Education & Children's Services

Improving life chances for all

Directorate Annual Performance Report

2022-23

Contents

Introduction

The Education and Children's Services Directorate published a two-year improvement plan in August 2021, to support improvement of the council's services for children, young people and families. The Directorate Improvement Plan identified key priorities to support recovery from the Covid pandemic and to contribute to ongoing reform of the Council's services.

This report:

- provides an overview of the work undertaken in delivering the strategic actions within the Directorate Improvement Plan during the year September 2022 to August 2023.

- reviews key evidence regarding the impact of this improvement activity, as well as current outcomes and experiences of children and young people in Fife.

We report to the Education Scrutiny Committee on our outcomes and impact achieved. 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 Directorate published a new, three-year Improvement Plan for 2023-26, which was approved by Cabinet Committee in October 2023. This sets out how we will continue to support children, young people and families in Fife, and how we will work to achieve continuing improvement over the coming three years.

Improving life chances for all

Context: Fife and the Education & Children's Services Directorate

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).

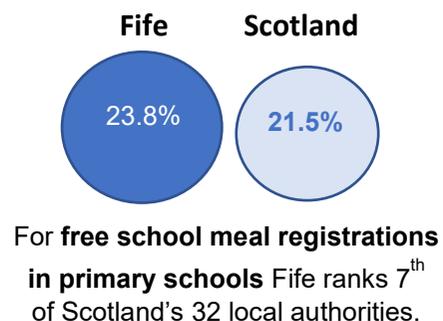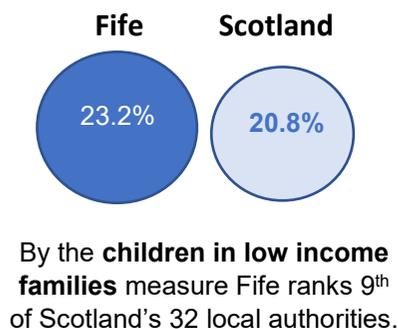| Area	Large urban	Other urban	Accessible small towns	Remote small towns	Access-ible rural	Remote rural
Fife	0.0%	64.1%	17.7%	0.0%	18.2%	0.0%
Scotland	37.8%	33.9%	8.6%	2.6%	11.6%	5.5%

Area deprivation in Fife (SIMD)

The table below shows the geographical distribution of school pupils in Fife and Scotland, based on the SIMD Quintile where they live. SIMD Q1 areas are the most deprived in Scotland, SIMD Q5 areas are the least deprived. The profiles of Fife and Scotland are very similar.
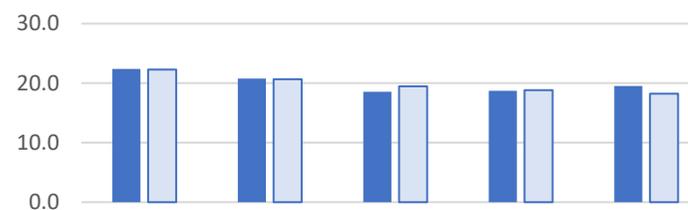
		SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Fife		22.4	20.8	18.5	18.7	19.5
Scotland		22.3	20.7	19.5	18.8	18.2

Measures of child and household poverty

Fife **Scotland**

23.2% 20.8%

By the **children in low income families** measure Fife ranks 9th of Scotland's 32 local authorities.

Fife **Scotland**

19.4% 18.6%

For **free school meal registrations in secondary schools** Fife ranks 8th of Scotland's 32 local authorities.

Fife **Scotland**

23.8% 21.5%

For **free school meal registrations in primary schools** Fife ranks 7th of Scotland's 32 local authorities.

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.

Children & young people we support

- 71,746 children and young people, aged 0-17 years.

- 748 Children Looked After.

- 136 children on the Child Protection Register.

- Approximately 3,000 children and young people supported by social work at any time.

- 6,452 registrations for early years provision.

- 49,621 pupils in Fife schools (27,367 in primary, 22,095 in secondary and 159 in special schools).

The table below gives further information about some key groups of interest within the total cited above.

Group	Number	%
With an additional support need	14,438	29.1
Living in SIMD Quintile 1	11,116	22.4
Speaking English as an Additional Language	2,916	5.9
Minority Ethnic	2,827	5.7
Assessed as having a disability	1,063	2.1
All school pupils	**49,261**	**100.0**

How we support our children & young people

- 13 children and families social work area teams, plus additional teams providing specialist support.

- 174 FTE senior and main grade social workers, and 124 FTE social work assistants and other qualified staff.

- 156 schools in Fife (133 primary schools, 18 secondary schools and 5 special schools).

- 3,656 FTE teaching staff (1,815 primary schools, 1,653 secondary schools, 99 special schools and 89 centrally employed).

Note on data sources

- Data on schools, school staff, pupil numbers, early years provision – taken from annual census returns for the start of the 2022/23 session (Scottish Government).

- Data on population numbers taken from the June 2021 Mid Year Population Estimate (NRS).

- Data on children & families social work provision taken from CLAS census return of 31 July 2022 (Scottish Government) and annual local authority staffing returns (SSSC) and management information (for involvements).

Overview of progress for the Directorate Improvement Plan 2021-23

In order to support recovery from the Covid-19 pandemic and ongoing reform and improvement of its services, the Directorate adopted the following **Priorities for Improvement** in the Directorate Improvement Plan 2021-23:

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

For each Improvement Priority, the following pages provide:

- An overview of progress made over the past year in implementing the strategic actions set out in the Education & Children's Services Directorate Improvement Plan 2021-23.

- A review of related evidence regarding the outcomes of children and young people in Fife.

Delivering the Promise

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

Our focus for improvement	Our actions and progress
We will **raise awareness of the requirements of the Promise** and related policy issues across the Directorate, to ensure professionals across our directorate see their roles and responsibilities within this and the collective culture which is required to succeed with the commitments of The Promise.	There has been a focus on communicating the Promise to staff across Fife Children's Services Partnership, including the Education and Children's Services Directorate. The Promise has been a key topic for sessions at Children in Fife, Child Protection Committee and at Children's Services Partnership Group development sessions. During 2022-23, a cross-partnership Promise Group worked to help coordinate and further develop Fife's approach to the Promise. The group had links to the national Promise team and a number of other national groups involved with delivering the Promise. Directorate staff have been actively involved in the work of the group. In order to embed delivery of the Promise fully across all aspects of children's services working, a new lead officer role has been created to support work on the Promise over the course of the Fife Children's Services Plan 2023-26. The role will support Children in Fife – the governance group for wider children's services in Fife – which is assuming responsibility for oversight of work on the Promise going forwards. The aim is to ensure a fully integrated approach to delivery of the Promise and further development of GIRFEC – and to ensure alignment with the Corporate Parenting Board and Child Protection Committee (which are represented on the Children in Fife group).
We will continue to deliver and develop our **Belonging 2 Fife strategy** to ensure that an increasing proportion of children who require social work support can be maintained safely at home. Improvement work using 4DX with the wider children's	The Belonging to Fife Strategy has been successful in reducing the number of children in residential care and the number of children looked after away from their birth parents. The Strategy embodies the principles of GIRFEC and The Promise: • Recognising that the whole team around the child is needed to keep the child safely at home (including additional supports, scaffolding, family strengths). • Keeping the needs of children at the centre of all planning. • Ensuring a whole partnership understanding that children have a right to live within their own communities, with their siblings and where possible within their own family.

services partnership will contribute to this aim.	• Using outcomes focused/strength-based planning, which reflects the strengths and capacities of the young person and their family while recognising and managing any risks. • Whole system approach is required as keeping children in Fife and keeping The Promise necessitates a commitment from all services: Education, Social Work, Health, Housing and Communities, Police Scotland and third sector providers. The Belonging to Fife Strategy has helped to ensure a significant change in the balance of care over recent years, with a significant increase in the number of kinship placements and a significant reduction in the need for high-cost residential placements. Qualitative analysis of the work has also allowed opportunities to identify areas for further progress to be made across the partnership.
We will continue to develop our **Learning with Care Strategy**, to ensure that the learning of all care experienced young people is appropriately supported. This will include: • Addressing any barriers to engagement for care experienced young people. • Ensuring that care experienced young people receive the support they need to maintain their progress in learning.	**Addressing barriers to engagement for care experienced young people** • **Reducing exclusions for care experienced children and young people** Working in close partnership with colleagues in Children and Families we have created a theory of change for reducing the exclusions for care experienced young people. We have identified three areas we would like to carry out tests of change in, Communication, Curriculum, and planning. • **Motivation, Commitment and Resilience (MCR) Pathways** Attendance of care experienced young people in Secondary school is 85.97% which is 0.69% below the attendance for all Secondary pupils. The positive destination data for care experienced young people in Fife is 86.2% which is above the national figure of 85.9% We have introduced MCR (Motivation, Commitment & Resilience) Pathways into four High schools with the aim to support 60% of their care experienced young people by June 2022 rising to 80% by June 2023. MCR supported 198 young people across four High schools in 2022/23. Support has included: • Weekly group work, focussing on building self-esteem, confidence, strengths and interests, teamwork, problem solving and employability skills (stages S1 & S2); • Engagement with a mentor on a weekly basis; • Young people provided with additional, individual support from the PC, often with a view to supporting wellbeing and attendance, and to help prepare for mentoring in the future. Next Steps: We would like to reinstate additional DYW support for Care experienced young people through a specific coordinator

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Ensuring care experienced young people receive support to progress in learning

- **Improving positive peer relationships through attendance at Out of School Clubs (OOSC)**

We trialled a small test of change at one primary school to see if by offering a child a place at an out of school club we could improve their peer relationships, confidence and resilience.

Seven children were offered free places, five of the seven children successfully sustained their place and have experienced improvements in their confidence, resilience and ability to play positively with peers. Feedback suggested that this has had "a noticeable impact on mood and wellbeing in school.

- **Support for attainment in literacy and numeracy**

Young people have been supported to attain literacy and numeracy qualifications in the senior phase through a mixture of 1-1 targeted support and small group tuition.

Next Steps: We aim to trial tutoring support with Primary 6 pupils to help address close the attainment gap with their peers.

