Education Directorate

Improvement Plan 2023-26

Updated: August 2025

Improving life chances for all

Contents

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 2023 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 its first two years.

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).
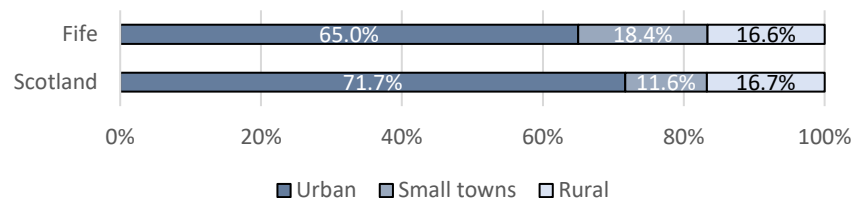
August 2025

Donald Macleod
Executive Director
Education
Fife Council

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.


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%	65.0%	18.4%	0.0%	16.6%	0.0%
Scotland	**40.8%**	**30.9%**	**9.7%**	**1.9%**	**12.1%**	**4.6%**

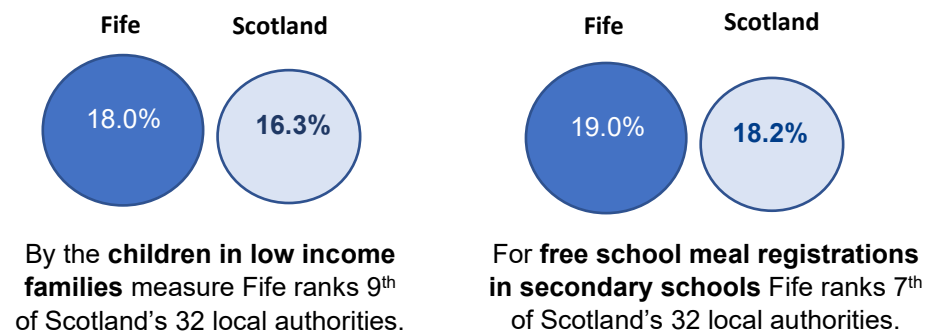## Area deprivation in Fife (SIMD)

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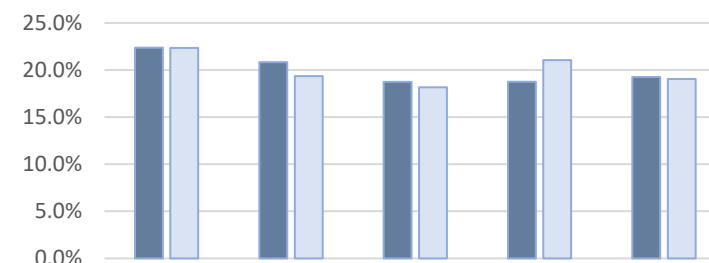
		SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5
Fife		22.4	20.8	18.8	18.8	19.3
Scotland		22.4	19.4	18.2	21.1	19.0

Measures of child and household poverty

Fife   Scotland

18.0%   **16.3%**

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

Fife   Scotland

19.0%   **18.2%**

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

- 69,642 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 partnership).

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
All school pupils	**48,674**	**100.0**

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).

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 face 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.

Over the course of the coming school year, the Directorate will be reviewing its strategic approach to enable ongoing improvement and to ensure greater impact through partnership working with wider partners across the Fife Partnership.

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**, to which the Directorate makes a significant contribution.

- 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.

