# Education Scrutiny Committee

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

Tuesday, 7 May 2024 - 10.00 a.m.

AGENDA

**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.**

Lindsay Thomson
Head of Legal and Democratic Services
Finance and Corporate Services

Fife House
North Street
Glenrothes
Fife, KY7 5LT

30 April 2024

If telephoning, please ask for:
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## BLENDED 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 have cameras switched on during meetings and mute microphones when not speaking. During any breaks or adjournments please switch cameras off.

**2024 ES 39**

**THE FIFE COUNCIL - EDUCATION SCRUTINY COMMITTEE – BLENDED MEETING**

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

**5 March 2024**                                                    **10.00 am - 11.20 am**

**PRESENT:**       Councillors Kathleen Leslie (Convener), Lynn Ballantyne-Wardlaw, Auxi Barrera (substituting for Councillor Lynn Mowatt), Aude Boubaker-Calder, Patrick Browne, Eugene Clarke, Sean Dillon, Linda Erskine, Alycia Hayes, Louise Kennedy-Dalby, James Leslie, Sarah Neal, Alistair Suttie and Daniel Wilson.

**ATTENDING:**    Angela Logue, Head of Education - Primary Schools & Improvement Support, Maria Lloyd, Head of Education - Secondary Schools & Specialist Support, Shelagh McLean, Head of Education - Early Years and Directorate Support and Pamela Colburn, Quality Improvement Officer (PE Physical Activity & Sports), Education Service; Alison Binnie, Finance Business Partner and Diane Barnet, Committee Officer, Finance & Corporate Services.

**APOLOGIES FOR**  Councillors Ian Cameron, Colin Davidson and Lynn Mowatt.
**ABSENCE:**

### 78.   CHANGE OF MEMBERSHIP

The committee noted that Councillor James Leslie had replaced Councillor Dave Dempsey and Councillor Eugene Clarke had replaced Councillor John Caffrey as members of this committee and welcomed them to their first meeting.

The committee thanked Councillor Dempsey and Councillor Caffrey for their contribution to the work of the committee during their membership.

### 79.   DECLARATIONS OF INTEREST

No declarations of interest were submitted in terms of Standing Order No. 22.

### 80.   MINUTE

The committee considered the minute of meeting of the Education Scrutiny Committee of 9 January 2024.

**Decision**

The committee agreed to approve the minute.

81.  **SWIMMING LESSONS AS INTEGRATED PART OF PHYSICAL EDUCATION COURSES IN PRIMARY SCHOOLS**

The committee considered a report by the Head of Education Services, detailing the current position and future options for supporting swimming for children and young people, including school swimming lessons and consideration of Scottish Government funding which was in response to a Motion agreed at a meeting of Fife Council on 16 March 2023 (Motion 3, Minute Reference Paragraph 60 of 2023.FC.71 refers).

**Decision**

The committee:-

(1)    considered the current swimming offer for children and young people in Fife;

(2)    acknowledged the national pilot approaches to school swimming lessons, including funding;

(3)    considered the next steps outlined in the report, providing feedback; and

(4)    agreed, as an additional recommendation, to request a further, detailed report for its consideration at its meeting on 17 September, providing a detailed breakdown of school numbers and associated costs, including: time cost (impact on learning time); centre availability/hire; and funds available for swimming equipment – for the provision of swimming lessons for all across a specific (one) year group over a period of a year and comparative costs for the same provision across three year groups over a shorter period of time.

*Councillor Neal left the meeting following consideration of the above item.*

82.  **EDUCATION SERVICE REVENUE BUDGET 2023-24 PROJECTED OUTTURN**

The committee considered a joint report by the Head of Education Services and the Executive Director, Finance and Corporate Services providing an update on the forecast financial position for the 2023-24 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; and

(2)    noted the projected outturn position and the relevant areas of projected over and under spend within the service.

83. **EDUCATION SERVICE CAPITAL INVESTMENT PLAN 2023-24 : PROGRESS REPORT**

The committee considered a joint report by the Head of Education and the Executive Director, Finance and Corporate Services providing information on the overall progress of the Education Service capital programme, for the current financial year, 2023-24, as well as informing on progress on major projects.

**<u>Decision</u>**

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 and the annual re-phasing exercise undertaken in June 2023.

84. **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PLAN**

The committee considered a report by the Executive Director, Finance and Corporate Services supporting the committee's consideration of the workplan for future meetings of the committee.

**<u>Decision</u>**

The committee:-

(1)     reviewed the workplan and suggestions were invited from members of the committee for future areas of scrutiny;

(2)     agreed that the following reports were added to the workplan for the meeting on 17 September 2024:

- As outlined at Para. No. 81 (4) above – Swimming Lessons as Integrated Part of Physical Education Courses in Primary Schools – further, detailed report;
- Cost of school transport (current), including cost of provision for pupils with additional support needs;
- Childcare Inspectorate Reports for council run nurseries; and
- Childcare services update – provision for nine-month-old and above and pre and after school childcare.

7 May 2024

Agenda Item No.     5

# Report on supporting Refugee, Asylum Seeking and displaced young people with English as an Additional Language in Education

Report by:     Maria Lloyd. Head of Service, Education

Wards Affected: All

## Purpose

The purpose of this report is to update Elected Members on the current support provided to Refugee, Asylum Seeking and displaced children and young people with English as an Additional Language (EAL) in education, and the establishments, schools and provisions that they attend.

## Recommendation(s)

The Education and scrutiny Committee is asked to:

1. Scrutinise the information provided.
2. Request a progress report in March 2025.

## Resource Implications

Children and young people with EAL have an additional support need under the Education (Additional Support for Learning) (Scotland) Act 2014. The Supporting Learners' Service (SLS) continue to monitor the resource implications in line with ongoing increasing population of learners with EAL requiring support.

Additional funding supplied to meet the needs of children and young people displaced from Ukraine was added to the central education budget. Further additional funding has been applied for, by the Resettlement Team, from the Afghan Relocation and Assistance Policy (ARAP), through which funds will be directed to specific schools with pupils that have arrived through the scheme.

