



# Education Directorate

Annual Report 2024-25

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



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# Introduction

The Education Directorate published a new, three-year Improvement Plan in August 2023. It sets out how we are working to improve outcomes, experiences and life chances for all children, young people, and families in Fife.

The Education Directorate Annual Report 2024/25 provides an overview of the work undertaken in delivering the Directorate Improvement Plan during the year August 2024 to July 2025. It has been informed by a review of improvement activity during the school year 2024/25. It has been completed by officers and groups from the Education Directorate with a strategic lead role for each of the improvement priorities within the current Directorate Improvement Plan.

This annual report reviews current evidence regarding the impact of this improvement activity, as well as current outcomes and experiences of children and young people in Fife. It provides a **review of progress in delivering the National Improvement Framework** and incorporates the **Standards and Quality Report** for Fife schools for 2024/25.

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

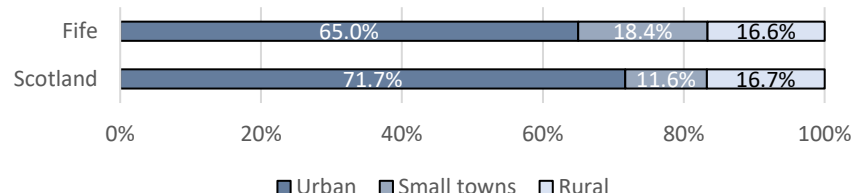


**Donald Macleod**  
*Executive Director  
Education  
Fife Council*

# 1. Our Context

## The geography of Fife

Fife has a mix of urban areas, small towns, and rural areas – the overall balance of each classification broadly resembles the geography of Scotland.



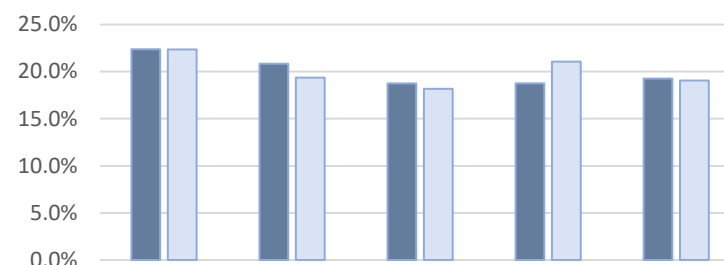
However, Fife's main urban areas (Kirkcaldy, Dunfermline, Glenrothes and the Levenmouth area) are smaller in scale and are more dispersed than Scotland's largest four cities, which are classified as large urban areas.

Area	Large urban	Other urban	Accessible small towns	Remote small towns	Accessible rural	Remote rural
Fife	0.0%	65.0%	18.4%	0.0%	16.6%	0.0%
Scotland	40.8%	30.9%	9.7%	1.9%	12.1%	4.6%

## Area deprivation in Fife (SIMD)

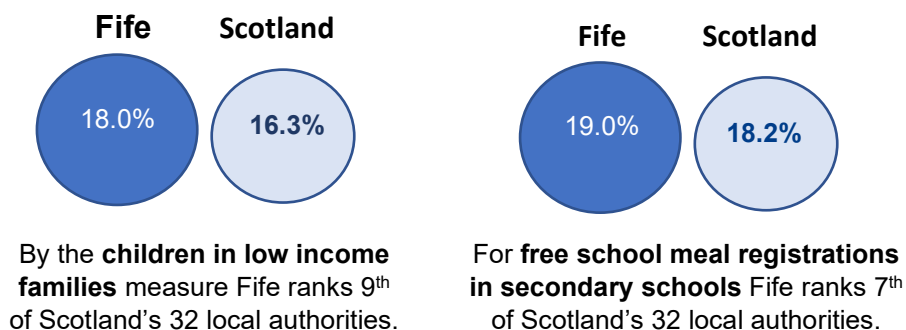
The table below shows the geographical distribution of school pupils in Fife and Scotland, based on the SIMD Quintile where they live.

SIMD Quintile 1 areas (SIMD Q1) are the most deprived in Scotland. SIMD Quintile 5 areas (SIMD Q5) are the least deprived. The profiles of Fife and Scotland are very similar.



		SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Fife		22.4	20.8	18.8	18.8	19.3
Scotland		22.4	19.4	18.2	21.1	19.0

## Measures of child and household poverty



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

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

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

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

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



## Children & young people we support

- 69,642 children and young people, aged 0-17 years.
- 48,674 pupils in Fife schools (26,286 in primary, 22,226 in secondary and 162 in special schools).
- The table on the right provides an overview of the needs of Fife school learners.
- 6,157 children registered for early years provision (4,849 local authority and 1,308

Group	Number	%
With an additional support need	18,259	37.8
Living in SIMD Quintile 1	10,892	22.3
Speaking English as an Additional Language (not fluent)	3,376	6.9
Minority Ethnic	3,694	7.6
Assessed &/or declared as having a disability	1,004	2.1
<b>All school pupils</b>	<b>48,674</b>	<b>100.0</b>



## How we support our children & young people

- 155 schools in Fife (132 primary schools, 18 secondary schools and 5 special schools).
- 157 early learning and childcare centres (110 local authority ELC centres and 47 partnership centres).
- 3,579 FTE teaching staff (1,698 primary schools, 1,685 secondary schools, 99 special schools and 97 centrally employed).

## 2. Review of Outcomes and Improvement Actions: 2024/25

The Education Directorate Improvement Plan 2023-26 was significantly influenced by the impact of the Covid-19 pandemic. This caused a significant disruption in the learning and development of children and young people. This impact resulted in a fall in some key measures of attainment and a widening of the attainment gap. The overarching aim of the Improvement Plan has been to support ongoing *recovery* of learning and development for Fife's children and young people, whilst also *reforming* the way that we work, to ensure a more focussed, effective and resilient basis for sustainable improvements into the future.

The plan identified four key improvement priorities for the period 2023-26 to help achieve this overarching aim of recovery and reform:

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

There are significant differences in outcomes relating to equity and equality for many aspects of wellbeing, attendance, attainment and post-school opportunities. These differences are seen for measures of poverty or deprivation (e.g. SIMD areas, registration for free school meals, or other indicators), Additional Support Needs for learning, or having an experience of care.

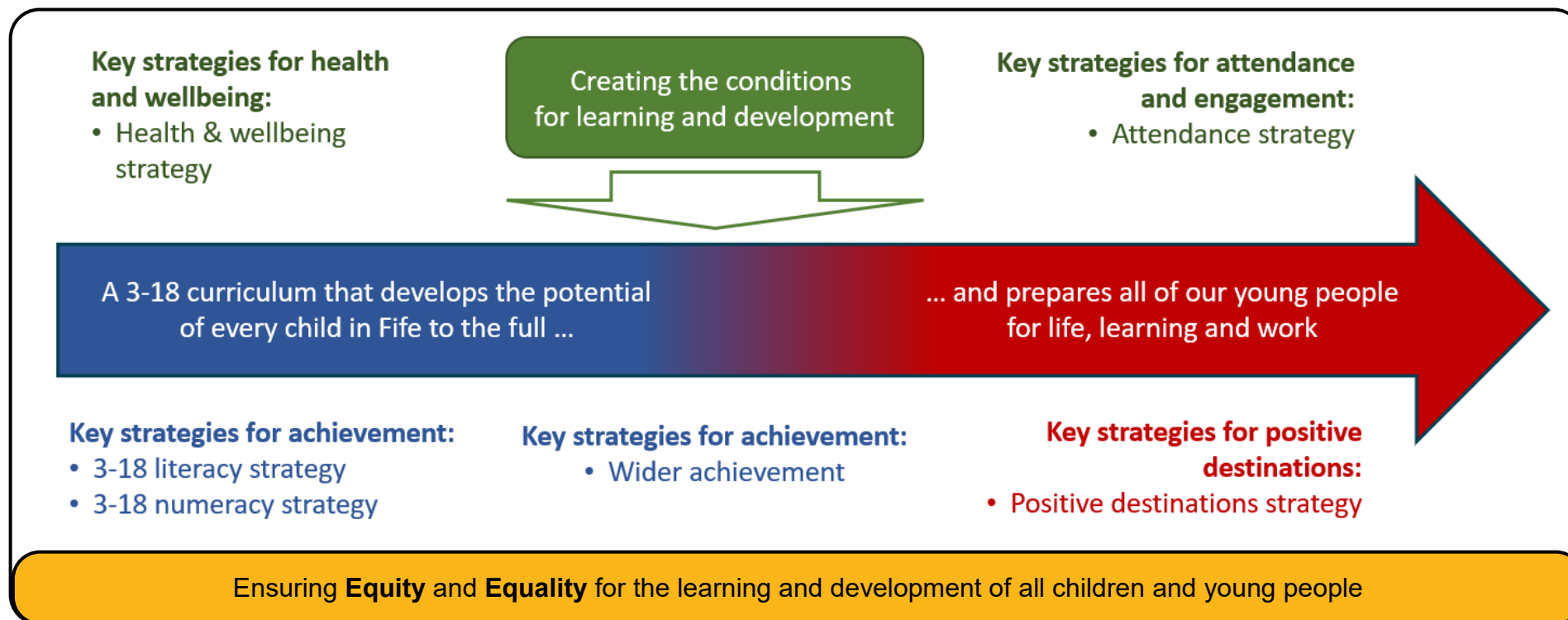
For this reason, **Equity and Equality** is recognised as a cross-cutting challenge that needs to be addressed across all of our improvement activity. An integral part of this work is promoting the rights of our children and young people.

This section of the Annual Report provides an overview of the progress made during 2024/25 for each of these four improvement priorities and for the cross-cutting theme of Equity and Equality. It also provides an overview of the Directorate's performance, as reported to the Education Scrutiny Committee during the year.

## Our key strategies to support improvement

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

These are summarised in the figure below.



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

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

# Priority 1: Improving Health and Wellbeing

## Key Messages: Health and Wellbeing

- Health and Wellbeing is a key challenge facing the Education Directorate and wider Fife Children's Services Partnership.
- Data from the Health and Wellbeing Census (which was described in the Directorate's Annual Report for 2023/24) highlighted the ongoing and significant challenges affecting children and young people in the areas of mental & physical wellbeing (including anxiety, confidence, self-harm & body Image) and relationships and behaviours (including violence and aggression).
- A [paper presented to Education Scrutiny Committee in January 2025](#) – highlighted the work being undertaken, as part of the Directorate's health and wellbeing strategy, to support the health and wellbeing of children and young people, as well as Directorate staff.

## Case Studies

The immediately following pages provide a report on the action plan for improvement for school year 2024/25 addressing the challenges of: mental wellbeing; physical wellbeing; relationships and behaviour; and health inequalities.

The final part of this section presents two case studies that evidence the impact of the Directorate's Active Schools team, supporting Fife schools and a range of other partners, to address the health and wellbeing challenges facing young people. They are:

- **Beyond the Game:** a project – in partnership with Raith Rovers Community Foundation – to unlock the potential of care experienced young people through sport and physical activity.
- **Punch Beyond:** a St Andrews RC High School project – in partnership with Boxing Scotland, Police Scotland and the Linktown Boxing Gym – to provide S3 pupils with the skills to make positive life choices and reduce conflict situations.



## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan in 2024/25

### Improvement Plan 2023-26

#### Priority 1 – Health & Wellbeing

What is the key issue or challenge?	What do we need to do to address this? (outcome)	Summary of progress made during the period August 2024 - June 2025	Evidence of progress and impact as of June 2025	Next steps for year 2025-26
<b>Outcome-Mental Wellbeing</b>  Challenge-Improving Mental & Physical Wellbeing (Anxiety, Self-Harm & Body Image)	<b>Children, young people and staff can seek help at an early stage when they are experiencing mental health problems, helping to reduce the stigma of mental health as a barrier to seeking support.</b>	<p>Development of a pilot pathway to support access to mental health and wellbeing support for all school aged children and young people (Initially piloted for secondary aged young people) who are registered with a Fife school and require additional support for their mental health and wellbeing.</p> <p>An analysis of mental health and wellbeing needs of children, young people and families to consider gaps in provision to inform the next round of commissioning beyond 2026.</p>	<ul style="list-style-type: none"> <li>• Balwearie and Auchmuty were identified as the two pilot schools.</li> <li>• The mental health pathway scoping period was extended to June 2025.</li> <li>• Fife Voluntary Action (FVA) worked in partnership with Fife Council to gather information from young people and their parents, carers and family members about the current availability and effectiveness of mental health and emotional wellbeing supports and services within local communities across Fife.</li> <li>• 1,514 individual survey responses were received. 974 of those were from parents or carers and 540 were from children and young people. Completion rates sat at 70% for parents and carers and</li> </ul>	<ul style="list-style-type: none"> <li>• The pilot phase will run from August 2025 to March 2026</li> <li>• First live screening meeting. The screening team will all receive training on the Standard operating procedures prior to this first meeting. Guidance staff at Balwearie and Auchmuty will also receive tailored training to meet their needs.</li> <li>• Address identified gaps in services for children, young people and families affected by neurodiversity.</li> <li>• Consider support for Young people with reluctance to ask for help. Stigma preventing people from seeking help: Young boys in particular.</li> <li>• Need for more accessible services: There is a clear need for better targeted mental health services and supportive environments</li> </ul>

		Increased participation in Mentally Healthy Workplaces training across all sectors and services	<p>67% for children and young people.</p> <ul style="list-style-type: none"> <li>• An ambitious 2025 delivery plan was created to allow delivery across a number of dates, leading to increased Education line manager engagement.</li> <li>• The programme has been streamlined to be completed as either a 4 hour half day session or 2 x 2 hour twilights. This new model has attracted a sign up of 140 participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued streamlined programme to increase participation across the directorate.</li> </ul>
<p><b>Outcome-Physical Wellbeing</b></p> <p>Challenge- Inactivity &amp; Equality</p>	<p><b>Raised awareness of the significance of physical wellbeing to our children, young people, their families and our staff, and improved access to key information, advice and support.</b></p>	<ul style="list-style-type: none"> <li>• Improved communication and awareness raising mechanisms developed for internal &amp; external purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion windows developed quarterly alongside partners to promote pathway opportunities for CYP within schools.</li> <li>• Spotlight papers developed to outline key successes / areas of development in 18 clusters</li> <li>• Appointed 0.4 FTE cluster resource to work on developing raising awareness materials</li> </ul>	<ul style="list-style-type: none"> <li>• Continued spotlights outlining future plans and vision for the following academic year</li> <li>• Creation of Active Schools Awareness Raising &amp; Communication Framework</li> </ul>
<p><b>Outcome – Relationships &amp; Behaviour</b></p> <p>Challenge - Staff Wellbeing – Workload &amp; Relationships &amp; Behaviour</p>	<p><b>Promotion of positive relationships and behaviours between staff, children and young people in all educational settings.</b></p>	<ul style="list-style-type: none"> <li>• Identified solutions to specific improvement priorities highlighted in the Staffwise results reports of the lowest scoring sectors / areas of the Directorate, in addition to the key themes from HWB sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Improved approaches to staff consultation, through the implementation of additional mechanisms for feedback, discussion and planning including HT working group, single status workload management group, Supervision working group, R&amp;B elected member / officer working group, staff wellbeing QI network and behaviour summit.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey cycle co-ordinated to allow for maximum engagement in consultation activities including Staff, Parent &amp; Pupilwise and the Young People Health &amp; Wellbeing Survey. Two sessions within the year will also be identified following the behaviour summit in 2025.</li> <li>• Scale and spread of 3.1 Dashboard rolled out across</li> </ul>

		<p>Work to develop a QI approach to Staff wellbeing</p> <p>Delivery of a range of PL programmes around positive relationships</p> <p>Improved support for school leaders across all sectors and provide additional support for those directly involved in child protection work by implementing the 'Effective Supervision for School Leaders' proposal</p>	<ul style="list-style-type: none"> <li>• Pilot 3.1 data dashboard with 10 settings included. Dashboard used to challenge effective quality improvement data reporting for Health &amp; Wellbeing. Triangulation of data across 6 aspects of wellbeing data, Attendance, Exclusions, Survey Feedback YP H&amp;WB Survey, V&amp;A Incident Reports and Core Approaches</li> <li>• Focused on sharing practice in linking theory to practice feedback. Staff wellbeing SWAY has been accessed by a considerable staff cohort.</li> <li>• The A-Z of Positive Relationships in Fife was officially launched during the March Core Approaches sessions.</li> <li>• Daring Ventures 'Sharing the Learning' showcase event</li> <li>• 22 school-based staff and link community police colleagues trained in the 2-day MVP delivery and a further 24 partners trained in the 1-day capacity building session in May.</li> <li>• Supervision pilot models for school leaders and PSS has been implemented with supporting resources and accompanying professional learning offer</li> </ul>	<p>Primary, Secondary and Central teams.</p> <ul style="list-style-type: none"> <li>• Touch point meetings across the year including for new settings or those who require a refresher. Both Trauma Informed &amp; De-escalation content will be combined to highlight overlap of themes and strengthening links between Core Approaches &amp; Daring Ventures</li> <li>• Discussions about how to ensure that this course which underpins the relational approaches of much of our Fife wide work is made sustainable</li> <li>• Strategically, monitoring the impact of engaging in the models on participants through staff attendance data and termly project specific survey data</li> </ul>
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<p><b>Outcome-Health Inequalities</b></p> <p>Challenge-Effects of Poverty on Wellbeing - Widening of Health Inequalities</p>	<p><b>Supported families to engage in positive wellbeing activities together considering universal and targeted approaches.</b></p>	<ul style="list-style-type: none"> <li>• Core PSE promoted and supported within all High Schools including transition from Primary</li> </ul>	<ul style="list-style-type: none"> <li>• Review of current PSE programme &amp; associated resources including; consultation of usage with Schools, intranet housing, evaluation of impact &amp; the use of data to inform targeted support.</li> <li>• Consultation conducted with 3.1 deputes, Guidance Staff, and Primary SLT to gain an understanding of how PSE is currently being delivered in secondary, and as part of primary transition.</li> <li>• Focus groups with staff, pupils and parents/carers with almost 600 parents providing feedback on topics/themes they feel should be prioritised as part of PSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Final edits will be made to the overview ready for implementation &amp; evaluation from Aug '25</li> </ul>
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# BEYOND THE GAME

Unlocking the potential of care experienced young people through sport and physical activity



## Project

### Aims

- Creating a safe space for care experienced pupils to be active
- Increasing engagement levels and attendance
- Learning through alternative methods
- Improving relationships
- Developing personal skills

All participants involved were identified through their care status, interest in sports and challenges within mainstream education. Challenges included behavioural difficulties, poor mental health, social difficulties/isolation and lack of engagement.

11 pupils were identified, with two non attenders and two opting to stay in class instead. Another pupil from Balwearie High School joined the project meaning eight young people participated in this project. In partnership with Raith Rovers Community Foundation, 6 x 90 minute sessions ran for care experienced young people, with a different aim each week including teamwork, leadership skills and emotional wellbeing.

The first six weeks of this programme has provided a positive experience for all the pupils and where behaviour has been a difficulty for some participants, this project has been used as an incentive to stay in school.

Both physical health and mental health were improved through this project, with basic skills such as co-ordination improved on, but also a supportive environment was created to help participants feel safe and valued through a project at school.

### Changing Lives in Life

### Through Sport & Physical Activity

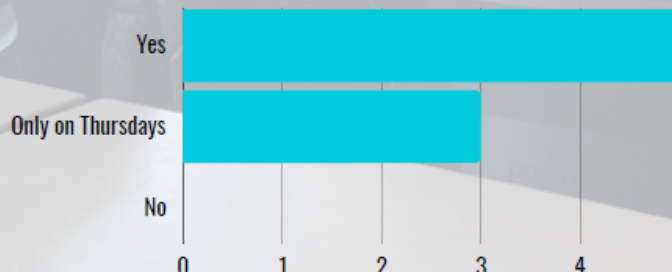
## Positive Impact of the project

- 100% of participants felt more confident being part of a team from these sessions
- 100% of participants wanted the project to continue longer
- Used to improve time spent in education for pupils on part time timetables/class non attenders
- 100% of participants met daily physical activity guidelines during the sessions

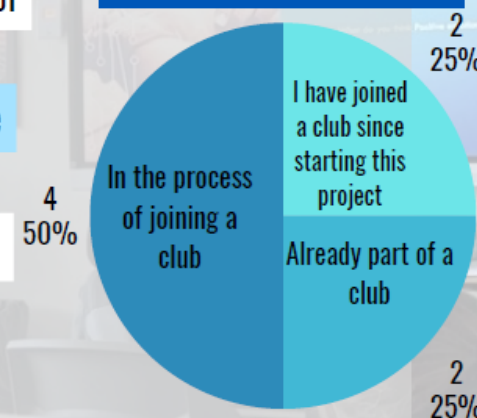


## Impact on wellbeing in school

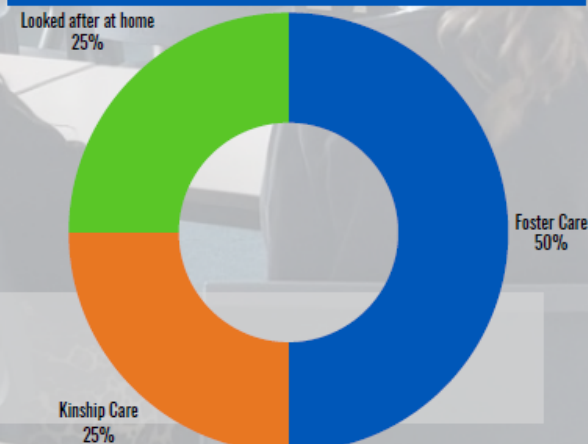
Have you felt happier in school from this project?



## Extra Curricular Activities



## Breakdown of participants





### Activity



### Sense of achievement

Care experienced young people are likely to have lower attainment levels than their peers. They are less likely to participate in extra curricular activities through teachers/personal choice. Providing our participants with a sense of achievement made them all motivated to continue with the group and share their award with teachers and relevant adults.

### Relationship building

**Relationships have been identified as the most important thing to care experienced young people and they were a big focus within this project**

Before this pilot started, only one young person felt supported by teachers in school, with all of the participants highlighting that they struggled to develop and maintain relationships. The main reasons for this were trust, mutual respect, unable to manage emotions and anxiety. 7/8 participants felt isolated and misunderstood in school and said this had an impact on how they behaved. Through this pilot programme, all participants said they now feel like they have a positive relationship with an adult in school and all of them have developed relationships with peers in the group. Some relationships have got stronger, new friendships have formed and conflict between peers has been resolved. All of the participants felt it was important that the criteria for the group was kept private and all agreed that it was easier to open up as the group felt like a 'judgement free' zone and that everyone was in a similar situation.

### Changing Lives in Fife

### Through Sport & Physical Activity

"I'm going to join a Raith Rovers team now because I feel more confident now I've met coaches and they know my situation"

"It helped me be in school more even when I was on a part time timetable and I enjoyed it so much more than sitting in a class."

-Participant

-Participant

"I feel like I have learned so much about care experienced young people and how to best support them. I'll definitely be taking my learning forward with me so create a more inclusive environment"

-Raith Rovers Coach

"It felt good to come to school and have something to look forward to because I've experienced bullying and been really anxious"

-Participant



# ST ANDREW'S RCHS PUNCH BEYOND

## KIRKCALDY



### Project Summary

#### Project

St Andrew's RCHS Punch Beyond is an initiative in partnership with Active Schools, Boxing Scotland, Police Scotland and Linktown Boxing Gym. It aims to provide young people with the skills to make positive life choices and reduce conflict situations.

A targeted group of s3 pupils participate in an intervention which lasts six weeks and takes place both within the school curriculum and our local boxing club.

Young people will receive over 2.5 hours of both educational presentations and physical boxing fitness to adopt Boxing Scotland's mission:

- Physical Health & Wellbeing
- Mental Health and Wellbeing
- Social Cohesion

100%

100% of the punch beyond pupils reported a boost in confidence after the programme!

### Why

#### Statistics, Gaps, Inequalities

Consultation with SLT, guidance and PE staff in St Andrew's RCHS allowed for us to identify our current s3 cohort struggle with engagement in school and were displaying behaviours that didn't align positively to the core values of St Andrew's RC HS

Data from the previous Academic year showed that drop-off rates in extra-curricular increased from s2 - s3 by 14% demonstrating that S3's were becoming increasingly inactive and therefore were in need of a preventative physical activity and well-being programme.

