

Education & Children's Services

Directorate Annual Performance Report 2020-21



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Introduction

This report provides an overview of Directorate Performance for outcomes reported on during the year September 2020 to August 2021. It provides a summary of outcomes achieved by the Directorate's Agile Action Plan 2020-21, which was produced in response to the Covid pandemic. It also summarises the evidence underpinning the development of the Directorate's Improvement Plan for 2021-23, which has been developed to support a period of recovery and reform over the coming two years.

Section 1 of the report provides a summary overview of outcomes reported to committee during 2020-21. These are mapped against the improvement priorities identified in the Agile Action Plan for 2020-21, showing progress made against these priorities over the period leading up to the Covid pandemic and during the course of the pandemic itself.

The next two sections of the plan provide a more detailed review of outcomes, describing how work across the Directorate has helped to progress key areas of national policy:

- Section 2 provides a detailed review of how these outcomes have helped to progress the **National Improvement Framework** for Schools. This section also forms Fife's Standards and Quality Report for 2020/21.
- Section 3 provides a summary overview of the Directorate's strategic approach for looked after and care experienced young people. Outcomes for these services will be further reported on within the Chief Social Work Officer's Report in November 2021. This work has provided a foundation for delivery of **the Promise** in Fife.

The final two section of the plan show how this review of performance has informed the Directorate's improvement priorities and plan for 2021-23:

- Section 4 summarises key messages, which have informed the Directorate's improvement priorities for the period 2021-23.
- Section 5 is a copy of the Directorate's' scorecard for 2021-23, showing baseline data for the improvement priorities over the next two years.



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1. Summary overview of performance 2020-21

This section summarises the outcomes reported to Council committees over the course of 2020-21. The outcomes are summarised against the Priorities for Improvement identified for the Directorate Agile Action Plan 2020-21. They includes a summary of progress achieved before the Covid pandemic, and an overview of evidence about the impact of the Covid pandemic.



Priority Area	Pre-COVID Improvement Journey	Impact of COVID
<p>Safety</p>	<p>The proportion of children looked after by the local authority has been lower in Fife than in Scotland for a number of years.</p> <p>As a result of the Belonging 2 Fife strategy, there has been a shift in the profile of care in the past 2 years with:</p> <ul style="list-style-type: none"> • A reduction in the proportion of looked after children in residential placements. • A reduction in the number of looked after children in purchased foster care placements. • An increase in the number of looked after children who are being supported safely at home, or in a kinship placement. <p>However, whilst reducing, the proportion of children being looked after in a purchased foster care placement continues to be above the national average and this is likely to remain the situation for the next 5 years as the majority of these children are 'placed' on a permanent basis.</p>	<p>The shift in the profile of care towards children being supported safely at home has continued, during the course of the pandemic.</p> <p>A programme of work, using the 4DX improvement methodology and involving the wider children's services partnership, has begun. This is looking to develop a better coordinated partnership approach to supporting children through early and effective intervention.</p>
<p>Wellbeing</p>	<p>Emotional wellbeing was identified as an area of concern before the pandemic, through a range of surveys and engagement events with young people.</p> <p>A partnership approach (Our Minds Matter) had been developed to ensure that young people were better supported with their mental health. The initial stages of this approach had been deployed, including multi-agency training, and improved transition pathways to access support.</p>	<p>Plans to introduce a Fife's Community Wellbeing Supports and Services Framework were initially delayed by the pandemic but are now being progressed.</p> <p>Surveys of parents have indicated a high level of positive feedback regarding the support given to children and families by the Directorate. However, there is a range of evidence that the Covid pandemic has added to existing stresses for young people, families and staff.</p> <p>A range of local and national surveys have also identified that mental health and resilience are key issues of concern to</p>

		<p>young people.</p> <p>This impact is being noted as a particular concern for care experienced young adults and is highlighting areas of concern relating to transition planning and accessibility of adult supports</p>
Opportunity	<p>Prior to 2019/20 there had been:</p> <ul style="list-style-type: none"> • A sustained increase in participation of 16-19 year-olds in education, training or education. Fife also substantially closed the gap with national levels of participation. • An improvement in the proportion of all school leavers entering positive destinations, both nationally and in Fife. By 2019/20 Fife had significantly closed the gap in outcomes against national levels. • An improvement in school leaver attainment for literacy and numeracy and a closing of the attainment gap. • An improvement in achievement of CfE levels in primary schools for literacy and numeracy and a closing of the attainment gap. • Success in supporting a significant number of care experienced young people progress to higher education, including study at degree and Masters level. 	<p>During 2019/20:</p> <ul style="list-style-type: none"> • The proportion of school leavers entering positive destinations declined in both and Scotland. The gap with national widened. • The Certification Process for SQA awards at National 5, Higher and Advanced Higher was replaced with an alternative method of certification. This means that school leaver attainment for 2019/20 is not as easily comparable with earlier years. • Although data on achievement of CfE levels was not collected nationally in 2019/20, there is evidence that the Covid pandemic has had an adverse impact on the progression of learning in the Broad General Education. • Evidence shows that there are specific risk groups whose outcomes have been more severely impacted by Covid. These include the care experienced, and those who receive free school meals <p>The Directorate is continuing to support care experienced young people progress to higher education, with 20 young people currently being supported.</p>
Poverty	<ul style="list-style-type: none"> • Children growing up in poverty are not only restricted to workless households, but many are in low income working households. • Fife's child poverty rates follow a similar pattern to Scotland overall, but Fife's rate has remained consistently higher than Scotland for at least the last decade. • Across a range of measures of child poverty or disadvantage, Fife ranks 8th or 9th most deprived of Scotland's 32 local authorities. 	<p>Significant progress had been made in closing a range of equity gaps in outcomes in Fife over a number of years. There had been clear improvement trends in many outcomes for a period of up to ten years, before the Covid pandemic.</p> <p>A range of evidence shows that the Covid pandemic has had a more pronounced, adverse impact on Fife's most vulnerable and disadvantaged children and young people. This includes:</p> <ul style="list-style-type: none"> • The mental health and resilience of young people.

	<ul style="list-style-type: none"> In recent years, the gap between Fife and Scotland's child poverty rates has started to widen, and this gap is projected to increase over the next few years. 	<ul style="list-style-type: none"> A widening of the attainment gap for progress of children through the Broad General Education. Decreased opportunities for young people to participate in the local economy. <p>Unemployment levels are also projected to increase – potentially towards 10% – in the immediate aftermath of the pandemic especially around 16-24 year-olds. Again, evidence suggests that vulnerable and disadvantaged young people are most likely to be affected.</p>
Enablers	<p>Quality indicators for children's services before the pandemic had shown that the Directorate's provision was generally well rated by national inspection agencies, including early years settings, schools, and care settings.</p> <p>The Directorate and wider children's services partnership were evaluated as having the capacity for further improvement.</p> <p>The Directorate had worked with Education Scotland and its 4 partner authorities to develop the South East Improvement Collaborative (SEIC), as a basis for strengthening improvement support for schools and early learning settings.</p>	<p>Schools and establishments have continued to deliver, evaluate and review their Standards and Quality Improvement Plans (SQIPs). However, these are necessarily less detailed than previous years.</p> <p>The regular schedule visits of quality assurance and service inspections has been interrupted by the pandemic.</p> <p>SEIC has supported the Directorate and Fife schools in understanding the impact of – and responding to – the Covid pandemic.</p>

The following sections of the Directorate Performance Report provide:

- A more detailed overview of progress in delivering the National Improvement Framework in 2020-21
- An overview of the Directorate's strategic approach for looked after and care experienced young people. This will be reported on in further detail in the Chief Social Work Officer's Report, in November 2021.

