

16 March 2021

Agenda Item No. 6

Report on Senior Phase Outcomes in Fife 2019-20

Report by: Carrie Lindsay, Executive Director of Education and Children's Services

Wards Affected: All

Purpose

The purpose of this report is to update the Education and Children's Services Sub-Committee on the educational outcomes of school leavers in Fife for the school year 2019/20, including data on the participation measure, positive destinations and the attainment of school leavers. The report will reference the impact of COVID 19 on educational outcomes and positive destinations for Session 2019-20.

The following link to the Report on Initial SQA Results 2020 presented to the Policy and Coordination Committee on 27 August 2020 provides details of the processes and results for SQA Qualifications in Session 2019 -20

<https://www.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=A2405E8B-155D-13EF-92C7DD7FDBE79919>

This report will also detail the Alternative Certification Model for SQA Qualifications for 2021 and the planning that is underway for this.

Reference will also be made to the current reform work in the areas of Employability and Attainment.

Recommendation(s)

The Education and Children's Services Committee is asked to:

1. Note the participation and school leaver destinations measures prior to COVID 19 and the issues faced as a result of COVID for these measures going forward.
2. Note the strategies being implemented to improve positive destinations and senior phase outcomes, including some of the work done in reform areas to support improving positive destinations and outcomes for young people.
3. Note progress in preparation for the Alternative Certification Model for SQA Qualifications for 2021.

Resource Implications

There are no resource implications arising from this report.

Legal & Risk Implications

There are no direct legal implications arising from this report. However, with the current COVID situation, the comparison from one year to the next is not necessarily relevant as the COVID situation is exceptional. Also, the cancellation of exams has brought new challenges to schools especially with the current lockdown.

Impact Assessment

An EqIA has not been completed and is not necessary as no change or revision to existing policy is proposed.

1.0 Background

- 1.1 Our ambition is to improve senior phase outcomes by providing an appropriate curriculum for all learners. The senior phase of the curriculum provides us with the opportunity to:
 - Improve employability skills
 - Increase levels of sustained positive destinations
 - Contribute to a prosperous Fife economy and improve life chances for all
- 1.2 This report provides details of the Participation Measure for 16-19-year olds published in August 2020 (Section 2) and details of school leaver destinations for young people who left the senior phase (i.e. stages S4-S6) after the 2019/20 school year (Section 3). (Appendix 4 provides a Glossary of Key Terms).
- 1.3 We know from national statistics on employment from the DWP and information from Skills Development Scotland's Regional Skills Assessment that it will take a decade for employment to return to the levels prior to the COVID 19 pandemic. Those under 25 are 2.5 times more likely to work in sectors that have shut down, be in part time work or on flexible contracts. Nationally unemployment is expected to rise in the next 10 months to between 7.5% and 10%. The impact of the pandemic on the Participation Measure and school leaver destinations is likely to be long term.
- 1.4 Projections for Fife show that population growth will fall in the next 20 years with a 16% fall in children and a 9% fall in the working age population.
- 1.5 Due to the COVID 19 pandemic, reporting of senior phase outcomes in attainment this session differs from previous reporting for several reasons detailed below:
 - The cancellation of SQA exams for 2020 candidates
 - The initial results for candidates based on the application of the SQA algorithm to teacher estimates
 - The subsequent change to results based wholly on teacher estimates
 - The resultant delay in reporting of senior phase outcomes in the Insight Senior Phase Benchmarking Tool
 - National guidance on not using 2019-20 results within trend data as a result of the different awarding methodology used in 2019-20

- 1.6 As indicated in 1.3, the nature of the awards process for 2019/20 was different from previous years. In particular, SQA qualifications were based on processes that were, unavoidably, different from the established approaches for assessments and awards. As a result of the unique nature of the 2019/20 SQA awards process, the range and type of attainment measures reported in this paper (Section 4) are different from previous years.
- 1.7 As per national guidance, we take an 'outcomes' based approach to attainment with the focus on all our young people at the point of exit rather than individual 'year on year' attainment.
- 1.8 The discussions with schools focuses on areas such as literacy and numeracy to see how well equipped their leavers are to go onto sustained and positive destinations, as well as considering overall levels of attainment and the types of destinations young people are achieving.
- 1.9 This report will consider National Benchmark data for 2019/20. A range of measures are used in this outcomes-focussed approach. These include cumulative measures of attainment (e.g. 1+ awards at SCQF level 4, 5+ awards at SCQF level 6), tariff points (a summary measure of the quantity and quality of awards achieved by young people) and the measures of achievement in literacy and numeracy. Each of these senior phase measures of attainment have different strengths and weaknesses.
- 1.10 Some of the work being done to improve Senior Outcomes will be directly affected by the Council work on reform particularly in the areas of Employability and Attainment described in Section 4 and Appendix 3 of this report.
- 1.11 The cancellation of all SQA exams for candidates 2021 has resulted in the development of an Alternative Certification Model. Details of this and the planning within Fife to support this are provided in this report (Section 6).

2.0 Participation of 16-19 year olds

- 2.1 The data on sustained post school destinations is now measured by participation in the local economy of 16-19 year olds. The 'Participation Measure' report for Fife is published each August by Skills Development Scotland, who track the post-school destinations of young people across Scotland.
- 2.2 The Participation Measure provides an annual update on the number of young people, aged 16 to 19, who have been participating in the local economy over the course of the year – whether through continuing education, employment, or training. It reflects partnership working to support young people as they begin the transition from school into the world of work. It should be noted that as the measure reflects where young people live - and as many young people in this age group relocate for the purposes of study, work or training – it does not provide a direct measure of the impact of school improvement.
- 2.3 The most recent Participation Measure report, published in August 2020, relates to sustained post-school participation during the financial year April 2019-March 2020. This, essentially, reflects the picture immediately prior to the impact of Covid-19 pandemic in Scotland.

