



## Education Directorate

Annual Report 2023-24

*Incorporating the  
Fife Standards and Quality Report (SQR)*



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# Introduction

The Education Directorate published a new, three-year Improvement Plan for 2023-26 last year. This was approved by Cabinet Committee in October 2023. It sets out how we are working to improve outcomes, experiences and life chances for all children, young people, and families in Fife.

The Education Directorate Annual Report 2023/24 provides an overview of the work undertaken in delivering the Directorate Improvement Plan during the year September 2023 to August 2024. It has been informed by a review of improvement activity during the school year 2023/24. It has been completed by officers and groups from the Education Directorate with a strategic lead role for each of the improvement priorities within the current Directorate Improvement Plan.

This annual report reviews current evidence regarding the impact of this improvement activity, as well as current outcomes and experiences of children and young people in Fife. It provides a **review of progress in delivering the National Improvement Framework** and incorporates the **Standards and Quality Report** for Fife schools for 2023/24.

The Education Directorate reports to the Education Scrutiny Committee on the outcomes and impact achieved for learners in Fife throughout the year. More detailed accounts of the work summarised in this Annual Report can be found in the Directorate's papers to Fife Council Committees. These are listed within the Further Information section at the end of this report.



## The geography of Fife

Fife has a mix of urban areas, small towns, and rural areas. Overall, the proportion of each type resembles the geography of Scotland.

Area	Urban	Small towns	Rural
Fife	64.1%	17.7%	18.2%
Scotland	71.7%	11.2%	17.1%

However, Fife’s main urban areas (Kirkcaldy, Dunfermline, Glenrothes and the Levenmouth area) lack the scale and structure of settlement seen in and around Scotland’s four largest cities (classified as large urban areas).

Area	Large urban	Other urban	Accessible small towns	Remote small towns	Accessible rural	Remote rural
Fife	0.0%	64.1%	17.7%	0.0%	18.2%	0.0%
Scotland	37.8%	33.9%	8.6%	2.6%	11.6%	5.5%

## Area deprivation in Fife (SIMD)

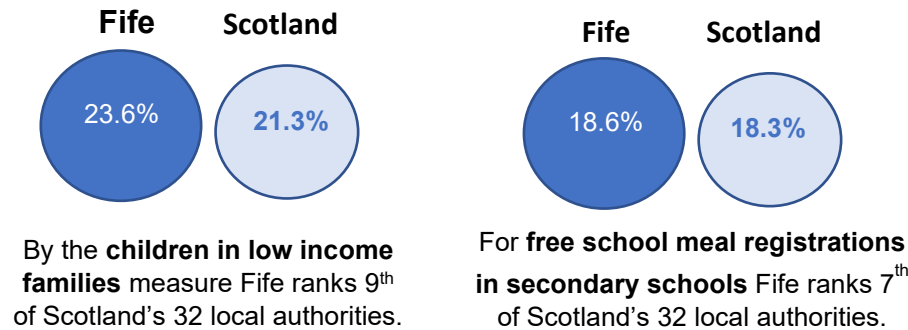
The table below shows the geographical distribution of secondary school pupils in Fife and Scotland, based on the SIMD Quintile where they live.

SIMD Quintile 1 areas (SIMD Q1) are the most deprived in Scotland. SIMD Quintile 5 areas (SIMD Q5) are the least deprived.

The profiles of Fife and Scotland are very similar.

		SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Fife		21.6	20.4	18.6	18.8	20.7
Scotland		21.5	19.2	18.4	21.0	19.8

## Measures of child and household poverty



## Why are the SIMD profiles of Fife and Scotland similar, if Fife has higher levels of child poverty?

In general, SIMD over-represents poverty in large urban areas and under-represents poverty in other types of area.

Fife’s lack of any large urban area means that it’s levels of child poverty are not fully represented by its share of SIMD quintile 1 (SIMD Q1) areas.

The Fife Education Service supports the learning and development of children and young people across all ages, regardless of their individual need.

The Education Service oversees, quality assures and supports provision in the early years and primary, secondary, and special school sectors, as well delivering a range of specialist provision for learners.



## Children & young people we support

- 69,558 children and young people, aged 0-17 years.
- 49,317 pupils in Fife schools (26,788 in primary, 22,377 in secondary and 152 in special schools).
- The table on the right provides an overview of the needs of Fife learners.
- 6,302 registrations for early years provision.

Group	Number	%
With an additional support need	17,293	35.1
Living in SIMD Quintile 1	11,023	22.4
Speaking English as an Additional Language (not fluent)	2,200	4.5
Minority Ethnic	3,184	6.5
Assessed &/or declared as having a disability	1,502	3.0
<b>All school pupils</b>	<b>49,317</b>	<b>100.0</b>



## How we support our children & young people

- 155 schools in Fife (132 primary schools, 18 secondary schools and 5 special schools).
- 3,614 FTE teaching staff (1,735 primary schools, 1,681 secondary schools, 98 special schools and 101 centrally employed).

## 2. Review of Outcomes and Improvement Actions: 2023-24

The Education Directorate Improvement Plan addresses four key improvement priorities for the period 2023-26:

- Priority 1 – Improving **Health & Wellbeing**
- Priority 2 – Improving **Attendance and Engagement**
- Priority 3 – Improving **Achievement** (including literacy and numeracy, as well as wider achievement)
- Priority 4 – Improving **Positive Destinations**

For each of these outcomes there are significant differences in outcomes relating to equity and equality. These include – for example, differences in outcomes relating to measures of poverty or deprivation (SIMD, registration for free school meals), Additional Support Needs for learning, or being care experienced.

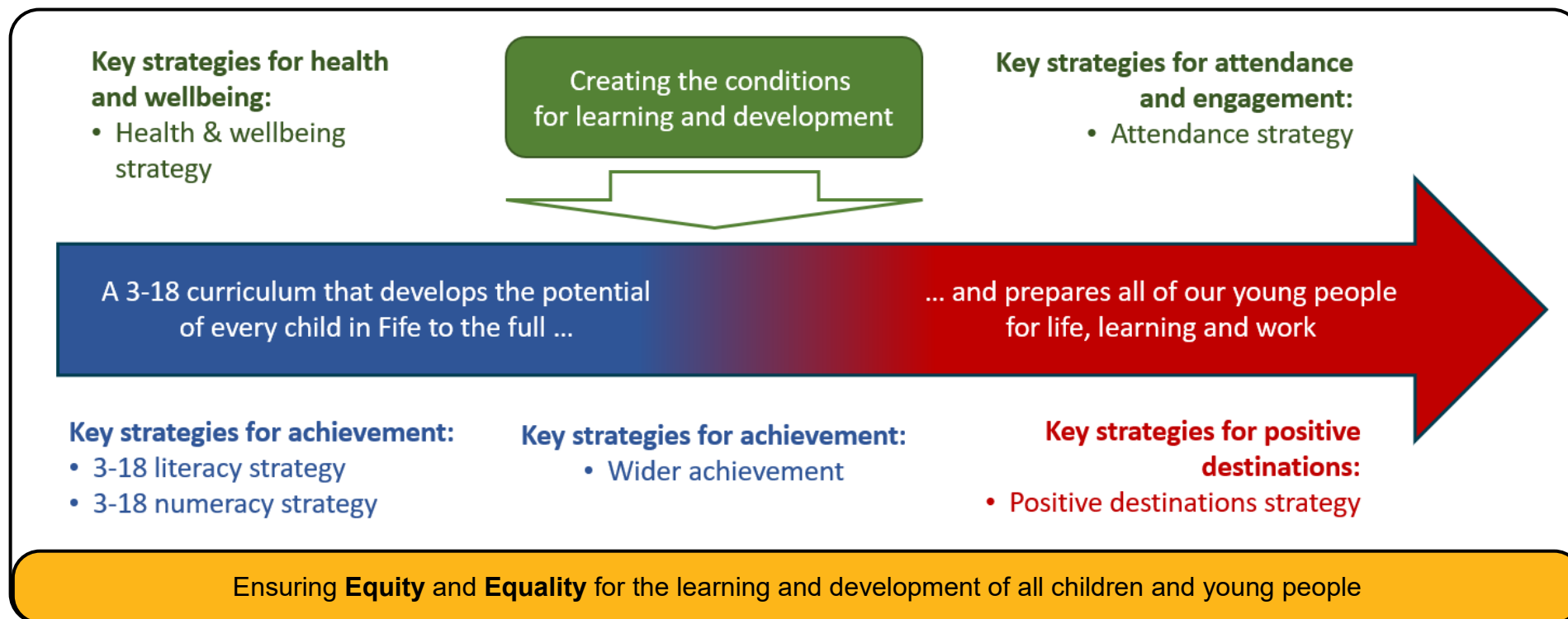
For this reason, **Equity and Equality** is recognised as a cross-cutting challenge which will need to be addressed across all of our improvement activity. Central to addressing this challenge will be work to promote the rights of our children and young people.

The following section provides an overview of the progress made during 2023-24 for each of these four improvement priorities and for the cross-cutting theme of Equity and Equality.

## Our key strategies to support improvement

In order to provide a framework for strategic planning and improvement across priority areas within the Education Service Improvement Plan, the service has identified a number of key strategies to ensure continuing improvement.

These are summarised in the figure below.



Whilst strategies and policies have already been developed across these areas, the aim is to create a simpler, more coherent strategic framework which ensures that:

- Fife's 3-18 curriculum meets the needs of all learners into the future, supporting every child and young person to develop skills for learning, life, and work.
- There is a clear description of the way that work undertaken by the Education Service supports the Plan 4 Fife in delivering a socially just, sustainable, and equitable Fife.
- There is a more focussed narrative about key strategies for improvement, supported by SMART measures of impact.

# Priority 1: Improving Health and Wellbeing

## Key Messages: Health and Wellbeing

- Health and Wellbeing is a key challenge facing the Education Directorate and wider Fife Children's Services Partnership.
- Wellbeing levels for children and young people have been declining over a period of years across Scotland and many other parts of the wider, developed world. The Covid pandemic added further to the stresses on young people.
- Fife conducted a Health and Wellbeing Survey in 2023, based on the framework provided by the national Health and Wellbeing census.
- Data from the Health and Wellbeing Census highlights the significant challenges in the areas of mental & physical wellbeing (including anxiety, confidence, self-harm & body Image) and relationships and behaviours.

*High-level messages from the Health and Wellbeing census (with comparisons to national results published in 2021/22)*

### Relationships

- 80.2% of CYP in stages P5-S4 reported that they agreed that their friends treated them well.
- 62.5% of CYP in P5-S6 said they always have an adult in their life to talk with about personal problems (nationally, 65.4%)

### School

- 30% of CYP in P5-S3 indicated they had been bullied in school; this was higher in Primary School (similar to national results).
- 29.6% of CYP in P7-S6 felt they were pressured (stressed) a lot by schoolwork; CYP in S4-S6 felt the most pressure. Females reported this pressure more than males. The difference between sexes is also seen in national data

### Mental Wellbeing

- 56.8% of CYP in S2-S6 had a slightly raised, high or very high strength and difficulties score (the Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural screening questionnaire capturing emotional, conduct, hyperactivity, and relationship behaviours). This figure is much higher than the national figure.
- CYP in P5-S1 were asked "there are lots of things I worry about in my life"; 50.3% agreed (national, 41.9%).

*These results echo the previous Shine Survey results carried out in 2021/22 where key themes identified included Low Mood, Emotional Regulation and Loneliness.*

### Health


- 24.2% of YP P7-S6 reported they had hurt themselves on purpose and females were higher than males.

*In 2021, data from the Shine Survey reported that of the 2922 pupils in S2, S4 & S6 who answered the question "have you ever hurt yourself on purpose?" 26% said Yes and a further 18% preferred not to say.*



## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan

The actions for the H&WB priority are in response to the H&WB Strategy 23-26. The action incorporated into the Directorate Improvement Plan in 2023-24 were year 1 actions. These have all been completed and the table below presents actions for Year 2. Assuming that all actions for 2024-25 are completed new actions will be highlighted for the 2025-26 plan.

