

Education Scrutiny Committee – Blended Meeting

Committee Room 2 (FHM05.002), 5th Floor, Fife House, North Street, Glenrothes



Tuesday, 23rd May, 2023 - 10.00 a.m.

AGENDA

Page Nos.

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of Meeting of the Education Scrutiny Committee of 21st March, 2023. 3 – 6
4. **EDUCATION SERVICE STAFF WELLBEING STRATEGY - UPDATE** – Report by the Executive Director - Education and Children's Services. 7 – 12
5. **DESTINATIONS OF SCHOOL LEAVERS** – Report by the Executive Director - Education and Children's Services. 13 – 27
6. **INTERIM PROGRESS REPORT: SENIOR PHASE PROJECTED STAGE - BASED OUTCOMES** – Report by the Executive Director - Education and Children's Services. 28 – 52
7. **DIGITAL DEVICES APPROACH FOR FIFE LEARNERS** – Report by the Executive Director - Education and Children's Services. 53 – 62
8. **DIRECTORATE IMPROVEMENT PLAN 2023-26** – Report by the Executive Director - Education and Children's Services. 63 – 68
9. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME** – Report by the Executive Director, Finance & Corporate Services. 69 – 74

Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.

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16th May, 2023

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BLENDING MEETING NOTICE

This is a formal meeting of the Committee and the required standards of behaviour and discussion are the same as in a face to face meeting. Unless otherwise agreed, Standing Orders will apply to the proceedings and the terms of the Councillors' Code of Conduct will apply in the normal way

For those members who have joined the meeting remotely, if they need to leave the meeting for any reason, they should use the Meeting Chat to advise of this. If a member loses their connection during the meeting, they should make every effort to rejoin the meeting but, if this is not possible, the Committee Officer will note their absence for the remainder of the meeting. If a member must leave the meeting due to a declaration of interest, they should remain out of the meeting until invited back in by the Committee Officer.

If a member wishes to ask a question, speak on any item or move a motion or amendment, they should indicate this by raising their hand at the appropriate time and will then be invited to speak. Those joining remotely should use the "Raise hand" function in Teams.

All decisions taken during this meeting, will be done so by means of a Roll Call vote.

Where items are for noting or where there has been no dissent or contrary view expressed during any debate, either verbally or by the member indicating they wish to speak, the Convener will assume the matter has been agreed.

There will be a short break in proceedings after approximately 90 minutes.

Members joining remotely are reminded to mute microphones and switch cameras off when not speaking. This includes during any scheduled breaks or adjournments.

THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – BLENDED MEETING

Committee Room 2, 5th Floor, Fife House, North Street, Glenrothes

21st March, 2023

10.15 a.m. – 12.30 p.m.

PRESENT: Councillors Kathleen Leslie (Convener), Lynn Ballantyne-Wardlaw, Patrick Browne, John Caffrey, Ian Cameron, Fiona Corps (substituting for Councillor Boubaker-Calder), Altany Craik (substituting for Councillor Linda Erskine), Dave Dempsey, Sean Dillon, Brian Goodall (substituting for Councillor Anis-Miah), Alycia Hayes, Lynn Mowatt, Sarah Neal, Daniel Wilson, Mr. Brian Blanchflower and Mr. Alastair Crockett, religious advisors.

ATTENDING: Carrie Lindsay, Executive Director, Education and Children's Services; Maria Lloyd, Head of Education & Children's Services - Secondary Schools & Specialist Support; Angela Logue, Head of Education & Children's Services - Primary Schools & Improvement Support; Shelagh McLean, Head of Education & Children's Services - Early Years and Directorate Support; Jackie Funnell, Education Manager, Education & Children's Services; Alison Binnie, Finance Business Partner; and Diane Barnet, Committee Officer, Legal & Democratic Services.

APOLOGIES FOR ABSENCE: Councillors Naz Anis-Miah, Aude Boubaker-Calder, Colin Davidson and Linda Erskine.

There was a slight delay to the Committee start time due to a fire alarm at the venue.

33. DECLARATIONS OF INTEREST

No declarations of interest were submitted in terms of Standing Order No. 7.1.

34. MINUTE

The Committee considered the minute of the Education Scrutiny Committee of 24th January, 2023.

Decision

The Committee agreed to approve the minute.

35. INSPECTION OUTCOMES AUGUST 2021 – JANUARY 2023

The Committee considered a report by the Executive Director, Education and Children's Services providing an overview of the quality improvement activity across Fife schools and early learning centres, Education Scotland inspection activity in Schools and Care Inspectorate Inspections within Early Learning Centres and Out of School/Creche Provision, during the academic Session 2021/22.

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2023 ES 17

A summary of Education Scotland and Care Inspectorate inspections from August 2022 was also provided, however, more detail of the outcome of inspections for the whole of academic year 2022/23 would be provided for the Scrutiny Committee's consideration in January 2024.

Decision

The Committee:-

- (1) scrutinised the outcomes of the inspection activity;
- (2) noted areas of success and progress, as well as the actions being taken to ensure continued improvement; and
- (3) noted that a more detailed report on the outcome of inspections for the whole academic year 2022/23 would be provided for the Committee's consideration at its meeting on 9th January, 2024.

36. RELATIONSHIPS & BEHAVIOUR - SUPPORT FOR SCHOOL STAFF

The Committee considered a report by the Head of Education and Children's Services providing details of the supports available for school staff when there were incidents of violence and aggression.

Decision

The Committee:-

- (1) reviewed and commented on the content of the report and the supports available;
- (2) requested a further report toward the end of the year, to include:
 - (a) updated and comparative data relating to violent incidents broken down as appropriate according to, for example: SIMD, gender, age, care experience, additional support needs, etc;
 - (b) an update on progress of the pilot model of having a social worker based in secondary schools; and
 - (c) an update on the work of the recently established multi-agency group committed to working together in responding to violent incidents and the development and implementation of best practice processes; and
- (3) agreed to encourage all Elected Members to undertake Level 1 of Trauma Informed Practice training for a better understanding of reasons for violent and aggressive behaviour.

37. RELATIONSHIPS & BEHAVIOUR - SUPPORT FOR PUPILS

As requested at its previous meeting on 24th January, 2023, the Committee considered a report by the Head of Education and Children's Services providing information relating to behaviour in Fife schools and details of the approaches in place to support young people.

Decision/

Decision

The Committee:-

- (1) examined the information provided relating to pupil behaviour and the supports available, as detailed in the report;
- (2) requested a further report toward the end of the year, to include:
 - (a) updated and comparative data relating to violent incidents broken down as appropriate according to, for example: SIMD, gender, age, care experience, additional support needs, etc;
 - (b) an update on progress of the pilot model of having a social worker based in secondary schools; and
 - (c) an update on the work of the recently established multi-agency group committed to working together in responding to violent incidents and the development and implementation of best practice processes; and
- (3) agreed to encourage all Elected Members to undertake Level 1 of Trauma Informed Practice training for a better understanding of reasons for violent and aggressive behaviour.

Councillor Craik left the meeting during consideration of the above item.

38. EDUCATION SERVICE REVENUE BUDGET 2022-23 PROJECTED OUTTURN

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services providing an update on the forecast financial position for the 2022-23 financial year, for the areas in scope of the Education Scrutiny Committee.

Decision

The Committee:-

- (1) noted the current financial performance and activity as detailed in the report;
- (2) noted the projected outturn position and the relevant areas of projected over and under spend within the service; and
- (3) requested that the next revenue budget scrutiny report included feedback on any Corporate decision relating to the use of the projected underspend due to savings arising from teachers' industrial action.

39. EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2022-23: PROGRESS REPORT

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services providing/

providing information on the overall progress of the Education Service capital programme, for the current financial year, 2022-23 and progress on major projects.

Decision

The Committee noted:-

- (1) the financial position as detailed in the report, and
- (2) that the budget had been revised to reflect the outcome of the Capital Plan review undertaken in February, 2021 and the subsequent re-phasing exercise carried out in May, 2022.

Councillor Caffrey left the meeting following consideration of the above item.

40. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Committee considered a report by the Executive Director, Finance and Corporate Services relating to the workplan for future meetings of the Education Scrutiny Committee.

Decision

The Committee:-

- (1) agreed to review the workplan with a view to putting forward suggestions for areas of scrutiny - any suggestions were to be submitted to the Convener, Lead Officer and Committee Officer for consideration;
 - (2) as referenced at Para. 35. (3) above – ‘Inspection Outcomes’ – a detailed report for academic year 2022/23 would be considered at its meeting on 9th January, 2024;
 - (3) as referenced at Para. 36 (3) and Para. 37 (3) above – ‘Relationships and Behaviour – Support for school staff and Support for pupils’, respectively, an update report would be provided toward the end of the year on a date to be advised.
-

23 May 2023

Agenda Item No. 4

Education Service Staff Wellbeing Strategy - Update

Report by: Shelagh McLean, Head of Education & Children's Services

Wards Affected: All

Purpose

To provide a progress report on the development of the Staff Wellbeing Strategy, as requested by the Education Scrutiny Committee in November 2022.

Recommendations

The Education Scrutiny Committee is invited to:

- (1) note the approaches being implemented within schools
- (2) discuss and comment on priorities within the Staff Wellbeing Strategy

Resource Implications

None

Legal & Risk Implications

No direct legal/risk implications arise from this report

Impact Assessment

An EqIA Checklist is not required, as this is a performance report

Consultation

Following the publication of the Directorate's first Staff Wellbeing strategy in February 2020 a project group, involving senior managers and wellbeing volunteers, has worked collaboratively to deliver on the core project areas identified through the 2019 data.

In advance of the 2022 Staffwise cycle, there were various consultation activities, involving representatives from Education, Children and Families and the Criminal Justice Service, to review our question set, to ensure staff were able to continue to provide constructive feedback to support improvement.

The Directorate committed to revising the Staff Wellbeing Strategy and to support the development of this the Service drew on the knowledge and voice of our children, young people, staff and partners through consultation. The groups considered what has been successful, the challenges currently being faced and what ambitions we need to work on in

the future. This strategy has been developed by the people who will benefit from and influence its success.

1.0 Background

- 1.1 At the Education Scrutiny Committee meeting of 15 November 2022, members considered a report which provided an analysis of the Staffwise survey undertaken across all educational establishments and centrally based services/teams in February 2022. Detail and an analysis of key results was provided, as well as identification of recommendations and future plans.
- 1.2 The Committee: -
 - (1) noted the results and analysis of the survey;
 - (2) noted the comparisons between the 2022 and 2019 results;
 - (3) noted the conclusions and proposed actions as outlined in the report;
 - (4) requested a progress report for this Committee's consideration on the Staff Wellbeing Strategy in 6 months' time; and
 - (5) agreed that an invitation be extended to the Joint Secretary of Education Trade Unions or their nominated representative to attend this Committee to contribute to future discussion relating to staff surveys.
- 1.3 The Staffwise survey remains central to the Directorate's approach to individual professional development and to organisational improvement. It continues to support staff to enhance personal and professional skills and enables schools, teams and centres to identify key areas for improvement, supporting them to contribute to our Directorate priorities. The information is also used strategically at Service/Directorate level to inform and drive improvement. The results are used to inform school improvement, team planning and at a Directorate level provide a rich source of information about staff wellbeing.
- 1.4 As with previous years the results reported a generally positive picture, with improved ratings against 9 of the Staffwise statements. While this is an area in which there is no room for complacency the results were encouraging despite the personal and professional challenges presented by the pandemic.
- 1.5 There continue to be strong indications that most staff experience a positive ethos at work and enjoy positive professional relationships with others.
- 1.6 For the 2022 survey, there was a change to structure of the statements focused on role clarity. The responses to these statements indicate that staff had a good understanding of the nature of their work and were aware of what they needed to achieve to be successful in their roles.
- 1.7 In previous years, the Staffwise statement focused on 'Support' had caused confusion due to the majority of Education staff not engaging in professional supervision. For 2022, this statement was split into two separate statements to ensure that all staff could answer this accurately. The data for this area suggested that staff felt well supported by their managers.
- 1.8 Although generally positive, the lowest scoring sections from 2019 continued to be the lowest areas of the 2022 data. Ethos, Demands, Change, Environment and Communication either remained stable or increased slightly but were still highlighted as requiring attention to drive further improvement.

- 1.9 The additional comments section, where staff were asked to identify areas for improvement, provided further context to the quantitative information, and has helped guide local school, team and centre action plans. Comments were also helpful to identify further Directorate and Service level themes in the data. These included increasing, and, at times, unmanageable, workloads; communication at all levels; a feeling of being disconnected from those outwith the employee's immediate team and increasing incidents of pupil violence and aggression against members of staff. All these areas were reported to have a detrimental impact on staff wellbeing.
- 1.10 The data from both Staffwise and Heartbeat has helped to inform a review of the Directorate's overarching Health & Wellbeing strategy.
- 1.11 Despite the need for a review of the priority areas, and the possibility that some of these may change, there were existing aspects of the initial core focus areas that will continue to be delivered.
- 1.12 The work to improve our approaches to incidents of violence and aggression has been outlined in previous reports and will continue through the R&B strategy group.
- 1.13 Appropriate professional learning for all staff, including our managers, also remains a priority.
- 1.14 Peer Support structures have been successfully piloted with small groups of staff and there continues to be interest in developing this area further, where there is a specific need.
- 1.15 The network of Staff Wellbeing Representatives will continue to be supported to help the Directorate to:
- raise the profile of the staff health & wellbeing strategy and resources
 - improve access to professional learning opportunities
 - help improve lines of communication to all staff through information sharing and signposting
 - highlight and share examples of effective practice
 - work with their HT / team manager to ensure that staff wellbeing priorities remain on each team's agenda
- 1.16 However, there has been a focus on ensuring that the staff health & wellbeing strategy complements the work around Our Minds Matter, which supports the mental health of young people in Fife schools.
- 1.17 The Health and Wellbeing Governance Group objectives include developing cohesive approaches to wellbeing across all children, young people, learning communities and staff.

2.0 Health & Wellbeing Strategy – Update

- 2.1 The strategy being developed will outline the importance of health & wellbeing for our children, young people and staff within Education in Fife and evidence how we will ensure that they are supported, through identification of key health & wellbeing priorities.
- 2.2 This strategy will continue to be informed by data; it will clearly identify the priority areas for the next 3 years and make links across core aspects of health & wellbeing and wider directorate priorities. The strategy will be defined by outcomes and be owned by all who deliver impacts for children, young people and our staff.

- 2.3 The strategy will set out how we will work collectively within Education and in wider partnerships to deliver against key priorities. For staff these include a focus on:
- Mental Health
 - Physical Wellbeing
 - Relationships & Behaviours
 - Communication
- 2.4 It will support our vision to lead the improvement of health and wellbeing in Education for our children, young people & staff and detail our approach and intention to deliver and measure success over 2023-2026.
- 2.5 The vision is 'Working together with a range of partners to lead improvement of health & wellbeing in Education.'

3.0 Mental Health

- 3.1 The World Health Organisation 2022 stated -"Mental Health is critically important for everyone, everywhere and goes beyond the mere absence of mental health conditions. It is integral to wellbeing, enabling people to realise their full potential, show resilience amidst adversity, be productive across the various settings of daily life, form meaningful relationships and contribute to their communities".
- 3.2 Additionally, national research highlights that staff working in the education sector report statistically significantly higher levels of work-related stress and lower wellbeing than the average across all other industries.
- 3.3 Our Staffwise survey data has highlighted the challenges that our own staff have in the workplace and the impact that this has on their mental health and wellbeing. It is important for us to use this data to inform our planning and to understand the challenges faced by staff, while continuing to work collaboratively to develop supports and engage with services to improve staff wellbeing.
- 3.4 One aspect of this will be our commitment to ongoing staff consultation activities to ensure we are listening and learning from feedback.
- 3.5 We will also increase the capacity and confidence of our staff who support young people by building their understanding of their own and children and young people's mental health needs.

4.0 Physical Wellbeing

- 4.1 Physical activity is the pre-eminent modifiable lifestyle factor for both physical and mental health improvement. In addition to well established physical health benefits, exercise is an effective treatment for the most common mental health disorders, reducing the impact of depression through physical fitness, social engagement and skill building.
- 4.2 It is equally important for us to understand the links between our work, health and wellbeing, and the role of key services to adopt and promote an organisational approach to employee wellbeing. We have a range of services and supports to keep staff well at work, as well as advice and opportunities to create positive working environments and healthier workplaces.
- 4.3 Therefore, we will work to raise awareness of the significance of physical wellbeing for our staff and improve access to key information, advice and support.