## Legal & Risk Implications

There are no direct legal implications, although there is a risk associated with not meeting the needs of children and young people which could result in lost learning or high-cost placements in provisions out with the Local Authority.

**Impact Assessment**

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

# 1.0   Background

1.1   The Supporting Learners' Service (SLS) is a central service that operates within the Education Directorate to support children and young people with additional support needs (ASN).

1.2   The English as an Additional Language Support Service (EAL SS) is one of the teams within the SLS. The EAL SS is comprised of 5.4 FTE teachers and 2.6 FTE Pupil Support Assistants. The EAL SS supports establishments within Fife to meet the needs of children and young people with EAL. This may take the form of consultation, direct pupil support, capacity building and professional learning to meet learner needs.

1.3   EAL is legislatively identified as an Additional Support Need (ASN). Pupil need is supported at universal level in schools and, where required, additional support can be requested from the Supporting Learners' Service.

1.4   The 2023 Schools Census (done in Sept 2023) evidenced that there are 3208 pupils with English as an Additional Language (EAL) in Fife. The table below demonstrates the increasing EAL population in Fife.



Number of Pupils whose Main Language is not English
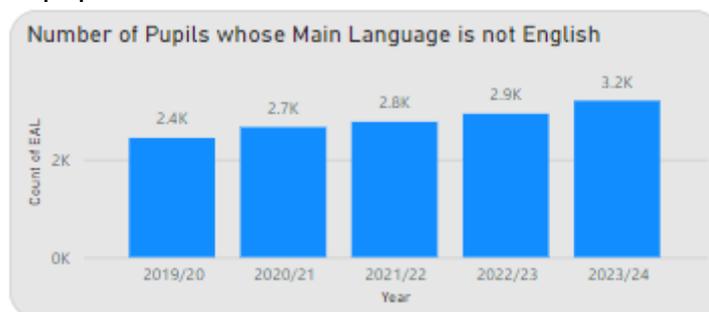
1.5   Across the authority the pupils speak a range of seventy-two languages the most popular being Polish, Romanian, Urdu, Arabic and Ukrainian.

1.6   Data on numbers of young people with English as an Additional Language, including those born in the UK, operating in more than one language is measured against the ScotXed descriptors:

- Level 1 - New to English (typically only able to use their first language to communicate therefore requiring significant support to access learning)
- Level 2 - Early Acquisition (typically those becoming familiar with the English language with a developing vocabulary but requiring support to access learning)
- Level 3 - Developing competence (these pupils are becoming confident in their use of English language but will require support at a universal or additional level).
- Level 4 – Competent (in English language)
- Level 5 – Fluent (in English language)

The School Census 2023 details that within Fife there are:

- Level 1 - 622 pupils that are New to English
- Level 2 - 340 pupils at Early Acquisition of English Language
- Level 3 - 607 pupils that are Developing Competence

**What is English as an Additional Language?**

1.7     The guiding document for supporting pupils with EAL in Scottish education is learning_in_two_languages.pdf (education.gov.scot), which was created in partnership between the Scottish Government, Education Scotland & the Scottish EAL Co-ordinating Committee (which Fife is represented on). The term EAL used interchangeably with bilingual, and bilingual is often used to describe multilingual pupils, operating in more than two languages.

"Bilingual learners are individuals who function in more than one language in their daily lives. The term 'bilingual' emphasises that learners already have one language, and that English is a second or additional language. The term does not imply an equal or specified level of fluency in two or more languages." (Education Scotland)

*For further definitions please see Glossary at the end of this report.*

**Fife Context**

1.8     In line with the Scottish population, Fife has seen an increase in pupils with English as an Additional Language. This table demonstrates the number of pupils in Fife where EAL is identified by establishments an additional support need in accessing learning. The increasing population of pupils with EAL- 85.6% increase over the last 5 years.

**Pupils with English as an Additional Language**



- **Young people from Afghanistan** – Nineteen families, with school and/or nursery aged children, moved to Leuchars and three families to Rosyth as part of the Afghan Relocations and Assistance Policy (ARAP). Of the families that arrived initially through the ARAP scheme that arrived in 2021 (Holiday Inn Express, Glenrothes) there is only one family currently living in Fife. The leases on the MOD houses are

currently for three years. This resettlement scheme is run conjunction with Home Office & MOD.

- **Young people from Ukraine** – The number of pupils displaced from Ukraine was recorded by schools, over one hundred pupils were declared on enrolment although it is likely this number is higher. Due to the number of resettlement schemes the Local Authority (LA) is not always aware of the arrival of families.
- **Young people from Syria** – Wrap around support from the LA for families from Syria through the Vulnerable Person Resettlement Scheme and UKRS has predominantly ended. Pupils remain supported in school on a needs-based level in line with typical support processes.
- **Young people from Hong Kong** – The EAL Support Service is unaware of arrivals from Hong Kong but would be notified if they required support from our service.
- **Unaccompanied Asylum-Seeking Children (UASC)** – In line with current legislation the EALSS works in partnership with Social Work to meet the needs of UASC. There are currently eighteen pupils with this status across Fife, this figure is likely to increase in accordance with UK Government legislation. Typically UASC are housed within supported lodgings and are classified as Looked After young people.

## 2.0    Barriers to Education

2.1    There are several barriers a child or young person may experience when accessing education due to linguistic and cultural differences. These barriers can impact their ability to access and succeed in educational settings. Some of the most common barriers are:

**Language / English as an Additional Language (EAL):**

2.2    EAL is likely to be a barrier to accessing education for asylum seeker/refugee children but also relevant to children and young people who do not fit either of these definitions.

2.3    Pupils with EAL are as likely to have additional ASN as their monolingual peers.

**Trauma**

2.4    Trauma informed practice is a core area of development across the LA, covering key themes such as 'Why trauma matters?' and 'Understanding the impact of Trauma.' This is supported within school with additional support from the EP service and NHS as appropriate.