<b>Improvement Plan 2023-26</b> Priority 1 – Health & Wellbeing (A full <b>Health &amp; Wellbeing Strategy 23-26</b> accompanies this Improvement Plan)				
				
<b>What is the key issue or challenge?</b>	<b>What do we need to do to address this? (Outcome)</b>	<b>Summary of progress made during period August 2023 - June 2024</b>	<b>Evidence of progress and impact as of June 2024</b>	<b>Next steps for year 2024-25</b>
Improving Mental & Physical Wellbeing (Anxiety, Confidence, Self-Harm & Body Image)	<ul style="list-style-type: none"> <li>Children, young people, staff, and their families have increased access to support for their mental health with greater focus on targeted support for groups vulnerable to poor mental health including care experienced, LGBT+ and children with Additional Support Needs.</li> <li>Increased capacity and confidence of adults who support young people at universal and additional levels, building their understanding of their own, and of children and young people's mental health needs.</li> </ul>	<ul style="list-style-type: none"> <li>Streamlined EWB referral process to ensure YP receive the right support at the right time.</li> <li>Better understanding, communication and clarity across partners and education.</li> <li>Staff feedback on better understanding and use of data</li> <li>Quality assurance group set up, chaired by EP, to review provision of DAPL counselling and make recommendations for new commissioning process – impact and gap analysis</li> <li>Commission, support, and promote programmes and tools to support mental health and wellbeing, nurturing approaches, develop</li> </ul>	<ul style="list-style-type: none"> <li>More schools using partnership consultation to identify the right health and wellbeing interventions for young people at the right time</li> <li>Clearer understanding of the role of different partners, and therefore how to make more effective referrals for support</li> <li>Further funding has been awarded to SHOUT to extend the service until November 2024 to allow the revised multiagency suicide guidance to be finalised and implemented.</li> <li>Extension to 'Keeping Connected' service until March 2025, providing 1:1 mentoring support for young people aged 10-26 who are disengaged from school/society.</li> <li>Extension to 'Flourish' service until March 2025, providing 1:1 and group support to parents and carers of young people with neurodevelopmental challenges.</li> <li>Recommissioning of the 'Wellbeing in Fife' Service from April 2024-March 2026 to:</li> </ul>	<ul style="list-style-type: none"> <li><b>Additional Supports Group</b> Continue to scope Single Point of Access model for school-based children and young people with additional mental health needs and consider how CBT informed approaches feature within continuum of support within schools.</li> <li><b>Decider Skills</b> Train a group of community-based facilitators: parents and carers, group leaders to facilitate peer groups for families within the community.</li> <li><b>Single Point of Access</b> Explore a multi-agency single point of access to streamline the referral process for mental health supports for children and young people to ensure they</li> </ul>

	<ul style="list-style-type: none"> <li>Improved use of data to enable the development of targeted resources to inform approaches to improve the mental health and wellbeing of young people and staff.</li> <li>Increased access to sport &amp; physical activity for our most vulnerable and / or disadvantaged children &amp; young people.</li> </ul>	<p>emotional literacy and regulation across schools and communities (e.g. Kitbag, The Decider Skills, Seasons for Growth and Peer Mediation)</p> <ul style="list-style-type: none"> <li>Continue roll-out of See Me See Change programme across secondary schools to encourage pupils, staff, and the wider school community to develop and initiate actions to address mental health stigma and discrimination.</li> <li>Establish and maintain relationships with partners &amp; key stakeholders to improve children &amp; young people's likelihood of lifelong participation in sport &amp; physical activity, and to improve / maintain a positive mental &amp; physical wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Lead and deliver a Fife wide provision of short term 1:1 targeted support, targeted group work for parents and carers and their families, training, and development sessions to partners agencies.</li> <li>Seasons for Growth Programme for Children and Young People who have experienced bereavement, loss or change continues to be supported in Fife with more than 545 pupils completing groups between August 2023-June 2024.</li> <li>Following the success of the Primary School Rollout in 2022-23, Peer Mediation training has been piloted in 3 secondary schools and due to positive feedback from this cohort, the training is currently being delivered to the remaining 15 secondary schools between May and November 2024.</li> <li>Community Mental Health Fund January 2023 and March 2024 Children and Young People 1:1 Support Services 1474 Children and young people accessed 1:1 support 2591 One to One session delivered 790 CYP reported an improved outcome through the support received from community MHWB supports and services</li> <li>Group Sessions 1544 Group Session was held CYP who attended these groups reported a 22% increase in their understanding of mental health and emotional wellbeing</li> </ul>	<p>get the right support at the right time.</p> <p><b>Commissioning</b> - Conduct a needs analysis of mental health and wellbeing needs of children, young people and families and consider gaps in provision to inform the next round of commissioning.</p> <p><b>Access to Support</b> - Implement a referral system using the wellbeing pathway in schools, providing access to community mental health provisions for children and young people.</p> <p><b>Active Schools Core Offering</b> to be embedded within all 18 clusters, with particular focus on bridge programming by providing additional support to CYP who are disadvantaged and / or vulnerable.</p> <p><b>Integrating monitoring &amp; evaluation practice</b> across Active Schools programmes to ensure reporting / evidencing impact is relevant and purposeful to service / directorate outcomes.</p> <p><b>Consolidating core practice</b> with focus on clearly defined development</p>
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			<p>Attendees reported a 23% increase in confidence in supporting their own emotional wellbeing.</p> <ul style="list-style-type: none"> <li>• Short Term funded Projects – Positive Mental Health (Universal Supports) 27 Grassroots community groups received a one-off grant award of under £10,000 to promote and implement early intervention and prevention programmes, using the Five Ways to Wellbeing 1187 One to One support sessions were delivered 12,851 Group Session held</li> <li>• Capacity Building 1062 Parents and Carers attended Mental Health and CBT workshops Parents and carers reported a 24% increase in confidence in supporting their CYP's emotional wellbeing</li> <li>• Professional Learning 654 Professionals attended Mental Health workshops Professional who attended these workshops reported a 34% increase in knowledge of Mental Health and Wellbeing after the session. 50 Education and Childrens Services, Health and 3rd Sector staff attended the OMM Residential. Attendees reported a 23% increase in understanding of mental health and emotional wellbeing in CYP 440 Education and Community professionals received support through the CAMHS Staff Consultation Line</li> <li>• Staff Wellbeing Conference 64 Staff attended a Staff Wellbeing Conference Participants rated the conference 4.9/5</li> </ul>	<p>/ improvement over a two-year action planning phase.</p> <p>Improved <b>communication and awareness raising mechanisms</b> to be developed for internal &amp; external purposes.</p>
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			<p>97% of participants stated they would be very likely to attend another OMM staff wellbeing conference.</p> <ul style="list-style-type: none"> <li>• All secondary schools have been offered See Me, See Change training to staff and groups of pupils through the Active Schools Young Leadership pathway and other leadership channels. Several more schools are now developing their SMSC Action plans and further pupil training was co-delivered by senior pupils in June 2024 to further build capacity with this</li> <li>• Club/Hub Connect: £60k funding secured via Community Recovery Fund (Fife Wide Projects) to roll out Hub/Club Connect across all 7 localities to connect community sports hubs and clubs with pupils from local schools to achieve positive social change with high intentionality and aid the transition of inactive and referred pupils into community clubs and / or sessions.</li> </ul>	
Staff Wellbeing – Workload & Relationships & Behaviour	<ul style="list-style-type: none"> <li>• Promotion of positive relationships and behaviours between staff, children, and young people in all educational settings.</li> <li>• Improved use of data to enable the development of targeted resources to promote practice which helps to ensure that children, young people, and staff feel</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure wellbeing improvements are evidenced in school and Early Learning Centre improvement planning.</li> <li>• Implement the national recommendation of ensuring Education leadership staff have the opportunity to engage with colleagues in a supportive and collegiate approach to professional reflection, learning and development, within a confidential professional</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from ELPs/LPs during Session 23-24</li> <li>• Feedback gathered from headteachers as part of Logic Model development session leading to Hints and Tips for Headteachers SWAY – shared with all. As of 20/05/2024 viewed 214 times.</li> <li>• Feedback gathered from headteachers at HT Engagement (September) and through SWOT analysis. This was analysed and shared with all ELT for identification of next steps and feedback provided to headteachers on next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in further consultation and focus group activities, with key groups of colleagues, to identify solutions to the specific improvement priorities identified in the Staffwise results across different sectors and areas of the Directorate (e.g. sector specific reports, HT report, EDLT report)</li> </ul>

	<p>safe and happy in educational settings.</p> <ul style="list-style-type: none"> <li>Improved Education employee experience through equitable workplace practices, inclusion and engagement using Our People Matters.</li> </ul>	<p>relationship to reflect on the experiences and impacts of work, on wellbeing.</p> <ul style="list-style-type: none"> <li>Develop the professional learning programme for all headteachers at all stages of their career with a focus on universal, additional and intensive support for wellbeing.</li> <li>Implement wide-ranging and high-quality strategies to promote positive relationships and behaviours in all educational settings, between children, young people and staff including Anti Bullying Policy, Social Media Policies &amp; Curricular Resources related to Gender Based Violence (MVP)</li> <li>Monitor and evaluate impact (Performance Info) more effectively in H&amp;WB and ensure this is communicated more effectively.</li> <li>Analysis of H&amp;WB Survey shared with partners and localities with accompanied support to develop actions locally for improvement and improve targeted PSE (Personal &amp; Social Education) delivery.</li> <li>Improve Education Service employee experience through: <ul style="list-style-type: none"> <li>working to ensure all staff are aware of, confident to and actively supported in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Working group on ASL Referrals Workload set up</li> <li>Information gathered from school staff regarding detail of workload associated with ASL referral tasks</li> <li>Information submitted to Workload Management Strategy Group</li> <li>3rd cohort of HT Peer Support programme has been implemented. New revised guidance materials and training materials developed to support sustainable implementation</li> <li>In addition to above, new 'Effective Supervision for School Leaders' proposal has been developed and shared with Heads of Service for consideration and planning. Different purpose to HT Peer Support model</li> <li>Promoting Positive Relationships and Behaviour guidance developed and implemented – guiding local R&amp;B policy</li> <li>New updated anti-bullying policy published and communicated, included revised statement(s) on behaviour on school transport</li> <li>Proactive Management Protocols summary approved for use through R&amp;B short life working group</li> <li>Safer working practices guidance developed and communicated for use</li> <li>Incident reporting desktop App and revised incident reporting form implemented</li> <li>Complaints data now being used to inform policy updates e.g. school travel guidance</li> <li>All secondary schools are now trained and delivering the Mentors in Violence</li> </ul>	<ul style="list-style-type: none"> <li>Support Core Approaches (Trauma Informed/De-escalation)</li> <li>A 4-area Network Model is being planned for 24-25. This will involve 3 twilights across the year for teams to collaborate &amp; share practice around their priority theme. These will be led by school-based facilitators.</li> <li>Deliver Staffwise development sessions to support school/team/centre leaders to work effectively with their local data to deliver improvements in their own setting and ensure these are recorded in the appropriate planning document (SIP, action plan).</li> <li>Re-position the existing HT Peer Support Model and ensure this can be accessed by different staff groups (e.g. Guidance networks, DHT's).</li> <li>Alongside HoS, and the project group, identify and deliver the next steps to implement the 'Effective Supervision for School Leaders' proposal.</li> <li>Align the priorities of the Education Directorate Our People Matter action plan with our own Health and Wellbeing reporting</li> </ul>
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		<p>completing, the feedback activities relevant to them.</p> <ul style="list-style-type: none"> <li>• acting on the feedback provided to us.</li> <li>• Ensure our practitioners have confidence that people policies and procedures are applied fairly and in consideration of individual situations.</li> <li>• Ensure our practitioners feel encouraged and supported to identify &amp; undertake development activities in support of their role, career aspirations and wellbeing to ensure professionalism.</li> <li>• Implement reviewed PSE skeleton overview across Fife with associated guidance and expectations.</li> </ul>	<p>Prevention Programme to challenge gender-based violence within the curriculum.</p> <ul style="list-style-type: none"> <li>• Fife now has a group of Trainers who are delivering regular capacity-building sessions for Education staff and partner services.</li> <li>• The “Keeping your Cool in School” positive relationships curricular resource for primary schools is being updated by a group of Fife Education staff. The resource has been refreshed and digitised and is currently being peer reviewed by national partners before the national launch in September 2024.</li> <li>• Joint planning with HR to include Heartbeat survey as part of Staffwise 2024 to avoid confusion and lead to clarity for staff</li> <li>• Revised Staffwise guidance to include Heartbeat information e.g. responses about FC in addition to Education service</li> <li>• New V&amp;A statement agreed through R&amp;B meeting to be included in 2024 survey</li> <li>• 67% Staffwise response rate with analysis ongoing.</li> </ul>	<p>mechanisms to ensure more coordinated delivery and a better understanding of the impact.</p>
Effects of Poverty on Wellbeing - Widening of Health Inequalities	<ul style="list-style-type: none"> <li>• Improved support for adults delivering the Relationships, Sexual Health &amp; Parenthood (RSHP) resource to children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of and communication about the RSHP resource by providing support to schools, parents, and carers.</li> <li>• Develop a forum on glow for RSHP. Share and discuss ideas on delivery from teachers, partners can share</li> </ul>	<ul style="list-style-type: none"> <li>• Development group formed &amp; progression pathways have been developed to cover: <ul style="list-style-type: none"> <li>➢ Positive Relationships</li> <li>➢ Role of Parent &amp; Carer</li> <li>➢ Physical Changes, Sexual Health &amp; Sexuality</li> </ul> </li> <li>• Forum integrated as part of Relationship and behaviour Glow group and updated with appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>• A needs analysis will be conducted in Aug '24 to ensure future Professional Learning &amp; ongoing support for schools &amp; families is appropriate.</li> </ul>

		<p>further support materials e.g. video links, policy updates etc.</p> <ul style="list-style-type: none"> <li>Resources being developed by the RSHP National Group - Fife to follow model and utilise developed resources.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation completed and shared with local partners</li> <li>Sexual Health &amp; Substance Use Group developed Action Plan 23-26</li> <li>Short-term working group with Health on development and embedding national RSHP resources – developed and implemented deliverer feedback survey with key actions.</li> </ul>	
Lack of Awareness of H&WB Support	<ul style="list-style-type: none"> <li>Improved access to Health &amp; Wellbeing advice, support, and information through the development of a H&amp;WB Hub enabling children, young people, and staff to support their health and wellbeing and guide others.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a new service level communications strategy to ensure communications are consistent across all educational settings and central teams.</li> <li>Consider additional funding to support a H&amp;WB post connected to the creation and sustainability of a H&amp;WB Hub in partnership to ensure internal and external partners can access resources.</li> </ul>	<ul style="list-style-type: none"> <li>Service communications strategy has been reviewed and revised, outlining our key approaches and methods of communication in addition to our key focus groups</li> <li>Communications action plan now produced identifying key communication outcomes covering each strategic remit</li> <li>HWB section of Education Intranet developed with new pages for each of the 5 H&amp;WB Strategy Priorities.</li> <li>5 H&amp;WB Newsletters produced for all staff in Education outlining key developments and guidance</li> <li>12 HWB Staff wellbeing sessions delivered with an attendance of 628 (10% Staff)</li> </ul>	<ul style="list-style-type: none"> <li>Communication methods should be revised – consultation with practitioners across all sectors to identify key methods and agree purpose</li> <li>Support FVA platform role out</li> </ul>

## Case Study: The Fife Health and Wellbeing Survey

### *Background*

Young People had an opportunity to complete the Health & Wellbeing survey in a school setting between 13th – 31st March 2023.