### Partners Involved

#### Partners Involved In Programme

Barnardos - Drugs and Alcohol Workshop

Active School's - Together We Can well-being Workshop

SACRO - Consequences of Crime Workshop

FRASAC - Sexual Violence Prevention

Police Scotland - One Punch Campaign Workshop

SAMH - Mental Health Workshop

### WHY BOXING?

#### SKILLS DEVELOPED



Confidence



Problem Solving



Stress Management



Determination



Goal Setting

The boxing sessions allowed for the participants to develop the following:



**"I thought the boxing was really motivational! I now go to boxing every Monday, Thursday and Saturday"**

From Participant

**"The boxing coach is really nice and always makes us feel welcome when we go to the evening sessions"**

From Participant

**"I really enjoyed going to boxing each week as it helped me to be more confident and try something i've never tried before"**

From Participant

**We were very impressed with everyone who took part in the punch & beyond programme. Boxing is a difficult sport that requires physical ability, coordination and stamina. All students put in maximum effort, listened well and had fun learning different combinations and techniques. We look forward to welcoming St Andrew's high school back in the gym.**

Linktown Boxing Club



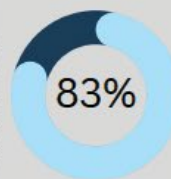
St Andrew's RCHS

**Lewis Cleland - PE and GUIDANCE staff**

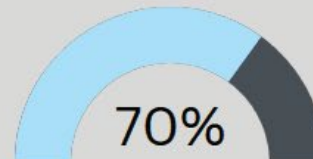
Punch Beyond was a great opportunity for the young people to learn about different topics from drugs and alcohol to the dangers of social media and the mental health implications. This was then followed by a top-class boxing session which the young people absolutely loved! This has also led to some of our young people taking advantage of the 3-month boxing club membership to give them further opportunities in the sport. A truly amazing programme.



Graphs, photos or statistics



83% of participants reported an increase of enjoyment they feel when participating in physical activity



70% of participants reported to an increase of knowledge around community sport opportunities

Graphs photos or statistics



4 OF OUR PUNCH BEYOND PARTICIPANTS HAVE WENT ON TO GAIN A BOXING MEMBERSHIP THROUGH OUR HUB CONNECT PROGRAMME

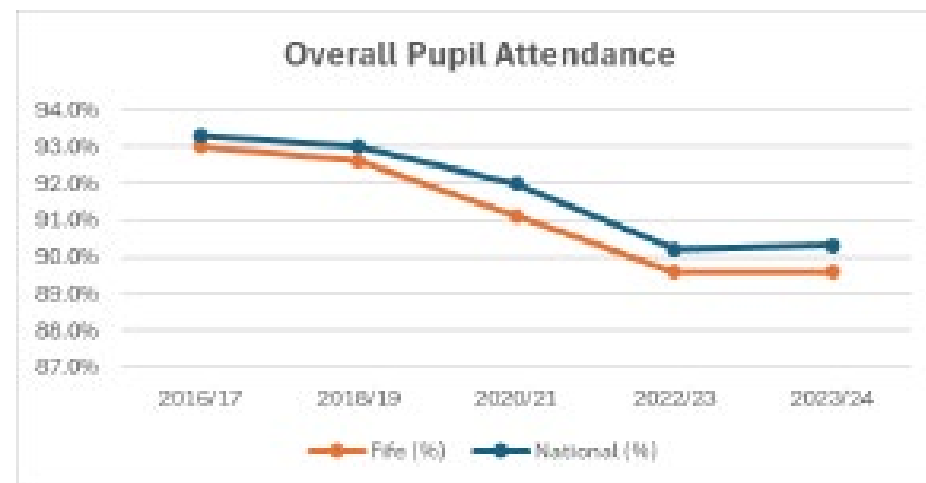




## Priority 2: Improving Attendance and Engagement

### Key messages: Attendance and Engagement

- Attendance and engagement with learning have a significant impact on attainment and life chances.
- There has been a long-term decline in school attendance across Scotland, since before 2016/17 (as can be seen from the figure on the right). This trend has been reflected in school attendance levels in Fife.
- Improving attendance and engagement has been a priority in the Directorate Plan 2023-26, supported by work with wider partners within the Fife Children's Services Plan 2023-26.
- As a result of the improvement work in this area, the decline in attendance was halted in 2023/24. Overall school attendance in Fife for was 89.6%, which was broadly in line with the previous year (89.5% in 2022-2023). The improvements seen in Fife were also seen across the rest of Scotland, as can be seen in the figure top right.
- The long-term trends and improvements seen for overall attendance are reflected in the attendance outcomes for both primary and secondary sectors. School attendance for 2023/24 was: 91.5% in 2023/24 for Fife primary schools (vs 91.3% in 2022/23); 87.2% in 2023/24 for Fife secondary schools (vs 87.3% in 2022/23).



*The figure above presents data on overall levels of school attendance for Fife and Scotland, since 2016/17.*

**Note.** Data relates to the national statistical survey of school attendance, run by the Scottish Government. Until 2022/23 the survey was run on a biennial basis. Since 2023/24 the survey is annual.

Provisional data for attendance in the 2024/25 school year indicates a further, incremental improvement in attendance for both sectors.

## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan in 2024/25

### Improvement Plan 2023-26

#### Priority 2 – Attendance & Engagement

What is the key issue or challenge?	What do we need to do to address this? (outcome)	Summary of progress made during the period August 2024 - June 2025	Evidence of progress and impact as of June 2025	Next steps for year 2025-26
Ensure universal approaches to addressing pupil attendance are fully implemented (including learners with specialist provision).	<ul style="list-style-type: none"> <li>• Up to date policy.in place.</li> <li>• Ensure processes to address attendance issues in place, understood and applied.</li> <li>• Reduce exclusions.</li> <li>• Ensure systems and recording processes for promoting and managing attendance are consistently understood and applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Policy has been refreshed (2025) Attendance Policy (e.g. Adding in Early Years guidance, updating on changes connected to new SEEMiS codes, updated Home Education practices, Updated Children Missing from Education practice and guidance, Update Flexible Attendance Plans).</li> <li>• Attendance Policy is being moved from OneNote to location on Fife intranet.</li> <li>• Exclusions Policy has been refreshed and shared with Behaviour and Relationships group for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Refreshed Attendance Policy (2025) produced.</li> <li>• Refreshed Exclusion Policy (2025) produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to raise awareness of activity around application of Attendance Policy and Exclusion Policy.</li> <li>• Promote associated Improving Attendance resource.</li> <li>• Ensure clear strategic messaging to schools on expectations surrounding attendance (policy).</li> <li>• Review impacts of Agreed Reduced Attendance/flexi-schooling processes.</li> <li>• Extend options for remote learning for targeted groups of pupils.</li> </ul>
Ensure universal approaches to addressing pupil attendance are fully implemented (including learners with	<ul style="list-style-type: none"> <li>• Ensure Pupil Attendance recording systems are consistently understood and applied.</li> </ul>	<ul style="list-style-type: none"> <li>• SEEMiS Codes been promoted to all schools – Microsoft Forms x 2 been produced to a) acknowledge receipt from all schools and b) identify key contacts and seek feedback on any clarifications of coding needed.</li> </ul>	<ul style="list-style-type: none"> <li>• More work required to raise awareness of SEEMiS Codes and to moderate.</li> <li>• Work underway looking outwards (via ADES Quad on SEEMIS).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce awareness raising supports for staff use of SEEMIS attendance codes (e.g. online professional development and reference resources).</li> <li>• Continue to progress ADES Quad work, working in partnership with other Local Authorities to improve moderation and</li> </ul>

specialist provision).				practices to build confidence in use of SEEMiS attendance codes.
Ensure universal approaches to addressing pupil attendance are fully implemented (including learners with specialist provision).	<ul style="list-style-type: none"> <li>• Ensure effective use of pupil data by staff in schools and centrally when monitoring and planning for strategic improvements and supports for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• A Fife HWB dashboard has been designed responding to feedback from school staff on what they would find useful in terms of content.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot work has been undertaken to inform the roll out of the HWB Dashboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore best practice options in relation to attendance data in partnership with the ADES Quad group to inform Fife improvements.</li> <li>• Launch Fife Health and Wellbeing Dashboard (including Pupil Attendance data).</li> </ul>
Ensure we understand better reasons for low and non-attendance and how attendance can be improved.	<ul style="list-style-type: none"> <li>• Build Quality Improvement capacity and capability so staff have knowledge, skills and confidence to lead improvement activity.</li> <li>• Improvement tools and techniques to understand our processes better (cause and effect, force field analysis, process mapping) and ensure we are aligning change ideas to root causes of low/non-attendance.</li> <li>• Build approaches which lead to improve attendance for targeted pupil groups with low</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations have been gathered from each High Schools through their completion of the Fife Attendance Self Evaluation Toolkit.</li> <li>• A Second Cohort of Quality Improvement has been undertaken in partnership with Education Scotland.</li> <li>• A new ADES Attendance Quad has been formed (Fife, Dumfries and Galloway, West Lothian and South Lanarkshire).</li> <li>• A Short-Term Working Group made up of School Leads has been working to collate interesting practice relating to School/Parent communication in its widest sense. This is being formed into an online Fife INTRANET resource available across all schools and education establishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed information is available about current practice in managing and promoting Pupil Attendance within each of the Secondary schools. This provides a baseline and reference for officer when working to support and challenge schools' work to improve their practice.</li> <li>• Further learning has been garnered about what works to improve pupil attendance from Fife schools' involvement in national QI programme.</li> <li>• New partnerships have been formed within the ADES Quad to work on shared action plan to improve Pupil Attendance in our Local Authorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Review feedback from Attendance Self-evaluation data from all Fife High Schools to identify next steps.</li> <li>• Continue to explore best practice options in relation to Quality Improvement and Assurance work in partnership with the ADES Quad group to inform Fife improvements.</li> <li>• Continue to build schools' use of Quality Improvement Methodology, developing their skills and confidence to drive improvement work, to improve attendance.</li> <li>• Continue to build awareness of local and national research, including from QI Attendance work.</li> <li>• Continue to explore options for Attendance data and</li> </ul>

	attendance (e.g. children effected by substance use, those experiencing family mental ill-health, Young Carers and children experiencing mental ill-health or social and emotional behavioural issues).	<ul style="list-style-type: none"> <li>• All June LIFs had an update session on current QI Attendance projects and learning so far.</li> </ul>	<ul style="list-style-type: none"> <li>• QI Attendance work is now being located on Fife Intranet on a dedicated Pupil Attendance page for ease of promotion and reference.</li> <li>• A video has been created for education establishments promoting QI Attendance Work from Cohort one ready for promotion in the new session.</li> </ul>	Quality Assurance activity across the ADES Quad to inform Fife improvements.
Contribution of parents/carers and partners to support attendance universally and intensively.	<ul style="list-style-type: none"> <li>• Build parent and education partnership, increasing consultation with parents and raising awareness of strategic aspects.</li> <li>• Explore ways to support schools to improve partnership approaches with individual families.</li> <li>• Make explicit links between attendance and safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>• A survey of Fife parents has been carried out to find out their views on what they would find helpful around attendance.</li> <li>• A Short-Term Working Group made up of School Leads has been working to collate interesting practice relating to School/Parent communication in its widest sense. This is being formed into an online Fife INTRANET resource available across all schools and education establishments.</li> </ul>	<ul style="list-style-type: none"> <li>• A parents'/families' page on Attendance at School will become live in August.</li> <li>• The draft 'Parent Charter has been reduced in size and made more rights centred.</li> <li>• Feedback is also being garnered through a parental consultation phase and interaction with lead professional groups. Parallel design work is underway to ensure ease of accessibility and visual appeal to users.</li> <li>• Fife Parent Forum - parental partnership – groups have been created and rolled out, with two sessions so far – Transforming Learning and Connect (supporting effective working of Parent Councils.</li> </ul>	<ul style="list-style-type: none"> <li>• Following, consideration of feedback the parent partnership 'charter' document will be launched.</li> <li>• A pack of starter resources will be created for education establishments– centred on the 'Charter' document.</li> <li>• Extend and establish Fife Parent Forum meetings.</li> <li>• Promote range of resources for schools to use with parents when working to promote Attendance.</li> </ul>