5.0 Relationships & Behaviours

- 5.1 George Washington Carver. Said 'Education is understanding relationships'.
- 5.2 The development of relationships is based on mutual trust and respect and where children, young people & staff can thrive. The mental, emotional, social and physical wellbeing of children, young people and the people around them can be positively developed by creating safe, caring, supportive and purposeful environments. Within the curriculum and wider community, the creation of strong relationships and positive wellbeing supports help develop the knowledge and understanding, skills, capabilities and attributes which children, young people and staff need for their overall wellbeing.
- 5.3 Positive ethos and culture is essential in developing good relationships and the creation of effective learning environments. To create these environments in all educational settings there needs to be a shared understanding of inclusion, wellbeing, equality and equity underpinned by children's rights and how these factors affect relationships and behaviour, using the wellbeing indicators at the root of our planning.
- 5.4 The effects of Covid 19 have undoubtedly created challenges within Fife for children, young people staff, families and communities. The work of the Relationships & Behaviour Strategy Group is addressing these through key developments. Health & Wellbeing plays a crucial role in strengthening this area and will work collectively to ensure effective approaches and interventions.
- 5.5 Therefore, we will increase capacity through improved engagement in professional learning & development opportunities related to relationships and wellbeing.
- 5.6 We will promote positive relationships and behaviours between staff, children and young people in all educational settings.
- 5.7 We will improve the use of data to enable to development of targeted resources to promote practice which helps to ensure that children, young people and staff feel safe and happy in educational settings.
- 5.8 We will also improve the support for adults delivering the relationships, sexual health and parenthood (RSHP) resource for children & young people.

6.0 Communication

- 6.1 Effective communication and positive relationships are key to ensuring that all staff feel included, supported and valued. There should be opportunities to establish and extend relationships, discuss concerns and share information which may have an impact on learning or work. Clear, shared processes should be in place to deliver information.
- 6.2 In Fife we will continue to strengthen the co-ordinated approach and challenge the effectiveness of our methods and ensure messages are consistent based on what staff have told us through formal & informal mechanisms.

7.0 Next Steps

- 7.1 The revised Health & Wellbeing Strategy will set out clear activities under the key priority areas, as developed by the people who will benefit from and influence its success.
- 7.2 The outcomes and progress will be reported through annual review of the Directorate Improvement Plan.

List of Appendices

N/A

Background Papers

The following paper was relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Education Scrutiny Committee, 15 November 2022, Staff Welfare Report – Education Service Staffwise Survey 2022
https://www.fife.gov.uk/_data/assets/pdf_file/0032/420899/Agenda-and-Papers-for-Meeting-of-Education-Scrutiny-Committee-of-15-November-2022.pdf

Report Contact

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23 May 2023

Agenda Item No. 5

Destinations of School Leavers

Report by: Carrie Lindsay, Executive Director of Education and Children's Services

Wards Affected: All

Purpose

The purpose of this report is to update the Education Scrutiny Committee on the destinations of all school leavers from Fife schools in session 2021/22.

This report also provides an overview of the range of strategies being developed to support our key priority to improve the rates of positive and sustained destinations.

Recommendation(s)

The Education Scrutiny Committee is asked that members:

1. Scrutinise, review and comment on progress and next steps of this workstream
2. Continue to recognise the scale of uncertainties and complexities in relation to the effect of the Covid-19 pandemic.
3. Encourage councillors to visit secondary schools in their areas and speak to Headteacher about positive destinations

Resource Implications

There are no resource implications arising from this report.

Legal & Risk Implications

There are no direct legal implications arising from this report. However, with the continual development of a new set of national qualifications means that one of the risks is the need to continue to raise the awareness of school leaders, local authority officers and elected members in order to maximise the potential of data and new systems to inform future actions towards school improvement.

An EqIA has not been completed and is not necessary as no change or revision to existing policy is proposed.

1.0 Background

- 1.1 Our ambition is to improve outcomes and to provide appropriate opportunities for all learners. This report specifically relates to those pupils in the senior phase of their learning i.e. S4-S6 and their initial post school destinations at the end of session 2021/22.
- 1.2 The senior phase of the curriculum also provides us with the opportunity to:
 - Improve employability skills
 - Increase levels of sustained positive destinations
 - Contribute to a prosperous Fife economy and improve life chances for all
- 1.3 Outcomes information in Scotland is now focused on the use of the senior phase benchmarking tool known as Insight. This national attainment database has two key release dates. An initial release in September provides information on all qualifications sat by young people within the Scottish Credit and Qualifications framework for the previous session, in this case session 2021/22. This Local Benchmarking data provides details on the performance of year groups S4, S5 and S6. The National Benchmarking data is updated in February with details of the destinations of all young people who left school in the previous session, for this report in session 2021/22. The February data allows analysis of how young people have performed by the time they leave school, in terms of Fife and against national data.
- 1.4 In terms of analysis of attainment and achievement performance, the Education Authority now publishes and provides two statistical reports to schools. The first of these, the School Attainment Report, is sent to schools in early October after the formal September Insight release and following any update on appeals and discussion centres on the school's local benchmark data which shows how well each stage cohort S4 to S6 have performed across the range and level of qualifications. Discussions at individual school meetings with senior officers will feed into school planning and target setting.
- 1.5 At the end of March, a second report, the School Outcome Report goes to schools and focuses on the National Benchmarks which show how well the school's leavers have performed in their school, and in comparison to other schools in Fife and nationally. The discussions with schools at this point focuses on areas such as literacy and numeracy to see how well equipped their leavers are to go onto sustained and positive destinations, as well as considering overall levels of attainment and the types of destinations young people are achieving, this includes employment, further education, higher education, volunteering and training. This report also looks at Curriculum for Excellence (CfE) level 3 and 4 attainment in literacy and numeracy by the end of S3 as performance at this stage feeds into outcomes during the senior phase.

- 1.6 In addition, for the first time and in line with Scottish Government, each secondary school was given a stretch target to achieve over the next 4 years. The aim of this was to collectively reach or exceed the national target. These were based broadly on the previous performance in Fife in relation to SIMD and within this, tailored to school individual performance in recent years. As destinations are published in the February following the school leaver date, the first year of the stretch targets being a comparative measure will be leavers from session 2022/23, however 9 schools have already met the stretch target in place for leavers in session 2022/23.
- 1.7 The stretch targets set for schools for positive destinations are used to measure school current progress compared to future progress.
- 1.8 This report will consider leaver data for young people who left school during **session 2021/22** and is published in **February 2023**. The post school destinations of young people are also provided.
- 1.9 We have used the information published on Insight to review overall leaver data and destinations as well as information for year groups and in terms of cohorts such as Minority ethnic, SIMD Quintile 1, Additional Support Needs (ASN), S4 leavers, Free School Meals (fsm) and those who are looked after children (LAC).
- 1.10 The National Improvement Framework, Insight and the development of the 'Participation Measure' have further supported the focus on improvement, outcomes and sustained destinations.
- 1.11 We continue to improve our data sharing with schools through the council's medium of Power BI platform and we are working towards replicating the style of the Statistical Summary Report used by Education Scotland during inspections for next year.

2.0 Our Vision

- 2.1 Our shared vision across Fife, which also takes account of the key recommendations in the 15 to 24 Learner Journey Report, [15-24-learner-journey-review](#) is to improve the opportunities for all learners by improving attainment and as such, outcomes post school.
- 2.2 This vision is being realised through jointly delivering on the following with schools and central officers:
 - A greater depth in work towards understanding and interrogating data through a focused networks involving Headteachers and Depute Headteachers.
 - The creation of a Positive Destination Network involving Senior Leaders in schools and relevant partners.
 - Ensuring sharing of practice at Headteacher events and across Local Authorities including visits to other schools out with Fife.
 - Development of curricular pathways and broadened range of subject choice.
 - More collaborative approach across our secondary schools and Fife College to provide a relevant, coherent and appropriate curriculum for all learners informed by local context and need.

- Broadened collaboration with partners to identify and support potential school leavers.
- Early identification of at risk pupils through lack of engagement and attendance.
- Targeted approaches for identified groups; S4 summer leavers, S5 winter leavers, S3 groups.
- Stretch targets in place for all schools and Fife as a whole based upon local SIMD data linking poverty to positive outcomes in leaver destinations.
- Strengthening the work of employers with schools and monitoring this through the Developing the Young Workforce (DYW) board.
- Increase joint working with partners in the council and outwith.
- Achieve stretch targets set in every school and exceed national targets.

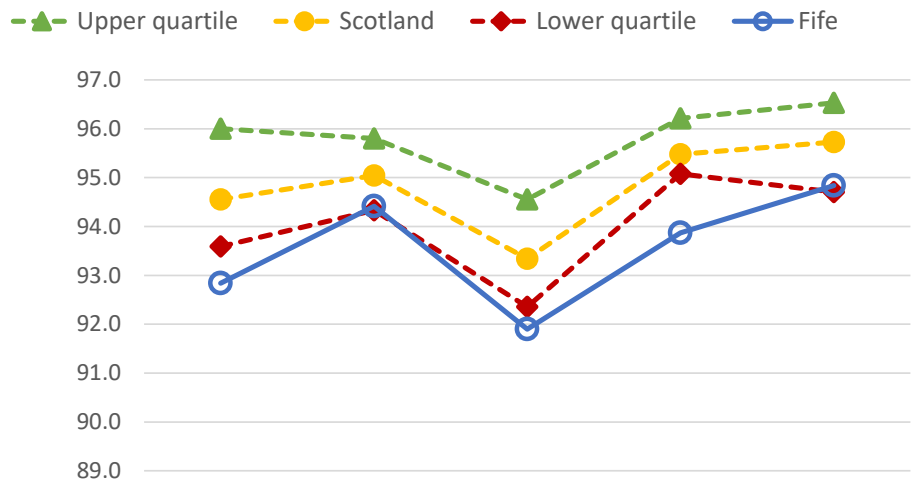
3.0 Destinations

3.1 Two key datasets are recorded and reported nationally on school leaver destinations:

- Positive destinations from school (published in February each year). This provides data on the immediate destinations of school leavers in the October after they have left school.
- The participation of 16-19 year olds in the local economy (published in August each year by Skills Development Scotland (SDS)). This provides data on young people living in a local area, rather than those who attended school there. This makes this a variable dataset with the cohorts measured in school performance changing with those working out of their locality or attending college or university outwith Fife.

Initial destinations from school

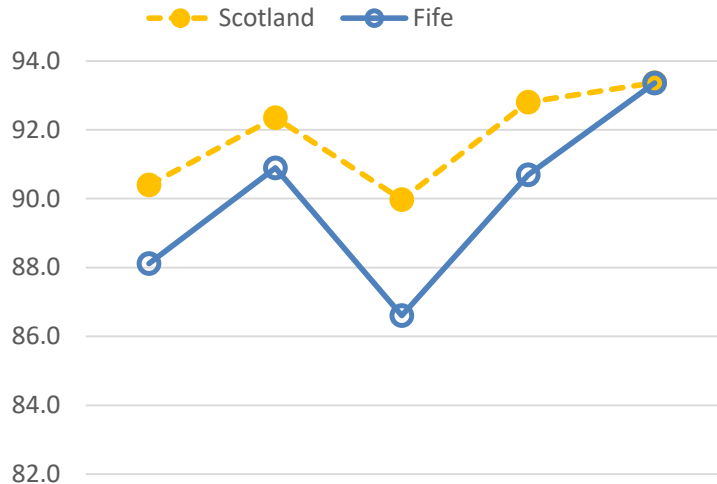
3.2 Figure 1, below, shows the post school destinations of Fife school leavers, as compared with national outcomes. As can be seen, the percentage of school leavers entering a positive destination from school in Fife has improved over the past two years. 94.8% of school leavers after the 2021/22 school year entered a positive destination, compared with 95.7% nationally.



	2017/18	2018/19	2019/20	2020/21	2021/22
Upper quartile	96.0	95.8	94.6	96.2	96.5
Scotland	94.6	95.0	93.3	95.5	95.7
Lower quartile	93.6	94.3	92.4	95.1	94.7
Fife	92.8	94.4	91.9	93.9	94.8
Fife ranking	29	23	27	29	21

Figure 1. Comparison of the positive destination rate for Fife leavers, in comparison with the Scottish average and outcomes across Scotland’s 32 local authorities.

3.3 Figure 2, below, shows the initial post school destinations of school leavers from SIMD quintile 1. For this group of leavers there has also been a significant improvement in positive destinations from schools over the past two years. 93.4% of school leavers living in SIMD Quintile 1 entered a positive destination after the 2021/22 school year, matching national outcomes.



	2017/18	2018/19	2019/20	2020/21	2021/22
Scotland	90.4	92.4	90.0	92.8	93.4
Fife	88.1	90.9	86.6	90.7	93.4

Figure 2. Comparison of the positive destination rate for Fife leavers living in SIMD Quintile 1, in comparison with the Scottish average

3.4 Figure 3, below, shows the range of positive destinations which Fife school leavers in 2021/22 entered, compared with destinations across Scotland as a whole. As can be seen:

- The main destinations relate to continuing education, with 67.8% entering either higher or further education in Fife, in comparison with 66.7% nationally.
- Proportionately more young people in Fife enter Further Education in Fife than Scotland, with proportionately fewer entering Higher Education.
- A significant proportion of school leavers also enter employment, with 23.4% entering employment directly from school in Fife, in comparison with 25.1% nationally.

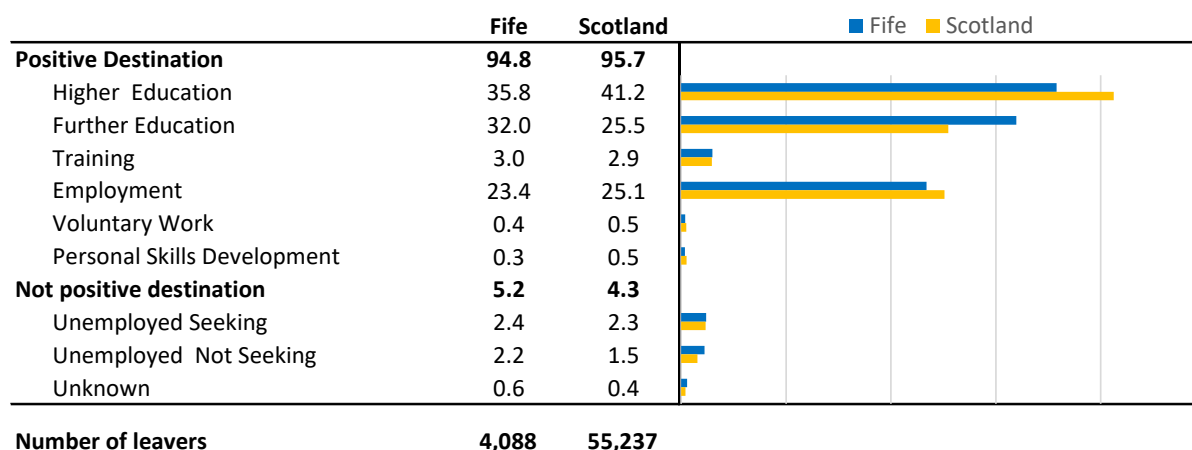


Figure 3. Breakdown of post school destinations of initial school leavers.

3.5 Figure 4, below, shows data for the percentage of school leavers entering a positive destination from school across a range of key groups within the school leaver cohort. These groups include young people whose educational outcomes are generally below the cohort average, as well as those with protected characteristics. As can be seen from the table.

- School leavers from Minority Ethnic Groups have tended to be more likely to progress to a positive destination than school leavers generally over recent years. However, the rate dropped last year (21/22) to a level close to the Fife average.
- Across other groups, destination rates have generally been below the Fife average. However, the equity gap in outcomes between these groups and the Fife average has, generally, been reducing over the past five years.
- Outcomes for 2019/20 are out of line with the general trends, with a drop in destinations and a widening of the equity gap (except for looked after young people). This period relates to destinations of young people leaving school during the first year of the Covid-19 pandemic.