The survey was designed to help promote and/or improve the wellbeing of children and young people in Fife, which is a specified duty within the Local Government in Scotland Act 2003.

The survey was designed to help us to understand the wellbeing needs of children and young people across Fife and to inform our work to improve services for children and families. Gathering the information was especially important, at this time, to help form an accurate picture of young people's wellbeing after the pandemic and to help support their recovery.

Children & Young People have previously participated in individual topical surveys prior to Covid, including the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) but this was the first time a Health & Wellbeing Survey has been carried out in this way with a range of different topics covering all aspects of wellbeing.

### *Delivering the Survey*

Learners undertaking the survey were assigned a code that was linked to the following individual characteristics: geographical area, sex, stage, additional support need (ASN) and SIMD. This approach meant that no learners could ever be individually identified but that some information was available about how outcomes differed according to individual characteristics within the wider school cohort.

The survey was carried out within primary school classrooms and Personal, Social Education (PSE) classes for stages S1-S4. S5/6,

where PSE is not delivered, were given opportunities within the school day to complete the survey.

63% of our Young People completed the survey; In total, 21,607 responses were included in the dataset for stages P5 – S6. The response rate decreased with stage, particularly so for S4 - S6

Stage (Year Group)	Number of Responses	Response Rate Fife	Response Rate in 2021/22 National Survey
P5	3347	82.54%	70.64%
P6	3250	78.69%	69.25%
P7	3178	74.44%	72.33%
S1	2962	70.29%	65.47%
S2	2795	64.79%	61.02%
S3	2752	63.56%	56.35%
S4	1766	42.67%	45.30%
S5	1103	36.10%	38.50%
S6	454	24.96%	30.02

### *Analysing the Results*

Across the reported measures, analysis indicates attitudes to school; views on neighbourhood and life at home; physical health and mental health and wellbeing, differ by stage, sex, and deprivation.

This being the first time completing this survey, where possible, we compared Fife with National data. For comparison purposes, the results by stage were weighted to match the Fife school roll, this removes the impact of the varied response rates by stage.



Data has also been broken into the seven Areas of Fife and analysis has considered comparisons to the Fife data, where evidence shows if an area of Health & Wellbeing is better than or worse than the overall Fife results.

After analysis of all the responses, results were classified as positive responses or negative. So, at the simplest level, a better response is one with more positive or less negative responses than the rest of Fife.

#### *Using the Data to Inform Improvement Across Fife and at the Local Area Level*

The results of the survey identify and confirm priority areas for Health & Wellbeing within Education and the evidence has been used already to help support the development of the Health & Wellbeing [Strategy](#) for Education & Children's Services, 2023-2026. Five Key areas have been identified. Mental Wellbeing, Physical Wellbeing, Health Inequalities, Relationships and Behaviour and Communication.

Analysis of data has been shared locally and Fife wide with key strategic partners both in Fife Council and NHS to enable discussion and used to help shape future direction, specifically considering key finding areas and differences in characteristics.

Area data has been shared with Elected Members at all seven area committees and with senior school leaders at Head Teacher engagement events and local improvement frameworks with time given to discuss and support approaches required within local area planning, including further support to schools to include priorities within school improvement planning.

Data analysis was shared with our colleagues in Health, where work will also take place to inform new strategies, adapt planning and respond to the needs of our Children and Young People. As an example – School Nursing will ensure that staff are trained in areas of the results most relevant within areas and consider the pathways required.

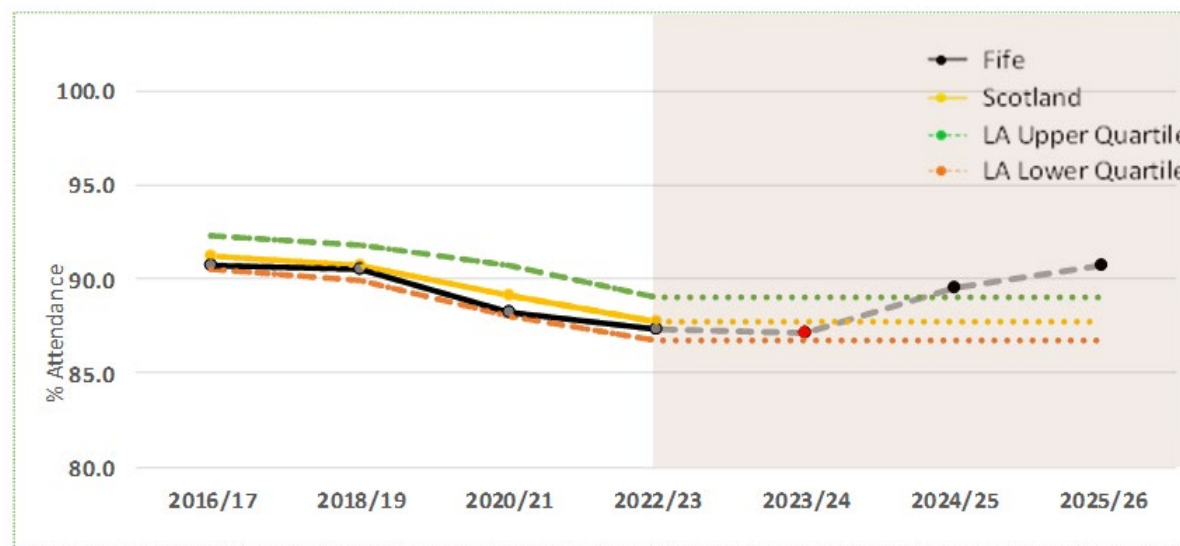
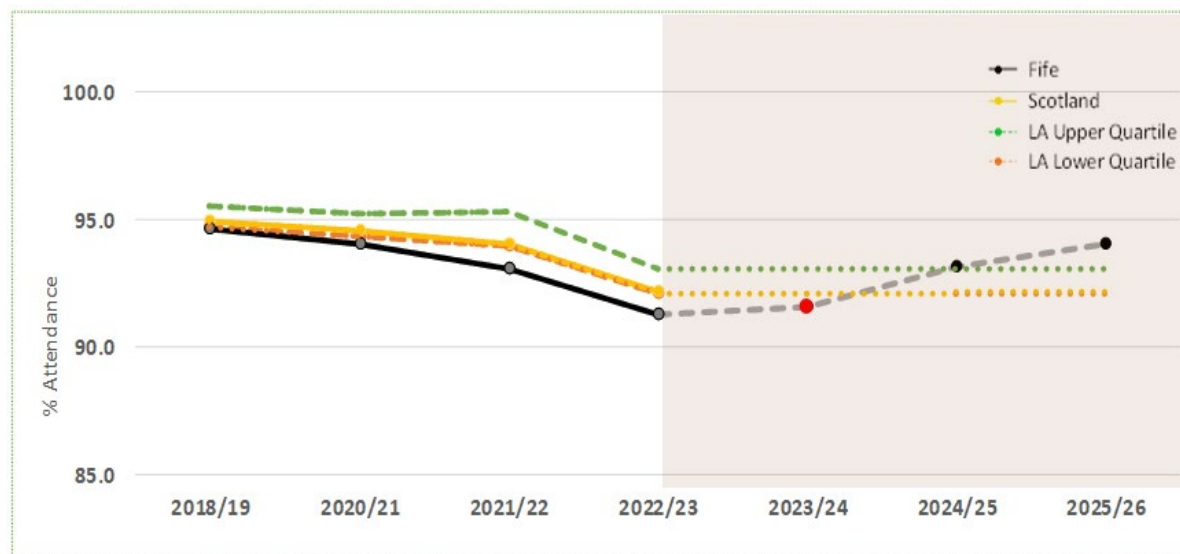
The Education Directorate will continue to consider how this data impacts, and informs, the priorities within the wider areas of improvement, in particular, other aspects of the directorate improvement plan, including Engagement, Positive Destinations and Achievement.

Engagement with young people, parents, and carers, in sharing aspects of the results and helping inform future work and support, is being taken forward too.


## Priority 2: Improving Attendance and Engagement

### Key messages: Attendance

- The figures on the right compare attendance in Fife schools with the levels seen across Scotland's 32 local authorities. The top figure is for primary schools, the bottom for secondaries.
- Attendance levels for children and young people have been declining over a period of years across Scotland and in many other developed economies around the world.
- The Covid pandemic had an impact on the attendance data for 2019/20 and (in particular) 2020/21, with the use of alternative measures of attendance during periods of Covid lockdown.
- *Provisional* outcomes data for 2023/24 in Fife shows that the long-term decline in attendance levels has halted and is beginning to show signs of recovery in the primary sector.
- However, it will be challenging to meet the stretch targets set in 2023. Significant challenges remain in improving attendance. Levels of additional support needs continue to rise – often linked to indicators of wellbeing and poverty. Addressing these challenges will require partnership working at local and national levels.



## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan

<b>Improvement Plan 2023-26</b> 				
Priority 2 – Attendance & Engagement				
What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
Ensure universal approaches to addressing attendance are fully implemented.	<ul style="list-style-type: none"> <li>• Up to date policy.</li> <li>• Recording systems consistently understood and applied.</li> <li>• Effective use of data to monitor attendance by staff in schools and centrally.</li> <li>• Processes to address attendance issues in place, understood and applied.</li> <li>• Build Quality Improvement capacity and capability so staff have knowledge, skills, and confidence to lead improvement activity.</li> <li>• Reduce exclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy updated.</li> <li>• Recording processes clarified and exemplified with refreshed expectations and materials.</li> <li>• Checkpoints built into Improving Outcomes calendar (primary) and 3.1 processes – secondary.</li> <li>• QI projects ongoing.</li> <li>• New exclusions policy and processes being refreshed.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy updated and publicised.</li> <li>• Power BI dashboard now live. New dashboard in progress. SEEMiS codes clarified and exemplified.</li> <li>• Improving outcomes calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure consistent implementation.</li> <li>• Establish attendance good practice network.</li> <li>• Target resources to support schools who are struggling to meet attendance stretch targets.</li> <li>• Complete exclusions policy.</li> </ul>

<p>Ensure universal approaches to addressing attendance include learners with specialist provision (Pupil Support Service, Learning with Care, Home Educated, Gypsy &amp; Traveller Education) and vulnerable groups (e.g., edge of care, displaced people).</p>	<ul style="list-style-type: none"> <li>• Review systems and recording processes for managing attendance, including coding of online lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Built into new attendance policy. Online lessons coding clarification sought from Education Scotland.</li> <li>• Pilot of PSS attendance recording using common information system with mainstream.</li> <li>• Home education processes refreshed, including data recording and chronologies.</li> <li>• GATE processes refreshed.</li> <li>• Hospital tuition clarified and incorporated into attendance policy.</li> <li>• Initial steps taken to develop a Fife-wide approach to online learning for those young people with low attendance</li> </ul>	<ul style="list-style-type: none"> <li>• New attendance policy.</li> <li>• “One stop shop” for attendance resources – CP Support Pack.</li> <li>• Home Education processes built into attendance policy. Checklists, data snapshots in place.</li> <li>• Refreshed GATE process.</li> <li>• Hospital tuition process built into overall attendance policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure consistent implementation in all sectors.</li> <li>• Establish quality assurance mechanisms.</li> <li>• Approach piloted in identified secondary schools, and impact on engagement, achievement and attainment evaluated.</li> <li>• Further develop online learning offer.</li> </ul>
<p>Ensure we understand better reasons for low and non-attendance.</p>	<ul style="list-style-type: none"> <li>• Undertake review of data on attendance.</li> <li>• Use Quality Improvement tools and techniques to understand our processes better (cause and effect, force field analysis, process mapping) and ensure we are aligning change ideas to root causes of low/non-attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Fife Literature Review complete and publicised.</li> <li>• QI tools in use.</li> <li>• Deep dive into “future non-attenders” and those with chronic absence commissioned.</li> <li>• For critical cases, referral to reporter exemplified. Referral to SW in certain cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Fife Literature Review complete and publicised.</li> </ul>	<ul style="list-style-type: none"> <li>• Deep dive into reasons for non + chronic attendance, as well as at risk group of “future non-attenders.” Due date for publication February 2025.</li> </ul>