2. Overview of progress for the National Improvement Framework

Outcomes for attainment, including literacy and numeracy

Outcomes achieved

In session 2020/21, attainment in all areas of literacy and numeracy at stages P1, P4 and P7 remained broadly in line with levels achieved in 2019/20. On average 63.5% of children met expected levels in literacy, with 71.2% meeting expected levels in numeracy. This remains approximately 10% lower than average attainment levels in 2018/19 prior to the school closure during 19/20 and 20/21 due to the Covid-19 pandemic. (See the figures on page 10).

In the secondary sector, a national decision was made not to collect CfE data at S3 in either session 19/20 or 20/21.

In 2019/20 alternative arrangements were put in place for accreditation of SQA qualifications, because of the Covid pandemic. These replaced the examinations-based model of assessment used in earlier years. This section summarises 2019/20 school leaver outcomes.

Progress had been made in improving attainment for literacy and numeracy of school leavers before the Covid pandemic, as can be seen in the figure opposite. In 2019/20 however, there was a slight drop in the level of attainment.

The infographic on the next page provides an overview of the qualification sets achieved by Fife school leavers in 2019/20. Figures for 2018/19 are also included, for comparison.

In 2020/21 an Alternative Certification Model was adopted for SQA attainment, again replacing exam-based assessment. Initial data shows that outcomes were broadly in line with 2019/20, both nationally and in Fife. Further details will be reported next year's Performance Report, after publication of national data on attainment for school leavers is available in March 2022.

Percentage of school leavers achieving literacy & numeracy

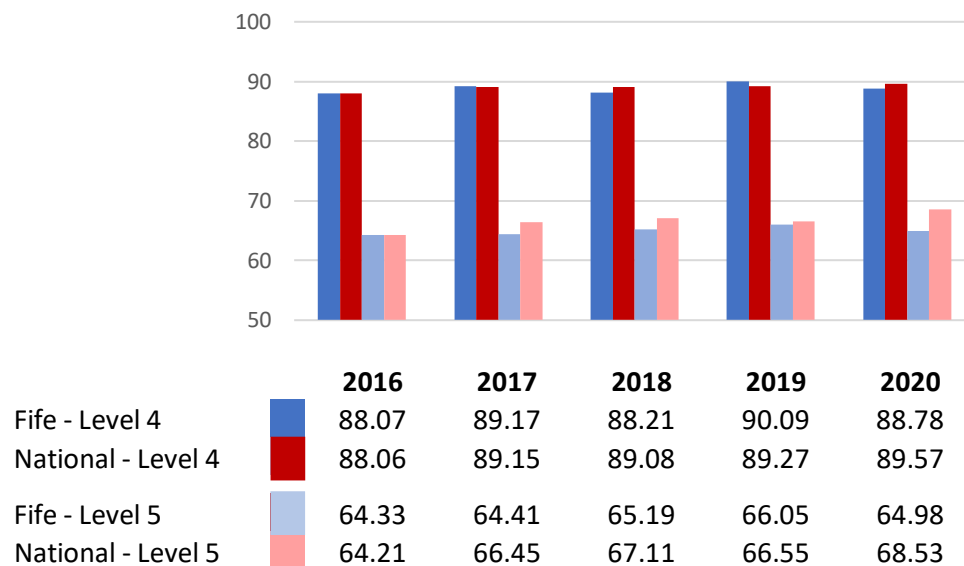











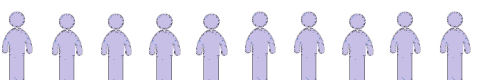










Figure. Attainment of school leavers in literacy and numeracy combined, for SCQF level 4 and SCQF level 5 (National 4 and National 5 levels) .

Outcomes of Fife 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

Work undertaken to support improvement

Fife schools undertake an ongoing programme of self-evaluation, which underpins their annual cycle of school improvement planning. During Session 20/21 schools and early learning centres took an agile approach to action planning due to the uncertainty caused by the Covid-19 pandemic. This ensured time and resources were dedicated to actions that were meeting the needs of their children, young people and their families during periods of school closures and upon return to our buildings.

This work was supported by:

- A Fife wide tracking and monitoring system for primary schools. This system supports school discussion with regards to pace, progression and planning for next steps at individual, class and school level. All secondary schools have their own tracking and monitoring system to track pupil progress within the BGE.
- The effective use of data provided through standardised assessments such as BASE and SNSA to support teacher assessment and moderation.
- Great progress has been made to ensure pre-school progress information/data is better understood and utilised to impact on children's individual progress on starting nursery and at transition to school. Work to review nursery Pupil Learning Journals (PLJs) is complete. The new PLJ format has been shared with all settings and will be used from August 2021. A range of settings are piloting Learner Conversations to improve tracking and monitoring processes, to better secure children's progress in nursery.
- The work of the Pedagogy Team and Quality Assessment & Moderation Support Officers within our 5 Local Assessment & Moderation Networks across the Local Improvement Forums in Fife to improve understanding of the Learning, Teaching & Assessment Cycle and facilitate opportunities for moderation activities across the Broad general Education.
- Subject Networks, with representation from all Secondary Schools, to support approaches to assessment and moderation within the guidance from the Scottish Qualifications Authority (SQA) and Fife, to meet the requirements of the alternative certification model at the senior phase.
- Our Digital Learning Culture and Device Equity strategy. Scottish Government grant funding enabled the distribution of 12 000 Chromebook devices and connectivity solutions to children or young people in Fife who had no or limited access to a device or the internet to support their learning whilst at home. Over 40 schools are engaged with the Leading Digital Culture programme, auditing their settings and creating action plans to guide their digital improvements with staff, learners and parents.
- The national Digital Schools Award Scotland programme. There are 85 schools in Fife registered and undertaking the Digital Schools Aware Programme, with 17 schools having achieved the award.
- Sharing good practice through our Learning in Fife 2021 project connecting practitioners through webinars, Informative Sways, Sprint Approaches and by regularly and widely promoting and linking to national offers through DigiLearn and the National eLearning Offer with WestOS and eSgoil.
- Professional learning has been re-formatted to be delivered online in highly effective ways, making the most of digital approaches not simply mirroring in-person modes. The Pedagogy Team have continued to support schools through evidence-based professional learning, advice and guidance covering all areas of learning, teaching and assessment and for nurture and wellbeing. These are developing confidence and understanding in the approaches and building capacity in schools to support their own contexts and clusters to improve.
- Scaling up successful improvement focused on children's writing attainment. We have generated an evidence base of 'what works' and identified and supported practitioners, through training and coaching, to engage in quality improvement projects focussed on writing attainment.
- A range of programmes to strengthen school leadership. These included: Coaching for Success in Recovery programme which was delivered to two Fife cohorts in partnership with Scottish Borders Council; Curriculum Rationale & Design sessions; a professional learning programme for our

Depute Headteachers and Principal Teachers, ELC Pedagogical Leadership, professional learning programmes to support Fife's aspiring teacher leaders, strategic change leaders and current middle leaders.

