Education Directorate

Improvement Plan 2023-26

Updated: as at August 2024

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1. Education Directorate Improvement Plan

Introduction

Fife's Education Directorate is one of the largest in Scotland. We strive to provide high quality learning and childcare services to children, young people and families. We want to ensure that all children and young people experience an inclusive, equitable and supportive environment that encourages them to have a strong voice in their learning and development.

The Education Directorate Improvement Plan sets out, at a high level, the challenges and barriers faced by children and young people in their lives and learning and how our services plan to address these. It outlines our key strategic priorities and actions to provide direction across the Directorate describing how, collectively, we aim to improve the outcomes and experiences of all of Fife's children, young people and their families.

The Plan was originally published in August last year and covered the three-year planning period 2023-2026. This version of the improvement plan has been updated to reflect progress made – and challenges encountered – in delivering the plan over the past year.

This Plan constitutes Fife's Education Authority statutory annual plan for delivering the National Improvement Framework and for reducing inequalities of outcome (as required under sections 3F & 3H of the Standards in Scotland's Schools etc Act 2000).

August 2024

The geography of Fife

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

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

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

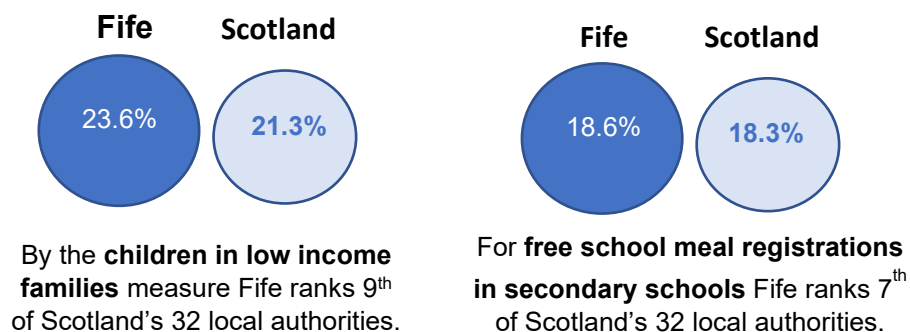| Area	Large urban	Other urban	Accessible small towns	Remote small towns	Accessible rural	Remote rural
Fife	0.0%	64.1%	17.7%	0.0%	18.2%	0.0%
Scotland	**37.8%**	**33.9%**	**8.6%**	**2.6%**	**11.6%**	**5.5%**

Area deprivation in Fife (SIMD)

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

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

The profiles of Fife and Scotland are very similar.

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

Measures of child and household poverty

Fife	Scotland
23.6%	21.3%

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

Fife	Scotland
18.6%	18.3%

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

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

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

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

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

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

Children & young people we support

- 69,558 children and young people, aged 0-17 years.

- 49,317 pupils in Fife schools (26,788 in primary, 22,377 in secondary and 152 in special schools).

- The table on the right provides an overview of the needs of Fife learners.

- 6,302 registrations for early years provision.

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

How we support our children & young people

- 155 schools in Fife (132 primary schools, 18 secondary schools and 5 special schools).

- 3,614 FTE teaching staff (1,735 primary schools, 1,681 secondary schools, 98 special schools and 101 centrally employed).

The Education Directorate was established in early 2024, following a review of the Council's structure that was approved by the Council's Cabinet Committee on 30 November 2023.

The Directorate has retained the purpose statement and values of its predecessor – the Education and Children's Services Directorate.

Our *Purpose* is: **Improving Life Chances for All**.

Our *Values* are:

- **Compassion** - *showing empathy, sensitivity, kindness, understanding, a non-judgemental attitude, and actively engaging to help and support every child.*

- **Ambition** – *being ambitious for every child and doing all that we can to remove challenges or barriers to their happiness, development, learning and achievement.*

- **Respect –** *acknowledging and upholding the dignity and rights of every child, being inclusive and celebrating diversity, actively listening and giving a voice to every child.*

- **Equity** – *fairness, justice, without bias or discrimination – removing or mitigating the impact of any barriers that children may in their lives, enabling all to thrive and flourish.*
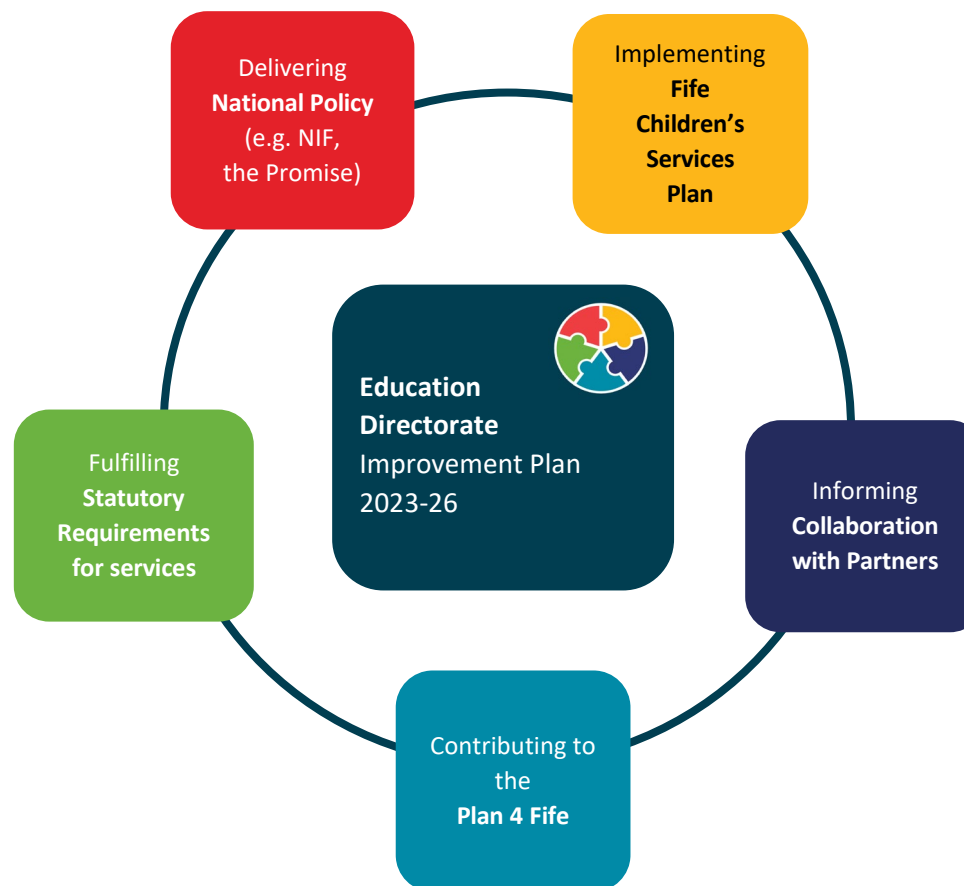
This update of the Directorate Improvement Plan 2023-26 provides a basis for the Directorate to continue striving to achieve our purpose, and to further develop services that reflect our shared values.