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We will lead, contribute to, and support work within the **Fife Children's Services Plan** to "Deliver the Promise", including:

• The use of 4DX, to improve early and effective intervention at the additional stage, by ensuring that scaffolding is in place to maintain children safely at home.

• Work to ensure early & effective intervention through better single-agency planning and assessment, to support improving outcomes

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The use of 4DX, to improve early and effective intervention

During 2021-22 the Children's Services Partnership undertook a collective programme of improvement, with a goal to "increase the proportion of children with a multi-agency child's plan who can be supported to live "safely at home". This work was undertaken in parallel with the ongoing implementation and development of the Belonging to Fife strategy.

The programme aimed to strengthen partnership, preventative working to enable more children with a multi-agency child's plan to live at home with parents or in a kinship placement. During the lifetime of the project there was an increase in the proportion of such children living "safely at home" from 70% to 72.5%, and a reduction by 110 in the number of children looked after by the local authority.

The collective work around 4DX has led to a greater understanding across the partnership of areas of strength related to planning for families, as well as specific areas where there could be improved communication and targeting of support.

Improving outcomes through the Child Wellbeing Pathway

Work is being progressed to review the Child Wellbeing Pathway as a partnership, through engagement with operational practitioners across children's services.

Work is ongoing in relation to improving the quality of assessment and planning practices within respective services.

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through the Child Wellbeing Pathway.	There is an identified need for a multi-agency practice development model to be re-instated to support: • the implementation of revised GIRFEC guidance. • professional learning with colleagues from partner services. • shared understandings of single and multi-agency processes and practices. • shared understanding of the role of the named person within universal services • shared understanding of the role of the lead professional • stronger and more constructive relationships between practitioners from different services. A multi-agency workshop for operational managers and frontline practitioners across children's services took place in June 2022 to inform the revision of the Child Wellbeing Pathway. Ongoing work to review the Child Wellbeing Pathway will recognise the requirements and implications of The Promise, new National Child Protection guidance, and the review of GIRFEC national policy.

Key messages about current outcomes

The table below shows a significant shift in the profile of care over the period 2018 to 2022, with further improvements in the year ending 31 July 2022, as a result of the Belonging to Fife strategy. The data is taken from the national Children Looked After Statistics publication, published by the Scottish Government. This is the most recent, published data for which Fife can be compared with the rest of Scotland.

	Community				Residential	
	At home with parents	With friends / relatives	With foster carers provided by LA	With purchased foster carers etc	All residential care	Total
31/07/2022	163	193	214	141	37	748
31/07/2021	135	222	231	177	52	817
31/07/2018	178	167	225	240	131	941

As can be seen from the table above, the Belonging to Fife strategy has enabled a significant decrease in the number of looked after children, with a pronounced decrease in the use of residential placements.

The table below compares the profile of care as at 31 July 2022 in Fife with that for Scotland as a whole. The table shows the percentage of children and young people aged 0-17 years of age who were looked after in both Fife and Scotland.

	Community				Residential	
	At home with parents	With friends / relatives	With foster carers provided by LA	With purchased foster carers etc	All residential care	Total
Fife	0.23	0.27	0.30	0.20	0.05	1.04
Scotland	0.26	0.41	0.28	0.15	0.13	1.23

As can be seen from the table above, fewer children are looked after in Fife than in Scotland overall. There are also significantly fewer in residential placements.

Closing the Attainment Gap

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

Work on Closing the Attainment Gap has been developed and delivered through an Attainment Reform Strategy Group. The Strategy Group has been using a Driver Diagram as a model for structuring support for improvement, with a range of improvement activity being piloted through tests of change, with the support of CYPIC, the Children and Young People's Improvement Collaborative. The Driver Diagram is depicted after the following table.

This work is underpinned by building Quality Improvement Capacity, Culture and Capability in all staff and using data to inform improvement planning and implementation. All work is supported by strategic groups who focus on improvement and measure impact through identified secondary drivers and report regularly to Strategic Attainment Reform Group.

Our focus for improvement	Our actions and progress
Actions and Progress for the Primary Driver of **High-Quality Learning, Teaching and Assessment**	Approaches to high quality learning, teaching and assessment have included promoting play pedagogy in the early years, development of assessment and moderation networks, improving digital literacy and targeted approaches to literacy and numeracy. **Promoting Play Pedagogy in the early years** - Supported learning opportunities have been provided as part of the Play Pedagogy Programme. From school visits there is evidence of play pedagogy impacting on children's independent learning skills. From data analysis there is evidence that Fife practitioners are actively engaging with online supports in relation to Play Pedagogy. This is leading to increased engagement within the learning community/network, which in turn ensures practitioners are implementing effective pedagogies in play. **Assessment and Moderation Network** - Almost all schools have an Assessment and Moderation network link. 40 Quality Assessment and Moderation Support Officers (QAMSO's) in Fife have been trained by Education Scotland with almost all clusters represented.

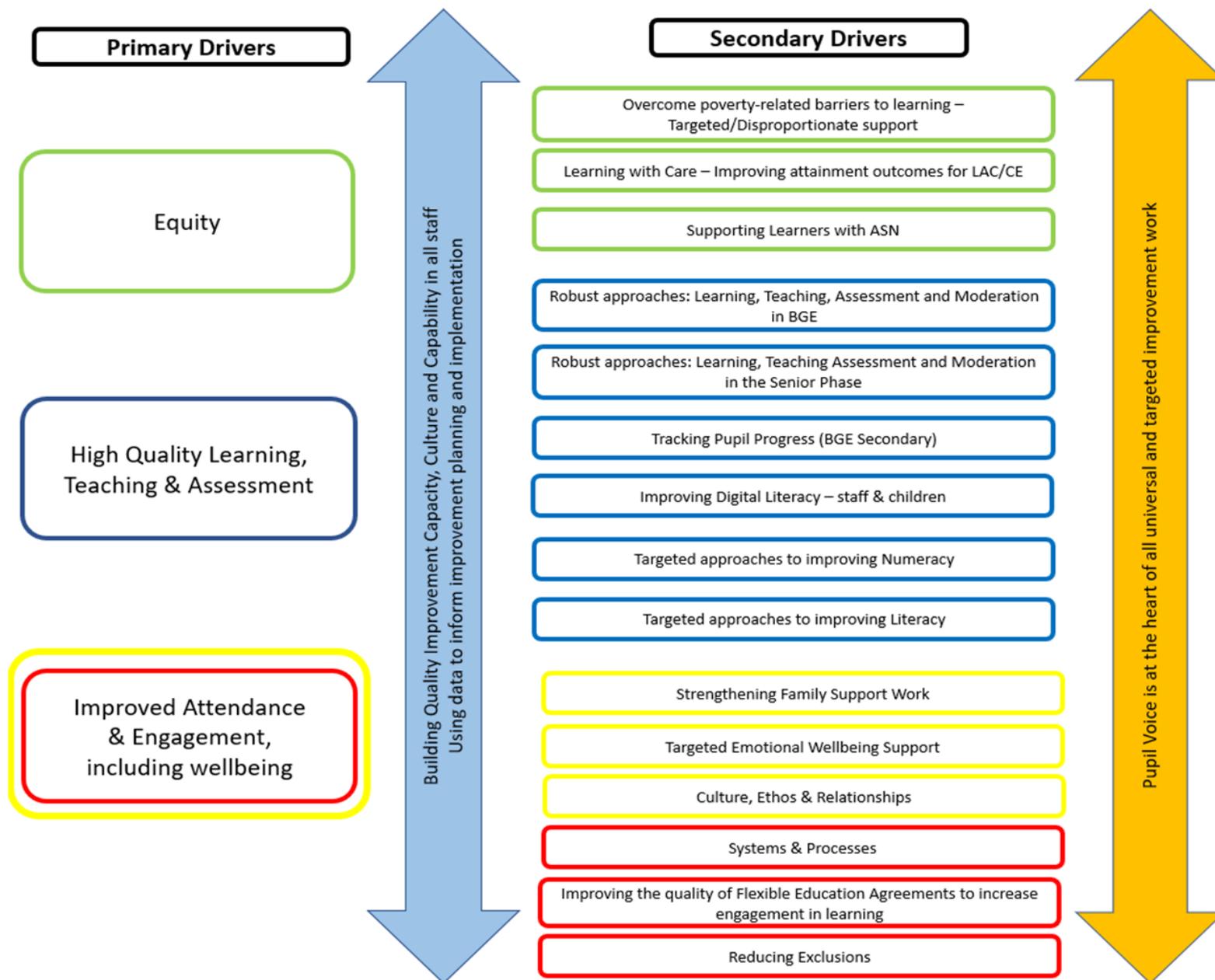|	
	• This work is supporting the development of practitioner knowledge, understanding and confidence of effective approaches and strategies, leading to improved experiences and outcomes for children and young people. **Improving digital literacy** • 23 schools have been awarded with the digital schools' award and 102 schools have registered for the award. 19 schools across Fife have had the opportunity to be involved across the South East Improvement Collaborative (SEIC) with a professional learning opportunity. • Various professional learning opportunities have been provided for school staff and our digital literacy progression has been refreshed from early to Fourth level. This work is ensuring that practitioners have the skills, knowledge and understanding of digital technologies to support and enhance learning for all children and young people. **Targeted approaches to improving numeracy and literacy** • Variety of professional learning opportunities have been provided to upskill practitioners with core approaches within Fife. • In Fife schools where the Workshop for Literacy approach and Conceptual Numeracy approach are fully embedded, there is evidence that this impacts positively on levels of attainment across literacy and numeracy.
Actions and Progress for the Primary Driver of **Engagement & Participation of children and young people**	**Further developing our attendance strategy** • All schools have access to and almost all schools are making use of the OneNote guidance to ensure that staff are following the appropriate procedures when a pupil's attendance drops. As a result of this, although attendance has not risen to its pre-pandemic levels, all schools are showing an improved attendance on last session. • We know that poverty has a direct impact on attendance and schools are working hard with partners and families to mitigate for this however, whilst in primary the attendance gap between Q1 and Q5 has decreased the gap in secondary continues to be higher than last session. There is and continues to be a continued focus on the group. • Due to the work being done around chronic absence, including the use of nurturing approaches and a whole family, multiagency approach to attendance of targeted pupils we have seen a decrease on chronic non- attendance (less than 30%) since December with numbers decreasing from 514 in primary to 230 and in secondary dropping from 1139 to 727 pupils.