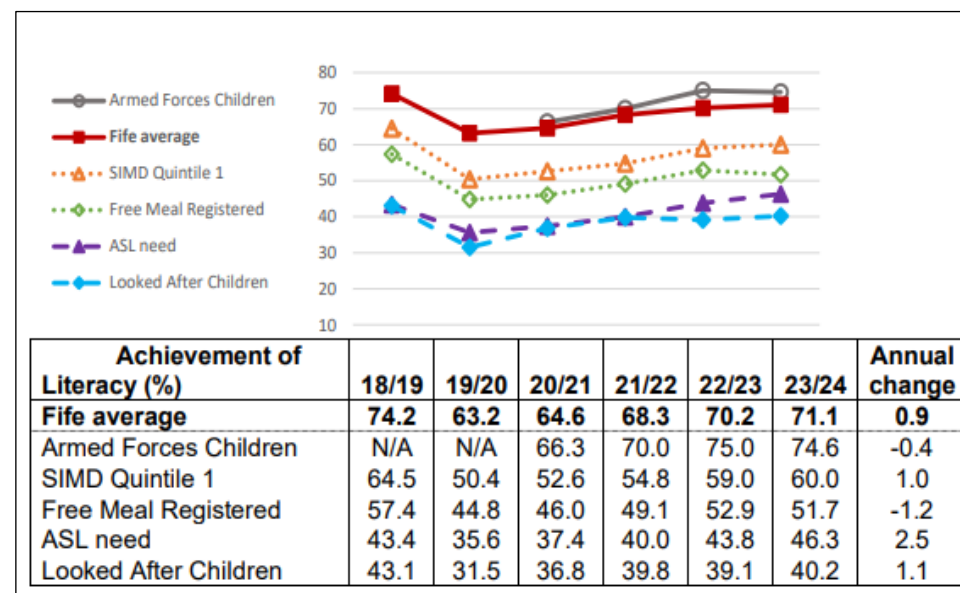
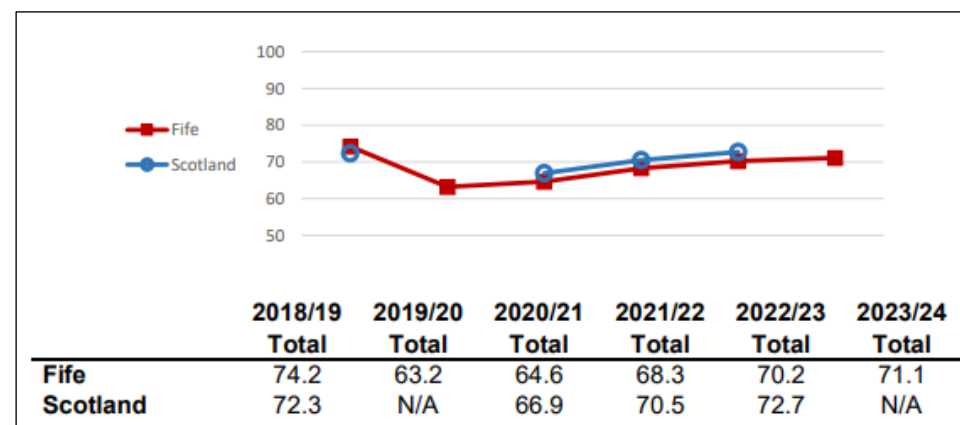
# Priority 3: Improving Achievement

## Key messages: Achievement

### Literacy and numeracy achievement in the BGE

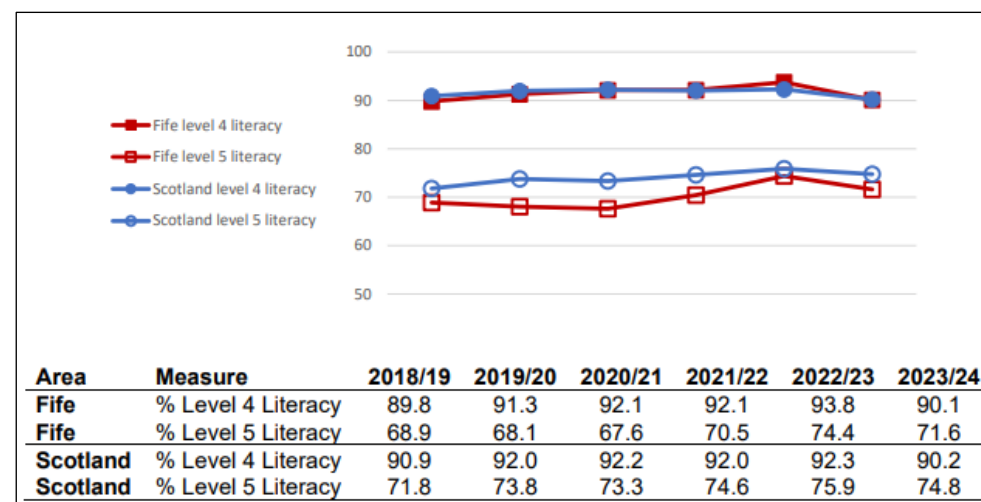
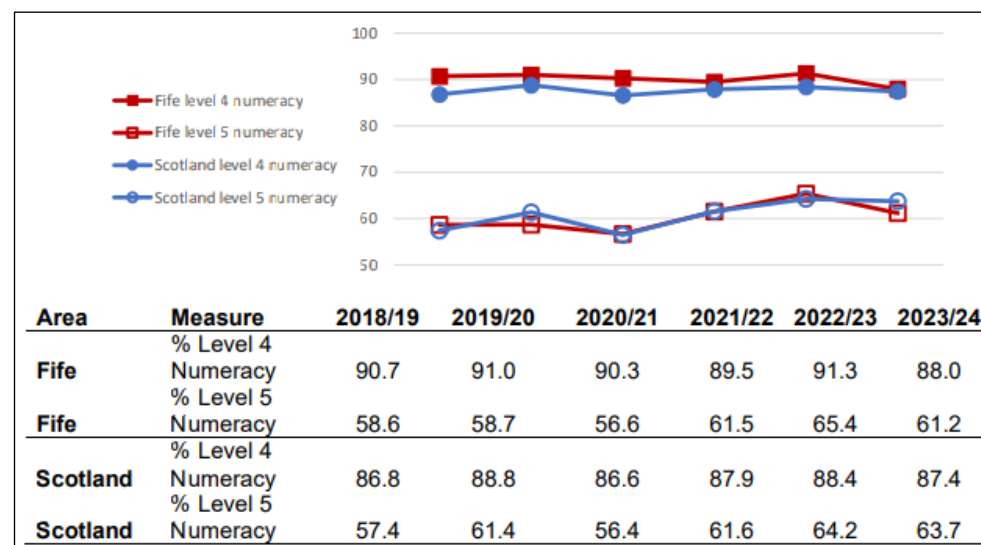
- The figure top right shows the combined CfE achievement level for literacy for pupils in stages P1, P4 and P7 of primary schools. CfE achievement fell during the pandemic but has seen a sustained improvement since.
- The figure centre right shows the achievement level for literacy for groups of pupils who frequently face barriers to learning. All groups have seen a generally improving trend in achievement over the past few years.
- However, the rate of improvement for each group since the Covid pandemic has tracked the Fife average. Because of this, the attainment gap seen for these groups has not closed significantly since 2019/20.
- Outcomes in SIMD Quintile 5 (the least deprived areas) have returned to pre-Covid levels of achievement. Outcomes in SIMD Quintile 1 (the most deprived areas) have seen a similar amount of improvement but remain below pre-Covid levels.
- The general pattern of improvement for CfE achievement of numeracy since 2019/20 is similar to that for literacy.

Provisional data for 2024/25 suggests ongoing improvement for P1/P4/P7 literacy achievement, and a less significant improvement in P1/P4/P7 numeracy.



### Literacy and numeracy attainment in the senior phase

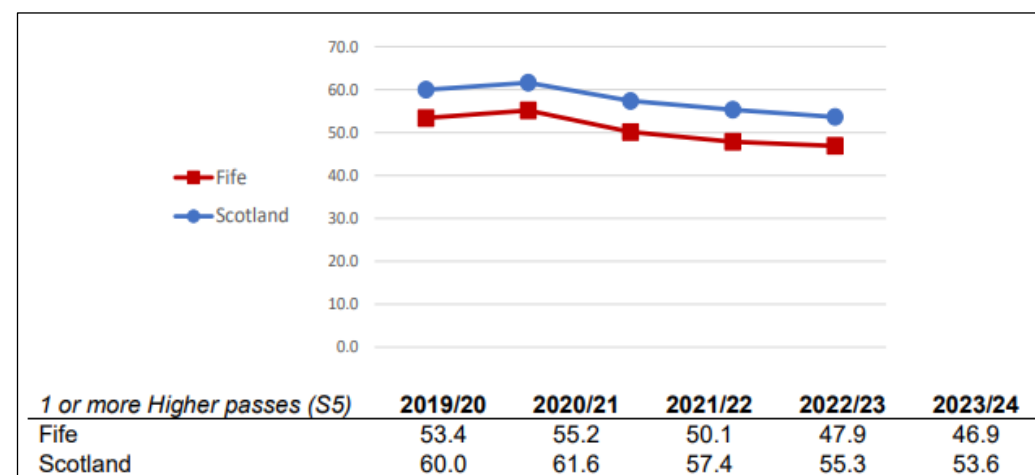
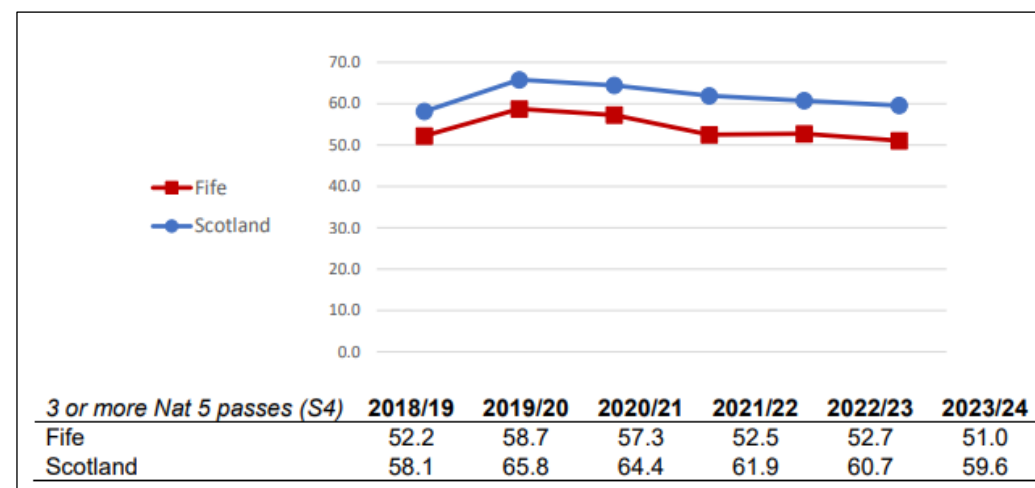
- Literacy and numeracy attainment have been a key area for improvement actions since the end of the Covid pandemic. It was recognised that these are key skills for learning, life, and work.
- Initial improvement actions in the Education Directorate Improvement Plan 2023-26 focussed on ensuring that core processes to support the development of these skills were firmly established as part of a 3-18 learning journey.
- Outcomes in 2023/24 fell in Fife and across Scotland as a whole. Provisional data for 2024/25 senior phase attainment suggests a recovery for stage S4 outcomes, particularly at SCQF level 4 and below. Final results will be reported to the Education Scrutiny Committee later this year, after the publication of Insight in September.
- Generally, outcomes for numeracy and literacy by the end of stage S4 compare favourably with outcomes in the rest of Scotland.
- Numeracy attainment at SCQF level 4 has generally exceed the national average in recent years. Numeracy attainment at SCQF level 5 shows a generally improving trend, broadly matching national outcomes.
- Literacy attainment at SCQF level 4 has generally matched the national average over recent years. Literacy attainment at SCQF level 5 shows a generally improving trend, tracking – but below – national outcomes.



**Note:** alternative arrangements for assessment and certification were used during and following the period of the Covid pandemic. For this reason, data from 2019/20 to 2022/23 does not provide a like-for-like comparison with other years.

## Wider attainment in the senior phase

- Attainment for SCQF levels 4 and below continues to be an area of strength for Fife schools. Outcomes for cumulative attainment at SCQF level 3 (the 15% of pupils furthest from attainment) continue to be significantly better than the national average. Outcomes at SCQF level 4 also continue to be significantly better than comparable parts of Scotland and close to the national average. These strengths are evident at the end of stage S4 and continue to be apparent for school leavers.
- However, measures for cumulative attainment at SCQF level 5 continue to lag behind the national average. This is true for both SQA attainment of National Qualifications (National 5, Highers) and for measures including other awards at SCQF levels 5 and above.
- The gap with national outcomes for wider attainment at SCQF level 5 is evident by the end of stage S4, as can be seen from the figure top right (for attainment of National 5 passes). It feeds through to a gap with national outcomes by the end of stage S5, as can be seen from the figure bottom left. And, it is evident in a gap with national outcomes for school leavers at SCQF levels 5 and above.
- This will be a particular focus for improvement during 2025/26. Work has begun to update the Directorate's Raising Attainment strategy this year, building on the strengths that have been re-established in literacy and numeracy attainment.



