



Education and Learning

Review of 2024/25

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

Enabling
children and
young people
achieve full
potential

Contents

Progress Report 2024/25	3
Outcome 1	3
Inspection summary and feedback from Care Inspectorate and Education Scotland	3
National thematic inspection	5
Internal evaluation	5
United Nations Convention on the Rights of the Child (UNCRC)	6
Outcome 2	7
Outcome 3	11
Outcome 4	14
Progress towards Stretch Aims 2025/26	14
Outcome 5	21
Inclusive practice	21
Staged levels of intervention	21
Professional learning	24
Outcome 6	25
Supporting attendance	25
Staff reporting of behaviours in schools	26
Nurturing Relationships	29
Restorative Approaches	31
Outcome 7	32
Appendices	35
Appendix 1 – PKC Corporate Priorities	35
Appendix 2 – School self-evaluation of quality indicators	36
Appendix 3 – Glossary of Terms	40

Progress Report 2024/25

In a change to previous years, the new strategic outcomes from the [National Improvement Framework](#) (NIF) will provide the structure for reporting on the progress achieved in Education and Learning during 2024/25.

Specific progress on the planned actions included in the Education Improvement Plan 2024/25 will be reported in the accompanying report.

Outcome 1

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.

Inspection summary and feedback from Care Inspectorate and Education Scotland

Overall, schools and Early Learning and Childcare (ELC) settings in Perth and Kinross Council (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.

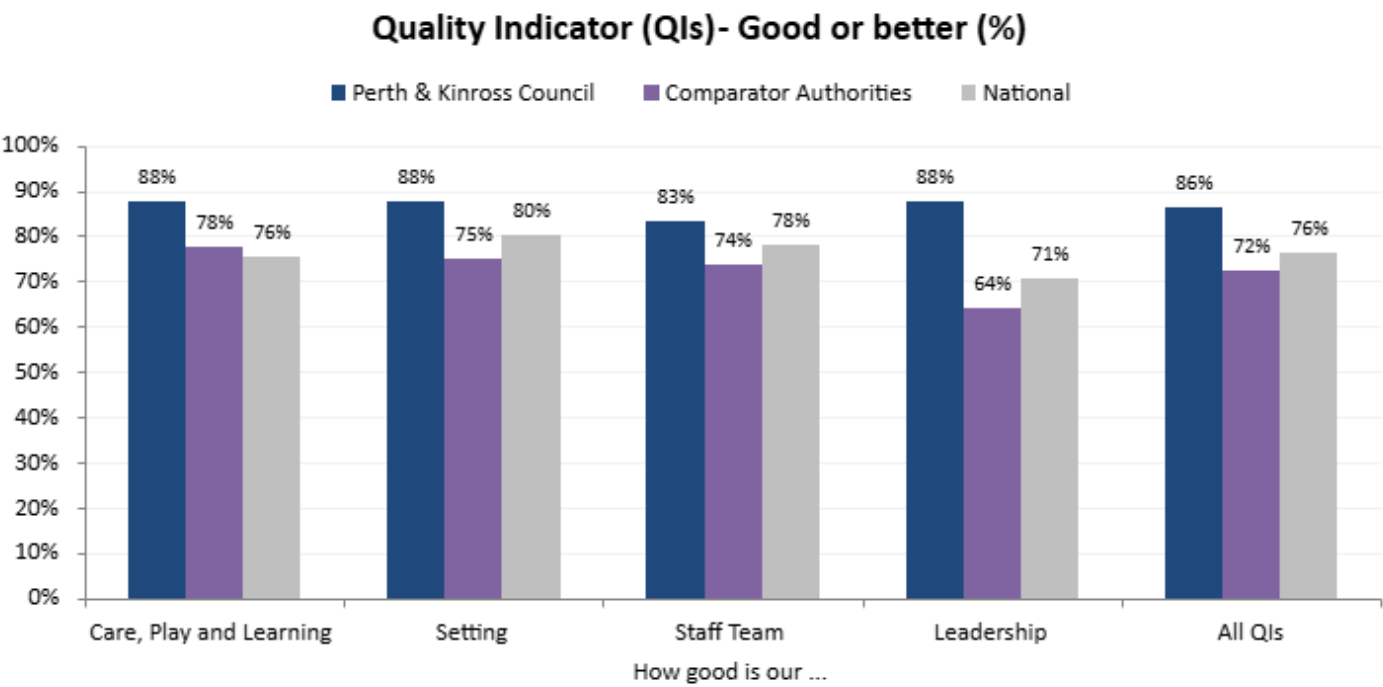


Inspection performance data shows that ELC settings and primary schools achieve evaluations above both comparator authorities and the national average. Care Inspectorate inspection data shows a similar picture, with PKC outperforming comparator and national benchmarks.

There is an expectation of good or better for all school evaluations. In schools where this is not the case, plans are in place to support improvement.

Data from Care Inspectorate Day of Care of Children Inspections undertaken in 2024/25 demonstrates that in all Quality Indicators, Perth and Kinross settings outperform comparator authorities and when compared with the national picture.





	PKC	Comparator Authorities	National
Care, play and learning	88%	78%	76%
Setting	88%	75%	80%
How good is our staff team	83%	74%	78%
Leadership	88%	64%	71%
All QIs	86%	72%	76%

Over the course of the year, Education Scotland inspected one secondary and seven primary schools. Of the seven primary reports published in 2024/25 (two inspection reports were published for inspections undertaken in 2023/24), there were two “Very Good”, seventeen “Good” and five “Satisfactory” gradings for Quality Indicators. Action plans have been put in place to address all of the areas identified for improvement and Headteachers are being supported by the Quality Improvement Team to ensure identified actions are completed.



The secondary inspection report had one Good and one Very Good grading with a number of strengths identified, particularly in relation to leadership, attainment and effective partnership working.

One follow-up visit was undertaken during 2024/25. This secondary report highlighted that the school concerned had made progress in three of the four areas for development. A further visit will be undertaken within the next two years to review further progress.

A thematic review of literacy was also completed in June 2025 within one primary school.

National thematic inspection

In June 2024, His Majesty's Chief Inspector of Education announced a National Thematic Inspection of local authorities in Scotland. The focus of this thematic inspection was to review how local authorities support schools to improve.

The visit to PKC took place in September 2024 and found that advice and guidance supporting school improvement is clear and comprehensive with clear expectations set for the completion and submission of standards and quality reports and school improvement plans. It identified that the responsive and risk-based approach to providing support and challenge to schools along with formal Quality Improvement Reviews (QIR) was an example of good practice which was worth sharing more widely, and which is helping to identify more accurately schools' capacity for continuous improvement.

The report also highlighted that recruitment and retention of staff presents a challenge which impacts capacity for school improvement, particularly in rural areas, with recruitment to certain secondary subjects including Mathematics, Computing and Home Economics of particular concern. Managing additional support needs and inclusion were also identified as challenging for some schools with this also potentially affecting capacity for improvement.

Internal evaluation

Quality improvement visits to early learning settings and childminders are tailored to the settings' ability to meet national standards and focus on improvement. Risk analysis informed quality improvement work during 2024/25 which targeted 19 settings including local authority settings, partner providers and childminders. Across these settings, a mix of QIRs, broad overviews and support visits were undertaken focussing on planning, ensuring high quality environments, staffing, lunchtime experiences, and outdoor learning. Inspection preparation, staff wellbeing and family engagement were also supported as appropriate to individual setting requirements.

Delivery of training to support implementation of ELC Consistent Approaches to Planning resulted in 32 settings attending a Collaborative Conversation, with 97% reporting strengthened knowledge and understanding in meeting the requirements of consistent approaches to planning. Additionally, following a programme of support, almost all Early Years Support Teachers (95%) reported improved knowledge of skills to support and challenge assessment and moderation.

Within the primary sector, each school received a formal quality assurance visit during term one. The focus of these visits is to review self-evaluation and school improvement planning and to provide support and challenge in a range of areas including relationships and behaviour, attendance and attainment. Using a responsive and risk-based approach, supported by a range of quantitative and qualitative data, 42 schools were identified for tailored and 3 for intensive support to effect improvement.

Using the PKC Quality Improvement Framework, ten primary and two secondary Quality Improvement Reviews have been undertaken since August 2024. This activity enables the gathering of detailed performance information upon which targeted improvement activity can be based. The reviews have identified key strengths around the climate and ethos in schools; the effective use of data for improvement; targeted use of Pupil Equity Funding (PEF) to close the poverty-related attainment gap through implementation of effective interventions; and the impact of local authority driven work such as the National Improving Writing programme, learning and teaching developments, Explicitly Teaching Text Types and Numeracy Schools programme. The reviews also identified some areas for development including the need for strategic approaches to self-evaluation and the

involvement of children, young people and their families in these processes; strategic approaches to assessment and moderation; and consistency of learning and teaching with the need for schools to set out clear expectations in relation to this.

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

Schools across Perth and Kinross have been implementing the relevant elements of the UNCRC Act 2024. Guidance and resources to support schools with this have been published and there are a number of examples of good practice which are being disseminated.

The Rights Respecting School Award (RRSA) programme through which young people and the school community learn about children's rights and putting them into practice, is being undertaken by a number of schools. In Rights Respecting Schools children's rights are promoted and realised, with adults and children working towards this goal together.

The award ensures that children and young people:

- know about rights
- can exercise their rights
- feel valued
- can recognise the rights of others

Within the RRSA programme, there are currently 16 schools who have achieved the Silver Award accreditation, with 14 holding the Gold Award.



Staff and pupils from Perth Academy receiving their Silver Rights Respecting School Award

Case Study – Methven Primary School: Rights Here, Rights Now!

Methven Primary School's Pupil Parliament have been using the power of podcasting to share what the UN Convention on the Rights of the Child mean to them. In the December 2024 episode of their Rights Here, Rights Now! Series, they explored Article 27 - right of access to an adequate standard of living.

[Click here to access the podcast](#)

The members of the Pupil Parliament talked to their fellow pupils about what this means, clearly explaining the impact of poverty on the life experiences of children and young people and articulating the difference between want and real need.

The episode finishes with information about the local Council-supported Warm Spaces Hub at the Methven Arms, including a food collection the Pupil Parliament organised to support the Hub.

Outcome 2

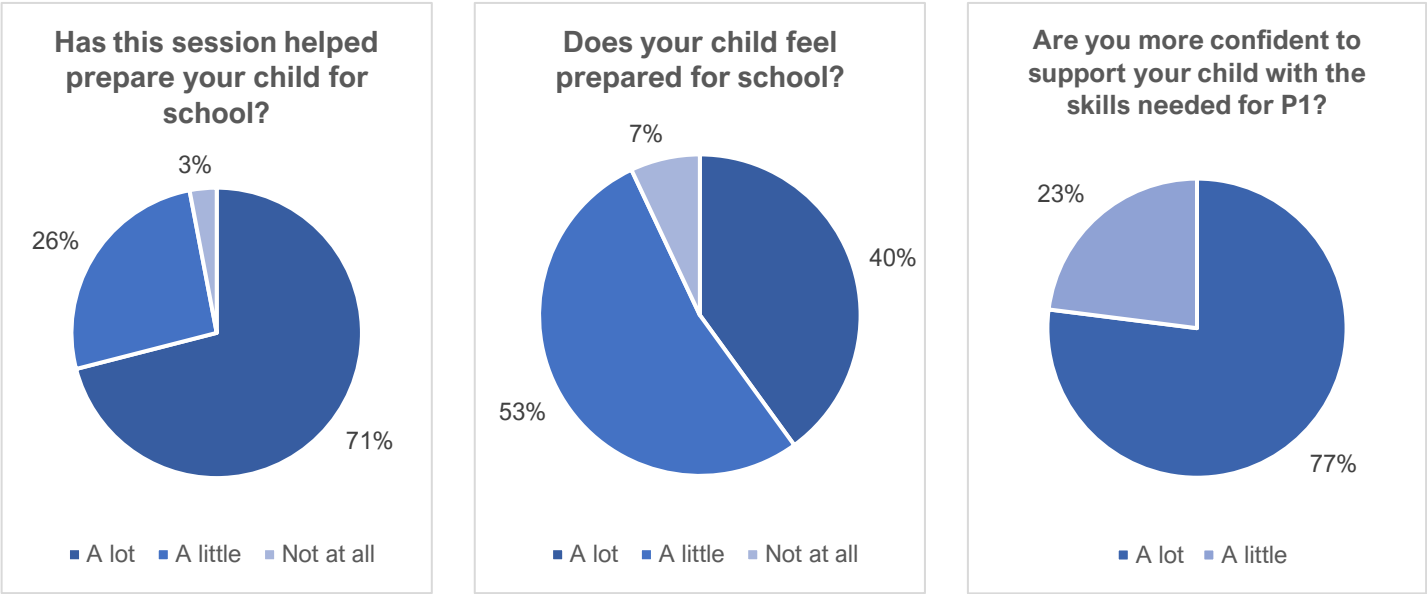
Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.

A revised Getting it Right for Every Child (GIRFEC) e-learning module has been developed and shared with schools to support their understanding of the GIRFEC refresh. Consultation drafts of 'guidance notes' on key areas such as the roles of the named person and lead professional; information sharing; assessment and the Child's Plan process; access to services; and escalation of concerns have been drafted for partner consultation from August to October 2025.