2.5    Teachers engage with mandatory training (Psychological Trauma). Trauma Informed Practice is also a feature on many School Improvement Plans.

2.6    The EAL SS worked in partnership with the Educational Psychology Service to deliver training to provisions (Glenrothes HS, South Parks PS and Collydean PS) enrolling significant numbers of pupils during the initial crisis and displacement from Afghanistan. This continues to be available for any other school staff hosting displaced learners.

**Attendance**

2.7    The attendance of EAL pupils currently is 89.09% in the primary school sector and 87.32% at secondary school.
Attendance can be impacted upon due to cultural reasons, for example travelling families, children and young people returning to their country of origin to see family members (for example families returning to Ukraine to visit fathers unable to leave the country due to National Service) and cultural differences in education norms such as age of leaving school. Schools and the EAL SS continue to work with families to share the importance of attendance and education, this may take the form of home school communications or family learning sessions in some of our central schools. The EAL SS work to support the enrolment of some young people including Unaccompanied Asylum-Seeking Children (UASC), children / young people arriving in Fife through the ARAP scheme and children / young people displaced by war (e.g. Ukraine). Often this is in partnership with the Resettlement Team.

**Culture**

2.8    In addition to cultural reasons impacting on attendance other areas of culture that schools support may include creating appropriate prayer spaces for pupils, responding to celebrations and significant events such as Ramadan and the consideration of dietary requirements such as the provision of Halal food.

## 3.0    Supporting Learners with EAL in Fife

3.1    The English as Additional Language Support Service (EALSS) supports children and young people across Fife from 2-18.

3.2    Within Early Years Settings, Primary 1 and 2 support is solely provided through capacity building of the provision-based staff through professional learning, consultation and sign posting. The needs of children with EAL at these stages are best met within their typical learning environment alongside their peers.

3.3    Support from mid primary through to secondary school can vary in input and may include direct support, building capacity of provision-based staff, consultation and/or sign posting. This is allocated on a needs led basis and planned in response to individual Requests for Assistance from schools.

3.4    The EALSS are also piloting collegiate online sessions to support the needs of secondary teachers delivering the SQA ESOL curriculum, providing opportunities for collaborative work and moderation.

3.5    The increasing population of pupils with EAL, 85.6% increase over the last 5 years, creates an increased demand for support both within schools and within the EAL SS. Within this current academic session, the EAL SS have provided direct support to nearly three hundred young people, alongside supporting of schools to meet learners needs through professional learning and signposting.

3.6    Due to the increased demands upon the service, as a result of the increasing population of pupils with EAL, this support is primarily focused on those young people at ScotXed Level 1 (New to English) and Level 2 (Early Acquisition). The EALSS would previously have supported those sitting at Level 3 (Developing

competence) however increased demand has impacted upon the EAL SS capacity and some of these pupils are now supported at a universal level within the classroom.
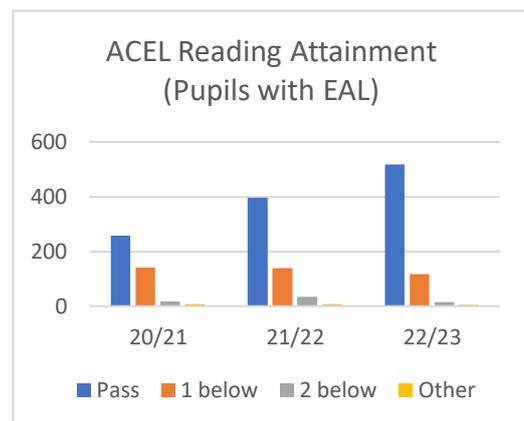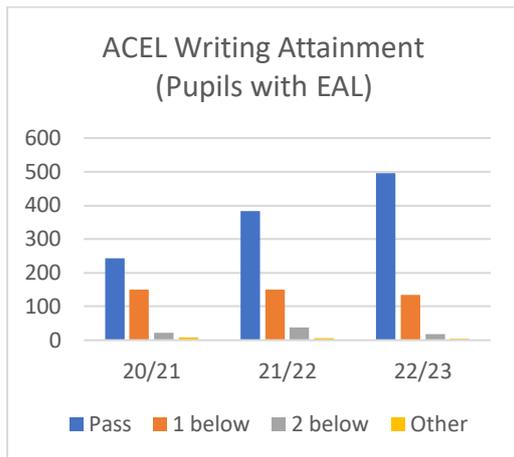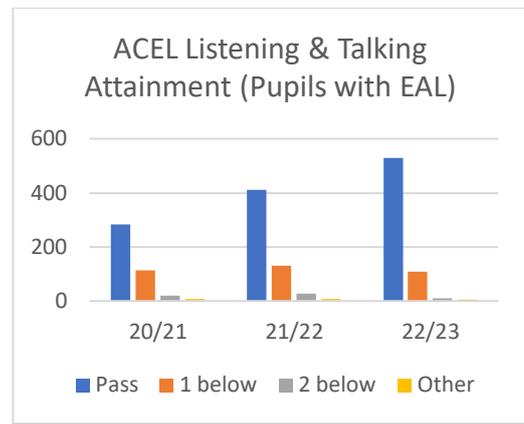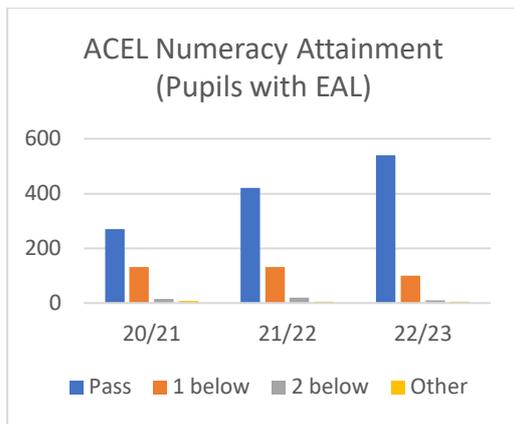
3.7     A case study example has been provided, see appendix 1, which shares the support provided by the EAL service for a young person sitting at ScotXed Level 1/2.