Engagement and Participation

- The voice of children and young people has been gathered through school engagements, individual feedback, learning partnership visits and from feedback from practitioners. This is ensuring that children and young people's voice is taking into consideration when developing new approaches.
- Feedback has been gathered from staff through various primary and secondary driver work and this feedback has been used to support the planning of next steps.

Encouraging innovation in the curriculum to ensure meaningful and relevant learning pathways for all children and young people

- Three secondary schools were supported by Education Scotland to reflect on their curriculum rationale. These sessions provided high quality professional dialogue between Education Scotland and school senior leaders and key points for schools to consider in their next steps for curriculum design and delivery within their own unique setting.
- As part of the Dunfermline Learning Campus, a range of learning pathways were developed by staff in Woodmill High School, St Columba's High School and Fife College. These are being used to talk to schools about increasing wider achievement.
- A primary curriculum steering group was established this session with senior leader representation from primary settings of various sizes and contexts, quality improvement officer and education manager. This group identified key areas linked to curriculum design and delivery to support and challenge settings to ensure all children and young people are receiving their entitlements as per Curriculum for Excellence expectations. This led to collaborative work with Education Scotland to lead Refreshed Narrative sessions for all settings across Fife via 5 online presentations. The aim of these sessions was to raise awareness and refresh all practitioner's knowledge of the Refreshed Curriculum which was launched in September 2019. Approximately 1600 practitioners attended these events.

Driver diagram for Closing the Attainment Gap – as updated for 2022/23

Primary Drivers

Equity

High Quality Learning, Teaching & Assessment

Improved Attendance & Engagement, including wellbeing

Building Quality Improvement Capacity, Culture and Capability in all staff Using data to inform improvement planning and implementation

Pupil Voice is at the heart of all universal and targeted improvement work

Secondary Drivers

Overcome poverty-related barriers to learning – Targeted/Disproportionate support

Learning with Care – Improving attainment outcomes for LAC/CE

Supporting Learners with ASN

Robust approaches: Learning, Teaching, Assessment and Moderation in BGE

Robust approaches: Learning, Teaching Assessment and Moderation in the Senior Phase

Tracking Pupil Progress (BGE Secondary)

Improving Digital Literacy – staff & children

Targeted approaches to improving Numeracy

Targeted approaches to improving Literacy

Strengthening Family Support Work

Targeted Emotional Wellbeing Support

Culture, Ethos & Relationships

Systems & Processes

Improving the quality of Flexible Education Agreements to increase engagement in learning

Reducing Exclusions

Key messages about current outcomes

Achievement of CfE levels in literacy and numeracy, for pupils in stages P1, P4 and P7 combined

- Overall levels of achievement for both literacy and numeracy show general trends of improvement over time, but that these have been disrupted by the Covid-19 pandemic.

- This pattern has been reflected across Scotland.

The attainment gap between SIMD Quintile 1 and SIMD Quintile 5 – for stages P1, P4 and P7 combined

- There is an improving trend and evidence of a closing in the attainment gap between SIMD Quintiles 1 and 5 following since 2019/20.

- However, the rate of improvement (both for overall levels of attainment and in terms of reducing the attainment gap) is slower than might have been desired.

Achievement of CfE Levels in literacy for learners in stages P1, P4 and P7 combined

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
SIMD Quintile 1	53.1	64.2	64.5	49.6	52.6	55.8	59.0
SIMD Quintile 5	76.1	82.7	83.0	76.9	76.3	78.1	81.2
Attainment Gap	**23.0**	**18.6**	**18.5**	**27.3**	**23.7**	**22.2**	**22.2**

Figure. The attainment gap between SIMD Quintile 5 (the least deprived) and SIMD Quintile 1 (the most deprived), for literacy
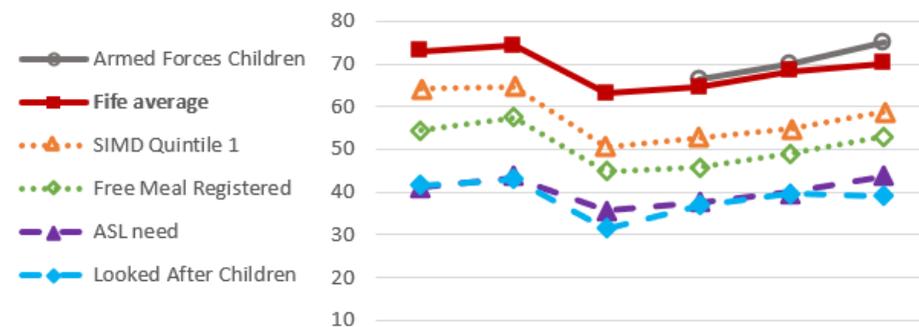
Achievement of Literacy (%)	17/18	18/19	19/20	20/21	21/22	22/23	Annual change
Fife average	**73.1**	**74.2**	**63.2**	**64.6**	**68.3**	**70.2**	**1.9**
Armed Forces Children	N/A	N/A	N/A	66.3	70.0	75.0	5.0
SIMD Quintile 1	64.2	64.5	50.4	52.6	54.8	59.0	4.2
Free Meal Registered	54.4	57.4	44.8	46.0	49.1	52.9	3.8
ASL need	41.3	43.4	35.6	37.4	40.0	43.8	3.8
Looked After Children	41.6	43.1	31.5	36.8	39.8	39.1	-0.7

Figure. The percentage of pupils achieving the expected level of CfE in literacy for different groups of learners over the period 2017/18 to 2022/23. The table also shows the improvement in outcomes seen in 2022/23 compared with the preceding year.

Outcomes for other groups of learners at risk of lower achievement – for stages P1, P4 and P7 combined

- Outcomes for a range of learners at risk of lower achievement have seen improvement over time but have generally tracked overall levels of improvement.

- For most of these groups, however, improvements made last year were greater than those seen overall, leading to a closing in the attainment gap for these groups.

- The exception is for looked after children, for whom outcomes matched overall levels of improvement in numeracy but showed no improvement in literacy. It should be noted, however, that this is a small cohort of learners.

Achievement of CfE Levels in numeracy for learners in stages P1, P4 and P7 combined

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
SIMD Quintile 1	66.2	72.2	71.8	56.6	59.9	63.3	67.1
SIMD Quintile 5	83.9	88.1	88.2	80.9	82.9	84.7	86.1
Attainment Gap	**17.7**	**15.8**	**16.5**	**24.3**	**23.0**	**21.5**	**19.0**

Figure. The attainment gap between SIMD Quintile 5 (the least deprived) and SIMD Quintile 1 (the most deprived), for numeracy.
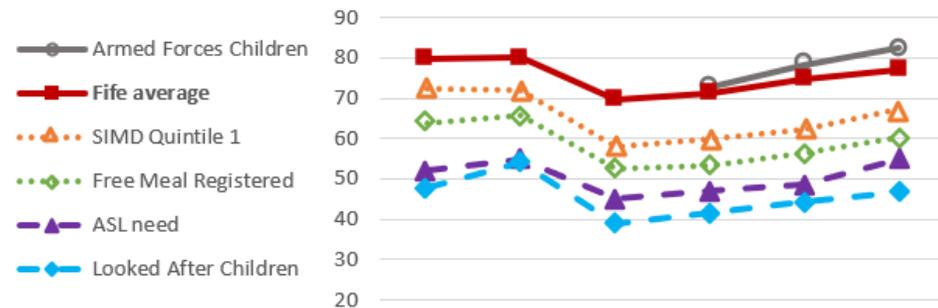
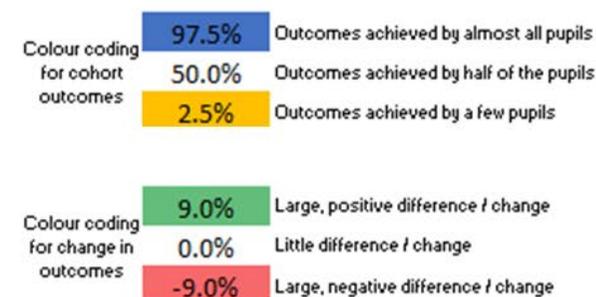| Achievement of Numeracy (%)	17/18	18/19	19/20	20/21	21/22	22/23	Annual change
Fife average	**79.7**	**80.2**	**69.7**	**71.3**	**74.7**	**76.9**	**2.2**
Armed Forces Children	N/A	N/A	N/A	72.9	78.3	82.4	4.1
SIMD Quintile 1	72.2	71.8	57.8	59.9	62.3	67.1	4.8
Free Meal Registered	63.9	65.8	52.5	53.4	56.4	60.2	3.8
ASL need	52.2	54.9	45.2	47.0	48.7	54.9	6.2
Looked After Children	47.7	54.1	39.0	41.5	44.4	46.7	2.3

Figure. The percentage of pupils achieving the expected level of CfE in numeracy for different groups of learners over the period 2017/18 to 2022/23. The table also shows the improvement in outcomes seen in 2022/23 compared with the preceding year.

Outcomes for learners by the end of stages S4 and S5, in the senior phase

- Outcomes for S4 learners have improved generally over the past 5 years, with improvements seen for learners in both SIMD Quintile 1 and SIMD Quintile 5.
- Improvements at SCQF level 4 and for literacy at SCQF level 5 have been significantly stronger for learners living in SIMD Quintile 1, with a closing of the attainment gap.
- Improvements for numeracy at SCQF level 5 have been strong for learners in both SIMD Quintile 1 and SIMD Quintile 5, although the attainment gap has not closed.
- Outcomes for wider attainment in S4 (in particular, those achieving 3 or more awards at National 5 by the end of S4) have not seen an improvement over the past 5 years. This has limited the scope for improvement in stage S5, although there has been some closing of the attainment gap for S5 learners achieving one or more Highers. This remains a key area for improvement in the Education Service Improvement Plan 2023-26.