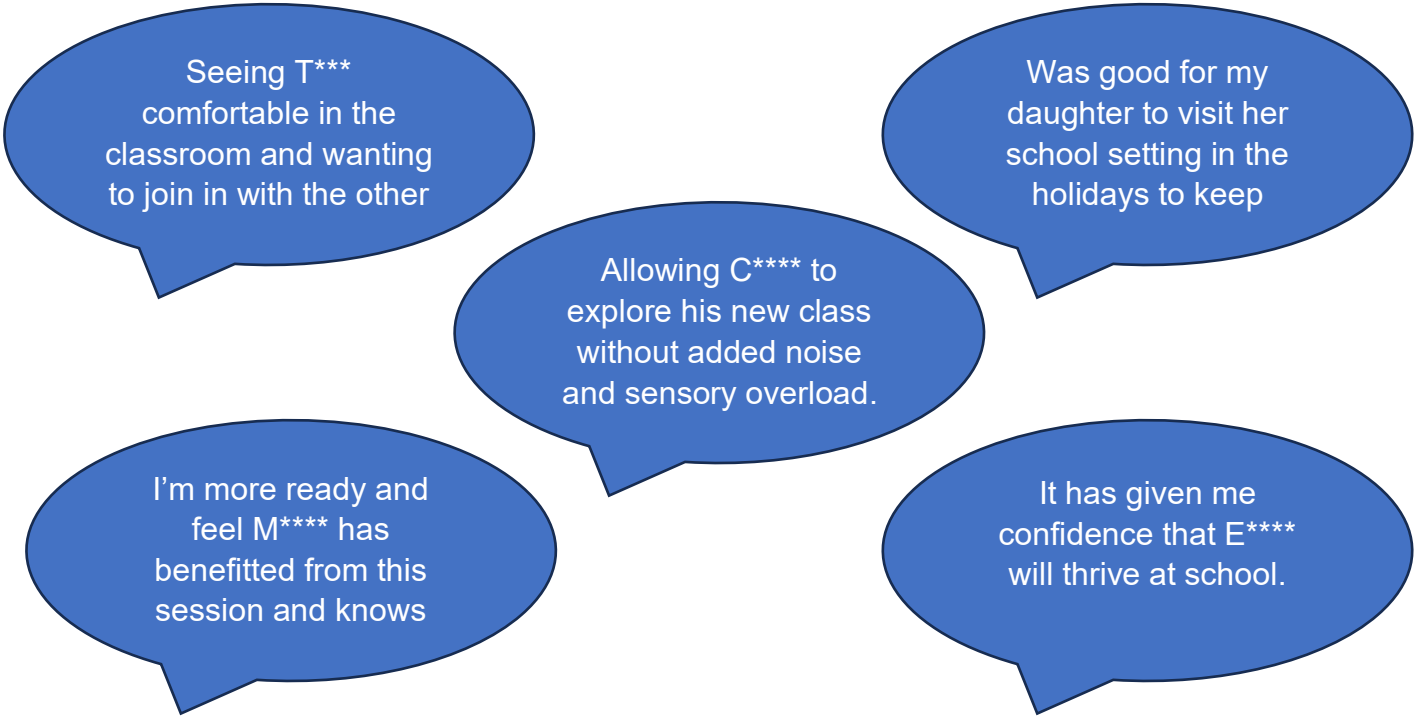
A review of the guidance for Integrated Team Meetings (ITM), which bring together partner agencies that can provide support for children and young people with additional support needs when school-based supports have been exhausted, has been completed and revised guidance developed. Schools and partners will trial implementation of this new guidance in term 1 of 2025/26 and feedback will be provided to support the finalisation of the guidance.

Over the summer 2024 holiday period the Parenting and Family Learning Team (PFLT) and Early Years Inclusion Team offered enhanced Peep Learning Together transition sessions for children from five ELC settings starting P1 who had been identified as requiring additional support. Fifteen sessions were delivered with 41 children attending. The sessions were delivered in the school that the children would be attending. 38 evaluations were completed.

Feedback and comments from PEEP transition sessions



	A lot	A little	Not at all
Has this session helped prepare your child for school?	71%	26%	3%
Does your child feel prepared for school?	53%	40%	7%
Are you more confident to support your child with the skills needed for P1?	77%	23%	



The PFLT are part of a pilot with NHS Education for Scotland (NES) and Psychology of Parenting Programmes (PoPP) to trial the delivery of ASD Incredible Years programme. Four staff have been trained to deliver (3 from the PFLT and 1 from Perth Autism Support (PAS)). At the end of June 2025, three programmes have been delivered.

The PFLT In partnership with Families Empowering Communities received a small amount of funding (£1500) to provide equipment that would support with toilet training where poverty was a contributing factor to challenges for the child. So far, 26 pieces of equipment have been distributed. Families can also be supported by staff who have completed the Toilet Training training. In addition, a podcast has been developed which provides key information, tips and hints that is shared with all families.

Education and Learning (EandL) has been working with a range of partners to ensure that young people are supported to develop the skills required to achieve positive post-school destinations.

Close involvement in the Local Employability Partnership (LEP) is improving communication channels and more effective information sharing between partners has resulted in positive steps towards a more structured approach to post-school destination planning.

Skills Development Scotland (SDS) attend fortnightly 16+ Operational Group meetings with central EandL and Employability staff. This ensures that work around school leaver destinations is joined up, the right information is shared with schools at the right time, and data is closely monitored. Additionally, there are Developing the Young Workforce (DYW) Co-ordinators in all secondary schools who deliver work inspiration events and attend a wide variety of workplace visits.

Recently, UHI Perth have also agreed to participate in the 16+ Operational Group and will attend every second meeting to focus on greater cooperation around post-school provision. This is a further positive step towards closer collaboration around employability.

The School/College Partnership with Perth UHI has been working more strategically through a number of working groups, using data, self-evaluation and pupil voice to drive improvement. The impact of this work means that the offer from the partnership is now fully shared with all pupils on course choice forms, providing them with a wider range of curricular pathways. There are agreed performance measures to evaluate the work undertaken; the application process is more streamlined ensuring more young people experience fewer barriers to applying for courses; and places on courses are now allocated based on suitability rather than the first come first served model used previously which affected equity.

Partnerships with third sector organisations are vital in this work and there are projects underway with YMCA who are working with young people identified as being at risk of not achieving a positive destination in Perth High School and Blairgowrie High School. This targeted approach focusing on increasing participation in school and the local community is showing initial positive indications, however work is still at an early stage.

Champions Boards have been run successfully in each school, using the GIRFEC principles and eight wellbeing indicators (SHANARRI) to measure impact. This engagement of youth workers with care-experienced young people and those requiring early intervention has had a significant impact. The introduction of Dynamic Youth Awards has contributed to closing the attainment gap as these are levelled against the Scottish Credit and Qualifications (SCQF) framework, while early intervention strategies have effectively mitigated risk-taking behaviours for many young people. Feedback from teachers, foster carers, parents, and the young people themselves highlight the positive outcomes of these approaches.

Funded by Strategic Equity Funding (SEF), MCR Pathways are working in three secondary settings to support care-experienced young people or those on the edge of care. Over the course of 2024/25, they have been working with central officers to pilot the use of the Youthlink Skills Framework and Indicators to ensure that the impact of their programmes on young peoples' attendance and participation is being captured.

Through our commitment to Physical Education, Physical Activity and Sport ([PEPAS](#)), and working in partnership with a range of other organisations (eg Live Active Leisure, UHI Perth, **sportscotland** and community clubs), participation in extra-curricular sport activities has continued to improve with a 43% participation rate in 2024/25. This equates to 7859 primary and secondary pupils taking part in extracurricular sport and physical activity, a 1% increase on the 2023/24 academic year. Notably PKC secondary school pupils' participation in extracurricular clubs is in the top 3 local authorities in Scotland at 38%.

The third annual **Aspiring Coaches Conference** upskilled 115 secondary pupils and expanded to include a dedicated football coaching conference for the first time. The multi-sport conference was built around a Scottish Sports Futures programme that combines youth work and sport to promote the Sport for Change approach. Participants completed SCQF-accredited 'Education Through Cashback (ETC)' modules, gaining valuable qualifications and experience. The football coaching conference was delivered using Disney UEFA Playmakers.

The **Activate** programme is designed to engage with pupils who are disengaged with school and from targeted groups. Pupils are identified for the project by Active Schools in collaboration with school guidance and leadership teams. The programme offers pupils leadership training and work experience through alternative curriculum opportunities. In the 2024/25 academic year 19 targeted pupils gained recognised qualifications and/or work experience as part of the programme. 14 gained additional SCQF points.

All PKC secondary schools had young people attending the sportscotland Young Ambassadors conference in September. Over 20 Young Ambassadors were supported by PE staff and Active Schools Co-ordinators to take forward projects and initiatives with their schools.

Girls for Change

The Girls for Change – Get Active, Get Confident programme was delivered to 40 girls in S3-S5 with representation from all schools. Girls were identified as being disengaged from PE/sport and the programme was designed to increase their confidence and knowledge of the benefits of taking part in sport and physical activity. The programme involved:

- attending the "Get Active, Get Confident Event" – participants had the chance to be involved in a variety of workshops, and practical sessions, including a free gym induction to Live Active's new fitness gym at Dewars.
- the girls then formed a Girls for Change working group in each of their secondary schools. All were given a £200 budget to deliver a project to increase the number of girls participating in extracurricular clubs at school

The project had a direct impact on increasing the number of secondary girls taking part in extracurricular physical activity Term 2 2024/25.

262 secondary pupils have supported the delivery of extracurricular activity in PKC schools in 2024/25 and of this total 120 pupils gained 'certified coach' status through the LEAD Sport

programme. The LEAD Sport programme also delivered official National Governing Body coaching or officiating qualifications to 84 young people and delivered over 100 additional SCQF points, across all programmes, to pupils involved in the coaching pathway.

Outcome 3

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.

Literacy, Numeracy, and Learning, Teaching and Assessment frameworks are now embedded in school processes, supporting all staff to improve the quality and consistency of delivery in classrooms along with work to introduce or refresh guidance in key areas of attendance, relationships and wellbeing. Literacy and Numeracy network meetings are held termly and are open to all settings and schools. These provide opportunities for professional updates and sharing good practice through a focus on the actions within the Literacy and Numeracy frameworks.

Professional learning programmes are aligned to these and over the course of 2024/25, SEF has been used to appoint Principal Teachers of Learning and Teaching whose remit is to support the improvement of learning and teaching across Local Management Groups (LMG). These roles will be in place until March 2026.

Work has continued on the development of a Learner Participation Framework, and it is expected that this will be published in September 2025.

Over the course of 2024/25 work has been ongoing to implement improved tracking processes in primaries to monitor the progress of children and young people throughout their learning journey, but with a particular focus on Achievement of Curriculum for Excellence Levels (ACEL) in P1, P4, and P7.

Programmes supporting improvement in literacy, numeracy and learning and teaching have been delivered over the course of the year. Feedback from the “Inspiring Schools – Model of a Learning Experience and Assessment to Improve Learning and Teaching” programme advised that it had a significant positive impact on both staff and learners. 15 teacher leaders, across 9 schools, involving approximately 100 practitioners reported becoming more confident and engaged in their teaching practices, with learners showing improved awareness of their learning. The programme has fostered a culture of collaboration and professional dialogue, leading to a more consistent and effective learning environment. All participants agreed or strongly agreed that the programme had strengthened their knowledge, understanding, confidence and skills, with all rating the programme as excellent or good.

A total of 16 schools participated in the Numeracy Schools Programme over the course of the year. The ACEL data from these schools shows an overall 5% increase in Numeracy attainment when compared with the previous year.

Eighteen schools completed the National Improving Writing Programme in 2024/25. The schools received training, practical help and coaching support to apply improvement methodology to plan and implement work to improve children’s writing outcomes. All schools reported a significant improvement in learners’ writing with increased motivation and engagement in writing.

Development of the Health and Wellbeing (HWB) Framework is being supported by our local authority approach to gathering wellbeing data using the Glasgow Wellbeing Motivation Profile (GMWP). All schools will be supported to use the GMWP as guidance and access to data analysis through a new Power BI tool will be shared in 2025/26. Alongside this work a HWB framework will be further developed to ensure all settings have a clear understanding of identified actions and next steps to ensure consistency in approach to enhancing the delivery of the HWB curriculum.

All settings that have been visited in a QIR have improved their practice in 16+ based on the recommendations within the guidance issued in 2023/24. There is now consistency in the structure and processes in secondary school 16+ meetings and all schools are now following the guidance contained within the 16+ framework. This is ensuring that every young person receives appropriate support to achieve a positive post-school destination with an increase from 95.97% in 2022/23 to 96.4% in 2023/24.

Funding has been secured for the appointment of a co-ordinator to implement a package of opportunities for young people and parents seeking employment. The action to increase recruitment in the ELC sector and support parents into employment through a co-ordinated approach to developing the workforce including the young workforce will therefore be carried forward to 2025/26.