3.8     The EALSS also provides regular professional learning opportunities for staff and provisions across Fife. This may target specific areas such as translation tools, support strategies and raising awareness of Learners with EAL and their needs.

3.9     The arrival of families displaced from Afghanistan resulted in a complex multiagency approach. The needs of the families had to be met holistically through housing, social work, health, education, and others. The EAL SS committed to delivering support for children and young people aged 2- 19, initially this took place within the hotel. This approach included partnership working with the Childcare Service to meet the needs of prenursery children. The EAL service coordinated the enrolment of learners into local provisions (nursery – secondary), this included capacity building of provision-based staff, partnership working with Fife Community Interpreting Service and Adult Basic Education, along with links to the Educational Psychology Service to support ongoing Trauma awareness.

3.10    Schools report the positive impact that refugee and asylum-seeking pupils bring to their settings, including an increased sense of community where families were keen to support the new families.  The children formed positive relationships with their peers and staff and were supported to speak about the differences in their school experiences and shared stories about what it was like in their previous homes. The new pupils and their experiences have raised the profile of children's rights and highlighted the importance of multi-cultural resources to celebrate the diverse population within their settings.  One of the schools that welcomed a large number of pupils displaced from Afghanistan shared that welcoming the new families enhanced their practice around inclusion and meeting the needs families and the wider community.

3.11    An example of a case study has been provided, see appendix 2, which shares the support provided and the partnership working to support new arrivals into Fife and into our local schools.

3.12    Fife Council have an Anti-Bullying Policy which covers racial/cultural/ethnicity bullying incidents and specifically mentions the asylum seekers and refugees. The Seemis Bullying and Equalities module addresses and records situations from the perspective of the perpetrator and those displaying bullying behaviours. We have also promoted to all establishments the need to record all incidents of bullying accurately and address trends.  This has been a focus especially in secondary schools to ensure we are aware of any trends.

3.13    Fife council teaching staff have participated in child protection training and updates this includes an input on Female Genital Mutilation and misogynistic behaviour, in addition to this further training is available through the Fife Violence Against Women Partnership (access to which is shared on the Fife Council intranet).

3.14   Training also available on Oracle includes sexual exploitation, gender equality, gender stereotyping and human trafficking.

3.15   Religious education has a statutory position in Scottish education included within which is recognising and understanding religious diversity and developing respect for others and an understanding of beliefs and practices.  This may also be addressed through the wider curriculum such as PSE or specific subjects e.g., social studies.

3.16   Community Learning and Development (CLD) support adult learners with English language acquisition, they work both proactively and in response to specific larger groups arriving.

3.17   Family Learning takes place in some central schools, this is supported by the EAL SS.

3.18   Links have been created with local mosques to support families.

3.19   Digital support has been provided where required. Several of our learners receive devices to access learning and teaching in provisions. Some learners from Ukraine were required by the Ukrainian Education authority to access and complete their curriculum, (to support a return to their country and education system) were provided with a 1:1 device.

3.20   Professional learning on the effective use of translation tools has been delivered to a number of staff within provisions, this is an ongoing offering centrally for all Fife staff.

3.21   As part of support offered by the EAL service learners are made aware of software/apps to support communication and learning.

## 4.0   Attainment

4.1   Pupil attainment in Scotland is recorded through Achievement of Curriculum for Excellence Levels (ACEL), this data is based on teachers' professional judgements of individual pupil performance, The Scottish Government did not collect Achievement of Curriculum for Excellence Levels data in 2019/20 due to school closures resulting from the coronavirus (COVID-19) pandemic.

4.2   ACEL data from Fife evidence an increase in attainment for pupils with EAL. This is demonstrated in the tables below showing the number of pupils passing the expected levels and those performing 1 or 2 levels below the expected level.

**ACEL Numeracy Attainment (Pupils with EAL)**

A bar chart showing attainment for years 20/21, 21/22, and 22/23 with categories Pass, 1 below, 2 below, and Other. Pass values increase from approximately 270 to 420 to 540.

**ACEL Listening & Talking Attainment (Pupils with EAL)**

A bar chart showing attainment for years 20/21, 21/22, and 22/23 with categories Pass, 1 below, 2 below, and Other. Pass values increase from approximately 290 to 410 to 530.

**ACEL Writing Attainment (Pupils with EAL)**

A bar chart showing attainment for years 20/21, 21/22, and 22/23 with categories Pass, 1 below, 2 below, and Other. Pass values increase from approximately 240 to 380 to 490.

**ACEL Reading Attainment (Pupils with EAL)**

A bar chart showing attainment for years 20/21, 21/22, and 22/23 with categories Pass, 1 below, 2 below, and Other. Pass values increase from approximately 260 to 400 to 510.

4.3 Some pupils (S4-S6) are presented for SQA ESOL (English for Speakers other Languages) examinations, this curriculum delivered by the secondary school provision and, where appropriate, is supported by the EAL SS. SQA attainment data evidences a 12% increase in pupils with EAL achieving National 5 and Higher ESOL qualifications, A- D passes (546 in 2021 to 612 2023) over the last 3-year period.

**National 5 & Higher SQA Qualifications (Pupils with EAL)**

A bar chart showing qualifications for years 20/21, 21/22, and 22/23 with categories A, B, C, and D.