	2017/18	2018/19	2019/20	2020/21	2021/22	Count
All school leavers	92.8	94.4	91.9	93.9	94.8	4088
Positive destination rates for key groups						
Minority ethnic	91.6	97.5	94.7	98.3	95.0	180
SIMD Quintile 1	88.1	90.9	86.6	90.7	93.4	904
ASN	86.9	91.1	87.6	91.0	92.8	1896
S4 leavers	87.6	86.4	87.7	90.2	91.0	588
FSM	84.8	87.0	83.3	87.2	89.9	732
LAC	81.9	78.5	86.9	85.3	86.2	87
Equity gap for key groups						
Minority ethnic	1.2	-3.1	-2.8	-4.5	-0.2	
SIMD Quintile 1	4.7	3.5	5.3	3.2	1.5	
ASN	5.9	3.3	4.3	2.8	2.1	
S4 leavers	5.3	8.0	4.2	3.6	3.8	
FSM	8.0	7.4	8.6	6.6	4.9	
LAC	10.9	15.9	5.0	8.6	8.6	

Figure 4. The percentage of school leavers entering a positive destination from school for key groups within the school leaver cohort. The count figure shows the number of young people from each group in the school leaver cohort following the 2021/22 school year. The equity gap figure shows the difference between the destination rate for the group in question and the rate for all school leavers.

Groups	Fife	National
All Leavers	94.9	95.7
ASN	92.8	93.4
FSM	89.9	91.7
CE	86.2	85.9
Male	94.0	95.2
Female	95.7	95.2
Quintile 1	93.4	93.4
S4	91.0	91.7
S5	93.8	93.8
S6	96.5	97.5

Participation of 16-19 year olds

- 3.6 The data on sustained post school outcomes is now measured via participation in the local economy of 16-19 year olds. The 'Participation Measure' report for Fife, published in August 2022, relates to the activity of young people in the Fife economy over the preceding financial year (1 April 2021 – 31 March 2022).

3.7 The Participation Measure data for 2022 is summarised in Figure 5, below. It shows:

- A slight improvement on 2021 in the participation of young people in Fife, by 0.2 percentage points. This is in line with the improvement seen across Scotland.
- A gradually improving trend since 2018.
- Outcomes for 2020 are, again, out of line with the general trends. In the year ending March 2022 there was an increase in the participation rate in Fife.

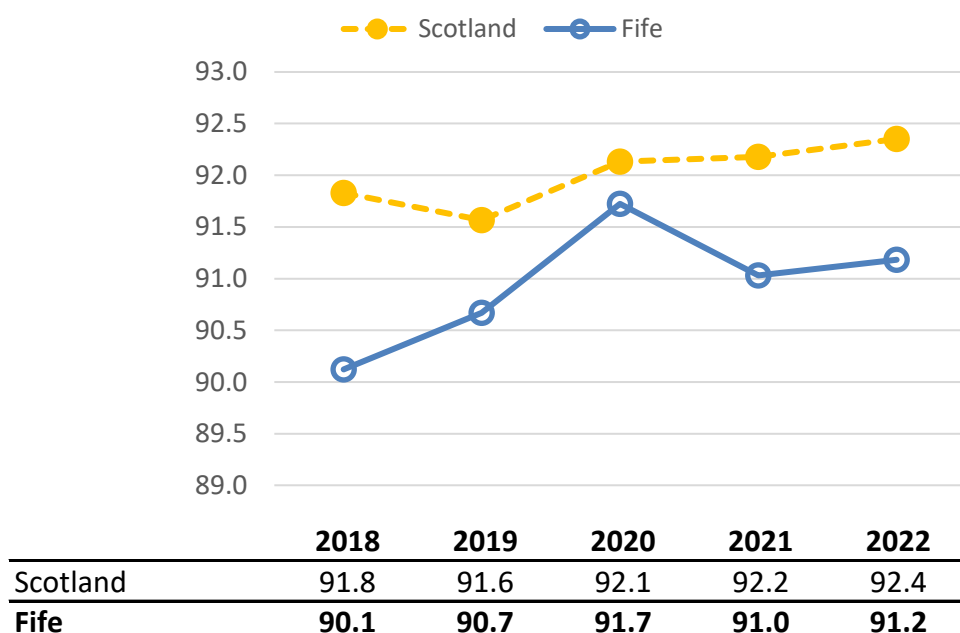


Figure 5. Comparison of the participation measure for young people in Fife with the Scottish average.

3.8 Figure 6 shows a breakdown of participation by category of activity for Fife and Scotland. The data relates to the year: 1 April 2021 – 31 March 2022. As can be seen, 16-19 year olds are broadly participating in similar areas of the economy to their peers across the rest of Scotland.

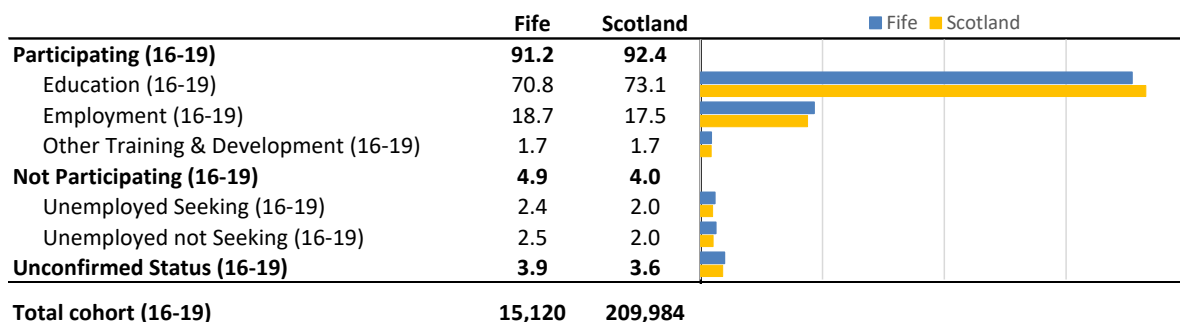


Figure 6. Breakdown of participation by category of activity for the year 1 April 2021 – 31 March 2022.

4.0 Supporting Information and Initiatives for Session 2021/22

4.1 In order to present a full picture of activity contributing to improvements in leaver destinations in Fife and ongoing initiatives, the following information has been provided:

- 9 out of 18 schools have the best positive destinations in 6 years.
- 13 schools have improved from last session.
- 2020/21 the gap between highest and lowest levels of positive destinations in our schools was 10%, 2021/22 this is 6%.
- 5 schools are above national average.
- During session 2022/23 there has been the development of Secondary Structure Approach across our service and this has commenced with the building secondary team strategy and vision. It has been supported by the activity noted above to ensure a wide ranging model encompassing a partnership approach linked to the Plan4Fife.
- Outcomes meetings with a rigorous focus on attendance, attainment and Positive Destinations in place for all schools in line with improvement planning and actions for improvement, priorities.
- Baseline data gathered in relation to work related learning, both virtual and in person in all schools to support priorities in this area; as a result, work experience processes being reviewed to support wider earlier engagement with employment and apprenticeships for young people in danger of a negative destination.
- Development ongoing in Fife Work Experience Guidance to support wider range of opportunities, including those for our most vulnerable young people, especially care experienced.
- 619 businesses are engaged with our schools and 619 activities reported by our DYW School Coordinators, April – December 2022.
- There were 58 engagements within Pupil Support Service and 36 within Special Schools.
- The Positive Destinations Network of Depute Headteachers from all 18 schools well established this session with association training and working group approaches; strategic focus to lead and direct this priority with partner involvement and sharing of good practice across schools.
- Development of the Youth Employability Delivery Group to focus on S4 Summer Leavers, S5 Winter Leavers and S3 pupils furthest from a positive destination.
- Development of Youth Employability Delivery Group to provide responsive and proactive approach for target areas, winter leavers, unknown pupils at time of leaving, unemployed young people.
- Increase in number of bespoke packages to support improvements in destinations across Fife using Fife College, SDS, EasyP (Employability Access Support for Young People), Community Trade Hub etc.
- Collation of youth employability offer within Fife Council, including collaboration with the Employability Team to provide parity and equity of all initiatives and supports to young people within school at the point of exit and those who have left school and requiring consistent ongoing assistance and monitoring. This is linked to the “YEN”, the Young Employee Network has re-launched and the Employability team have held a showcase to promote the number of 6 months paid placements under new funding streams from Scottish Government, namely

LTU (Long Term Unemployed) over 25 years old and YPG (Young Persons Guarantee) under 25.

- Schools have held in person Careers Fayre's this session to support partner events for young people and parent/carers to promote post school opportunities.
- The EASYP group, through No One Left Behind funding, has engaged a partner to support mental health approaches both in school and out of school for young people using one to one, group and online approaches; this being a main barrier for many young people not engaging or not ready to engage in a positive destinations.
- Continue to prioritise some schools to support improvements.
- MCR Pathways (Motivation, Commitment and Resilience) in Viewforth, St Andrews, Glenwood and Lochgelly High Schools who support care experienced.

School Interventions and Support

- 4.2 Below outlines 2 schools who have shown strong positive destinations and how they have done this. This has been shared with all other secondary schools at the beginning of August 2022.

St Columba's High School Case Study

- St Columba's exceeded their stretch target of 98.6 by 2.6%.
- There was a decreasing trend in positive destinations pre-2018/19 with the tracking during this period vague and dependent on Guidance knowledge within the school. Opportunities for All meetings were general and without adequate discussion around at-risk pupils and a variability in activities undertaken by Guidance staff; there was also a lack of meaningful cohesion between partners and school/school-based staff and lack of meaningful cohesion between DYW coordinator and Guidance team – anecdotal and lacking in direction and focus.
- Actions then take with partner consultation determined areas of success and potential areas of improvement in respect of the process. This included school and school-based staff. Improvements included more focused discussion on at-risk pupils; sharing of pupil list in advance so partners could cross-check with their information; more concise sharing of information regarding barriers. There was also a systematic approach to using the data, including partnership approaches to meetings, regular check ins and actions from meetings.
- Next steps embedded tracking of at risk pupils and exploring opportunities for additional level support and interventions and track impact in terms of post school intentions and join up actions of the DYW coordinator and support faculty. For at risk pupils and families, they were invited in for team meeting to explore options support next-steps, there were bespoke post-school planning for individual pupils at risk of no positive destinations and increased presence of SDS – in foyer at lunchtime on Thursdays. Families also received ongoing phone calls to support next steps and removal of barriers as they arise.
- DYW has an increased profile across the school and proactive planning ensures reaching all year groups for DYW activities; there is an increased number of employers engaging with the school and building positive relationships to support activities with work readiness and work inspiration from a range of local businesses

Glenwood High School Case Study

- Glenwood exceeded their stretch target of 95.4 by 2.9%.
- Glenwood have a range of initiatives in place to ensure high levels of positive destinations over a sustained period of time; this includes an Opportunities for All Handbook to support destinations for at risk pupils, a robust range of partnerships across the locality. Positive meetings re in place with SDS and there is a strong focus on partnership working prior to destination data gathering.
- Glenwood have engaged in DYW through their school coordinator to support positive destinations with a Careers Fayre for parents and young people alongside employer engagement to enhance the understanding of pathways into employment and higher and further education; there has also been engagement with businesses including Babcock to highlight employability skills and workplace opportunities.
- The school have also implemented a range of more vocational pathways which are targeted through the development of Curriculum Pathway in S3 and S4. The school also works successfully and innovatively with Fife College and has bespoke planning for disengaged pupils.
- There is a clear focus on winter leavers and they have successfully used Motivation Commitment Resilience (MCR) Pathways to engage and support care experienced young people.
- The key is relentless use of data and following up all young people with a successful partnership approach.

School Focus and Support

All secondary schools have had ongoing support through the Positive Destination Network which meets monthly with the Education Manager for secondary. This is attended by the Depute Headteacher in charge of destinations and also invites our partners from Enterprise and Environment (E&E) directorate, SDS, Fife College and DYW Fife. This has promoted the use of data which has been instrumental in increases across our schools and also consistency of approaches including sharing good practice on a regular basis.

Additional support was provided to identified schools who were below expected Positive Destinations outcomes this included input from partners and five schools were also part of the South East Improvement Collaborative Destinations and Learner Pathway initiatives; this approach will continue into next session.

5.0 Action Planned to Further Improve Destinations and Participation

5.1 Effective self-evaluation is at the heart of continuous improvement and 'How good is our school? 4 (HGIOS4) provides a basis for schools to reflect and undertake self-evaluation. The framework underpinning self-evaluation in HGIOS4 supports the Directorate and school leaders to work together and challenge teachers to:

- Ensure educational outcomes for all learners are improving.
- Address the impact of inequity on well-being, learning, outcomes and achievement.

- Consistently deliver high quality learning experiences.
- Embed progression in schools for learning, life and work from 3-18.

5.2 We have reflected on the way we engage with schools and agreed to increase our level of scrutiny through a focus on outcomes throughout the session, whereby Education Scotland and other sources are used to support Headteachers and Depute Headteachers. These focused secondary Headteacher meetings on specific areas of outcomes and opportunity build capacity for improvement via sharing of good practice from within and out with the Local Authority.

- To continue to provide all secondary schools with an opportunity to engage in collective scrutiny with Education Managers and Heads of Service.
- Support schools to improve outcomes continuously over time and/or maintain consistently high standards and improve post school opportunities for all learners through Insight training and data rich planning approaches.
- Support schools in leaver destinations through rigorous partnership working.

5.3 In schools, this is undertaken through a rigorous process of review of attainment and outcomes in SQA exams and post school destinations. Each school's attainment report and action plan are discussed with Heads of Service and Education Managers and forms the basis for the School Improvement Plan.

5.4 Headteachers attend Area Committees to share information with Elected Members in their wards.

5.5 Schools are also expected to take part in Learning Partnerships or reviews. These involve working with and learning from other schools to inform school improvement. This approach has been reviewed and extended through the secondary sector approach to include identified areas for each school.

5.6 A round of further scrutiny will take place from April to June following the publication of the updated Insight outcomes as noted in this report.

5.7 **What are the current challenges for our schools in improving post school leaver destinations following the Covid-19 pandemic?**

- Attendance within our schools both nationally and within Fife and in particular for those in S3/4 pupils in general; this currently sits at 84.9% and 84.81% respectively.
- Increased absence and non-engagement with some young people in our target groups.
- Re-engaging businesses and partners to support schools with in-person activities especially around work related learning and supporting vulnerable leavers.
- Ensuring best value from Developing the Young Workforce in line with structure review and revised short and medium term goals to support youth employability
- Continuing competing priorities in schools as directed by Scottish Government and national bodies.
- Ongoing curriculum development to suit the growing changes in cohorts, behaviours and aspirations, including work related learning and work experience
- Engaging those young people below 16 in initiatives and the available funding for those programmes.

- Ongoing challenge of temporary funding and budget allocation, resulting lack of continuity and long-term planning.

5.8 What are the identified next steps for our schools in improving post school leaver destinations?

- Measuring impact of strategies and approaches introduced or developed this session in each school.
- Continue focus on risk groups and promote this more widely with partners; these risk groups are young people with ASN, who are care experienced, of minority ethnicity;, are in SIMD Quintile 1, those with Free School Meals and S4 leavers.
- Clear focus on priorities for all area of Positive Destinations shared and much more on Work Related Learning.
- Good practice visits to other schools/local authorities with a similar context and profile and strong trend in positive destinations.
- Improve DYW structure and aims for schools with outcomes of young people linked to destinations; develop and implement this.
- Review funding gaps to ensure non attendance and non engagement of young people is reviewed and not a barrier to improving opportunity.
- Increased business engagement through Young Persons Guarantee in collaboration with the E&E directorate.
- Continue with stretch targets and robust outcomes meetings with schools.

6.0 Conclusions

6.1 The evidence summarised in section 3 shows that there has been **an improvement** in outcomes for school leavers in Fife for:

- The overall percentage post school destinations of school leavers.
- Post school destinations of some of our risk groups; SIMD Quintile 1, Care Experienced.
- Widening access to post-school opportunities.

6.2 These areas have been a key focus for improvement activity across Fife schools over recent years and as part of the Directorate focus.

6.3 There remains clear scope for further improvement, to ensure equity across Fife. Work to ensure that further improvement is achieved will be supported by increased scrutiny of outcomes and the further development of collaborative approaches, including improving the curriculum and partner offers.