The Directorate Improvement Plan provides a basis for working with a range of partners at national and local level, enabling the Directorate to:

- Deliver **national policy**, e.g. the National Improvement Framework for schools.

- Support the implementation of the **Fife Children's Services Plan**, for which the Directorate provides a lead on behalf of Fife Council.

- Fulfil key **statutory requirements** for the planning and delivery of services.

- Inform **collaborative working** with other Council services and wider partners to promote, support and safeguard the wellbeing of children, including: Corporate Parenting, Child Protection, Children's Rights, and actions to mitigate Child Poverty.

- Inform Fife's participation in the **South East Improvement Collaborative (SEIC)** for schools and early learning settings.

- Describe the Directorate's contribution to the **Plan 4 Fife**, Fife's Local Outcomes Improvement Plan.

Delivering **National Policy** (e.g. NIF, the Promise)

Implementing **Fife Children's Services Plan**

Fulfilling **Statutory Requirements for services**

Education Directorate Improvement Plan 2023-26

Informing **Collaboration with Partners**

Contributing to the **Plan 4 Fife**

2. Our focus for improvement 2023-26

Our improvement priorities for 2023-26

The Education Directorate Improvement Plan 2023-26 has been 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 has 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 addresses 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)

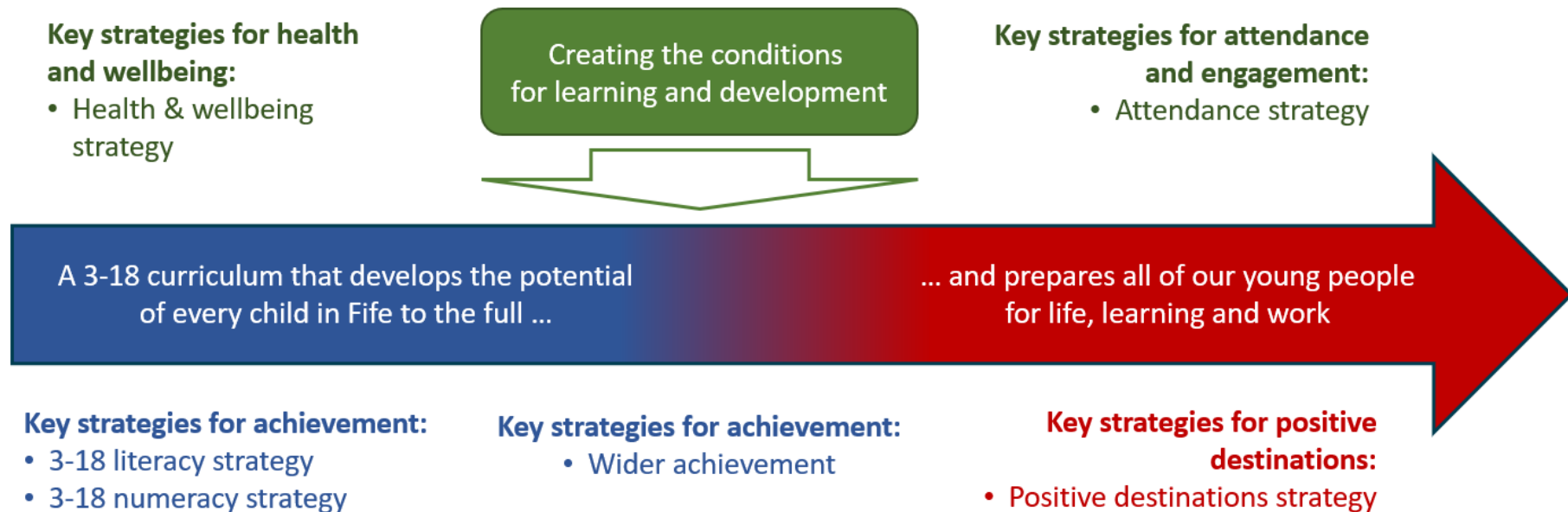- Priority 4 – Improving **Positive Destinations**

For each of these outcomes there are significant differences in outcomes relating to equity and equality. These include – for example, differences in outcomes relating to measures of poverty or deprivation (measured via SIMD, 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 which will need to be addressed across all of our improvement activity. Central to addressing this challenge will be work to promote the rights of our children and young people.

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.

Key strategies for health and wellbeing:
- Health & wellbeing strategy

Creating the conditions for learning and development

Key strategies for attendance and engagement:
- Attendance strategy

A 3-18 curriculum that develops the potential of every child in Fife to the full …

… and prepares all of our young people for life, learning and work

Key strategies for achievement:
- 3-18 literacy strategy
- 3-18 numeracy strategy

Key strategies for achievement:
- Wider achievement

Key strategies for positive destinations:
- Positive destinations strategy

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 (for example, through work to close the equity gap in educational outcomes and by embedding Learning for Sustainability within the curriculum).
- There is a more focussed narrative about key strategies for improvement, supported by SMART measures of impact.

3. Our current progress in improving outcomes

The Education Directorate Scorecard

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

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

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

Summary of current progress (as at the start of August 2024)

Context

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

Health and Wellbeing

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

Attendance

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

Literacy and numeracy achievement in primary schools

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

Literacy and numeracy attainment in the senior phase

- ***Note****: alternative approaches to assessment and certification were used during the period of the Covid pandemic. For this reason, data for 2019/10 and 2020/21 does not provide a like-for-like comparison with other years.*

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

Wider attainment in the senior phase

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

Post-school destinations

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

Changes to the Directorate Scorecard for 2024-26

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

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

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

4. Our planned improvement actions for 2024-26

The following pages provide an overview of the planned improvement actions for the period 2024-26.

The improvement actions for each priority in the Directorate Plan are overseen by a lead strategic group. The group is comprised of Education Managers (EMs) and Quality Improvement Officers (QIOs), whose strategic remits cover the main areas in the action plan. This work is supported by other teams and officers within the Directorate.

The action plan sets out:

- The officers and teams involved in the improvement work for each priority, as well as the cross-cutting theme of Equity and Equality.
- The key challenges that they will be working on during the remainder of the current Directorate Improvement Plan, over the period 2024-26.
- The approaches that will be used to address these challenges.
- The specific actions that will be undertaken to progress this work.
- And, the evidence that the groups will be gathering to review progress with improvement actions and to measure the impact of this improvement work on the outcomes and experiences of our children and young people.