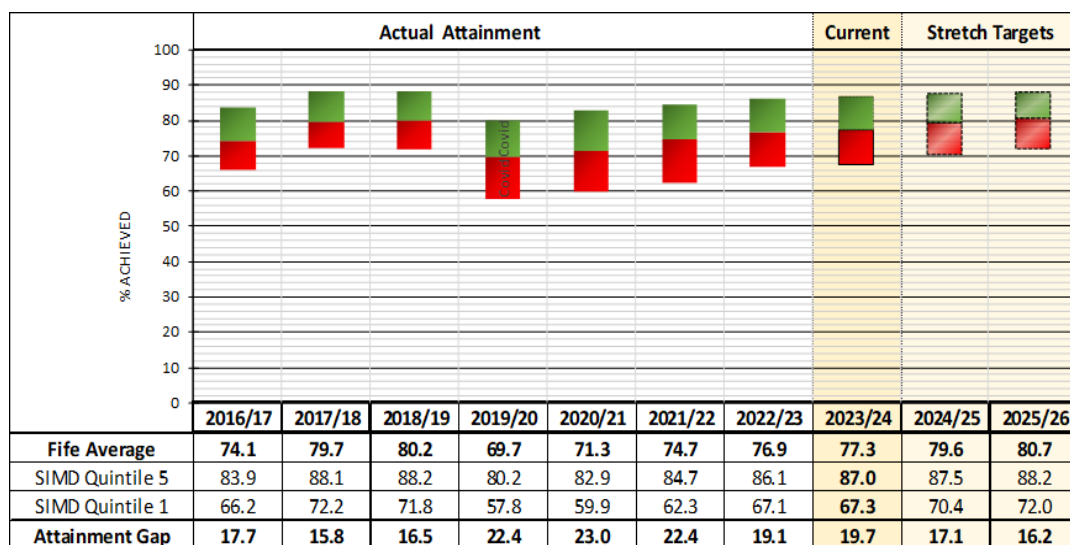
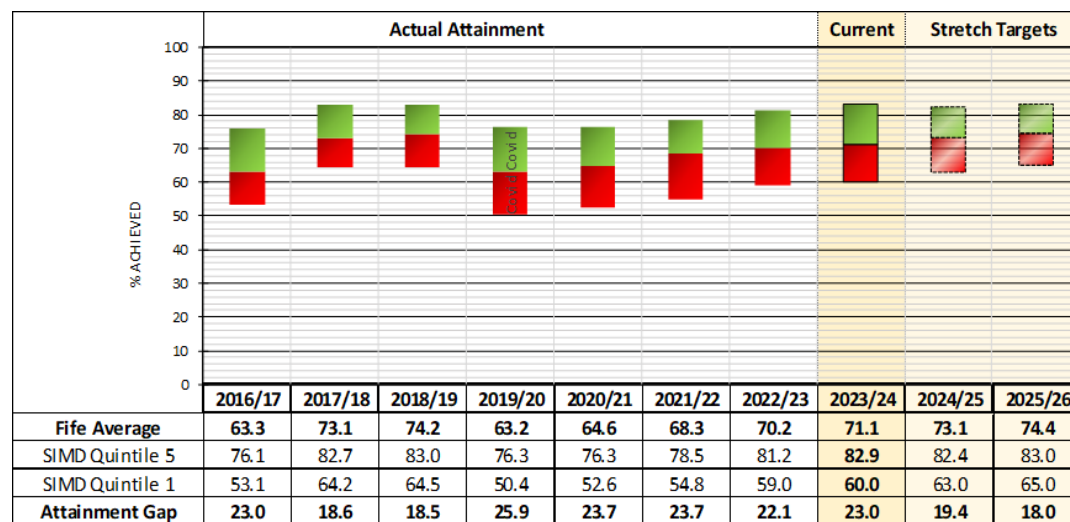
	<ul style="list-style-type: none"> <li>• Review overall strategy for managing low and non-attendance.</li> </ul>			
Contribution of parents/carers and partners to support attendance universally and intensively.	<ul style="list-style-type: none"> <li>• Make explicit links between attendance and safeguarding.</li> <li>• Address how to support learner attendance when schools have exhausted all resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly letter to parents with expectations around attendance, coupled with health information about when to keep a child off.</li> </ul>		<ul style="list-style-type: none"> <li>• Link to national communications</li> <li>• Link to parental charter being developed.</li> <li>• Early years strategy to support development of good habits early.</li> </ul>

## Priority 3: Improving Achievement

### Key messages: Achievement

#### *Literacy and numeracy achievement in the BGE*

- The figures on the right show: the percentage of children in P1, P4 and P7 achieving the expected levels of CfE for literacy (top figure) and numeracy (bottom figure). *Provisional* outcomes for 2023/24 are shown, with stretch targets to 2025/26.
- There was a fall in the level of CfE achievement and a widening of the attainment gap during the Covid pandemic.
- Overall levels of CfE achievement are showing a steady and sustained trend of recovery. There has been some closing of the attainment gap. However, the gap remains wider than it was before the pandemic, and it did not close last year.
- Levels of CfE achievement in Fife primary schools remain below national levels, in contrast to the position before the Covid pandemic.
- Generally, outcomes remain on track to achieve our current stretch targets of restoring outcomes to pre-Covid levels and matching national outcomes by 2025/26. However, improvements in SIMD Quintile 1 remain a key challenge.



## Notes

*The data reported below is for senior phase outcomes as at the beginning of August 2024. It has not been updated for outcomes for the 2023/24 school year. The figure on the following page provides an overview of outcomes for a range of key measures for the 2022/23 school year.*

*Alternative approaches to assessment and certification were used during the period of the Covid pandemic. For this reason, data for 2019/20 and 2020/21 does not provide a like-for-like comparison with other years. Trends are shown in comparison with 2018/19 (the year before the Covid pandemic).*

### *Literacy and numeracy attainment in the senior phase*

- Literacy and numeracy attainment have been a key area for improvement actions since the end of the Covid pandemic. It was recognised that these are key skills for learning, life, and work. Improvement actions have focussed on ensuring that core processes to support the development of these skills are firmly established as part of a 3-18 learning journey.
- Outcomes for achievement of literacy and numeracy by the end of stage S4 are showing significant improvement (including in comparison with pre-Covid levels of attainment). Outcomes compare favourably with similar parts of Scotland. Numeracy attainment compares favourably with the national average.

### *Wider attainment in the senior phase*

- Measures for wider attainment (including the achievement of 3 or more awards at SCQF level 5 by the end of S4, the achievement of 3 or more awards at Higher level by the end of stage S5, and leaver tariff points) continue to lag behind the national average. They are at similar levels as seen before the Covid pandemic.
- Wider attainment was an area for improvement in Fife when the Covid pandemic started. This will return to being a prominent focus for improvement, building on the strengths that have been re-established in literacy and numeracy attainment.

### **Changes to the Directorate Scorecard for 2024-26**

To reflect the increased prominence that will now be given to wider attainment, four new scorecard measures for wider attainment will be introduced. These will replace the current measure of 3 or more passes at National 5 by the end of stage S4. They are:

- 3 or more awards at SCQF level 5 by the end of S4 *and* 1 SCQF level 6 award by the end of stage S5.
- 5 National 5 passes by the end of stage S4 *and* 3 Higher passes by the end of stage S5.

These two sets of measures reflect alternative pathways through the senior phase into positive and sustained post-school destinations. They reflect a parity of esteem that is fundamental to the Fife approach.



Overall achievements of Fife S4 pupils in 2022/23		Relevance of qualification set to post school opportunities	Overall achievements of Scotland		Difference between Fife S4 pupils in 2022/23 and Scotland in 2022/23		Five year trend for Fife (2018/19 to 2022/23)	
98.42%	of pupils achieved awards at SCQF level 1 or above	Have accredited achievement to evidence personal skills	97.59%	of pupils achieved awards at SCQF level 1 or above	0.84%	for pupils achieving awards at SCQF level 1 or above	1.87%	for pupils achieving awards at SCQF level 1 or above
88.85%	of pupils achieved 3 or more National 4 awards	Are qualified for a range of selective Modern Apprenticeships & employment opportunities	88.77%	of pupils achieved 3 or more National 4 awards	0.09%	for pupils achieved 3 or more National 4 awards	2.94%	for pupils achieved 3 or more National 4 awards
89.68%	of pupils achieved literacy & numeracy at SCQF level 4	Are able to evidence accredited achievement of both key literacy and key numeracy skills	85.72%	of pupils achieved literacy & numeracy at SCQF level 4	3.96%	for pupils achieving literacy & numeracy at SCQF level 4	2.77%	for pupils achieving literacy & numeracy at SCQF level 4
74.36%	of pupils achieved literacy at SCQF level 5	Are able to evidence accredited achievement of more advanced literacy skills	75.78%	of pupils achieved literacy at SCQF level 5	-1.42%	for pupils achieving literacy at SCQF level 5	5.49%	for pupils achieving literacy at SCQF level 5
65.37%	of pupils achieved numeracy at SCQF level 5	Are able to evidence accredited achievement of more advanced numeracy skills	64.09%	of pupils achieved numeracy at SCQF level 5	1.28%	for pupils achieving numeracy at SCQF level 5	6.79%	for pupils achieving numeracy at SCQF level 5
52.57%	of pupils achieved 3 or more National 5 passes (C+)	Are qualified for a range of more selective Modern Apprenticeships & employment opportunities	60.56%	of pupils achieved 3 or more National 5 passes (C+)	-7.98%	for pupils achieving 3 or more National 5 passes	0.38%	for pupils achieving 3 or more National 5 passes
Overall achievements of S5 pupils (based on S4 roll)		Relevance of qualification set to post school opportunities	Overall achievements of Scotland		Difference between Fife S5 pupils in 2022/23 and Scotland in 2022/23		Five year trend for Fife (2018/19 to 2022/23)	
47.83%	of pupils achieved 1 or more Higher passes	Are qualified for an HNC, providing a route to Higher Education	55.28%	of pupils achieved 1 or more Higher passes	-7.45%	for pupils achieving 1 or more Higher passes	-1.31%	for pupils achieving 1 or more Higher passes
28.22%	of pupils achieved 3 or more Higher passes	Are qualified for direct entry to Higher Education	35.35%	of pupils achieved 3 or more Higher passes	-7.13%	for pupils achieving 3 or more Higher passes	-0.07%	for pupils achieving 3 or more Higher passes
13.38%	of pupils achieved 4 or more Highers at grades A or B	Are qualified for more selective degree courses (e.g. science, etc)	18.34%	of pupils achieved 4 or more Highers at grades A or B	-4.96%	for pupils achieving 4 or 5 Highers at grades A or B	0.58%	for pupils achieving 4 or 5 Highers at grades A or B
5.6%	of pupils achieved 4 or more Highers at grade A	Are qualified for the most selective degree courses (e.g. veterinary science, medicine)	8.65%	of pupils achieved 4 or more Highers at grade A	-3.01%	for pupils achieving 4 or 5 Highers at grade A	0.75%	for pupils achieving 4 or 5 Highers at grade A


Key to colour coding

97.5%	Outcomes achieved by almost all pupils	9.0%	Large, positive difference / change
50.0%	Outcomes achieved by half of the pupils	0.00%	Little difference / change
2.5%	Outcomes achieved by a few pupils	-9.00%	Large, negative difference / change

**Figure:** Outcomes for learners by the end of stages S4 and S5 at the end of school year 2022/23.



## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan

<div>Improvement Plan 2023-26</div> <div>Priority 3 – Achievement</div> 				
What is the key issue or challenge?	What do we need to do to address this? (Outcome)	Summary of progress made during period August 2023 - June 2024	Evidence of progress and impact as of June 2024	Next steps for year 2024-25
<p>Improve opportunities for the progressive development of learner skills, knowledge, and attributes through wider achievement opportunities across the BGE and Senior Phase.</p>	<ul style="list-style-type: none"> <li>Consider current Fife LMI, National DYW (Developing Young Workforce) policy (including the Careers Education Standard) and the recommendations from national independent reviews and policy decisions (<a href="#">Hayward</a> &amp; <a href="#">Withers</a>) to determine how this will be implemented inform curriculum rationales and design across Fife's schools and early learning centres.</li> <li>Develop a Fife core approach to Wider Achievement which supports the progression of learner skills, knowledge, and attributes.</li> <li>Develop Wider Achievement pathways with ongoing opportunities for recognition/</li> </ul>	<ul style="list-style-type: none"> <li>Consultation (pupil focus groups and SLT professional dialogue) regarding the development of WA in Fife took place across 12 Secondary Schools (involving 146 YP and key Senior Leaders).</li> <li>Profile of WA raised with clear shared understanding of rationale and vision for improvement.</li> <li>Extensive partnership working across secondary networks and key partners (FVA, SDS, SCQF, Active Schools, ES, Enterprise, Youth Sport Trust) has facilitated the development of approaches to WA that is representative of the needs of Fife YP.</li> <li>Pupil focus groups in partnership with Active Schools to explore skills and most appropriate language for these (will be concluded in June).</li> <li>LMI, RSA and other data has informed the development of sector specific locality projects. These have been designed to maximise the opportunities of growth employability sectors in</li> </ul>	<p><b>Quantitative Data</b></p> <ul style="list-style-type: none"> <li>Quantitative and qualitative data gathered demonstrates a need for a sustained focus on WA and a Fife wide approach that is consistently implemented.</li> <li>Auditing across schools has informed the development of progression pathways (S1-6) across volunteering, enterprise, and leadership.</li> <li>Secondary Wider Achievement Tracking Steering group have developed a WA tracking framework that is being tested across x 3 schools.</li> <li>Development of 3-part model for WA:</li> <li>Development of Fife WA catalogue to support implementation of new SCQF courses including approval and verification processes.</li> <li>Partnership with Active Schools has enabled the implementation of an accreditation pathway linked to their pupil leadership programme.</li> <li>Examples of locality projects include:</li> </ul>	<ul style="list-style-type: none"> <li>Pilot the Monitoring and tracking framework (Secondary) with identified schools.</li> <li>Develop achievement &amp; skills trackers within <i>Progress</i> (ELC/ Primary)</li> <li>Agree Fife specific skills and develop related framework.</li> <li>Develop materials and resources that support the 3-part Wider Achievement model identified. (M&amp;T/ Analyse &amp; Intervene/ Learning Conversations &amp; Profiling).</li> <li>Distil and share national key messages and improvements from Co-design and updated guidance from Education Scotland.</li> <li>Audit how schools are incorporating Wider Achievement programmes as part of Curriculum Rationale and Design</li> </ul>