S4 pupils in SIMD Quintile 1 (most deprived)

2022/23	2018/19	Change in outcomes	
97.5%	95.2%	2.2%	of pupils achieved awards at SCQF level 1 or above
81.4%	73.8%	7.6%	of pupils achieved 3 or more National 4 awards
83.3%	76.9%	6.4%	of pupils achieved literacy & numeracy at SCQF level 4
61.5%	51.4%	10.1%	of pupils achieved literacy at SCQF level 5
48.2%	42.1%	6.0%	of pupils achieved numeracy at SCQF level 5
31.5%	32.3%	-0.8%	of pupils achieved 3 or more National 5 passes (C+)

S4 pupils in SIMD Quintile 5 (least deprived)

2022/23	2018/19	Change in outcomes	
98.9%	97.8%	1.1%	of pupils achieved awards at SCQF level 1 or above
95.0%	94.0%	1.0%	of pupils achieved 3 or more National 4 awards
95.3%	93.7%	1.5%	of pupils achieved literacy & numeracy at SCQF level 4
89.7%	85.2%	4.5%	of pupils achieved literacy at SCQF level 5
84.0%	77.9%	6.1%	of pupils achieved numeracy at SCQF level 5
75.2%	74.3%	0.9%	of pupils achieved 3 or more National 5 passes

S5 pupils (share of S4 roll) in SIMD Quintile 1 (most deprived)

2022/23	2018/19	Change in outcomes	
27.4%	29.0%	-1.6%	of pupils achieved 1 or more Higher passes
12.7%	11.3%	1.3%	of pupils achieved 3 or more Higher passes
4.2%	3.8%	0.4%	of pupils achieved 4 or more Highers at grades A or B
0.9%	1.0%	-0.1%	of pupils achieved 4 or more Highers at grade A

S5 pupils (share of S4 roll) in SIMD Quintile 5 (least deprived)

2022/23	2018/19	Change in outcomes	
70.1%	72.1%	-2.0%	of pupils achieved 1 or more Higher passes
47.9%	50.9%	-3.1%	of pupils achieved 3 or more Higher passes
26.4%	25.6%	0.8%	of pupils achieved 4 or 5 Highers at grades A or B
12.8%	10.6%	2.2%	of pupils achieved 4 or 5 Highers at grade A

Figure. Comparison of outcomes for learners in SIMD Quintile 5 (the least deprived) and SIMD Quintile 1 (the most deprived), for key outcomes by the end of stages S4 and S5.

Key:

Colour coding for cohort outcomes
97.5%	Outcomes achieved by almost all pupils
50.0%	Outcomes achieved by half of the pupils
2.5%	Outcomes achieved by a few pupils

Colour coding for change in outcomes
9.0%	Large, positive difference / change
0.0%	Little difference / change
-9.0%	Large, negative difference / change

Improving Opportunity

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

Our focus for improvement	Our actions and progress
We will support the Plan4Fife in leading **economic recovery** by working with partners – including Fife College, Skills Development Scotland (SDS) and employers – to prioritise support for young people, ensuring that a range of opportunities are embedded for young people across secondary schools.	During session 2022/23 there has been the development of Secondary Structure Approach across our service, and this has commenced with the building secondary team strategy and vision. It has been supported by the activity noted above to ensure a wide-ranging model encompassing a partnership approach linked to the Plan4Fife. This has included: • Collegiate approach to developing this model and approach with and including secondary HTs. • Outcomes meetings with a focus on attendance, attainment and PD in place for all schools in line with improvement planning and actions for improvement, priorities. • PD stretch target of 95.2% for session 2022/23; PD achieved for leavers from 2021/22 are 94.8% which is higher than previous years. • As we report on Positive Destinations, the data presented this year is for leavers in 2021/22 and stretch targets for current groups leaving in 2022/23; as such 8 schools have already reached their stretch targets for the next session leavers. • Fife are now placed 21 out of 32 local authorities; previously 28th. • 9 schools have achieved a 6 year high in positive destination data, as has Fife. • Outcomes meetings and team visits to support schools • Outcomes meetings regarding leavers to be undertaken in term 4 with focus on Attendance, Attainment and Positive Destinations; stretch targets, overview of areas of strength, areas for improvement and actions for improvement developed with link to SIP priorities for 2023/24. • Baseline data gathered in relation to work related learning, both virtual and in person in all schools to support priorities in this area; as a result, work experience processes being reviewed to support wider earlier engagement with employment and apprenticeships for young people in danger of a negative destination. • Development ongoing in Fife Work Experience Guidance to support wider range of opportunities, including those for our most vulnerable young people.

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We will review approaches and processes to ensure that all young people receive **personalised support**, enabling them to access appropriate learning pathways; these will provide appropriate opportunities for wider achievement, leading to a positive destination from school.	Improving Outcomes for Young People in Fife has linked with supporting and promoting activities for a range of young people engaged in partnership approaches: • Improved promotion and monitoring of apprenticeship frameworks to support move onto Modern Apprenticeships as a pathway. • Good practice visits to other schools/local authorities with a similar context and profile and shared via the DYW website, strong evidence of outcomes for young people. • All schools engaged with the stretch targets established and monitoring discussions in place to support and challenge this approach to take place at Leaver Outcome meetings in term 4. • Ongoing uses of the protocol for the use of the Datahub for pathway planning and improving positive destinations as well as curriculum planning and inclusion of Labour Market Intelligence and Regional Skills Analysis data and CES/CMS/WPS. • Ongoing school CLPL for appropriate staff on the above through SDS partners. • Monitoring of data used for pathway planning as a means of early identifications and interventions been significantly developed this session to support early Sharing good practice events have already taken place on opportunities for all meetings and use of data for early identification and tracking. • All schools have Anticipated Leave Dates, Preferred Routes and Preferred Occupations data to support validity and accuracy in data gathering; linked to a data capture form to ensure all data reviewed and entered at start of each academic year as a baseline. • Datahub – ALD entries below national for S4, S5 and S6; PR data above national average for S4-6 – this area being addressed by consistent and ongoing data capture for early identification.
We will actively focus and target resources towards **vulnerable and disadvantaged young people**, to provide the access they need in the simplest way possible	Improving Opportunities through Positive Destinations for those most at risk: • Progression of stretch targets in all schools for PD. • Partnership inputs to support destinations as part of the PD Network sessions and bespoke arrangements. • School participation in SEIC and National Initiatives. • Focus on sustained destinations in both follow up activity and wider participation. • Identification on target groups – S4 summer leavers, S5 winter leavers and S3 who are not engaged or attending. • All schools have participated in gathering pupil voice to inform Fife practice and partner activity. • Ongoing strategies used in follow up sustained destination data and participation of 16–18-year-olds, datahub being used to support this.

	- Monitoring of approaches in all schools to improve PDs in line with stretch targets within Outcomes meetings and PD Network meetings. - PD workshop with DHTs and partners taken place to share targets, outcomes, goals and initiatives. - Some schools gaining intensive support and training alongside partners as required and where new DHT and OfA team in place. - Planned review of EasyP as an effective mechanism to ensure reduction in negative destinations; focus groups to follow. - Identification of S4 summer leavers, S5 winter leavers and S3 as priority groups; planning underway for this. - Let's go Fife programme ran again for targeted schools, partnership approach from Education, Employability, SDS, Employer engagement to support risk group pupils. - CE outcomes for PD were 86.2% from Fife and the national figure is 85.9% - Outcomes from MCR Pathways into 4 High schools, Viewforth, St Andrew's, Glenwood and Lochgelly to support outcomes and opportunities for care experienced young people. Data available for 2021/22 leavers in their schools. - Glenwood – no CE leavers - Lochgelly – 5 CE Leavers in positive destination out of 7 - St Andrews – 4 CE leavers in positive destinations out of 7 - Viewforth – all 7 CE leavers have a positive destination There is potential to strengthen links with lead person for LwC and reinstate the DYW link in this areas - Young people in Quintile 1 achieved 93.4% positive destinations with the national figure also at 93.4% - The DYW coordinator and QIO for Equity work closely with the CEYP forum to discuss opportunities for CEYP with links to post school programmes. - Links ongoing with Fife College, SRUC and a variety of supportive transition partners (Fife Council Employability, 16+ Apex, Princes Trust, Enable, LinkLiving etc) and in particular to support those young people not ready to access post school activities.
We will work to ensure **parity of esteem** for vocational and academic learning pathways.	Work Related Learning across Fife is being developed across partnerships: - Creation of a collaborative approach to WRL, supported by guidance and practice documents. - Clear link to improving positive and sustained destinations. - Development of employability within in all secondary schools.

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	- Embedding Career Education Standards within the curriculum rationale and design in all secondary schools. - Increase in young people engaging in the apprenticeship family as part of the SCP and post school opportunities. - Creation of a work experience policy, supported by relevant accreditation. - Focus on volunteering within schools, supported with accreditation as appropriate. - Increase in work related learning within the curriculum in schools. - Use of Datahub to identify and focus work related learning and work experience across schools using a targeted approach for young people. - Development of WRL approach and guidance across Fife. - CES focus to initially audit coverage across Fife and develop agreed plan; PTG working on this within the schools. - Scottish Apprenticeship Week focus across all schools and hosted in 2 localities with attendees of over 400. - Fife College have a range of courses developed as a bespoke approach for leavers, taking particular cognisance of those who may require additional transition and support. - Pupil Support Service has close links with Fife College more fully developed to support transitions and courses with accessible assessment approaches and related learning opportunity. - New SEIC post created with a remit for wider achievement and pathways across SEIC and will be part of the team.
We will use the learning gained throughout the Covid pandemic to develop our approach to **Digital Learning**.	- See **High Quality Learning, Teaching, and Assessment and Moderation in Closing the Attainment Gap**

Key messages about current outcomes

Achievement of CfE levels in literacy and numeracy, for pupils in stages P1, P4 and P7 combined

- Overall levels of achievement for both literacy and numeracy show general trends of improvement over time, but that these have been disrupted by the Covid-19 pandemic.

- Outcomes continued to improve steadily in 2022/23.

- However, outcomes remain below the overall levels of achievement seen before the Covid pandemic.

