system improvement priorities.

Planned Action	Timescale	How will we know?
Review and develop communication and engagement opportunities with HTs and Senior Leadership Teams.	August 2025	Increased engagement of school leaders with 3 EPPs through feedback from HT days.
Create calendar of engagement with senior leaders against the 3 education plan priorities.	August 2025	Increased opportunities and engagement for Senior Leaders to engage in system level change leading to improved outcomes.
Plan and implement ongoing consultation and co-creation of activity with school leaders.	March 2026	

Planned outcome: By June 2026, headteachers will have improved confidence in embedding and implementing effective Quality Improvement and Inclusive Practice processes to create conditions for improvement.

Planned Action	Timescale	How will we know?
Through a variety of leadership forums, support school leaders to further develop skills in effective leadership of change and improvement.	June 2026	Self-evaluation and improvements.

Planned Action	Timescale	How will we know?
Further review and develop tailored and intensive approaches for quality improvement work with schools.	June 2026	
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.	June 2026	

Planned outcome: Shared project with identified family group local authorities – Developing Leadership and Quality Improvement Capacity within and across our linked local authorities.

Planned Action	Timescale	How will we know?
To establish vision, aims and objectives of Quad 1b Improvement Priorities.	August 2025	Implementation Groups will be set up and operating.
<p>Implementation of Leadership Progression Pathways and professional learning offers across 4 Local Authorities to include:</p> <ul style="list-style-type: none"> • LA QIO and QIM Development Plan on quality assurance and improvement • sharing of Quality Improvement Agendas • opportunities for collaborative working across LAs • opportunities for senior staff to join Quality Reviews Teams inter-authority 	May 2026	<p>Strategic Group will meet with Education Scotland Representation.</p> <p>Leadership Development offer will be enhanced and enriched.</p> <p>Quality Improvement activity will involve partner local authorities.</p> <p>Leaders in Perth and Kinross will benefit in participation in Quality Improvement activity in partner local authorities.</p>
<p>Planned approach for staff to be involved in sharing practice events and visits through:</p> <ul style="list-style-type: none"> • establishment of HT networks for leadership and quality assurance visits across all 4 LAs 	May 2026	Improved self-evaluation.

Planned Action	Timescale	How will we know?
<ul style="list-style-type: none"> creation of Quality Improvement Officer networks to develop system leadership opportunities 		

Planned outcome: By June 2026, a Health and Wellbeing Strategy for the Education and Learning Workforce will have been developed. Working with school leaders, education staff, professional associations and other local authority services, this will engender a cultural transformation in support for the health and wellbeing of the education workforce.

Planned Action	Timescale	How will we know?
Create a local Health and Wellbeing Strategy for the Education Workforce.	June 2026	Improved attendance. Improved feedback from employee surveys. Improved recruitment and reduced attrition. Improved results from union surveys.
Establish best practice model for communication to and within schools.	April 2026	
Review of the number of fixed term contracts for teaching and single status staff.	June 2026	
Raise awareness of resources to support staff wellbeing and offer corporate wellbeing programme on an in-service day.	June 2026	
Develop or commission continuing professional learning specific to the identified HWB needs of the education workforce.	May 2026	
Offer programme of trauma-informed professional learning for staff at a range of levels.	June 2026	

Planned outcome: By August 2026, a Digital Strategy for Education and Learning will have been developed, presenting a shared digital vision for 2026 to 2030.

Planned Action	Timescale	How will we know?
Establish team to lead this work.	August 2026	Strategy published. Staff engagement. Baselines established.
Undertake stakeholder consultation using collaborative approaches.	August 2026	
Develop a programme of CLPL activity to support the implementation of approaches contained within the strategy.	August 2026	

Planned outcome: By June 2026, practitioners across ELC settings will be confident in using the new Quality Framework and self-evaluation will be consistent with the new shared quality indicators.

Planned Action	Timescale	How will we know?
Update all ELC paperwork for Quality Improvement Reviews.	June 2026	Improvement in the quality of self-evaluation documentation.
Update all self-evaluation paperwork and Padlet to reflect the new framework.	June 2026	

Planned outcome: Over the course of 2025/26, there will be a renewed focus on supporting attendance in secondary schools with the aim of increasing attendance from the current level of 88% to 90% and a reduction of 2% in the gap between young people living in areas of lowest and highest levels of deprivation.