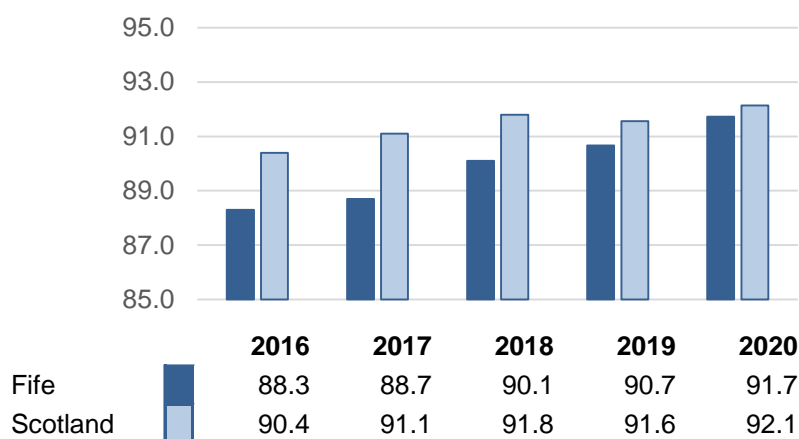


Figure 1. Participation of 16-19-year-olds in the local economy in Fife and Scotland

- 2.4 Figure 1, above, provides an overview of the trends in participation over the 5 years to March 2020 in Fife and Scotland. As can be seen, participation in Fife saw a sustained increase over this period, from 88.3% in the year ending March 2016 to 91.7% in the year ending March 2020. Over this period, Fife also substantially closed the gap with national levels of participation.
- 2.5 Overall, there was a net 3.4% increase in participation over the 5 years to March 2020. Within this overall figure, key components that changed were:
- Employment – there was a 4.7% increase in the percentage of 16-19-year-olds in employment (an increase from 14.1% in 2016 to 18.8% in 2020);
 - Education – there was a 1.3% reduction in the percentage of 16-19-year-olds in education (a reduction from 72.1% in 2016 to 70.8% in 2020).
- 2.6 The increase in participation over this 5-year period helped to ensure:
- A reduction by 2.0% in the percentage of 16-19-year-olds who were unemployed and seeking work (a reduction from 3.4% in 2016 to 1.4% in 2020).
 - A reduction by 1.8% in those with an unconfirmed status (from 6.7% in 2016 to 4.9% on 2020).
- 2.7 Appendix 1 provides a summary of the participation of 16-19-year-olds in Fife's economy in the year to March 2020. At this time, young people in Fife were broadly participating in similar areas of the economy to their peers across the rest of Scotland, with differences in levels of participation by category being relatively small. More specifically:
- Levels of participation in continuing education in Fife were slightly lower than across Scotland as a whole (70.8% in Fife, compared with 72.0% nationally).
 - Levels of employment and training were slightly higher in Fife (18.8% for employment and 2.1% for training in Fife, versus 18.3% and 1.8%, respectively, at the national level).
 - Slightly more young people were unemployed in Fife than nationally (1.4% seeking work and 2.0% not seeking work in Fife, versus 1.1% and 1.7%, respectively, at the national level).
 - Slightly fewer young people had an unconfirmed status in Fife than nationally (4.9% in Fife versus 5.1% nationally).

3.0 Initial Positive Destinations from School

3.1 As was noted in para 2.1, Skills Development Scotland (SDS) track the post school destinations of all 16-19-year olds in Scotland, from the point at which they leave school. The Scottish Government publishes an annual report on the initial destinations of school leavers, each February, based on this SDS data. This provides a breakdown of the destinations of all school leavers i.e. where they had transitioned to by the first week in the October after they left school. Positive destinations include those entering employment, training, further and higher education, voluntary work, etc. and negative includes those who are unemployed – whether seeking employment or not – and those whose destination is unknown.

3.2 Figure 2, below, shows the post school destinations of Fife school leavers, as compared with national outcomes over the past 5 years. As can be seen, prior to 2019/20 there had been a steady improvement in the proportion of school leavers entering a positive destination, both nationally and in Fife. In 2019/20, however, as a result of the COVID pandemic, there has been a fall in the levels of positive destinations across Scotland.

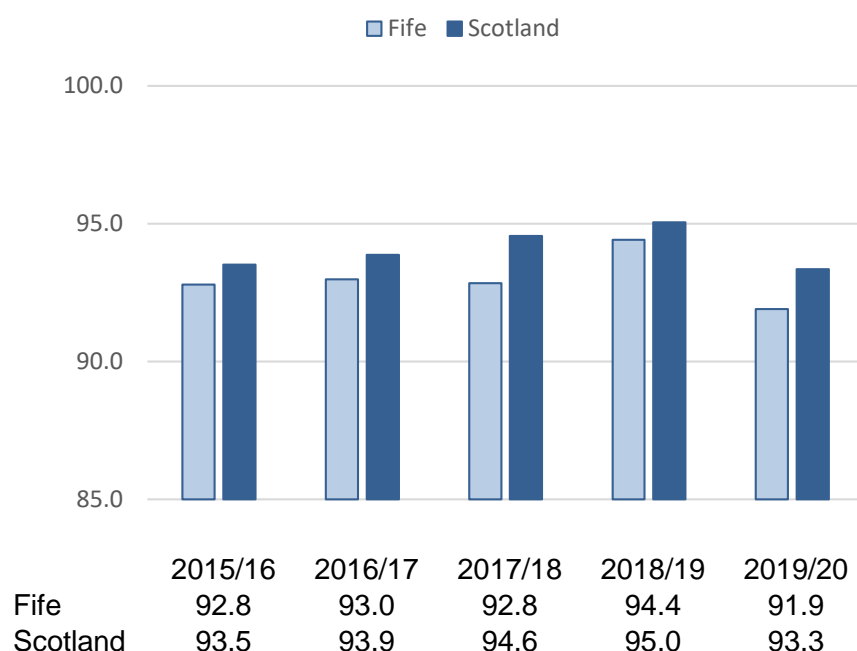


Figure 2. Initial leaver destinations from school in Fife and Scotland

3.3 Figure 3, below, provides detail of the levels of positive destinations for school leavers over the past 3 years, for SIMD Quintile 1 (Q1) – the most disadvantaged areas of Fife – and for SIMD Quintile 5 (Q5) – the least disadvantaged areas. The first two columns of data show the percentage of school leavers in both SIMD quintiles entering a positive destination; the final two columns show the year-on-year change in the percentage of school leavers entering a positive destination in both Fife and Scotland:

- The percentage of school leavers in both SIMD Q1 and SIMD Q5 entering a positive destination fell last year;

- The reduction in positive destinations for SIMD Q1 was greater than in SIMD Q5.

As is apparent from Figure 3, outcomes for school leavers in SIMD Q5 in Fife (the least disadvantaged areas) are like Scotland. However, outcomes for school leavers from SIMD Q1 remain below those for Scotland as a whole.

Establishment	Year	Positive Destination (%)		Year on year change (%)	
		SIMD Q1	SIMD Q5	SIMD Q1	SIMD Q5
Fife	2019/20	86.61	96.22	-4.28	-1.49
Fife	2018/19	90.89	97.71	2.77	3.45
Fife	2017/18	88.12	94.26	-	-
Scotland	2019/20	89.96	96.27	-2.39	-1.48
Scotland	2018/19	92.35	97.75	1.95	0.52
Scotland	2017/18	90.4	97.23	-	-

Figure 3. The percentage of school leavers entering a positive destination in SIMD Quintile 1 and SIMD Quintile 5, in both Fife and Scotland.

- 3.4 Figure 4, below, provides a breakdown of the data for Fife, by destination. It may be noted that, over previous years, employment has been an important category in enabling improved levels of positive destinations. The proportion of school leavers entering other destinations has remained broadly constant over time. In 2019/20, as a result of the COVID pandemic, there was a significant fall in the proportion of school leavers entering employment. This was partly offset by an increase in the proportion of school leavers entering further education.

Year	Higher Education	Further Education	Employment	Training & Other	Positive Destination
2019/20	37.7	35.7	13.7	4.8	91.9
2018/19	37.1	33.2	19.6	4.5	94.4
2017/18	36.5	32.9	18.4	5.0	92.8
2016/17	35.0	33.9	19.3	4.8	93.0
2015/16	39.0	32.6	17.2	3.9	92.8
2014/15	35.3	34.4	17.8	5.1	92.7
2013/14	37.7	33.9	16.1	4.9	92.5

Figure 4. Initial leaver destinations by category for Fife school leavers.

- 3.5 Figure 5, below, summarises the composition of the school leaver cohort for Fife and Scotland over the past 3 years. As can be seen, Fife has historically had more S4 and S5 leavers and fewer S6 leavers than is the case nationally.
- 3.6 Fife has also seen an increasing proportion of S4 leavers and a decreasing proportion of S6 leavers over the past two years. This pattern may partly explain the increasing proportion of school leavers entering further education in 2019/20.

Establishment	Year	School leavers by stage (%)			Year-on-year change (%)		
		S4	S5	S6	S4	S5	S6
Fife	2019/20	13.9	30.8	55.3	0.7	-0.5	-0.2
Fife	2018/19	13.2	31.4	55.5	0.7	0.2	-0.8
Fife	2017/18	12.5	31.2	56.3	-	-	-
Scotland	2019/20	11.4	25.8	62.8	-0.5	-1.0	1.5
Scotland	2018/19	11.9	26.8	61.3	0.5	0.9	-1.5
Scotland	2017/18	11.4	25.9	62.7	-	-	-

Figure 5. Composition of school leaver cohort by stage of leaving.

4.0 Attainment

The context for the attainment reported this year

- 4.1 The school leaver outcomes report presented to committee generally focusses on two key aspects of attainment:
- Trends in attainment over time. These provide a measure of school improvement.
 - Outcome-focussed measures of attainment (in particular the achievement of key qualification sets, which enable a wider range of post school opportunities).
- 4.2 As a result of the COVID 19 pandemic in 2019/20, there was a significant change to the process by which SQA qualifications were awarded. Examinations, which have traditionally played a significant role in the assessment of National 5, Higher and Advanced Higher awards, were cancelled. SQA qualifications were instead awarded based on centre assessment of grades.
- 4.3 Due to the changes in the assessment and awards processes used last year, SQA results for 2019/20 are not directly comparable with attainment in previous years. They do not provide a suitable basis for assessing trends over time, as a measure of school improvement.
- 4.4 In addition, the connection between the achievement of qualification sets and post school opportunities is less direct than usual, for last year's leaver cohort. Post school employment opportunities have been significantly affected by the COVID 19 pandemic. In addition, universities have altered their admission requirements and processes, in recognition of the impact of COVID and the change in SQA awards.
- 4.5 For the reasons summarised above, this report will not present the usual range of trend-based, outcomes-focussed measures of attainment for this year's school leaver cohort. Instead, appendix 2 provides a summary overview of key qualification sets. Data for 2018/19 is also provided, for information.
- 4.6 Appendix 2A provides an overview of outcomes for the school leaver cohort as a whole. Appendix 2B provides an overview of outcomes for school leavers from SIMD Quintile 1. As can be seen, the qualification sets achieved by the leaver cohort were similar to those achieved in the preceding year, although outcomes for lower

attaining leavers from SIMD Quintile 1 differed to a slightly larger degree than those of other leavers. This may be related to the size of the S4 leaver cohort in 2019/20.