- 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**

Education Directorate Improvement Plan 2023-26

Fulfilling **Statutory Requirements for services**

Informing **Collaboration with Partners**

Contributing to the **Plan 4 Fife**
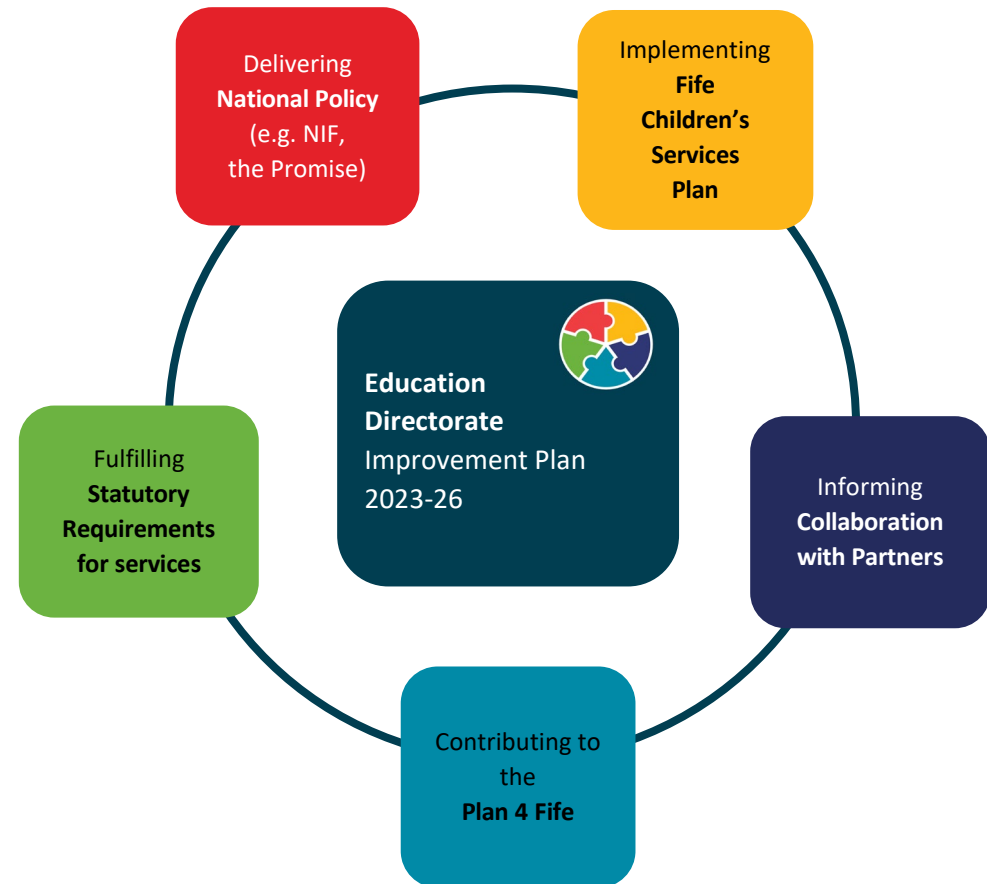
2. Our focus for improvement 2023-26

Our improvement priorities for 2023-26

The Education Directorate Improvement Plan 2023-26 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 for many aspects of wellbeing, attendance, attainment and post-school opportunities, for groups affected by issues of equity and equality, including: 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.

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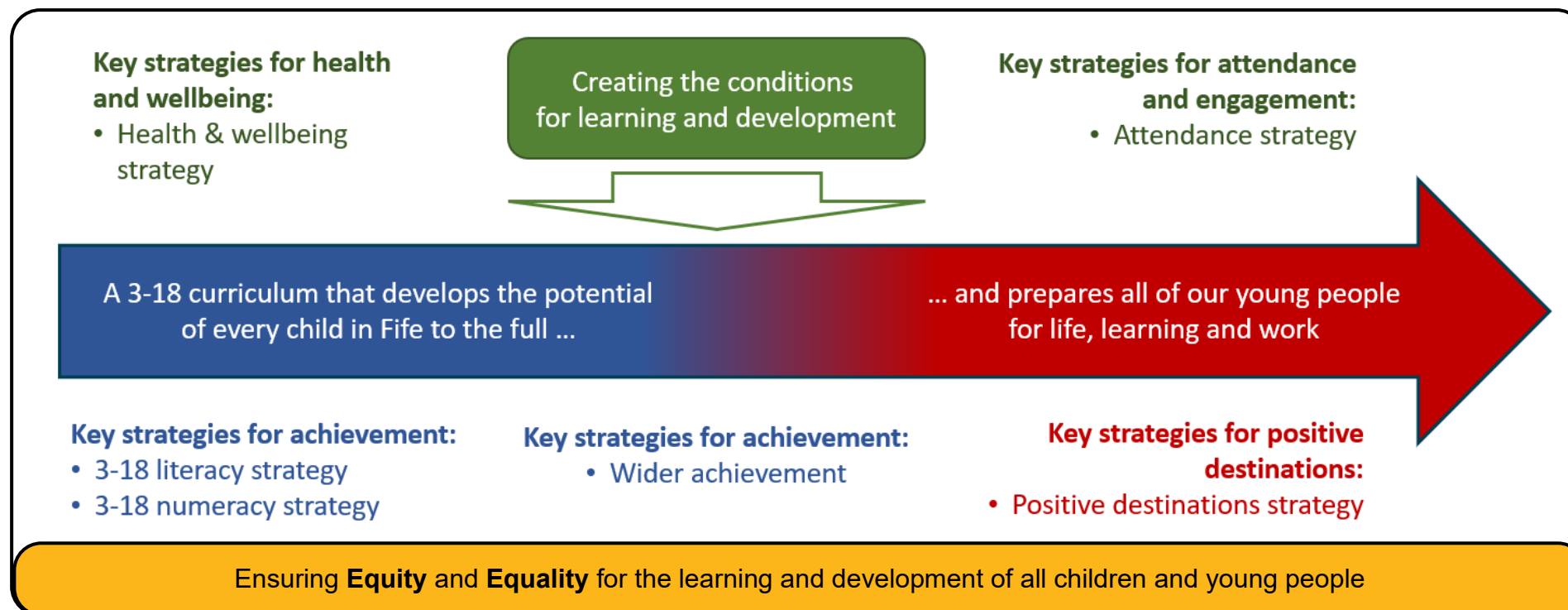
Whilst strategies and policies have already been developed across these areas, the aim is to create a simpler, more coherent strategic framework which ensures that:

- 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.

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	
Context														
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%	
System Measure														
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	
System Quality														
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%	
Wellbeing & Attendance														
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	
Literacy & Numeracy in the Broad General Education														
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%	
Literacy & Numeracy in the Senior Phase														
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%	
Wider Attainment in the Senior Phase														
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%	
Leaver Destinations														
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

- ***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.*
- 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.

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 planned improvement actions for 2025-26

The following pages provide an overview of the planned improvement actions for the period 2025-26.

The improvement actions for each priority in the Directorate Plan are supported by strategic leadership groups, as well as 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 2025-26.
- 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 gauge and 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 2023-26

Priority 1 – Health & 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 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 Low Mood, Emotional Regulation and Loneliness.	**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. They are empowered to deliver improved mental health outcomes in their context and to have authentic ownership for their own mental and emotional wellbeing.**	**Decider Skills** • Deliver within Schools at Universal & additional levels and train a group of community-based facilitators: parents and carers, group leaders to facilitate peer groups for families within the community • Young People trained and supported to become Decider Skills Young Ambassadors within secondary schools. **Emotional Regulation** • Provide opportunities for families to develop their knowledge and confidence in supporting the emotional wellbeing of their child of young person. **Education Referral Pathway for Mental Health and Wellbeing Supports and Services** • Following the scoping period, pilot and evaluate the MH pathway within two schools to support access for all school aged children and young people and consider future roll out **Commissioning** • Review the needs analysis of mental health and wellbeing needs of	Impact report, feedback from CYP and families Project plan, progress reports, pilot Evaluation and Impact report Universal referral form developed for education services to access community supports. Support from CAMHS early intervention consultation line to assess the emotional needs of CYP and direct them to the most appropriate support. Data, referrals/demand, survey results, focus groups.	Quality Improvement Officer (Health & Wellbeing) Wellbeing Leads

		children, young people and families and consider gaps in provision to inform the next round of commissioning and additional support offer. **Pupil-Led Initiatives** • Increase opportunities for young people to lead on mental health initiatives to encourage pupils, staff and the wider school community to develop and initiate actions to address mental health stigma and discrimination and consider sustainability of see me, see change developments post Dec 2025 • Increase participation in Mentally Healthy Workplaces training across all sectors and services (MHWP lead tutor)	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. Participant and course numbers during 25/26 session	