Case Study: Crieff Primary School – Improvement in Numeracy Pilot

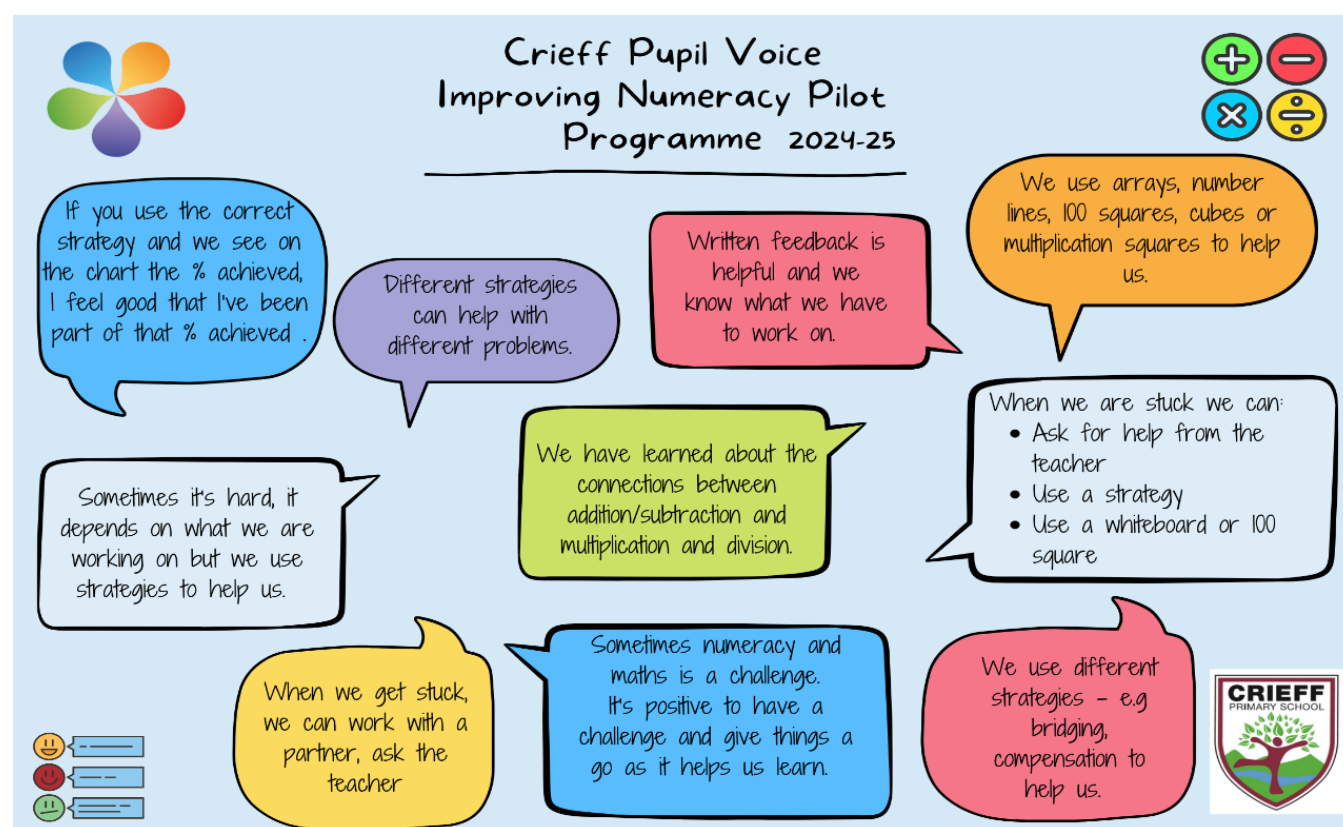
Over the course of 2024/25 Crieff Primary School has been working with Education Scotland, Children and Young People Improvement Collaborative (CYPIC) and PKC central officers on a pilot project to support practitioners to improve learning, teaching and assessment of number and number processes at first level.

The intended outcomes of the project were to increase attainment, engagement, confidence, skills and knowledge of learners in P4 and P5, whilst improving practitioner confidence and developing positive attitudes to numeracy.

Having been involved in the National Improving Writing programme previously, the school was able to use the learning and adapt content from that programme and apply it to teaching numeracy.

By the end of the programme, teaching staff reported increased confidence in teaching numeracy and maths, assessing learner processes, using quality improvement tools and techniques and developing measurable improvement aims.

There was a significant increase in baseline assessment results across the two stages of between 50% and 80% and children involved in the pilot provided a range of positive feedback.



Outcome 4

High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

Progress towards Stretch Aims 2025/26

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

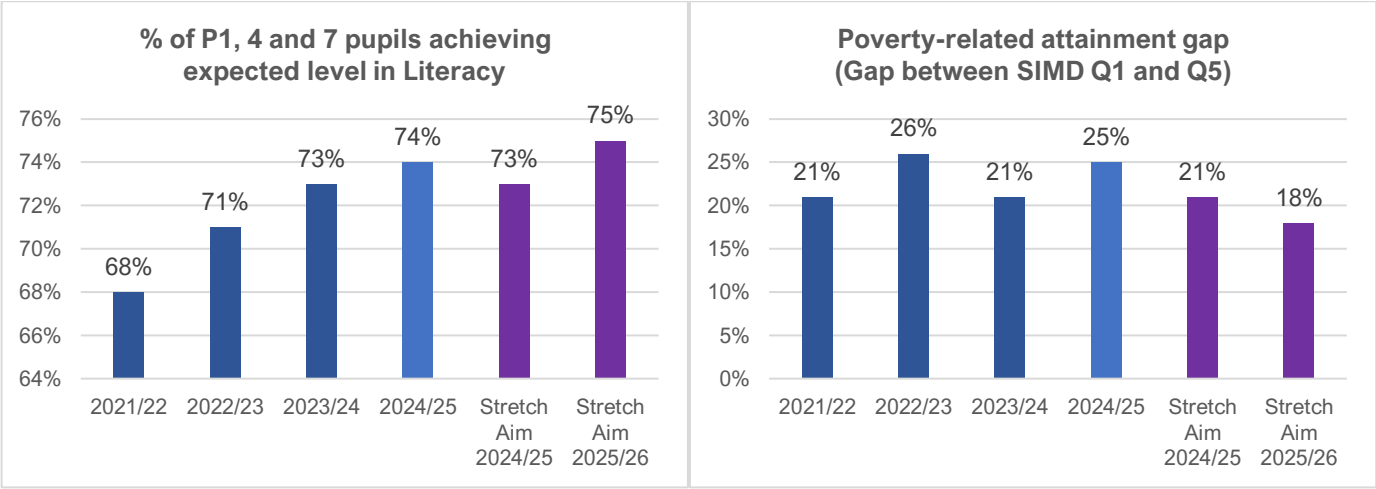
The "plus" reflects our additional local priorities, such as developmental milestones for children starting P1, literacy and numeracy at the end of the Broad General Education (BGE) and aims for improved outcomes for children and young people who have experienced care.

In all of the measures, the latest available data is included. Where measures are based on school leaver data, this will be 2023/24 data, whilst for other measures, 2024/25 data is included.

The poverty-related attainment gap figures reflect the difference between Scottish Index of Multiple Deprivation (SIMD) Quintile 1 and Quintile 5, which is the Scottish Government’s preferred measure for the gap between pupils from the most and least deprived backgrounds.

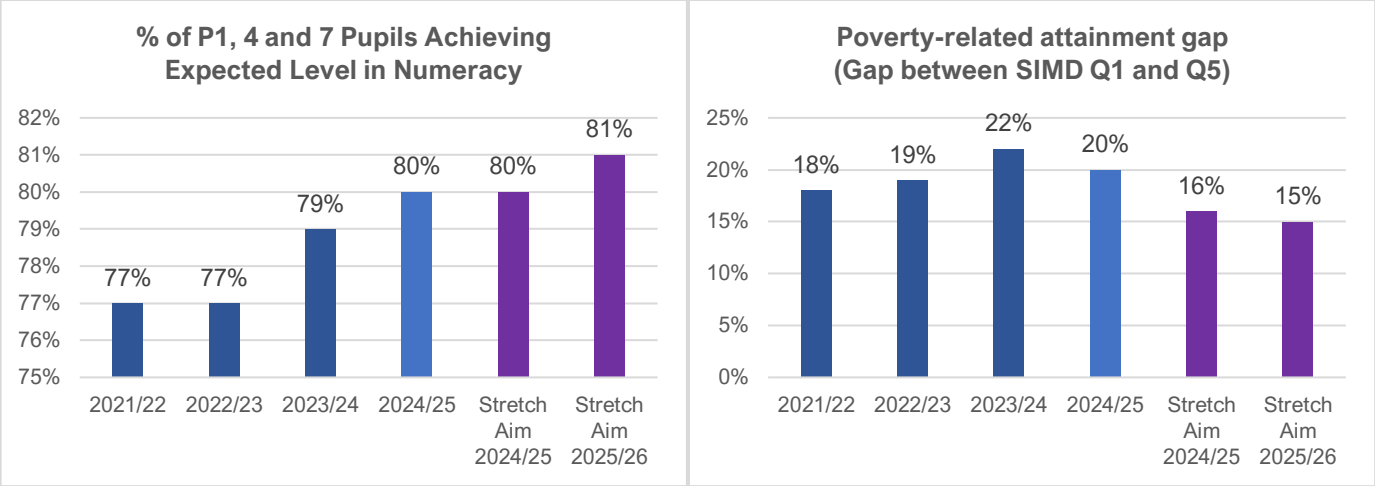
NB: The scales on the following charts are different and comparison should therefore be undertaken with caution.

Primary Literacy



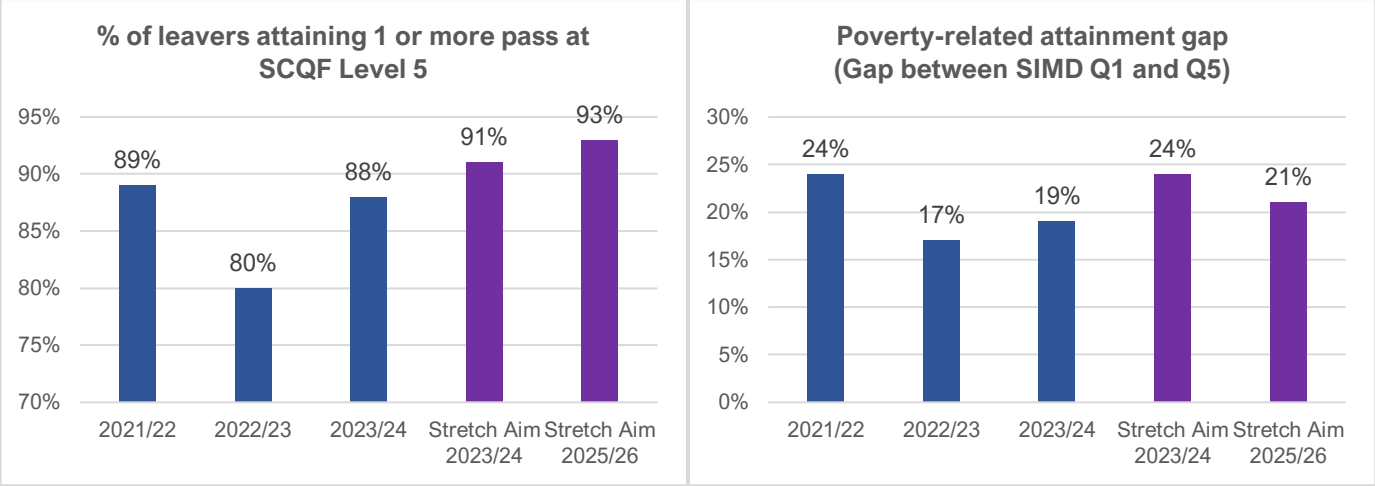
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
% of P1, 4 and 7 pupils achieving expected level in Literacy	68%	71%	73%	74%	73%	75%
Poverty-related attainment gap (Gap between SIMD Q1 and Q5)	21%	26%	21%	25%	21%	18%

Primary Numeracy



	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
% of P1, 4 and 7 pupils achieving expected level in numeracy	77%	77%	79%	80%	80%	81%
Poverty-related attainment gap (Gap between SIMD Q1 and Q5)	18%	19%	22%	20%	16%	15%