- 4.7 It may be noted that the August report to the Policy & Coordination Committee on the SQA results included an extensive overview of the Centre Assessed Grades, which formed the basis of the SQA results for 2019/20. (Link : <https://www.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=A2405E8B-155D-13EF-92C7DD7FDBE79919>)

What the attainment data says about Fife's quality assurance of SQA awards

- 4.8 Total tariff points provide a summative measure of overall educational attainment. They are not an outcomes-related measure. In addition, they have some weaknesses as a measure of improvement over time, particularly for different levels of attainment, or for pupils with different outcomes. However, for the school leavers of 2019/20 (whose attainment is not directly comparable with that of other cohorts) the snapshot of total tariff points provides some useful information about attainment in Fife, in comparison with the rest of Scotland.
- 4.9 Figures 6 and 7, below, provide a comparison of the total tariff points achieved by Fife school leavers with a virtual comparator (a sample-based comparator which adjusts for differences between Fife and Scotland in stage of school leaving). Figure 6 presents data for 2019/20 (based on the centre assessed grades of last year) and figure 7 presents data for 2018/19 (based on the exam-based SQA qualifications of previous years).
- 4.10 In the current context – for the exceptional results of 2019/20 – figures 6 and 7 provide a useful tool for addressing a key question that was impossible to consider in the August paper to committee: have Fife school leavers been disadvantaged by the change in award process last year, in comparison with the rest of Scotland?

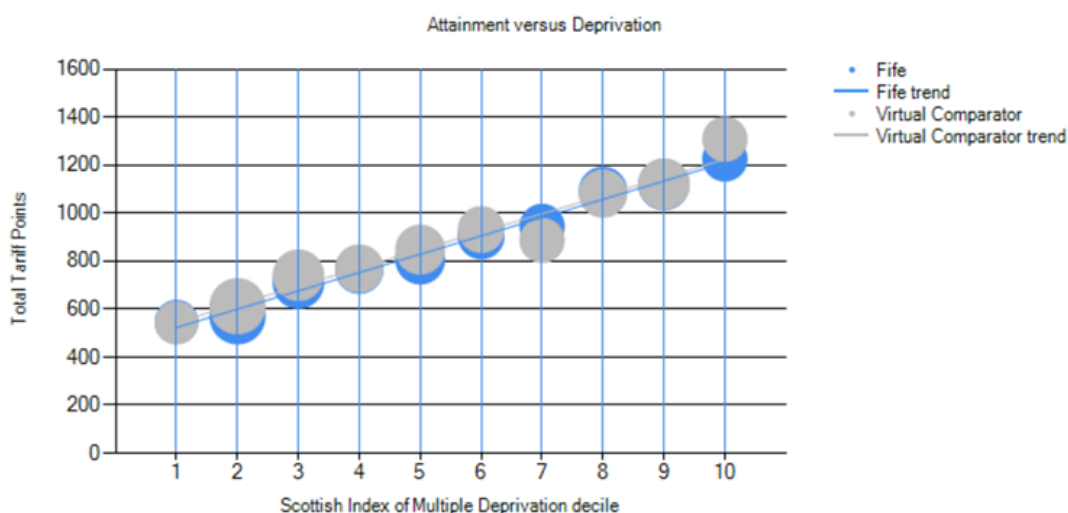


Figure 6. Comparison of attainment in Fife with a virtual comparator for last year (2019/20).

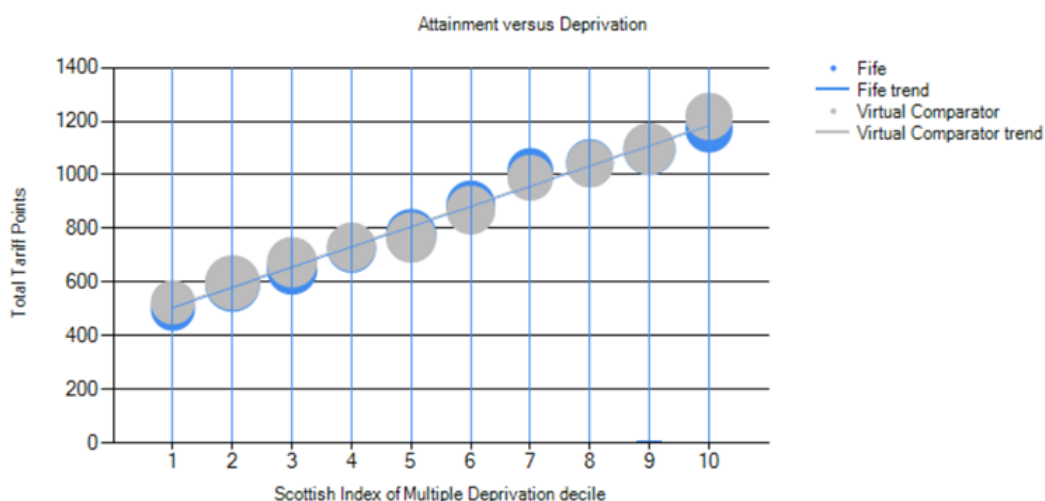


Figure 7. Comparison of attainment in Fife with a virtual comparator for the year before last (2018/19).

- 4.11 Figures 6 and 7 show that attainment for Fife school leavers was in line with that of comparable areas of Scotland across all SIMD deciles, in both 2019/20 and the preceding year. Given that the leaver cohort for Fife is relatively large, and that results would be expected to be relatively stable over time as a consequence, this suggests that the SQA process for 2019/20 did not provide a systematic advantage or disadvantage for Fife as a whole.
- 4.12 The evidence outlined above suggests that Fife’s overall approach to the quality assurance of the 2019/20 SQA awards helped to ensure that the Fife school leaver cohort achieved awards that were in line with those awarded across other local authorities.