**National 3 & 4 SQA Qualifications (Pupils with EAL)**

A bar chart showing qualifications for years 20/21, 21/22, and 22/23 with categories Nat 4 and Nat 3.
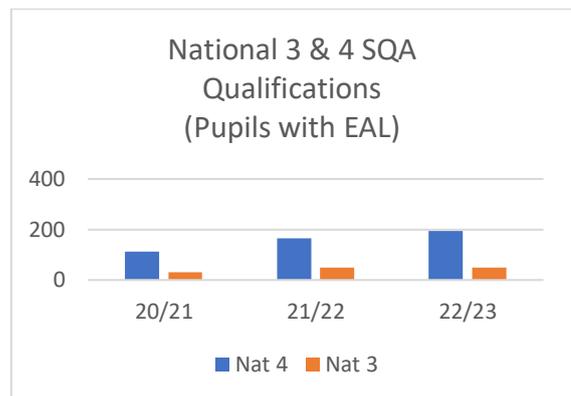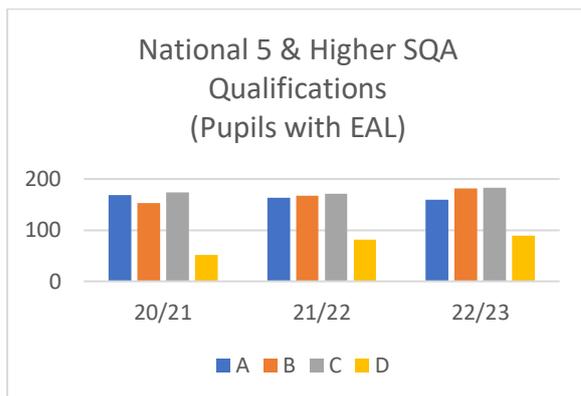
4.4 Although data demonstrates an increase in attainment in this subject the number of pupils presented is limited by school / staff capacity to deliver the ESOL curriculum and changes to eligibility of those being presented.

SQA ESOL Nat 5 or Higher Achieved
(Pupils with EAL)
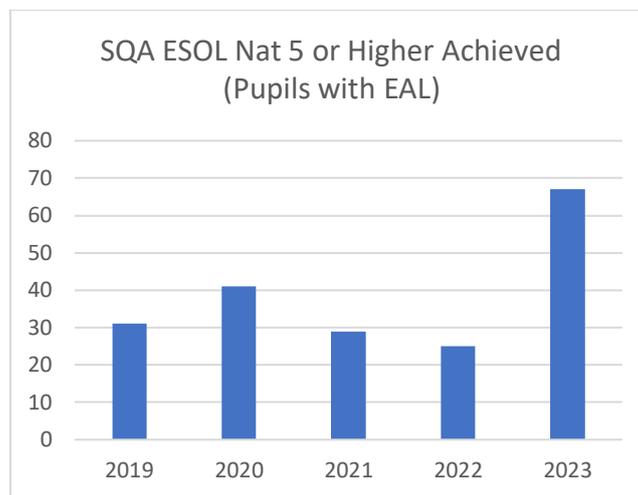
## 5.0 Pupil Voice

The following themes have been collated from pupil voice that has been gathered, with permission given to share both the comments and the recordings if required.

5.1 **Educational Support**
Pupils find support positive as it provides a focus on learning the English language, pupils enjoyed the opportunity to practise in smaller groups. Other positive supportive experiences shared by young people included pastoral support to deal with friendships and bullying incidents.

5.2 **Challenges**
The most significant challenge has been the language barrier. Other challenges identified the young people shared included racism / bullying from peers as well as in wider society, such as being told to return to their own country or being called a "terrorist."  Other pupils have shared the challenge of waiting for the asylum-seeking process as they are currently unable to proceed with some activities such as learning to drive. Educational challenges that some of the pupils shared included being asked questions in front of the class, not understanding the content of lessons and requiring extra time to complete class work.

5.3 **Hopes for the future.**
Many pupils arrived in Fife with career aspirations or university /college / employment offers  already in place prior to being displaced. Many of these opportunities were unavailable on arriving in Scotland and schools have endeavoured to support career aspirations but young people can be limited due to the English language demands. Young people have shared their aspirations including going to college to learn English or other subjects, having a job as a mechanic, "fixing stuff for Fife Council", going to university to study law, accountancy, or other subjects.

## 6.0 Conclusion and Next Steps

6.1 The data provided demonstrates that attainment in pupils with EAL is increasing but currently young people with EAL are less likely than their monolingual Scottish peers to meet expected levels (Scottish Government, 2022). This highlights the importance of providing ongoing support to schools and young people to ensure they are able to meet their potential and access learning.

6.2     As a result of the increasing numbers of learners with EAL (see Table in Section 1.0) the demand on our central team is increasing as is the demand on teachers and schools to support pupils with a wide range of languages and varying levels of English language acquisition in their classrooms.

6.3     As an education service we will continue to monitor this demand and deliver the support we offer accordingly and amend resources to meet the needs where appropriate.

**Sources of evidence**

ARAP  https://www.gov.uk/government/publications/afghan-relocations-and-assistance-policy/afghan-relocations-and-assistance-policy-information-and-guidance
ASN / EAL legislation  Supporting children's learning: code of practice (revised 2010) - gov.scot (www.gov.scot)
Curriculum Religious and moral education: Experiences and outcomes
Promoting and developing race equality and anti-racist education
ESOL Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020 (europa.eu)
Refugees Refugees and asylum seekers - gov.scot (www.gov.scot)
New Scots: refugee integration strategy 2018 to 2022 - gov.scot w.gov.scot)
Trauma  Microsoft Word - PACE School.docx (fife.scot)
Education focused guidance document
https://fifecloud.sharepoint.com/sites/SchoolsEd/SitePages/Core-Professional-Learning-%E2%80%93-Relationships,-Behaviour-and-Wellbeing.aspx
Mandatory training module - Psychological Trauma Level 1 (Informed)
Relationships, Wellbeing & Behaviour GLOW Blog
 Protecting Communities - FVAWP Training programme Oct 23 - March24.pdf - All Documents (sharepoint.com)