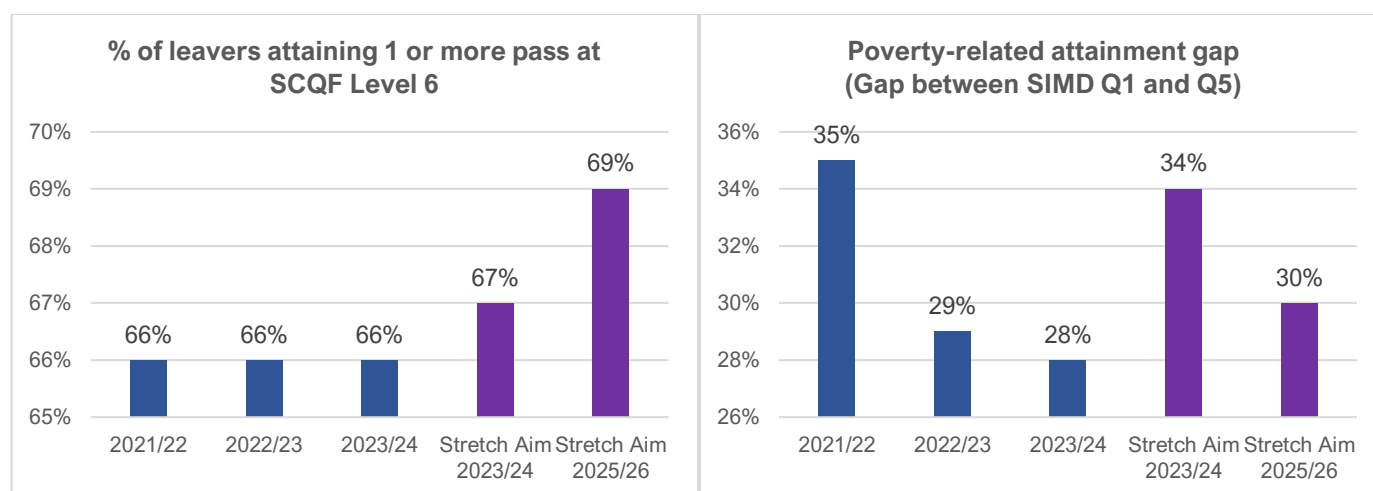
Senior Phase attainment, 1@5¹



	2021/22	2022/23	2023/24	Stretch Aim 2023/24	Stretch Aim 2025/26
% of leavers attaining 1 or more pass at SCQF Level 5	89%	90%	88%	91%	93%
Poverty-related attainment gap (Gap between SIMD Q1 and Q5)	24%	17%	19%	24%	21%

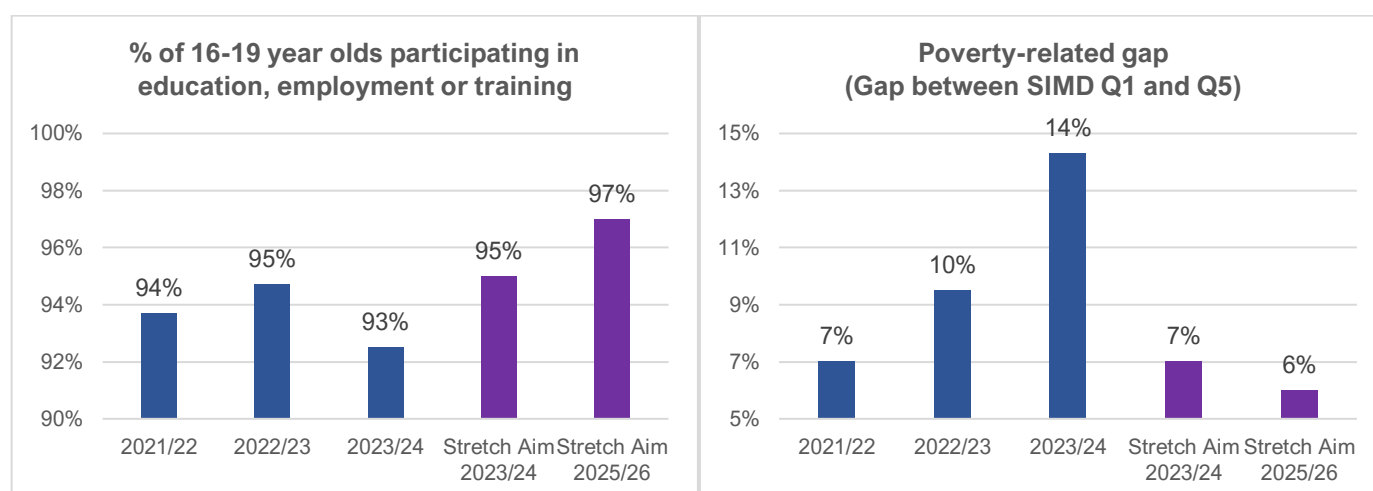
¹ As senior phase attainment measures are based on the attainment of school leavers, the latest available data is for 2023/24. 2024/25 data will not be available until February 2026.

Senior Phase attainment, 1@6



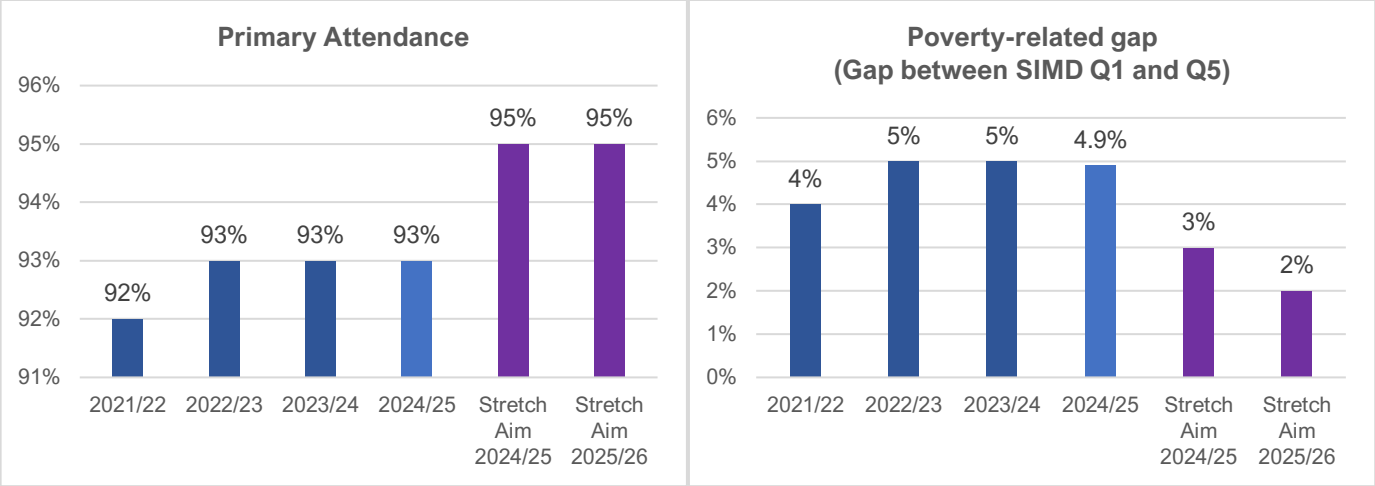
	2021/22	2022/23	2023/24	Stretch Aim 2023/24	Stretch Aim 2025/26
% of leavers attaining 1 or more pass at SCQF Level 6	66%	66%	66%	67%	69%
Poverty-related attainment gap (Gap between SIMD Q1 and Q5)	35%	29%	28%	34%	30%

Annual participation measure



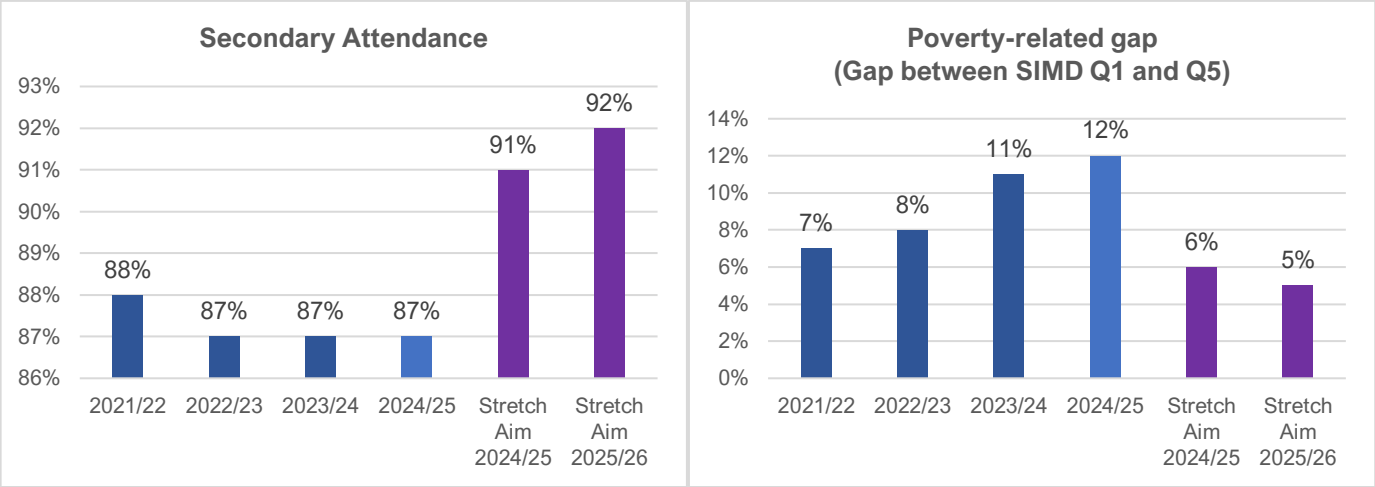
	2021/22	2022/23	2023/24	Stretch Aim 2023/24	Stretch Aim 2025/26
% of 16 to 19 year olds participating in education, employment or training	93.7%	94.7%	92.5%	95%	97%
Poverty-related gap (Gap between SIMD Q1 and Q5)	7%	9.5%	14.3%	7%	6%

Primary attendance



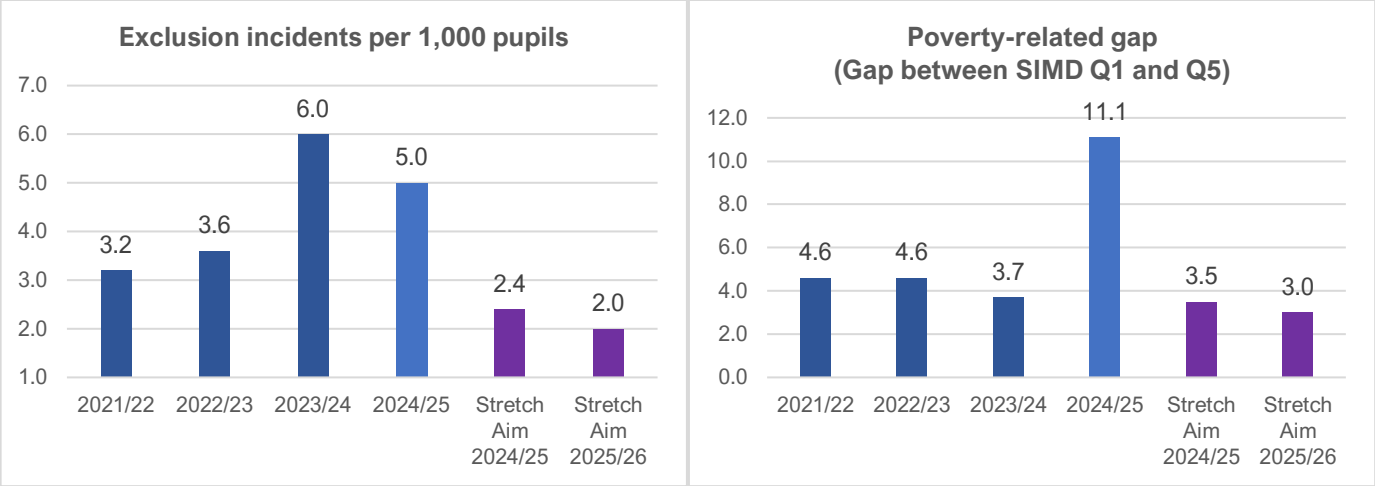
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
Primary attendance	92%	93%	93%	93%	95%	95%
Poverty-related gap (Gap between SIMD Q1 and Q5)	4%	5%	5%	4.9%	3%	2%

Secondary attendance



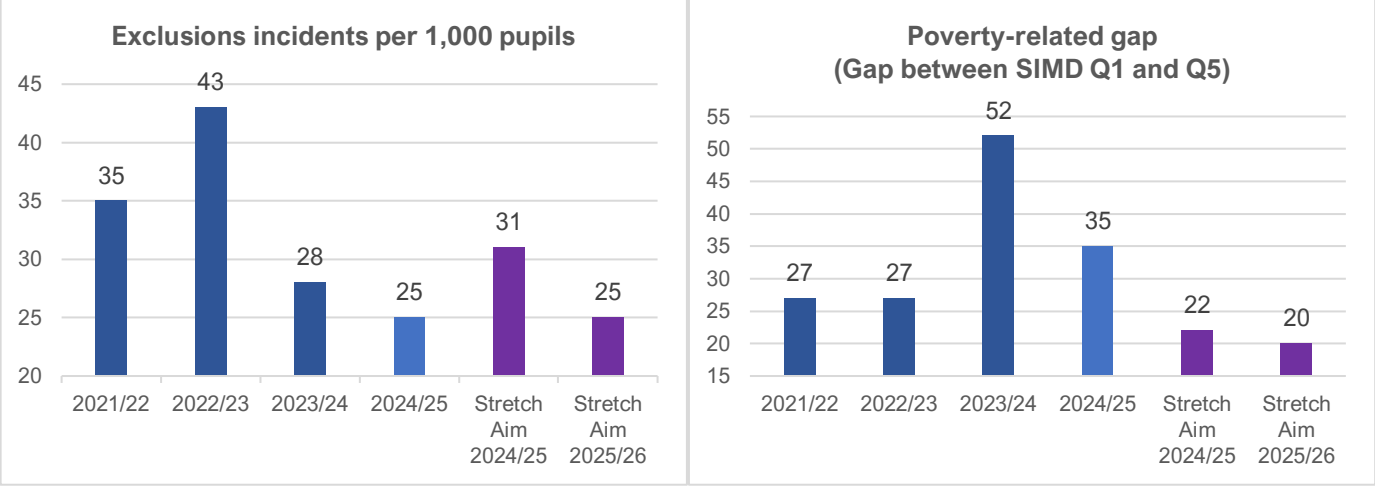
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
Secondary attendance	88%	87%	87%	87%	91%	92%
Poverty-related gap (Gap between SIMD Q1 and Q5)	7%	8%	11%	12%	6%	5%