5.0 Action planned to further raise attainment and improve outcomes for young people

- 5.1 The focused Reform work in Employability aims to improve outcomes and opportunities for school leavers, given the interruption to their learning experiences during COVID19 and the high unemployment rate. The aim is to ensure young people have a range of appropriate offers of training, employment or work which will benefit the long-term economy of Fife by having a skilled range of young people to fill a broad range of vacancies. There is a focus on maintaining or improving school leaver destinations from the initial positive destinations level of 94.4% in 2018-19. In addition, the aim is to improve follow up positive destinations (gathered by SDS in the April after young people leave school) from the 2019 level of 91.0% and maintain or improve the Participation Measure from the 2020 level of 91.7% (See Appendix 3).
- 5.2 In order to do this a wide range of partners have developed a Recovery Plan for Youth Employability.

The key challenges outlined by all partners to address are: -

- High unemployment levels for young people aged 16-24 (in Scotland for 19/20 8.8% and in Fife 16.1%)
- Lack of training opportunities in work experience
- Reduced options of apprenticeship opportunities
- No real “hands on” experience in the workplace
- Disengaged young people i.e. some people who don’t want to be there
- The need to get more young people upskilled in relation to developing the Young Workforce. The curriculum or courses offered in education need to be relevant for the labour market.
- Reduce the drop out at FE and HE (in 18/19 this was around 300)
- Identifying this year’s leavers cohort
- Connecting with young people referred to partners

5.3 A key aspect of this work is to ensure we use the Young Person Guarantee to full effect. This will involve working closely with the Enterprise and Environment Directorate and specifically Economy, Planning and Employability Services. Much of this work is being addressed through developing employability and training offers, working with business to promote the need for apprenticeships and using results from surveys to address where young people feel we could do more.

5.4 In addition, work has been ongoing to continually review the Secondary curriculum offer/pathways and link these to Labour Market Information. All future curriculum design from 3-18 will provide breadth and depth of learner choice to equip them with the skills, knowledge and positive attitudes they need to participate and progress to their next stage of life, learning and work. We aim to create an informed industry driven curriculum led by the needs of employers and delivered in partnership with them. Recent work to develop the new Dunfermline Learning Campus on learners’ pathways is also exploring the progression for all young people and what that offer for the curriculum at school and college might look like going forward.

5.5 The other area of Reform in education that will influence outcomes for young people going forward is the work on attainment and achievement of young people. The work in this area has been developed through a deep analysis of the impact of the pandemic on children’s attainment (P1, P4, P7 & S3), reviewing our own learning during the response period and considering the challenges that lie ahead. The Attainment Reform Group have identified key drivers for improvement and specific change ideas to address the impact of the pandemic on attainment and the poverty-related attainment gap. The longer-term goal is to develop sustainable approaches to improving attainment and closing the gap across our schools and early learning centres over the next five years.

5.6 The key drivers for improvement in attainment and closing the poverty-related attainment gap have been identified by the reform group as; health & wellbeing, equity, engagement & participation: high quality learning, teaching and assessment, with leadership and quality improvement underpinning all areas. Within each primary driver, there are a range of improvement projects that are testing new ideas or, scaling or spreading practice and approaches that already have a strong evidence base of impacting positively on attainment outcomes of children and young people. The focus of these projects includes:

- Increasing capacity in the system to make use of improvement methodology to improve outcomes for targeted groups of children and young people:
- Continued progress with the Digital Learning Culture strategy to ensure equal opportunity in learning for every child and young person.
- Supports for Looked After and Care Experienced Children and Young People at points of transition re-established in the refreshed Learning with Care Strategy.
- Improving Attendance in targeted schools/groups/individuals.
- Quality Assurance of Approved Flexible Packages.
- Strengthening progress in learning at points of transition for all children and young people. With a particular focus on Nursery to P1 and P7 to S1.
- Addressing the increased gap in attainment in literacy with a particular focus in early stages of primary.
- Spread and scale of effective approaches to family support and engagement.
- Moderation of learning, teaching and assessment leading to improved outcomes for learners.

5.7 Further development in both these areas of reform will be reported to P&C committee in June 2021.

5.8 In all schools there needs to continue to be effective self-evaluation at the heart of all continuous improvement and using 'How good is our school? 4 (HGIOS4) provides a basis for schools to reflect and undertake self-evaluation. The framework underpinning self-evaluation in HGIOS4 supports the Directorate and school leaders to work together and challenge teachers to:

- Ensure educational outcomes for all learners are improving
- Address the impact of inequity on well-being, learning and achievement
- Consistently deliver high quality learning experiences
- Embed progression in schools for learning, life and work from 3-18
- Have high aspirations for all
- Continue to analyse data at school and LA level
- Improved moderation in and across schools to understand standards at subject level

6.0 Progress on Alternative Certification Model for SQA Qualifications 2021

6.1 Following the cancellation of all SQA exams, SQA published details of the Alternative Certification Model for 2021 on 16 February 2021.

6.2 Within Fife, A Short Life Working Group (SLWG) for SQA Assessment 2021 was established in September 2020 with volunteer membership from Secondary School Leadership Teams, Principal Teachers, Professional Associations, SQA Appointees, Subject Leads, Fife College and Fife Council officers. The SLWG have considered the Priestly Review and information from SQA.

There are 25 Subject Leads in place who will lead Subject Networks to ensure consistency, facilitate moderation and support practitioners. The Subject Leads meet regularly with Fife Council officers to share information, raise awareness of resources and agree approaches to assessment and moderation.