List of Appendices

1. Glossary.

Background Papers

The following paper was relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Education and Children's Services Directorate Plan 2021-2023
- DYW Elected Member Briefing issued on 17 April 2023
- Link to DYW Fife website - [DYW Fife](#)
- SDS Elected Member Briefing issued on 17 April 2023

Sources of evidence

The information provided in this report is based on analysis of data from a number of sources, including: Scottish Government Statistics, and the Insight benchmarking tool February 2023 update.

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Appendix 1 – Glossary

This appendix defines some of the key terms referred to in the paper.

Insight is a benchmarking tool designed to help bring about improvements for learners in the senior phase (S4 to S6). The system is updated twice annually, around September for attainment results, and February for school leavers' data. It is particularly valuable to inform improvement planning as well as providing schools with a range of information to help support school improvement.

Insight uses **Tariff Points** to measure the overall attainment of school leavers. The overall attainment of each school leaver is assigned a number of tariff points that depends on: the number of awards achieved, the SCQF level of each award achieved, the grade of each award (if graded), and the number of credit points assigned to the award (which reflects the number of hours typically needed to complete that particular award). Two summary measures are reported at school level:

- **Total tariff points** – which provide a measure of the total attainment achieved by school leavers during the senior phase.
- **Complementary tariff points** – which reflect the key qualification set achieved each school leaver – the core set of qualifications most likely to influence their post school opportunities and life chances.

SCQF levels indicate the general level of difficulty of an award, enabling broad comparisons to be made between the skills and learning required to achieve a range of different qualifications.

The **Participation Measure** records the post school experiences of young people aged 16-19 years. Data is drawn from a database accessible to a range of partners and managed by Skills Development Scotland (SDS). SDS report annually at national and local authority levels on the proportion of young people, aged 16-19, in education, employment and training.

Areas in **SIMD quintile 1** are the most disadvantaged 20% of geographical areas in Scotland, as measured by the Scottish Index of Multiple Deprivation (SIMD).

MCR Pathways - is a national, award-winning mentoring programme. Their vision is that every care-experienced young person, or those who have experienced disadvantage, gets the same education outcomes, career opportunities and life chances as every other young person.

The school-based mentoring programme supports young people to find, grow and use their talents. They help young people to build confidence, broaden aspirations and explore their future pathways. MCR's Young Talent programme helps young people progress to positive post-school destinations.

23 May 2023
Agenda Item No 6

Interim Progress Report: Senior Phase Projected Stage - Based Outcomes

Report by: Carrie Lindsay, Executive Director, Education & Children's Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on current progress in improving attainment for learners in the senior phase. It is an update on the stage-based outcomes report that was presented to this **Committee on 15 November 2022**. [Senior Phase Stage - Based Outcomes Report 15 Nov 2023](#)

This report contains evidence of current progress of learners in secondary schools in **S4 literacy & numeracy at SCQF level 3, 4 and 5**, which have been the focus for schools in the current school session for improving stage-based outcomes. The information presented includes data relating to improving overall attainment (outcomes for all learners) and for closing the attainment gap (in particular, outcomes for learners in SIMD Quintile 1 and other disadvantaged groups).

Other outcomes are being tracked internally by schools and we are developing further a way of collating this through the Senior Phase Analytical Toolkit (SPAT) which will be explained later in the report.

Literacy and numeracy by the end of S4 is recognised as a key outcome for future life chances. S4 is the first exit point for young people leaving secondary education. In Fife last session 16% of the cohort left school at the end of S4. Securing attainment in literacy and numeracy prior to leaving secondary education is therefore a priority.

Literacy and numeracy attainment has a significant impact on wider attainment particularly for cumulative attainment at SCQF level 5 in S4. Improvements in attainment by the end of S5 and S6 are also influenced by S4 outcomes. Literacy and numeracy lay the foundations for this progression in learning.

This session, the Scottish Government's "Scottish Attainment Challenge: framework for recovery and accelerating progress" requires all LAs to set stretch targets for improvement in attainment. (See Appendix 4). For the reasons outlined, in collaboration with secondary headteachers, literacy and numeracy outcomes for S4 were identified as a priority improvement focus. All schools have therefore set stretch targets for session 22/23 for both literacy and numeracy at SCQF level 3,4 and 5. In addition, all Fife schools are working towards stretch targets for whole school attendance and positive destinations.

It must be noted that the **November 2022 committee report** was based on awarded national attainment for the final **national qualification exam diet of 2022**, which were published in August 2022.

At this stage in the academic session, this report can only summarise current school evidence of attainment. This is based on **assessment and tracking data entered and gathered from schools** and through ongoing collaborative improvement work involving central officers and school leaders to identify the projected progress from session 21/22 to session 22/23. This report uses data gathered from a fluid data set which, at this point in the session, is still developing as young people progress through their coursework and therefore is subject to change. This report therefore refers to **projected outcomes** in S4 literacy and numeracy whereas the November 22 committee report refers to **achieved outcomes**. It should also be **noted that the S4 cohort referred to in this report differs from those identified in the November 2022 report ie S4 in 2022 are now S5 in 2023**

The report includes projected attainment figures in literacy and numeracy, based on data a newly developed **Senior Phase Analytical Toolkit (SPAT)**. This is a bespoke analytical tool developed by Education and Children's Services. The SPAT was created to allow us to build on the learning at school and service level from the Alternative Certification Model used by the SQA in session 20/21 to gather quality assured estimates of attainment from all Local Authorities.

Work on developing the Toolkit has been an ongoing collaborative project involving a number of central staff and school leaders for the past two years. This is the **first year** of implementation for the SPAT and it continues to be developed in response to our learning from its use this session.

Recommendation(s)

It is recommended that the Education Scrutiny Committee:

1. Scrutinise **the projected progress** in S4 for literacy and numeracy at SCQF levels 3, 4 and 5 for session 22/23 in relation to **the final attainment for session 21/22** as described in the November 2022 report to this committee.
2. Encourage ward member to visit their Secondary schools to discuss stretch targets, action planning and anticipated progress directly with the Headteacher.

Resource Implications

There are no immediate, additional resource implications associated with this report. The evidence and improvement activity referred to in this report have been taken from ongoing collaborative improvement work involving central officers and school leaders. This includes: the development of the Senior Phase Analytical Tool – which is being led by a DHT – and the work of the 3.2 collaborative network.

Legal & Risk Implications

There are no specific legal and risk implications associated with this report.

Impact Assessment

An Equalities Impact Assessment has not been completed and is not necessary at this stage, as the proposals within the report do not currently represent a change to policy.

Consultation

To provide members with progress information we have used analysis of school current tracking data and feedback collated from attainment scrutiny meetings in each school. The Secondary Heads' Collaborative and the 3.2 Senior Leaders' Collaborative Network have been consulted in the shaping of our approaches to data gathering and improvement.

1.0 Background and context

Background

- 1.1 National resources to support school improvement focus on reviewing finalised attainment for previous school sessions. These include the national Insight tool, which reports senior phase attainment for the preceding school year, and which is used as the evidence base for school inspections. Information from Insight is also used to support the attainment review process in secondary schools, supplemented by school-level monitoring and tracking data. We also provide schools with a number of annual attainment reports for them to use with staff and parents/carers via Power BI.
- 1.2 The Education Service has been working with secondary schools to develop a more holistic approach to monitoring and tracking, providing schools with access to more informative in-year data regarding the progress of learning for young people. Ongoing work includes:
 - **Development and implementation of The Senior Phase Analytical Tool (known as SPAT).** This provides schools with projected measures of attainment for current learners in the senior phase. It is based on information derived from a range of different tracking and monitoring systems used across Fife's 18 high Schools, but provides a common and consistent set of projections, based on key Insight measures.
 - **3.2 Collaborative Network.** This is a collaborative network – involving officers and senior school leaders from across our 18 Secondary schools – who are working to further develop the support for school improvement provided by the Education Service. This includes both performance information and the sharing and use of good practice.

The Senior Phase Analytical Tool (SPAT)

- 1.3 The Senior Phase Analytical Tool (SPAT) has been designed, in conjunction with all secondary schools, to collate Senior Phase academic progress from each school at 4 points during the school year. The work is being led by a DHT from Glenrothes High School, supported by the Education Management Information System (MIS) team.

- 1.4 The SPAT tool allows data on each learner's progress across their National Qualifications to be collated and analysed at school level. The tool projects a range of attainment measures, including; entries and pass rates at SCQF levels 3, 4 and 5; subject level performance; attainment of literacy and numeracy at SCQF levels 4 and 5; and tariff points. The SPAT tool enables school leaders to identify those groups and individual pupils who are not on track, and to monitor projected outcomes for key groups of disadvantaged pupils.
- 1.5 At school level, Senior Leaders, Curricular Leaders and Class Teachers can access the data to support their identification of next steps in improving outcomes. At service level, Quality Improvement Officers and Education Managers can access the data to inform their own support and challenge for school improvement.
- 1.6 Where learners are identified as being off track, schools plan appropriate interventions. These may include but are not limited to:
- Learning conversations to support learners' planning
 - additional support for targeted in- class teaching
 - mentoring for learners to support target setting/revision/organisation and planning.
 - additional study support
 - differentiated approach to revision
 - additional preparation time for assessments
 - regular communication with home
 - additional online support/revision materials
 - study skills workshops.
- 1.7 As this is the first year of implementation of the SPAT, it has been piloted as a tool to support collaborative work on Fife's stretch targets. In particular, the SPAT has been used to support ongoing collaborative work between schools and central staff in quality improvement planning for S4 literacy and numeracy.
- 1.8 The data gathered from the SPAT relating to S4 literacy and numeracy at the beginning of March 2023 has been used as the basis for the projected attainment data in this report. This data is based on teacher judgment of current working grades, as at March. This judgement is underpinned by a range of assessment data including moderated performance in prelims exams.
- 1.9 The analysis of this data is set out in section 2 of this report.

The 3.2 Collaborative Network

- 1.10 Through the 3.2 Collaborative, school leaders and senior officers are progressing three workstreams focussed on improving outcomes:
- Workstream 1 - Developing a new data analysis model to improve risk assessment, tracking and monitoring at pupil level and benchmarking of performance at school level.
 - Workstream 2 – Developing a new approach to sharing evidence-based strategies for raising attainment.
 - Workstream 3 - Reviewing Fife Senior Phase Presentation policy/guidance.

1.11 **Workstream 1: data analysis.** Members include school leaders and central staff. They are working to develop a new approach to modelling pupil-level outcomes, which better accounts for the critical factors affecting these outcomes. The outcomes being modelled link directly to school stretch targets and include: attendance, attainment and positive destinations. The model can be used at an individual learner level to, for example, identify the risk of not achieving a positive outcome, based on all relevant personal characteristics, including: poverty (SIMD and free school meals), certain categories of additional support need (e.g. learning needs, family and wellbeing needs, etc), and prior attainment. This information can also be used at a cohort level to provide improved benchmarks for schools that better reflect the characteristics of their individual learners. Part of this work includes considering how the data can best be used to recognise the potential of all learners, to avoid limiting the ambition for any young person.

Work is planned for next school session to pilot a similar modelling approach to improve the tracking and monitoring information available to schools relating to Armed Forces learners. This work within Fife will be also be used to scope a national pilot – involving joint working with ADES, the Association for Directors of Education in Scotland – following discussions with the ADES National Transitions Officer earlier this year.

1.12 **Workstream 2: strategies for raising attainment.** Members are undertaking a scoping exercise to identify and disseminate the most effective approaches being used in schools to improve literacy and numeracy outcomes and a shared resource bank of strategies is being developed.

1.13 **Workstream 3: presentation policies/guidance.** Members are developing guidance for schools on approaches to Senior Phase presentations to maximise outcomes for all learners at each level and for a consistent approach to gathering assessment material.

1.14 Education Managers for each of the secondary schools held an Initial Outcome Scrutiny Meeting (see appendix 5) before November with the Senior Leadership Team in each school to support and challenge each school in their action planning to address specific areas of concern in relation to learner outcomes.

Following these meetings, each school has agreed actions to address identified areas. These actions are wide ranging and specific to each school and have included:-

- Improved moderation of assignments in targeted subject areas
- changes to presentation policies to maximise attainment
- improved rigour in tracking attainment and the impact of interventions
- review of BGE courses to develop subject specific skills at an earlier stage
- introduction of Mentoring support for targeted learners.

1.15 These Initial Outcome Scrutiny Meetings also enabled central officers to identify schools with very strong performance in specific SQA subject qualifications. S4 literacy and numeracy outcomes were identified as a specific area of focus for identifying and disseminating good practice. Further work was undertaken by the Pedagogy Team to understand and analyse the factors supporting this strong performance. They identified a number of key approaches which will help inform practice across Fife. These approaches include:

- A review and redevelopment of the S1-S3 (BGE) curriculum to ensure that there is a clear focus on the early and sustained development of skills
- targeted interventions using additional support in skill development from S1 onwards

- introduction of Application of Maths in S3/4 in addition to Maths to increase accessibility of National 5 maths and numeracy
- introducing additional focus into school tracking to ensure progress is tracked against literacy and numeracy in addition to progress in Maths and English.

The learning from this analysis is shared across schools through Good Practice Sessions which are incorporated into Secondary Heads Collaborative meetings.

- 1.16 In Term 4, the Follow up Scrutiny Outcomes Meetings are planned for all secondary schools to interrogate progress to date with the actions for improvement agreed at the Initial Scrutiny Outcomes Meeting. (See Appendix 6)

Attendance Strategy

- 1.17 Improving attainment in Fife schools cannot be progressed solely by focussing on attainment. There is a well evidenced link between attainment and school attendance. We know that good attendance at school is a key factor in supporting improved outcomes for young people. Post- pandemic all Local Authorities are reporting via networks that there has been a decrease in attendance across Scotland, which is reflected in Fife’s attendance overall. The attainment reform group which supports the secondary work has developed a Fife Schools’ Attendance Strategy.

There is a commitment across our secondary schools to address reduced attendance. All secondary schools have reviewed and are developing their school attendance strategies alongside their attendance stretch targets. In secondary schools as at the end of April 2023, the average attendance across Fife schools was 86.7%. This is in line with attendance at the same stage as the last academic session. Attendance levels vary with pupil characteristics and needs. Figure 1, below provides an overview of attendance for some key groups of learners. Appendix 2 provides an overview of attendance by school level for all learners and for learners in SIMD Quintile 1.

Group	All learners	ASN	SIMD Q1	LAC	Armed Forces
Attendance rate	86.7%	83.4%	81.71%	83.0%	88.9%

Figure 1. Overview of secondary attendance rates for key groups of learners, as at the end of April, including: learners with Additional Support Needs (ASN), learners living in the most deprived areas (SIMD Quintile 1), looked after learners (LAC), Armed Forces learners.

- 1.18 As part of the Attendance Strategy, Fife level guidance has been reviewed and further developed to support schools in these developments.
- 1.19 In line with this guidance, all schools have implemented a range of proactive and preventative approaches to minimise the risk of attendance issues with learners.

Schools have:

- identified a designated Senior Leader responsible for monitoring attendance
- reviewed and improved their monitoring and recording of attendance
- further developed an early, staged process of intervention to manage absence

- identified at risk learners and are closely monitoring their attendance and working closely with young people and families to improve attendance
- implemented alternative approaches to secure qualifications for young people
- identified staff training needs around recording, monitoring, and understanding non-attendance issues and acted upon

1.20 Schools are expected to:

- communicate the School Attendance Policy to all parent/carers and learners
- add accessible Information detailing both parental/caring and school responsibilities about attendance on the school website
- communicate high expectations about school attendance throughout the school year at assemblies, in school newsletters, parents' nights, parent/carers workshops etc.

1.21 DHTs with responsibility for attendance in secondary schools have engaged in professional learning in relation to developing their school- based attendance strategies. They are engaging with ongoing peer cross- school support to continue to share the best practice being developed across Fife.

1.22 Officers liaise regularly with school teams to interrogate attendance data and monitor progress against school attendance stretch targets.

1.23 School's attendance processes are being interrogated and tested as part of the quality improvement aspect of this session's Learning Partnership visits, where officers visit schools to review practice and share good practice.