- This pattern is reflected in the levels of CfE achievement seen across Scotland.
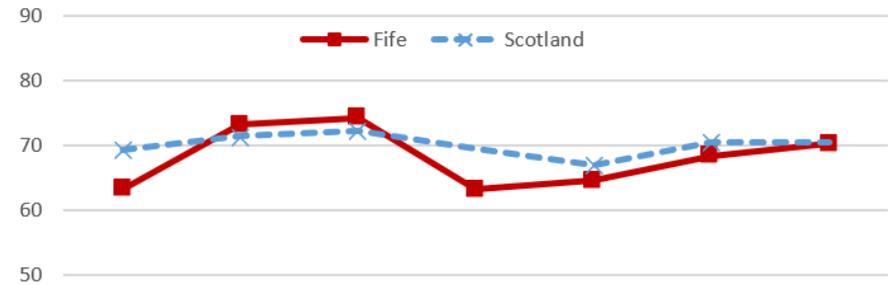
	2016/17 Total	2017/18 Total	2018/19 Total	2019/20 Total	2020/21 Total	2021/22 Total	2022/23 Total
Fife	63.3	73.1	74.2	63.2	64.6	68.4	70.3
Scotland	69.2	71.4	72.3	N/A	66.9	70.5	N/A
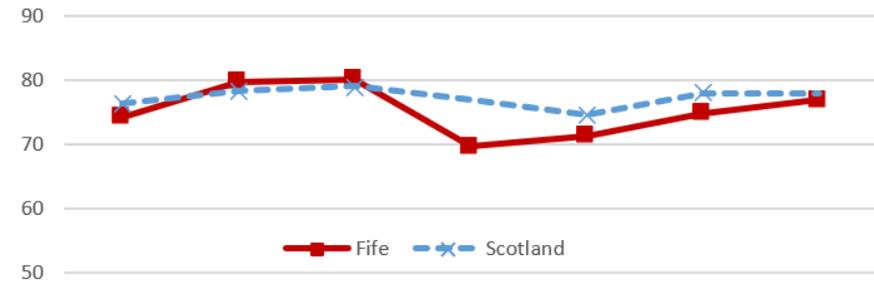
	2016/17 Total	2017/18 Total	2018/19 Total	2019/20 Total	2020/21 Total	2021/22 Total	2022/23 Total
Fife	74.1	79.7	80.2	69.7	71.3	74.8	77.0
Scotland	76.4	78.4	79.1	N/A	74.7	77.9	N/A

Figure. Percentage of primary school pupils (stages P1, P4 and P7 combined) Achieving the expected level in the curriculum for: literacy (top) and numeracy (bottom). Each figures compares outcomes in Fife and Scotland.

Attainment for the key skills of literacy and numeracy by the end of stage S4

- Outcomes for literacy and numeracy attainment are shown in the tables on the right.

- Literacy and numeracy outcomes have seen a significant improvement since 2018/19.

- Improvements seen in Fife have generally been stronger than those seen nationally.

- The single exception is Numeracy at SCQF level 4 (for which outcomes in Fife have been – and remain – better than national).

- Outcomes in Fife are generally better than those seen nationally.

- The single exception is literacy at SCQF level 5 (for which the gap with national outcomes has been closed).

Establishment	% Level 3 Literacy	% Level 3 Numeracy	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Outcomes in 2022/23						
Fife	95.9	95.7	93.7	91.3	74.4	65.4
National	94.3	93.0	92.1	88.2	75.8	64.1
Outcomes in 2018/19						
Fife	92.0	94.1	89.8	90.7	68.9	58.6
National	93.5	92.4	90.9	86.8	71.8	57.4

Figure. Attainment levels for literacy and numeracy by the end of stage S4. Comparison of outcomes for Fife and Scotland in 2022/23 and 2018/19 (pre-Covid).

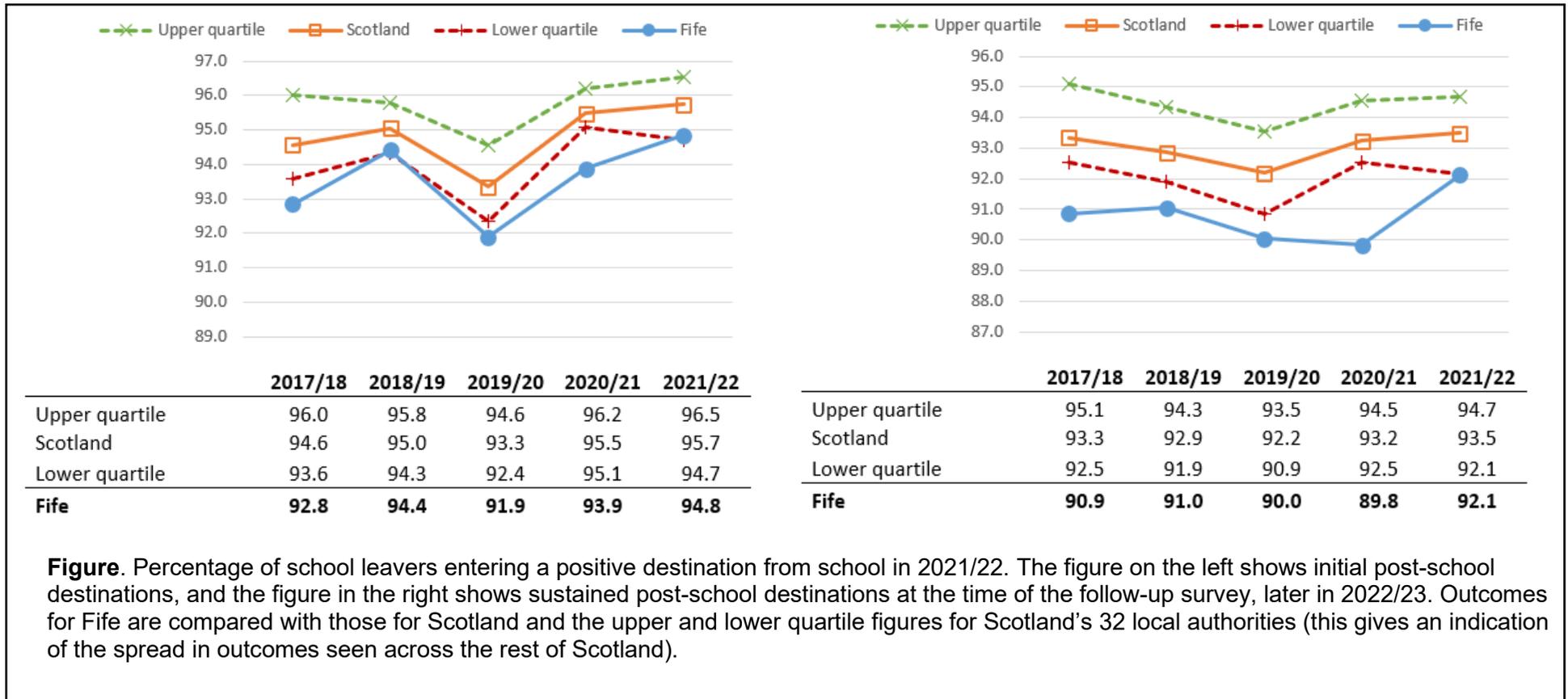| Establishment	% Level 3 Literacy	% Level 3 Numeracy	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Change since 2018/19						
Fife	4.0	1.6	3.9	0.6	5.5	6.8
National	0.8	0.6	1.2	1.4	4.0	6.7

Figure. Change in attainment levels for literacy and numeracy since 2018/19 (the last year before Covid). Comparison of changes by the end of stage S4, for Fife and Scotland.

Wider attainment in the senior phase

- Outcomes for wider attainment across a range of measures are shown on the following page, for learners in stages S4 and S5.

- Outcomes at SCQF levels 4 and below are strong and compare well with national outcomes, as do those for the key skills of literacy and numeracy.

- Outcomes for wider attainment in S4 (in particular, those achieving 3 or more awards at National 5 by the end of S4) remain a key area for improvement in the Education Service Improvement Plan 2023-26.

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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	
50.0%	Outcomes achieved by half of the pupils	
2.5%	Outcomes achieved by a few pupils	

9.0%	Large, positive difference / change
0.00%	Little difference / change
-9.00%	Large, negative difference / change

Figure. Outcomes for learners by the end of stages S4 and S5, across a range of measures of attainment.

Initial and Sustained Post-School Destinations

- The most recent set of initial and sustained post-school destinations data relates to the cohort of school levers from 2021/22. The post-school destinations of these school leavers were tracked during 2022/23, through an initial and follow-up survey of school leavers.

	2017/18	2018/19	2019/20	2020/21	2021/22
Upper quartile	96.0	95.8	94.6	96.2	96.5
Scotland	94.6	95.0	93.3	95.5	95.7
Lower quartile	93.6	94.3	92.4	95.1	94.7
Fife	**92.8**	**94.4**	**91.9**	**93.9**	**94.8**

	2017/18	2018/19	2019/20	2020/21	2021/22
Upper quartile	95.1	94.3	93.5	94.5	94.7
Scotland	93.3	92.9	92.2	93.2	93.5
Lower quartile	92.5	91.9	90.9	92.5	92.1
Fife	**90.9**	**91.0**	**90.0**	**89.8**	**92.1**

Figure. Percentage of school leavers entering a positive destination from school in 2021/22. The figure on the left shows initial post-school destinations, and the figure in the right shows sustained post-school destinations at the time of the follow-up survey, later in 2022/23. Outcomes for Fife are compared with those for Scotland and the upper and lower quartile figures for Scotland's 32 local authorities (this gives an indication of the spread in outcomes seen across the rest of Scotland).

- The proportion of school leavers in a positive post-school destination from Fife schools saw a significant improvement – for both the initial and sustained survey.

- There has been a closing of the outcomes gap with the rest of Scotland, to a significant degree for sustained destinations.