	<p>accreditation/celebration.</p> <ul style="list-style-type: none"> <li>• Establish expectations and guidance at all stages to ensure that all children and young people experience a broad, coherent, and progressive programme of wider achievement opportunities.</li> </ul>	<p>geographical areas. Additional funding has been secured to support these with a focus on achieving a sustainable model after 2 years.</p> <ul style="list-style-type: none"> <li>• Funding secured to recruit 2 x Modern Apprentices who will support locality work and other initiatives such as a new DYW Ambassador Programme.</li> <li>• Development of Fife's Work Experience programme- securing Work-it portal, establishing school teams and related PL.</li> <li>• Fife WA 3-18 Strategic Group formed with a key focus on progression across WA experiences 3-18.</li> </ul>	<p>Kirkcaldy Sport and Leisure- 60 young people per year (60 x S3-2023-24/ 120 x S3 and S4 2024-25)- Winner of the National YST Award for 'Outstanding Contribution to Community'. North-East Fife Coastal Alliance- focus on pathways into Hospitality, Leisure and Tourism Industry and related skills/ qualifications. Caddie Academy pilot at Madras College. CARF Volunteering Pilot and Fairway Fife (Health and Social Care mentoring). Work Experience Fife and school models and related accreditation opportunities in place – test phase Term 4.</p>	<p>across Fife's Schools and Early Learning Centres and their impact on improving learner outcomes.</p> <ul style="list-style-type: none"> <li>• Explore and develop cluster opportunities for shared approaches to Achievement.</li> <li>• Roll out volunteering, leadership and enterprise pathways across all secondary schools and develop these further 3-18.</li> <li>• Sharing emerging interesting / good practice and initiatives to build capacity across Achievement (case studies etc/ learner journey examples)</li> <li>• Create a further 2 (minimum) locality test of change models focused on geographical, or school identified LMI sectors. Develop pathways related to these employability sectors that can be shared.</li> <li>• Track, monitor and evaluate the progress of current and evolving projects and models to make adaptations, as necessary.</li> <li>• Continue to add to the Fife catalogue of Wider</li> </ul>
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				<p>Achievement accreditation opportunities.</p> <ul style="list-style-type: none"> <li>• Roll out Work-it (Work Experience portal) across all secondaries, PSS, and FAs.</li> </ul>
<p>Strengthen universal support across settings for children and young people with additional support needs.</p>	<ul style="list-style-type: none"> <li>• Develop and embed a clear Fife wide professional learning strategy for staff in all sectors, which builds confidence in staff adapting universal approaches to their context.</li> <li>• Create a suite of tools to support the assessment and planning of need from universal - intensive.</li> <li>• Provide enhanced quality assurance tools to identify expectations within our provisions.</li> </ul>	<p><b>PL Team Universal:</b></p> <p>A full and comprehensive programme of Universal support has been planned.</p> <p>Responding to practitioner feedback and evaluations, the offer has been planned to support schools to progress Improvement Plan priorities and for staff members to develop their own pedagogy and practice in line with PRD processes.</p>	<p><b>PL Team Universal:</b></p> <p>From practitioner feedback of the PL delivered this session:</p> <ul style="list-style-type: none"> <li>▪ 55% reported the course attended met their learning needs 'Very Much' with 33% 'To a Large Extent'.</li> <li>▪ 47% reported the course attended increased their knowledge &amp; Understanding 'Very Much' with 36% 'To a Large Extent'.</li> <li>▪ 37% reported the course attended increased their confidence 'Very Much' with 40% 'To a Large Extent'.</li> </ul>	<p><b>PL Team Universal:</b></p> <ol style="list-style-type: none"> <li>1. PL Support will be aligned within the next phase of the 3-18 Literacy and Numeracy Strategies Development Planning.</li> <li>2. Transforming Learning project professional learning to be planned and integrated with wider work of the PL Team/SLS in ensuring digital is central to improving outcomes for learners.</li> </ol>
		<p><b>Supporting Learners' Service (SLS)</b> provided a PL offering across the session targeting Sfl staff and wider ASN staff.</p> <p>SLS/EP service have collaborated to develop a Universal Approach to Inclusive Practice underpinned by the ASL Strategy.</p> <p>First session due to take place in August 24.</p> <p>A specific information session for Neurodevelopmental Pathway</p>	<p>Feedback was gathered from <b>SLS</b> staff and responses were on a scale of 1 being weak to 5 strong.</p> <ul style="list-style-type: none"> <li>• listened/responded to = 4.42</li> <li>• Is the PL offering supporting you to remove barriers in school - 4.50</li> <li>• How supported are you to implement change in your school = 4.44</li> </ul> <p>NDP - 519 staff have attended the sessions; survey indicates that most</p>	<p>Implementation of the supported PL offering to all sectors throughout 24/25.</p> <p>Evaluation Framework will be created/used to measure impact of PL.</p> <p>Once the new ND pathway is in place, ongoing evaluations will be carried out on impact on staff confidence and meeting pupil needs.</p>

		<p>(NDP) was offered from April 24 – Jun 24.</p> <p>Update of the CSP guidance &amp; refreshed training</p> <p>SLS supported the ASC provisions with their Planning Cycle Toolkit, one note shared.</p> <p>Revised PLP approach across special schools</p> <p><b>HGIOASL</b> was implemented in August 23. It was shared on a national platform in January 24.</p>	<p>are more confident in the requirements of the new process.</p> <p><u>Assessment and Planning</u> ONE NOTE for All staff.</p> <p>All ASCs were involved in the Planning toolkit and attended the sessions offered. DAS staff have developed their own toolkit using the SLS/ASC model</p> <p>Learning Partnership/SQR will demonstrate evidence of use.</p> <p><b>HGIOASL</b> Feedback is being gathered for review by September 24</p>	
		<p><b>ASL Strategy</b></p> <p>Development of a new local cluster process to allocate placements in secondary enhanced support provisions</p> <p>Development of a local process for allocation of enhanced provision in primary schools (a review of AMG and ASCs)</p> <p>ASL Strategy launched</p> <p>Audit of staff training delivered by EP Service.</p> <p>Responding to the changing landscape regarding ASL tribunals</p>	<p><b>ASL Strategy</b></p> <p>Successful implementation of the process on Dec 23</p> <p>Key priorities up to June 2025 identified and communicated:</p> <ul style="list-style-type: none"> <li>• Universal Professional Learning (CIRCLE and ND)</li> <li>• Resource allocation</li> <li>• Embedding HGIOASL</li> </ul> <p>Programme of trauma informed, and de-escalation continued in 23/24</p> <p>Roll out of NDP awareness to June 2024</p> <p>Tribunals guidance written and case tracking in place.</p>	<p><b>ASL Strategy</b></p> <p>Tracking success of implementation through appropriateness of places and wider pupil access to curriculum outside of the provisions. Devolution of the DAS budget to schools for Aug '25</p> <p>Engagement and consultation with schools and other stakeholders extend use of the new data dashboard to inform the next phase of the strategy</p> <p>Continue NDP training, monitor and gather evidence of implementation</p>

				Upskilling of staff and extending the learning from tribunal cases beyond the settings involved.
Continue to close the poverty-related attainment gap within the BGE and into the Senior Phase in literacy and numeracy.	<ul style="list-style-type: none"> <li>• Ensure a shared understanding of high-quality learning, teaching, and assessment across all stages within the BGE (Broad General Education), particularly at points of transition, e.g., P7-S1.</li> <li>• Continue to ensure core approaches to learning, teaching and assessment of Literacy and Numeracy are embedded across all schools, e.g., SEIC Literacy Early Years Resource, Workshop for Literacy and Conceptual Understanding in Numeracy.</li> <li>• Strengthen approaches to moderation across all stages within the BGE, at school, cluster, local authority and SEIC level.</li> <li>• Review approaches to course choices at BGE into Senior Phase to</li> </ul>	<p><b>3-18 Literacy and Numeracy Strategies:</b></p> <p>8 cross sectoral groups formed and met across the year to gather information from all stakeholders on the strengths and next develop needs in our system.</p> <p>5 key themes for this established by the strategy groups and information from practitioners across a wide range of Fife Schools and settings in all sectors gathered for these 5 themes:</p> <ul style="list-style-type: none"> <li>▪ Planning for learning</li> <li>▪ Resources</li> <li>▪ Assessment &amp; moderation</li> <li>▪ Transition &amp; data</li> <li>▪ High quality learning &amp; teaching</li> </ul> <p>Learner views were gathered from 505 children across a range of settings and schools using HGIOURS questions aligned to the 5 themes.</p> <p>Feedback was sought from parents/families on what works well for their child and what could be improved. 87 responses were received for this survey.</p> <p>Tracker has been developed in conjunction with Sequential and in collaboration with pilot group of 11</p>	<p><b>3-18 Literacy and Numeracy Strategies:</b></p> <p>A final report on Phase 1 detailing progress across the year 1 outcomes planned in the Logic Model and a summary of practitioner, learner and family views was collated in June 2024.</p> <p>From consultation clear themes of what are considered strengths in our system were identified across stakeholders and these will be built into strategy documents as these progress.</p> <p>Key strengths identified across groups include the central place of the Fife Core Approaches of WfL (<i>Workshop for Literacy</i>) and CuiN (<i>Conceptual Understanding in Numeracy</i>). The useful support provided by the Fife Documentation. The impact of learners leading and having voice in their learning and the use of digital tools for accessibility and support along with equitable and reliable access to high quality resources and equipment for learning. A range of clear development needs are also clearly identified, and these will need to be further considered through a quality improvement lens</p>	<p><b>3-18 Literacy and Numeracy Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Core approaches survey repeated with same format for evidence of progress.</li> <li>2. Formation of cross sectoral strategy groups for each of the 5 themes to take the information gathered in phase 1 and begin to draft 3-18 strategies.</li> <li>3. Analysis of the range of develop needs to identify the most impactful work to undertake first and plan for the development of these.</li> <li>4. Progress towards year 2 measures in the 3-18 strategies logic model</li> </ol>

	<p>ensure continued development of literacy and numeracy skills</p> <ul style="list-style-type: none"> <li>• Establishment of a BGE Tracker across all sectors with consistent approaches to recording, monitoring, analysing, and reporting on children's progress.</li> </ul>	<p>schools. This has allowed a new system to be developed which tracks progress for children across all 8 curricular areas, allows standardised assessment information and interventions to be recorded.</p> <p>Reporting functionality of this tracker was tested and incorporates feedback from stakeholders and ensures it meets national expectations.</p> <p>EY framework has been developed and very small test completed. This includes progress across 8 curricular areas, interventions and ELIPs data,</p>	<p>to identify what to focus on first for the maximum impact. The broad themes of these development areas are around the need for further embedding support and understanding of the Fife Core approaches across the BGE, better use of a range of feedback for learning and the development of understanding of progress through and achievement of a level. The central place of progress information at transition is also a key theme for development across sectors.</p> <p>The overriding theme throughout all feedback was the lack of consistency across schools, settings and sectors and an over-reliance on schools deciding for themselves areas which would be more impactful and better supported if they were council wide agreements.</p> <p>The use and impact of core approaches is an important part of this area. All establishments were surveyed with the question:</p> <p><i>"Considering the teaching and learning approaches shown, to what extent are these applied for learning in classrooms across your establishment?"</i> This will allow us to track the use and therefore impact of core approaches going forward.</p> <p>A 91% return reported the following results:</p> <p><u>Workshop for Literacy:</u></p>	
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			<ul style="list-style-type: none"> <li>▪ All/Almost all: 28.4%</li> <li>▪ Most: 35.1%</li> <li>▪ Majority: 27%</li> <li>▪ Less than half: 9.5%</li> </ul> <p><u>Conceptual Understanding in Numeracy:</u></p> <ul style="list-style-type: none"> <li>▪ All/Almost all: 36.5%</li> <li>▪ Most: 27.7%%</li> <li>▪ Majority: 21.6%</li> <li>▪ Less than half: 14.2%</li> </ul> <p>Improvements in literacy and numeracy results across level 3-5 in senior phase (Stuart – will link with you about specifics)</p> <p>Increased scrutiny has supported self-evaluation processes across secondary schools</p> <p>Strengthened collaborative working across secondary school networks has improved sharing of good practice</p>	
		<p><b>Tracking system</b> developed and tested across pilot primary and early years establishments, this includes functionality for tracking across all 8 curricular areas and reporting for parents</p> <ul style="list-style-type: none"> <li>• Creation of a 2.3 collaborative across secondary deputes/staff to share good practice and identify shared key areas for improvement through collaborative working</li> <li>• Professional learning session delivered to all secondary schools from Education Scotland to support the</li> </ul>	<p><b>Tracker</b> has been developed in conjunction with Sequential and in collaboration with pilot group of 11 schools. This has allowed a new system to be developed which tracks progress for children across all 8 curricular areas, allows standardised assessment information and interventions to be recorded.</p> <p>Reporting functionality of this tracker was tested and incorporates feedback from stakeholders and ensures it meets national expectations.</p>	<p>Implement <b>tracker</b> across all EY and Primary settings.</p> <p>Reporting to be completed for all N5 and all Primary children.</p> <p>6 secondary schools to work with sequential to build BGE tracker for use by August 2025.</p> <p>PSS and ASN frameworks to be developed and tested throughout session 2024-2025.</p>