Improvement Plan 2024-26
Priority 1 – Health and Wellbeing

What is the key issue or challenge?	What do we need to do to address this?	What actions will be needed? (What is the timescale for doing this?)	What evidence will we have of progress, completion or impact?	Who will lead on this action?
Outcome-Mental Wellbeing Challenge-Improving Mental & Physical Wellbeing (Anxiety, Self-Harm & Body Image) Evidence- 56.8% of our YP in S2-S6 had a slightly raised, high or very high strength and difficulties score. This figure is much higher than the national figure, which was 47.2% in the 2021/22 survey, and has risen in all stages, but the worst affected group are the S2 cohort with 60.4% of pupils who responded in this category reporting slightly raised, high or very high strength and difficulties score. YP in P5-S1 were asked "there are lots of things I worry about in my life"; 50.3% agreed compared to 41.9% in the 2021/22 National results. These results echo the previous Shine Survey results carried out in 2021/22 where key themes identified included	**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.**	**Decider Skills** • Train a group of community-based facilitators: parents and carers, group leaders to facilitate peer groups for families within the community • Consider how CBT informed approaches feature within continuum of support for schools as part of ASG. **Single Point of Access** • Explore a multi agency single point of access to streamline the referral process for mental health supports for school-based children and young people to ensure they get the right support at the right time. **Commissioning** • (C) Conduct a needs analysis of mental health and wellbeing needs of children, young people and families and consider gaps in provision to inform the next round of commissioning. **Access to Support** • Implement a referral system using the wellbeing pathway in	• Consultation and report on CBT informed approaches available or required for schools as part of continuum of support. • ASG and Community SOG will develop plans and pilot single point of access before considering further progress. • Bereaved children, young people, families and staff feel supported and able to access additional help as and when appropriate. Annual Seasons for Growth reporting to show spread and impact. Increased staff confidence in supporting young people and colleagues through bereavement and loss. • Young people feel more confident in leading and supporting peers to improve mental health across their school community. Mental health stigma and discrimination is reduced across school communities. • EAP analytics of engagement rates, promotional/access materials for Education Directorate - focus on hard-to-reach groups	Quality Improvement Officer (Health & Wellbeing) Wellbeing Leads

Low Mood, Emotional Regulation and Loneliness.		schools, providing access to community mental health provisions for children and young people	• Short-life working group of practitioners representing all areas of Directorate, key national partnerships (ADES Personnel Network) where EAPs are offering different services
24.2% of YP P7-S6 reported they had hurt themselves on purpose and females were higher than males.		**Bereavement Support**	• Participant and course numbers during 24/25 session
In 2021, data from the Shine Survey reported that of the 2922 pupils in S2, S4 & S6 who answered the question "have you ever hurt yourself on purpose?" 26% said Yes and a further 18% preferred not to say.		• Improved access to support for bereaved children, young people, families and staff, and improved knowledge and confidence of staff to support bereaved children and young people.	CMHF Commissioned Service Data Capture
29.6% of YP in P7-S6 felt they were pressured (stressed) a lot by schoolwork; the percentage of YP in S4-S6 felt the most pressure. Females reported this pressure more than males. The difference between sexes is also seen in national data (30.3% of female, 16.0% of males nationally reported being stressed). Females were much more likely to say they don't feel confident to speak up in class, ask questions and share opinions		**Pupil-Led Initiatives** • Increase opportunities for young people to lead on mental health initiatives including the continued roll-out of See Me See Change programme across secondary schools to encourage pupils, staff and the wider school community to develop and initiate actions to address mental health stigma and discrimination. **Staff Wellbeing** • (C) Improve access to Fife Council's Employee Assistance Programme (EAP) through increased awareness and understanding • Identify gaps in EAP provision and explore opportunities to provide additionality through the commissioning of services for staff	

		• Increase participation in Mentally Healthy Workplaces training across all sectors and services Connect Staff from across the network to collaborate and develop approaches		
Outcome-Physical Wellbeing Challenge-Inactivity & Equality Evidence- 57% of our YP in S1-3 indicated that they participated in positive leisure activities. These included sports clubs, charity work, drama, music, religious and youth clubs; with 55% of YP in P5-S6 reporting they had had at least one hour of exercise the day before completing the survey, this is similar to the national survey that showed 58%. 84.1% of pupils reported that they do physical activity that makes them sweat, in their free time, once a week or more. Nationally this figure was 85.5% in 2021/22.	**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.**	• (C) Active Schools Core Offering to be embedded within all 18 clusters, with particular focus on bridge programming by providing additional support to CYP who are disadvantaged and / or vulnerable with referral processes • Integrating monitoring & evaluation practice across Active Schools programmes to ensure reporting / evidencing impact is relevant and purposeful to service / directorate outcomes • Consolidating core practice with focus on clearly defined development / improvement over a two-year action planning phase. • Improved communication and awareness raising mechanisms to be developed for internal & external purposes. • Ensure staff are aware of the opportunities to engage in PA opportunities within communities as part of Staff wellbeing	• MySport Data collected from all Schools via ASC • Impact Reports Collated throughout the Year • Community Activity Data • YP Focus Groups – Engagement Area Based Impact Reports	Quality Improvement Officer (Health & Wellbeing) Wellbeing Leads

		• (C) Resource Sharing Platform – What exists that YP can access and find Connect Staff from across the network to collaborate and develop approaches		
Outcome – Relationships & Behaviour Challenge - Staff Wellbeing – Workload & Relationships & Behaviour Evidence - 30% of YP in P5-S3 indicated they had been bullied in school; this was higher in Primary School. This was similar to National results. 80.2% of YP in P5-S4 reported that they agreed that their friends treated them well. 62.5% of YP P5-S6 said they always have an adult in their life to talk with about personal problems. The National Percentage was 65.4%.	**Promotion of positive relationships and behaviours between staff, children and young people in all educational settings.**	• Through further consultation and focus group activities, identify 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 the HoS HWB sessions • Support Core Approaches (Trauma Informed/De-escalation). A 4-area Network Model: 3 twilights across the year for teams to collaborate & share practice around their priority theme. These will be led by school-based facilitators. • Deliver a range of PL programmes around positive relationships: In person: 6-part Positive Relationships for Learning Self-led: Staff Wellbeing, 6 Principles of Nurture, Trauma Informed Practice, De-escalation Hybrid (self-led & group discussion): 4-part Key	• Short-life working groups representing EDLT, HT's, pupil support, early years and central services. • Staffwise progress reports for Education Scrutiny Committee. • Support Core Approaches (Trauma Informed/De-escalation) - Increased staff knowledge & confidence of core approaches (gathered via MS Forms), Improved staff collaboration & sharing practice/resources, Improved ethos/behaviour/relationships in schools, Reduced incidents (HS 1), Increased learner engagement, Improved attendance (Power BI) • Increased staff knowledge & confidence of approaches/tools to support positive relationships (gathered via MS Forms), Improved staff collaboration & sharing practice/resources, Improved ethos/behaviour/relationships	Quality Improvement Officer (Health & Wellbeing) Wellbeing Leads