Planned Action	Timescale	How will we know?
All schools will ensure that the Staged Intervention Framework for Attendance is fully embedded in attendance monitoring processes.	June 2026	Improved levels of attendance.
National attendance programme work completed by 5 secondary schools with results published.	June 2026	
Work with partners across all sectors to reduce the number of young people on part-time timetables.	June 2026	

Planned Action	Timescale	How will we know?
Promotion of third sector supports for young people and their families to remove barriers to attendance.	June 2026	

Planned outcome: By June 2026, all schools will have been provided with appropriate support to ensure that staff are using recently developed data tools, that they understand the data contained within and are confident in the interpretation and use of that data to inform improvement.

Planned Action	Timescale	How will we know?
Professional learning will be provided through leadership programmes and support provided during school visits in 2025/26.	June 2026	Analytics from Power BI. Improved evidence of data-informed decision making in Quality Improvement Plans. Internal review is validated by external scrutiny.
Help videos and supporting guidance for each data tool will be provided for all schools.	June 2026	
Targeted individual support will be provided as required.	June 2026	

Planned outcome: By June 2026, all schools and settings will be supported to ensure that priorities identified in quality improvement and planning documentation are informed by robust data-informed self-evaluation which incorporates the views of all stakeholders including the voice of children and young people.

Planned Action	Timescale	How will we know?
Quality assurance of key Quality Improvement Framework documents to collate key findings of NIF gradings and key themes for improvement.	June 2026	NIF grading summary. Key priorities summary. Data review aligns with identified improvement targets.
QIF documents reviewed to ensure data aligns with Improvement targets.	June 2026	
QIF documents reviewed to ensure stakeholder engagement and pupil voice.	June 2026	

Appendix 1 – Glossary of Terms

Acronym	Meaning
ACEL	Achievement of Curriculum for Excellence Levels
ACORN	Geodemographic Segmentation of the UK's population
ASN	Additional Support Needs
BGE	Broad General Education
CECYP	Care-experienced Children and Young People
CIC	Curriculum Improvement Cycle
CLPL	Career Long Professional Learning
CYPIC	Children and Young People Improvement Collaborative
CYPP	Child or Young Person's Plan
DCVA	Distressed, Challenging, Violent or Aggressive Behaviour
DCVA	Distressed, Challenging, Violent or Aggressive
DHT	Depute Headteacher
DYW	Developing the Young Workforce
EandL	Education and Learning
EAL	English as an Additional Language
ELC	Early Learning and Childcare
EPP	Education Plan Priorities
EYST	Early Years Support Teacher
FORT	Faster Online Referral Tracker
FTE	Full-time Equivalent
GIRFEC	Getting it Right for Every Child
GMWP	Glasgow Motivation and Wellbeing Profile
HMI	His Majesty's Inspectorate

Acronym	Meaning
HT	Headteacher
HWB	Health and Wellbeing
ICT	Information and Communication Technology
IM	Improvement Methodology
ISP	Intensive Support Provision
LA	Local Authority
LAC	Looked After Child
LMG	Local Management Group
LTA	Learning Teaching and Assessment
NELC	National Early Language and Communication
NHS	National Health Service
NIF	National Improvement Framework
NT	Nursery Teacher
ONS	Office for National Statistics
PDA	Pathological Demand Avoidance
PEF	Pupil Equity Fund
PISA	Programme for International Student Assessment
PKC	Perth and Kinross Council
PPST	Primary Pupil Support Teacher
PSE	Personal and Social Education
PT	Principal Teacher
QI	Quality Indicators
QIF	Quality Improvement Framework
QIO	Quality Improvement Officer

Acronym	Meaning
QIR	Quality Improvement Review
SAC	Scottish Attainment Challenge
SCQF	Scottish Credit and Qualification Framework
SDS	Skills Development Scotland
SEBA	Significant Emotionally Based Absence
SEBN	Social, Emotional and Behavioural Needs
SEF	Strategic Equity Fund
SEL	Social and Emotional Learning
SIMD	Scottish Index of Multiple Deprivation
UHI	University of the Highlands and Islands
UNCRC	United Nations Convention on the Rights of the Child
VTO	Voluntary Tutors Organisation
WFWF	Whole Family Wellbeing Fund

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