- Our Early Phase Induction programme and Year 2 teachers support programmes were further enhanced this session to meet the needs of our early phase teachers. The extended offer of support through action learning sets, coaching, professional reading groups and the core support programme have proved extremely successful, meeting the needs of 250 probationer teachers and a number of Year 2 teachers. Digital Technologies to enhance learning, teaching and assessment, Literacy, Numeracy, Pedagogical approaches, and Assessment & Moderation were key features of the core programme. Almost all probationers reported that the extensive programme had had a positive impact on their professional development.
- Creative and innovative work has been ongoing to continue to improve transition from nursery to P1 and consistency of quality experiences for P1 children. The Promoting Playful Pedagogy (PPP) collaborative learning programme has been made available for all P1-3 teachers this session. This has been continually adapted from the start of the pandemic to respond to the changing context and teacher need.
- SQA awards for 2021 were based on an Alternative Certification Model, which was developed collaboratively through a Working Group involving practitioners at all levels across Education (teachers, Principal Teachers, Depute Headteachers, Headteachers, local authority officers and representatives of the professional associations), with input from Fife College. This included a rigorous quality assurance process, supported by the use of tracking and monitoring data, and data on historical trends in performance. The moderation done between and across schools improved staff confidence and understanding of standards and the effective use of data

Challenges and Next Steps

The emerging data is already showing the significant impact of the Covid-19 pandemic and the closures of schools on children and young people's wellbeing and progress in learning. Over the next two-three years our aspiration is to recover attainment to the levels achieved prior to the Covid-19 pandemic in 18/19 or to exceed these levels.

The Directorate has identified stretch targets for Achievement of CfE levels, which set out a path for recovery with an aspiration of meeting the national stretch aims for attainment by 2024/25. However, progress towards this ultimate goal is likely to be uneven, particularly during the ongoing impact of the pandemic. The stretch targets will, therefore, be recalculated at the end of each school year, to reflect the levels of attainment achieved. This will provide schools with a realistic basis for mapping out a path for recovery at the start of each school year, whilst also maintaining a focus on reaching the national stretch targets by 2024/25.

As part of the Directorate's approach to recovery, there will continue to be support for the work outlined above. However, there will also be a more fundamental review of the key elements of support for pupil progress and school improvement, including: tracking and monitoring of pupil progress and attainment across all stages; and approaches to assessment and moderation of pupil progress at all stages, particularly at the senior phase as we use our learning from this year to plan for the approach to certification of attainment in 2022. This work – building on the improvements achieved in 2020/21 – will help to strengthen the resilience of the school system across Fife.

Closing the attainment gap between the most and least disadvantaged

Outcomes achieved

Prior to the Covid-19 pandemic, there was evidence that Fife has made significant progress in closing the attainment gap for the key educational outcomes of literacy and numeracy over many years at P1, P4 and P7 and at SCQF Level 4.

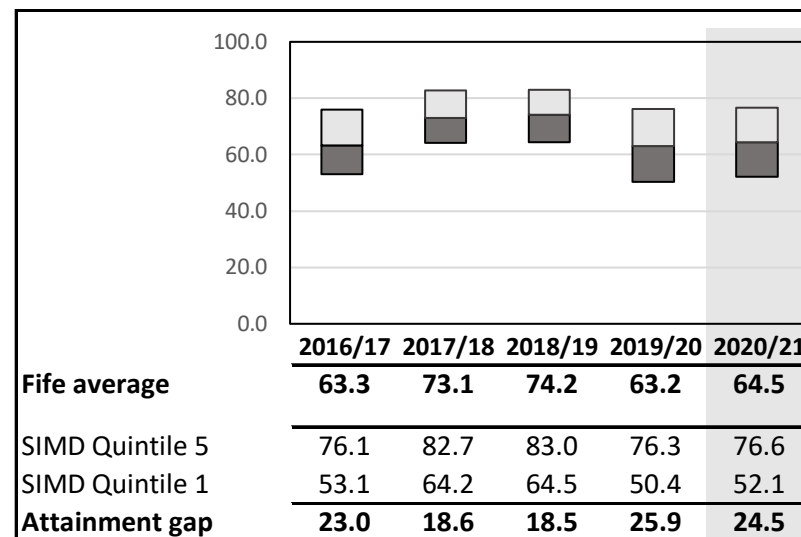
The figure opposite shows the trends in achievement of CfE levels for primary pupils up to 2020/21 with the levels of achievement at the end of each school year. As can be seen:

- In the years leading up to 2019/20 there had been an improving trend in achievement of CfE levels for both literacy and numeracy. This included a period of sustained improvement from 2012/13 to 2016/17.
- In the period 2016/17 to 2018/19, there had been a closing of the attainment gap for literacy. Over the same period, the attainment gap for numeracy had remained broadly constant, although narrower than that for literacy.
- During the first year of the pandemic (2019/20), for both literacy and numeracy, the evidence suggests that the overall level of achievement fell, and the attainment gap widened.
- With the ongoing impact on schools in 2020/21, attainment levels remained broadly in line with 19/20, with the attainment gap between those children in living in Quintile 1 and Quintile 5 also remaining broadly the same.

Currently, secondary schools maintain their own tracking and monitoring data and report achievement of CfE levels data at the end of the school year. In recognition of the work that secondary schools are undertaking to support the Alternative Certification Model for SQA results, and in line with national guidance, no data on Achievement of CfE levels for S3 is being nationally or centrally gathered this year.

The infographic on the next page provides an overview of the qualification sets achieved by Fife school leavers from SIMD Quintile 1 in 2019/20. Figures for 2018/19 are also included, for comparison. The pattern of improvement between 2019/20 and 2018/19 is similar to that for all leavers on page 7, with more leavers achieving multiple awards at National 5 and Higher, but fewer achieving lower levels of attainment.

Literacy



Numeracy

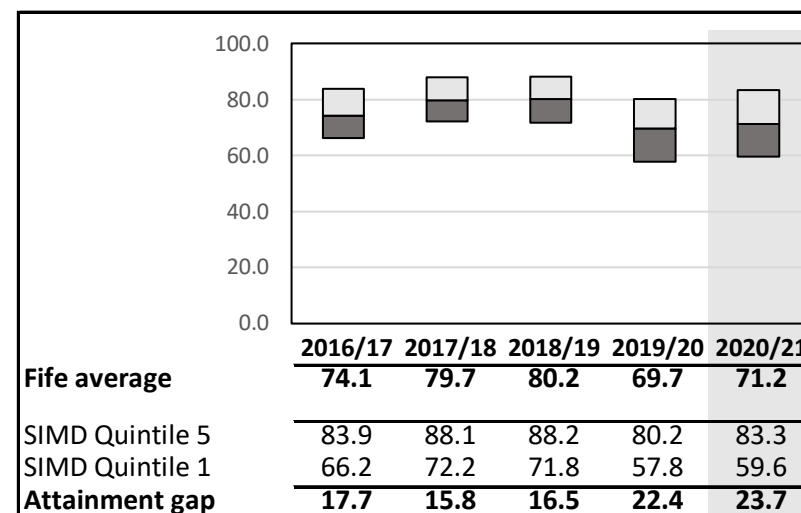
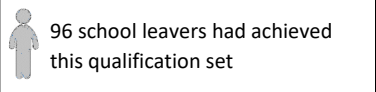
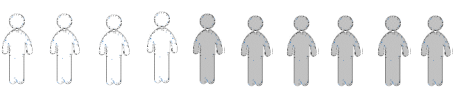
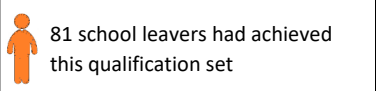