		Approach, 3-part Continuing Connections) • Develop and deliver Staffwise development sessions to support school/team/centre leaders to work effectively with their local data to deliver improvements in their own setting, and ensure these are recorded in the appropriate planning document (SIP, action plan). • Through re-positioning the existing HT Peer Support Model, improve support for different staff groups (e.g. Guidance networks, DHT's) by implementing an effective Peer Support Model • Improve 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 • (C) Progress the Education Directorate priority areas of Culture and Behaviours and Leadership and Management from the Our People Matter action plan • Align the priorities of the Education Directorate Our People Matter action plan with our own Health and Wellbeing	in schools, Reduced incidents (HS 1), Increased learner engagement, Improved attendance (Power BI) • Representatives from all Schools engaged in development session to share learning with local colleagues. • Evidence of Health & Wellbeing Improvements and explicit statements about supporting staff in all Schools SQIPs and team action plans • Re-establish working group and implement a pilot project for a key group of staff where need is identified through our current data • Established project team which includes school leadership. • Wider engagement with key external partners (LAs, national bodies and Scot Gov's HWB reference group). • An action plan which clearly states the aims, communication plan, professional learning offer and implementation model. • Increase in HTs / team managers attending Mentally Healthy workplaces training and other mandatory courses for line managers.	

		reporting mechanisms to ensure more coordinated delivery and a better understanding of the impact • A needs analysis of the Relationships, Sexual Health and Parenthood (RSHP) resource will be conducted in Aug '24 to ensure future Professional Learning & ongoing support for schools & families is appropriate • Work to develop a QI approach to Staff wellbeing • Gender Based Violence – Ensure all 18 secondary schools are supported to deliver Mentors in Violence Prevention (MVP) programme and encouraged to engage with Equally Safe at School (ESAS). Increased opportunities for pupil accreditation and involvement in community activities, and improved methods for measuring impact and progress made. • Connect Staff from across the network to collaborate and develop approaches	• Strengthen coaching approaches in the Education Directorate through ensuring more HTs / managers attend key PL opportunities. • Established link to CLT OD group to implement key FC activities in addition to priorities from Business Jigsaw input • Needs Analysis - RSHP This will provide initial baseline data around staff knowledge and confidence. PL and ongoing support to be developed in line with feedback and in collaboration with HSCP partners. • Develop an action plan for a specific staff wellbeing project which outlines the QI approach, progress measures and timescale MVP data is captured annually to provide feedback and fed into the 3-year plan governed by FVAWP. Improved ethos/behaviour/relationships in schools, reduced gender-based violence incidents and improved attitudes amongst staff and pupils.	
Outcome-Health Inequalities Challenge-Effects of Poverty on Wellbeing - Widening of Health Inequalities	**Supported families to engage in positive wellbeing**	• Core PSE promoted and supported within all High Schools including transition from Primary (LS, LT)	• Core PSE – Delivered in almost all secondary settings by June 2025 and progression pathways updated to reflect core offering.	Quality Improvement Officer (Health & Wellbeing)

	activities together considering universal and targeted approaches.	• Capacity building & empowering families and communities • Support FVA platform role out to enable Schools, Parents & Carers to access key information in user friendly manner • Collaborate with Key Partners to determine approach following Health & Wellbeing Survey and shared areas of development	• All Education Wellbeing Information integrated onto FVA Wellbeing Hub and signposting communicated to all School Establishments • Smoking/Vaping Policy Completed and Communicated. Evidenced AP narrative within Children's Services Plans	Wellbeing Leads

Outcome – Communication (C) Communication threaded through all Outcomes above

Improved access to Health & Wellbeing advice, support and information through the development of a H&WB Hub enabling children, young people and staff to support their health and wellbeing and guide others.

Improved communication routes and clear referral processes for staff & multi-agency partners to jointly plan support for young people's health.

Developed effective processes to allow children, young people and staff to engage in consultation activities to provide feedback which inform future planning, develop priorities, interventions and resources.

Challenge - Lack of Awareness of H&WB Support

Improvement Plan 2024-26
Priority 2 – Attendance & Engagement

What is the key issue or challenge?	What do we need to do to address this?	What actions will be needed? (What is the timescale for doing this?)	What evidence will we have of progress, completion or impact?	Who will lead on this action?
Ensure universal approaches to addressing attendance are fully implemented.	• Up to date policy. • Recording systems consistently understood and applied. • Effective use of data to monitor attendance by staff in schools and centrally. • Processes to address attendance issues in place, understood and applied. • Build Quality Improvement capacity and capability so staff have knowledge, skills and confidence to lead improvement activity. • Reduce exclusions.	• Refresh Fife Education attendance policy. • Schedule attendance strategy group meetings. Consider Terms of Reference + links to strategic planning groups. Invite representatives across the partnership. • Promote attendance resources pack. • Clear strategic messaging to schools on expectations surrounding attendance (policy). • Establish Quality Assurance mechanisms to ensure implementation of policy. • Implementation of Agreed Reduced Attendance/flexi-schooling processes. • Include online lesson coding in resources. • Understand better reasons for exclusions. Review and refresh exclusion policy.	• Policy updated and evident across Local Authority. • Consistent approaches in relation to attendance. • Quality Assurance processes and supporting documentation in place. • Schools are actively tracking and reviewing attendance data. • Working Time Agreement includes improvement work on improving attendance. • Attendance is a standing agenda item at cluster/school meetings. • Reduction in exclusions.	Quality Improvement Officer (Attendance/ Engagement)
Ensure universal approaches to addressing attendance include learners with specialist	• Review systems and recording processes for managing attendance, including coding of online lessons.	• Identify and implement effective and transparent recording systems processes. • Develop training strategy to build practitioner confidence working with new systems.	• Common transparent systems of managing and recording attendance. • Practitioners confident in using revised systems.	Quality Improvement Officer (Attendance/ Engagement)

			Accurate attendance data for Pupil Support Services, home education, online lessons, Approved Reduced Attendance / flexi-schooling.	Quality Improvement Officer (Equity)
provision (Pupil Support Service, Learning with Care, Home Educated, Gypsy & Traveller Education, residential schools) and vulnerable groups (e.g., edge of care, displaced people).			• Accurate attendance data for Pupil Support Services, home education, online lessons, Approved Reduced Attendance / flexi-schooling.	Quality Improvement Officer (Equity)
Ensure we understand better reasons for low and non-attendance.	• Undertake review of data on attendance. • Use Quality Improvement tools and techniques to understand our processes better (cause and effect, force field analysis, process mapping) and ensure we are aligning change ideas to root causes of low/non-attendance. • Review overall strategy for managing low and non-attendance.	• More focussed range of evidence - Power BI. More high level than Quality Improvement tools. • Professional Learning to equip staff with the Quality Improvement knowledge, skills and confidence to drive improvement work focused on attendance. • Implement systematic use of tools such Promoting Attendance Toolkit. • Build on National and International research. Conduct literary review and instigate local research. • Map/review attendance/family support workers role and impact.	**Short-term** • Application of Quality Improvement tools (e.g., fishbone, process map, driver diagram) by schools to understand systems and root causes for low attendance. • Involvement of Young People and families in understanding root causes to low attendance. • Tracking attendance data over time (school/stage/targeted group/Young People) to test and learn what works. **Medium-term** • Evidence of systematic improvement work focused on attendance (improvement posters). • Demonstrable improvements in attendance at (stage/target group/individual level.	Quality Improvement Officer (Attendance/ Engagement) Improvement Co-ordinator (Quality Improvement)