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%.	**Increased capacity building at universal and additional levels through improved engagement in professional learning & development opportunities in core relationships and wellbeing with all ELC, Primary & Secondary Schools in Fife** **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 consultation activities across the Directorate 24.25 and scale and spread across settings as appropriate • Strengthen, support and streamline core approaches (Trauma Informed/De-escalation) and consider the appropriateness of Daring Ventures as additional underpinning of the existing approaches • 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 staff across all sectors and provide support by implementing and extending the 'Effective Supervision for Leaders' in	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) SIP & Action Plan references and impact	Quality Improvement Officer (Health & Wellbeing) Wellbeing Leads

		new forms including inspection, central & secondary	
		• Identify and implement targeted improvement work focused on fostering a positive Directorate culture, embedding constructive behaviours, and strengthening leadership and management capacity across all settings	
		• Progress the development of the initial QI approach to Staff wellbeing and consider steps to scale and spread	MVP annual data provided to FVAWP 3-year plan. Improved ethos/behaviour/relationships in schools, reduced gender-based violence incidents and improved attitudes amongst staff and pupils.
		• Gender Based Violence – Ensure all 18 secondary schools are supported to deliver Mentors in Violence Prevention programme and encouraged engagement with Equally Safe at School. Increase opportunities for pupil accreditation and pilot early intervention training to Primary Staff in 2 Clusters and evaluate using QI methods	
		• Ensure the new core PSE programme is implemented, promoted, supported and evaluated within all High Schools including transition from Primary	Core PSE – Delivered in almost all secondary settings by June 2025 and progression pathways updated to reflect core offering. Evaluation of Core PSE to be taken in June 2026 and adapted/updated as required.
		• In consultation with elected members, TU and key education representatives develop and implement new Positive Relationships and Behaviour Policy to provide clear guidance to Schools	2025 policy written and communicated

		to review/update their own approaches • Implement 3.1 data dashboard in agreed settings and consider H&WB card similar to (Toronto HC) and an H&WB award. • Work to develop improved relationships with families through improved family engagement • Continue to collaborate with Attendance strategic activity to link wellbeing reasons for absence with solutions for improvement around targeted groups	Dashboard, communicated, supported and implemented in all schools Attendance Data – Link to H&WB Reasons	

Outcome-Communication Challenge - Lack of Awareness of H&WB Support	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.	• Active Schools Core Offering to be embedded within all 18 clusters, with particular focus on bridge programming. • Integrating monitoring & evaluation practice across Active Schools programmes to ensure to wider directorate outcomes • Connect and empower Staff to access wellbeing tools and resources • Develop a comms plan and establish clear mechanisms supporting our ability to raise awareness and ensure key information reaches our staff, children and young people and families • Plan, co-ordinate, deliver and evaluate Parentwise, Pupilwise, Staffwise and the YP H&WB Survey • In addition to the agreed survey cycles, identify further consistent consultation mechanisms to ensure the validity of the data that informs our planning and map out • Review the H&WB Strategy by including one impact report from each WB lead and hosting an evaluation week	Comms Plan delivered Surveys delivered and results provided and used to support future work. Evaluation of Strategy Report	Quality Improvement Officer (Health & Wellbeing) Wellbeing Leads

Improvement Plan 2023-26

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 pupil attendance are fully implemented (including specialist provision)	• Raise Awareness of updated Attendance Policy and associated guidance • Ensure systems and recording processes for promoting and managing attendance are consistently understood and applied. • Raise Awareness of updated Exclusion Policy and associated guidance • Reduce exclusions.	• Continue to raise awareness of activity around application of Attendance Policy & Exclusion Policy • Promote associated Improving Attendance resource • Ensure clear strategic messaging to schools on expectations surrounding attendance (policy). • Review impacts of Agreed Reduced Attendance processes. • Extend options for remote learning for targeted groups of pupils.	• Consistent approach in place across Fife Schools in relation to promoting attendance. • All schools actively and effectively tracking and reviewing attendance data and using this to inform actions to improve attendance. • Improving Pupil Attendance threaded through Improving Outcomes activity. • Fife Pupil exclusions are reduced. • Consistent approach in place across Fife Schools in relation to promoting attendance	Education Manager (Attendance/Engagement and Parental Partnership)
Ensure universal approaches to addressing pupil attendance are fully implemented (including specialist provision)	• Ensure Pupil Attendance recording systems are consistently understood and applied.	• Introduce awareness raising supports for staff use of SEEMiS attendance codes (e.g. online professional development & reference resources). • Continue to progress ADES Quad work, working in partnership with other Local Authorities to improve moderation and practices to build confidence in application of SEEMIS attendance codes.	• SEEMIS Attendance Codes will be consistently and appropriately applied. • Pupils' attendance will be correctly recorded. • Accurate attendance data available for Pupil Support Services, home education, online lessons, Approved Reduced Attendance / flexi-schooling.	Education Manager (Attendance/Engagement and Parental Partnership)