**Note:** alternative arrangements for assessment and certification were used during and following the period of the Covid pandemic. For this reason, data from 2019/20 to 2022/23 does not provide a like-for-like comparison with other years.



## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan in 2024/25

### Improvement Plan 2023-26

#### Priority 3 – Achievement

What is the key issue or challenge?	What do we need to do to address this? (outcome)	Summary of progress made during the period August 2024 - June 2025	Evidence of progress and impact as of June 2025	Next steps for year 2025-26
Improve opportunities for the progressive development of learner skills, knowledge and attributes through wider achievement opportunities across the BGE and Senior Phase.	<ul style="list-style-type: none"> <li>Consider current Fife LMI, National DYW (Developing Young Workforce) policy (including the Careers Education Standard) and the recommendations from national independent reviews and policy decisions (<a href="#">Hayward</a> &amp; <a href="#">Withers</a>) to determine how this will be implemented and inform curriculum rationales and design across Fife's schools and early learning centres.</li> </ul>	<ul style="list-style-type: none"> <li>The cross-sector Achievement, Skills and Curriculum Strategic Steering Group has been established and considered insights from national reviews and informed by contributions from key partners, including Education Scotland Profiling Co-Design Group, Fife LMI, SDS, and DYW. Ongoing feedback from primary and secondary sector networks, cluster groups, and pilot groups has been incorporated to ensure alignment and continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The cross-sector Achievement, Skills and Curriculum Strategic Steering Group is driving a coordinated, evidence-informed approach to skills and achievement across Fife. By integrating insights from national reviews, engaging key partners, and incorporating ongoing feedback from schools and pilot groups, the group is ensuring a coherent, aligned, and continuously improving learner experience from ELC, primary through secondary.</li> </ul>	The Strategic Steering Group will continue to strengthen partnerships with key stakeholders—including the voluntary sector, work experience providers, employability services, DYW, SDS, and LMI experts—to inform and refine the three-part achievement approach and the Fife Diploma of Achievement. Ongoing engagement with national developments, feedback from other authorities, and pilot schools will guide continuous improvement.
Improve opportunities for the progressive development of learner skills, knowledge and attributes	<ul style="list-style-type: none"> <li>Develop a Fife core approach to Wider Achievement which supports the progression of learner skills, knowledge and attributes.</li> </ul>	<ul style="list-style-type: none"> <li>The Steering Group have developed a Fife-wide, three-part approach for learners aged 3–18 to track, recognise, and profile achievements and skills. This framework supports the progression of learners' skills, knowledge, and attributes, and is</li> </ul>	<ul style="list-style-type: none"> <li>6 primary schools and 12 secondary schools are actively trialling and refining a three-part achievement framework designed to track, recognise, and profile the skills and achievements of learners aged 3–18. This Fife-wide approach is driving meaningful</li> </ul>	Extend the pilot group for the three-part achievement approach to ensure representation from all LIF areas. Support pilot schools in the implementation of the Progress Framework to track achievements across the four contexts of learning. Onboard



through wider achievement opportunities across the BGE and Senior Phase.		currently being trialled in pilot primary and secondary schools.	improvements in how learners' progression in skills, knowledge, and attributes is supported—through targeted interventions that enhance engagement, foster self-awareness, and promote metacognitive development. Almost all learners are increasingly able to articulate their achievements and skills, contributing to a more personalised and empowering learning experience.	schools to digital profiling tools, promoting the use of one-to-one devices to enhance learner engagement and ownership.
Improve opportunities for the progressive development of learner skills, knowledge and attributes through wider achievement opportunities across the BGE and Senior Phase.	<ul style="list-style-type: none"> <li>• Develop Wider Achievement pathways with ongoing opportunities for recognition/ accreditation/ celebration.</li> </ul>	<ul style="list-style-type: none"> <li>• Wider Achievement pathways have been established, offering ongoing opportunities for recognition, accreditation, and celebration. Key resources — including the <i>Wider Achievement Catalogue</i> and <i>Enterprise Pack</i>, have been issued to all schools.</li> <li>• The Fife Diploma of Achievement for P7 and S3 learners has been developed and agreed for pilot next session, providing an innovative framework for recognising and showcasing skills and achievements, and enabling young people to clearly articulate their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The Fife Diploma of Achievement (FDA) equips schools and teachers with clear guidance and high-quality resources—such as the Wider Achievement Catalogue and Enterprise Pack—designed to align with learners' interests, strengths, and wider achievements. This structured approach supports the development of transferable skills and provides a consistent framework for recognising progress at key stages.</li> <li>• By embedding meta-skills and metacognition, the FDA will enable learners to confidently articulate their achievements and aspirations to employers, supporting positive destinations and lifelong learning.</li> </ul>	<p>Plan, design, and award the Fife Diploma of Achievement ('This is Me') for pilot schools, targeting P7 and S3 learners to showcase CfE BGE declarations, records of achievement, and learner profiles.</p> <p>Continue developing age- and stage-appropriate profiling approaches in collaboration with national co-design groups, the Early Years team (PLJs), and digital platforms <i>Global Bridge</i> and <i>My World of Work</i>.</p>

<p>Improve opportunities for the progressive development of learner skills, knowledge and attributes through wider achievement opportunities across the BGE and Senior Phase.</p>	<ul style="list-style-type: none"> <li>• Establish expectations and guidance at all stages to ensure that all children and young people experience a broad, coherent and progressive programme of wider achievement opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft guidance has been developed for the three-part approach and the Fife Diploma of Achievement. Age- and stage-appropriate profiling tools — including PLJ for Early Years — have been developed in alignment with core skills and the language of achievement. Ongoing links with the digital profiling platforms My World of Work and Global Bridge are informing the design of dashboards, ensuring learner voice is central to their development. Feedback from learners continues to shape the tools, alongside work on a teacher dashboard</li> <li>• A targeted communication strategy is in place, including headteacher engagement days, LIF sessions, headteacher briefings, and learner guidance. Expectations for reporting on meta-skills in primary settings have also been introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft guidance is supporting teachers with clear expectations and resources tailored to learners' interests and achievements. Ongoing collaboration with digital platforms like <i>My World of Work</i> and <i>Global Bridge</i>, along with learner and teacher feedback, is shaping the development of dashboards that ensure resources are relevant, responsive and aligned with learners needs.</li> <li>• A targeted communication strategy is ensuring clear expectations, shared language and practical tools across all schools.</li> <li>• All primary schools reported on meta-skills to parents and carers, raising awareness of the language of achievement and helping learners better understand and articulate their skills.</li> </ul>	<p>Develop and share updated guidance and resources to support implementation of the three-part achievement approach, with a focus on curriculum planning, tracking, and multi-agency partnerships. Strengthen the communication strategy to ensure consistent information sharing with all stakeholders, including headteachers, practitioners, learners, parent/carers and partners—building shared understanding and confidence in the approach.</p>
<p>Strengthen universal support across settings for children and young people with additional support needs.</p>	<ul style="list-style-type: none"> <li>• Develop and embed a clear Fife wide professional learning strategy for staff in all sectors, which builds confidence in staff adapting universal approaches to their context.</li> </ul>	<ul style="list-style-type: none"> <li>• An implementation strategy has been developed to support the rollout of a Fife-wide professional learning approach across all sectors.</li> <li>• This strategy was built around 3 key offerings. The offering, supported by SLS/EP services, provided a series of sessions aimed at building capacity to</li> </ul>	<ul style="list-style-type: none"> <li>• To date, 129 provisions have participated in the professional learning sessions. Feedback from participants highlights a significant increase in staff confidence to cascade learning and effectively support their own provisions.</li> </ul>	<ul style="list-style-type: none"> <li>• This professional learning approach will continue with a particular focus on expanding engagement with our secondary provisions.</li> </ul>

		adapt universal approaches in their own settings.		
Strengthen universal support across settings for children and young people with additional support needs	<ul style="list-style-type: none"> <li>Implement the planning and assessment toolkits to support individualised planning for children and young people with ASN</li> </ul>	<ul style="list-style-type: none"> <li>A working party was established, including representatives from primary ASCs and senior leaders were consulted, to review and develop the planning and assessment toolkit. Current planning documentation was thoroughly reviewed, and an agreed consistent approach was established.</li> </ul>	<ul style="list-style-type: none"> <li>The implementation of the new toolkit will provide provisions with a shared language and clear expectations ensuring a consistent approach across settings.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to support the use of these planning and assessment tools to embed consistency, alongside implementing quality assurance processes to monitor effectiveness.</li> </ul>
Strengthen universal support across settings for children and young people with additional support needs	<ul style="list-style-type: none"> <li>Implement HGIOASL quality assurance tools to support improvement across all settings</li> </ul>	<ul style="list-style-type: none"> <li>SLS HT participated in multiple learning partnerships, engaging in professional dialogue both nationally and locally, to understand staff engagement with HGIOASL.</li> <li>A working party, with representation across sectors and national partners, was established to review and refresh the framework to ensure it provides a robust evaluation against QIs.</li> </ul>	<ul style="list-style-type: none"> <li>The refreshed framework will be completed early next term and will represent a comprehensive feedback approach and align with current practice.</li> </ul>	<ul style="list-style-type: none"> <li>The updated framework will undergo further review early next term (Sept 25) and is planned for relaunch across all layers of education. QA processes will accompany this to ensure effective implementation and ongoing impact.</li> </ul>
Continue to close the poverty-related attainment gap within the BGE and into the Senior Phase in literacy and numeracy.	<ul style="list-style-type: none"> <li>Ensure a shared understanding of high-quality learning, teaching and assessment across all stages within the BGE (Broad General Education), particularly at points of transition, e.g., P7-S1.</li> <li>Continue to ensure core approaches to learning, teaching and</li> </ul>	<ul style="list-style-type: none"> <li>4 Quality Improvement programmes (1 Numeracy, 2 Writing and 1 Reading) supported 37 schools to lead improvement work across 53 classes to improve outcomes in Literacy and Numeracy.</li> <li>12 Cluster closing the attainment gap posts created.</li> <li>Secondary Portal created to increase the quality of learning, teaching and assessment in Secondary BGE</li> </ul>	All primary schools in Fife have now accessed CUIN and WfL training.	<ul style="list-style-type: none"> <li>Deliver Fife QI Leadership Programme supporting school leaders to lead Quality Improvement and execute their school improvement priorities.</li> <li>Deliver one QI Reading and one QI Writing Cohort in session 2025/26, using attainment data to target this finite support.</li> </ul>

	<p>assessment of Literacy and Numeracy are embedded across all schools, e.g., SEIC Literacy Early Years Resource, Workshop for Literacy and Conceptual Understanding in Numeracy.</p> <ul style="list-style-type: none"> <li>• Strengthen approaches to moderation across all stages within the BGE, at school, cluster, local authority and SEIC level.</li> <li>• Review approaches to course choices at BGE into Senior Phase to ensure continued development of literacy and numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and Numeracy professional learning reviewed and changed into self-led modules.</li> <li>• Literacy and Numeracy overviews have been created Early-Forth Level, to support with pace and breadth.</li> <li>• Progression Pathways extended to forth level</li> <li>• Fife A and M guidance created to support consistency across all sectors</li> </ul>		<ul style="list-style-type: none"> <li>• Promote the use of the portal and enhance with videos of good practice</li> <li>• QAMSO training to be offered to Secondary PTC's</li> <li>• Fife A and M guidance to promoted and used across Fife in all sectors.</li> <li>• A and M Networks to focus on Transforming Learning themes to support consistency.</li> </ul>
Continue to close the poverty-related attainment gap within the BGE and into the Senior Phase in literacy and numeracy.	<ul style="list-style-type: none"> <li>• Implement and further develop the BGE Tracker with consistent approaches to recording, monitoring, analysing and reporting on children's progress.</li> </ul>	All schools and settings to implement 'Progress' system to track and monitor children's progress across the BGE	<p>All Primaries are now tracking and reporting on all 8 curricular areas and making statements on development of Metaskills in the reports.</p> <p>Staff are building confidence in the use of this system and it's analytical uses.</p>	<p>All settings to use Progress to track in BGE and SP.</p> <p>All settings to further develop their knowledge of the functions available within the system</p> <p>Develop a tracking tool for PSS, secondary schools and enhanced provisions, to ensure all children across Fife are included</p>