			• Evidence of improvement journey – what has been tested, learning and impact. **Long-term** • Increased attendance at school/Local Authority level. • Integrated attendance/family support model (No Wrong Door).	
Contribution of parents/carers and partners to support attendance universally and intensively.	• Make explicit links between attendance and safeguarding. • Address how to support learner attendance when schools have exhausted all resources.	• Review missing in education processes and understating of purpose. • Review attendance policy with parents/carers and partners to ensure continuum of support from universal to intensive.	• Refreshed and embedded missing in education process, built into overarching attendance policy. • Refreshed attendance policy with clear roles and responsibilities for all partners including timescales.	Quality Improvement Officer (Attendance/ Engagement)

Improvement Plan 2024-26
Priority 3 – Achievement

What is the key issue or challenge?	What do we need to do to address this?	What actions will be needed? (What is the timescale for doing this?)	What evidence will we have of progress, completion or impact?	Who will lead on this action?
Improve opportunities for the progressive development of learner skills, knowledge and attributes through wider achievement opportunities across the BGE and Senior Phase.	• 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 (Hayward & Withers) to determine how this will be implemented and inform curriculum rationales and design across Fife's schools and early learning centres. • Develop a Fife core approach to Wider Achievement which supports the progression of learner skills, knowledge and attributes. • Develop Wider Achievement pathways with ongoing opportunities for recognition/ accreditation/ celebration.	• Pilot the Monitoring and tracking framework (Secondary) with identified schools. • Develop achievement & skills trackers within Progress (ELC/ Primary) • Agree Fife specific skills and develop related framework. • Develop materials and resources that support the 3-part Wider Achievement model identified. (M&T/ Analyse &Intervene/ Learning Conversations & Profiling). • Distil and share national key messages and improvements from Co-design and updated guidance from Education Scotland. • Audit how schools are incorporating Wider Achievement programmes as part of Curriculum Rationale and Design across Fife's Schools and Early Learning Centres and their impact on improving learner outcomes. • Explore and develop cluster opportunities for shared approaches to Achievement. • Roll out volunteering, leadership and enterprise pathways across all secondary schools and develop these further 3-18. • Sharing emerging interesting / good practice and initiatives to build capacity across Achievement (case studies etc/ learner journey examples) • Create a further 2 (minimum) locality test of change models focused on geographical, or school identified LMI sectors. Develop	Cohesive Strategy completed. Feedback from children, young people, parents, other services and employers. Core approaches to Wider Achievement are adopted across Fife schools and EYCs. Completed Audits and summary of findings to inform next steps. Four capacities and LMI are reflected in school and EYC planning and policy (unique to each context). Exemplification of example Wider Achievement Fife learner Pathways, case studies Wider Achievement Guidance completed, shared with Schools and ELCs. Completed Fife skills framework shared with Schools and ELCs.	Education Manager, Quality Improvement Officers (Curriculum & DYW) Education Support Officers (STEM/ Learning for Sustainability/ Curriculum) Wider Achievement Coordinator

	• 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.	pathways related to these employability sectors that can be shared. • Track, monitor and evaluate the progress of current and evolving projects and models to make adaptations as necessary. • Continue to add to the Fife catalogue of Wider Achievement accreditation opportunities. • Roll out Work-it (Work Experience portal) across all secondaries, PSS and FAs. - should this be P4- Destinations??	Evidence of implementation in Standards & Quality Reports, Learning Partnerships and HMIe Inspections.	
Strengthen universal support across settings for children and young people with additional support needs.	• 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. • Implement the planning and assessment toolkits to support individualised planning for children and young people with ASN • Implement HGIOASL quality assurance tools to support improvement across all settings	• Supporting Learners' Service (SLS) in collaboration with the Professional Learning team (PL) and Educational Psychology Service (EP) will continue to deliver a robust PL offering for all Support for Learning staff • SLS and EP Service will create an additional core approach around fostering inclusive environments and social communication, underpinned by the CIRCLE and SCERTS framework. • Review the implementation of approaches for neurodivergent learners in conjunction with the Educational Psychology Service • SLS will support the ASC provisions to embed the use of the ASN Planning toolkit. Extend the use of the toolkit into the Secondary DAS provisions from August 2024. • Monitor and gather evidence of the implementation of the planning and assessment toolkit • Monitor and gather evidence of the implementation of HGIOASL	C/YP on the cusp of placement to an enhanced provision, remain in their mainstream setting. Feedback from staff, demonstrating increased confidence in their practice. Improved evidence of robust planning to meet all of the needs of learners. Exemplars of good practice that can be shared with others. Early intervention training resulting in less applications to attend enhanced settings at the point of transition. School leaders and teams can demonstrate effective planning and assessment is in place Feedback from children, young people and families	Supporting Learners Service – Headteacher Professional Learning Team Educational Psychology Service

			Audits will demonstrate how widely HGIOASL is being implemented	

Continue to close the poverty-related attainment gap within the BGE and into the Senior Phase in literacy and numeracy.	• 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.
	• Continue to ensure core approaches to learning, teaching and assessment of Literacy and Numeracy are embedded across all schools, e.g., SEIC Literacy Early Years Resource, Workshop for Literacy and Conceptual Understanding in Numeracy.
	• Strengthen approaches to moderation across all stages within the BGE, at school, cluster, local authority and SEIC level.
	• Review approaches to course choices at BGE into Senior Phase to ensure continued
		• Continue to develop and improve universal, targeted & intensive school engagements and professional learning for schools and practitioners across all sectors, based on core pedagogical approaches, including the effective use of quality improvement methodology. Target points of transition, e.g., Nursery to P1 and P7 – S1, and the quality of learner's experiences in literacy and numeracy across learning in S1-3.
		• Implementation of the Strategic Equity Fund Plan Year 2, 3 & 4, including the establishment and scaling up of key projects targeting support based on attainment and attendance data, including;
		  o Raising Attainment Principal Teachers (Literacy & Numeracy) - Principal teacher posts for identified clusters to work across schools to plan targeted support in literacy and numeracy, to build capacity in the use of core approaches and to support moderation of national standards of achievement.
		  o Virtual Classroom and Tutoring - Develop an offer of 1-1 tutoring and virtual learning to strengthen-engagement of children and young people in learning and to improve school attendance and engagement in learning. Initially targeting children at P6 and P7-Quintile 1 and 2 with attendance of between 50-79%.
		  o Literacy Quality Improvement writing bundle will target P5 and then P4 cohorts below 60%
			CfE Attainment across P1, P4, P7 & S3 – improving trends in percentages of children and young people achieving expected levels and further closing of the attainment gap between Q1 and Q5.
			