Primary exclusions



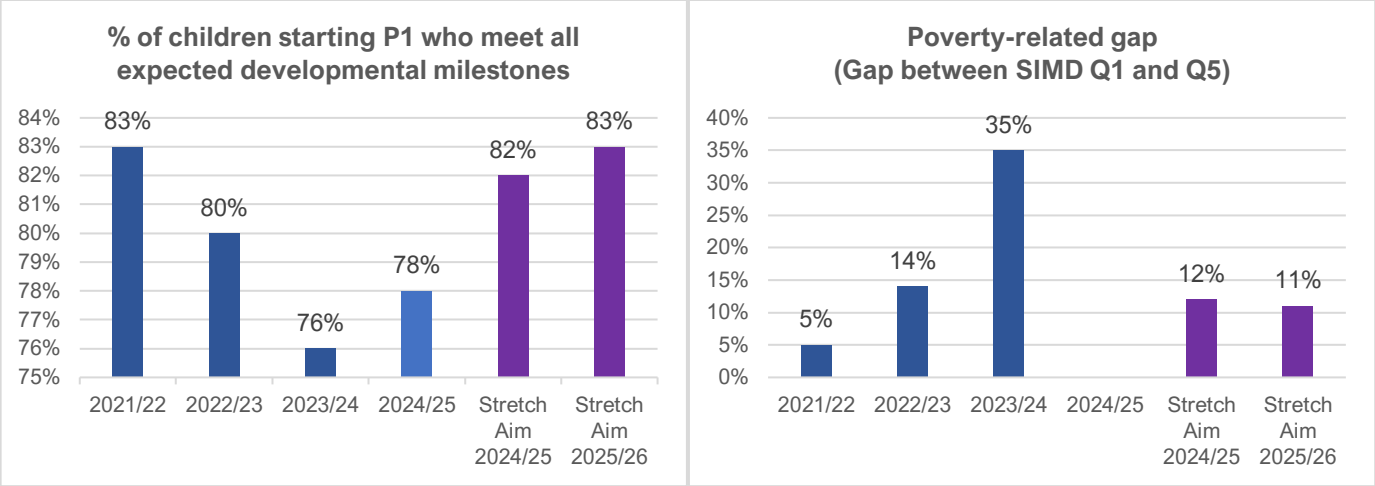
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
Exclusion incidents per 1,000 pupils	3.2	3.6	6	5	2.4	2
Poverty-related gap (Gap between SIMD Q1 and Q5)	4.6	4.6	3.7	11.1	3.5	3

Secondary exclusions



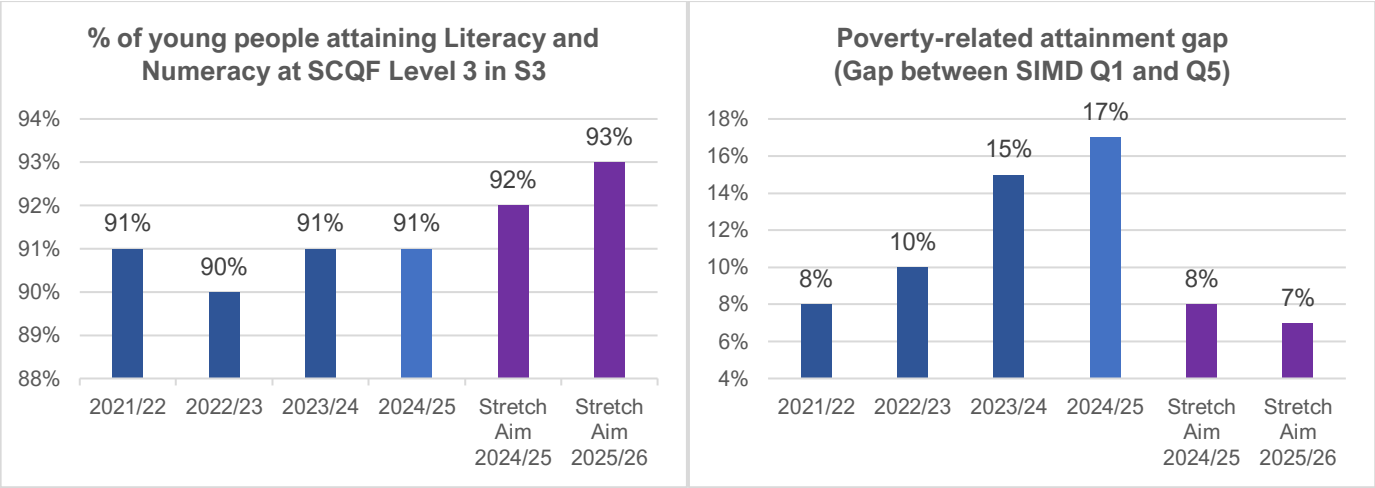
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
Exclusion incidents per 1,000 pupils	35	43	28	25	31	25
Poverty-related gap (Gap between SIMD Q1 and Q5)	27	27	52	35	22	20

Developmental Milestones



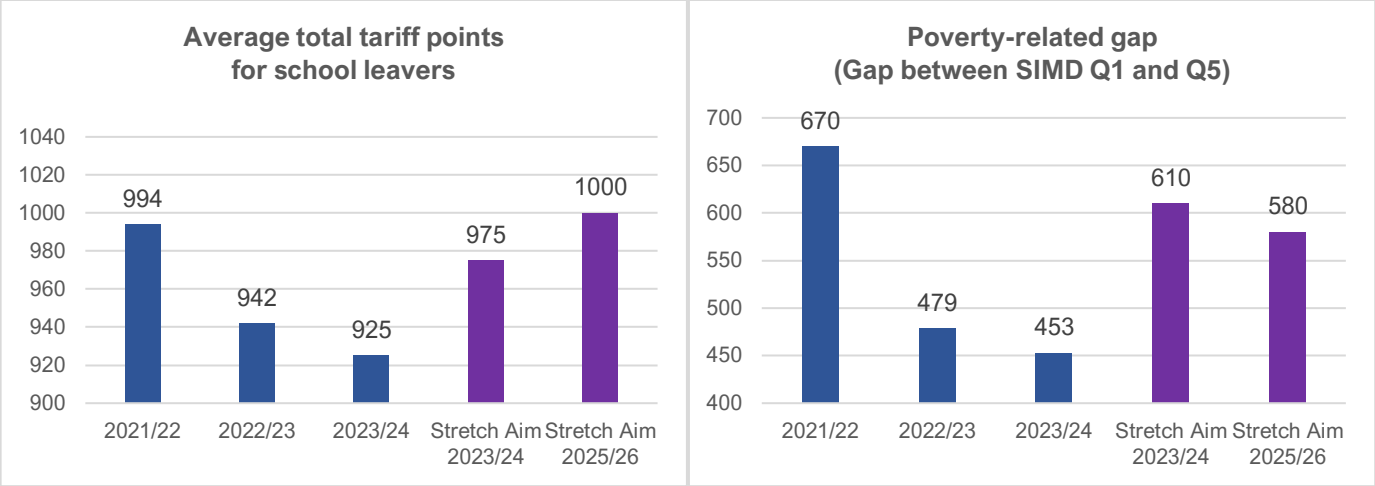
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
% of children starting P1 who meet all expected developmental milestones	83%	80%	76%	78%	82%	83%
Poverty-related gap (Gap between SIMD Q1 and Q5)	5%	14%	35%		12%	11%

BGE Attainment – S3 Level 3 Attainment



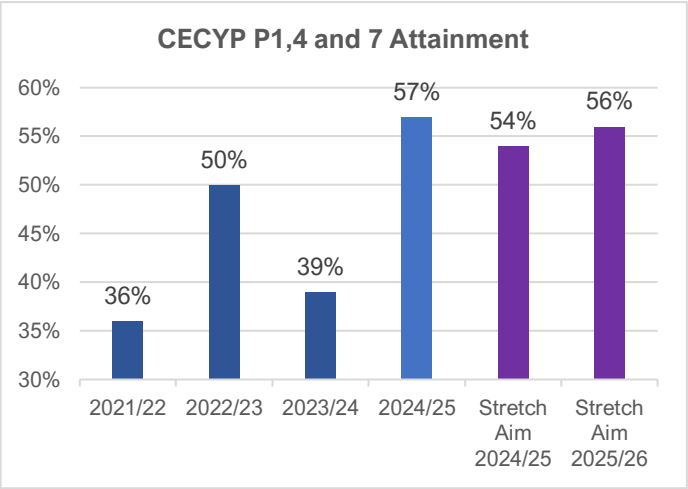
	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
% of young people attaining Literacy and Numeracy at SCQF Level 3 in S3	91%	90%	91%	91%	92%	93%
Poverty-related attainment gap (Gap between SIMD Q1 and Q5)	8%	10%	15%	17%	8%	7%

Leaver Tariff Points



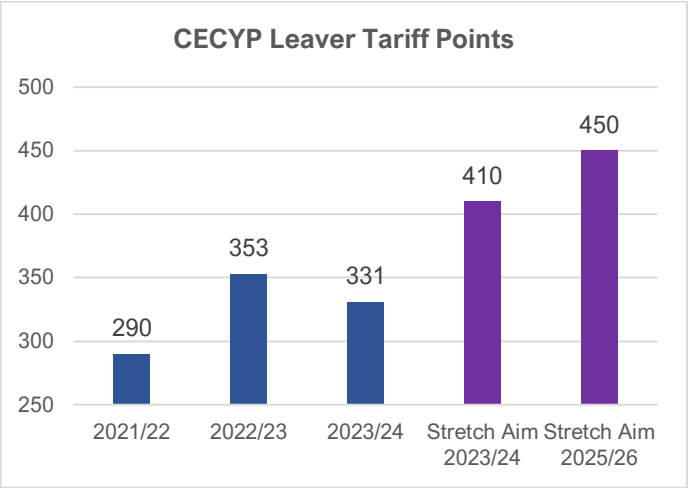
	2021/22	2022/23	2023/24	Stretch Aim 2023/24	Stretch Aim 2025/26
Average total tariff points for school leavers	994	942	925	975	1,000
Poverty-related gap (Gap between SIMD Q1 and Q5)	670	479	453	610	580

Attainment of care-experienced children and young people (CECYP)



	2021/22	2022/23	2023/24	2024/25	Stretch Aim 2024/25	Stretch Aim 2025/26
CECYP P1, 4 and 7 attainment ²	36%	50%	39%	57%	54%	56%

² Year-on-year comparison should be undertaken with caution as the cohort sizes for CECYP are small and can vary significantly from year to year.



	2021/22	2022/23	2023/24	Stretch Aim 2024/25	Stretch Aim 2025/26
CECYP Leaver Tariff Points ³	290	353	331	410	450

Outcome 5

Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

Inclusive practice

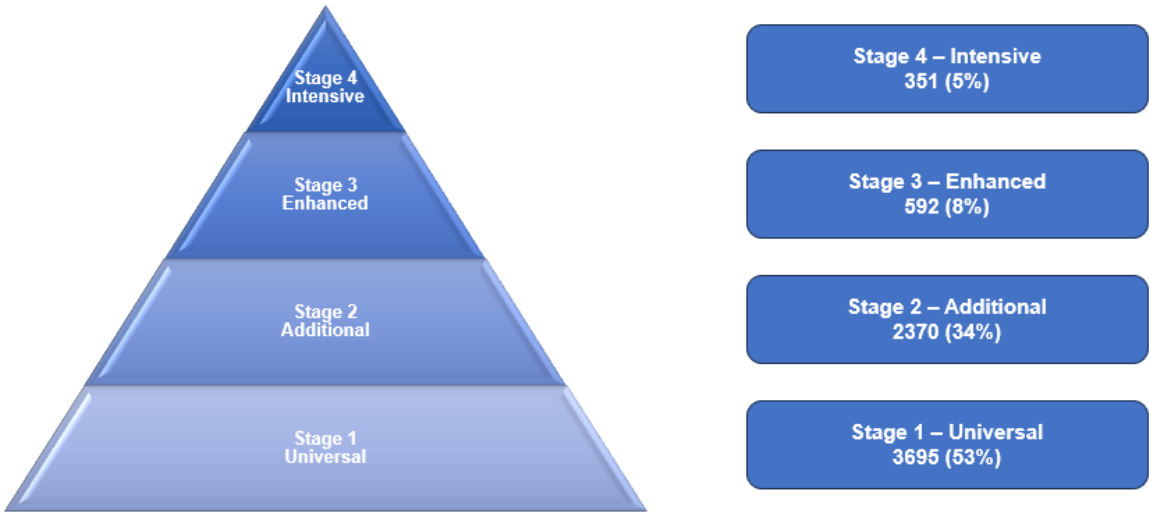
Guidance, self-evaluation tools, support materials, and exemplars for all areas of key legislation have been provided to support ELC settings and schools to effectively implement key aspects of practice in line with legislative duties and national guidance. These are intended to support consistency of practice and ensure quality support for all children and young people. Training on statutory duties and roles is also provided through our leadership development and induction training at all levels.