Supporting Wellbeing

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

Our focus for improvement	Our actions and progress
We will work to support the **mental health of children, young people and families**	The Community Mental Health & Wellbeing (MH&WB) Steering Group in partnership with the Our Minds Matter (OMM) Steering Group developed a rationale and guidance on use of short-term funding to support young people's mental wellbeing. Allocation was made as follows: • **SHOUT** – Aimed at YP up to 26 years old - was introduced within Fife in November 2022 offering a 24/7 confidential text service to support crisis intervention, de-escalation and signposting to longer-term support and/or therapy. Using the unique partnership word 'Fife' will offer signposting to local supports and services. The first month seen a total of 19 YP accessing the shout service. • **Woods for Wellbeing**: Outdoor education for young people aged 14-19 years who are disengaged with education/at risk of not having a positive destination. Support to complete qualifications towards a field leader – Forest Award level 4. Providing opportunities for volunteering, nature employability schemes. Links in with the 5 ways to wellbeing. • **Hive Happy Heads:** Providing 1:1 Counselling for LGBT+ young people aged 12-26 years and their families. Offering a range of group activities, peer support whilst raising awareness and tackling stigma. • **Grief Counselling:** 1:1 Grief support for children and young people aged 5-26 years with the opportunity to engage in a 'Day to Remember' for the young person and their family. • **Outdoor Therapy:** Providing 1:1 counselling through therapeutic interventions for young people aged 16-26 in outdoors green spaces (e.g. parks, community gardens woodland, and beaches). • **CLAIM:** Community Social Work pilot project in Kirkcaldy supporting young people aged 15-24 years of the cusp of criminal activity. Offering early intervention creative art initiative (Street Cones) for young people known to the courts. Providing positive outlets to express emotions. Positive destination opportunities to links in with community arts projects, further education and employment. • **Fife Young Carers Supports:**

- Wellness Residential – YP aged 16+: Offering respite break and an overnight stay alongside a training and information session on resilience building, body image and self-harm, mental health and wellness.
  - The Listening Stone – Primary and Early Secondary age: Aimed at primary and younger secondary school children. It aims to support children improve their emotional and mental health and wellbeing. Focusing on themes such as loss, friendship, identity, fears, anxieties and depression in a fun, safe, creative and expressive space.
  - 7 habits of Highly Effective Teens YP aged 13+: Providing opportunities for young people to learn the 7 habits to support effective life management skills and help plan for the future.
- **The Kinship team** were awarded funds through the Community Framework for 9 carers and 16 CYP to attend a facilitated residential workshop. CYP will participate in outward-bound activities whilst carers engage in the OMM residential workshops which includes: Introduction to Decider Skills, Teenage Brain, Attachment & Attunement, Supporting Own Wellbeing, Stress and Anxiety, Emotional Regulation and Childhood Trauma.
- **OMM Pupil Support Officer (PSO) Family Engagement team**; We have recruited three Family Support Workers (East, West and Central) The Family Worker Posts and the OMM PSO posts will be funded jointly by Schools Counselling Funding and Strategic Equity Funding.

Mental Health and Wellbeing Event

81 young people from across Fife attended a full day's mental health and wellbeing event, accompanied by their supporting adults at the Rothes Halls.

The conference was opened by hearing directly from young people how they have overcome adversities followed by presentations and group workshops including: Introduction to Community Supports and Services; See me, See change action plans; Decider Skills; Art Therapy; Journaling; Teenage Brain; SCCR's Cranial Cocktail; SCCR's 3 Brains; and Positive Body Image. Adult supporters were invited to attend workshops on: Positive Body Image; and Emotional Regulation. The sessions were followed by a Q&A panel made up of young people and professionals.

61 people completed evaluations from Fife mental health and wellbeing event. 93% of young people reported an increased awareness of mental health and emotional wellbeing and 97% reported an improved understanding of what supports and services are available within the community to provide further support.

Continuing to grow and promote the Community Mental Health and Wellbeing Framework
Ongoing commissioning from the Community Framework is underway to award small community grants to support Third Sector organisations and Community Groups to promote positive mental health and wellbeing using the Five Ways to Wellbeing.

Working collaboratively with other agencies or specialist services to develop interventions to ensure effective delivery
- *Peer Mediation*: Between October 2021 and February 2023, alongside Peer Mediator trainers at Scottish Mediation, we delivered Peer Mediation training to 430 Primary 6 pupils from 103 schools across all 18 clusters and offered 2 follow-up support sessions on-line to the 103 adults that attended alongside the pupils. In the post-training feedback, 91% of pupils described themselves as feeling happy, excited or confident. A staff member provided the following qualitative post-training feedback: "Possibly the best intervention I have witnessed. I think this is going to do wonders at our school. Particularly at the moment, children are struggling with social skills. I hope to be able to continue training peer mediators - this is a lifelong skill children (and adults) need and I feel they would be less threatening than adults to help sort out their disputes".
- Body Image: A Fife-wide campaign 'What Makes me Unique' to raise awareness of positive body image for both our young people and their supporting adults was run in 2023.
- CAMHS Early Intervention Partnership: We have extended the promotion of the CAMHS consultation line as a source of support, advice and signposting to those who work in communities with young people and children. This service has also extended training offers to this group of adults.

Providing effective targeted interventions for YP to support their emotional wellbeing
Self- Harm and Suicide Supports: Continued development of approaches to support young people, staff and wider partners within school communities to raise awareness and prevent self-harm and suicide of young people including ensuring that all guidance staff have completed the E-learning module "Self-harm and suicide – Supporting Young People"; Piloting the adapted "Ask, Tell" animations and deliver to senior pupils within PSE lessons from S3; ensuring that there is at least one ASIST trained member of staff in each secondary school; and supporting Suicide Prevention Week.

- *A range of commissioned specialist services* are being delivered from third sector partners to support the mental health and emotional wellbeing of young people and their families. The latest supports and services to be implemented are:
- *Keeping Connected*: Providing a direct targeted intervention of 1:1 support through a bespoke mentoring model for young people who are experiencing distress to develop confidence and build

resilience to support engagement within universal supports and services to improve their mental health.

- *Flourish*: Providing a provision of support, advice and signposting to Parents and Carers of Young People where neurodevelopmental difficulties have been identified to support their mental health through a multidisciplinary partnership approach.
- *Collaborative working with Active Schools* to deliver a community-based programme "Club Connect' targeted at YP with low levels of attendance/attainment and or because they are inactive. Sport and physical activity is being used as a vehicle to reengage them in education and to offer them something in their community to promote positive interventions (prevention of anti-social behaviour, improved emotional wellbeing, increased sense of belonging etc).
- 74 Young people were referred to provisions over the summer holiday period. These provisions were aimed at:
  - o YP at increased risk of poor mental health during the holiday period.
  - o YP at risk of disengaging with education after the holiday period.
  - o 30% of these referrals were for family workshops:

Increasing capacity within Education and Children's Services and communities through professional development opportunities and community groups at universal and additional level, responding to our understanding of Fife young people's wellbeing needs
Across All:

- *Kitbag Resource* (Listening and Emotional literacy): The community fund has supported the purchase of Kitbags and appropriate training for commissioned services. This offer has also been extended to Social work teams in residential childcare.
- *Bereavement, Loss and Change*: All Seasons for Growth trained companions in Fife are now held on a central database with a coordinator supporting in all 7 localities and delivering annual reconnectors locally. In September 2022, 80 companions attended an in-person event to build capacity and confidence in practitioners and encourage networking.   At the time of writing, there are more than 270 active seasons companions throughout Fife including staff from primary, secondary and pupil support as well as community partners and volunteers. 309 young people attended Seasons for Growth programmes within schools last session (2021-22) and most of these took place within 6 months due to covid restrictions.
- *Decider Skills*: Community and ECSD staff have been trained in CBT model 'Decider Skills'. Parent and Carer workshops are being delivered within the community to support their young person with these skills. Evidence suggests this is most successful when the whole family are using these skills.

- *Relationships, Behaviour and Wellbeing* Professional Learning has now been offered to all schools and ELCs this session. Trauma Informed Practice and Approaches are a core part of our professional learning offer and part of the Scottish Government and NES vision for Scotland "to become a trauma informed and responsive nation".
- *Trauma Informed/Skilled*: In November 2022 a professional learning programme was co-designed & delivered to 236 school staff by Fife's Child's Psychology Team, Fife Council Educational Psychology Service, Professional Learning Team, Our Minds Matter Lead & Supporting Learners Service.
- *Trauma Informed/Skilled*: In January 2023, a Trauma Informed/Skilled Practice professional learning session was delivered to 40 Probationary Teachers and Newly Qualified Social Workers.
- *Bereavement and Loss Awareness* training was delivered in March 2023 with up to 40 staff members from across the directorate delivered in collaboration with Child Bereavement UK.

Improving visibility of mental health and wellbeing support and services available within the community

- Families now have access to a translator through our community-based service 'Flourish' to support communication where English is not their first language. Ensuring they can access adequate support for their YP with Neurodevelopmental challenges.
- Social media platforms continue to be used to improve visibility of supports and services within the community. Currently we are sharing information on Facebook, Instagram and Twitter with all pages titled Wellbeing in Fife. A weeklong campaign was implemented to coincide with Childrens Mental Health Week in February, promoting our core services coupled with resources on how to improve mental health (e.g. 5 ways to wellbeing, growth mindset). Our number of followers on Facebook continues increase, currently standing at 1280.

Improving accessibility for young people and parents, getting the right support at the right time from the right person

- All community resources have an option to self-refer into supports and services where a blended approach is taken to reach young people and families within their communities, through digital and in person workshops.
- Keeping Connected will work closely with the young person and their families to support them in an environment where they feel comfortable. Working together to develop a personal plan, identify goals and steps needed to move closer to the desired outcomes.
- Seasons for Growth will be adapted and offered to young people where neurodevelopmental issues are a challenge. Staff will be trained in the various programmes (under 18, adult and

	parent/carers) to ensure every young person has support they need to meet their emotional capacity.
	Improving use of data to measure impact of supports and improved outcomes for young people and their families • We continue to collect data from young people and families who access community supports. • Fife Young People Health & Wellbeing Survey, included a range of questions aligned to mental wellbeing including previously used questions asked within Shine to ensure we can capture data over an extended period of time. • OMM steering group is progressing with a development of capturing young people's voice as part of a staged approach. This includes the use of IT and focus groups asking a set of questions 4 times a year anonymous & confidentially which helps inform effective practise and direction.