			Feedback from staff, children and young people, and parents on the impact of approaches.
				Achievement & Attainment Reform Strategic Group and all associated Steering Groups.
				
				Strategic Equity Fund Steering Group
				
				Professional Learning Team
				
				Strategic Sector Groups
				
				3.1 Networks
				
				Subject Networks

	development of literacy and numeracy skills. • Implement and further develop the BGE Tracker with consistent approaches to recording, monitoring, analysing and reporting on children's progress.	1st level writing attainment. Deliver tailored Writing Pedagogy engagements with targeted schools. Embed the use of Fife's Writing Assessment & Moderation Resource for primary and secondary BGE. ○ Numeracy - Support spread of Conceptual Understanding of Numeracy Approach in targeted clusters with secondary PTCs. Develop class level support for assessing and describing achievement of a level in the BGE at P1, P4, P7, S3. • All schools and settings to implement 'Progress' system to track and monitor children's progress across the BGE • Develop a tracking tool for PSS, secondary schools and enhanced provisions, to ensure all children across Fife are included • Strengthen Assessment & Moderation networks across all localities, through involvement of links from every school, and maximising the expertise of quality assurance and moderation officers (QAMSOs) across schools and clusters.		BGE Tracking Steering Group Assessment & Moderation networks (QAMSOs) Early Years Quality Improvement Networks

Improvement Plan 2024-26
Priority 4 – Positive Destinations

What is the key issue or challenge?	What do we need to do to address this?	What actions will be needed? (What is the timescale for doing this?)	What evidence will we have of progress, completion or impact?	Who will lead on this action?
Strategic approach to improving initial and sustained destinations for all young people in Fife	• Review and revise current processes in place. • Increase the use of datasets and tracking and monitoring procedures across all schools. • Build capacity across the Developing the Young Workforce (DYW) system to ensure consistency of approaches at all levels	• Continue to review the use of data for improvement across schools and partners. This will support the measurement of ongoing initiatives. • Promote and review data highlights and next steps. • Engaging with SG and Insight data • Workshop with DHTs and Developing the Young Workforce (DYW) Coordinators to review data and extract key messages for schools, risk groups. • Review and monitor stretch targets for attendance and also positive destinations, consider strategies and cohorts within this. • Outcomes meetings in place for all schools in line with improvement planning and actions for improvement, priorities with a focus on leaver data and identification of gaps. • Focus on sustained destinations in both follow up activity and wider participation. • Identification on target groups – S4 summer leavers, S5 winter leavers and S3 who are not engaged or attending.	• PD data • Attendance data • Positive trend of L&N stretch targets in line with school targets • Improved outcomes for young people in line with stretch targets: • Power BI and Insight training offered and taken up by all secondary schools and relevant central team staff. • Tracking of priority groups	EM (Positive Destinations)
In order to close the gap, an active focus on those young people who require additional support to engage in	• Identification of those young people who fit into these categories – attendance, engagement, SIMD Q1, ASN, Care Experience, FSM. • Development of opportunities to address	• Prioritising sign up and engagement with DYW programmes. • Engaging with S4 summer leaver data, working with Opportunities for All (OfA) teams and partners to deliver programmes which maximise impact. • Transition support for S4 summer leavers, link to 16+ teams, Skills Development Scotland (SDS), College, partners.	• Monitor programmes and track to PD status. • Identify those in risk groups with early interventions noted. • Plan for partners to engage.	EM, QIO (Positive Destinations)

activities related to successful post school destinations, including expanding the offers available	attendance and engagement opportunities. • Targeted approaches identified with partner interventions. • Identify revised No One Left Behind (NOLB) funding.	• Measure impact of current activities and partnerships in terms of engagement, numbers, link to destinations as appropriate as well as school and pupil views. • Develop locality approaches for DYW initiatives utilising Labour Market Information (LMI). • Working towards the achievement of PD stretch target for 2023/24 of 95.2%. • Increase in number of bespoke packages to support improvements in destinations across Fife. • Increase in No One Left Behind (NOLB) impact across our young people. • All schools have participated in gathering pupil voice to inform Fife practice and partner activity. • Improvement in follow up sustained destination data and participation of 16–18-year-olds	• Identify gaps in provision. • Monitor impact of programmes across schools and cohorts as well as partner provision.	
Personalised and intensive support to allow young people to access a range of opportunities in school, including wider achievement and accreditation	• Early identification of groups/cohorts. • Tracking and monitoring of potential leavers. • Priority groups in terms of risk groups, S3 cohorts, S4 summer leavers, S5 winter leavers. • Development of opportunities to engage young people. • 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.	• Developing support and challenge across a proportionate model, with focus on priority schools of DYW and PD. • Develop locality-based test of change for Wider Achievement taking cognisance of LMI and targeted cohorts. • Targeted support for groups who are not improving. • Identification of programmes and wider achievement opportunities with identified skills and progression pathways. • Map out Wider Achievement across the SCQF to maximise accreditation tariff points. • Positive promotion of volunteering and entrepreneurship. • Pupil support input and planning for this group. • Partner interventions to track and monitor ongoing initiatives.	• Identification of young people requiring support from senior phase but also BGE. • Tracking and monitoring of this group and impact of inputs. • Improvement in accreditation data. • Impact on those in risk groups. • Viable WA models that can be upscaled across localities. • Increased tariff points for learners linked to involvement in WA. • Increased numbers of learners involved in	EM, QIO (Positive Destinations) Senior Active Schools Coordinator

			volunteering and entrepreneurial activities.	
Development of partnership working to ensure collaborative solutions for improved and sustained positive destinations	• Creation of a Destination Partnership Group with clear roles and responsibilities alongside partner contribution and expectation. • School participation in SEIC and National Initiatives. • Planned review of EasyP as an effective mechanism to ensure reduction in negative destinations. • Links to Enterprise and Employability Directorate and other partners strengthened to support young people.	• Development of DYW calendar for 2023/24 with inclusion of activity and targets for Universal, Additional and Intensive approaches as well as KPI measures • Partnership meeting to review leaver data from 2022/23 in line with the use of the datahub to support and develop a strategic approach to the use of data for improvement. • Partnership approach to complete update of leaver data to support improved sustained data in April for publication in June each year. • Wider use of gathering pupil views to review the school session in terms of destinations, DYW and employability. • Identification of S4 summer leavers, S5 winter leavers and S3 as priority groups; planning underway for this • Identification of actions for schools to monitor sustained destinations for pupils in line with April data gathering and June publication. • Improve DYW links to schools and outcomes of young people linked to destinations as a main focus area to ensure impact is proven. • Increased business engagement through Young Persons Guarantee • Rigorous monitoring of NOLB outcomes in line with the Fife approach of EASYP and other partner initiatives. • Consider wider scope of 16+ key worker team as a full partnership approach.	• DYW data and KPIs to be included. • Destinations Partnership Group ensures a focused offer of activity with all partners aligned in shared aims. • Pupil focus group overview findings	EM, QIO (Positive Destinations) Opportunities for All Coordinator