**Report Contacts**

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## Glossary of Terms

| Term | Definition |
|---|---|
| **Refugee** | (Scottish Gov definition)<br>A refugee is a person who has been forced to leave their country in order to escape war, violence or persecution. They have had their status as a refugee recognised under the 1951 UN Convention relating to the Status of Refugees. A refugee is entitled to the same social and economic rights as any UK citizen. Refugees have full access to medical treatment, education, benefits, housing and employment. |
| **Asylum Seeker** | (Scottish Gov definition)<br>An asylum seeker is a person who has asked a government to recognise their refugee status and is waiting to hear the outcome of their application. Some people seeking asylum are moved to Scotland as part of the UK Government's dispersal policy within the Immigration and Asylum Act 1999. |
| **Migrant** | Scotland historically has experienced negative net migration. (Scottish Government, 2021). Typically, the support needs in education for migrant families may be different, for example the family have some English language acquisition, equally they have the same access to support as all bilingual pupils. |
| **ESOL** (English Speakers of Other Languages). | The Scottish Strategy is aimed at non-native English speakers, looking to take up a new language or validate their skills. The Scottish Strategy is focused on adults but does refer to education.<br>There are also SQA qualifications in ESOL which some pupils across Fife access, this can also be delivered at college. The Fife CLD provide ESOL classes for adults in the community and have been involved in delivering support to families arriving through the ARAP scheme in their hotel accommodation. |

**Appendix 1**

**Case Study Secondary School**

**Context:**

The school had referred a Polish pupil in S5 for direct support with his English language skills. The pupil had been in school for a year but had difficulties accessing the curriculum. This was also impacting his overall mental health and well- being.

**Actions/interventions:**

- Guidance staff submitted a Request for Assistance to the Supporting Learners' Service for direct support as well as some capacity building sessions for staff. A CPD session after school was provided for staff concerning curricular strategies and resources.

- These sessions also provided an opportunity for staff to ask questions regarding how best to support the mental health and wellbeing of the pupil, with EAL staff responding with their own experience and trauma informed approaches, whilst also signposting to resources and partners such as the Educational Psychology Service.

- Review meetings were held every 7/8 weeks to monitor his progress and to share information between home and school.

- Learning Support and English staff made frequent contact with the EAL Teacher to discuss differentiation and useful resources that would be beneficial to his language development.

- A Pupil Profile and Shared Working Framework was opened to ascertain his language deficits and the relevant staff intervention needed to address that.

- Relevant support staff (school and SLS PSAs) were involved in planning and reviewing support for the pupil.

- Advice on the ESOL course was provided by the EAL teacher with advice and support with assessments as part of internal verification efforts.

- Senior pupils of the same first language and others who were identified as volunteer mentors were also given advice by EAL staff on how to best support and buddy the pupil concerned. This support was generally monitored by Guidance staff who liaised with the EAL teacher too.

**Outcome:**

- Class tasks and resources were properly differentiated by staff (upon CPD confidence building sessions for staff) to provide the right pace and challenge for the pupil concerned and minimise the potential barriers to learning.

- Subject staff were able to reflect clearly on their practice through frequent collaboration with EAL staff to build their capacity to meet the needs of the pupil.

**Evidence:**

The pupil left school with an ESOL, Maths and P.E. qualification at Nat 5 level and was also successful in being offered a place at college to do a vocational qualification in welding. There was also an apprenticeship arranged for him locally. The school and EAL staff were able to share skills, knowledge and experience through effective partnerships and joint professional learning opportunities (e.g. SATEAL, SQA ESOL events)

**Appendix 2**

**Context:**

A large number (25) children from Afghanistan with EAL were enrolled into a primary school across 7 classes. Almost all children were non – literate in first language/English and had no/limited previous formal education. The principal teacher worked in partnership with the Resettlement Team to gain all relevant information.

Children have the right to support to enable them develop literacy skills enabling access to a suitable curriculum and right to have religious requirements met.

**Actions/interventions:**

- Communication with school and SLS EAL service was established at early stage before children enrolled in school.
- Enrolment meetings were held with support of EAL teacher in attendance & literacy levels/previous schooling background information was discussed with parents.
- Pupils enrolled into school and after period of settling initial literacy levels were assessed by class teachers/EAL support teacher who then discussed findings.
- Meeting with SMT arranged - discussed best support model for large groups of children across all year groups/7 classes with no literacy in home language/English and very limited previous schooling.
- Children in P1 & P2 supported in class by EAL teacher/PSA and class phonics learning is supported. P2 children have 1 session out of class to reinforce class work and supported with small group tasks using storybook/games.
- Children in P3/4 – P7 withdrawn from class and supported according to age/ability groups to deliver short term intense phonics programme with aim of establishing basic literacy for increased curriculum access and ongoing class support. Joint arrangement between EAL staff/school PT to enable children to receive daily phonics input 4 X per week using school phonics resources. Group P5 -7 with early reading skills supported with reading materials/shared with class teacher for ongoing class support.
- EAL teacher/PSA/DT communicate weekly info and TEAM organised with all class teachers (CTs) accessing. Weekly notes of record of work shared with all staff and CTs used records to plan class lessons reinforcing phonics learning.
- Children in all classes have additional support sessions in class from EAL teacher/PSA to access differentiated curriculum tasks prepared by CTS.
- EAL teacher communicated with school- based PSAs and some have observed support sessions/take record of ongoing progress to provide targeted class support.
- EAL profiles/Shared Working Frameworks completed in consultation with CTs to identify targets and agree responsibilities. Records saved onto school server folders for all staff to access.
- Phonics assessment info shared with CTs.
- All EAL Staff are trauma informed practitioners. The staff used this knowledge in their discussions with staff to address any questions or worries, whilst also signposting to the Educational Psychology Service for further input.

**Wider access/equality considerations:**

- Communication with parents via translated letters, groupcall etc.
- Prayer facilities/arrangements established for large number of children whose parents have asked for this facility.
- All staff in Fife are Trauma Informed Practitioners.
- Lunch arrangements/Halal offerings communicated to parents via visuals.
- Meeting SMT/EAL/Parents to discuss settling issues/question opportunities. Translator used for meeting to ensure all parents have equal access to information.

**Outcome:**

Children are well supported in school, and all have settled in school routines. Children are making early friendships. All are beginning to develop some oral English and early literacy developments. Parents report their children are happy in school. Parents frequently enter school to ask questions/communicate messages etc.