		<p>identification and audit of areas for improvement and related activities</p> <ul style="list-style-type: none"> <li>• Learning Partnership /Extended Learning Partnership activity across almost all secondary schools with a key focus on learning, teaching, and assessment</li> <li>• Refresh of subject leads group in secondary to ensure a closer focus on moderation across subjects</li> </ul> <p>Stretch targets set by all secondary schools for literacy and numeracy within senior phase. Targeted outcome meetings ensure data provided is a focus for school scrutiny</p>	<p>EY framework has been developed and very small test completed. This includes progress across 8 curricular areas, interventions and ELIPs data,</p>	
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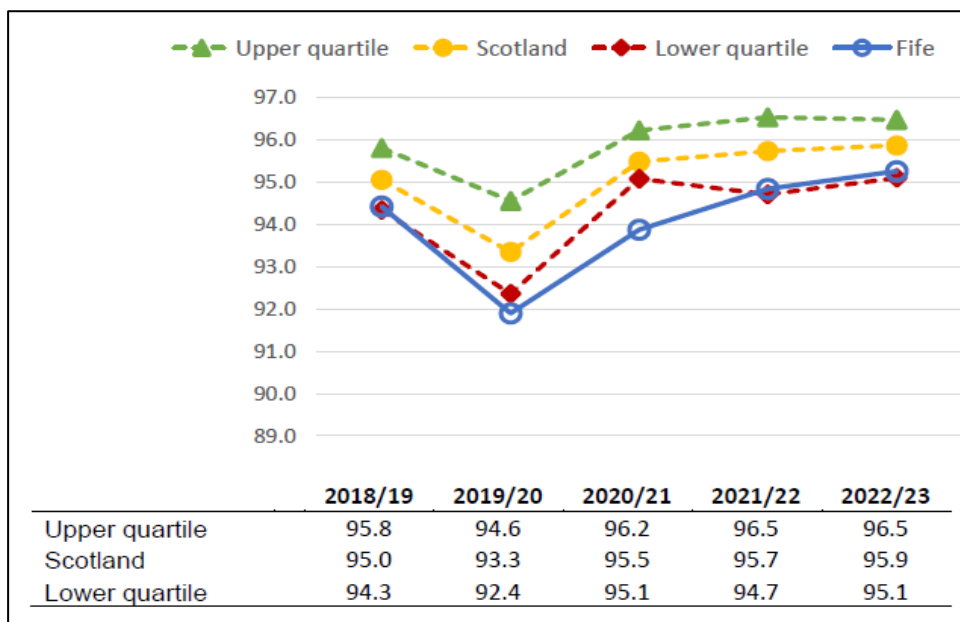


## Priority 4: Improving Positive Destinations

### Key messages: Positive Destinations


- The figure bottom left shows the overall percentage of school leavers entering a positive destination when initially leaving school. This data is based on a survey of school leavers undertaken by SDS in the autumn of 2023 and reported in March this year.
- Overall, initial positive destinations fell during the Covid pandemic but have now recovered to reach levels that are higher than any previously recorded. A gap with national outcomes developed during the Covid pandemic but has now been narrowed.

- The figure bottom right shows the initial destinations of a number of key groups. Generally, the equity gap in outcomes for these groups (the difference in outcomes with the average school leaver) have narrowed significantly since 2018/19, particularly for ASN learners and S4 leavers. However, the equity gap for learners from SIMD Quintile 1 remains a challenge.
- Follow-up destinations continue to be significantly lower than initial destinations, in Fife and across Scotland.



	2018/19	2019/20	2020/21	2021/22	2022/23	Count
<b>All school leavers</b>	<b>94.4</b>	<b>91.9</b>	<b>93.9</b>	<b>94.8</b>	<b>95.3</b>	<b>3920</b>
<b>Positive destination rates for key groups</b>						
Minority ethnic	97.5	94.7	98.3	95.0	97.7	171
ASN	91.1	87.6	91.0	92.8	93.6	1849
S4 leavers	86.4	87.7	90.2	91.0	93.2	635
SIMD Quintile 1	90.9	86.6	90.7	93.4	92.1	890
FSM	87.0	83.3	87.2	89.9	90.4	664
LAC	78.5	86.9	85.3	86.2	85.6	90
<b>Equity gap for key groups</b>						
Minority ethnic	-3.1	-2.8	-4.5	-0.2	-2.4	
ASN	3.3	4.3	2.8	2.1	1.6	
S4 leavers	8.0	4.2	3.6	3.8	2.0	
SIMD Quintile 1	3.5	5.3	3.2	1.5	3.1	
FSM	7.4	8.6	6.6	4.9	4.9	
LAC	15.9	5.0	8.6	8.6	9.7	

## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan

<b>Improvement Plan 2023-26</b> <b>Priority 4 – Positive Destinations</b> 				
<b>What is the key issue or challenge?</b>	<b>What do we need to do to address this?</b>	<b>Summary of progress made during period August 2023 - June 2024</b>	<b>Evidence of progress and impact as of June 2024</b>	<b>Next steps for year 2024-25</b>
Strategic approach to improving initial and sustained destinations for all young people in Fife	<ul style="list-style-type: none"> <li>Review and revise current processes in place.</li> <li>Increase the use of datasets and tracking and monitoring procedures across all schools.</li> <li>Build capacity across the Developing the Young Workforce (DYW) system to ensure consistency of approaches at all levels</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in positive destinations for leavers in session 2022/23 leading to improved opportunities for young people in Fife</li> <li>Majority of schools reaching or exceeding stretch targets which have been set, ensuring impetus for change and improvement</li> <li>Sustained destinations for leavers in session 2021/22 increased across Fife, providing stability in quality destinations for young people</li> <li>Data workshops have taken place to ensure a robust dataset which has improved monitoring and tracking across leavers and early identification of gaps in provisions</li> <li>The use of outcomes meetings across all schools to provide rigorous discussion and action points to improve young people's outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Positive destinations are 95.3%, a continued year on year increase over the last 7 years and increase of 0.5%</li> <li>The gap between initial and sustained destinations have closed by 1.3% in previous 2 years of data collection</li> <li>Outcomes meetings with all school which have agreed areas of strength, areas for improvement and actions which are monitored and reviewed throughout the academic year</li> <li>Increased use of data has ensured that there is more robust planning and tracking for young people is in place</li> </ul>	<ul style="list-style-type: none"> <li>Strategic focus on improving Fife destinations to meet and exceed the national and stretch figure date, 95.9% and 95.8% respectively</li> <li>Clear plan in placed linked to DYW for targeted groups of S4 leavers, S5 winter leavers and S3 pupils</li> <li>Review Opportunities for All approaches across all our schools</li> <li>Review and monitor stretch targets for positive destinations, consider strategies and cohorts within this, in particular FMR</li> <li>Good practice visits to other schools/local authorities with a similar context and profile and strong trend in positive destinations</li> </ul>
In order to close the gap, an active focus on those	<ul style="list-style-type: none"> <li>Identification of those young people who fit into these categories –</li> </ul>	<ul style="list-style-type: none"> <li>Equity of work-based learning and inspiration across all our</li> </ul>	<ul style="list-style-type: none"> <li>Data for risk groups have improved between leavers</li> </ul>	<ul style="list-style-type: none"> <li>Measure impact of current activities and partnerships in terms of engagement,</li> </ul>

<p>young people who require additional support to engage in activities related to successful post school destinations, including expanding the offers available</p>	<p>attendance, engagement, SIMD Q1, ASN, Care Experience, FSM.</p> <ul style="list-style-type: none"> <li>• Development of opportunities to address attendance and engagement opportunities.</li> <li>• Targeted approaches identified with partner interventions.</li> <li>• Identify revised No One Left Behind (NOLB) funding.</li> </ul>	<p>schools leading to improved opportunities for all</p> <ul style="list-style-type: none"> <li>• Clear identification and strategy to ensure improved destinations for those young people in a risk group</li> <li>• Increased engagement with S4 leavers to provide a wider range of opportunities and readiness for post school transitions</li> <li>• Prioritisation of engagement for targeted young people with DYW programmes in line with labour market data for Fife ensuring growth area opportunities are being filled</li> </ul>	<p>in 2021/22 and 2022/23 as follows:</p> <ul style="list-style-type: none"> <li>➢ ASN – increase</li> <li>➢ FSM increase</li> <li>➢ Care experienced increase</li> <li>➢ Quintile 1 increase</li> <li>➢ S4 leavers increase and higher than national by 0.5%</li> <li>• Increase in number of bespoke packages to support improvement in destinations across Fife</li> <li>• Workshops and DYW engagement events for LMI areas</li> <li>• Funded initiatives to support target pupils, LMI, growth areas and localities with barriers to employment e.g. NEFCA, KLSA</li> </ul>	<p>numbers, link to destinations as well as gathering school and pupil views</p> <ul style="list-style-type: none"> <li>• Review systems and processes for O + A approaches</li> <li>• Monitor and track programmes and track in line with positive destination status</li> <li>• Continue to identify and provide opportunities for young people with risk factors or multiple barriers</li> </ul>
<p>Personalised and intensive support to allow young people to access a range of opportunities in school, including wider achievement and accreditation</p>	<ul style="list-style-type: none"> <li>• Early identification of groups/cohorts.</li> <li>• Tracking and monitoring of potential leavers.</li> <li>• Priority groups in terms of risk groups, S3 cohorts, S4 summer leavers, S5 winter leavers.</li> <li>• Development of opportunities to engage young people.</li> <li>• Devise systems and processes for tracking and developing the skills for learning life and work that derive from a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>• Increased range and number of pupil DYW experiences across all our schools with targeted young people</li> <li>• Early identification of groups/cohorts along with an audit of current activity has led to a clear strategic plan for positive destinations linked with DYW</li> <li>• Tracking and monitoring of potential leavers and the impact of wider achievement accreditation is in place</li> <li>• A locality-based test of change for wider</li> </ul>	<ul style="list-style-type: none"> <li>• 1761 employer engagements took place with 1479 specifically linked to work inspiration and preparation engagements</li> <li>• A Fife based approach to wider achievement is in place with this directly linked to accreditation</li> <li>• DYW and PD Conference feedback stated positive collaboration in place to prioritise employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Further identification of volunteering and entrepreneurial opportunities across localities, sharing practice and activities</li> <li>• Review funding gaps to ensure it is not a barrier to improving opportunity</li> <li>• Review 16+ keyworkers ways of working and targeted work with partners and schools</li> <li>• Continue focus on CES within schools</li> </ul>

	wider achievement opportunities.	<p>achievement is in place taking cognisance of LMI and targeted cohorts</p> <ul style="list-style-type: none"> <li>Wider achievement accreditation is at early stages across SCQF framework to maximise tariff points and increase employability skills</li> </ul>		
Development of partnership working to ensure collaborative solutions for improved and sustained positive destinations	<ul style="list-style-type: none"> <li>Creation of a Destination Partnership Group with clear roles and responsibilities alongside partner contribution and expectation.</li> <li>School participation in SEIC and National Initiatives.</li> <li>Planned review of EasyP as an effective mechanism to ensure reduction in negative destinations.</li> <li>Links to Enterprise and Employability Directorate and other partners strengthened to support young people.</li> </ul>	<ul style="list-style-type: none"> <li>Destination Partnership Group developed and providing a joint strategic approach shared across Fife</li> <li>School participation in targeted SEIC and national initiatives regarding destinations and pathways to support and improve destinations for almost all schools involved</li> <li>Review of EasyP has taken place with a revised approach to 16+ keyworker role being planned to support early intervention and group working</li> <li>Outcomes meeting with Fife College took place to scrutinise and review SCP based attainment to identify key next steps in the partnership</li> <li>Agreed focus on sustained destinations agreed across the partnership and intensive work in place to improve those outcomes for our young people in Fife</li> </ul>	<ul style="list-style-type: none"> <li>Improved destinations with schools directly increasing by between 1.6 and 2.5%</li> <li>Change Request for EasyP has been agreed with OFP which will allow a change of working and targets for identified young people</li> <li>Sustained destinations have improved with the gap between initial and sustained reduced by 3%</li> <li>Emerging links in place with Enterprise and Employability Directorate to increase support for young people and improve uptake within the apprenticeship family</li> </ul>	<ul style="list-style-type: none"> <li>Planned gathering of pupil views and ensuring the voice of the young person is instrumental in planning for change and improvement</li> <li>Further develop the role of the 16+ key workers across the partnership with focused work with partners, most notably with college</li> <li>Continue to develop sustained destination approaches to ensure the gap between initial and sustained continues to close</li> <li>Focus on Participation measure with schools and partners and as an additional measure</li> <li>Establish Destination Improvement Collaboratives with a focus on FSM and young people experiencing barriers to engagement and attendance.</li> </ul>

<p>Creation of a range of universal and bespoke learning pathways, including wider achievement provision and accreditation</p>	<ul style="list-style-type: none"> <li>• Development of work-related learning (WRL) across partnerships.</li> <li>• Creation of a collaborative approach to WRL, supported by guidance and practice documents.</li> <li>• Clear link to improving positive and sustained destinations.</li> <li>• Development of employability within in all secondary schools</li> <li>• Develop targeted approaches to ensure the work experience entitlement for all school leavers.</li> <li>• Develop accreditation pathway for work experience and volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of work-related learning across schools has been further progressed, ensuring an increase in planning for targeted work experience approaches</li> <li>• Guidance and toolkit have been introduced to support work experience across Fife with implementation underway in all schools</li> <li>• FAs in Fife working group in place with a revised focus on range and delivery of FAs across all our school, some initial changes and improvements beginning to emerge</li> <li>• Joint event has taken place with senior leaders in schools to promote and plan for the CES to be embedded in learning and teaching and curriculum delivery leading to focused DYW inserts and improved destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience package is in place across all schools to ensure consistent delivery and accreditation for work related learning</li> <li>• Focus on volunteering approaches in schools supported by findings from learner focus groups</li> <li>• Re-engagement of 30% more businesses in delivery of work experience opportunity, this continues as a priority</li> <li>• Ongoing curriculum development to meet growing changes in cohorts, behaviours, and aspirations, included work related learning and work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Consider recommendations from Hayward and Withers reports in line with accreditation approaches</li> <li>• Priority of all schools engaged in CES activity from S1-S6 and embedded within the curriculum rationale and design for schools</li> </ul>
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# Improving Equity and Equality

**Equity and Equality** is an improvement priority for the Fife Children's Services Plan 2023-26 and a cross-cutting theme in the Education Directorate Plan.