We will work to support the **mental and physical health of staff**	**Developing and applying wellbeing principles across our teams, including self-care and how we develop supportive working cultures**
	• Further developed Staff Wellbeing Representative networks across Fife to ensure sharing of effective practice and awareness of local and national initiatives relating to staff wellbeing.
	• Working collaboratively to identify existing models where staff wellbeing representatives are being supported, alongside practitioners who lead on HWB for children and young people.
	• Wellbeing Principles group membership was refined, and priority areas identified, with colleagues forming sub-groups to progress work – focus on colleagues supporting their own wellbeing
	    ○ Communications (Staff Wellbeing calendar developed and published – 5 ways to wellbeing information / messages and range of wellbeing topics campaign content)
	    ○ Staff Wellbeing Resources (Resources produced and published – Wellbeing Action Plans, 5 Ways to Wellbeing guide, staff wellbeing evaluation toolkit).
	
	Identifying additional training opportunities on key themes, reported by our staff through 'Listening and Learning' activities
	• Mentally Healthy Workplaces tutors' delivery plan.
	• Delivery of Mental Health First Aid course..
	• Staff Wellbeing Representatives Training Day (in partnership with CAMHS):
	    ○ Twilight information session and then one full day delivery
	• Core Relationships, Behaviour and Wellbeing Professional Learning.
	• Leadership Development Programme.
	• Training for Investigating Officers (IO)
	    ○ Conducting an investigation and IO report writing

Supporting our school and team leaders to progress mental health awareness and support in their own settings
- The leadership development programme was developed to help us build resilience, empower staff and ensure we role model positive behaviours.

Raising awareness of specific resources that contribute to the 'Supportive Workplaces' focus, providing staff with the knowledge, confidence and tools to support their team members and their own wellbeing
- New Directorate Communications Strategy was developed in collaboration with Communications and Engagement Service – key themes identified through Staffwise 2022, communication at all levels.
- Re-established the Directorate Communications working group to form an action plan as part of the new strategy document.

Developing and implementing sustainable and supportive supervision opportunities for education staff
- Upscaled our existing model to ensure that key groups of Education staff have access to supportive and collegiate approaches to professional reflection, learning and development.
- Re-engaged with HT's who were recruited as first cohort, to ensure those colleagues can continue engage with this opportunity independently.
- Developed a Peer Support model for Investigating Officers (IO's) as part of the wider approach to recruiting, training and supporting a group of Directorate IO's.

Improving our approaches to supporting staff with incidents of violence and aggression, and promoting positive relationships and behaviours in local settings
- Relationships and Behaviour professional learning has been delivered as a core offer as a support to staff wellbeing, with two key elements:
  - Trauma Informed Practice
  - De-Escalation
- Following the Core relationships, behaviour and wellbeing professional learning offer, the Relationships and Behaviour Strategy group worked collaboratively to develop a resource pack to further support schools.
- Resources will help schools to support the development of staff knowledge and skills in these areas, leading to better relationships, better learning and better behaviour, and therefore impacting positively on school ethos and culture.

	• Encouraged consistency across all settings, whilst allowing schools to tailor policy and strategy to their specific context. **Ensuring directorate staff have appropriate opportunity to provide us with feedback, to inform our strategic thinking and local plans** • Deliver Staffwise in agreed timescale with DLT o Final response rate – 4901 (55%) o Quantitative data and narrative responses shared with all settings. o Staffwise and Heartbeat data has been triangulated to improve the validity of the Directorates data set – 6888 responses to both surveys. • Key Directorate improvement themes identified through analysis – Ethos, Demands, Change, Environment and Communication. Data informing new Health & Wellbeing Strategy which will now include Staff Wellbeing.
We will work to promote the **physical activity of children and young people**	**Empowering young people to lead strategic improvement and have authentic ownership of their physical wellbeing** • Implementation of pupil leadership programmes across all schools through the Young Leadership Pathway. o Platinum Ambassador recruited in all 18 secondary schools. o Young Ambassador programme exists in all clusters. o Young Leaders programme exists in all clusters. o Cluster Sport Stars programme exists in all cluster. o Junior Leaders programme exists in some schools within all cluster. o Wellbeing Ambassadors identified within all clusters. ASCs delivering See Me, See Change training in October to implement wellbeing action plans within all secondary schools. • Supported young people's attainment, achievement and positive destinations through leadership opportunities including; o Equality, Diversity & Inclusion ASC devising action plan to introduce intentional interventions to positively impact attainment, attendance and positive destinations. o Collaboration with Fife college to extend the accreditation of young ambassador role within target secondary schools.

	Improving Active Schools capacity to deliver provision, centred around Equality, Diversity and Inclusion (EDI) understanding and awareness of broader wellbeing, to ensure service delivery is impacting all facets of wellbeing. • Active Schools worked to deliver the Promise by improving the experiences and outcomes of those who experience care, those described on the edge of care and those who require additional services to support them to live at home included; • Collaboration with the Kinship and Fostering teams to develop Young Leadership pathway roles, targeted programmes, extra-curricular & holiday provisions and access to the Hub Connect programme. • Improved Active Schools visibility in delivering interventions that specifically aim to use sport and physical activity as a tool to engage young people in school. • Links created with DYW and employability team. • 10 Active Schools Support Workers (criteria - unemployed) recruited in 20-hour contracts. **Improving opportunities for young people to access sport & physical activity & ensuring opportunities are inclusive for all young people to reduce inequalities and barriers to participation.** • Additional funding opportunities were sought to extend programmes which could tackle inactivity across our schools with clear links into either pathway programmes (ActivEat, Together We Can or Hub / Club Connect) and / or sports clubs or community provision. • Community Mental Health funding enabled the following interventions to take place in schools as an initial step following the successful recruitment of 4 x Be Active instructors: • Physical literacy programme was produced for use across targeted programmes and through extra-curricular specifically looking at early stages.
We will ensure a joined-up, clearly staged partnership approach to support young people's health with greater options available for universal & additional support.	**Ensuring effective use of Health & Wellbeing (HWB) data to inform a) strategic developments and b) effective planning to meet children and young people's needs** The H&WB Survey was delivered in March 2023 with a response rate of 63%. The results of the survey have allowed us to understand the wellbeing needs of children and young people across Fife and inform our work to improve services for children and families. Gathering this information has been 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. Analysis is ongoing but future actions include:

	- Identify and confirm priority areas for Health & Wellbeing within Education and Children's Services, support the development of the Heath & Wellbeing Strategy for Education & Children's Services, 2023-2026. - Analysis of data will be shared with key strategic partners to enable discussion and used to help shape future direction, specifically considering key finding areas and differences in characteristics. - Area data will be shared, and 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 will be 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. - The Directorate will 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, will be taken forward. Development of the new Health & Wellbeing 23-25 Strategy with 5 Key Priorities – Mental Wellbeing, Physical Wellbeing, Health Inequalities, Communication, Relationships & Behaviour which outlines the importance of health & wellbeing for our children, young people and staff within Education in Fife and evidence how we ensure that they are supported. Year 1 has identified 9 key outcomes of focus.

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

Our focus for improvement	Our actions and progress
We will revisit our **Directorate vision, values and behaviours** to ensure that the rights of children, young people and families are at the heart of work across the Directorate. This will help to ensure that delivering the Promise and promoting children's rights are an integral part of reform and recovery. We will prepare and plan for the **United Nations Convention on the Rights of the Child (UNCRC)** bill, to ensure all areas of our work help to promote children's rights	**We will revisit our Directorate vision** The Directorate reviewed its vision in 2021/22 and agreed that "Improving Life Chances for All" continues to describe the shared purpose of our collective work. The Directorate rejoined EFQM in 2021 as a basis for using the EFQM model to support strategic self-evaluation and improvement for the Education Service. During 2022/23, the Education Service undertook a high-level assessment using the EFQM model, which helped to inform the development of the Education Service Improvement Plan 2023-26. The model is supporting work by the Education Service Extended Leadership Team (ELT) to review its strategic approaches and ways of working. Children and Families Social are leading work to implement "A quality framework for children and young people in need of care and protection" on behalf of the Children's Services Partnership. **We will prepare and plan for the UNCRC, to promote children's rights.** We have carried out a survey which has provided baseline data and also identified groups that need further support. Materials are being produced to support this. Education central teams have had training on the UNCRC and plans are in place to train staff in each cluster who can then roll out this training to all staff. Council staff are working with the Scottish Government to produce support materials which can be more widely shared across the partnership; and to identify areas of good practice and area that require further support. Information is being shared via the national 'Knowledge Hub'. We have worked with the Scottish Government to evaluate our progress against a framework which has informed our new plan.

We will further improve the **participation & engagement of children, young people** and families.	The Directorate has longstanding strategies to support participation and engagement of children, young people and families. These continue to be refreshed and updated, with an increasing focus on ensuring that resources accessible for all. A proposal paper has been presented to Children in Fife regarding the setting up of a *Children and Young People's Engagement Panel*. A small group of professionals have formed a subgroup to progress this work. The Children's Rights group are mapping out existing groups and the range of engagement mechanisms that exist for specific groups of young people. The *Children and Young People's Engagement Panel* will draw members from these groups. We developed a pilot program in Fife to improve children's attendance at their Children's Hearings. This was a joint venture between *SCRA* and *Fife Council Children and Family Social Work Service* and is the first project of its kind in Scotland. The success of the project has resulted in permanent posts being created to ensure this level of additional support is a continuing offer for children in Fife. All schools have the opportunity to register and become accredited through the UNICEF Rights Respecting Schools programme. Professional learning is available to support all schools within this scheme.
We will refresh our approach to **Corporate Parenting** to ensure that the voice and lived experience of care experienced young people informs our approach to Delivering the Promise.	The Directorate continues to play a lead role in the Children's Services Partnership. During 2022/23 this included support for development of: a joint strategic needs assessment; a new Children's Services Plan for 2023-26 (see: www.fife.gov.uk/FifeCSPlan2023). The Fife Children's Services Plan 2023-26 embeds the partnership's approach to delivering the Promise. It also strengthens the support arrangements to progress this work, through the creation of a new role of "Keeping the Promise in Fife" lead officer. The lead officer has been appointed and will now share the role of leading partnership work on the Promise and leading support for the Fife Corporate Parenting Board.
Working with Council partners we will further develop our approach to **People Leadership**.	Fife Council continues to develop its arrangements for cross-service working at an area committee level. During 2022/23 this included work to develop a "No Wrong Doors" approach to local service delivery across local areas in Fife. An outline Business Case for this approach was agreed at the November 2023 Cabinet Committee meeting. In line with this approach, a revised structure will be developed for children's services within Fife Council, with recruitment to a revised role of Executive Director (Education) being undertaken. The