Ensure universal approaches to addressing pupil attendance are fully implemented (including specialist provision)	• Ensure effective use of pupil attendance data by staff in schools and centrally when monitoring and planning for strategic improvements and supports for pupils.	• Continue to explore best practice options in relation to attendance data in partnership with the ADES Quad group to inform Fife improvements. • Launch Fife Health and Wellbeing Dashboard (including Pupil Attendance data).	• Fife Health and Wellbeing Dashboard (Including Pupil Attendance data) in place and monitored and interpreted by each school to inform planning for improvements and supports. • Staff in schools use data to effectively plan supports and strategic improvements which lead to improved attendance.	Education Manager (Attendance/Engagement and Parental Partnership) Quality improvement Officer (Health and Wellbeing)
Ensure we understand better reasons for low and non-attendance.	• Build Quality Improvement capacity and capability so staff have knowledge, skills and confidence to lead improvement activity. • 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. • Build approaches which lead to improve attendance for targeted pupil groups with low attendance	• Review feedback from Attendance Self-evaluation data from all Fife High Schools to identify next steps. • 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. • Continue to build schools' use of Quality Improvement Methodology, developing their skills and confidence to drive improvement work, to improve attendance. • Continue to build awareness of local and national research, including from Quality Improvement attendance work. • Continue to explore options for Attendance data and Quality Assurance activity across the	• Senior school leaders will feel confident in identifying and working in a targeted way to effectively support those children who are particularly at risk of low attendance at school • Effective Attendance guidance and policy relating to supporting young people with additional support needs' attendance is in place • Quality Assurance processes & supporting documentation in place.	Education Manager (Attendance/Engagement and Parental Partnership) Improvement Co-ordinator (Quality Improvement)

		ADES Quad to inform Fife improvements.		
Contribution of parents/carers and partners to support attendance universally and intensively.	• Build parental partnership and consultation, raising parents' awareness of improvement approaches • Address how to support learner attendance when schools have exhausted all resources. • Make explicit links between attendance and safeguarding.	• Following, consideration of feedback the parent partnership 'charter' document will be launched. • A pack of starter resources will be created for education establishments– centred on the 'Charter' document. • Extend and establish programme for Fife Parent Forum meetings • Promote range of resources for schools to use with parents when working to promote attendance	• Fife Parent Charter work in place with next steps identified • Fife Parent Forum meetings established into ongoing practice – with a programme of five meetings across each session focusing on building parental partnership, awareness raising and consultation • Schools use a wide range of approaches with parents when promoting attendance	Education Manager (Attendance/Engagement and Parental Partnership)

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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 Fife Diploma of Achievement (FDA) • Develop Wider Achievement pathways with ongoing opportunities for	• 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 A number of schools will have successfully piloted the FDA and it will be ready for implementation. Wider Achievement Guidance completed, shared with Schools and ELCs.	Education Manager, Quality Improvement Officers (Curriculum & DYW) Education Support Officers (STEM/ Learning for Sustainability/ Curriculum) Wider Achievement Coordinator

	recognition/ accreditation/ celebration. • 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??	Completed Fife skills framework shared with Schools and ELCs. 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, i.e. 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.
	• Implement and further develop the BGE Tracker with consistent approaches to recording, monitoring, analysing and
		• 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.
		• The Transforming Learning strategy will support ongoing improvement of attainment and achievement.
		• 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-
			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

	reporting on children's progress.	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% 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. o 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