- 6.3 The main purpose and focus of the SLWG and Subject Networks are to:
- Create guidance for schools on the generation, moderation and submitting of evidence for 2021 National 5, Higher and Advanced Higher candidates.
 - Advise schools on the practicalities of conducting assessments for 2021 candidates.
 - Share messages and resources from SQA across all subject practitioners.
 - Communicate and consult with practitioners, parents and young people.
- 6.4 The In-Service Day on 17 February 2021 had a focus on the Alternative Certification Model across all secondary schools. Practitioners were given opportunities to access SQA Understanding Standards materials and network with colleagues across Fife.
- 6.5 Senior officers continue to meet with ADES (Association of Directors of Education Scotland) colleagues and SQA to share practice and raise issues. In addition, senior officers meet regularly with secondary headteachers to keep them updated, answer questions and discuss concerns.
- 6.6 Guidance for schools is being developed and will be agreed and shared with all practitioners. Online learning sessions for staff on the interpretation of data and how this can be used to enhance understanding of national standards are being developed
- 6.7 We are awaiting written confirmation from the Scottish Government regarding the 2 assessment days and will be consulting with the SLWG, Professional Associations, Subject Leads and secondary headteachers on timing and use of these.

7.0 Conclusions

- 7.1 The evidence summarised in section 2 shows that:
- Participation and post school destinations had been improving for school leavers in Fife in the years leading up to 2019/20.
 - The proportion of school leavers entering a positive destination fell in 2019/20, in both Fife and Scotland.
 - The fall in positive destinations was greater in SIMD Quintile 1 (the most disadvantaged areas) than in SIMD Quintile 5 (the least disadvantaged areas), in both Fife and Scotland.
- 7.2 Data on attainment in 2019/20 is not comparable with data on attainment in prior years, due to the changes in the SQA assessment and awards processes last year. However, overall attainment levels in Fife were in line with comparable areas of Scotland in both 2019/20 and 2018/19, suggesting that the change in the SQA awards process did not provide an overall advantage or disadvantage to Fife school leavers last year. The evidence suggests that Fife's overall level of awards were in line with those of other local authorities.
- 7.3 Work is progressing on the Reform areas of Employability and Attainment with a focus on improving outcomes for young people.

- 7.4 Collective planning to deliver the Alternative Certification Model for SQA Qualifications 2021 is progressing across Fife.

Appendices

1. A Summary of the 2020 Annual Participation Measure for Fife
2. Overview of Qualification Sets
3. Area of Reform: Employability & Positive Destinations for all our school leavers

Background Papers

The following paper was relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- P&C committee paper
<https://www.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=A2405E8B-155D-13EF-92C7DD7FDBE79919>

Sources of evidence

The information provided in this report is based on analysis of data from a number of sources, including: Scottish Government Statistics, and the Insight benchmarking tool February 2021 update.

Report Contacts

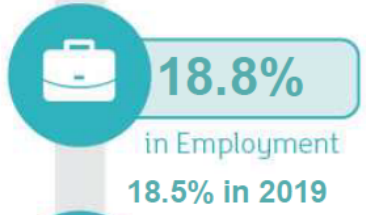
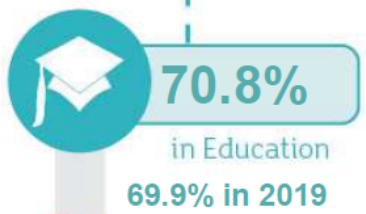
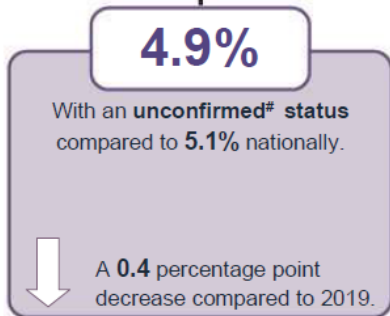
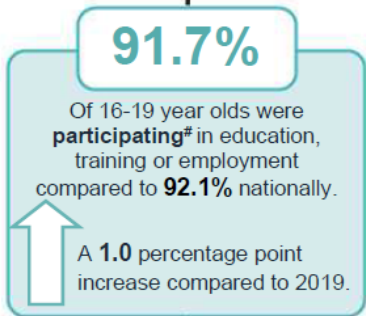
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2020 Annual Participation Measure Report

Summary for Fife Council










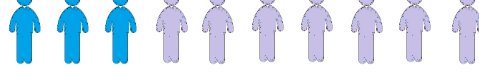

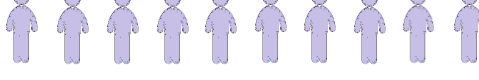










i The annual participation measure takes account of the status for all 16-19 year olds from 1st April 2019 to 31st March 2020. All statuses are combined to calculate the participation headline classification and the status grouping displayed.





















Percentage point change has been calculated using the percentages rounded to one percentage point.

[#] SDS does not currently receive any data from Department of Work and Pensions about Universal Credit claimants, and therefore is not able to comprehensively identify or report on people who are unemployed seeking. DWP is currently unable to provide data on UC claimants who are out of work but is working to develop this capability to ensure that SDS receives this information in the future. Therefore, treat unemployed seeking and related statuses with a degree of caution. (See Annex 1 of the Annual Participation Measure report for full details)

Appendix 2A - Overview of qualification sets and key skills of school leavers in 2019/20