1.24 The link between chronic poor attendance and reduced attainment has been highlighted through an analysis of current S4 learners who may be at risk of not achieving a qualification in literacy and /or numeracy at SQCF Level 3. (See 2.6 below)

1.25 Officers are working with DHTs with responsibility for school attendance strategies to interrogate the quality of planning for each identified S4 learner and to develop a strategic plan to further support schools to extend the range of interventions available to support learners in this category.

2.0 Literacy and Numeracy

2.1 Secondary schools in Fife use a range of systems to track the progress of learning for all young people from entry at stage S1 through to their point of leaving in the senior phase. Schools use a range of information to update these tracking and monitoring systems, including results from standardised assessments and prelim exams.

2.2 The Education Service is working with secondary schools to pilot a new approach to in-year tracking of senior phase attainment. In the current year, this is focussed on improving attainment for literacy and numeracy by the end of S4.

2.3 To support this process, secondary schools are reporting key information on **S4 literacy and numeracy** at one or more set points in the year. The dates have been chosen to enable schools to align the reporting of their own data with the established assessment and reporting cycles. The data collected records the attainment for which current learners are "on track" by the end of the current school year.

2.4 Each Secondary school is also using the information gathered to ensure relevant interventions are planned for young people to get them on track.

Outcomes at SCQF level 3

2.5 The Education Service has a clear expectation that all pupils should achieve **at least an SCQF Level 3 literacy and numeracy qualification**. Exceptions to this would be those young people with severe and complex needs (who are likely to attend the Department of Additional Support units) and who follow an individualised curriculum.

2.6 Secondary schools were asked to submit a central return on the 3rd February 2023 identifying individuals in S4 were not projected to achieve either literacy or numeracy at SCQF level 3. They provided detailed information of all interventions planned for the individual and an analysis of why the young person was not on track to achieve.

2.7 Data returned by all 18 High Schools indicates that 154 individuals were projected as being at risk of not achieving SCQF level 3 literacy. **This is 3.7% of the overall S4 roll. This compares with 5.6% of S4 learners in 2022 who did not achieve this level of attainment in literacy.**

2.8 The table below shows projected achievement rates for literacy at SCQF level 3 for a number of groups of young people in S4. The group most likely not to attain are young people who are in the Department of Additional Support (DAS) which are units within our Secondary schools; 61.4% of DAS S4 pupils were projected not to achieve literacy at SCQF level 3.

	S4 cohort	DAS	ASN	SIMD Q1	LAC
Not expected to achieve	154	62	100	54	15
Total S4 roll	4114	101	1752	947	89
	3.7	61.4	5.7	5.7	16.9

Figure 2. Overview of current, projected outcomes for literacy at SCQF level 3, for current S4 learners, including: pupils in DAS units, pupils with Additional Support Needs (ASN), pupils living in the most deprived areas (SIMD Quintile 1), and looked after young people (LAC).

Of the 154 young people at risk of not achieving literacy at SCQF level 3:

- 55 are currently expected to leave school in the summer at the end of S4;
- 30 are currently expected to leave school during the winter in S5.

Numeracy at SCQF Level 3

2.9 Data returned by all 18 High Schools indicates that 141 individuals were projected as at risk of not achieving SCQF level 3 literacy. **This is 3.4% of the overall S4 roll. This compares with 5.8% of S4 learners in 2022 who did not achieve this level of attainment in numeracy.**

2.10 The table below shows projected achievement rates for literacy at SCQF level 3 for a number of groups of young people. The group most likely not to attain are young people who are in the Department of Additional Support (DAS) which are units within our

Secondary schools; 56.4% of DAS S4 pupils were projected not to achieve numeracy at SCQF level 3.

	S4 cohort	DAS	ASN	SIMD Q1	LAC
Not expected to achieve	141	57	87	47	14
Total S4 roll	4114	101	1752	947	89
	3.4	56.4	5.0	5.0	15.7

Figure 3. Overview of current, projected outcomes for numeracy at SCQF level 3, for current S4 learners, including: pupils in DAS units, pupils with Additional Support Needs (ASN), pupils living in the most deprived areas (SIMD Quintile 1), and looked after young people (LAC).

Of the 141 young people at risk of not achieving numeracy at SCQF level 3:

- 53 are currently expected to leave school in the summer at the end of S4;
- 28 are currently expected to leave school during the winter in S5.

Key factors behind non-achievement

2.11 The qualitative data gathered in relation to SCQF level 3 data allowed us to identify each learner in S4 across Fife at risk of not achieving SCQF level 3 in literacy and /or numeracy and to interrogate the factors behind non-achievement.

The figure below summarises the reasons given for non- achievement of level 3 for literacy and/or numeracy. It should be noted that more than one factor was cited for a number of young people.

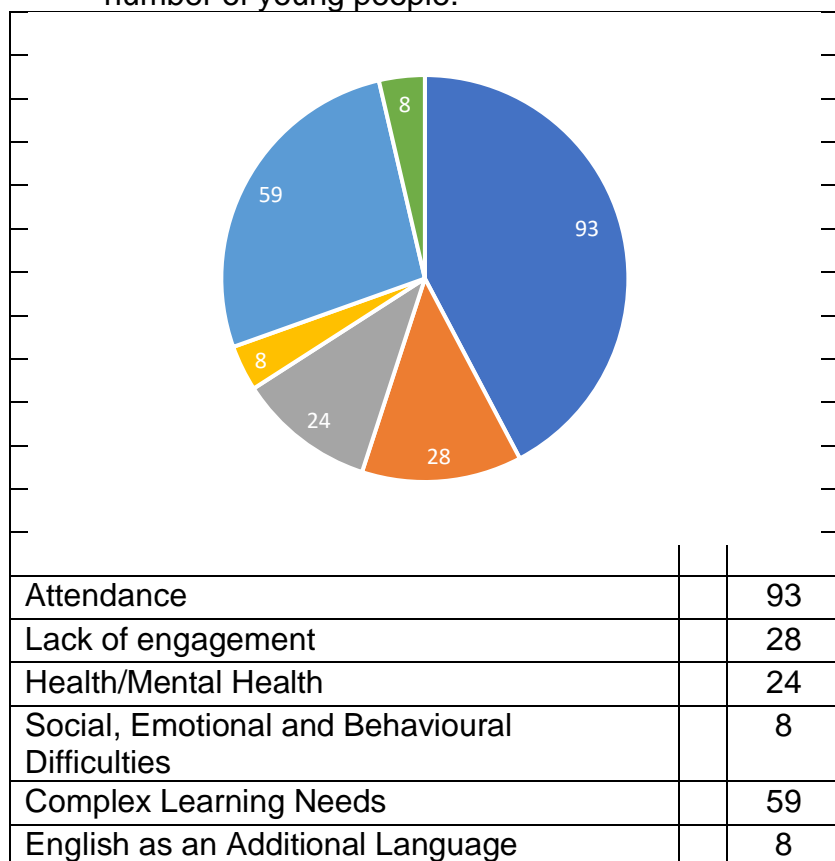


Figure 4. Overview of factors cited for non-achievement for: the 154 young people at risk of not achieving literacy at SCQF level 3 and the 141 young people at risk of not achieving numeracy at SCQF level 3.

2.12 The qualitative data submitted for learners at risk of not achieving literacy and numeracy at SCQF level 3 also included a summary of planned interventions to ensure these young people achieve positive outcomes. These include:

- The use of attendance workers, family support workers and support teams to improve engagement and attendance;
- The use of online and outreach teaching, to improve engagement with learning;
- A range of bespoke learning strategies and interventions, to help support specific learning needs (including English as an Additional Language).

S4 outcomes at SCQF Level 4 and 5

2.13 The table below (figure 5) summarises outcomes achieved at the end of stage S4 for learners in Fife at the end of last school session (2021/22). Outcomes for Fife are **compared with Scotland and a “like-for-like” benchmark figure**, which allows for levels of child poverty in each local authority. The calculation of this benchmark is described in Appendix 3.

	Fife	Scotland	Gap with Scotland	Benchmark outcome	Gap with benchmark	Performance ranking (& quartile)
Level 4 numeracy by end S4	89.4	87.4	1.9	85.9	3.5	8 (Q1)
Level 4 literacy by end S4	92.0	91.7	0.2	91.1	0.9	13 (Q2)
Level 5 numeracy by end S4	61.4	61.5	0.0	59.5	2.0	14 (Q2)
Level 5 literacy by end S4	70.3	74.5	-4.2	72.7	-2.4	24 (Q3)

Figure 5. Outcomes at the end of stage S4 at the end of 2021/22 school session.

2.14 As can be seen from figure 5:

- Outcomes in numeracy are relatively strong at SCQF levels 4 and 5, matching or exceeding those achieved nationally – and exceeding benchmark attainment.
- Outcomes in literacy at SCQF level 4 are in line with national attainment and above benchmark attainment.
- Outcomes in literacy at SCQF level 5 are below both national and benchmark levels of attainment.

2.15 Improvement work during the current school session has involved pilot work using the new national approach to stretch targets. This has focussed on maintaining and further improving attainment in literacy and numeracy in stage S4. In addition to being a key skill for all, securing attainment in literacy and numeracy supports wider attainment particularly cumulative attainment at SCQF level 5.

- 2.16 The table below (figure 6) provides an overview of **projected outcomes for literacy at SCQF levels 4 and 5 for the current school session**, derived from the SPAT. A comparison is also provided with attainment from session 21/22 as reported in the November 2022 report to committee.

S4 Literacy - Projected 2023

	SCQF level 4 or better	SCQF level 5 or better	Number of S4 pupils
All S4 pupils	95.2	74.6	4053
SIMD Q1	91.2	60.2	928
FMR	88.9	50.5	822
ASN	91.3	59.5	1742

S4 Literacy - 2022

	SCQF level 4 or better	SCQF level 5 or better	Number of S4 pupils
All S4 pupils	92.1	70.5	4046
SIMD Q1	88.4	57.9	882
FMR	80.6	46.2	792
ASN	85.2	53.3	1748

Projected Change

	SCQF level 4 or better	SCQF level 5 or better
All S4 pupils	3.1	4.2
SIMD Q1	2.7	2.3
FMR	8.4	4.3
ASN	6.2	6.3

Figure 6. Projected S4 outcomes for literacy for the current school session.

- 2.17 The table below (figure 7) provides an overview of projected attainment **for numeracy at SCQF levels 4 and 5 for the current school session**, derived from the SPAT. A comparison is also provided with attainment from session 21/22 as reported in the November 2022 report to committee.

S4 Numeracy - Projected 2023

	SCQF level 4 or better	SCQF level 5 or better	Number of S4 pupils
All S4 pupils	90.1	58.3	4053
SIMD Q1	85.8	43.8	928
FMR	83.2	32.5	822
ASN	85.5	43.7	1742

S4 Numeracy - 2022

	SCQF level 4 or better	SCQF level 5 or better	Number of S4 pupils
All S4 pupils	89.5	61.5	4046
SIMD Q1	82.9	46.6	882
FMR	76.0	34.5	792
ASN	81.0	43.0	1748

Projected Change

	SCQF level 4 or better	SCQF level 5 or better
All S4 pupils	0.6	-3.2
SIMD Q1	2.9	-2.9
FMR	7.2	-2.0
ASN	4.5	0.7

Figure 7. Projected S4 outcomes for numeracy for the current school session.

2.18 The data in figures 6 and 7 would provisionally suggest:

- **Improved attainment for literacy at both SCQF levels 4 and 5**
- **maintained attainment for numeracy at SCQF level 4;**
- **a potential decline in attainment at SCQF level 5.**

It is important to recognise that the data reported above relates to piloting the use of the Senior Phase Analytical Tool (SPAT). A key outcome from this exercise will be identifying how the use of SPAT can be further improved next year, both to improve the quality and timeliness of tracking data for schools and to improve the understanding of progress in addressing stretch targets during the current school session.

3.0 Conclusion and Next steps

3.1 This report outlines the shared and rigorous focus at school and service level on improving attainment outcomes for all learners specifically for literacy and numeracy. It details the approaches taken this session to support schools in relation to progress towards stretch targets for literacy and numeracy for S4. This work is strategically linked to the developments of stretch target approaches for positive destinations and attendance. These three areas have been the focus of improvement work across all 18 secondary schools in session 22/23. Our work to develop our stretch targets in literacy and numeracy in S4 has supported an interrogation of practice at school and service level and the learning from this process is supporting planning for next session.

- 3.2 The work this session in relation to gathering data in relation to the stretch targets in literacy and numeracy in S4 has demonstrated that the SPAT provides us with an effective tool to allow us to interrogate key data at set points throughout the session at both individual school and at service level.
- 3.3 The data collated as of March of this year which has allowed a comparison of the projected outcomes in SCQF Level 3,4 and 5 in literacy and numeracy for our S4 cohort to the achieved outcomes in August 23. This report acknowledges the inherent limitations to any assessment data gathered before a course is completed and there is therefore a recognition that the data is fluid and likely to be subject to change.
- 3.4 The robustness of this data now needs to be tested against the final outcomes we achieve in August 2023. In September 2023, the degree of accuracy in the data will be analysed at service level and at individual school level. This analysis will:
- Inform further developments of SPAT
 - inform guidance provided for schools
 - identify schools who require to plan actions to improve the robustness of their data.
- 3.5 We would anticipate the robustness of the data collated to improve over time. Further developments of the SPAT are planned, and these will evolve to allow for a widening of the range of outcomes we can project outcomes for throughout the course of a session.
- 3.6 In the November 2023 report to committee, we will include data comparing the anticipated outcomes in S4 literacy and numeracy set out in this report to the outcomes achieved in the SQA exam diet in August 2023 and provide details of planned actions based on this analysis.
- 3.7 In addition to the quantitative data gathered and analysed through the SPAT, we asked schools to undertake a deep dive in the individual S4 learners who are not likely to achieve a numeracy and/or literacy qualification at SCQF level 3. This will continue in session 23/24.
- 3.8 The qualitative data provided by schools has supported a focus on the quality of our planning for these young people at school level. A strategic approach to providing support for schools for a similar group of young people who are currently in S3 is also being developed. It is intended that the gathering of this detailed data will be incorporated into our Quality Improvement calendar for next session.
- 3.9 The focus on literacy and numeracy in S4 will continue into session 23/24, including schools setting stretch targets for these and these being monitored by senior officers.
- 3.10 A school focus on other key measures as a part of the schools internal analysis will continue with Scrutiny by senior officers also continuing.
- 3.11 The SPAT will continue to be develop and improved over the coming session, with other key measures being added.
- 3.12 A report to this committee will be submitted in November 2023 on the outcomes for national qualifications and a reference to the SPAT and comparison for literacy and numeracy outcomes to this report will be acknowledged.

List of Appendices

1. Glossary of Terms
2. Secondary school attendance rates for the current school year to the end of April 2023, by school
3. A “like-for-like” performance benchmark for current outcomes
4. Scottish Attainment Challenge Framework for Recovery and Accelerating Progress
5. Initial Scrutiny Outcomes meeting
6. Follow up Scrutiny Outcomes plan for Secondary schools

Background Papers

1. SQA Qualifications for 2022 Committee Report - [Education Scrutiny Committee of 15 November 2022](#)
2. The National Improvement Framework - [National Improvement Framework](#)
3. Plan for Fife - [Plan for Fife](#)
4. The Promise - [The Promise](#)
5. Additional support for Learning Action Plan progress report [additional support learning action plan progress report](#)
6. Scottish Index of Multiple Deprivation (SIMD) - [Scottish index of multiple deprivation 2020](#)

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Appendix 1 - Glossary of Terms

SIMD (Scottish Index of Multiple Deprivation). SIMD is the Scottish Government's standard approach to measuring relative levels of deprivation across Scotland. It provides information about a range of resources and opportunities available to families living in a local community. These relate to income, employment, education, health, access to services, crime and housing. Further information can be found at: [scottish index of multiple deprivation 2020](#)

SIMD Quintiles. Each local area in Scotland is classified as being within one of five families, called SIMD quintiles. These reflect the overall level of multiple deprivation recorded by SIMD for that area. SIMD Quintile 1 (often abbreviated to **SIMD Q1**) refers to the most deprived areas, as measured by SIMD. SIMD Quintile 5 (often abbreviated to **SIMD Q5**) refers to the least deprived areas, as measured by SIMD.