Creation of a range of universal and bespoke learning pathways, including wider achievement provision and accreditation	• Development of work-related learning (WRL) across partnerships. • Creation of a collaborative approach to WRL, supported by guidance and practice documents. • Clear link to improving positive and sustained destinations. • Development of employability within in all secondary schools • Develop targeted approaches to ensure the work experience entitlement for all school leavers. • Develop accreditation pathway for work experience and volunteering.	• Participation in WRL and Work Experience group, leading planning in schools • Work Related Learning partnership strategy group in place to support a Universal, Additional and Intensive model across BGE and Senior Phase • Foundation Apprenticeships (FAs) in Fife group in place to review and improve the offer and delivery of FAs to all secondary schools; partner membership across schools, college and council engaged in this; also, to consider the lowering of withdrawals and improved marketing – to be reviewed and revised for 24/25 • FA Quality Assurance check on practice and process, including time allocation for delivery and approaches by the 10 Frameworks. • Embedding Career Education Standards within the curriculum rationale and design in all secondary schools • Increase in young people engaging in the apprenticeship family as part of the SCP and post school opportunities. • Creation of a work experience policy, supported by relevant accreditation. • Focus on volunteering within schools, supported with accreditation as appropriate	• Increase in work related learning within the curriculum in schools. • Development of WRL approach and guidance across Fife. • Increase in Fife DYW KPIs. • All schools engaged in CES activity from S1-S6 • Increase in FA and MA numbers. • Increase in number of FAs offered and delivered across Fife. • Increase in those completing FAs successfully. • Increase work experience placements for leavers. • Increased presentations for Work experience SQA / Saltire etc. • Increase in number of Modern Apprenticeships (MAs) taken up by school leavers. • Increase number of young people engaged in volunteering	QIOs ESO

What is the key issue or challenge?	What do we need to do to address this?	What actions will be needed? (What is the timescale for doing this?)	What evidence will we have of progress, completion or impact?	Who will lead on this action?
3-18 attainment in literacy and numeracy, for those disadvantaged by poverty or a protected characteristic is below targeted levels in Fife.	Continual review of plans and stretch targets linked to attainment- standing item on cluster discussion PT Closing the Gap will work alongside cluster leadership teams to support the closing the gap agenda taking a universal and targeted approach. 3-18 Lit/Num strategy will support planning for improvement in learning and teaching of literacy and numeracy to meet the needs of all.	Through the outcomes calendar to monitor the outcomes of identified groups. This should be school, cluster and Fife wide.	An embedded culture focused on equity continuously supporting and developing practice at all levels of the system addressing impacts of the poverty-related attainment gap	Education Manager (Equity and Equality) Quality Improvement Officers (Learning, Teaching & Assessment / Equity)
A range of barriers still exist across education that are preventing engagement of learners in education.	Active monitoring of plans and reporting on progress on all areas of Attainment Scotland funding. (SEF/ PEF/LWC) Tracking, monitoring and data analysis tools that support improvement discussion	Embed local authority wide approaches.	Children and young people have rights to equality of opportunity to positive and excellent educational outcomes regardless of their background.	Education Manager (Equity and Equality) Quality Improvement Officer (Learning, Teaching & Assessment)

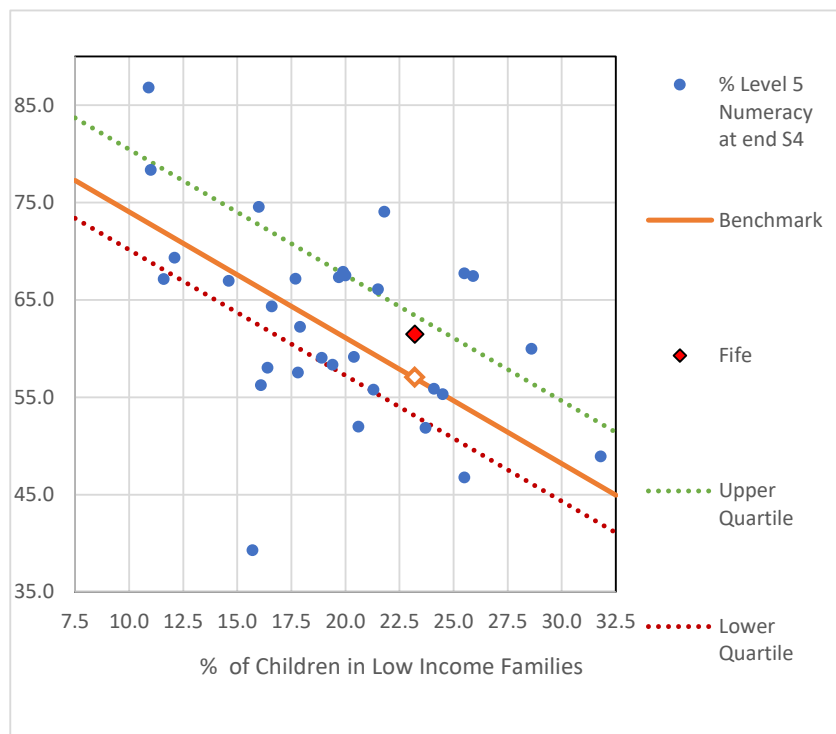|	PT Closing the Gap will work alongside cluster leadership teams to support the closing the gap agenda taking a universal and targeted approach.			
Lack of engagement with key stakeholders in identifying how Attainment Scotland Funding is used	Professional learning around planning, interventions and approaches Collaboration with children and families to ensure strategies identified are meeting the needs of individuals in their local communities	To improve engagement and understanding of the use of Attainment Scotland funding	An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap Meaningful engagement with children and young people and their families and communities embedded in decision making in relation to the Scottish Attainment Challenge	Education Manager (Equity and Equality) Quality Improvement Officer (Equity)
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.	To ensure across all improvement priorities there is evidence of equity and equality approaches that improve outcomes for our children and young people.	There is clear identification of equity and equality strategies within reports presented by clear leads.	Education Manager (Equity and Equality) Quality Improvement Officers (Equity / Strategic Planning & Performance)

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

- Is a member of **EFQM** – the improvement organisation. The service is using the EFQM model to develop a self-evaluation framework to inform and help prioritise further service improvement. It is also using opportunities provided by membership of EFQM to learn from the experience of other, similar organisations across Scotland and sector-leading organisations from across the world.

- Works in partnership with the **Children and Young People's Collaborative (CYPIC)** to strengthen our use of a range of quality improvement tools and approaches, within classroom settings and at a system level. Our work with CYPIC is well established and has led to significant success at the National Quality Improvement Awards. We are now working to improve the impact that this work has at a system level – through improving the way that we plan and deliver scale and spread of improvement.