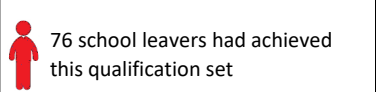

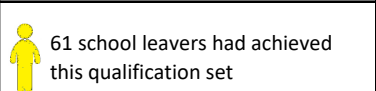

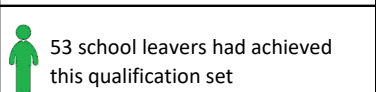
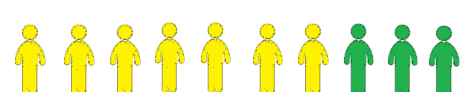
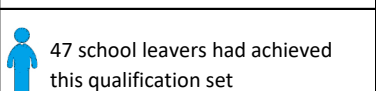

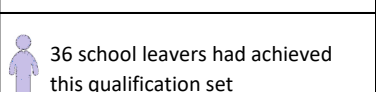
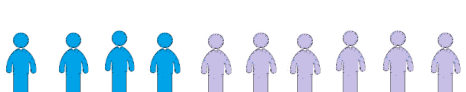
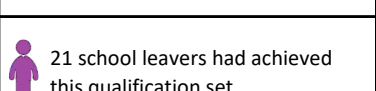
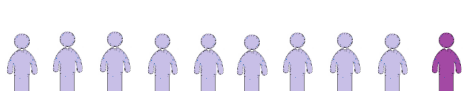
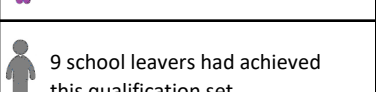

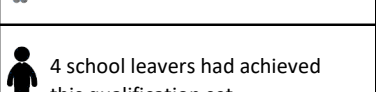
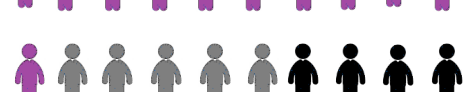


Figure. Percentage of P1, P4 and P7 pupils achieving the expected level of the curriculum.

Outcomes of Fife school leavers from SIMD Quintile 1 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

Work undertaken to support improvement

- Schools have continued to receive support for the use of Scottish Attainment Challenge Funding, including use of the Pupil Equity Fund. Further details can be found in the report to the Education & Children's Sub-Committee of 7 September 2021.
- Development of our data system through Power BI to ensure that we have accurate and timely data for our pupil cohorts at Fife and school level. This data allows specific analysis of key groups such as ASN and our Care Experience cohort and provides data on both attendance and attainment.
- Reports have been developed, in response to the Covid pandemic, to improve the data available for schools to help manage their response (e.g. detailed reporting of attendance on a weekly basis).
- In line with the criteria in the Scottish Government Education Recovery Grant 20-21, £3.878 million was allocated to schools to fund additional teachers and support staff during Session 20/21. These staff were used to provide additional support to targeted groups and individuals where their wellbeing and/or progress in learning during the school closures periods has been most impacted.
- Development of a multiagency dashboard to assess those who are most vulnerable to allow a proactive approach to partnership working. Strong partnership working ensured our most vulnerable pupil were supported through a variety of approaches during lockdown and recovery. All pupils on the Child Protection Register or considered to be extremely vulnerable were offered spaces within our Children's Activity Centres and secondary hubs during school closures. Specialist provisions remained open during lockdown to support vulnerable pupils and families.
- In our analysis of the attainment at the end of the school session 19/20, looked-after children and young people continue to be at a significantly higher risk of not attaining expected attainment levels. Our Learning with Care (LWC) action plan has focussed on providing enhanced support to improve school attendance and progress in learning. Although we aim to get it right for all Care Experienced young people our target groups for this current plan have been those young people in residential care who are returning to Fife and those in kinship care.
- Building on from successful efforts to grow our QI capacity and capability across our Education and Children's Services workforce in recent years, we have set out an ambitious plan to invest and further grow our expertise to ensure that work aligned to Fife's Recovery and Reform (Attainment & Closing the Gap) makes effective use of Quality Improvement Methodology. This approach advocates that we tackle improvement systematically, testing change ideas and concepts on a small scale so we learn 'what works' quickly enabling us to invest and scale up successful changes quickly based on demonstratable improvements. During this session we have had 44 schools taking forward over 60 improvement projects focussed on equity and closing the poverty related attainment gap.
- We have delivered a range of professional learning programmes, to further develop staff skills. These included: *'Meeting Learners Needs – Conceptual Numeracy Strategies in secondary BGE'*; professional learning and support for practitioners on both years of a two-year curricular leadership programme (*Universal+ Leaders of Learning*) developing understanding in the Fife approaches to literacy, numeracy and nurture; a range of pedagogical approaches programmes (*challenge & differentiation, motivation & engagement, questioning & feedback, Learning and Teaching Cycle*);
- Additional support was offered during the Easter holiday period to children and young people, particularly targeting those identified as vulnerable and disadvantaged. This included in-school and virtual study support sessions and a programme of online tutoring for senior phase pupils, and free places at our Out of School Care clubs and primary programme of 2-hour group tuition sessions each day focused on literacy and numeracy skills.
- Cost of the school day remains a priority in our efforts to align our practice with the Child Poverty Act. Key communications with schools during lockdown kept this at the forefront of learning at home.

Challenges and Next Steps

In order to provide a focus to support schools with their recovery planning, a set of stretch targets have been calculated for both literacy and numeracy for the primary sector. These have been calculated based on an aspiration to ensure that:

- The national stretch targets for Achievement of CfE levels are achieved by 2024/25;
- There is steady improvement in overall levels of achievement over the intervening period;
- The attainment gap narrows steadily over the intervening period.

The figure on the right provide an illustration of these stretch targets for literacy. Similar stretch targets have been adopted for numeracy. Schools have been issued with a version of the stretch targets that reflect the social content of their school.

Work is planned with the secondary sector next year, to improve the support available for tracking and monitoring of pupils in the Broad General Education.

Improvements in the wider attainment of school leavers from Fife's most deprived areas (SIMD quintile 1) have been erratic over recent years. Whilst there have been slight improvements over the long term in attainment for Highers, there has been limited evidence of improved attainment or of a closing in the attainment gap at lower levels of attainment. This remains an area for improvement.

Evidence of Covid's impact, from the earliest stages of the pandemic on, indicate increasing levels of poverty and increasing inequity. This includes inequity in relation to: pressures on mental health; access to online learning opportunities, etc. Without appropriate support, these will lead to a further widening in the attainment gap. However, key elements that have been identified through national research in addressing these challenges are: better targeting of pupils requiring support; more effective use of improvement methodology; better support for emotional wellbeing; and a greater focus on a nurturing school approach. Our Attainment Reform programme has been established to extend key learning in these areas and to support a further closing in the attainment gap as the Directorate supports Fife's communities in recovery from the Covid pandemic.

Following additional education recovery funding announced by Scottish Government in February 2021, a further £3.363m has been allocated to Fife for teaching and support staff to help meet the needs of pupils whose learning has been most impacted by the school closure periods in 20/21, to extend the provision of devices to children who do not have access to them, and to provide home support for children and families. Also announced in February was a further £1.821m to fund the recruitment of additional staff. Schools will have the flexibility to deploy teaching or pupil support assistant time. The share of the funding is based on pupil roll at key stages and schools are able to work together, where appropriate, to utilise their funding on a joint basis.