Work to address equity and equality is embedded within the improvement work being undertaken across each of the improvement priorities in the Directorate Plan. This work forms part of wider work within the Plan 4 Fife (Fife's local outcomes improvement plan) to tackle poverty and other forms of disadvantage.

Educational outcomes are monitored for a range of groups at risk of disadvantage, whether in terms of opportunity, experience, or outcomes. These groups include those living in SIMD Quintile 1, those registered for free school meals, those with an additional support need, minority ethnic children and young people (CYP), looked after and care experienced CYP, and armed forces CYP.

As the preceding review of outcomes evidences:

- There have been some significant improvements in outcomes for many of these groups since 2018/19 in Fife;
- Covid has had an adverse impact on many of these groups, in terms of the progress of their wellbeing, attendance, development and learning;
- Significant challenges remain in closing the attainment gap faced by most of these groups – and in ensuring equality of opportunity and experience for all groups.

## Equity

An Equity Steering Group coordinates improvement action on equity within the Education Directorate. This links closely with working groups overseeing equity and equality improvement actions across wider children's services.

A key element in work to improve equity has been the development of a risk-based approach to better understand the impact of barriers faced by children and young people facing disadvantage (and, particularly, the many children and young people facing multiple barriers to positive outcomes). This work has led to the development of a Risk Prediction Tool for learners, which is being developed through joint working with schools via the 3.2 Collaborative Network. Appendix 2 provides an overview of the Risk Prediction Tool.

## Equalities

An Equality Steering Group led the improvement work around Equality. The group consisted of the Education Manager for Equality, the Quality Improvement Officers for Curriculum & Equality and for Professional Learning, The Education Support Officer for Curriculum & Equality, and an Education Scotland – Lead Specialist.

### Professional Learning

- An Equalities Conference was organised, which all Headteachers and senior leaders in Fife were invited to attend.
- Fife's Probationer training material has been adapted to include key principles for equalities and sustainability.
- All School Improvement Plans (SIPs) in 2024/25 will reference equalities and sustainability in their setting.

### Curriculum

- The Equality toolkit has been updated and there has been an increase in the resources available on it.
- A Fife video was created to ensure the voices of ethnic minority pupils are represented. This gave an insight into their lived experiences.
- Links were made between LfS and Equalities and the Scottish Government sketch note was shared with all schools.
- Critical literacy information and resources were uploaded to the equality toolkit.
- The Scottish Government BRL course was publicised and there is a larger uptake of Fife participants.

## Developing the Young Workforce (DYW)

- A DYW School Coordinator Development Day took place in May. There was a partner carousel that represented partners who support some of Fife's more vulnerable young people through transition, including: Enable Scotland, Princes Trust, Fairway Fife, Kingdom Works, CARF.
- DYW KPI 4 (equalities) – we identified that this was not well reported on by DYW coordinators – we have implemented a new DYW delivery plan so that this is better reported on next session
- Consultation and collaboration with DYW coordinators about equalities and what mechanisms would support in focusing more on this.
- Collaboration with DYW Board (employers/ businesses) re equalities to identify potential barriers for business engagement
- Changed the model for DYW in Special Schools - now a teacher from Special who has the expertise to take forward a more appropriate offer for children and young people with Additional Support Needs.
- DYW team identification of opportunities that can be used to promote equalities.

### Data/recording of Incidents

- Anti-bullying policy now has clear links with Equalities.
- Clear guidance exists to record incidents.
- Work is ongoing to ensure that SEEMIS is being used to best effect to record incidents, in order to ensure appropriate actions can be taken.

### 3. An Overview of Our Current Progress in Improving Outcomes

#### The Education Directorate Scorecard

The Directorate Scorecard compares outcomes in Fife with outcomes across Scotland as a whole. A benchmarked view of data has been reported for the most recently published national data, which relates to the 2022/23 school year.

Measure						Fife 5 year trend	Fife vs National					Fife trend vs National
	2018/19	2019/20	2020/21	2021/22	2022/23		2018/19	2019/20	2020/21	2021/22	2022/23	
<b>Context</b>												
Children in Low Income Families (CILIF)	20.2%	21.3%	17.4%	23.4%	23.6%		17.9%	18.9%	16.0%	20.8%	21.3%	
<b>System Measures</b>												
Cost per primary school pupil	£5,540	£5,780	£6,139	£6,512	£6,690		£5,981	£6,267	£6,451	£6,753	£6,841	
Cost per secondary school pupil	£7,348	£7,411	£7,624	£7,562	£7,921		£8,192	£8,421	£8,350	£8,422	£8,495	
Cost per pre-school place	£5,236	£6,252	£8,545	£9,579	£9,841		£5,732	£7,531	£10,113	£10,986	£11,002	
<b>Health and Wellbeing</b>												
Mean score on Stirling wellbeing scale (P5-S1) /Warwick Edinburgh Mental Wellbeing Score (S2-S6)					43.8		National data reported since 2022/23.			45.3		
<b>Engagement</b>												
Percentage attendance of children at school (Primary)	94.0%	93.0%	94.1%	90.7%	91.3%		94.5%	N/A	94.0%	N/A	92.2%	
Percentage attendance of children at school (Secondary)	90.2%	88.9%	91.1%	86.8%	87.3%		90.7%	N/A	89.1%	N/A	87.7%	



Measure						Fife 5 year trend	Fife vs National					Fife trend vs National
	2018/19	2019/20	2020/21	2021/22	2022/23		2018/19	2019/20	2020/21	2021/22	2022/23	
Achievement												
Percentage of children in stages P1, P4, P7 achieving the expected level of CfE in literacy	74.2%		64.6%	68.4%	70.3%		72.3%	N/A	66.9%	70.5%	72.7%	
Percentage of children in stages P1, P4, P7 achieving the expected level of CfE in numeracy	80.2%		71.3%	74.8%	77.0%		79.1%	N/A	74.7%	77.9%	79.6%	
Percentage of pupils achieving literacy at SCQF level 4 by end of S4	89.8%	91.3%	92.1%	92.1%	93.8%		90.9%	92.0%	92.2%	92.0%	92.3%	
Percentage of pupils achieving numeracy at SCQF level 4 by end of S4	90.7%	91.0%	90.3%	89.5%	91.3%		86.8%	88.8%	86.6%	87.9%	88.4%	
Percentage of pupils achieving literacy at SCQF level 5 by end of S4	68.9%	68.1%	67.6%	70.5%	74.4%		71.8%	73.8%	73.3%	74.6%	75.9%	
Percentage of pupils achieving numeracy at SCQF level 5 by end of S4	58.6%	58.7%	56.6%	61.5%	65.4%		57.4%	61.4%	56.4%	61.6%	64.2%	
Percentage of pupils achieving 3 or more National 5 passes by end of S4	52.5%	58.7%	57.3%	52.5%	52.6%		58.1%	65.8%	64.4%	61.9%	60.7%	
Percentage of pupils achieving 1or more Higher passes by end of S5	49.1%	53.4%	55.2%	50.1%	47.9%		55.0%	60.0%	61.6%	57.4%	55.3%	
Post School Opportunities												
Average Complementary Tariff Points - Middle 60%	581	563	601	556	528		623	657	691	643	612	
Percentage of school leavers initially entering a positive destination from school	94.4%	91.9%	93.9%	94.8%	95.3%		95.0%	93.3%	95.5%	95.7%	95.9%	
Percentage of school leavers in a positive destination at the follow-up survey	91.0%	90.0%	89.8%	92.1%	91.4%		92.9%	92.2%	93.2%	93.5%	92.8%	

## Key Messages (as at the start of August 2024)

### Context

- Levels of child poverty in Fife remain higher than the Scottish average.
- Spend on learning and childcare continues to increase but remains below the national average.

### Health and Wellbeing

- Wellbeing levels for children and young people have been declining over a period of years across Scotland and many other parts of the wider, developed world. The Covid pandemic added further to the stresses on young people.
- Fife conducted a Health and Wellbeing Survey in 2023, based on the framework provided by the national Health and Wellbeing census. The Warwick-Edinburgh (WEMWBS) scores for Fife young people confirmed the importance of mental wellbeing as an area for improvement.

### Attendance

- Attendance levels for children and young people have been declining over a period of years across Scotland and many other parts of the wider developed world.
- The Covid impact had an impact of the attendance data for 2019/20 and (in particular) 2020/21, with the use of alternative measures of attendance during periods of Covid lockdown.
- Trend data for Fife shows that the long-term decline in attendance levels has halted and shows signs of recovery.

### Literacy and numeracy achievement in primary schools

- There was a fall in the level of CfE achievement and a widening of the attainment gap during the Covid pandemic.
- Overall levels of CfE achievement are showing a clear and sustained trend of recovery. There has been some closing of the attainment gap since the Covid pandemic, however, the gap remains wider than it was before the pandemic occurred.
- Levels of CfE achievement in Fife primary schools remain below national levels, in contrast to the position before the Covid pandemic.

### Literacy and numeracy attainment in the senior phase

- **Note:** *alternative approaches to assessment and certification were used during the period of the Covid pandemic. For this reason, data for 2019/20 and 2020/21 does not provide a like-for-like comparison with other years.*

- Literacy and numeracy attainment have been a key area for improvement actions since the end of the Covid pandemic. It was recognised that these are key skills for learning, life, and work. Improvement actions have focussed on ensuring that core processes to support the development of these skills are firmly established as part of a 3-18 learning journey.
- Outcomes for achievement of literacy and numeracy by the end of stage S4 are showing significant improvement (including in comparison with pre-Covid levels of attainment). Outcomes compare favourably with similar parts of Scotland. Numeracy attainment compares favourably with the national average.

#### *Wider attainment in the senior phase*

- Measures for wider attainment (including the achievement of 3 or more awards at SCQF level 5 by the end of S4, the achievement of 3 or more awards at Higher level by the end of stage S5, and leaver tariff points) continue to lag behind the national average. They are at similar levels as seen before the Covid pandemic.
- Wider attainment was an area for improvement in Fife when the Covid pandemic started. This will return to being a prominent focus for improvement, building on the strengths that have been re-established in literacy and numeracy attainment.

#### *Post-school destinations*

- Initial positive destinations fell during the Covid pandemic but have now recovered to reach levels that are higher than any previously recorded. A gap with national outcomes developed during the Covid pandemic but has now been narrowed.
- Follow-up destinations continue to be significantly lower than initial destinations, in Fife and across Scotland.

### **Changes to the Directorate Scorecard for 2024-26**

The scorecard measures for wider attainment have been revised to reflect the increased prominence that will now be given to this aspect of attainment, during the next phase of improvement work. They will now be:

- 3 or more awards at SCQF level 5 by the end of S4 **and** 1 SCQF level 6 award by the end of stage S5.
- 5 National 5 passes by the end of stage S4 **and** 3 Higher passes by the end of stage S5.

These two sets of measures reflect alternative pathways through the senior phase into positive and sustained post-school destinations. They reflect a parity of esteem that is fundamental to the Fife approach.

## 4. Our approach to improvement

## Supporting our approach

The Education Directorate is committed to using proven and high-quality improvement approaches to support continuing improvement across Fife schools, to further this aim, the service:

- Is a member of **EFQM** – the improvement organisation. The service is using the EFQM model to support its approach to self-evaluation and to inform and help prioritise further service improvement. It is also using opportunities provided by membership of EFQM to learn from the experience of other, similar organisations across Scotland and sector-leading organisations from across the world.
- Works in partnership with the **Children and Young People's Collaborative (CYPIC)** to strengthen our use of a range of quality improvement tools and approaches, within classroom settings and at a system level. Our work with CYPIC is well established and has led to significant success at the National Quality Improvement Awards. We are now working to improve the impact that this work has at a system level – through improving the way that we plan and deliver scale and spread of improvement.
- Is a partner in the **South East Improvement Collaborative (SEIC)**, working with schools in Edinburgh, Midlothian, East Lothian, and Scottish Borders to share learning and to support improvement in every type of early learning and school setting.