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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. • Increased quality assurance of school and partner response to young people identified as at risk of not achieving a PD. • Build capacity across the Developing the Young Workforce (DYW) system to ensure consistency of approaches at all levels	• Maximise the data available from the new participation portal – staff training and capacity building related to this. • Centralised monitoring and tracking for Winter and Summer Leavers which identifies follow up actions for schools/ partners and informs post sixteen demand and provision. • Visit family local authorities to research impactful practice in identified schools. • Review and monitor stretch targets for 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. • Early and effective school/ partner interventions for target groups – S4 summer leavers, S5 winter leavers and S3 who are not engaged or attending. • Bi-annual support and challenge conversations re DYW outcomes with DHT with responsibility for DYW and Coordinator(s).	• PD data • Attendance data • Positive trend of PD stretch targets in line with school targets • Improved outcomes for young people in line with stretch targets: • Power BI, Insight and Participation Portal training offered and taken up by all secondary schools and relevant central team staff. • Tracking of priority groups • Themes from support and challenge dialogue informs PDN and Coordinator network foci.	EM (Positive Destinations), QIO (DYW) Positive Destinations Network
In order to close the gap, an active focus on those young people who require additional	• Identification of those young people who fit into these categories – attendance, engagement, SIMD Q1, ASN, Care Experience, FSM.	• Engaging with S4 summer leaver data, working with Opportunities for All (OfA) teams and partners to deliver programmes which maximise impact and reduce number of S4 leavers.	• Monitor programmes and track to PD status. • Identify those in risk groups with early interventions noted. • Plan for partners to engage.	EM (Positive Destinations), QIO (DYW) Positive Destinations Network

support to engage in activities related to successful post school destinations, including expanding the offers available	• Increase engagement of Care Experienced young people in DYW offer. • Development of opportunities to address attendance and engagement opportunities. • Targeted approaches identified with partner interventions. • Identify revised No One Left Behind (NOLB) funding.	• Embed CEYP responsibility related to employer engagement and DYW offer as part of the refreshed DYW coordinator role profile. • Strengthen transition supports for S4 summer leavers, link to 16+ teams, Skills Development Scotland (SDS), College, partners. • Measure impact of current activities and partnerships in terms of engagement, numbers, link to destinations as appropriate as well as school and pupil views. • Add value to and develop sustainable locality approaches for DYW initiatives utilising Labour Market Information (LMI). • Working towards the achievement of initial destinations stretch target for 2024/25 of 96.2%. • Increase in the number and breadth of pathways and programmes related to work readiness and employability which scaffolds improvements related to unemployed seeking and unemployed not seeking young people post school. • Increase in No One Left Behind (NOLB) impact across our young people. • New DYW YP Ambassadors support empowered pupil voice as part of the PD Fife Strategy • Continue to make improvements in follow up sustained destination data and participation of 16–18-year-olds. • Work with schools and partners to map out the Positive Destinations Continuum of Support (Universal, Additional and Intensive). Identify any gaps and agree strategies to address.	• Identify gaps in provision. • Monitor impact of programmes across schools and cohorts as well as partner provision. • Tracking Opportunities for All Coordinator and Network • Quarterly tracking of DYW KPIs. • Feedback from DYW YP Ambassadors • Tracking outcomes for CEYP via KPI school reporting. • PD continuum of support exemplification.	DYW Coordinator Network Opportunities for All Coordinator and Network
Personalised and intensive support to allow young people to	• Early identification of groups/cohorts. • Tracking and monitoring of potential leavers.	• Developing support and challenge across a proportionate model, with focus on priority schools for PD and DYW. • Track opportunities and related outcomes for learners via DYW delivery plans and related KPI reporting.	• Identification of young people requiring support from senior phase but also BGE.	EM (Positive Destinations), QIO (DYW)