Literacy

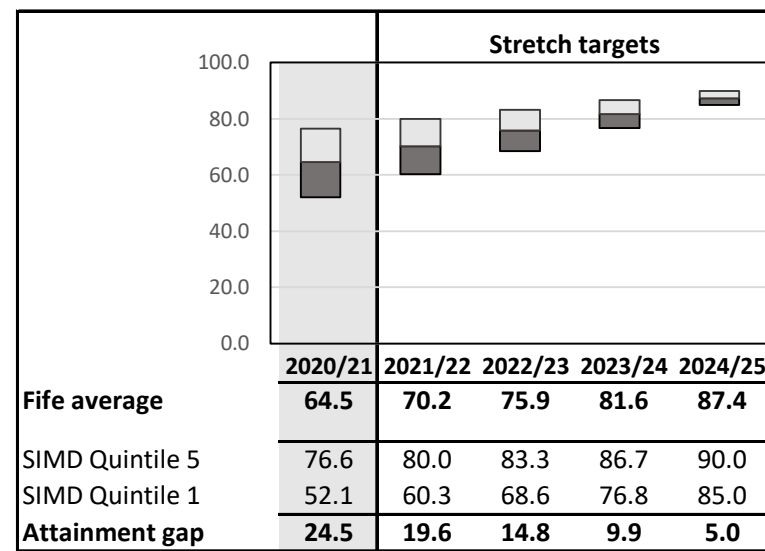


Figure. Stretch targets for P1/P4/P7 achievement of CfE in literacy over the period to 2024/25.

Outcomes for health & wellbeing

Outcomes achieved

Health and wellbeing support for children and young people has been an area of significant focus as we progress through the recovery phase of the pandemic. This has been informed by young people's views and their feedback confirms that the picture of young people's mental health needs is diverse. Some young people's mental health has been more adversely affected by the Covid constraints than others. In addition, the type of supports young people want and need differs according to their circumstances and their personal characteristics. For these reasons, our optimum strategic approach has been to develop a broad 'menu' of supports for young people, which can be developed as early interventions wherever possible and as targeted provisions wherever needed.

During the course of the Covid pandemic, the Directorate has sought feedback from children, young people and families via a range of different channels, including a PupilWise Covid-19 Survey. Most young people (93 %) who took part in the survey felt that they knew who to speak to if they were worried about their own or others' wellbeing. Over 90% felt that their school was keeping in touch with them and listening to them during remote learning and over 80% felt that their school was helping them keep physically active when they could not be in school.

In order to ensure that robust measures were put in place to gather a clear picture of our young people's wellbeing during this school session, the SHINE health and wellbeing survey was made available for use by all schools in Fife for P7, S2 and S4 year groups. Initial findings from SHINE Survey (April 2021) were: 80% of Primary Seven boys and 74% of Primary Seven girls reported their general health as in the Excellent or Good band. Most of the Primary 7s who completed the survey reported that they were happy at school (82% of girls, 79% of boys). When asked about general happiness the things they felt most happy about were 'Things you have', 'Home', 'Time Use' and 'Friends'. Their lowest scores were attached to 'the Future' and 'Appearance'. Girls in Primary 7 stood out as being most concerned about their appearance – 27%, compared to 19% of boys who felt unhappy about their appearance. The picture for our adolescent young people in the S2 and S4 year groups sampled was different. There was an apparent increase in the number of respondents signalling low mood, with more girls than boys indicating that they experience low mood. This figure is higher than the Scottish average figures for this year group reported pre Covid (2018). There were strong messages coming from the data at this time about children and young people feeling socially disconnected, more so than usual. Girls were particularly expressing feelings of loneliness.

The young people's team within Children and Families Social Work service currently provide active support for 207 care experienced young people within Fife. A significant proportion (37% of those supported) report difficulties with their mental health which impacts on their daily functioning. These include issues with: anxiety, depression, suicidal ideation and self-harm – a particular challenge being support for the transition to adult support. Feedback from the young people concerned indicates that many benefit significantly from therapeutic approaches which help to recognise, understand and manage the symptoms of trauma. This is a type of support which the young people's team is looking to make more accessible for care experienced young people with mental health issues.

Work undertaken to support improvement

- Our Minds Matter (OMM) training is continuing to be delivered to practitioners who support young people's emotional wellbeing across Fife. Participants report increased confidence in putting into practice the learning from the training.
- Key preventative strategies focus on the 5 Ways to Wellbeing - connecting with people, being active, taking notice, learning and giving. The return to school has been part of the recovery process but has also been difficult for some young people. A key part of our strategy is to ensure that those adults who are around young people feel confident to support and signpost to ensure that support is provided at the earliest opportunity.
- There are a range of wellbeing supports which are accessible to school staff to help identify young people who would benefit from additional support. Through the Child Wellbeing Pathway, more intensive supports are available for those who need them most. In response to identified need, targeted supports for young people have been broadened. This includes the extension of the Schools' Counselling Service and additional community-based support, specifically focused on those young people whose emotional wellbeing has a severe impact on their ability to attend school.
- OMM Families Pupil Support Officer Team have been established comprising of seven Pupil Support Officers providing additional, targeted emotional wellbeing support for young people, parents and carers. Their role includes promoting positive mental health and emotional regulation, enabling young people to manage anxiety and stress which is proving to be a barrier to engaging fully with educational opportunities.
- The Schools' Counselling service provided by DAPL (Drugs, Alcohol and Psychotherapies Ltd) has continued to operate throughout the Covid Context. Schools have continued to make referrals for young people and contact with young people has had to adapt to take account of public health guidance.
- The Educational Psychology Service has prioritised direct work with children and young people, staff development and training to increase their confidence and skills in managing young people's wellbeing and integrating this into effective teaching and learning experiences. In addition, materials developed by the service during and prior to lockdown with the purpose of supporting emotional wellbeing, are being promoted, disseminated and delivered to build capacity in schools. These include the 'Trauma-Informed approaches to transition back to school' Pack, the 'Anxiety is Normal' Toolkit, the 'Resilience Assessment and Intervention' Tool and the 'Coaching Conversations' pack.



The EP Service is also providing direct support for the implementation and development of the 'Counselling in Schools' provision, to support schools to integrate this into a comprehensive whole-school approach to supporting young people's wellbeing.

- A number of the improvement projects have taken place this session on aspects of children and young people's wellbeing. Projects aim to identify and implement interventions to improve resilience, self-regulation and engagement in learning. In the early years we also have a project focussed on parenting support. During COVID restriction times, it has been difficult to fully involve families in parenting support groups. The Solihull approach has a well-developed online course for parents underpinned by theoretical evidence. This online programme has been made free to all parents in Scotland by the Scottish Government, but however uptake of the resource has been extremely poor. This improvement project explored the barriers to families participating in this resource and to find ways on how best parents can be supported to complete the online modules. In doing so, parents have a better understanding of their child's development and how to better manage their child's behaviours in a positive and nurturing way. Learning gained from these projects will inform the reform work next session, as we move to spread and scale effective approaches.
- Strategic planning has involved the development of Peer-to-Peer Support and Young Persons' Leadership of wellbeing through the introduction of our new 'Young Wellbeing Ambassador' programme. This programme has been formed in collaboration with young people, enlisting their leadership in raising awareness of mental wellbeing and support for their peers to maintain positive emotional wellbeing. Thirty-five senior pupils from across the eighteen secondary schools signed up to the programme and the pupils were given the opportunity to work towards achieving a Dynamic Youth Award for taking part. The programme was developed as a partnership between Education and the CAMHS Early Intervention, Primary Mental Health Workers' Team.
- The Rights Respecting School accreditation scheme supports a strong focus on Children's Rights and participation. Ongoing professional learning opportunities are offered to school staff, working in partnership with UNICEF.