Staged levels of intervention

The Staged Intervention Framework was launched for implementation by schools from August 2024 and provides schools with a clear structure to support children and young people who face barriers to access their learning. The staged intervention model is based on four levels as shown in the diagram below. The aim is to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing and improve education and wellbeing outcomes through a least intrusive approach.

³ These figures need to be treated with caution as the cohort sizes are very small ranging from 18-22 young people.

Number of pupils supported at the different levels of the Staged Intervention Framework



Level	Stage	Number of pupils	% of ASN population
Universal	Stage 1	3,695	53%
Additional	Stage 2	2,370	34%
Enhanced	Stage 3	592	8%
Intensive	Stage 4	351	5%

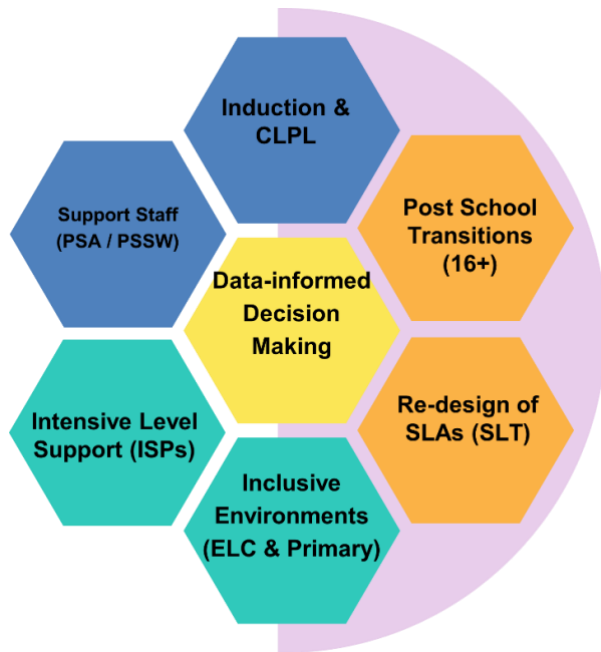
The approach, which involves the child or young person, their parents or carers, school staff and, where relevant, other professionals, working in partnership, ensures that everyone understands the systems in place to support children and young people with additional support needs to access their education.

As part of the implementation of this framework, support and guidance has been provided to schools to ensure that staff understand their responsibilities in the planning and provision of support for children and young people.

Training and resourcing has prepared 36 primary schools to provide co-ordinated enhanced level support, delivered by teaching and support staff, from August 2025. This will support 84 children with complex additional support needs in their P1, P2 or P3 year to access learning in the primary school of their parents’ choice.

Since the beginning of the Additional Support Needs (ASN) Transformation Programme, thirteen Principal Teachers of Support for Learning, Inclusion or Intensive Support Provisions, have completed certified training through completion of the Post-Graduate certificate in inclusive practice.

ASN Transformation Programme



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.

All of the workstreams, Support Staff, Career Long Professional Learning (CLPL), Inclusive Environments, Intensive Level Support, 16+ Transitions, Speech and Language Therapy (SLT) and Data Informed Decision Making (DIDM) have made good progress over the course of the year.

Three new Intensive Support Provisions (ISPs) will open (on a temporary basis pending formal approval in January 2026) in August 2025 providing intensive level learning and support for a greater number of children and young people within their own catchments. This follows extensive options appraisal and statutory

consultation processes involving a range of stakeholders including children, young people their parents and carers, school staff, Education Scotland and the wider community.

A revised model for the allocation of support staff has been agreed for implementation in August 2026, providing time for schools to ensure that their ASN profile is accurately recorded in accordance with the Staged Levels of Intervention implemented in August 2024. This will in turn ensure that the allocation of support is closely linked to identified need. The ASN Power BI Dashboard which has been developed over the course of the year through the DIDM workstream will be crucial to the successful implementation of this.

Career Progression Pathway models for staff supporting learners with ASN have been drafted with mapping underway to ensure that all training is linked to statutory duties, is evidence-based and links to the Staged Levels of Interventions.



Additional Support Job Family 3 Learning and Development Pathway

The table below provides an overview on the content available throughout the duration of the post.

Overview of content available

Pathways	First Year in Post	2-3 Years in Post	Beyond
PKC Corporate Induction	<ul style="list-style-type: none"> Corporate Employee Induction/Digital Guide eLearning: PKCLearn -essentials for all staff 	<ul style="list-style-type: none"> eLearning yearly refresh 	<ul style="list-style-type: none"> eLearning yearly refresh
PKC Inclusion Induction	<ul style="list-style-type: none"> PSA Induction Padlet (in development) Sway (being developed for school staff – Staged Levels of Intervention) 		
ASN Legislation and Statutory Duties	<ul style="list-style-type: none"> Inclusion, Wellbeing and Equalities Framework PKC Support Staff Development Days- Inservice Day Programmes (linked to pathway- see below) 	<ul style="list-style-type: none"> OL Create: Introduction to Inclusive Education An Introduction to Inclusive Education (2 hours) Inclusion, Wellbeing and Equalities Framework PKC Support Staff Development Days- Inservice Day Programmes (linked to pathway) 	<ul style="list-style-type: none"> Inclusion, Wellbeing and Equalities Framework PKC Support Staff Development Day Inservice Day programmes (linked to pathway)
PKC Offer Please access the Education Learning Hub to view and book training courses.	<ul style="list-style-type: none"> PKC PSA Progression Pathway Education Learning Hub Other e-learning on PKC Learn EDMS Inclusive Practice 	<ul style="list-style-type: none"> PKC PSA Progression Pathway Education Learning Hub Other e-learning on PKC Learn EDMS Inclusive Practice 	<ul style="list-style-type: none"> PKC PSA Progression Pathway Education Learning Hub Other e-learning on PKC Learn EDMS Inclusive Practice

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

Enabling children and young people achieve full potential

To support post-school transitions, the [Compass App](#), designed to enhance communication and learning, has been fully rolled out across all secondary schools across PKC. Additionally, NHS-led paediatric audits have assessed intellectual disabilities to ensure accurate identification and appropriate support for young people with additional needs.

A variety of initiatives have been implemented to support inclusive learning environments across PKC. These include the launch of a parent guide on staged intervention, secured funding for outdoor learning resources, and the purchase of enhanced support materials. Sensory resource guides have also been developed to further support diverse learner needs.

The revised speech and language contract with the NHS is nearing completion, with the 'core offer' now clearly defined and costings produced. Once finalised, the contract will enable an annual review process, allowing PKC to tailor priorities and focus areas each year based on emerging needs.

Professional learning

There is a range of evidence to demonstrate that our teams have streamlined their professional learning offers across 2024/25 with the number of course cancellations decreasing significantly as a result. This trend will continue in our planning for 2025/26 with mechanisms in place to embed our revised processes.

We have continued to increase the number of staff engaging in central professional learning offers, with over 4,500 attendees between August 2024-June 2025. This includes over 2500 practitioners engaging with 37 opportunities during five in-service days. Overall, the central professional learning offer has been rated by 97%+ as good or better.

Professional learning evaluations demonstrate that attendees at leadership forums and programmes have developed skills in effective leadership of change and improvement. Ninety-six staff (up by 39 in comparison with 2023/24) completed a PKC leadership programme with a further 500 completing a PKC professional learning programme (up by 224).

Outcome 6

Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

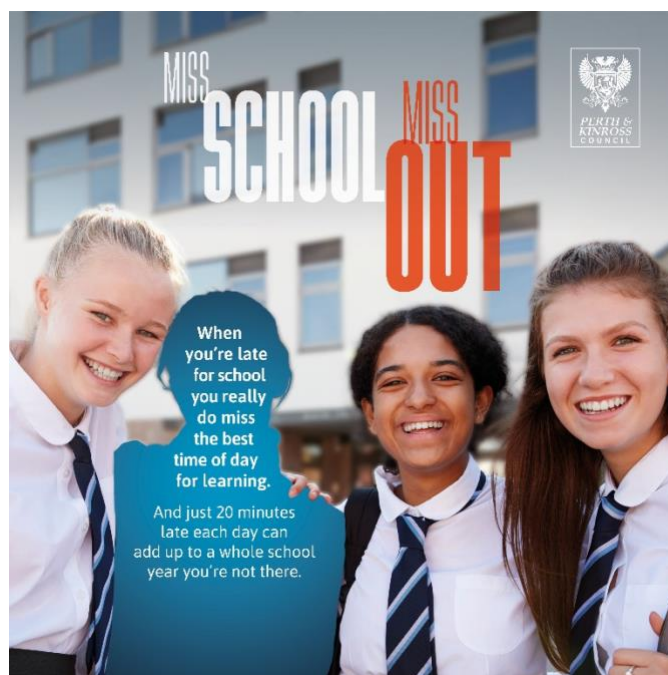
Supporting attendance

Across Scotland, there is a system-wide concern about reduced levels of attendance, particularly since the COVID-19 pandemic.

Our data demonstrates an overall improvement in primary attendance from 93% in 2023/24 to 93.8% in 2024/25. The national primary attendance figure in 2023/24 was 92.5%. Secondary attendance also presents an improving picture with 87.3% attendance recorded in 2024/25. This is an improvement of 0.8% on 2023/24 and is the highest level recorded since 2021/22. The national secondary attendance figure in 2023/24 was 87.6%.

Scottish Government also publishes figures for “persistent absence”, ie the percentage of pupils that are absent for 10% or more of the school year, equivalent to at least 19 full days. In 2023/24 the national figure was 31.4% whilst the PKC figure was slightly lower at 31% (21.3% primary, 43.1% secondary). This means that almost a third of our children and young people were absent for 19 days or more in 2023/24.

Five of our secondary schools with the lowest attendance are participating in the National Attendance Programme led by Education Scotland and supported by our Educational Psychology Service. Each school has identified specific areas of focus based on robust data analysis and is receiving coaching support from our Attainment Adviser in planning and implementing change. Results from this will be available by the end of term 2 of 2025/26.





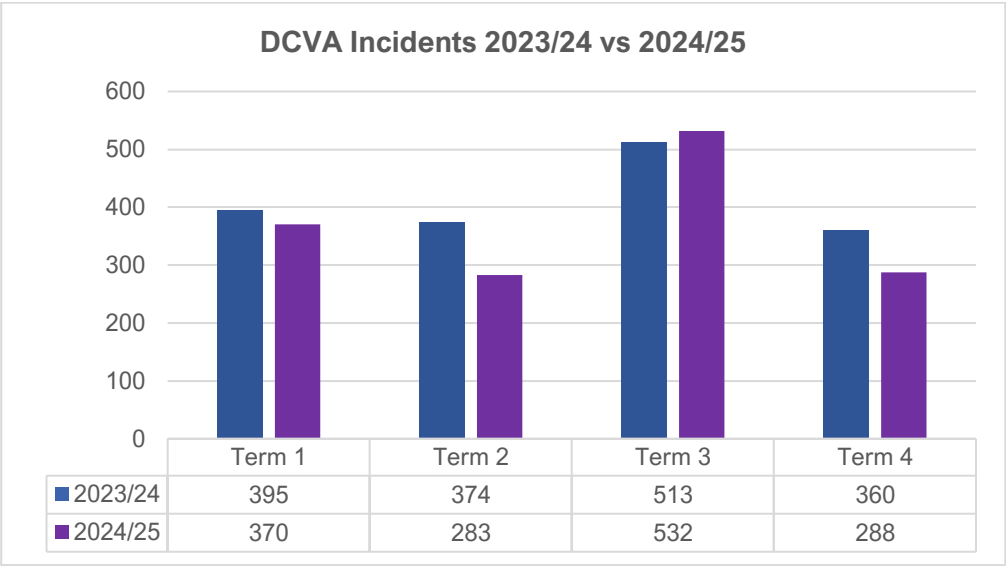
Using SEF, the “Connecting Families” project has been providing support for families where the school attendance of their child or young person is between 60 and 70% and where attendance has not improved following additional in-school support.

Although the number of referrals to this service is relatively small due to the limited capacity of the project, progress is being demonstrated as relationships are developed with young people and their families and work undertaken collaboratively to address barriers to attendance.

An evaluative report into the small scale ‘Sustained Emotionally Based Absence (SEBA)’ project was completed in November 2024 and has informed subsequent redesign and development to support schools to meet the needs of young people whose mental health is presenting barriers to attendance. The report noted outcomes for the 14 young people involved including six young people achieving national qualifications, all involved in positive community activity and three being supported to return to school.

Staff reporting of behaviours in schools

Our data shows that in 2024/25 there has been a 12% reduction in the number of reports by staff members of incidents of distressed, challenging, violent or aggressive (DCVA) behaviour in schools and other educational settings which they felt had result in an emotional or physical impact on them.