Achievements of 2019/20 school leavers	Typically, pupils with this range of qualifications ...	In a group of 100 typical Fife school leavers in 2019/20		Achievements of 2018/19 school leavers
97.4% of leavers achieved awards at SCQF level 1 or above	Have accredited achievement to evidence personal skills	 97 school leavers had achieved this qualification set		97.6% of leavers achieved awards at SCQF level 1 or above
88.8% of leavers achieved literacy & numeracy at SCQF level 4	Are able to evidence accredited achievement of both key literacy and key numeracy skills	 89 school leavers had achieved this qualification set		90.1% of leavers achieved literacy & numeracy at SCQF level 4
87.5% of leavers achieved 3, 4 or 5 National 4 awards	Are qualified for a range of selective Modern Apprenticeships & employment opportunities	 88 school leavers had achieved this qualification set		89.6% of leavers achieved 3, 4 or 5 National 4 awards
77.1% of leavers achieved literacy at SCQF level 5	Are able to evidence accredited achievement of more advanced literacy skills	 77 school leavers had achieved this qualification set		79.6% of leavers achieved literacy at SCQF level 5
68.2% of leavers achieved numeracy at SCQF level 5	Are able to evidence accredited achievement of more advanced numeracy skills	 68 school leavers had achieved this qualification set		68.4% of leavers achieved numeracy at SCQF level 5
66.8% of leavers achieved 3, 4 or 5 National 5 passes	Are qualified for a range of more selective Modern Apprenticeships & employment opportunities	 67 school leavers had achieved this qualification set		66.4% of leavers achieved 3, 4 or 5 National 5 passes
56.5% of leavers achieved 1 or more Higher passes	Are qualified for an HNC, providing a route to Higher Education	 57 school leavers had achieved this qualification set		56.7% of leavers achieved 1 or more Higher passes
39.6% of leavers achieved 3, 4 or 5 Higher passes	Are qualified for direct entry to Higher Education for a wide range of courses	 40 school leavers had achieved this qualification set		38.4% of leavers achieved 3, 4 or 5 Higher passes
23.0% of leavers achieved 4 or 5 Highers at grades A or B	Are qualified for more selective degree courses (e.g. science, etc)	 23 school leavers had achieved this qualification set		21.5% of leavers achieved 4 or 5 Highers at grades A or B
10.8% of leavers achieved 4 or 5 Highers at grade A	Are qualified for the most selective degree courses (e.g. veterinary science, medicine)	 11 school leavers had achieved this qualification set		9.7% of leavers achieved 4 or 5 Highers at grade A

Appendix 2B - Overview of qualification sets and key skills of school leavers from SIMD Quintile 1 (SIMD Q1) in 2019/20

Achievements of 2019/20 school leavers from SIMD Q1	Typically, pupils with this range of qualifications ...	In a group of 100 typical Fife school leavers from SIMD Quintile 1 in 2019/20		Achievements of 2018/19 school leavers from SIMD Q1
95.9% of pupils achieved awards at SCQF level 1 or above	Have accredited achievement to evidence personal skills	 96 school leavers had achieved this qualification set		95.5% of pupils achieved awards at SCQF level 1 or above
81.0% of pupils achieved literacy & numeracy at SCQF level 4	Are able to evidence accredited achievement of both key literacy and key numeracy skills	 81 school leavers had achieved this qualification set		83.5% of pupils achieved literacy & numeracy at SCQF level 4
75.6% of pupils achieved 3, 4 or 5 National 4 awards	Are qualified for a range of selective Modern Apprenticeships & employment opportunities	 76 school leavers had achieved this qualification set		79.7% of pupils achieved 3, 4 or 5 National 4 awards
61.0% of pupils achieved literacy at SCQF level 5	Are able to evidence accredited achievement of more advanced literacy skills	 61 school leavers had achieved this qualification set		65.4% of pupils achieved literacy at SCQF level 5
53.0% of pupils achieved numeracy at SCQF level 5	Are able to evidence accredited achievement of more advanced numeracy skills	 53 school leavers had achieved this qualification set		50.6% of pupils achieved numeracy at SCQF level 5
47.2% of pupils achieved 3, 4 or 5 National 5 passes	Are qualified for a range of more selective Modern Apprenticeships & employment opportunities	 47 school leavers had achieved this qualification set		45.2% of pupils achieved 3, 4 or 5 National 5 passes
36.0% of pupils achieved 1 or more Higher passes	Are qualified for an HNC, providing a route to Higher Education	 36 school leavers had achieved this qualification set		34.7% of pupils achieved 1 or more Higher passes
20.6 of pupils achieved 3, 4 or 5 Higher passes	Are qualified for direct entry to Higher Education for a wide range of courses	 21 school leavers had achieved this qualification set		19.4% of pupils achieved 3, 4 or 5 Higher passes
9.0% of pupils achieved 4 or 5 Highers at grades A or B	Are qualified for more selective degree courses (e.g. science, etc)	 9 school leavers had achieved this qualification set		7.8% of pupils achieved 4 or 5 Highers at grades A or B
3.6% of pupils achieved 4 or 5 Highers at grade A	Are qualified for the most selective degree courses (e.g. veterinary science, medicine)	 4 school leavers had achieved this qualification set		2.4% of pupils achieved 4 or 5 Highers at grade A

Appendix 3.

Area of Reform: Employability & Positive Destinations for all our school leavers

Lead Officer: Maria Lloyd

Goal: - To improve outcomes and opportunities for school leavers, given the interruption to their learning experiences during COVID19 and the high unemployment rates, to ensure they have a range of appropriate offers of training, employment or work to benefit the long-term economy of Fife by having a skilled range of young people to fulfil a broad range of vacancies.

Scope: - The scope of the reform covers key elements of the strategic remits held by EC&S and E&E directorates in Fife and depends on the collaboration across directorates. We will be working with Opportunities Fife and Developing the Young Workforce Fife partners (e.g. Fife College, regional partners, Skills Development Scotland, NHS Fife, DWP) to provide integrated services which will support young people. We will use Scottish Government policy and initiatives to help direct our work.