Challenges and Next Steps

Evidence about the impact of Covid to date indicates that the pre-existing challenge of poor mental health and emotional wellbeing experienced by many young people is likely to have been made significantly worse by the pandemic. There is also a strong overlap between these issues and the existence of the attainment gap, relating to social disadvantage.

In Fife we will continue to apply a well embedded framework to support young people's wellbeing through Our Minds Matter. Our framework is built on strong multi-agency links across the Children's Services Partnership, which is working to respond to the impacts of the Covid-19 Pandemic. Capacity building work to strengthen early intervention practice is extensive and well developed, is beginning to deliver impacts and has a clear direction of travel. An effective and adaptable Schools' Counselling Service model has been designed in a way that it can continually evolve to meet the changing needs of Fife young people over the years ahead.

The focus on data gathering to both inform need and to identify how well communities are supporting young people's emotional wellbeing, through partnership data sharing and the implementation of the SHINE approach, will be a key element going forward. The SHINE approach recognises that central to success in this area is the development of a culture where mental health is discussed as readily as physical health and where it is

expected that it is everyone's responsibility to help people reflect upon what we can all do to be mentally healthy and support each other when necessary.

Community Mental Health and Wellbeing Supports and Services Framework will be introduced. The framework aims to:

- Set out a clear broad approach for the support that children and young people should be able to access for their mental health and emotional wellbeing within their community.
- Assist local children's services and community planning partnerships with the commissioning and establishment of new local community mental health and wellbeing supports or services or the development of existing supports and services, in line with this framework.
- Facilitate the enhancement or creation of services that can deliver support which is additional and innovative wherever these are best placed.

P7, S2 and S4 young people will take part in the Scottish Government National Health and Wellbeing Census as an early adopter authority, ready to undertake the survey in the autumn/winter. This will help inform our strategy moving forward throughout next session.

Outcomes for employability skills and sustained, positive destinations

Outcomes achieved

The Participation Measure is a measure of the percentage of young people aged 16-19 years who are engaged in a positive post-school destination, such as education, employment, or training. The data is measured annually over the course of a full year ending in March each year and is shown in the figure top right.

The participation measure showed a sustained and significant improvement over the period 2017 to 2020. Over this period, levels of participation in Fife grew progressively closer to those seen nationally. This improvement was partly as a result of effective partnership working to reduce the number of unknown leaver destinations, and partly as a result of more young people continuing in positive destinations post school.

The period ending in March 2021, corresponds to the first year of the Covid pandemic. During this time, levels of participation fell, both nationally and in Fife, showing the impact of the pandemic on opportunities for young people.

Data on the initial destinations of school leavers are also recorded each year, via a snapshot survey, conducted in October. The figure bottom right shows the percentage of school leavers entering a positive destination from school.

There was an improvement in post school destinations for the period leading up to 2018/19 (prior to the Covid pandemic), with a number of schools recording over 95% of young people entering a positive destination on leaving school.

The impact of the Covid pandemic is again evident for the data in October 2020, with the percentage of school leavers entering a positive destination falling in both Fife and Scotland as a whole.

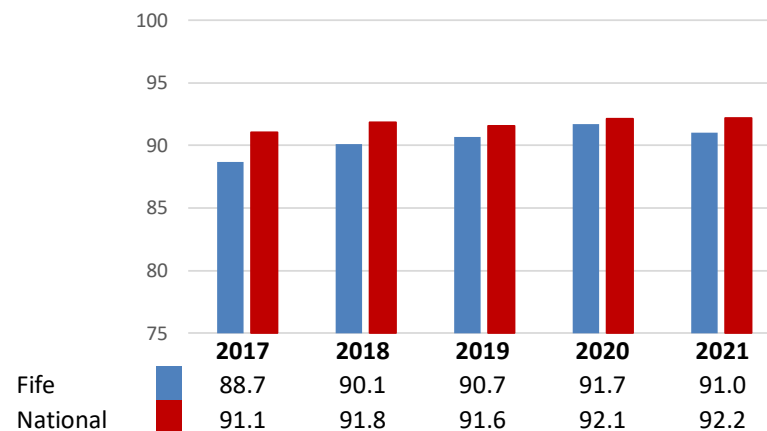


Figure. Percentage of 16-19 year olds participating in the local economy (education, employment, or training)

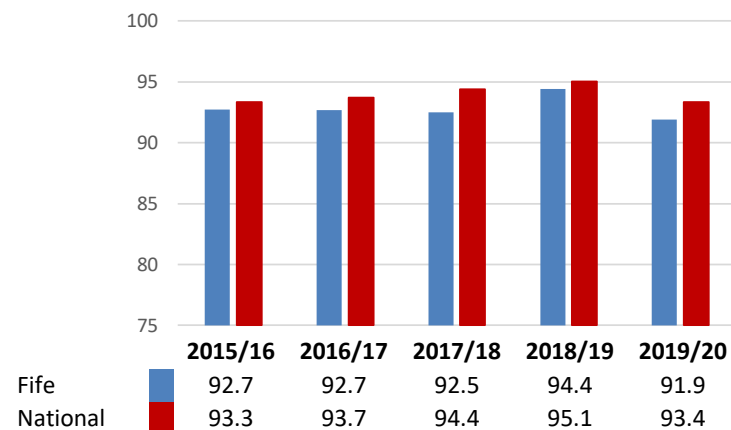


Figure. Percentage of school leavers entering a positive destination from school (education, employment, or training)

The Directorate' work on post-school destinations involves close collaborative working with a range of partners including other services within Fife Council, local colleges, and SDS (Skills Development Scotland). The Youth Employability reform aims to improve outcomes and opportunities for school leavers, given the interruption to their learning experiences during Covid-19 and high unemployment rates for younger people by:

- ensure youth employability is on everyone's agenda across partners within and out with Fife Council
- maintain or improve School Leaver Destinations. Initial positive destinations from 2019 levels of 94.4%, Improve follow up positive destinations from 2019 level of 91.0% and maintain or improve Participation Measure from 2020 level of 91.7%
- achieve better joint working across the council services including DYW, employers, college and third-party organisation so all pupils have more meaningful experience of education and the world of work
- ensure young people are accessing all the relevant Scottish Government monies/options
- provide a curriculum offer in schools is relevant to, meet the Labour Market needs and has clear progressions for all.

Work undertaken to support improvement

- A focus on winter leavers not in a positive destination lead by Skills Development Scotland (SDS) working with young people to signpost them to other partners and our wider offer.
- Career Ready in Scotland - Career Ready - a programme working with employers, educators, and volunteers across the UK to give young people the career support, experiences, and insights they need to kick-start their futures. Fife Council is an active participant in Career Ready and has a total of 22 mentees within Fife Council working with young people to help them raise their aspirations.
- Developing Young Workforce (DYW) Co-ordinators working with local partners to establish a "No Wrong Door" approach to ensure that young people have seamless access to individual support, advice, guidance, and engagement with employers. This includes young people with additional support needs who attend any of our five Special Schools in Fife.
- A focus on improving destinations for Care Experienced (CE) young people including successfully guaranteeing an interview for all CE young people to Fife College.
- Supporting Care Experienced young people to progress to higher education, through a combination of: continuing personal support, flexible care packages, financial and practical assistance. Currently the Directorate is supporting 20 care experienced young people to study for degrees at undergraduate and Masters levels.
- 10 FA Frameworks to young people in our schools, in a range of disciplines including IT, Business, Childcare, Social Services, Scientific Technologies and Engineering. Session 2020/21 saw 366 young people enrol as year one and final year apprentices on the SCQF level 6 programmes. 8 frameworks are delivered by Fife College, with two offered by Fife Council. FA deliver for session 2020/21 has been through digital and online learning. Foundation Apprenticeship delivery in Fife is overseen by a joint Fife Council, Skills Development Scotland and Fife College Governance Group, supported by an Operational group. These groups have helped to increase the numbers taking up FAs by jointly promoting programmes via direct contact with schools, the DYW, Council and College digital marketing.
- Following a thorough self-evaluation review of the curriculum in all 18 Secondary in January 2020, using HGIOS 4 (<https://education.gov.scot/improvement/self-evaluation/HGIOS4>). Five professional learning sessions have been completed with Education Scotland, Secondary Headteachers and Depute Headteachers over a number of months, with a focus on considering all aspects of the

curriculum. An important aspect of this was how to make the curriculum relate to labour market information and develop skills for employment, life and learning. Schools are further reviewing their offers to young people in light of learning from these sessions.