**Evidence:**

Staff report children are settled in classes, are beginning to access the curriculum and make early friendships with peers.

Assessments confirm children are developing a wider English vocabulary, learning individual sounds, beginning to develop CVC blending skills, all can read/decode CVC words, all are developing writing skills e.g. left to right script, letter/word, sentence writing.

7 May 2024

Agenda Item No. 6

# Destinations of School Leavers

Report by:    Maria Lloyd, Head of Education Services

Wards Affected: All

## Purpose

The purpose of this report is to update the Education Scrutiny Committee on the destinations of leavers from Fife schools for session 2022/23.

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

## Recommendation(s)

The Education Scrutiny Committee is asked to:

1   Scrutinise, review and comment on the progress made over the last 12 months and the work of various groups in supporting this
2   Comment on the next steps of this education area
3   Encourage ward member to engage with their Secondary schools about their positive destinations and work related to this

## Resource Implications

There are no resource implications arising from this report. However, there is funding from the Scottish Government of almost £670,000 for the Developing the Young Workforce (DYW) co-ordinators in all Secondary schools and DYW activities across the local authority.  This money also supports a website Home - DYW Fife and social media promotions.  Key partners such as Skills Development Scotland (SDS) provide career advisers to all Secondary schools and Fife college provide support via Foundation Apprenticeships and offers to a wide range of college courses.

## Legal & Risk Implications

There are no direct legal implications arising from this report.

**Impact Assessment**

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

# 1.0  Background and challenges

1.1    Improving positive destinations is an education priority as part of the Directorate Improvement Plan 2023-26. This report specifically relates to those pupils in the senior phase of their learning i.e. S4-S6 how they have performed in securing a positive destination.

1.2    The senior phase of secondary school including the curriculum offer should provide young people with the opportunity to:

- Improve skills for life, learning and work
- Ensure opportunities to plan for a positive pathway beyond school
- Increase levels of sustained positive destinations
- Contribute to a prosperous Fife economy and improve life chances for all

1.3    There are two datasets recorded and reported nationally on the outcomes of young people, as they make the transition from school to the world of work and continuing education:

- Data on the *destinations of school leavers*, which reports outcomes for those who left school during or after the preceding school year. Data is published for each local authority, based on the outcomes of young people who had been attending schools in that area.  The National Benchmarking data is updated in February with details of the destinations of all young people who left school in the previous session. The February data allows analysis of how young people have performed by the time they leave school.

- A *participation measure*, which records involvement of 16-19 year olds in the local economy. This provides a longer-term view of outcomes for young people within the age range 16 to 19 years. This data is published for each local authority based on young people currently living in a local area, rather than those who attended school there.

1.4    Centrally and with the support of the council MIS team, we continue to improve our data sharing with schools through the 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.  Schools are also provided with a dataset to support tracking and monitoring and interventions strategies for our at risk pupils.

1.5    For many years Fife has always been below the national average for school leavers and for the most recent leaver data, in Fife we have closed the gap to 0.6%.

|             | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|-------------|---------|---------|---------|---------|---------|---------|---------|
| Fife        | 92.7%   | 92.5%   | 94.4%   | 91.9%   | 93.9%   | 94.8%   | 95.3%   |
| Scotland    | 93.7%   | 94.4%   | 95.1%   | 93.4%   | 95.5%   | 95.7%   | 95.9%   |
| LA Position | 25/32   | 29/32   | 23/32   | 27/32   | 29/32   | 21/32   | 21/32   |

Fife is currently 21 out of 32 LA in terms of this. We rank in twenty-first place, jointly with 5 other local authorities, whose destination rates are the same as Fife's within rounding error (see Appendix 1).

1.6 For the last 2 years our secondary schools have had stretch targets set and have been created in terms with previous data as well as the school SIMD profile.

We believe these targets have challenged schools to reach for these and to accept that these are achievable as they are being achieved in some other Local Authorities.

11 out of 18 schools have matched or exceeded their stretch targets and 11 schools have improved their destinations from last session; 7 schools did not meet their stretch targets and 7 stayed the fell below their destination percentage from last year. Noted below is an overview of strategies undertaken by one of our schools who have exceeded their stretch targets and have had an improving trend in their positive destination figures:

1.7 **What are the current challenges for our schools in improving post school leaver destinations?**

- Attendance within our schools both nationally and within Fife and in particular for those in S3/4 pupils in general; this currently sits at 85.48% and 85.45% respectively
- Increased absence and non-engagement with some young people in our target groups
- Continuing to re-engage businesses and partners to support schools with in person activities especially around work related learning and vulnerable leavers
- 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 and developing a consistent approach to the school week across our Fife schools to support collaborative approaches for curriculum delivery
- 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; this is mainly with DYW funding which is agreed year on year and has currently been reduced by 10%, in real terms a reduction of around £60,000. This directly impacts on DYW coordinator roles in schools as well as project based initiatives available for our young people and in labour market areas.

## 2.0 Our aims and actions in collaboration with partners and schools

2.1     In order to improve positive destinations we have worked with schools to:-

- Create a greater depth in work towards understanding and interrogating data through a focused outcomes meetings involving Head teachers and Depute Headteachers.
- Ensure sharing of practice at Head teacher events and across Local Authorities including visits to other schools out with Fife
- Review subject choices and offers at school level to ensure a relevant and flexible curriculum offer and range of pathways
- Understand local market intelligence and regional skills assessments to meet demand of future workforce needs
- Allow for a more collaborative approach across our secondary schools and the college to provide a relevant, coherent and appropriate curriculum for all learners informed by local context and need
- Allow all young people across Fife access to more curricular options and opportunities including all levels of apprenticeships based on a policy of equity and equality
- Ensure all school have had ongoing support through the Positive Destination Network which meets monthly.  This is attended by the depute headteacher in charge of destinations and also invites our partners from E&E directorate, Skills Development Scotland, Fife College and DYW Fife; a focus for this session has been to invite wider partners with a particular focus on supporting our targeted groups as noted above.  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.
- Provide DYW support for and in our schools has extended with a wider team allowing more focused activity in terms of work experience, locality based projects, volunteering and wider achievement – all with accreditation attached to this ensuring our young people are more skilled, experienced and prepared for post school destinations
- This is supporting work in our schools with careers events, business visits and speakers, apprenticeship opportunities, STEM events, Manufacturing Business Breakfasts, Roadshows
- The main aspect of work moving forward has been on developing more opportunities for tracking, accrediting and celebrating wider achievement in our schools to provide a wider understanding and experiences for our young people
- This has also been supported by the curriculum network group who have undertaken work to progress the Scottish Curriculum and Qualifications Framework (SCQF) for vocational and skills based qualifications within our schools
- Provide identified schools with additional support and input from partners and five schools were also part of the South East Improvement Collaborative Learning Pathways and Positive Destinations.  These were Balwearie, St Andrew's, Viewforth, Queen Anne and Madras.