Senior Phase Analytical Tool (SPAT). The Senior Phase Analytical Tool (SPAT) has been designed in Fife, in conjunction with all secondary schools, to collate Senior Phase academic progress from each school at 4 points during the school year. The SPAT tool allows data on each learner's progress across their National Qualifications to be collated and analysed at school level. The tool projects a range of attainment measures, including; entries and pass rates at SCQF levels 3, 4 and 5; subject level performance; attainment of literacy and numeracy at SCQF levels 4 and 5; and tariff points. The SPAT tool enables school leaders to identify those groups and individual pupils who are not on track, and to monitor projected outcomes for key groups of disadvantaged pupils.

Appendix 2 – Secondary school attendance rates by school

The table below shows secondary school attendance rates for the current school session, to the end of April 2023.

Data is presented for the attendance of:

- all learners in stages S1-S6;
- learners in stages S1-S6 living in SIMD Quintile 1.

School	Attendance rate for all learners	Attendance rate for SIMD Q1 learners
Auchmuty High School	86.1%	80.4%
Balwearie High School	87.2%	81.8%
Beath High School	87.1%	84.3%
Bell Baxter High School	88.3%	81.8%
Dunfermline High School	89.8%	85.8%
Glenrothes High School	86.4%	81.1%
Glenwood High School	85.2%	83.6%
Inverkeithing High School	87.8%	80.8%
Kirkcaldy High School	84.1%	77.6%
Levenmouth Academy	81.7%	79.8%
Lochgelly High School	80.6%	77.0%
Madras College	87.6%	88.3%
Queen Anne High School	87.9%	81.2%
St Andrew's R C High School	86.8%	85.7%
St Columba's R C High School	88.9%	85.1%
Viewforth High School	84.8%	82.6%
Waid Academy	89.2%	86.1%
Woodmill High School	89.4%	85.9%
Fife (all schools)	86.7%	81.7%

Appendix 3 – A “like-for-like” performance benchmark for current outcomes

Recognising the influence of poverty on outcomes

- The figure on the right shows a typical measure of attainment, for S4 learners in 2021/22. Outcomes for Aberdeenshire and Glasgow are circled.
- A traditional ranking of performance would place Aberdeenshire 5th (with 68.0% of S4 pupils achieving this level of attainment) and Glasgow 29th (with 51.7% attainment).
- However – as with most educational outcomes – there is a strong relationship between this measure and poverty, shown by the blue dash trendline. As the correlation shows, the rankings reflect not just performance, but also relative levels of disadvantage.
- Plotting outcomes against the standard poverty measure of Children in Low Income Families (CILIF), we find that almost half of the variation in outcomes ($R^2=0.5$) is related to poverty.
- Furthermore, the correlation between this measure of attainment and the CILIF measure is very highly statistically significant (>99.99%).
- In light of this, a fairer measure of outcomes in Aberdeenshire and Glasgow would be to recognise that Glasgow is achieving outcomes significantly higher than would be expected from its levels of child poverty (in fact 5.3% higher than would be expected from the trendline in the data), whilst Aberdeenshire is achieving outcomes that are lower (in fact, 3.2% below the trendline).
- Measured relative to the trendline, Glasgow would rank as the 6th best performance allowing for child poverty, whilst Aberdeenshire would rank 21st in terms of performance allowing for levels of child poverty.

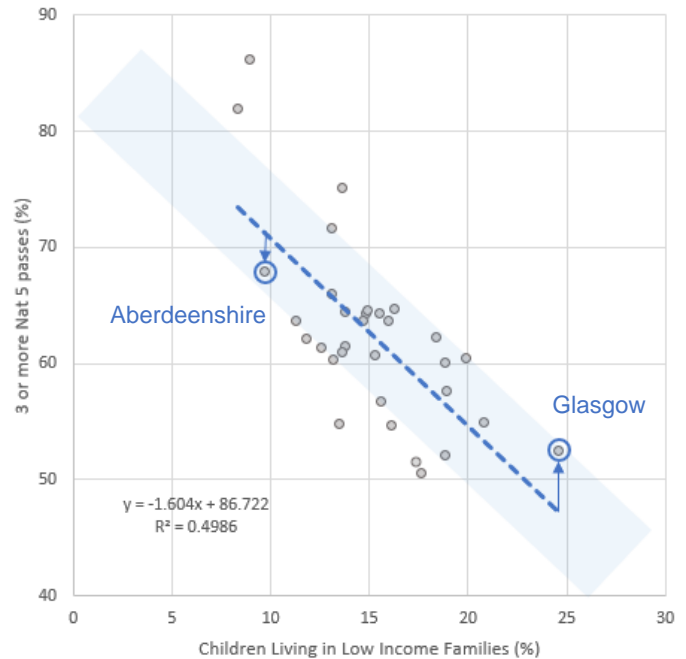


Figure. Percentage of S4 learners achieving 3 or more National 5 passes by the end of stage S4

A performance framework that allows for levels of child poverty

- Recognising the influence of poverty on performance provides the opportunity: to measure relative performance across a range of measures in a more reliable way; and to identify local authorities that are performing strongly for a particular social context.
- This approach has been used to establish the “like-for-like” benchmark attainment data reported in this paper.

Appendix 4

Scottish Attainment Challenge Framework for Recovery and Accelerating Progress can be found at the following link:-

[The Scottish Attainment Challenge : Framework for Recovery and Accelerating Progress](#)

It is accompanied by a refreshed Scottish Attainment Challenge Logic Model (which can be found as a supporting document to the Framework for Recovery and Accelerating Progress), clearly articulating the theory of change.

Resources for the Scottish Attainment Challenge, through the ASF, will be provided to all 32 local authorities through Strategic Equity Funding (SEF) and Care Experienced Children and Young People funding (CECYP); and to schools through Pupil Equity Funding (PEF). The ASF is an additional, targeted investment to be used strategically alongside existing funding at and across local authority and school level, with local authorities and schools collaborating to achieve the shared, national mission of the Scottish Attainment Challenge.

Appendix 5

Fife Education Initial Scrutiny Outcomes Meetings

Attainment Review 2022/23 including Attendance and Positive Destinations Secondary Sector

This initial meeting will cover our approach to improving outcomes for our young people in Fife and the progress and growth in this area, as well as our actions for improvements for session 2022/23. The focus will be on attainment but will also cover attendance and positive destinations.

SQA examination processes for sessions 2019/20 and 2020/21 were significantly different following the cancellation of the exam diet due to COVID-19 and the request for schools to submit estimates for S4-6 young people. Session 2021/22 was the first year of an examination diet, albeit with changes to course content and assessment structure.

The Outcomes meetings will take place in order to support data trends, identified areas where improvements have occurred and also plan for improvement priorities for the year. The data referenced for the meetings will be SQA data along with the Fife analysis provided and Insight where appropriate.

In preparation for your meeting you may want to prepare to respond to the areas identified in the following areas in order to support the discussion and to reference particular evidence. The format for compiling this and indications of discussion points is noted in this document.

The discussion from the attainment meeting will be presented as Areas of Strength and Areas for Improvement and will be reviewed and discussed in further visits throughout the session.

It would also be useful to bring along your WTA, collegiate calendar, SIP, exemplar of SLT agenda and SLT remits to support the actions for improvements. The agreed Actions for Improvement will provide an ongoing focus for this session and towards next session. It is expected that the information from these meetings will be used to share good practice and raise attainment in Fife.

The attendees at attainment meetings may look different for schools as we adopt and take forward different approaches to support and challenge; your Education Manager will discuss with you the format for your school.

In order for us to continue to look outward and develop professional learning opportunities, I would like to invite an SLT member (HT or DHT) from another school to attend the attainment meeting and also for a member of your SLT to attend another school's attainment meeting.

The challenge questions attached will be used to support the discussion and will be chosen specific to your school context. We will also review elements of your School Improvement Plan in line with attainment and collectively adapt in line with actions for improvement.

OUTCOMES MEETING - INITIAL ATTAINMENT, ATTENDANCE AND POSITIVE DESTINATIONS COHORT AND TREND INFORMATION

Using SQA results data and Fife analysis explore the following areas; exemplify with evidence as appropriate as well as comparisons to previous trends.

Literacy and Numeracy

- Literacy and Numeracy attainment, also consider this in line with highest SCQF level achieved
- Literacy and Numeracy attainment approaches in place to ensure positive attainment for all
- Literacy and Numeracy attainment over time – last 5 years for cohorts and groups
- Strategies to meet stretch targets for literacy and numeracy

Improving Attainment for All (Complementary/Total Tariff)

- Improving attainment for all –206020 for session 2018/19 and trends for last 5 years for S4, S5 and S6
- Improving attainment for all – as above consider for groups – gender, ASN, LAC (plus any other)
- Improving attainment for all – for each cohort consider the highest SCQF level achieved
- Contribution of wider achievement awards on overall attainment for total tariff points

Breadth and Depth

- S4, S5 and S6 attainment for N3, N4, N5, Higher and AH, usual measures – 1+, 3+, 5+
- Use Insight to examine learner journeys eg progression of cohorts looking at S6 back to S4,S5

General

- Explore gender, ASN, CE, SIMD attainment (plus any other relevant)
- Consider presentation percentages for subjects/levels in comparison with VC and National percentages
- Impact of PEF strategies to support senior phase attainment
- Early presentation and S3 accreditation approaches; approaches to starting the senior phase
- Impact of tracking and monitoring systems to raise attainment, consider Senior Phase Analytical Tool

Departmental Performances

- Overview of English and Maths results and trends, also reference to SCQF Literacy and Numeracy levels and in line with ACEL
- Positive departmental results – results and trends
- Good practice strategies for sharing across Fife
- Departmental results requiring improvement – results and trends

Partnership Summary

- Partnership contribution to whole school performance

Learner Pathways

- Present a range of learner pathways for 3 or 4 young people to showcase your curriculum offer and their attainment journey

Attendance

- How is your attendance profile supporting improved attainment outcomes for young people?
- What groups are experiencing barriers to improved outcomes due to attendance?
- What are your key strategies to improving attainment?
- Where are the main areas of concern regarding attendance for this session?
- What strategies are in place to support your stretch target goals?

Positive Destinations

- How did your initial destinations for 2020/21 compare with the follow up data? What strategies are in place to improve this as required?
- What strategies are in place to support your stretch target goals?

ATTAINMENT CHALLENGE QUESTIONS

Challenge questions to be chosen appropriate to the areas of strength and the areas for development and resulting conclusions included in overall commentary and in what way. They could be chosen by the school and /or EM

- Do all staff engage in analysis of attainment data using SQA and Insight sources? What could be done to further improve this?
- How are improved outcomes for learners being identified and measured?
- Where are the areas of strength and areas for improvement within the school?
- How do you know?

Consider evidence from a range of sources within Insight

- What trends are emerging?
Consider positive improvement of attainment over time in subject areas/whole school.
- Within the department/school has attainment improved over time? How do we know this?
What action is being taken to maintain/improve this?
- Has attainment of individual and groups of learners improved over time? How do we know this?
- How is attainment measured against presentation numbers within subject areas and levels?

What action is being taken to maintain/improve this?

- How does the curriculum experienced by learners reflect attainment?
Consider progression, tracking and monitoring, interventions.
- Does the curriculum promote equity and raise attainment for all young people?
- What attainment information identifies development needs for individual learners and groups of learners?
- How is pupil voice used to gather views and initiate change and improvement in outcomes?
- What department and whole school approaches are contributing to improvements in literacy and numeracy attainment?
- Is attainment in literacy and numeracy a central feature of priorities for improvement and raising attainment?
- How transitions and cross-sector working used to support and improve attainment?
- Are all young people successful in moving on to a sustained and positive destination on leaving school?
- How well are we utilising accreditation to recognise and celebrate achievement?

OVERVIEW OF MEETING OUTCOMES

The discussion from the attainment meeting will be presented as Areas of Strength and Areas for Improvement and will be reviewed and discussed in further visits and discussions throughout the session. There will be Actions for Improvement and these will provide an ongoing focus for this session and towards next session. It is expected that the information from these meetings will be used to share good practice and raise attainment in Fife.

AREAS OF STRENGTH

AREAS FOR IMPROVEMENT

ACTIONS FOR IMPROVEMENT

Appendix 6

Fife Education Follow up Scrutiny Outcomes Meetings

Attainment Review 2022/23, including Attendance and Positive Destinations Secondary Sector

Outcomes Meeting with follow up attainment discussion for leaver cohort using Insight as a focus in preparation for your meeting. This will also include discussion on attendance and positive destinations.

In advance of the meeting, could you prepare a presentation in response to the questions overleaf and to reference particular evidence and send to us 3 days in advance of the meeting.

It will also be an opportunity to discuss progress to date with the actions for improvement agreed at the initial Outcomes Meeting.

Outcomes Meeting Schedule – Session 2022/23

The format for the meetings will differ and your EM will discuss this with you and agree a date and location for your meeting.

Some schools will have a meeting with their EM and QIO and other schools will have a peer approach supported by their EM and/or QIOs.

Balwearie – EM and/or QIO
Bell Baxter – EM and/or QIO
Dunfermline – EM and/or QIO
Glenrothes – EM and/or QIO
Inverkeithing – EM and/or QIO
Kirkcaldy – EM and/or QIO
Levenmouth – EM and/or QIO
Lochgelly – EM and/or QIO
Queen Anne – EM and/or QIO
St Andrews – EM and/or QIO
St Columba's – EM and/or QIO
Woodmill – EM and/or QIO

Auchmuty and Beath – EM and/or QIOs
Glenwood and Viewforth – EM and/or QIOs
Waid and Madras – EM and/or QIOs

The record of meeting will be in same format as we have used throughout this session – Areas of Strength, Areas for Improvement and Actions for Improvement.

Your EM/QIO will be in touch to agree dates for Term 4.

OUTCOMES MEETING WITH FOLLOW UP ATTAINMENT, ATTENDANCE AND POSITIVE DESTINATIONS - LEAVER AND TREND INFORMATION

Key discussion areas and themes for the Outcomes Meeting Term 4 2022/23

Leaver Data from Insight

- 1 What progress has been made against your Initial Outcomes Meeting actions? What did you set out to improve? What have you been looking at in terms of improvements in your own data analysis since?
- 2 Please share an overview of your analysis of the February Insight Update.
- 3 How are you using alternative qualifications to support improved outcomes? How is the School College Partnership supporting this?

Performance of Current Senior Phase Cohort

- 4 Share a departmental breakdown for this session, with analysis of those who are on and off track. The Senior Phase Analytical Tool will support with this.
- 5 Please share a overview of groups of young people and any gaps in predicted attainment at this stage. Include gender, care experienced, additional support needs, free school meals, SIMD and others relevant to your context.
- 6 What is driving these gaps? How are you intervening? What is the attendance breakdown for your senior phase?
- 7 Please share a current overview of predictions, with analysis of key measures.

Attendance, Attainment and Positive Destinations, including Stretch Targets

- 8 What are your predicted destinations at this stage? Where are your concerns? How are partners supporting this? How does this compare with your stretch targets?
- 9 What work is taking place to improve positive destinations? Which young people are being targeted and why? What could be done earlier eg in the BGE, primary?
- 10 Where is your progress with literacy and numeracy attainment? How does this present in comparison with your stretch targets.
- 11 How have your attendance strategies developed this session, how do you expect this to impact on attainment and positive destinations?
- 12 Provide some analysis of your S3 CfE attainment levels? How is this information shared? How does it add rigour to Senior Phase expectations? What has been done to improve this?
- 13 How have the areas covered above informed your school improvement planning for 2023/24? Consider – curriculum, data tracking & analysis, qualifications offered, partnership working, departmental presentations policies, positive destinations?
- 14 What further support do you require from the central team?

23 May 2023

Agenda Item No. 7

Digital Devices Approach for Fife Learners

Report by: Carrie Lindsay – Executive Director

Wards Affected: All

Purpose

This report is to inform elected members of the conclusions reached through Digital Device Pilots that took place across schools during 2021 and 2022. The report sets out a proposed framework for sustaining and further developing digital device access for Fife learners, pending investment from Scottish Government.

Recommendation(s)

The Scrutiny Committee is asked to consider and comment on the findings and conclusions of the 1-1 device pilots and the proposed roll-out model for providing access to 1-1 digital devices for children and young people in Fife, as funding becomes available.

Resource Implications

None – potential external funding

Legal & Risk Implications

There are no direct legal/risk implications arising from the report.