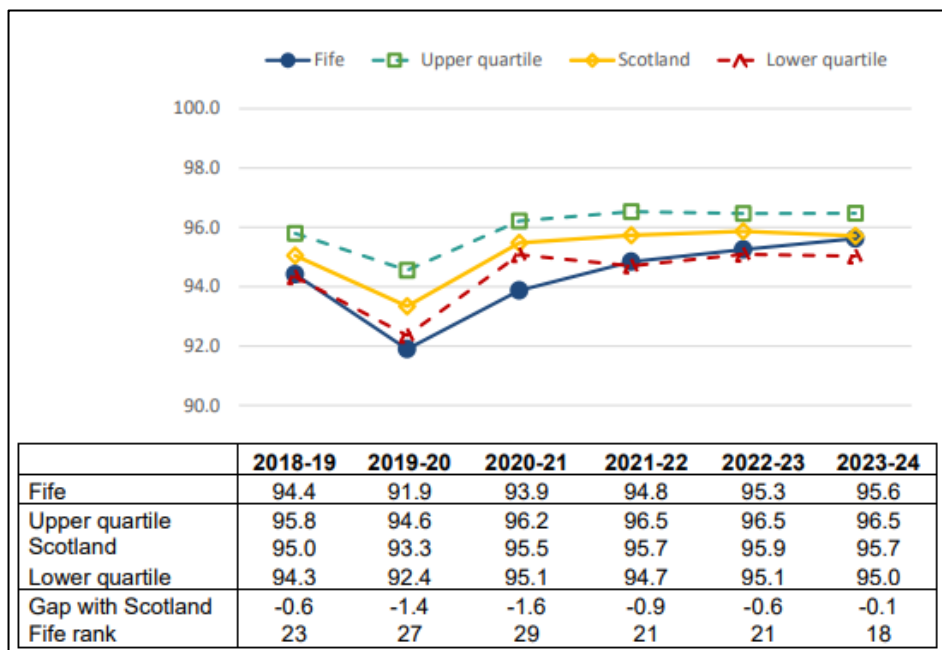
## The impact of our Quality Improvement Programmes for schools in 2024/25

Programme	Impact
<b>QI Numeracy</b> Reach: 270 pupils.	The percentage of participating pupils projected to meet or exceed the expected CfE level increased from 67.78% in Sept 2024 to 73.7% in May 2025, a gain of 5.92%. The overall attainment gap for the cohort reduced from 33.45% in Sept 2024 to 27.69% in May 2025, a reduction of 5.81%.
<b>QI Writing Wave 11</b> Reach: 342 pupils	The percentage of participating pupils projected to meet or exceed the expected CfE level increased from 61.99% in Sept 2024 to 71.51% in May 2025, a gain of 9.52%. <i>(Sept 2024 data based on n=342, May 2025 n=337)</i>
<b>QI Writing Wave 12</b> Reach: 342 pupils	The percentage of pupils projected to meet or exceed the expected CfE level increased from 64.05% in Feb 2025 to 69.79% in May 2025, a gain of 5.74%. Attainment for P4 pupils increased from 48.61% in Feb 2025, to 65.28% in May 2025, a gain of 16.67%. The overall attainment gap for the cohort reduced from 39.08% in Feb 2025 to 34.06% in May 2025, a reduction of 5.02%.
<b>QI Reading</b> Reach: 271 pupils	The percentage of pupils projected to meet or exceed the expected CfE level increased from 81.55% in Sept 2024 to 83.03% in May 2025, a gain of 1.48%.
<b>SEF Funded Cluster closing the gap PT, Writing</b> 9 Clusters	The percentage of pupils projected to meet or exceed the expected CfE level increased from 61% in Sept 2024 to 74% in May 2025, a gain of 13%.
<b>SEF Funded Cluster closing the gap PT, Numeracy</b> 2 Clusters	The percentage of pupils projected to meet or exceed the expected CfE level increased from 68% in Sept 2024 to 75% in May 2025, a gain of 7%.
<b>SEF Funded Cluster closing the gap PT, Reading</b> 4 Clusters	The percentage of pupils projected to meet or exceed the expected CfE level increased from 69% in Sept 2024 to 79% in May 2025, a gain of 10%. Attainment for P7 pupils increased from 79.76% in Sept 2024 to 83.33% in May 2025, a gain of 3.57%. The overall attainment gap for the cohort reduced from 28.57% in Sept 2024, to 4.76% in May 2025, a reduction of 23.81%.

## Priority 4: Improving Positive Destinations

### Key messages: Positive Destinations

- The figure bottom left shows the overall percentage of school leavers entering a positive destination when initially leaving school. This data is based on a survey of school leavers undertaken by SDS in the autumn of 2024 and was reported in March this year.
- Initial positive destinations fell during the Covid pandemic but have now recovered to reach levels that are higher than any previously recorded. A gap with national outcomes developed during the Covid pandemic but has now been closed.



- The table below shows the initial destinations of a number of key groups. Generally, the equity gap in outcomes for these groups (the difference in outcomes with the average school leaver) have narrowed significantly since 2018/19, particularly for ASN learners and S4 leavers. Destinations of Minority ethnic school leavers continue to exceed the Fife average.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	Count
<b>All school leavers</b>	<b>94.4</b>	<b>91.9</b>	<b>93.9</b>	<b>94.8</b>	<b>95.3</b>	<b>95.6</b>	<b>4179</b>
Minority ethnic	97.5	94.7	98.3	95.0	97.7	97.1	204
ASN	91.1	87.6	91.0	92.8	93.6	93.3	2251
S4 leavers	86.4	87.7	90.2	91.0	93.2	93.7	728
SIMD Quintile 1	90.9	86.6	90.7	93.4	92.1	92.4	945
Free School Meal	87.0	83.3	87.2	89.9	90.4	90.6	704
Looked After	78.5	86.9	85.3	86.2	85.6	81.7	93

- Data on follow up destinations of school leavers were published in June. These reflect the destinations of school leavers nine months after the end of the school year. Follow-up destinations improved significantly for 2023/24 school leavers in Fife and now exceed the national average.

## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan in 2024/25

### Improvement Plan 2023-26

#### Priority 4 – Positive Destinations

What is the key issue or challenge?	What do we need to do to address this? (outcome)	Summary of progress made during the period August 2024 - June 2025	Evidence of progress and impact as of June 2025	Next steps for year 2025-26
Strategic approach to improving initial and sustained destinations for all young people in Fife	<ul style="list-style-type: none"> <li>Review and revise current processes in place.</li> <li>Increase the use of datasets and tracking and monitoring procedures across all schools.</li> <li>Build capacity across the Developing the Young Workforce (DYW) system to ensure consistency of approaches at all levels</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in positive destinations for leavers in session 2023/24 leading to improved opportunities for young people in Fife.</li> <li>Most schools reaching or exceeding stretch targets which have been set, ensuring impetus for change and improvement.</li> <li>Sustained destinations for leavers in session 2023/24 increased across Fife, providing stability in quality destinations for young people.</li> <li>Introduction of SDS participation portal data set to support improved monitoring and tracking of destinations.</li> <li>The use of outcomes meetings across all schools to provide rigorous discussion and action points to improve young people's outcomes.</li> <li>Links with other Local Authorities to research and identify good practice and schools with a similar context and profile with strong trends in positive destinations.</li> </ul>	<ul style="list-style-type: none"> <li>Positive destinations are 95.6%, a continued year on year increase over the last 7 years and increase of 0.3%. Fife is now above our virtual comparator and 0.1% below national.</li> <li>The gap between initial and sustained destinations has reduced to 1.5% in 2023/24 a 2.7% improvement from 2022/23.</li> <li>Increased use of data has ensured that effective planning and interventions are in place for young people.</li> <li>Overview created and shared of external schools who exemplify strong positive destination performance.</li> <li>DYW support and challenge visits with key themes identified and next steps agreed.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic focus on incrementally improving Fife destinations to meet and exceed the national and stretch figure -- and 96.2 retrospectively.</li> <li>Clear strategy for DYW aligned to PD targeted groups of S4 leavers, S5 winter leavers and S3 pupils.</li> <li>Quality Assurance of Opportunities for All processes and procedures to increase consistency and continue to strengthen practice.</li> <li>Review and monitor stretch targets for positive destinations.</li> <li>Consider strategies for targeted cohorts, specifically Care Experienced Young People.</li> <li>Good practice visits to other schools/local authorities matched to Fife locality schools/ needs.</li> </ul>