- A strategic group of Secondary Headteachers and senior officers from Fife College and Education meet quarterly to review the work of the School College Partnership (SCP), this includes quality assurance and includes pupil 'drop out figures' for the SCP programmes. Since 2017/18 SCP pupil enrolments have increased from 542 to this session enrolling over 1,000 pupils on SCP programmes including Foundation Apprenticeships at SCQF levels 4, 5 and 6. Working closely with schools the SCP withdrawal rate has reduced from 21% in 2017/18 to 12.5% in 2019/20. We are addressing drop outs by meeting with schools and discussing their needs. Fife College in session 2019/20 also had the best PD figures for colleges in Scotland at 93.3% from 91.1% in the previous session.
- Fife College have developed a flexible and progressive learning pathway from S3 to Degree level study, including the apprenticeships family, articulation to university and streamlined employer engagement.

Challenges and Next Steps

The economic impact of the Covid-19 pandemic and the closures of schools and colleges remain highly uncertain now. As such, we continue to remain in a response phase focussed on supporting young people into employment and positive destinations by continuing to address the key challenges by:

- learning from the work we have done so far
- continuing to work collaboratively across both the E&E and the E&CS Directorate and to report more collectively on success of in terms of priorities of work undertaken to support young people and identify together clear next steps
- using and sharing information and data more effectively across directorates and partners to help identify gaps or good practice
- listening more to stakeholders on an ongoing basis and be responsive to needs
- continuing to increase the offer of taster and short courses at Fife College at different times of the year to suit the needs of young people in Fife
- actively seeking other accredited providers partners who can support effective transitions
- promoting and creating clear links to the Young Person's Guarantee and No One Left Behind
- re-organising and focusing the work of school teams to ensure that they have the correct knowledge and access to the information and person to support them, by having a focused network and other partners sharing information with them
- using the extended team across Fife Council and beyond including business partners via the DYW Board to create more apprenticeship opportunities for young people in Fife
- bringing together the information on all the opportunities available in one place, ensuring understanding of these offers by all and promoting them widely, whilst addressing any gaps
- continuing to support the attainment reform work in order to give all young people more opportunities.

4. Summary of progress for looked after and care experienced young people

Improving the outcomes and experiences of looked after and care experienced children and young people has been a strategic focus for work across the Directorate since it was first established in 2014. Significant work in this area has been progressed over recent years through the *Belonging to Fife* and *Home to Fife* initiatives. Work on delivering the Promise, within the Directorate and across the wider children's services partnership, will build on this work, in the coming years.

This section provides a summary overview of the progress made during 2020/21. This work and its impact will be reported on in further detail in the Chief Social Work Officer's Report, in November 2021.

Outcomes achieved

This section summarises some key messages regarding current outcomes for care experienced young people in Fife.

- A key priority for the children's services partnership is to develop a greater capacity for support at the intensive level, for Fife's most vulnerable families.
- Prioritising scarce resources to meet the needs of vulnerable families, through the mechanism of the Intensive Community Support Panel, has made a significant difference to the coordination of support for those requiring a high level of support.
- These changes are helping to address needs of – and risks faced by – children and young people in crisis.
- As a result, the number of looked after children in Fife has fallen and is significantly lower than the level expected, given levels of child poverty in Fife (see figure at right).
- For every 1,000 children aged 0-17 in Fife at the time of the 2020 July census, 13 were looked after. This was lower than the Scottish average of 14 per 1,000 aged 0-17.

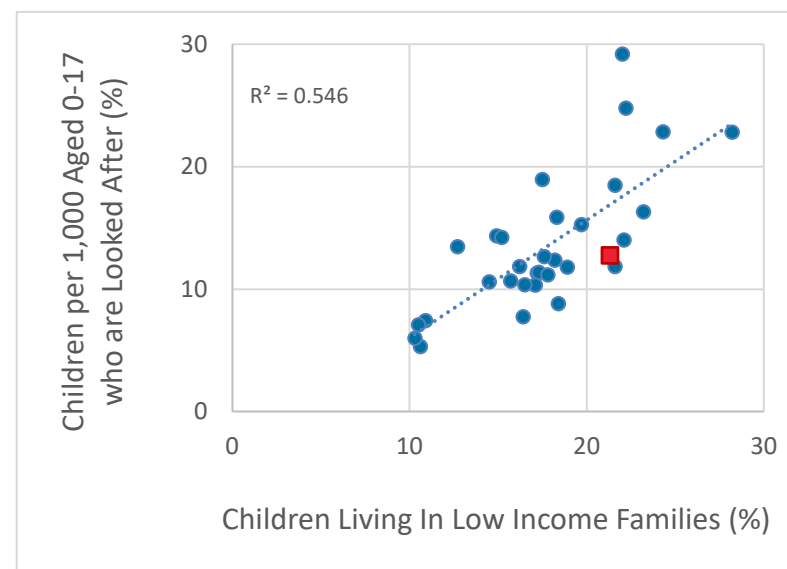


Figure. Correlation between children who are looked after and children living in low income families. The data for Fife is shown by the red square box.

- Furthermore, there is a significant correlation between the number of children who are looked after and the number of children who live in poverty, across Scotland's 32 local authorities. This is shown in the figure on the right. Given Fife's relatively high level of child poverty, Fife would expect to have 17 looked after children for every 1,000 children aged 0-17 years, based on this relationship.
- However, whilst the overall numbers of looked after children in Fife are low, the number of children looked after and accommodated in a foster care placement is relatively high. This can be seen from the figure on the right. Many of these are long term permanent placements, which will continue to be maintained in the best interests of children.
- It should be noted that in addition to the data on looked after children shared with the Scottish Government, Fife supports around 450 children to live with Kinship Carers who are not 'looked after' through either a Family Support or Kinship Payment.

Challenges and Next steps

- A key focus for the Children's Services Plan 2021-23 is to maintain the overall number of children looked after away from home at a low level, whilst ensuring that more children are able to be supported safely at home or in a kinship placement.
- The Belonging to Fife strategy, an ongoing strategy led by the Children & Families Social Work Service, is integral to achieving this aim. It is helping to sustain a child centred, relationship based approach in Fife, ensuring effective assessment and coordinated support, to help build resilience and reduce risk for vulnerable families.
- The Children's Services Partnership has also begun a programme of collective work, supported by the 4DX improvement methodology, to help support this ongoing work.