Impact Assessment

An EqIA and summary form have been completed – the summary form is attached at Appendix 3.

Consultation

This approach is informed through consultation with central E&CS Directorate teams, primary, secondary and ASN school staff, young people and families. It is largely informed by pilot projects across ASN, primary and secondary in Session 21/22 (August 2021 – August 2022).

1.0 Background

- 1.1 Significant inequalities of outcome exist in the life chances of children and young people, with the most disadvantaged and vulnerable having life chances that are significantly poorer than the most advantaged. Access to appropriate digital devices, connectivity and platforms for engagement in learning are important factors in reducing inequality for young people.

- 1.2 From academic session 2020-2021, Fife's Equity Approach has delivered over 15500 Chromebook devices and 1000 mobile Wi-Fi solutions to children and young people who lacked access to a device or internet to support learning from home. This approach was shared with elected members at Education & Children's Services Sub-Committee on 16 March 2021 and a summary of the current approach is outlined in Appendix 1.
- 1.3 Our current Anytime Anywhere Learning (AAL) school network approach allows learners, staff and visitors to connect to a separate, parallel network in schools and use their own devices, or the Equity Approach Chromebooks. This is available in all 18 secondary schools and can be facilitated for P4-P7 learners in primary schools as part of their digital strategy to ensure it is managed safely and effectively
- 1.4 Currently the Education Service has an ongoing Capital ICT refresh programme in place that is targeted towards replacing the core provision of on-site devices within schools that are deemed not to be fit for purpose. Currently High Schools receive an allocation of the Capital Fund allocation, this forms a 6-year cycle for refresh with schools being implemented across different years. The allocation they receive is used to plan a refresh programme with schools to replace Desktops, Laptops and Netbooks across all school departments including learner and staff devices. Primary Schools follow a different approach and have their oldest devices replaced, where necessary, every year.
- 1.5 In order for ICT (Information and Communications Technology) to progress and develop in a sustainable manner, it is essential that the types of hardware are standardised and that the equipment is reviewed to ensure that it is secure and relevant to the curriculum and user's functional needs. We must also ensure that any solutions are cost effective and sustainable given budgetary constraints. Development and support for practitioners which underpins these approaches are already well underway in supporting our schools to continue to develop digital learning and literacy, supporting staff, learners and families to adapt to new ways of learning and teaching.
- 1.6 In 2021, the Scottish Government election manifesto contained plans to allocate funding to local authorities to provide digital devices for learners. Workshops with local authorities have taken place in November/December 2022 to support the development of this approach. We are currently awaiting confirmation from the Scottish Government on next steps.
- 1.7 During Session 21/22, to support further investigation into the benefits and impacts of large-scale device rollout to schools, the Education & Children's Services Sub-Committee provided funds of £1 million to plan and implement a series of pilot projects, working with practitioners, learners, and their parents/carers in schools and early learning centres across Fife. These pilots were planned to help us understand how devices can best support learning; be confident that the most suitable devices are in place to support young people in their learning. The pilots also allowed us to examine the central teams' capabilities and resilience in co-ordinating and supporting a large-scale roll-out within settings.
- 1.8 Research analysis conducted by the Education Endowment Foundation found that technology has significant potential to improve outcomes for learning, where the pedagogy of learning and teaching makes the most of the technology. The report provides clear guidance, challenging questions and a structure for planning that will be valuable in informing approaches to digital learning alongside a device rollout. The EEF also found that access to technology for learning can benefit disadvantaged learners more so than non-disadvantaged students. ([Link to EEF Research Paper](#))
- 1.9 Providing digital devices to learners is a developing programme in authorities across Scotland, and other countries around the world. It has potential to engage our learners and improve outcomes in a variety of ways with benefits including:

- a. Learners can work online simultaneously in a class or collaboratively outside the classroom and learners and teachers can share work and resources from anywhere through the use of GLOW and O365.
 - b. Teachers can use interactive technologies and strategies such as online surveys, quizzes, research.
 - c. Increased motivation, engagement and interest in learning through different learning approaches, giving more choice in learning.
 - d. Eradicating disparity of access to devices, and the internet, which is a vital part of connection and involvement in our modern society.
- 1.10 Whilst there are a lot of advantages, there are also some disadvantages:
- a. Up-front costs are significant, although it is expected that the long-term benefits outweigh the costs
 - b. Low digital literacy skills of learners and staff can slow the impact of the digital pedagogy and will require investment, both in time and money.
 - c. Inadequate technical support could lead to problems, appropriate level of support, which is sustainable, is critical

2.0 Findings from pilots and consultation

- 2.1 The full report on the findings from the Device Pilots can be accessed through this link: [Fife E&CSD Digital Device Pilots 2021](#)
- 2.2 The 2020/21 Equity Approach rollout and the 2021/22 Device pilots have found that Chromebooks have provided a simple and easily accessible platform for learners and parents/carers to access online content to support learning. They are a cost-effective device which has proven simple for learners and families to manage and maintain.
- 2.3 The pilots found that access to 1-1 devices opens opportunities for digital learning across a breadth of curricular areas, particularly for older learners. Pre-pilot information collected in secondary schools showed that learners reported accessing digital technology for learning in only 4 curricular areas. Post pilot, there were no curricular areas where access to digital technology in class was not reported by learners.
- 2.4 From staff feedback in the device pilots, almost all agreed that digital devices improve and support learning and teaching. Advantages including accessing teams, learner choice over the presentation and pace of work, and learners' ownership of learning were all shared.
- 2.5 Almost all learners in the device pilots responded that digital devices improve learning at school, however, there is scope to improve this further through improving WIFI speed and coverage within establishments, alongside the continuing professional development of staff to enhance learning and teaching across the curriculum
- 2.6 Feedback from ASN settings highlighted the importance of a flexible approach based on an understanding of the needs of the child to enable staff to effectively support the children and young people, leading to increased independence and growth in confidence. Flexibility of options and approaches for ASN learners proved vital in meeting needs.
- 2.7 The majority of parents and families in the device pilots reported that digital devices support their child's learning at school and home. Next steps would be communication for families on the best way to make use of these devices to support around learning at home.

3.0 Planned Directorate Position

- 3.1 Information on the timescales, scope and overall strategic aims of the proposed Scottish Government funding is not yet available. However, as a result of the pilots undertaken, upon confirmation of the national strategy and associated funding, we are in a strong position to respond quickly to progress our 1-1 device strategy for learners in Fife.
- 3.2 The proposed roll-out model will be impacted by the level of agreed funding to Fife but evidence from the pilot projects and consultation has allowed a draft approach to be created which is shown in the table below:

ELCC	P1-P3	P4-S6	ASN Learners
<p>A range of devices in the settings which:</p> <ul style="list-style-type: none"> ○ learners can hold and manipulate. ○ offer a range of input methods. ○ are appropriate for early learning. 	<p>Shared sets of devices in classes/areas which offer a choice of devices to support access flexibility and choice.</p> <ul style="list-style-type: none"> ○ A range of devices supports the development of different skills and supports integrated learning & teaching. ○ P1-P3 do not have 1-1 devices and do not take the devices home. 	<p>1-1 Chromebook device for all learners.</p> <ul style="list-style-type: none"> ○ Chromebooks are the best fit at the best price providing a workhorse device to support the majority of digital pedagogy, integrating learning. ○ Broader curriculum supported by in-school access to other devices as required to meet specific course or technical requirements. ○ Learners can independently use Google account to access and secure the device. Accessibility features will be retained as set. 	<p>Individual device access requirements understood and planned.</p> <ul style="list-style-type: none"> ○ Child's assessment and planning processes support ensuring that all learners, with ASN, have access to digital tools when required, to mitigate barriers to the curriculum. ○ A range of devices, software and peripherals will be available to meet the needs of all learners. ○ Understanding that a digital device is not appropriate for all learners.
<p><i>ICT skill development at this stage is broader than digital devices and includes a wide range of technology and equipment.</i></p>	<p><i>Should 1-1 devices for this stage be required by conditions of the Scottish Government funding, further work in this area will need to be done to plan for technical log in and network access for this age group.</i></p>	<p><i>GLOW access to be linked to Google account to facilitate a single sign-on.</i></p>	<p><i>Decisions to be made by the people who know the child best, with input from the learner as appropriate, to support the most effective approach to meet individual needs.</i></p>

- 3.3 The framework shown above provides a common 1-1 device for all P4-S6 learners (Chromebook), shared devices for ELC and P1-P3 learners and an individualised approach to learners with ASN considering specific and varied needs. Approximate numbers and costs for the main P4-S6 1-1 device approach are in appendix 2.
- 3.4 Should no further funding from Scottish Government be forthcoming, current Equity funded devices, and devices issued through the pilot projects, will reach the end of their sustainable life over the next 3-5 years and would then be removed and not replaced.
- 3.5 In the meantime, our current Capital ICT Refresh approach, referred to in 1.4 and 1.5 to devices held in schools, , referred to in 1.4 and 1.5, would need to continue broadly as currently managed. As the 1-1 programme developed, the refresh strategy would be monitored and adjusted as the device estate increased to a more 1-1 landscape. However, Capital ICT Refresh budgets for shared devices for ELC, P1-3, staff devices and specialist curriculum devices would need to continue.
- 3.6 The equity approach and a 1-1 device programme are contained as potential projects within our Directorate Digital Roadmap for 22-24. [This is on the Intranet and can be accessed by clicking here.](#)

3.0 Conclusions

- 3.1 Building on the development of digital learning and teaching over the past three years is important if we are to continue to be aspirational for our learners and families in Fife, remove inequality of digital access and increase opportunity.
- 3.2 The findings of this paper support the potential education benefits of a 1-1 device approach for Fife learners while acknowledging the risks and areas of development that would be required. There will be a period of adjustment for learners, families and staff as the 1-1 devices are integrated into learning, at home and school, with issues such as accessing non-lesson related material, breakage, loss and theft, and charging all required to be planned for.
- 3.3 Our current Equity Approach is no longer funded and will end with the lifespan of the current devices (2026/27).
- 3.4 Funding from The Scottish Government is expected to provide councils with financial support for 1-1 devices for learners. However, at this stage, no information has been communicated to Local Authorities on the approach to be taken, timescales, level of, or longevity of, funding.
- 3.5 The Directorate has a flexible plan in place which can be further developed to deliver device equity for our children and young people when clarity on a funding approach is known.

List of Appendices

- 1 Summary of the current Device Equity Approach
- 2 Pupil Numbers P4-S6 and Indicative Device Costs
- 3 Equality Impact Assessment Summary Report

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Fife Education & Children's Services Directorate Summary of Equity Approach to Digital Devices Issued to schools May 2022

Introduction

This guidance has been produced for all schools to remind and update on our Equity Approach to Digital Devices for Young People. As a council we have a commitment to ensure that all young people in Fife have *adequate* access to a device for learning at home. The equity standard is defined as: “**All learners have access to a personal device which can adequately access platforms for learning at home. This device is not a mobile phone, and is either not shared, or only shared with one other person.**” It is important that all schools in Fife are able to confirm that they are meeting this standard.

A strategy for digital devices for young people continues to be a central part of improving learning and teaching. As a directorate we have an ongoing commitment to this strategy; it is designed to support high-quality learning and teaching. Clear and focussed approaches to the use of digital approaches in class and at home are central to a modern curriculum that meets the varied needs of learners at all stages. Well planned, integrated, use of digital learning across the curriculum, at home and at school, offers teachers and learners independence and the flexibility to be creative, responsive, open, and imaginative in learning and teaching.

The significant investment we have all made in this strategy, both in financial and human capital terms, must impact on outcomes for learners and cannot just be considered a safety net in case of school closure. Digital Literacy and Digital Learning are key parts of improving learning, teaching in our classrooms, and outcomes for learners. Appropriate emphasis should be placed on this in school improvement planning, staff development time and in individual professional review and development meetings. The **Fife Digital Learning Team on GLOW** (*click*) is a central place for advice and support, guidance and information on PL opportunities for staff. We encourage all staff to join the team using the code **f6zev31**.

Equity Approach Device Allocation Criteria

In line with the approach taken since 2020, we continue to support schools to equitably allocate devices to those children and young people most disadvantaged by having limited access to digital devices. Our equity approach considers that children and young people are **without adequate access** to a device from home where one or more of the following conditions applies:

- a) *There are no digital devices in the home*
- b) *The only digital devices are smartphones*
- c) *A single device is shared between more than two people in the home and this is stopping the learner(s) from accessing it for long enough periods of time to support quality remote online learning.*

Schools hold a range of hard and soft data on their learners and will make use of this in discussion with families to support the allocation of devices to their young people. The equity approach guidance highlights areas of priority for schools to consider, specifically:

- *Family unemployment or financial difficulties.*
- *Learner additional support needs.*
- *Young carer responsibilities.*

- *Care experience of young people.*
- *SIMD and Free School Meal Entitlement.*
- *Stage of learning.*

Through our Phase 1 device rollout in 2020, devices and connection solutions were allocated to those most in immediate need, in category a. Our phase 2 device rollout in 2021 supported those learners in category b and c to have adequate access to a device from home.

1-1 Device Rollout

As a directorate we are progressing plans for a sustainable, effective approach for achieving 1-1 devices for young people, but this has not yet been agreed or finalised. Our current equity approach ensures that all young people have **adequate access** to learning from home.

Currently there are 12 different device trials running in settings across the directorate to test and evaluate different models and approaches to large scale device rollout, which is manageable for BTS, schools, central teams, and families and which impacts on learning and teaching. The outcome of those trials will inform the next phase of our device strategy and it is anticipated that this will support our decisions in relation to Scottish Government manifesto commitments of devices for young people in the future.

Management of Devices at Transitions

It is important to consider how current devices at points of transition should be managed. As a guiding principle, the device remains with the learner while they remain with Fife Education. It is appropriate for each school where possible to keep a very small stock of devices to meet immediate needs caused by changing circumstance or loss/breakage, but this should be kept to a minimum as devices should be in learners' hands, not in storage. The following transition arrangements have been decided following consultation with schools and BTS.

- Where learners transition to another school in Fife, either at transition from P7-S1 or at any another point, the learners keep their device and take it with them to the new school. The current school informs BTS of the original school, CI Number moving and the new school the learner is moving to.
- Where learners are moving to another authority at any point, or are leaving school completely at S4/S5/S6 they will return the device to the current school, unless they are Currently Looked After.
- Learners who are Currently Looked After should keep their device as they move from school to their next destination. The current school informs BTS of the school and CI number leaving in order to remove it from the council asset register. The device becomes the property of the young person and is no longer supported by Fife Council.

When any device is received back, the school should do a simple visual check of the cables, plug and power socket on the device for obvious defects or damage and then all devices should be cleaned and added to the current processes already in place for making electrical checks. In secondary schools this is carried out by technicians, who should be notified. In Primary Schools they should be added to the spreadsheet kept for reporting devices during the next scheduled visit from an Electrical Technician.

It is important that we continue to ensure that our equity strategy is supporting all learners to have adequate access to a device for learning from home. Where family circumstances change, or learners join a school there is a requirement to ensure that the young person has access to a device which will allow them to fully participate in the learning as set, which includes digital access from home.

As school leaders it is your responsibility to ensure that all of your learners have **adequate access** to a device for learning at home as described in this document. Through information on individual circumstances and discussions with families, if you feel young people have a requirement for a device this should be communicated to BTS. Please note that any equity device request must be informed by accurate information and a clear picture of the facts, and not an *estimate* of need.

	Pupils per 2022 Census	Chromebook cost per device	Total Cost per year group
Primary			
P4	3971	£300	£1,191,300
P5	3999	£300	£1,199,700
P6	4091	£300	£1,227,300
P7	4230	£300	£1,269,000
Total	16,291		£4,887,300
Secondary			
S1	4174	£300	£1,252,200
S2	4271	£300	£1,281,300
S3	4295	£300	£1,288,500
S4	4114	£300	£1,234,200
S5	3294	£300	£988,200
S6	1947	£300	£584,100
Total	22,095		£6,628,500
Total device cost on current census numbers	38,386		£11, 515,800
Recurring revenue			
BTS support			£100,000 approx
Web content filtering	38,386		£78,000 approx
Annual cost			£178,000 approx

Which Committee report does this IA relate to (specify meeting date)?

Education Scrutiny Committee – 23 May 2023

What are the main impacts on equality?