<p>In order to close the gap, an active focus on those young people who require additional support to engage in activities related to successful post school destinations, including expanding the offers available.</p>	<ul style="list-style-type: none"> <li>• Identification of those young people who fit into these categories – attendance, engagement, SIMD Q1, ASN, Care Experienced, FSM.</li> <li>• Development of employability opportunities to address attendance and engagement opportunities.</li> <li>• Targeted approaches identified with partner interventions.</li> <li>• Identify revised No One Left Behind (NOLB) funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity of work-based learning and inspiration across all our schools leading to improved opportunities for all.</li> <li>• Refreshed DYW coordinator role profile with a focus on care experienced young people.</li> <li>• A sharpened focus related to equalities as part of the DYW coordinator role and KPI monitoring and tracking.</li> <li>• Pilot Locality Sector Programmes (North-east Fife Coastal Alliance and Kirkcaldy/ Dunfermline Sports and Leisure Alliance- Set for Success).</li> </ul>	<ul style="list-style-type: none"> <li>• Data for risk groups have improved for some cohort leavers and decreased for some in 2022/23 and 2023/24 as follows: <ul style="list-style-type: none"> <li>➢ S4 leavers increase by 0.5%</li> <li>➢ Quintile 1 increase by 0.3%</li> <li>➢ FSM increase by 0.3%</li> <li>➢ ASN decrease by 0.3%</li> <li>➢ ASN decrease by 0.3%</li> <li>➢ Care Experienced decrease by 3.9%</li> </ul> </li> <li>• Follow up destinations for pupils Quintile 1 increased significantly by 4% in comparison to 2022/23.</li> <li>• DYW KPI4 (targeted employer Activity related to equalities) has risen from 465 young people participating in 2023/24. compared to 1261 in 2024/25.</li> <li>• Pilot locality programmes demonstrate extensive reach and impact for targeted groups e.g. NEFCA has resulted in 168 employers who have supported 166 activities providing 9422 engagements with young people.</li> <li>• Set For Success engaged with 147 young people across 8 schools. The programme delivered in collaboration with 24 local partner organisations, including sports bodies and local clubs, enhancing the delivery of leadership and, volunteering, employability and</li> </ul>	<ul style="list-style-type: none"> <li>• Measure impact of current activities and partnerships in terms of engagement, numbers, link to destinations as well as gathering school.</li> <li>• Via Pupil DYW Ambassadors gather pupil views.</li> <li>• Develop further school-based vocational provision for S4 pupils that develops employability skills and leads to reduced numbers of school leavers.</li> <li>• Identify and track targeted groups of young people (attendance, engagement, SIMD Q1, ASN, Care Experienced, FSM)</li> <li>• Work with partners to design impactful post 16 pathways for school leavers.</li> <li>• Create PD continuum of support and related exemplification.</li> <li>• Upscale existing locality initiatives with a focus on sustainability and extend to a further sector (Construction and Manufacturing).</li> </ul>
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			work readiness activities through sport.	
Personalised and intensive support to allow young people to access a range of opportunities in school, including wider achievement and accreditation	<ul style="list-style-type: none"> <li>• Early identification of groups/cohorts.</li> <li>• Tracking and monitoring of potential leavers.</li> <li>• Priority groups in terms of risk groups, S3 cohorts, S4 summer leavers, S5 winter leavers.</li> <li>• Development of opportunities to engage young people.</li> <li>• Devise systems and processes for tracking and developing the skills for learning life and work that derive from a wide range of wider achievement opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 DYW pillars (work experience/ volunteering/ enterprise and leadership) identified and communicated as part of the DYW and PD strategy.</li> <li>• A variety of school-based programmes focused on the 4 pillars took place.</li> <li>• Fife Enterprise toolkit was devised and shared across education and partners.</li> <li>• Test of change whole school approach to volunteering with momentum gathering with schools involved.</li> <li>• School specific models for work experience were developed with professional learning and central team support for implementation of Workit.</li> </ul>	<ul style="list-style-type: none"> <li>• By April 2024/25 55 (18 in 23/24) enterprise engagements took place involving 30 (16 in 23/24) employers reaching 2702 (881 in 23/24) young people.</li> <li>• 130 volunteering engagements took place involving 76 employers reaching 662 young people.</li> <li>• 278 engagements in work experience took place involving 169 employers and reaching 361 young people. In total 500+ engagements in online and in person activities related to work experience took place.</li> <li>• 1717 work inspiration engagements took place involving 471 employers reaching 36212 young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of groups/cohorts.</li> <li>• Tracking and monitoring of potential leavers.</li> <li>• Priority groups in terms of risk groups, S3 cohorts, S4 summer leavers, S5 winter leavers.</li> <li>• Development of opportunities to engage young people.</li> <li>• Tracking learner engagement and skills development across the 4 DYW pillars.</li> </ul>
Development of partnership working to ensure collaborative solutions for improved and sustained positive destinations	<ul style="list-style-type: none"> <li>• Creation of a Destination Partnership Group with clear roles and responsibilities alongside partner contribution and expectation.</li> <li>• School participation in Local and National Initiatives.</li> <li>• Planned review of EasyP as an effective mechanism to ensure reduction in negative destinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in partnership with SDS to establishing greater consistency of practice that has begun to strengthen the effectiveness of Careers Education and in-school/ post 16 support for destinations.</li> <li>• Devised new triage system in collaboration with EASYP colleague.</li> <li>• Tested centralised tracking of young people at risk of not achieving a positive destination.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up figure increased to 94.1%, up from 91.4% last year (2.7% improvement)</li> <li>• Now 1% above the national average (93.1%).</li> <li>• Closed the gap between initial and follow up to 1.5%</li> <li>• Continued reduction in unknown destinations status.</li> <li>• 17 out of 18 schools improved the percentage of pupils in sustained positive destinations compared to 2022/23, with</li> </ul>	<ul style="list-style-type: none"> <li>• Implement new bespoke SDS partnership agreement across schools.</li> <li>• Continue to closely monitor DYW (KPI) and PD (participation portal) data to plan and modify strategic actions.</li> <li>• Ongoing work with partners will further strengthen the school curriculum via the further development of vocational opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Links to Enterprise and Employability Directorate and other partners strengthened to support young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective partnership working with post school partners has developed a clearer shared understanding of PD data trends and vision for future improvements.</li> <li>• Collaboration with Fife Voluntary Action, Enterprise and Employability Directorate.</li> <li>• DYW Delivery Plan Support and Challenge meetings took place across all secondary schools.</li> <li>• Launch of new DYW pupil Ambassador programme.</li> <li>• Collaboration across PD network to scope out potential for new PD ARA.</li> </ul>	<p>gains ranging from 0.3% to 8.7%.</p> <ul style="list-style-type: none"> <li>• Identified pathways that support the work readiness of young people has strengthened and embedded in most secondary schools.</li> <li>• Quality and consistency of DYW delivery plans have improved.</li> <li>• 10 out of 18 secondaries have participated in Ambassador training.</li> <li>• Created draft guidance for My Future Plan (PD Approved Reduced attendance)</li> </ul>	<ul style="list-style-type: none"> <li>• Identified priority schools (DYW and PD) will be provided with a more intensive offer of support.</li> <li>• Further refine centralised tracking to ensure ease of use and devise related timeline for information population.</li> <li>• Implement bi-annual DYW support and challenge meetings and create related action plans as required.</li> <li>• 18 schools will have an embedded DYW Ambassador programme.</li> <li>• Test of change implement for MY Future Plan (PD ARA).</li> </ul>
Creation of a range of universal and bespoke learning pathways, including wider achievement provision and accreditation	<ul style="list-style-type: none"> <li>• Development of work-related learning (WRL) across partnerships.</li> <li>• Creation of a collaborative approach to WRL, supported by guidance and practice documents.</li> <li>• Clear link to improving positive and sustained destinations.</li> <li>• Development of employability within in all secondary schools</li> <li>• Develop targeted approaches to ensure the work experience entitlement for all school leavers.</li> <li>• Develop accreditation pathway for work</li> </ul>	<ul style="list-style-type: none"> <li>• Piloted test of change initiative related to targeted employability group work in schools</li> <li>• School training and central team support for the implementation of Workit. (Work experience portal)</li> <li>• Workit extended to include volunteering, leadership opportunities and Foundation Apprenticeships.</li> <li>• Employer Engagement guidance created and shared across schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot employability programme 1: All participants achieved a PD, 60% increased confidence with independent travel, 9 partners supported the programme.</li> <li>• Pilot employability programme 2: 70% of pupils completed the Ideal Candidate programme with all increasing their employability skills, 96% achieved a PD, 23% participated in an additional work experience placement.</li> <li>• 343 different Wider Achievement qualifications (SCQF Levels 1-7) (+146 from 23/24) related to work experience, volunteering, entrepreneurship and</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in work related learning within the curriculum in schools.</li> <li>• Development of WRL approach and guidance across Fife.</li> <li>• Continued growth in Fife DYW KPIs.</li> <li>• All schools engaged in Careers Education activity from S1-S6</li> <li>• Increase in FA and MA numbers.</li> <li>• Increase in number of FAs offered and delivered across Fife.</li> <li>• Increase in those completing FAs successfully.</li> <li>• Increase work related experiences for targeted young people and leavers.</li> </ul>

	experience and volunteering.		<p>leadership are now embedded across Fife schools with total participant awards of 6421 (+3672 from 23-24).</p> <ul style="list-style-type: none"> <li>• 500+ work experience opportunities now available via Workit.</li> <li>• Multiple work placements requested by young people resulting in a placement total of 678.</li> <li>• 456 work related learning activities available across 25 career areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement (DYW KPIs) and presentations for Work experience/ Volunteering/ Leadership and Enterprise- SCQF / Saltire etc.</li> <li>• QA school specific work experience strategies and target number of placements.</li> <li>• Extend pupil engagement in the Workit virtual offer to support the universal entitlement.</li> <li>• Increase in number of Modern Apprenticeships (MAs) taken up by school leavers.</li> <li>• Increase number of young people engaged in volunteering.</li> </ul>
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# Improving Equity and Equality

## Key messages: Equity & Equality

- There are a range of barriers to child development and learning. These include: poverty (e.g. living in SIMD Quintile 1, being registered for free school meals); having an indicator of individual needs (e.g. Additional Support with Learning; an experience of care; speaking a language other than English or Scots at home).
- Children and young people in these groups frequently have poorer than average outcomes (see table top right).
- Furthermore, children and young people who face multiple barriers have outcomes that are significantly poorer than those affected by only one barrier, as can be seen from the lower table on the right.
- Improving support for children who live in poverty, or who have an individual need, is a cross-cutting goal of the Directorate's improvement work. Many of the other sections in this report describe this aspect of the Directorate's work and its impact.
- Generally, the evidence shows that the Directorate is helping to secure improved outcomes for these groups, but that significant challenges remain.
- The Directorate is a significant contributor to the Fife Children's Services Partnership, working with partners to improve the collective impact of our work. Further information about this work can be found in the Children's Services Annual Report (see: <https://www.fife.gov.uk/CSReport25>).

	Numeracy (%)	Literacy (%)	Number of pupils
<b>ALL P1, P4, P7 pupils</b>	<b>77.3</b>	<b>71.1</b>	<b>11563</b>
Speakers of other languages	75.0	64.1	835
Living in SIMD Quintile 1	67.3	60.0	2689
Registered for free meals	60.1	51.7	2770
Children with ASL need	56.2	46.3	3058
Care experienced children	43.6	40.2	294

*The table above compares data for CfE achievement in literacy and numeracy for different groups of learners in stages P1, P4 and P7 combined.*

	Numeracy (%)	Literacy (%)	Number of pupils
<b>Non-care experienced</b>	<b>77.9</b>	<b>71.6</b>	<b>8843</b>
Not in any other group	90.4	86.5	4960
In 1 other group only	71.6	64.0	2445
In 2 other groups only	60.4	51.8	1164
In 3 or more other groups	49.8	39.8	319

*The table above shows outcomes for those pupils in stages P1, P4 and P7 who were not currently looked after in school year 2023/24 (i.e. care experienced). It shows the impact of multiple barriers to learning on outcomes for this group. Those children facing 3 or more barriers to learning had outcomes that were similar to care experienced children.*

## Our Progress in Delivering the Strategic Actions in our Directorate Improvement Plan in 2024/25

### Improvement Plan 2023-26

#### Cross-cutting theme – Equity & Equality

What is the key issue or challenge?	What do we need to do to address this? (outcome)	Summary of progress made during the period August 2024 - June 2025	Evidence of progress and impact as of June 2025	Next steps for year 2025-26
3-18 attainment in literacy and numeracy, for those disadvantaged by poverty or a protected characteristic is below targeted levels in Fife.	<p>Continual review of plans and stretch targets linked to attainment- standing item on cluster discussion</p> <p>PT Closing the Gap will work alongside cluster leadership teams to support the closing the gap agenda taking a universal and targeted approach.</p> <p>3-18 Lit/Num strategy will support planning for improvement in learning and teaching of literacy and numeracy to meet the needs of all.</p>	<p>Stretch targets have been developed in September and revised in February to accurately reflect changing cohorts. Attainment has been a standing item on cluster agendas where predictions are measured against stretch targets and NSA.</p> <p>12 PTCGs were recruited to support 14 identified school clusters. They worked alongside leadership teams to embed effective pedagogy, used data to monitor impact, and supported assessment and moderation. They led professional learning in Writing, Reading, and Numeracy.</p>	<p>PTCG -engaged with 854 learners across 57 schools and 99 classes. Early data shows a reduction in the attainment gap from 29% to 14% in targeted schools, demonstrating significant progress in closing the gap.</p>	<p>Continue to support schools through this model with 4 PTCG and 9 CTs recruited to support clusters in implementing effective strategies as identified from current work.</p>
A range of barriers still exist across education that are preventing engagement of	Active monitoring of plans and reporting on progress on all areas of Attainment Scotland funding. (SEF/ PEF/LWC)	A robust approach to school improvement planning has been successfully implemented across the authority. All schools benefit from detailed feedback on their school improvement plans, which	Significant progress has been achieved in tracking and identifying the qualitative and quantitative impact of equity and PEF. All school equity plans undergo rigorous quality	

learners in education.	<p>Tracking, monitoring and data analysis tools that support improvement discussion</p> <p>PT Closing the Gap will work alongside cluster leadership teams to support the closing the gap agenda taking a universal and targeted approach.</p>	<p>include equity-focused sections, a PEF financial spend proforma, and their Standards and Quality Reports. Equity remains a central theme in school and central officer meetings, cluster discussions, and the self-improving schools system.</p> <p>A new tracking system 'Progress' has been implemented in all Primary Schools and Nurseries. Processes have been developed to link this data collected to Power BI to support discussions.</p> <p>See above</p>	<p>assurance. This analysis has enabled targeted support to be provided to schools, while also recognising and disseminating effective practices</p> <p>This system allows a progress story to be built over a number of years and details all attainment interventions for each learner. This system also allows schools to easily identify and track defined groups of identified learners more closely.</p>	<p>Continue to develop schools' knowledge and confidence of the system to support individuals to make good progress through their learning by making appropriate interventions.</p>
Lack of engagement with key stakeholders in identifying how Attainment Scotland Funding is used	<p>Professional learning around planning, interventions and approaches</p> <p>Collaboration with children and families to ensure strategies identified are meeting the needs of individuals in their local communities</p>	<p>2 cohorts of the Headteacher Strategic Leadership Programme participated in session's which focused on Equity and Equalities and in particular the impact of Attainment Scotland Funding. In total 58 school leaders from across Primary, Special and Early Years sectors have participated in the programme.</p> <p>This session, two clusters engaged pupils and communities in participatory budgeting to enhance decision-making. In Glenrothes High School, the initiative empowered pupils to</p>	<p>Evaluations gathered from participants of the Headteacher Strategic Leadership programme showed that participants had a greater understanding of how to measure the impact of Attainment Scotland Funding.</p> <p>Both initiatives have strengthened pupil engagement and contributed to closing the literacy and numeracy attainment gap.</p>	<p>HT Strategic Leadership Programme Cohort 3 to be delivered during Session 25-26.</p> <p>Continue to support schools to engage with families and wider communities around PEF spend.</p>



		influence school spending, fostering ownership and responsibility. Pupil-led decision-making, supported by staff, ensured meaningful improvements in learning and wellbeing. Beath cluster collaborated with parent councils to refine assessment practices for targeted learners, using allocated funding to purchase assessment materials.		
Equity and Equality is not evidenced in all strategic areas.	Ensure that key leads are aware of the need to ensure that equity and equality is evident within their individual strategies and reported upon at key points within the year.	Equity and equality input provided as part of wider ELT development sessions and HT development sessions	Key theme of equity and equality addressed in all strategic areas	Continue to embed and monitor

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

#### The Education Directorate Scorecard

The Directorate Scorecard compares outcomes in Fife with outcomes across Scotland as a whole. A benchmarked view of data has been reported for the most recently published national data, which relates to the 2023/24 school year.