Reports of incidents relate to 51 of the 69 primary schools (includes ELC settings and ISPs), and all 11 secondary schools (includes ISPs), the primary Social, Emotional and Behavioural Needs (SEBN) provision and Fairview Special School. The number of children and young people involved equates to 2% of the school population with 91% of the children and young people involved having additional support needs.

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

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

Work undertaken by the Nurturing Relationships steering group during 2025/26 has included the creation of materials to support understanding of our approach to Relationships and behaviour. For schools this has included a visual map and outline plan of Relationships and Behaviour work with materials to prompt discussion and support planning within schools.

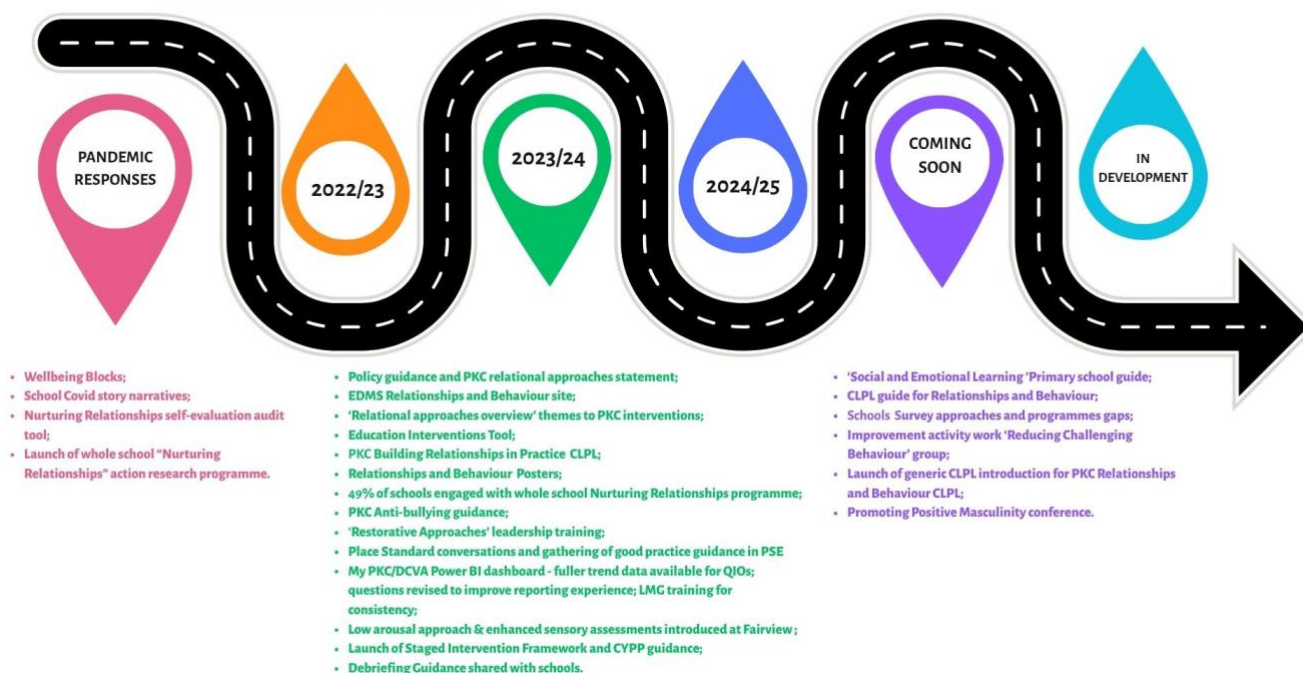


Relationships and Behaviour Our Journey So Far & Next Steps

- Nurturing Relationships Framework Group;
- Audit of policy work with schools & good practice examples;
- Drafting of Relationships & Behaviour policy guidance;
- HT Consultation (Primary then Secondary) *What are we noticing about relationships & behaviour, what do we need to do?*;
- In-house staff trained to deliver Escapes Techniques training;
- 1st training for staff supporting P1 enhanced transitions;
- 3-weekly review of cases of 3+ incidents - QJO assessment.

- Scottish government report mapping exercise with PKC work;
- Relationships and Behaviour 'Reflective Practice' sessions to support previous training;
- Supporting video for Relationships and Behaviour poster;
- Audit of training needs for Calm theory courses;
- Calm theory courses on E&L Learning Hub for easier access;
- My PKC updated - HT reports of DCVA forwarded to QJOs.

- De-escalation and consequences – augmenting guidance and training;
- Plan for PKC overview of impact and outcome;
- Collation into a PKC 'Relationships and Behaviour framework' ;
- Small scale research on wellbeing and deprivation;
- PSE good practice guidance.




A group of Headteachers has also collaborated to develop a leaflet for parents and carers to promote effective Home/School relationships and working together to achieve the best possible outcomes for children and young people.

This is what you can expect from us...

We will:


- Apply our professional skills, training and experience
- Support your child to feel positive about themselves
- Seek advice from, or signpost to, specialist services
- Remain solution-focused


By working well together we provide a sense of safety which helps children to develop and learn



This is what we expect from you:

- Let staff know as soon as an issue arises
- Respect the rights of all involved
- Recognise there will be different perspectives which can't always be agreed on
- Treat school staff with dignity and respect
- Work with us to ensure the best possible outcomes for your child





www.pkc.gov.uk/schools


If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.


BSL users can contact us via Contact Scotland BSL, the online British Sign Language video relay interpreting service. Find out more on the Contact Scotland BSL website <https://contactscotland-bsl.org> www.pkc.gov.uk

Parent - School Relationships




Working together to get it right

Leaflet for Families
The PKC Approach



Working Together






- We value working in partnership with parents and families
- We recognise difficulties do sometimes arise
- We are committed to promoting nurturing relationships.

These are especially important to us when working with you to resolve difficulties.

This works best when everyone is respectful of each other. We will work together to identify next steps to support everyone to feel safe.

We value the rights of all children to feel safe, to receive an education and to have their views heard.

(UN Convention on the Rights of the Child)

When responding to difficulties, we will work together in the following ways by:

- ✓ Listening to you and your child
- ✓ Taking time to gather information
- ✓ Talking to all those involved
- ✓ Maintaining confidentiality of all involved
- ✓ Agreeing with you how we will keep you updated
- ✓ Reaching a conclusion and identifying next steps with you
- ✓ Seeking learning experiences for your child which may include restorative approaches and consequences

A pilot programme for Personal and Social Education (PSE) within secondary schools has been completed and is being drafted into guidance for dissemination to schools. Following consultation with Headteachers and liaison with the Reducing Challenging Behaviour group, an action research proposal has been sent to schools for engagement during 2025/26 to support schools in use of PKC Relationships and behaviour materials and help identify any gaps for future development.

Nurturing Relationships

In term 1 of 2024/25, 14 schools (Phase 4) began implementation of their Nurturing Relationships Journey, joining a further 26 schools who have already enrolled on the programme staged over four phases. A further 18 schools have enrolled on Phase 5 and have undertaken Nurturing Relationships Leadership Training, with implementation due to start in August 2025. In Term 4 of the 2024/25 session, the programme reached a significant milestone with the first setting completing their nurture journey and achieving Level 4 accreditation.

School Nurture Leads are supported to use the model for improvement to identify which aspect of nurture from the six nurture principles is an area for development and create an action plan for implementation which aligns with outcomes of the level of accreditation which they are working towards. Evaluation is undertaken in term 4, with the impact of changes shared at an end of year practice sharing event.

In addition to the whole school programme, a Pilot ELC Nurture Programme was delivered in eight partner provider settings. Following completion of the programme practitioners involved reported an increase in their understanding of the ethos and values of nurture from 69% to 88%.

Case Study: Involving the school community at Riverside Primary School

Riverside Primary School embarked on their second year of the nurturing relationships programme in 24-25 session. A review of Glasgow Motivation and Wellbeing Profile highlighted a need to develop a positive sense of self among children and young people. Nurture Principle 3, Nurture is Important for the Development of Wellbeing was then identified as a principle of focus and further evaluations and observations were carried out.

Change Projects

- Delivery of training to all teaching and ECP staff on self-esteem.
- Development of a bespoke programme of self-esteem activities carried out in every classroom weekly and with a targeted group of nursery learners.
- Created a 'Ready for Riverside' guide for families based on Maslow's Hierarchy of Needs.

Drawing upon their experiences last session with successful 'Nurture Nights', school leads recognised the importance of involving parent/carers in their change projects. The following family learning activities were carried out:

- Nurture Principle 3 'Nurture Nights' for P1-3 and P4-7 which included a discussion with parents around the importance of self-esteem. Following this, parents/carers attended three workshops designed to boost self-esteem with their children. Each family received resources including further activities and information to support developing self-esteem with the home.
- Piloted the 'Ready for Riverside' approach within the nursery, offering a range of relevant workshops for children and their families including sleep support, healthy habits, belonging and self-esteem.

Impact

A repeat of pre and post baseline measures, pupil, parents and carer feedback found impact across all areas. Key findings include:

- staff understanding and confidence in developing learner self-esteem increased from 61.4% on average to 94.4%
- substantial increase in target group of nursery learners meeting their social and emotional developmental milestones from 24% in May 2024 to 90% in May 2025
- all families who attended the 'Nurture Nights' strongly agreed/agreed that their understanding of how to develop self-esteem at home has increased
- increase across all descriptors of self-esteem questionnaire with school learners

Restorative Approaches

Following discussion of a paper about ongoing professional learning by Service Managers, agreement was reached for themed webinars to be recorded on different aspects of restorative approaches to add to existing materials. In addition, collaborative development of materials for use in ELC was agreed for 2025/26, as well as using SEF to offer whole school training to settings identifying restorative approaches as a key improvement area.

Case Study: Positive Masculinity Conference

Recent research provides us with a concerning view of current gender norms and concepts of what it means to be a man and how this is impacting our young men and boys. The portrayal of masculinity in the news, social media and on screen reinforces the dominant traditions of masculinity. These are starting to show within our classrooms with a rise in misogynistic views and explicitly sexualised language being noted among young men and boys within the most recent Behaviour in Scottish Schools research (Scottish Government, 2023).

Delegates from across education (Primary, Secondary and Further Education), Social Work, NHS, Education Scotland, Criminal Justice, Child Alone and Seeking Asylum team, the third sector and community sporting groups came together to discuss Positive Masculinity at a conference in May 2025.

Organised by the Educational Psychology Service, the aim of the conference was to promote the key message that we want all young people to feel safe and protected from gender-based violence through targeting the harmful effects of unhelpful gender narratives.

The intended output from the conference was to:

- develop key messages for young people about gender-based violence
- describe the harmful effects of some gender narratives
- encourage and support work across all systems to promote positive masculinity
- develop a communication and media strategy

During the session, 29 pledges for change were made, including staff training, increased use of Mentors in Violence Prevention (MVP) and linking in with partner agencies such as Services for Young People and RASAC. In addition, there was consideration of options for multi-generational training and interventions, positive masculinity groups within the criminal justice system and identification and use of 'real world' positive male role models within PKC.

Outcome 7

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.

Digital learning can be a powerful method of enhancing learning and teaching, communication, and social experiences, and may also remove barriers to learning for some children and young people.

During the QIRs undertaken in 2024/25, consideration of digital learning approaches formed part of the review, and these were also included within pupil focus groups. Areas for development, where appropriate, were highlighted within the resulting plans.

Significant steps have been taken to ensure that digital technology is a consideration for learners with additional support needs and digital inclusion action points will be included in the updated Accessibility Strategy. Plans are also in place to deliver a Festival of Digital Inclusivity during 2025/26.

An extensive programme of CLPL has been delivered with a mix of webinars, digital champion events, one to one meetings, and in person professional learning sessions resulting in over 550 educators having been trained. 45 schools and 3 ELC settings now hold a Digital Schools Award, an increase of over 50% on 2023/24 and every school now has a named Digital Champion. In recently published data, Perth and Kinross had the second largest number of schools gaining awards during 2024/25.

Over the course of 2024/25, a range of interactive data tools which use the Power BI platform have been developed to support school leadership teams to analyse their data and to use that data to inform improvement.

Power BI Dashboards have been created for Attendance, Absence and Exclusions; Pupil Progress Tracking; Pupils on Part-time Timetables; Incidents of Distressed, Challenging, Violent and Aggressive Behaviour; School Demographics; and National Standardised Assessments (NSA) comparison with Achievement of Curriculum for Excellence Levels (CfE). This also enables comparison with other settings, local management groups, comparator groups and PKC as a whole. Guidance, support and training have been provided for these tools.