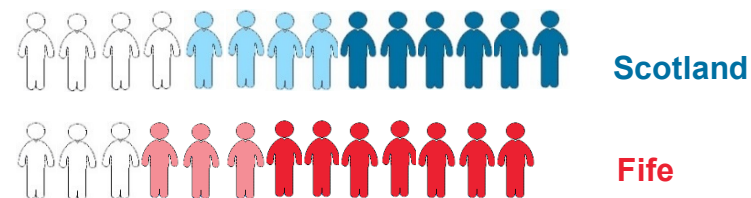


Figure. Comparison of the balance of care for Looked After Children in Fife and Scotland.

Across Scotland, 14 children per 1,000 aged 0-17 are looked after. Within this figure, approximately:

- 4 are looked after at home;
- 4 in a placement with family or friends;
- and 6 are accommodated in a foster care or residential placement.

In Fife, 13 children per 1,000 aged 0-17 are looked after. Within this figure, approximately:

- 3 are looked after at home;
- 3 in a placement with family or friends;
- and 7 are accommodated in a foster care or residential placement.

- The Plan also aims to build on improvements in preventative working, generally, including a focus on the Promise, Getting it Right for Every Child learning from evaluation activity and Significant Care Reviews and developing and reviewing pathways for early support, such as the Child Wellbeing Pathway.
- Fife's Learning with Care strategy is supporting schools to improve the tracking and monitoring of progress for care experienced children. Work is also being undertaken to improve the timeliness of data available to schools, by improving the data processes supporting tracking systems.
- Review work is being undertaken to ensure that all care experienced children and young people are receiving their entitlements. This includes reviewing the numbers attending Pupil Support Service provision, and analysing the use of flexible packages and arrangements by schools.

4. Key messages

This section summarises some key messages from the preceding review of performance:

- Generally, outcomes for children and young people in Fife are broadly similar to those seen across the rest of Scotland for “the average child”. This is true across most aspects of wellbeing.
- However, outcomes for vulnerable and disadvantaged children and young people are significantly worse than “average”. This is not only true for Fife; equity is a major challenge across Scotland.
- Outcomes for the most vulnerable (e.g. the care experienced) and those facing multiple forms of disadvantage are often the poorest outcomes for any group.
- The Directorate made significant progress in closing the equity gap before the start of the Covid pandemic.
- There is evidence that the Covid pandemic has had a measurable and adverse impact on a range of outcomes, including: mental health and wellbeing; the progression of learning for primary aged children and the post school destinations of young people. There is also evidence that the equity gap has widened for these outcomes.
- The Directorate, working with the wider children’s services partnership, has developed a greater capacity for support at the intensive level for Fife’s most vulnerable families. This has helped to reduce the number of children who are looked after and the use of residential placements.
- However, we are still not supporting as many children safely at home as we would want.

These key messages have informed the Directorate’s choice of improvement priorities, which form the focus for the Directorate’s Improvement Plan 2021-23. A copy of the Directorate Improvement Plan can be found at: www.fife.gov.uk/ECsplan.



Improvement Priorities for 2021-23

- **Delivering the Promise**
- **Closing the Attainment Gap**
- **Improving Opportunity**
- **Supporting Wellbeing**
- **Empowering All**

5. Directorate Scorecard for 2021-23

The Directorate Scorecard for the next cycle of improvement activity is included below.

It sets out current performance against the Directorate's Priorities for Improvement for the period 2021-23, as summarised in section 4. It will provide the basis for the Directorate to report on outcomes in its forthcoming Annual Performance Reports.

Outcome measure	Current Fife Performance	Benchmark (if available)	Improvement goal
Delivering the Promise			
Percentage attendance of care experienced children.	89.1% (2019/20 – Fife LAC)	91.3% (2019/20 – Fife all pupils)	Increase to match outcomes of all pupils
Percentage of P1/P4/P7 care experienced children achieving the expected level in CfE: literacy	30.1% (2019/20 – Fife LAC)	63.2% (2019/20 – Fife all pupils)	Increase to match outcomes of all pupils
Percentage of P1/P4/P7 care experienced children achieving the expected level in CfE: numeracy	37.8% (2019/20 – Fife LAC)	69.7% (2019/20 – Fife all pupils)	Increase to match outcomes of all pupils
Proportion of Fife children with a multi-agency child's plan who are supported safely at home/with family (4DX improvement programme measure)	70% (March 2021)	N/A (Fife local data)	74% (By 31 March 2022)
A comprehensive review of outcomes will be provided in Directorate Annual Performance Reports . The Directorate will further develop its approach to monitoring and reporting of data relating to care experienced young people with the aim of ensuring: robust accountability for issues like exclusion and the provision of full-time education; and respect for the confidentiality of individuals.			
Closing the attainment gap			
Percentage attendance of children living in SIMD Q1	88.0% (2019/20 – Fife SIMD Q1)	91.3% (2019/20 – Fife all pupils)	Increase to match outcomes of all pupils
Percentage of P1/P4/P7 children living in SIMD Q1 achieving the expected level in CfE: literacy	50.4% (2019/20 – Fife)	Data not collected nationally in 2019/20	Improve by 6.9% p.a. to 85% by 2024/25
Percentage of P1/P4/P7 children living in SIMD Q1 achieving the expected level in CfE: numeracy	57.8% (2019/20 – Fife)	Data not collected nationally in 2019/20	Improve by 5.4% p.a. to 85% by 2024/25
Percentage of P1/P4/P7 children achieving the expected level in CfE: literacy	63.2% (2019/20 – Fife)	Data not collected nationally in 2019/20	Improve by 4.8% p.a. to 87.3% by 2024/25

Percentage of P1/P4/P7 children achieving the expected level in CfE: numeracy	69.7% (2019/20 – Fife)	Data not collected nationally in 2019/20	Improve by 3.5% p.a. to 87.3% by 2024/25
Improving Opportunity			
SQA attainment of school leavers	Outcomes will be reported in depth in the Annual Reports. No headline scorecard measure is included, as current data does not provide like-for-like trend data.		
Percentage of school leavers who initially enter a positive destination from school	91.9% (2019/20 – Fife)	93.4% (2019/20 – Scotland)	Match or exceed National outcomes
Percentage of care experienced school leavers who initially enter a positive destination from school	86.9% (2019/20 – Fife)	81.4% (2019/20 – Scotland)	Increase to match outcomes of all leavers
Percentage of school leavers with a need for Additional Support with Learning who initially enter a positive destination from school	87.6% (2019/20 – Fife)	89.6% (2019/20 – Scotland)	Match or exceed National outcomes
Percentage of school leavers living in SIMD Q1 who initially enter a positive destination from school	86.6% (2019/20 – Fife leavers)	90.0% (2019/20 – Scotland)	Match or exceed National outcomes
Percentage of young people aged 16-19 who are participating in the Fife economy	91.7% (Yr to March 2020 – Fife)	92.1% (Yr to March 2020 – Scotland)	Match or exceed National outcomes
The Directorate will work with Skills Development Scotland (SDS) to improve our to monitor and report data relating to the post-school experiences of vulnerable and disadvantaged young people, including: the care experienced and those with a need for Additional Support with Learning.			
Supporting Wellbeing			
Outcomes to be reported in the Directorate Annual Performance Reports . As appropriate quantitative measures are identified, these will be added to the scorecard. This will include measures in the national wellbeing census.			
Empowering all			
A qualitative review of work to support this improvement priority will be included in the Directorate Annual Performance Reports .			



Education & Children's Services
Improving life chances for all