access a range of opportunities in school, related to the 4 pillars of DYW (volunteering, enterprise, work experience and leadership) and related accreditation.	• Priority groups in terms of risk groups, S3 cohorts, S4 summer leavers, S5 winter leavers. • Development of opportunities to engage young people. • Tracking learner engagement and skills development across the 4 DYW pillars.	• Examine themes emerging from school profiling related to the aspirations of young people and match DYW opportunities to this and the LMI. • Targeted support for groups who are not improving. • Identification of programmes and wider achievement opportunities with identified skills and progression pathways. • Partner interventions to track and monitor ongoing initiatives. • Pilot *My Future Plan* model (PD ARA) to improve destination outcomes for winter leavers and other at-risk learners in the Senior Phase.	• Tracking and monitoring of this group and impact of inputs. • Improvement in accreditation data. • Impact on those in risk groups. • Increased numbers of learners involved in volunteering, enterprise and leadership. • Increased school stay on rates and post school destinations.	
Development of partnership working to ensure collaborative solutions for improved and sustained positive destinations	• Embed the Destination Partnership Group (Education, SDS, Fife College, Supported Employment Service) with clear roles and responsibilities alongside partner contribution and expectation. • School participation in looking outward to other LA schools with a strong performance across PD. • Planned review of EasyP as an effective mechanism to ensure reduction in negative destinations.	• Shared understanding of PD data trends via monthly Partnership meetings (SDS, Fife College, SES) to support and develop a strategic approach to the use of data for improvement. • Continue to develop partnership approaches to complete update of leaver data to support improved sustained data in April for publication in June each year. • Continue to strengthen partnerships with SDS, Fife College and University links to focus on improving initial and sustained engagement in HE and FE destinations. • Pupil voice is enacted via the DYW Ambassador initiative- check in points regarding key themes and related actions. • Ongoing tracking and related interventions for S4 summer leavers, S5 winter leavers and S3 as priority groups. • Identification of actions for schools to monitor initial and sustained destinations for pupils in line with April data gathering and June publication.	• DYW data and KPIs to be included. • Destinations Partnership Group ensures a focused offer of activity with all partners aligned in shared aims. • DYW Ambassador feedback • Monitor and identify actions related to destination trends for Further and Higher Education. • Destination trends related to employment and training.	EM (Positive Destinations), QIO (DYW) Opportunities for All Coordinator and Network

	• Links to Enterprise and Employability Directorate and other partners strengthened to support young people.	• Improve DYW links to schools and outcomes of young people linked to destinations as a main focus area to ensure impact is proven. • Continue to increase business engagement through the DYW Pledge and support for DYW activity. • Rigorous monitoring of NOLB outcomes in line with the Fife approach of EASYP and other partner initiatives. • Work with partners to widen the scope (early intervention and post school) of the Education Keyworker Team. Focus on inclusion of provision related to Neurodiversity and Mental Health support. • Work with identified partners to develop vocational pathways which increase the appeal of employment and training opportunities (Foundation Apprenticeships/ Modern Apprenticeships etc.)		
Development of universal and targeted pathways that embed employability as an integral part of the curriculum aligned to LA and whole school strategy related to Work Experience, Volunteering, Leadership and Volunteering (Work Related	• Development of WRL across partnerships. • Clear link to improving positive and sustained destinations. • Development of employability pathways and programmes within in all secondary schools • Develop universal and targeted approaches to ensure the work experience entitlement for all school leavers. • Embed curriculum links to the world of work across school Curriculum Rationale.	• Onboard Fife Voluntary Action, Active Schools and Education FAs to Workit (Work Experience system) to maximise opportunities for S3- S6 learners. • Strengthen employer and third sector links to provide a wider range of work-related experiences. • Form a Work Experience Strategic Working Group to build capacity across schools and partnership working. • Continue to develop guidance and exemplification of practice related to work related experiences. • Maximise the Workit LA dashboard to track progress and identify gaps with next steps. • Track the skills development through work related experiences of young people via school profiling. Examine gaps and trends to adapt provision accordingly. • Foundation Apprenticeships (FAs) in Fife group in place to review and improve the offer and delivery of FAs to all secondary schools. Increase in young people engaging in	• Increase in work related learning within the curriculum in schools. • Development of WRL approach and guidance across Fife. • All schools engaged in Careers Education activity from S1-S6 • Increase in FA and MA numbers and offers. • Increase in those completing FAs successfully. • Increase work related experiences for targeted young people and leavers.	EM, QIO, ESO

| Learning/ WRL). | | the apprenticeship family as part of the SCP and post school opportunities.
• FA Quality Assurance check on practice and process, including time allocation for delivery and approaches by the 10 Frameworks.
• Maximise national and local links to Curriculum Improvement Cycle work related to Careers Education to strengthen links as part of the school curriculum and subject learning. | • Increased engagement and growth (DYW KPIs) and presentations for Work experience/ Volunteering/ Leadership and Enterprise- SCQF / Saltire etc. | |

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Cross-cutting theme – Equity & Equality

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.	Implement the Transforming Learning strategy 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	Distribute one-to-one devices to P6-S6 learners across Fife, to increase access for learning. 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)

	support improvement discussion 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)

Our approach to supporting 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 key element in 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.

Appendix 1: 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

LWC	Learning with Care
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