Achievement of CfE Levels							
<div> <div>Year</div> <div>2023/24</div> </div> <div> <div>School</div> <div>All</div> </div> <div> <div>LMG</div> <div>All</div> </div> <div> <div>Comparator Group</div> <div>All</div> </div> <div>Schools included:</div> <div> Abernethy Primary School Abernyte Primary School Aberuthven Primary School Alyth Primary School Arngask Primary School Auchtergaven Primary School Balbeggie Primary School Balhousie Primary School Bertha Park High School Blackford Primary School Blair Atholl Primary School Blairgowrie High School </div>							
Stage	Cohort	#	Literacy %	Numeracy %	Reading %	Writing %	Listening and talking %
P1	Total	1229	74.3%	84.3%	78.8%	76.2%	85.8%
	Female	643	79.0%	86.5%	82.6%	81.0%	90.2%
	Male	586	69.1%	81.9%	74.6%	71.0%	81.1%
	ACORN 4/5	432	63.0%	73.6%	67.6%	65.3%	76.4%
	SIMD Q1	102	60.8%	73.5%	64.7%	62.7%	73.5%
	LAC	12	41.7%	58.3%	50.0%	50.0%	58.3%
	ASN	245	45.7%	60.0%	50.2%	46.5%	61.2%
P4	Total	1480	71.4%	76.6%	79.4%	73.2%	86.2%
	Female	706	76.9%	75.9%	82.3%	78.9%	89.1%
	Male	774	66.4%	77.3%	76.7%	68.1%	83.6%
	ACORN 4/5	537	64.6%	69.6%	71.9%	66.5%	79.7%
	SIMD Q1	119	63.0%	66.1%	70.6%	66.4%	74.8%
	LAC	34	38.2%	41.2%	55.9%	41.2%	61.8%
	ASN	546	48.5%	58.9%	59.3%	51.1%	69.8%
P7	Total	1396	72.8%	76.4%	80.8%	74.7%	85.7%
	Female	697	78.9%	76.2%	84.1%	80.8%	88.7%
	Male	699	66.7%	76.6%	77.6%	68.7%	82.7%
	ACORN 4/5	485	62.5%	64.7%	72.4%	64.1%	79.4%
	SIMD Q1	102	53.9%	55.9%	60.8%	53.9%	72.5%
	LAC	48	35.4%	35.4%	43.8%	35.4%	54.2%
	ASN	632	53.8%	60.1%	65.2%	56.0%	73.2%
S3 (Level 3)	Total	1499	91.3%	90.5%	91.8%	91.5%	92.5%
	Female	746	92.5%	91.3%	92.8%	92.9%	93.4%
	Male	753	90.2%	89.8%	90.8%	90.2%	91.5%
	ACORN 4/5	521	85.2%	84.1%	86.0%	85.4%	87.3%
	SIMD Q1	101	82.2%	76.2%	82.2%	82.2%	83.2%
	LAC	43	67.4%	62.8%	67.4%	67.4%	72.1%
	ASN	711	84.5%	83.4%	85.2%	84.8%	86.8%

Providing schools with their data in this interactive format is enabling senior leaders to focus on analysis and planning for improvement, rather than spending time extracting data from a range of sources.

Work has also been undertaken in partnership with colleagues across PKC to introduce a new Microsoft 365 tenancy for schools. Planning is at an advanced stage with the formal roll out due to start in January 2026. This will provide enhanced security and ensure that children and young people have access to software to support their learning.

Case Study: Invergowrie Primary School Nursery Class Digital Learning Awards

Invergowrie Primary School's nursery class has gained three Digital Schools Awards during 2024/25, the Digital Learning Through Play Award in Early Learning, Equitable Creative Coding Award and Digital Wellbeing Award. They are the first setting in Perth and Kinross to gain all three awards together.

The nursery team had identified Digital Learning in their Improvement Plan as an area of focus and had gathered evidence for one of the awards. When undertaking the validation meeting the validator indicated that there was more than enough evidence for the setting to gain all three digital awards.

The Digital Learning Through Play Award in Early Learning recognises the impressive digital journey that the setting has been on. In the award report for Invergowrie, it was highlighted that digital learning is embedded throughout the setting and is very much co-led with the children. Unplugged learning and digital technology are being used to support quality learning through play, helping to inspire children and families to access the benefits of digital learning. The use of technology helps instil a sense of community and is part of the nursery culture.

The Equitable Creative Coding Award (ECCo) recognises the innovative and inclusive approaches to computational thinking and coding. Invergowrie Nursery have invested in digital technologies to motivate and inspire, equipping children with essential skills for life and work, and encouraging them to be curious and explore different things. The award report also noted a clear desire to lead in the embedding of film and screen across early level and support Education Scotland's commitment to this part of the expressive arts curriculum.

The Digital Wellbeing Award highlights that digital wellbeing is integrated into the vision and development work of the setting. The nursery inspires safe and responsible behaviour and shares helpful advice and support for parents and carers on e-safety.

There is a strong engagement with parents and carers and this work helps parents feel empowered to support their children in safe online practices at home.







Appendices

Appendix 1 – PKC Corporate Priorities

What we're working to achieve

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



Our priorities What we're focusing on to get there	The burning issues Why it's so important	Our principles The approach we're taking	Five foundations of leadership How leadership will help us get there
<div>Tackling poverty</div> <div>Tackling climate change and supporting sustainable places</div> <div>Developing a resilient, stronger and greener local economy</div> <div>Enabling our children and young people to achieve their full potential</div> <div>Protecting and caring for our most vulnerable people</div> <div>Supporting and promoting physical and mental wellbeing</div> <div>Working in partnership with communities</div>	<div>Cost of living and economy<ul style="list-style-type: none">Almost 6,000 children in relative poverty250 new housing apps a month12% working population earn less than real living wagepopulation growth 27% over 20 years</div> <div>Growing and complex needs<ul style="list-style-type: none">more adults needing more complex care packages35-60% primary school pupils with additional support needs</div> <div>Climate change<ul style="list-style-type: none">health impact of air pollution from vehicle and building emissionsincreasing scale, frequency, intensity and impact of severe weather</div>	<div>Focusing on need informed by evidence and data, rather than demand</div> <div>Working with our communities and partners, and putting people first</div> <div>Being a visible and valued part of our communities, engaging with and being accessible and responsive to our residents</div> <div>Prevention and early intervention to help achieve the best long-term results for people</div> <div>Supporting our workforce to be the best, ensuring they are well-trained and empowered to make decisions</div> <div>Making best use of available assets including transferring or otherwise disposing of those which can best serve the community in a different way</div> <div>Remaining true to our organisational values of integrity, compassion and ambition</div>	<div>Lead and maintain strong organisational culture and organisational behaviours</div> <div>Lead the Council's commitment to meaningful and impactful engagement</div> <div>Lead delivery of the Council's vision and priorities through evidence of high service performance and improvement</div> <div>Lead the Council's management of its people, resources, organisational risk and reputation</div> <div>Lead the Council's organisational transformation and associated programme of change and service design</div>

Ambition

Compassion

Integrity

Appendix 2 – School self-evaluation of quality indicators

Our self-evaluation processes use the Education Scotland six-point scale to grade quality indicators. These are:

1. Unsatisfactory
2. Weak
3. Satisfactory
4. Good
5. Very good
6. Excellent

The aim is that all schools in Perth and Kinross will achieve evaluations of Good or better for each quality indicator. Where this is not the case, this has been highlighted.

Further quality assurance may result in minor change to these ratings in the coming weeks.

Primary and Special schools

	Q1.3 Leadership of Change	Q2.3 Learning, Teaching and Assessment	Q3.1 Ensuring wellbeing, equality and inclusion	Q3.2 Raising attainment and achievement
Abernethy Primary School	4	4	5	4
Abernyte Primary School	5	5	5	5
Aberuthven Primary School	5	5	5	5
Alyth Primary School	4	4	4	4
Arngask Primary School	5	5	5	5
Auchtergaven Primary School	4	4	4	4
Balbeggie Primary School	4	4	4	4
Blackford Primary School	4	4	4	4
Blair Atholl Primary School	3	3	4	3
Braco Primary School	4	4	5	4
Burrelton Primary School	5	5	5	5
Cleish Primary School	4	4	5	4
Collace Primary School	4	4	4	4
Comrie Primary School	5	4	5	4
Coupar Angus Primary School	4	3	4	3

	Q1.3 Leadership of Change	Q2.3 Learning, Teaching and Assessment	Q3.1 Ensuring wellbeing, equality and inclusion	Q3.2 Raising attainment and achievement
Craigie Primary School	4	4	4	4
Crieff Primary School	4	4	4	4
Dunbarney Primary School	4	4	4	5
Dunning Primary School	5	5	5	5
Errol Primary School	4	4	5	4
Fairview School	4	4	5	3
Forgandenny Primary School	5	5	5	5
Fossoway Primary School	4	4	5	4
Glendelvine Primary School	5	4	5	4
Glenlyon Primary School	5	5	5	5
Goodlyburn Primary School	4	4	5	3
Grandtully Primary School	5	5	5	5
Guildtown Primary School	4	4	4	4
Inch View Primary School	5	4	5	4
Inchture Primary School	4	4	4	4
Invergowrie Primary School	4	4	4	4
Kenmore Primary School	5	4	5	5
Kettins Primary School	5	5	5	4
Kinloch Rannoch Primary School	4	3	4	3
Kinnoull Primary School	4	3	4	3
Kinross Primary School	5	5	5	5
Kirkmichael Primary School	4	4	5	4
Letham Primary School	4	4	4	4
Logiealmond Primary School	4	4	4	4
Logierait Primary School	3	3	4	3
Longforgan Primary School	5	4	5	4
Luncarty Primary School	3	3	3	3
Madderty Primary School	4	4	4	4

	Q1.3 Leadership of Change	Q2.3 Learning, Teaching and Assessment	Q3.1 Ensuring wellbeing, equality and inclusion	Q3.2 Raising attainment and achievement
Meigle Primary School	4	4	5	4
Methven Primary School	5	4	5	4
Milnathort Primary School	4	4	3	3
Moncreiffe Primary School	4	4	4	4
Murthly Primary School	5	5	5	5
Muthill Primary School	5	4	5	5
Newhill Primary School	5	5	4	4
Oakbank Primary School	5	4	4	5
Our Lady's RC Primary School	5	4	5	4
Pitcairn Primary School	4	3	4	4
Portmoak Primary School	5	5	5	5
Rattray Primary School	5	4	4	4
Riverside Primary School	4	3	4	3
Robert Douglas Memorial Primary School	4	4	4	4
Royal School of Dunkeld	4	4	5	4
Ruthvenfield Primary School	5	5	5	5
St Dominic's RC Primary School	4	4	5	5
St Madoes Primary School	4	3	4	4
St Ninian's Episcopal Primary School	4	4	5	4
St Stephen's RC Primary School	4	4	4	4
Stanley Primary School	3	3	4	4
Tulloch Primary School	4	4	5	4
Viewlands Primary School	4	4	5	4

All-through schools

For all-through and secondary schools, data included is the latest available self-evaluation data.

Where a school is highlighted in bold, the data is for 2024/25; those schools not highlighted in bold have not yet submitted their self-evaluation documents at the time of publication. This will be updated when these are available.

	Q1.3 Leadership of Change	Q2.3 Learning, Teaching and Assessment	Q3.1 Ensuring wellbeing, equality and inclusion	Q3.2 Raising attainment and achievement
Breadalbane Academy	3	3	3	3
Community School of Auchterarder	3	3	3	3
Pitlochry High School	4	4	4	4
St John's RC Academy	4	3	3	4

Secondary

	Q1.3 Leadership of Change	Q2.3 Learning, Teaching and Assessment	Q3.1 Ensuring wellbeing, equality and inclusion	Q3.2 Raising attainment and achievement
Bertha Park High School	4	4	4	4
Blairgowrie High School	3	3	3	3
Crieff High School	4	4	5	4
Kinross High School	5	5	5	4
Perth Academy	3	2	2	3
Perth Grammar School	3	4	3	3
Perth High School	3	3	3	3

Appendix 3 – Glossary of Terms

Acronym	Meaning
ACEL	Achievement of Curriculum for Excellence Levels
ASD	Autistic Spectrum Disorder
ASN	Additional Support Needs
BGE	Broad General Education
CECYP	Care-experienced Children and Young People
CfE	Curriculum for Excellence
CLPL	Career Long Professional Learning
CYPIC	Children and Young People Improvement Collaborative
DCVA	Distressed, Challenging, Violent or Aggressive Behaviour
DIDM	Data Informed Decision Making
DYW	Developing the Young Workforce
EandL	Education and Learning
ELC	Early Learning and Childcare
GIRFEC	Getting it Right for Every Child
GMWP	Glasgow Motivation and Wellbeing Profile
HWB	Health and Wellbeing
ISP	Intensive Support Provision
ITM	Integrated Team Meeting
LEP	Local Employability Partnership
LMG	Local Management Group
NES	NHS Education for Scotland
NHS	National Health Service
NIF	National Improvement Framework
NSA	National Standardised Assessments
PAS	Perth Autism Support
PE	Physical Education
PEEP	Parents Early Education Partnership
PEF	Pupil Equity Fund
PEPAS	Physical Education, Physical Activity and Sport
PFLT	Parenting and Family Learning Team

Acronym	Meaning
PIE	Parental Involvement and Engagement
PKC	Perth and Kinross Council
PoPP	Psychology of Parenting Programmes
PSE	Personal and Social Education
QI	Quality Indicators
QIR	Quality Improvement Review
RRSA	Rights Respecting Schools Award
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
SHANARRI	Wellbeing Indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included
SIMD	Scottish Index of Multiple Deprivation
SLT	Speech and Language Therapy
UHI	University of the Highlands and Islands
UNCRC	United Nations Convention on the Rights of the Child
YMCA	Young Men’s Christian Association

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

BSL users can contact us via Contact Scotland BSL, the online British Sign Language video relay interpreting service. Find out more on the Contact Scotland BSL website <https://contactscotland-bsl.org>