- Is a partner in the **South East Improvement Collaborative (SEIC)**, working with schools in Edinburgh, Midlothian, East Lothian and Scottish Borders to share learning and to support improvement in every type of early learning and school setting.

Appendix 1: A poverty-adjusted view of educational outcomes

% of Children in Low Income Families

Legend:
- % Level 5 Numeracy at end S4
- Benchmark
- Fife
- Upper Quartile
- Lower Quartile

The figure on the left shows a scatterplot of data for Scotland's 32 local authorities. The data in this case is for the percentage of S4 learners achieving an award in numeracy at SCQF level 5; this data is plotted against a standard measure of child poverty (Children in Low-Income Families).

As can be seen, there is a general tendency in the data for local authorities with low levels of child poverty to have higher attainment (towards the top-left corner of the plot), and for local authorities with high levels of child poverty to have lower attainment (towards the bottom-right). The relationship between child poverty and outcomes seen here is generally apparent for educational outcomes of all forms.

The solid orange line through the data (running from top-left to bottom-right) shows how expected outcomes vary with child poverty. The dash green and red lines reflect upper and lower quartile outcomes on the same poverty-adjusted basis.

In terms of raw numbers, outcomes in Fife for numeracy at SCQF level 5 are almost exactly the same as the national average (Fife 61.5%, compared with Scotland 61.6%).

However, the figure above enables us to allow for the influence of poverty on outcomes. On this poverty-adjusted basis, Fife's outcomes (shown by the solid, red diamond) are close to the upper quartile of performance (the green dash line) and above the national average (the solid orange trendline through the data).

Given the levels of child poverty in Fife, we would "expect" outcomes in line with the open orange diamond (directly below Fife's data, but sitting on the solid, orange trendline). The open orange diamond provides a "like-for-like", benchmark comparator figure for Fife; it reflects the national average outcome, given the levels of child poverty seen in Fife. On this basis, Fife is performing above national outcomes (Fife 61.5%, compared with a benchmark outcome of 59.1%).

The table below shows Fife's current performance across a range of educational outcomes on this poverty-adjusted benchmark basis. The table includes provisional results for the 2023/24 school year, where these are available as at the start of August 2024.

| | Current Outcomes | | | | Last Year 2022/23 | | | Poverty-Adjusted Benchmark | | |
| | 2023/24 | | | | Last Year 2022/23 | | | Last Year 2022/23 | | |
	Fife	Var vs LY	Performance Quartile		Fife	Scotland	Fife Gap with Scotland	Benchmark Outcome	Fife Gap with Benchmark	Performance Quartile
Attendance - Primary Schools	**91.5**	**0.3**	3		91.3	92.2	-0.9	91.9	-0.6	4
Attendance - Secondary schools	**87.1**	**-0.2**	2		87.3	87.7	-0.4	87.0	0.4	2
CfE Achievement in P1, P4, P7 - Literacy	**71.1**	**0.8**	3		70.3	72.7	-2.4	71.6	-1.3	3
ACEL P1 literacy	**76.4**	**0.6**	2		75.8	75.7	0.1	74.9	1.0	2
ACEL P4 Literacy	**67.5**	**1.6**	3		65.9	69.7	-3.9	68.3	-2.4	3
ACEL P7 Literacy	**69.9**	**0.0**	3		69.9	73.0	-3.0	71.7	-1.8	3
CfE Achievement in P1, P4, P7 - Numeracy	**77.3**	**0.2**	3		77.0	79.6	-2.6	78.3	-1.3	3
ACEL P1 Numeracy	**83.9**	**0.0**	2		83.9	84.7	-0.8	83.8	0.1	2
ACEL P4 Numeracy	**74.3**	**0.2**	3		74.1	76.9	-2.8	75.3	-1.2	3
ACEL P7 Numeracy	**74.5**	**0.4**	3		74.1	77.7	-3.6	76.4	-2.3	3
3 or more Nat 5 passes by end S4	52.6		4		52.6	60.6	-8.0	57.6	-5.0	4
SCQF level 4 numeracy - by end S4	91.3		1		91.3	88.2	3.1	87.0	4.3	1
SCQF level 4 literacy by end S4	93.7		1		93.7	92.1	1.6	91.2	2.5	1
SCQF level 5 numeracy - by end S4	65.4		2		65.4	64.1	1.3	61.8	3.6	2
SCQF level 5 literacy - by end S4	74.4		2		74.4	75.8	-1.4	73.6	0.7	2
Initial Positive Destinations	95.3		3		95.3	95.9	-0.6	95.7	-0.7	3
Follow-up Positive Destinations	91.4		3		91.4	92.8	-1.4	92.2	-0.8	3

- The first block of data shows provisional outcomes (where available) for the 2023/24 school year.
- The second block of data compares performance in Fife with performance nationally in 2022/23 (the last year for which data is available for such a comparison).
- The final block of data compares Fife's performance with the poverty-adjusted benchmark (described on the preceding page).

Appendix 2: Glossary

The table below defines abbreviations used in the text of the Education Service Improvement Plan.

ASN	Additional Support Needs.
AART	Awareness Raising and Response Training (Child Protection).
BGE	Broad General Education - (Age 3 to end of S3)
CARM	Care and Risk Management Guidance.
CfE	Curriculum for Excellence.
CSWO	Chief Social Work Officer.
CP	Child Protection.
CPC	Child Protection Coordinator or Child Protection Committee dependent on context.
CPPM	Child Protection Planning Meeting. (Previously CPCC – Child Protection Case Conference).
C&YP	Children and Young People.
CYPIC	Children and Young Peoples Improvement Collaborative
DCPC	Depute Child Protection Coordinator.
DO	Development Officer.
DYW	Developing the Young Workforce.
ELC	Early Learning Centre.
EP	Educational Psychology/Educational Psychologist
ESO	Education Support Officer
EYLO	Early Years Lead Officer.
FMR	Free Meal Registration
HWB	Health and Wellbeing.
JII	Joint Investigation Interview.
IRD	Initial Referral Discussion.
LGBT+	Lesbian, Gay, Bisexual and Transgender/Transsexual people.
LMI	Labour Market Information

MVP	Mentors in Violence Prevention Programme (see: educationmvp.co.uk)
NOCC	Notification of Cause for Concern.
NOLB	No One Left Behind
PD	Positive Destination/s
PSE	Personal and Social Education.
QAMSO	Quality Assurance Moderation Support Officer
QIO	Quality Improvement Officer
RSHP	Relationships, Sexual Health and Parenthood education (see: https://rshp.scot/)
SCIM	Scottish Child Interview Model.
SCQF	Scottish Credit and Qualifications Framework
SIMD	Scottish Index of Multiple Deprivation
SLS	Support for Learners Service
SMART	Specific, Measurable, Achievable, Relevant and Time-Bound
STEM	Science, Technology, Engineering and Mathematics
SW	Social Work.
WEMWBS	Warwick-Edinburgh Mental Wellbeing Scales
WRL	Work Related Learning