## **Context**

The Education Directorate plays a lead role in the Fife Children's Services Partnership. During 2023/24, the Directorate contributed to a review of Whole Family Wellbeing across the Partnership, which identified several key strengths and areas for improvement in our ways of working. The findings of the review have been reported in the Fife Children's Services Annual Report 2023/24, which was endorsed by the Fife Partnership Board on 6 August 2024.

The Education Directorate also undertook a review of its ways of working during 2023/24 – in parallel with the partnership Whole Family Wellbeing Review. One significant aspect of this has been a review of the way that we approach quality improvement and quality assurance across the Directorate.

## **Our strengths**

We have significant expertise in the use of Quality Improvement approaches, well-established expectations regarding the use of rigorous approaches to improvement, and a record of developing effective and evidence-based programmes and interventions. Many of the approaches developed through this improvement work have been sector-leading and nationally recognised.

## **Our areas for improvement**

However, quality improvement activity has not been well targeted at issues of strategic or system-level importance. There has also been limited success in scaling and spreading effective programmes and interventions, developed through rigorous quality improvement work.

## **Next steps**

The Education Directorate has revised and strengthened the resources, support, and capacity for quality improvement for 2024/25 and beyond. This includes:

- The recruitment of a dedicated Policy Officer to support quality assurance, strategic planning, and delivery across the Directorate.
- A revised approach to the use of available knowledge, skills, and expertise in quality improvement: to better identify projects with the potential to contribute to strategic and system level improvement; and to better support and challenge improvement work and the measurement of its impact.
- Support for a strengthening of resources, support, and capacity for quality improvement within the Children's Services Directorate.

Further information can be found in the following papers to Fife Council committees and the Fife Partnership Board, regarding: strategic approaches of the Directorate; and the outcomes and experiences of children, young people and families in Fife.

### **Education Scrutiny Committee**

**22 August 2023** (papers available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0029/507089/Agenda-and-Papers-for-Meeting-of-Education-Scrutiny-Committee-on-22-August-2023.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0029/507089/Agenda-and-Papers-for-Meeting-of-Education-Scrutiny-Committee-on-22-August-2023.pdf))

1. Attendance Report – Session 2022/23

**18 September 2023** (papers available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0021/514803/Agenda-for-Special-Meeting-of-the-Education-Scrutiny-Committee-18th-September-2023.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0021/514803/Agenda-for-Special-Meeting-of-the-Education-Scrutiny-Committee-18th-September-2023.pdf))

2. Directorate Improvement Plan 2023-26 (including an overview of current outcomes and challenges)

**14 November 2023** (papers available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0026/528722/Agenda-Pack-for-Education-Scrutiny-Committee-14th-November-2023.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0026/528722/Agenda-Pack-for-Education-Scrutiny-Committee-14th-November-2023.pdf))

3. Attainment in the Broad General Education
4. Senior-Phase Stage-Based Outcomes

**9 January 2024** (papers available at: <https://www.fife.gov.uk/resources/download-document-sharepoint?siteId=b0a16c14-7250-44ae-86f0-8e50f76efb3c&listId=84f0c2e2-9406-43dc-b9c5-367fa62fed43&listItemId=82566>)

5. Inspection Outcomes August 2022 – June 2023

**7 May 2023** (papers available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0038/478955/Agenda-and-Papers-for-Meeting-of-Education-Scrutiny-Committee-of-23-May-2023.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0038/478955/Agenda-and-Papers-for-Meeting-of-Education-Scrutiny-Committee-of-23-May-2023.pdf)[https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0019/321346/Agenda-for-Education-and-Childrens-Services-Sub-Committee-28th-January-2022.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0019/321346/Agenda-for-Education-and-Childrens-Services-Sub-Committee-28th-January-2022.pdf))

6. Destinations of School Leavers
7. Strategic Equity Fund – Session 2023/24 Progress Report
8. Attendance Update Report April 2024

## **Cabinet Committee**

**2 November 2023** (papers available at [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0029/525935/agenda-Pack-for-Cabinet-Committee-2nd-November-2023.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0029/525935/agenda-Pack-for-Cabinet-Committee-2nd-November-2023.pdf))

1. Fife Young People's Health & Wellbeing Survey – Results

**30 November 2023** (papers available at: [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0020/532532/Agenda-Pack-for-Cabinet-Committee-30th-November-2023.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0020/532532/Agenda-Pack-for-Cabinet-Committee-30th-November-2023.pdf))

2. Chief Officer – Recruitment – Organisational Change

## **Fife Partnership Board**

**6 August 2024** (papers available at [https://www.fife.gov.uk/\\_data/assets/pdf\\_file/0019/606313/Agenda-and-Papers-Fife-Partnership-Board-of-6-August-2024-1.pdf](https://www.fife.gov.uk/_data/assets/pdf_file/0019/606313/Agenda-and-Papers-Fife-Partnership-Board-of-6-August-2024-1.pdf))

1. Fife Children's Services Annual Report 2023-24

## Appendix 1: Glossary

The table below defines abbreviations used in parts of the text of the Annual Report.

4DX	The 4 Disciplines of Execution – improvement approach (see: <a href="https://www.franklincovey.com/the-4-disciplines/">https://www.franklincovey.com/the-4-disciplines/</a> )
ASC	Active Schools Coordinators
ASN	Additional Support Needs.
BGE	Broad General Education - (Age 3 to end of S3)
CAMHS	Child and Adolescent Mental Health Services
CES	Career Education Standard
CfE	Curriculum for Excellence.
CLAS	Children Looked After Statistics
CLPL	Career-Long Professional Learning
CMS	Career Management Skills
CSWO	Chief Social Work Officer.
CYP/C&YP	Children and Young People.
CYPIC	Children and Young Peoples Improvement Collaborative
DLT	Directorate Leadership Team
DYW	Developing the Young Workforce.
EFQM	Framework for organisational change and performance improvement (see: <a href="https://efqm.org/">https://efqm.org/</a> )
ELC	Early Learning Centre.
EP	Educational Psychology/Educational Psychologist
EWB	Emotional Wellbeing
FMR	Free Meal Registration
FTE	Full Time Equivalent
GIRFEC	Getting It Right For Every Child (see: <a href="https://www.gov.scot/policies/girfec/">https://www.gov.scot/policies/girfec/</a> )
HoS	Heads of Service
HWB/H&WB	Health and Wellbeing.
LA	Local Authority



LGBT+	Lesbian, Gay, Bisexual and Transgender/Transsexual people.
MCR	Motivation, Commitment and Resilience
OMM	Our Minds Matter
PD	Positive Destination/s
PSE	Personal and Social Education.
QAMSO	Quality Assurance Moderation Support Officer
QIO	Quality Improvement Officer
SCP	School College Partnership
SCQF	Scottish Credit and Qualifications Framework
SCRA	Scottish Children's Reporter Administration (see: <a href="https://www.scra.gov.uk/">https://www.scra.gov.uk/</a> )
SfL	Support for learning
SIMD	Scottish Index of Multiple Deprivation (see: <a href="https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/">https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/</a> )
SIMD Q1	SIMD Quintile 1 – The 20% most deprived areas in Scotland, as measured by SIMD
SIMD Q5	SIMD Quintile 5 – The 20% least deprived areas in Scotland, as measured by SIMD
SIP	School Improvement Plan
SLS	Support for Learners Service
SMART	Specific, Measurable, Achievable, Relevant and Time-Bound
SQR	Standards and Quality Report
SSSC	Scottish Social Services Council (see: <a href="https://www.sssc.uk.com/">https://www.sssc.uk.com/</a> )
STEM	Science, Technology, Engineering and Mathematics
SW	Social Work.
UNCRC	United Nations Convention on the Rights of the Child (see: <a href="https://www.unicef.org/child-rights-convention">https://www.unicef.org/child-rights-convention</a> )
WEMWBS	Warwick-Edinburgh Mental Wellbeing Scales
WPS	Work Placement Standard
WRL	Work Related Learning
YP	Young People

## Appendix 2: The Risk Prediction Tool (RPT)

### Context

Levels of poverty are known to have a highly statistically significant influence on educational outcomes.

Poverty is closely linked to a range of other forms of disadvantage, including: the likelihood of experiencing trauma during childhood; the risk of being a vulnerable or care experienced young person; the likelihood of having a range of additional support needs (e.g. being a young carer, having a disability, experience of trauma, being part of neurodiverse group, etc).

Learners facing multiple forms of disadvantage have significantly poorer outcomes than other young people.

There are significant overlaps between each of these different groups of disadvantage.

### A modelling approach to improve use of relevant data

Children and young people are individuals with particular characteristics and support needs (e.g. a young person might be a female, living in SIMD Quintile 2, registered for free school meals, and a young carer). Standard ways of reporting and analysing educational outcomes recognise that these are each risk factors and may affect outcomes for the young person. However, they do not recognise which factors for any given individual are most likely to make a difference to their outcomes.

The Directorate is currently developing a model to better understand this issue.

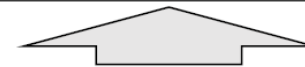
The model analyses data for a cohort of learners, for a specified outcome. It then identifies the factors that have the biggest

influences on outcomes at the cohort level, dividing learners into different groups, based on these factors.

By the end of the modelling process, learners have been separated into several distinct categories, based on factors that have been identified as the most significant influence on cohort outcomes. Each distinct category has a clearly defined set of outcomes.

This information can be used to identify key factors that are most likely to affect outcomes at the cohort level, as a focus for school improvement actions. A key feature of this approach is its ability to distinguish the relative importance of different forms of additional support need for the outcome in question.

**Outcome of interest:** being a “regular” attender at school (85% or more attendance rate)



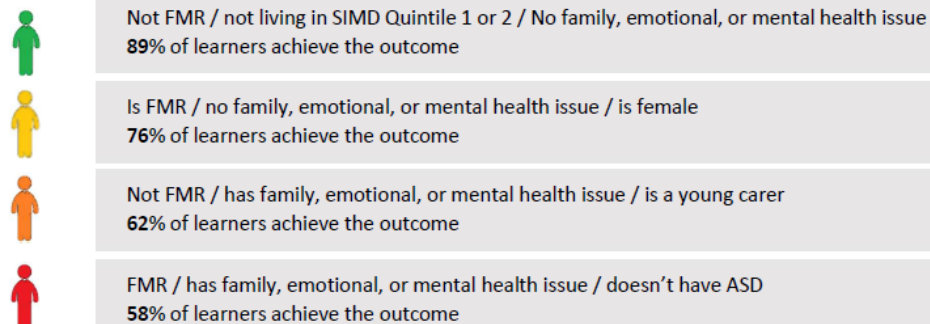
Most significant factors affecting outcomes:

- Free School Meal Registration (FMR)
- Or, living in SIMD Quintile 1 or 2
- Having a family, emotional or mental health issue (e.g. young carer)
- Having a learning disability
- Being female

### The Risk Prediction Tool (RPT) – tracking and monitoring data for schools

The information for any individual can also be used to identify a personal “risk factor” of not achieving that particular outcome. This can be used as a basis for monitoring progress for disadvantaged pupils, and for targeting interventions that can help address the particular barriers facing a young person.

**Outcome of interest: being a “regular” attender at school (85% or more attendance rate)**  
*Overall, 80% of learners achieve this outcome*



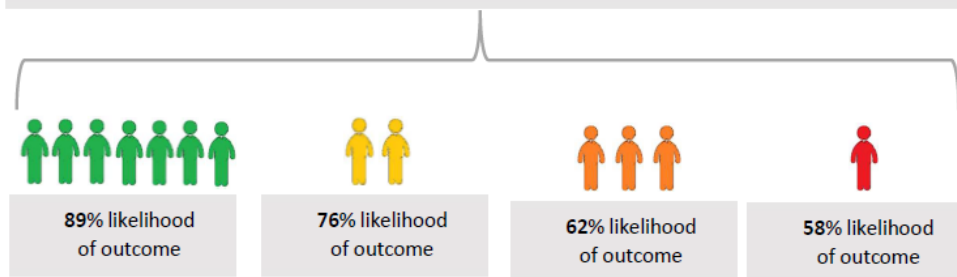
This view of data is being implemented in the form of the RPT for secondary schools in 2023/24

### School-level, risk-based benchmarks to support stretch targets

Combining the individual risk factors for the pupils within a given school, we can also derive a benchmark figure for the expected outcome for that school. This benchmark figure will reflect the likely impact of the pupils' individual characteristics on that particular outcome at school level. This will recognise the relative influence of

different types of ASN on expected outcomes, rather than making a general assumption about outcomes for all ASN learners.

**Outcome of interest: being a “regular” attender at school (85% or more attendance rate)**  
 Benchmark outcome for school, based on pupil profile: 78% achieve the outcome



This view of the data has been used in providing stretch targets and other benchmark data for schools in 2023/24.

### Next steps

Ongoing development of this approach is being undertaken through collaborative working with school leaders via engagement with key groups of primary headteachers and the 3.2 Collaborative Network in the secondary sector.



Education Directorate  
Improving Life Chances for All