Measure	Fife						5 year trend: Fife	National						Trend: Fife Gap vs National
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	
<b>Context</b>														
Children in Low Income Families (CILIF)	19.4%	22.2%	18.5%	19.1%	19.7%	18.0%		16.8%	19.5%	16.8%	16.9%	17.8%	16.3%	
<b>System Measure</b>														
Cost per pre-school education place	£ 5,581	£ 6,663	£ 9,106	£ 9,928	£ 10,387	£ 11,041		£ 6,110	£ 8,027	£ 10,777	£ 11,385	£ 11,613	£ 11,659	
Cost per primary school pupil	£ 5,905	£ 6,160	£ 6,543	£ 6,749	£ 7,062	£ 7,077		£ 6,375	£ 6,678	£ 6,875	£ 6,999	£ 7,221	£ 7,213	
Cost per secondary school pupil	£ 7,831	£ 7,898	£ 8,125	£ 7,837	£ 8,361	£ 8,296		£ 8,713	£ 8,956	£ 8,898	£ 8,729	£ 8,966	£ 8,957	
<b>System Quality</b>														
Proportion of funded early years provision which are graded good/better	93.8%	97.5%	98.0%	96.8%	93.6%	94.9%		90.6%	90.2%	90.9%	89.4%	90.1%	89.8%	
HMIE inspection outcomes (good or better) across all QIs in all schools	61.5%	66.7%	N/A	N/A	63.2%	67.4%		60.6%	64.7%	N/A	N/A	70.1%	67.9%	
<b>Wellbeing &amp; Attendance</b>														
Percentage attendance of children at school (Primary)	94.0%	93.0%	94.1%	90.7%	91.3%	91.5%		94.5%	N/A	94.0%	N/A	92.2%	92.5%	
Percentage attendance of children at school (Secondary)	90.2%	88.9%	91.1%	86.8%	87.3%	87.2%		90.7%	N/A	89.1%	N/A	87.7%	87.6%	
Primary exclusion rates (per 1,000 pupils)	10.9	N/A	5.9	N/A	c			8.1	N/A	N/A	N/A	4.5	N/A	
Secondary exclusion rates (per 1,000 pupils)	31.4	N/A	21.6	N/A	29.6			39.6	N/A	N/A	N/A	31.5	N/A	
Wellbeing mean score (Stirling, WEMWBS)					43.80						45.30			

Measure	Fife						5 year trend: Fife	National						Trend: Fife Gap vs National
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	
<b>Literacy &amp; Numeracy in the Broad General Education</b>														
P1, P4, P7 CfE Achievement - Literacy	74.2%	N/A	64.6%	68.4%	70.3%	71.1%		72.3%	N/A	66.9%	70.5%	72.7%	74.0%	
P1, P4, P7 CfE Achievement - Numeracy	80.2%	N/A	71.3%	74.8%	77.0%	77.3%		79.1%	N/A	74.7%	77.9%	79.6%	80.3%	
S3 CfE Achievement - Third level - Literacy	79.7%	N/A	N/A	80.1%	85.7%	86.5%		87.9%	N/A	N/A	85.5%	87.8%	88.3%	
S3 CfE Achievement - Third level - Numeracy	88.0%	N/A	N/A	88.5%	87.0%	88.2%		90.2%	N/A	N/A	89.1%	89.6%	90.3%	
<b>Literacy &amp; Numeracy in the Senior Phase</b>														
Literacy at SCQF level 4 by the end of S4	89.8%	91.3%	92.1%	92.1%	93.8%	90.1%		90.9%	92.0%	92.2%	92.0%	92.3%	90.2%	
S4 Numeracy at SCQF level 4 by the end of S4	90.7%	91.0%	90.3%	89.5%	91.3%	88.0%		86.8%	88.8%	86.6%	87.9%	88.4%	84.8%	
S4 literacy at SCQF level 5 by the end of S4	68.9%	68.1%	67.6%	70.5%	74.4%	71.6%		71.8%	73.8%	73.3%	74.6%	75.9%	74.8%	
S4 numeracy at SCQF level 5 by the end of S4	58.6%	58.7%	56.6%	61.5%	65.4%	61.2%		57.4%	61.4%	56.4%	61.6%	64.2%	63.7%	
<b>Wider Attainment in the Senior Phase</b>														
3 or more awards at SCQF level 5 by end of S4	60.9%	63.1%	63.3%	61.6%	63.7%	62.5%		66.2%	70.4%	70.2%	69.8%	69.6%	69.6%	
5 or more National 5 (A-C) passes by end of S4	N/A	42.6%	39.6%	36.7%	36.9%	34.7%		N/A	48.8%	45.9%	44.4%	42.9%	41.9%	
1 or more awards at SCQF level 6 by end of S5	N/A	59.1%	60.3%	58.3%	60.1%	61.9%		N/A	64.3%	66.1%	64.0%	63.7%	63.7%	
3 or more Higher (A-C) passes by end of S5	N/A	34.4%	35.2%	31.4%	28.3%	27.3%		N/A	40.6%	41.7%	37.7%	35.5%	33.6%	
5 or more Awards at Level 5 for school leavers	60.0%	61.0%	63.0%	61.0%	60.0%	59.0%		64.0%	68.0%	70.0%	68.0%	66.0%	66.6%	
5 or more Awards at Level 6 for school leavers	30.0%	31.0%	32.0%	35.0%	32.0%	32.0%		36.0%	40.0%	42.0%	39.0%	38.0%	39.0%	
<b>Leaver Destinations</b>														
Positive destinations - initial	94.4%	91.9%	93.9%	94.8%	95.3%	95.6%		95.0%	93.3%	95.5%	95.7%	95.9%	95.7%	
Positive destinations - follow up	91.0%	90.0%	89.8%	92.1%	91.4%	94.1%		92.9%	92.2%	93.2%	93.5%	92.8%	93.1%	
Participation rate for 16-19 year olds (%)	90.7%	91.7%	91.0%	91.2%	91.2%	90.8%		91.6%	92.1%	92.2%	92.4%	92.6%	92.7%	

## Summary of current progress (as at the start of August 2025)

### *Context*

- Levels of child poverty in Fife remain higher than the Scottish average.

### *System measures & system quality*

- Spend on learning and childcare continues to increase but remains below the national average.
- Inspection outcomes for early learning settings continue to be consistently above the national average, with almost all provision being graded good or better.
- Inspection outcomes for schools tend to be volatile from year to year, as the number of inspections in Fife is relatively small. Outcomes are broadly in line with national, with the majority of evaluated QIs for schools being good or better.

### *Wellbeing*

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

### *Attendance*

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

### *Literacy and numeracy achievement in primary schools*

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

- Levels of CfE achievement in Fife primary schools remain below national levels, in contrast to the position before the Covid pandemic.

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

- Literacy and numeracy attainment have been a key area for improvement actions since the end of the Covid pandemic. It was recognised that these are key skills for learning, life and work. Improvement actions focussed on ensuring that core processes to support the development of these skills are firmly established as part of a 3-18 learning journey.
- Outcomes for achievement of literacy and numeracy by the end of stage S4, generally, compare well with national outcomes. Although attainment fell in Fife and across Scotland in 2023-24, initial data for Fife for 2024-25 shows a recovery in attainment and a return to a level of performance that compares well against previous national outcomes.

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

- Measures for wider attainment at SCQF level 5 by the end of S4 (achievement of multiple awards at SCQF level 5, or achievement of multiple National 5 passes) continue to lag national outcomes.
- This feeds through to a gap with national outcomes for wider attainment of learners at SCQF level 6 (and for Higher passes) by the end of stage S5, as well as a gap with national outcomes for school leavers at SCQF levels 5 and 6.
- Improving wider attainment continues to be a focus for improvement, with the ambition to build on the strengths that have been re-established in literacy and numeracy attainment in the senior phase.

**Note:** *alternative arrangements for were used during and following the period of the Covid pandemic. For this reason, data on senior phase outcomes from 2019/20 to 2022/23 does not provide a like-for-like comparison with other years.*

#### *Post-school destinations*

- Initial positive destinations fell during the Covid pandemic but have shown consistent improvement since then. They are now higher than any previously recorded outcomes. The gap with national outcomes has also been consistently narrowed to 0.1%.
- Follow-up destinations improved significantly in 2023-24 and are also higher than previously recorded outcomes. They now exceed the national average.

## 4. Our approach to improvement

The Education Directorate is committed to using proven and high-quality improvement approaches to support continuing improvement across early years settings and schools in Fife. In order to further this aim, the service:

- Plays a key role in Fife's children's services partnership (*Children in Fife*), to help support **system-level improvement** in service delivery to meet the needs of Fife's most disadvantaged and vulnerable children and young people. This is a significant element of the Directorate's approach to improving wellbeing and engagement.
- Works in partnership with West Lothian, South Lanarkshire and Dumfries & Galloway Councils – as part of an *ADES Improvement Quad*, supported by ADES. The authorities share learning and practice to improve their **core approaches** to support improvement across early learning and school settings.
- Supports the work of the Fife *Children and Young People's Improvement Collaborative (CYPIC)* to strengthen the use **quality improvement methods** and tools, within classroom settings and at a system level. Our work with CYPIC is well established and has led to significant success at the National Quality Improvement Awards. We are now working to improve the impact that this work has at a system level – through improving the way that we plan and deliver scale and spread of improvement.
- Is a member of *EFQM* – the improvement organisation. The service is using the EFQM model to underpin a **holistic approach** to improvement from system to practice level. It is also using opportunities provided by membership of EFQM to learn from the experience of other, similar organisations across Scotland and sector-leading organisations from across the world.





## 5. 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 & experiences of children, young people & families in Fife.

### Education Scrutiny Committee

**17 September 2024** (papers available at: <https://www.fife.gov.uk/resources/download-document-sharepoint?siteId=b0a16c14-7250-44ae-86f0-8e50f76efb3c&listId=84f0c2e2-9406-43dc-b9c5-367fa62fed43&listItemId=83027>)

1. Education Directorate Improvement Plan Update for 2024/25 and Annual Report 2023/24

**19 November 2024** (papers available at: <https://www.fife.gov.uk/resources/download-document-sharepoint?siteId=b0a16c14-7250-44ae-86f0-8e50f76efb3c&listId=84f0c2e2-9406-43dc-b9c5-367fa62fed43&listItemId=83132>)

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

**28 January 2025** (papers available at: <https://www.fife.gov.uk/resources/download-document-sharepoint?siteId=b0a16c14-7250-44ae-86f0-8e50f76efb3c&listId=84f0c2e2-9406-43dc-b9c5-367fa62fed43&listItemId=83238>)

4. Inspection Outcomes August 2023 – June 2024
5. Health & Wellbeing Improvement Priorities – Progress Report

**18 March 2025** (papers available at: <https://www.fife.gov.uk/resources/download-document-sharepoint?siteId=b0a16c14-7250-44ae-86f0-8e50f76efb3c&listId=84f0c2e2-9406-43dc-b9c5-367fa62fed43&listItemId=83338>)

6. Attendance Update Report March 2025

**7 May 2025** (papers available at: [https://www.fife.gov.uk/data/assets/pdf\\_file/0033/674097/Education-Scrutiny-Committee-Public-Agenda-Pack-20-05-2025.pdf](https://www.fife.gov.uk/data/assets/pdf_file/0033/674097/Education-Scrutiny-Committee-Public-Agenda-Pack-20-05-2025.pdf))

7. Destinations of School Leavers

### **Cabinet Committee**

**29 May 2025** (papers available at <https://www.fife.gov.uk/resources/download-document-sharepoint?siteId=b0a16c14-7250-44ae-86f0-8e50f76efb3c&listId=84f0c2e2-9406-43dc-b9c5-367fa62fed43&listItemId=83479>)

8. Strategic Equity Fund – Session 2025/26

### **Fife Partnership Board**

**5 August 2025** (papers available at [https://www.fife.gov.uk/data/assets/pdf\\_file/0034/689524/Agenda-and-Papers-Fife-Partnership-Board-of-5-August-2025.pdf](https://www.fife.gov.uk/data/assets/pdf_file/0034/689524/Agenda-and-Papers-Fife-Partnership-Board-of-5-August-2025.pdf))

9. Fife Children's Services Annual Report 2024/25

## Appendix 1: Glossary

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

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

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





Education Directorate  
Improving Life Chances for All