- Review the partnership working across the directorates including role and responsibilities of the teams within EC&S and Business & Employability who support this area of work, this should include Education's OFA key workers, DYW lead and coordinators in schools and alignment to relevant Employability teams (adult and strategic employability and skills provision will be captured within the Leading Economic Recovery reform strategy)
- The 11 strategic groups across Fife will need to be reviewed and possibly condensed to ensure there is clarity and greater accountability. Consideration of one key person driving this agenda in this area should also be part of this.
- Increasing the workforce capacity to deliver a range of services to young people in a 'one touch' approach to young people.
- Review the impact of resource allocation for strategic work and teams to ensure support for schools and should include the sharing of good practice and lessons learned through multiple forums.
- Capitalising on the successful approaches taken during lockdown to develop a renewed approach to working with young people and reducing the need for multi-agencies or people meeting young people. This could be by reviewing Service Level Agreements with third party contracts with partners, where possible to ensure any of these have an element related to employability and their role in supporting this.
- Continuously review our senior curriculum and college offers to young people, ensuring that this offer reflects the LMI and that all pathways are progressive and in line with the 15-24 Learners Journey report from the SG Employability and Skills committee.
- All curriculum design from 3-18 will provide breadth and depth of learner choice to equip them with the skills, knowledge and positive attitudes they need to participate and progress to their next stage of life, learning and work. We will create an informed industry driven curriculum led by the needs of employers and delivered in partnership with them.

How this has been taken forward:

A comprehensive employability youth recovery plan (which has 10 key areas) has been developed and shared with a wide range of partners to address the challenges and effect of COVID 19 on this group. These partners are making this a focus of their work, so that working collectively we can address this.

This area of reform is a key aspect of the Directorate Agile Action Plan 20-21 and will continue to drive improvement through our longer-term Directorate Plan 20-23.

- Informal working groups to debate and discuss policy issues relating to recovery and reform matters, as referred to them by P&C. These discussions will inform policy development by officers for reports to P&C on these matters.
- Informal meetings, outwith formal governance structure so not streamed to the public and no formal minute to be taken.
- Membership will consist of members of the corresponding sub-committee (former strategic Committee) but any member with an interest can attend at the discretion of the Convener.
- P&C will refer specific issues to the working groups for discussion and a report back to P&C within a set timescale.
- The E&CS working group is charged with looking at Education Recovery.

Reform Area - Attainment of Children & Young People

Lead – Angela Logue

Goal

To address the impact on children and young people's progress in learning caused by the period of school closures through the review and renewal of sustainable approaches to improving attainment across our schools and early learning centres.

Scope

- Review and development of approaches to tracking and monitoring pupil progress and attainment across all stages, at school and local authority level.
- Strengthening approaches to the assessment and moderation of pupil progress at all stages.
- Increasing workforce capacity to make effective use of the *Model for Improvement* to accelerate improvements and develop a strong evidence-based approach by schools and early learning centres to improve the attainment of children and young people.
- Acceleration of digital learning strategy, including the progression of our *Anytime, Anywhere* strategy and approaches to distance learning to support the senior phase.
- Review of professional learning needs of staff and renewal of delivery models, capitalising on the successful approaches taken during lockdown.
- Review of resource allocation and forms of support for schools and early learning centres from Directorate teams to ensure a targeted approach to addressing the needs of all children and young people, particularly the most vulnerable (CEYP/ASN).
- Continued review of the impact of Attainment Scotland Funding on children and young people's engagement, learning and attainment to close the poverty related attainment gaps.
- Partnership working with other services and third sector will be key to strengthening approaches to family engagement and ensuring support provided meets the needs of all children and young people at school and in the community.
- Review of approaches to quality improvement and quality assurance, to ensure our new ways of working, are continuing to support the empowerment of our school leaders and their teams, in a self-improving school system in Fife.

How the work will be taken forward

This area of reform is a key strand of Directorate Agile Action Plan 20-21 and will continue to drive improvement through the longer-term Directorate Plan 20-23. There are fundamental links to the Directorate's Employability & Positive Destinations reform and to Anti-Poverty and Health & Wellbeing strategies. Progress will be monitored by the E&CS Strategic Self-Evaluation Group and strategic direction provided by the Directorate Leadership Group (DLG).

Appendix 4 – Glossary

This appendix defines some of the key terms referred to in the paper.

Insight is a benchmarking tool designed to help bring about improvements for learners in the senior phase (S4 to S6). The system is updated twice annually, around September for attainment results, and February for school leavers' data. It is particularly valuable to inform improvement planning and provides schools with a range of information to help support school improvement.

Insight uses **Tariff Points** to measure the overall attainment of school leavers. The overall attainment of each school leaver is assigned a number of tariff points that depends on: the number of awards achieved, the SCQF level of each award achieved, the grade of each award (if graded), and the number of credit points assigned to the award (which reflects the number of hours typically needed to complete that particular award). Two summary measures are reported at school level:

- **Total tariff points** – which provide a measure of the total attainment achieved by school leavers during the senior phase.

SCQF levels indicate the general level of difficulty of an award, enabling broad comparisons to be made between the skills and learning required to achieve a range of different qualifications.

The **Participation Measure** records the post school experiences of young people aged 16-19 years. Data is drawn from a database accessible to a range of partners and managed by Skills Development Scotland (SDS). SDS report annually at national and local authority levels on the proportion of young people, aged 16-19, in education, employment and training.

Positive Destinations data is published each year by the Scottish Government. It is based on the database maintained by Skills Development Scotland (SDS) for 16-19 year olds in Scotland. There is an annual report on the initial destinations of school leavers, published each February, which provides a breakdown of the destinations of all school leavers in October. Destinations are classified as:

- **Positive** – e.g. employment, training, further and higher education, voluntary work, etc
- **Negative** – unemployment – whether the person is seeking work or not – and those whose destination is unknown.

All areas in Scotland are classified within the **Scottish Index of Multiple Deprivation (SIMD)**. This reflects the extent to which a range of deprivation factors (e.g. income deprivation, unemployment, health, education, crime, etc) affect the lives of those in the area. Areas in **SIMD Quintile 1 (SIMD Q1)** are the most disadvantaged 20% of geographical areas in Scotland. Areas in **SIMD Quintile 5 (SIMD Q5)** are the least disadvantaged.