The proposal would advance equity of opportunity, reduce socio-economic disadvantage and has the potential to reduce inequalities of outcome for learners in primary, secondary and ASN.

Learners in P4-S6 would be provided with a digital device. The device would be standardised giving the same access to all learners regardless of personal family circumstances. Learners in ELC-P3 would have access to a range of devices in class for learning, regardless of location or family circumstance. ASN learners would be provided with an appropriate device which meets their identified needs.

In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?

The proposal plans for devices to support learning regardless of socio-economic advantage or disadvantage. It provides a level playing field for access.

What are the main recommendations to enhance or mitigate the impacts identified?

None

If there are no equality impacts on any of the protected characteristics, please explain.

The proposal plans for equal, consistent access to digital devices as appropriate for learning age and stage with arrangements in place to ensure that ASN learners and families are supported to access a device which is best suited to their needs.

Further information is available from: Name / position / contact details:

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23 May 2023

Agenda Item No. 8

Directorate Improvement Plan 2023-26

Report by: Carrie Lindsay, Executive Director, Education & Children's Services

Wards Affected: All wards

Purpose

The purpose of this report is to brief members on the development of the Education Service Improvement Plan 2023-26 – which will form part of the Directorate Improvement Plan 2023-26 – and to seek feedback from members on the draft improvement priorities for the Education Service for the next three years, as part of an ongoing consultation with key stakeholders regarding these improvement priorities.

Recommendation(s)

The Committee is invited to consider and comment on the ECS Directorate's draft improvement priorities for 2023-26.

Resource Implications

The paper outlines the Directorate's focus for improvement, both as a Directorate and through wider partnership working, to ensure that outcomes for children and young people in Fife improve within budget constraints.

Legal & Risk Implications

The Directorate Improvement Plan, and the related plans described in this paper, meet a range of requirements to publish strategic plans for services to children, young people, families and communities, arising from legislation and national policy.

Impact Assessment

The Directorate Plan highlights the Directorate's key priorities for improvement over the coming year. These have been chosen to help achieve improved outcomes for all children and young people but will have a particular focus on: closing the attainment gap for children living in socially disadvantaged areas; improving life chances and opportunities for Fife's most vulnerable children and young people (including looked after children and the care experienced).

Consultation

The development of the Education & Children's Services (ECS) Directorate improvement priorities for 2023-26 is being informed by a range of consultation and engagement activities with staff and by feedback from children, young people and families. This consultation is ongoing and will feed into the final improvement priorities for the Plan.

1.0 Background

1.1 The Education & Children’s Services (ECS) Directorate is subject to a range of requirements to develop and publish strategic plans for its services, arising from both legislation and national policy. The Directorate meets these demands through the development and publication of a three-yearly Directorate Improvement Plan. This meets a range of statutory and policy requirements for the provision of Council services.

1.2 The ECS Directorate Improvement Plan is closely aligned to the Fife Children’s Services Plan, for which the ECS Directorate acts as a lead agency for strategic planning of wider children’s services – as required by the Children and Young People (Scotland) Act 2014. The current versions of these two plans are:

- The **Education and Children’s Services Directorate Improvement Plan 2021-23** (available at: www.fife.gov.uk/ECSplan)
- **Fife Children’s Services Plan 2021-23** (available at: www.fife.gov.uk/fifeCSplan)

Both the Fife Children’s Services Plan and ECS Directorate Improvement Plan are currently being updated for the period 2023-26.

1.3 Following a review of the current planning approach, it has been agreed to develop separate – and more clearly focussed improvement plans – for the principal services within the Directorate:

- The **Education Service** (including early years, childcare, primary and secondary schools, additional support for learning and special schools, community wellbeing, post school destinations and employability);
- **Children and Families Social Work.**

1.4 This paper presents:

- A high-level overview of evidence reviewed in updating the Fife Children’s Services Plan and ECS Directorate Improvement Plan.
- Draft Improvement Priorities for the Education Service Improvement Plan 2023-26, which will form part of the Directorate Improvement Plan 2023-26.

2.0 Draft Improvement Priorities

2.1 A review of current outcomes and experiences for children and young people in Fife has been undertaken to support the development of the Fife Children’s Services Plan 2023-26 and the ECS Directorate Improvement Plan 2023-26. Evidence from the review is currently being incorporated into a Joint Strategic Needs Assessment, to support the final publication of these two statutory plans.

2.2 This review of outcomes and experiences has been used to identify improvement priorities for Fife Children’s Services and the Education & Children’s Services Directorate for the period 2023-26. Appendix 1 provides an overview of key

messages from this review that relate to the Fife Education Service. These have been organised under five headings, which reflect key themes that frequently recurred in the review of outcomes.

2.3 Based on the evidence summarised in Appendix 1, the Directorate proposes to adopt the following improvement priorities for the period 2023-26:

- **Health and Wellbeing.** This recognises the ongoing challenges facing children and young people in Fife relating to their mental and physical health. In particular, the prevalence of mental health issues has increased significantly over recent years – both in Fife and nationally. Research shows that health issues – as well as being important outcomes in their own right – are key barriers to attendance at school and attainment.
- **Engagement.** This recognises that attendance at school has been declining over a number of years – both in Fife and nationally. Key factors related to poor attendance include family-related support needs (including: having family issues; experiencing social, emotional and behavioural difficulties; experiencing bereavement; being a young carer) as well as mental health issues. More generally, closing the attainment gap and ensuring better life chances requires a curriculum design and pathways to post-school opportunities that meet the needs of all young people.
- **Achievement.** This recognises that improving the accredited achievement, attainment and employability skills of young people is a key to enabling better post-school opportunities and life chances. There remains a significant challenge in closing the attainment gap faced by a range of groups, including: those living in SIMD Quintile 1; those registered for free school meals; those with additional support needs; looked after and care experienced young people; those with protected characteristics. The challenge of closing the attainment gap is particularly pronounced for those facing multiple forms of disadvantage.
- **Positive Destinations.** This recognises the importance of providing young people with pathways to post-school opportunities that meet their aspirations and reflect their potential. There remains scope to improve the post-school destinations of young people, particularly for those from disadvantaged groups.

2.4 Improvement actions to address these priorities will reflect the values of the Education and Children’s Services Directorate: Compassion, Ambition, Respect and Equity. In particular:

- The work of the Education Service will reflect a commitment to **promoting children’s rights**, as reflected in the United Nations Convention on the Rights of the Child (UNCRC);
- As part of this, there will continue to be a strong commitment to **promoting equity and equality**, with a focus on closing the attainment gaps facing disadvantaged and vulnerable young people in Fife.

2.5 Appendix 2 sets out a draft scorecard for monitoring improvement over the course of the Education Service Improvement Plan 2023-26, which includes key outcomes related to the proposed improvement priorities.

3.0 Conclusions

3.1 This paper has presented:

- A high-level overview of evidence reviewed in updating the Fife Children's Services Plan and ECS Directorate Improvement Plan.
- Draft Improvement Priorities for the Education Service Improvement Plan 2023-26, based on this evidence.

3.2 The Committee is invited to consider and comment on the Education Service's draft improvement priorities for 2023-26.

Appendices

1. High-level overview of key messages from the review of outcomes and experiences for children and young people.
2. Draft Education Service Scorecard Measures, 2023-26

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:

- Education and Children's Services Directorate Improvement Plan 2021-23 (available at: www.fife.gov.uk/ECSplan)
- Fife Children's Services Plan 2021-23 (available at: www.fife.gov.uk/fifeCSplan)

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Appendix 1 – High-level overview of key messages from the review of outcomes and experiences for children and young people

Equity and Equality

- Societal disadvantage remains a key barrier to outcomes for children & young people (engagement, health & wellbeing, achievement).
- Fife has relatively high levels of **poverty** ranking 9th of 32 Local authorities.
- School data shows a significant increase in the number of young people with additional support needs related to **family issues**
- Outcomes, generally, are poorer for those with a form of **disadvantage** (disability, young carer, ASN, etc) ...
- ... and significantly poorer for children those facing with **multiple forms of disadvantage**
- In particular, outcomes, generally, are significantly poorer for **looked after children** and children on the **Child Protection Register**

Health & Wellbeing

- School data shows a significant increase in the number of young people with support needs related to **mental health**.
- We are seeing increasing issues relating to **relationships & behaviour** (e.g. self-regulation, distressed behaviour, bullying, etc).
- School staff and leaders have been operating under significant stress over recent years. **Staff wellbeing** will be a significant factor in ensuring an well-functioning and improving education system.
- Further developing our partnership approach to **family support** will enable better support for distressed young people and improved whole family wellbeing.

Engagement

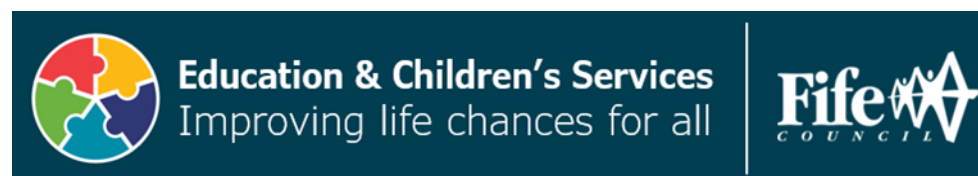
- **Non-attendance** is a key factor in lower attainment and achievement. It has seen a sustained decline and was adversely affected by the Covid pandemic
- **Non-attendance** is increasing significantly for young people with additional needs related to **family and mental health issues**
- **Engagement and meaningful participation** are key for effective service design and delivery. This includes children, young people, families and staff.

Achievement

- ACEL levels fell during the Covid pandemic and the ACEL **attainment gap** widened. We have seen the beginning of recovery for ACEL.
- Numeracy at SCQF levels 4 and 5 are above benchmark attainment by end of S4.
- Literacy at SCQF level 5 is below benchmark attainment by the end of S4.
- Significantly behind national achievement for **cumulative attainment at National 5 by end of S4**
- Closing the attainment gap requires early and sustained intervention – supported by tracking and monitoring of progress in learning.

Positive Destinations

- Have been consistently below national rates of **positive destinations** over a number of years.
- Have begun to close gap with national for positive destinations, with most schools seeing improvements in 2022.
- Now matching national outcomes for SIMD Q1 and closing the equity gap for other aspects of disadvantage.



Appendix 2 – Draft Education Service Scorecard Measures, 2023-26

	Measure	Note
	Health and Wellbeing	
1	Mean score on Stirling wellbeing scale for P5-S1 children / Warwick Edinburgh Mental Wellbeing Score for S2-S6 children (WEMWBS)	
	Engagement	
2	Primary school attendance	
3	Secondary school attendance	
	Achievement	
4	CfE achievement in literacy (stages P1, P4 and P7) combined	
5	CfE achievement in numeracy (stages P1, P4 and P7) combined	
6	Attainment for literacy at SCQF level 4 in literacy by the end of S4	
7	Attainment for numeracy at SCQF level 4 in literacy by the end of S4	
8	Attainment for literacy at SCQF level 5 in literacy by the end of S4	
9	Attainment for numeracy at SCQF level 5 in literacy by the end of S4	
10	Achievement of 3 National 5 passes by the end of S4	
	Positive Destinations	
11	<i>Measure for Higher / Foundation Apprenticeships of school leavers</i>	<i>TBC</i>
12	Average Complementary Tariff Points of school leavers	
13	Initial Positive Destinations from School	

Note

Each of the measures above can provide data for children and young people in disadvantaged groups:

- SIMD Quintile 1 and Additional Support Needs – for Measure 1.
- SIMD Quintile 1; Registered for Free School Meals; those with Additional Support Needs; Looked After Young People; and Protected Characteristics – for all other measures.

This data will be monitored and reported for key groups in each Annual Report, to monitor progress in closing equity gaps in outcomes.

Targets will be set via the stretch target approach required nationally. Targets for 2023-24 will be confirmed in September, as per national guidance.

23 May 2023

Agenda Item No. 9

Education Scrutiny Committee Workplan

Report by: Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

This report supports the Committee's consideration of the workplan for future meetings of the Committee.

Recommendation(s)

It is recommended that the Committee review the workplan and that members come forward with suggestions for areas of scrutiny.

Resource Implications

Committee should consider the resource implication for Council staff of any request for future reports.

Legal & Risk Implications

Committee should consider seeking inclusion of future items on the workplan by prioritising those which have the biggest impact and those which seek to deal with the highest level of risk.

Impact Assessment

None required for this paper.

Consultation

The purpose of the paper is to support the Committee's discussion and therefore no consultation is necessary.

1.0 Background

- 1.1 Each Scrutiny Committee operates a workplan which contains items which fall under three broad headings: performance reporting, planning; and improvement work. These items will often lead to reactive rather than proactive scrutiny. Discussion on the workplan agenda item will afford members the opportunity to shape, as a committee, the agenda with future items of business it wishes to review in more detail.

2.0 Conclusions

- 2.1 The current workplan is included as Appendix one and should be reviewed by the committee to help inform scrutiny activity.

List of Appendices

1. Workplan

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

None

Report Contact

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Education Scrutiny Committee of 22 August 2023			
Title	Service(s)	Contact(s)	Comments
Update/Progress re Implementation of the Neurodevelopmental Pathway	Education and Children's Services	Deborah Davidson, Adam Brown	Previous report 24.01.23, para 26.(3) refers - <i>'further report on the ongoing progress on the implementation of the neurodevelopment pathway ... within six months of the completion of the test of change.'</i>
Education Service Revenue Budget 2022-23 Provisional Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	To include feedback re savings arising from teachers' industrial action. Previous Min. Ref. Para. 38. (3) of 2023.ES.18 (minute of meeting 21.03.23).
Education Service Capital Investment Plan 2022-23 : Provisional Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 14 November 2023			
Title	Service(s)	Contact(s)	Comments
Update - Relationships & Behaviour - Support for School Staff/Pupils	Education and Children's Services	Shelagh McLean	2 separate reports previously considered 21.03.23 - Min. Para. Ref. 36. and 37. of 2023.ES.17 refers.
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Swimming Lessons as Integrated Part of Physical Education Courses in Primary Schools	Education and Children's Services	Pamela Colburn	Motion to FC 16.03.23 - <i>"Including swimming lessons as integrated part of Physical Education courses in Primary Schools .</i> <i>... a report on the current position and future options for supporting swimming for children and young people, including school swimming lessons and consideration of Scottish Government funding...'</i>
Early Learning and Childcare – Scottish Government Deferral Pilot: Update	Education and Children's Services	Shelagh McLean	Previous report 24.01.23, Para. 27 (2) refers - uptake of scheme - <i>'further update report be submitted to this Committee for scrutiny around October this year.'</i> Report title change expected.
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 9 January 2024			
Title	Service(s)	Contact(s)	Comments
Inspection Outcomes - Academic Year 2022/23	Education and Children's Services	Jackie Funnell	Previously considered 21.03.23.
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 5 March 2024			
Title	Service(s)	Contact(s)	Comments
Education Service Revenue Budget 2023-24 Projected Outturn	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Service Capital Investment Plan 2023-24 : Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education Scrutiny Committee Forward Work Programme			

Education Scrutiny Committee of 7 May 2024			
Title	Service(s)	Contact(s)	Comments
Education Scrutiny Committee Forward Work Programme			

Unallocated			
Title	Service(s)	Contact(s)	Comments
Revenue/Capital Reports (x4) - for August 2024	Education and Children's Services, Finance and Corporate Services	Alison Binnie	<ul style="list-style-type: none"> • Education Service Revenue Budget 2023-24 Provisional Outturn • Education Service Capital Investment Plan 2023-24: Provisional Outturn • Education Service Revenue Budget 2024-25 Projected Outturn • Education Service Capital Investment Plan 2024-25: Progress Report
Attainment Scotland Fund 2021-22 Update	Education and Children's Services	Angela Logue, Zoe Thomson	Previously considered 15.11.22, Para 19 (4) refers - ' <i>update report on spending of the Attainment Scotland Fund for this Committee's consideration, following scheduled discussion with Schools.</i> ' (Briefing Note re PEF funding?)
Working Group - Attainment Gap (early years, nursery and P1): Findings/Update	Education and Children's Services	Angela Logue	As agreed at meeting on 24.01.23, Para 32 (5) refers.
School Attendance	Education and Children's Services	Shelagh McLean	Requested by Cllr Browne 21.03.23.