	post of Head of Service (Children and Families and Criminal Justice), including the role of Chief Social Work Officer (CSWO), will be aligned within the Communities Directorate.
We will strengthen our **Support for Quality Improvement** across the Directorate.	**Continue to build capacity and capability in the use of quality improvement methodology** All establishments completed a SQR for 2021-2022 and IP for 2022-2023. All improvement plans focus on priorities to raise attainment, attendance or engagement in line with Directorate Improvement priorities. 38 Early Years and Primary Leaders and 6 Secondary Leaders are engaging in professional learning to support external scrutiny within their own establishments. 13 establishments have been inspected by Education Scotland. Across all inspections 94% received evaluations of satisfactory or above. 24% received evaluations of very good or above and this is an increase from 17% in session 2019-2020. **Ensure that we are using data effectively to inform improvement planning and implementation** An ongoing programme of analysis is underway to study how educational outcomes are influenced by the combined effects of: social context, poverty, gender, age and specific additional support needs (ASNs). This analysis has helped to improve understanding of the impact of various categories of ASNs on outcomes, including: needs relating to learning issues, needs relating to disengagement from learning, and needs relating to health and wellbeing. The analysis has helped improve the tracking and monitoring information available to schools, through the development of a Risk Prediction Tool, which was developed through the work of the 3.2 Collaborative Network for secondary schools. The RPT is being used to support work involving the wider children's services partnership to address issues with attendance and engagement, and to help close the attainment gap.

Directorate Improvement Plan Scorecard

Outcome measure	Fife Current Performance	Benchmark Current Performance	Fife Baseline Performance	Benchmark Baseline Performance	Fife Current Trend	Fife Current vs Benchmark	Improvement goal
Delivering the Promise							
Proportion of Fife children with a multi-agency child's plan supported safely at home/with family	72.5% March 2022	*N/A* *4DX specific data*	70.0% March 2021	*N/A* *4DX specific data*	+2.5% ⬆️	*N/A* *Local Fife Data*	74% (By March 2022) 4DX measure
Attendance of looked after children at school (see note)	85.4% March 2022	*N/A* *4DX specific data*	86.0% March 2021	*N/A* *4DX specific data*	-0.6% ⬇️	*N/A* *Local Fife Data*	90% (By March 2022) 4DX measure
Percentage of **P1/P4/P7 care experienced children** achieving the expected level of CfE: **literacy**	39.1% 2022/23 LAC	70.2% 2022/23 All pupils	31.5% 2019/20 LAC	63.2% 2019/20 All pupils	+7.6% ⬆️	Care experienced 31% lower than All pupils	Improve to match outcomes of all pupils
Percentage of P1/P4/P7 **care experienced children** achieving the expected level of CfE: **numeracy**	46.7% 2022/23 LAC	76.9% 2022/23 All pupils	39.0% 2019/20 LAC	69.7% 2019/20 Fife	+7.7% ⬆️	Care experienced 30% lower than All pupils	Improve to match outcomes of all pupils

Note: The scorecard measure for school attendance of looked after children was updated to be the measure relating to work within the 4DX improvement programme, to better align with the strategic actions for improvement.

Outcome measure	Fife current performance	Benchmark most recent performance	Fife Baseline Performance	Benchmark Baseline Performance	Fife Trend	Fife Current vs Benchmark	Improvement goal
Closing the attainment gap							
Primary school **attendance** of children living in **SIMD Q1** (%)	87.7% 2022/23 SIMD Q1	91.3% 2022/23 All pupils	90.0% 2019/20 SIMD Q1	93.0% 2019/20 All pupils	-2.3% ⬇	SIMD Q1 is 3.6% lower than All pupils	Improve to match outcomes of all pupils
Secondary school **attendance** of children living in **SIMD Q1** (%)	82.6% 2022/23 SIMD Q1	87.3% 2022/23 All pupils	84.9% 2019/20 SIMD Q1	88.9% 2019/20 All pupils	-2.3% ⬇	SIMD Q1 is 4.7% lower than All pupils	Improve to match outcomes of all pupils
Percentage of P1/P4/P7 children in **SIMD Q1** achieving the expected level of CfE: **literacy**	59.0% 2022/23 Fife	63.5% 2022/23 Scotland	50.4% 2019/20 Fife	N/A Data not collected nationally due to Covid-19	+8.6% ⬆	Fife is 4% lower than National	Revised target for 2022/23 64.9% (See note)
Percentage of P1/P4/P7 children in **SIMD Q1** achieving the expected level of CfE: **numeracy**	67.1% 2022/23 Fife	71.9% 2022/23 Scotland	57.8% 2019/20 Fife	N/A Data not collected nationally due to Covid-19	+9.3% ⬆	Fife is 5% lower than National	Revised target for 2022/23 69.9% (See note)
Percentage of **all pupils** in P1/P4/P7 achieving the expected level of CfE: **literacy**	70.2% 2022/23 Fife	72.7% 2022/23 Scotland	63.2% 2019/20 Fife	N/A Data not collected nationally due to Covid-19	+7.0% ⬆	Fife is 2% lower than National	Revised target for 2022/23 74.6% (See note)
Percentage of **all pupils** in P1/P4/P7 achieving the expected level of CfE: **numeracy**	76.9% 2022/23 Fife	79.6% 2022/23 Scotland	69.7% 2019/20 Fife	N/A Data not collected nationally due to Covid-19	+7.2% ⬆	Fife is 3% lower than National	Revised target for 2022/23 78.9% (See note)

Notes: Targets for Achievement of CfE levels were revised at the start of the 2022/23 school year, to reflect progress in recovery from the Covid-19 pandemic.

Outcome measure	Fife Current Performance	Benchmark Current Performance	Fife Baseline Performance	Benchmark Baseline Performance	Fife Trend	Fife Current vs Benchmark	Improvement goal
Improving Opportunity							
Percentage of **School Leavers** Entering a **Positive destination** from School (%)	94.8% 2021/22 Fife	95.7% 2021/22 Scotland	91.9% 2019/20 Fife	93.4% 2019/20 Scotland	+2.9% ⬆	Fife is 0.9% lower than National	Match or Exceed National Outcomes
Percentage of **Care Experienced** School Leavers Entering a **Positive destination** from School (%)	86.2% 2021/22 Fife	86.0% 2021/22 Scotland	86.9% 2019/20 Fife	81.4% 2019/20 Scotland	-0.7% ⬇	Fife is 0.2% higher than National	Match or Exceed National Outcomes
Percentage of School Leavers with an **Additional Support Need** Entering a **Positive destination** from School (%)	92.8% 2021/22 Fife	93.4% 2021/22 Scotland	87.6% 2019/20 Fife	89.6% 2019/20 Scotland	+5.2% ⬆	Fife is 0.6% lower than National	Match or Exceed National Outcomes
Percentage of School Leavers in **SIMD Q1** Entering a **Positive destination** from School (%)	93.4% 2021/22 Fife	93.4% 2021/22 Scotland	86.6% 2019/20 Fife	90.0% 2019/20 Scotland	+4.1% ⬆	Fife is Matching National Outcomes	Match or Exceed National Outcomes
Participation rate of 16-19 year olds in the local economy (%)	92.9% 2023 Fife	94.3% 2023 Scotland	91.7% 2020 Fife	92.1% 2020 Scotland	+1.2% ⬆	Fife is 1.4% lower than National	Match or Exceed National Outcomes

Further Information

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

21 March 2023 (*papers available at: https://www.fife.gov.uk/__data/assets/pdf_file/0024/458223/Agenda-for-Education-Scrutiny-Committee-21st-March-2023.pdf*)

- Inspection Outcomes August 2021 – January 2023

23 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/0019/321346/Agenda-for-Education-and-Childrens-Services-Sub-Committee-28th-January-2022.pdf)

- Destinations of School Leavers
- Interim Progress Report: Senior-Phase Projected Stage-Based Outcomes

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*)

- 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*)

- 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*)

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

People & Communities Scrutiny Committee

29 March 2023 (*papers available at: https://www.fife.gov.uk/__data/assets/pdf_file/0025/459160/Agenda-for-People-and-Communities-scrutiny-Committee-23rd-March-2023.pdf*)

- Fife Corporate Parenting Board

16 November 2023 (*papers available at: https://www.fife.gov.uk/__data/assets/pdf_file/0028/529273/People-and-Communities-Scrutiny-Committee-Agenda-Pack-16-November-2023.pdf*)

- Chief Social Work Officer (CSWO) Report 2022-23

Cabinet Committee

5 October 2023 (*papers available at: https://www.fife.gov.uk/__data/assets/pdf_file/0025/519226/Public-Agenda-Pack-for-Cabinet-Committee-5th-October-2023.pdf*)

- Education & Children's Services Directorate Improvement Plan 2023-26 (*including an overview of current outcomes and challenges*)

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*)

- Fife Young People's Health & Wellbeing Survey – Results

Fife Partnership Board

21 November 2023 (*papers available at: https://www.fife.gov.uk/__data/assets/pdf_file/0021/530238/Agenda-Pack-for-Fife-Partnership-Board-21st-November-2023.pdf*)

- Children's Services Plan 2023-26 (*including an overview of the Joint Strategic Needs Assessment of children's services in Fife

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: https://www.franklincovey.com/the-4-disciplines/)
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: https://efqm.org/)
ELC	Early Learning Centre.
EP	Educational Psychology/Educational Psychologist
FMR	Free Meal Registration
FTE	Full Time Equivalent
GIRFEC	Getting It Right For Every Child (see: https://www.gov.scot/policies/girfec/)
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: https://www.scra.gov.uk/)
SIMD	Scottish Index of Multiple Deprivation (see: https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/)
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: https://www.sssc.uk.com/)
STEM	Science, Technology, Engineering and Mathematics
SW	Social Work.
UNCRC	United Nations Convention on the Rights of the Child (see: https://www.unicef.org/child-rights-convention)
WEMWBS	Warwick-Edinburgh Mental Wellbeing Scales
WPS	Work Placement Standard
WRL	Work Related Learning
YP	Young People