2.2    In order to provide fuller detail of local authority and school specific activities which contribute to improvements in leaver destinations in Fife, the following initiatives are currently in place for this session and looking forward:

- Outcomes meetings with a rigorous focus on attendance, attainment and positive destinations continue to provide improved planning and actions for priorities.
- Development ongoing in Fife Work Experience Guidance to support wider range of opportunities, including those for our most vulnerable young people
- Consistent approaches to work experience across all of our schools with support provided for this to be available for all target groups
- There were 33 engagements within Pupil Support Service and 37 within Special Schools during last session
- The Positive Destinations Network of DHTs from all 18 schools continues to work with a growing range of partners including Enable Scotland, Link Living, Fife Employability, Fife Voluntary Action, Fife Communities and Neighbourhoods, Princes Trust, Gingerbread, FEAT, Community Trade Hub

**Case Study - <u>Balwearie High School</u>**

- Balwearie HS stretch target for leavers in 2022/23 is 95.6%
- Balwearie increased their positive destinations by 2.5% from 2021/22 leavers to 2022/23 leavers
- An ongoing focus on DYW and preparing learners for the world of work has helped maintain an improvement in positive destinations, which for 2020/21 sit at 95% of leavers, reflecting a 5 year improving trend of +4%, including a 2.6% improvement on 2019/20; this exceeded their stretch target by 0.5%
- The school is using innovative approaches to support learners at risk of not achieving a positive destination, including piloting a 'Skills Academy' where targeted learners are given a carefully planned series of inputs from local employers, and creating a PT of Destination Support post. This Principal Teacher is working with a group of at-risk learners over one year helping them to access work experience, develop skills and secure a positive destination upon leaving school
- Universal provision has seen the school increase the number of employer partnerships, with 29 employers engaging in DYW activities, reaching 950 learners across all year groups and helping them better understand pathways into industry and expectations in the workplace
- The school has launched and grown its Balwearie:Connect initiative, a network of 150 former pupils who are working with the school to provide current learners with insights into careers and the world of work
- We had ten leavers from our DAS all of whom went on to a positive destination at Fife College Stenton Campus within the supported learning department.  Seven pupils progressed to Future Pathways and three to Life Skills. All ten left with a collection of National 1 to National 3 qualifications across all curricular areas. One pupil integrated to mainstream English and mathematics achieving National 4 in both as well as National 5 units

# 3.0 Fife Post-school destinations outcomes of school leavers

**Destinations of school leavers**

3.1    Data on the destinations of school leavers is based on the Opportunities for All shared dataset, which is managed by Skills Development Scotland on behalf of all partner organisations. Two surveys are conducted during the course of each school year, which report outcomes for young people who had left school during or after the preceding school year:

An *initial destinations* survey, which identifies the outcomes of school leavers as at the first Monday in October. This data is quality assured, matched with data held by the Scottish Government and is then published in February.

A *follow-up destinations* survey, which identifies the outcomes of school leavers as at the first Monday in the following April. This data is quality assured and then published in June.

The data in this section of the paper reports initial destinations data for young people who left Fife schools at the end of the 2022/23 school year.

3.2    Figure 1, below, shows the initial 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 three years. 95.3% of school leavers after the 2022/23 school year entered a positive destination, compared with 95.9% nationally. This is the first time that the proportion of Fife school leavers entering a positive destination has exceeded 95% by this measure.
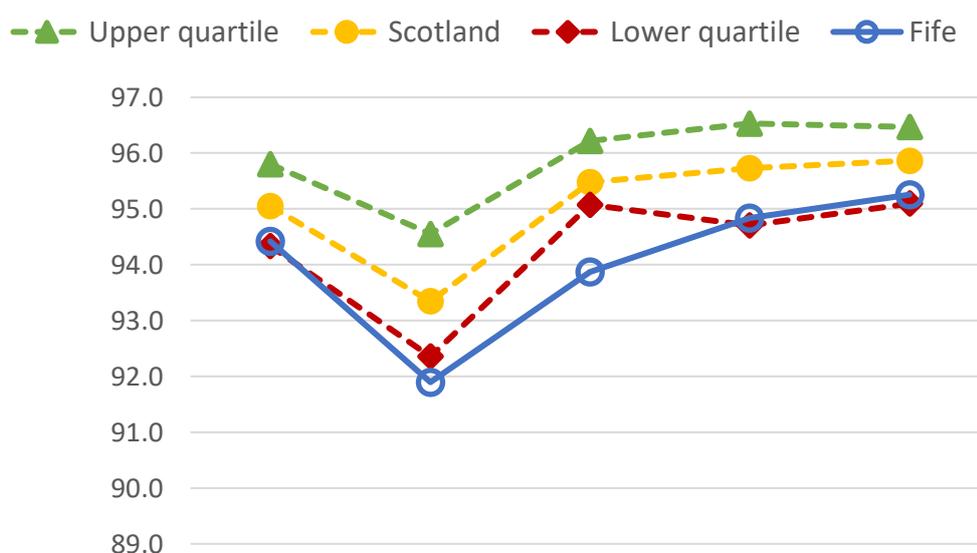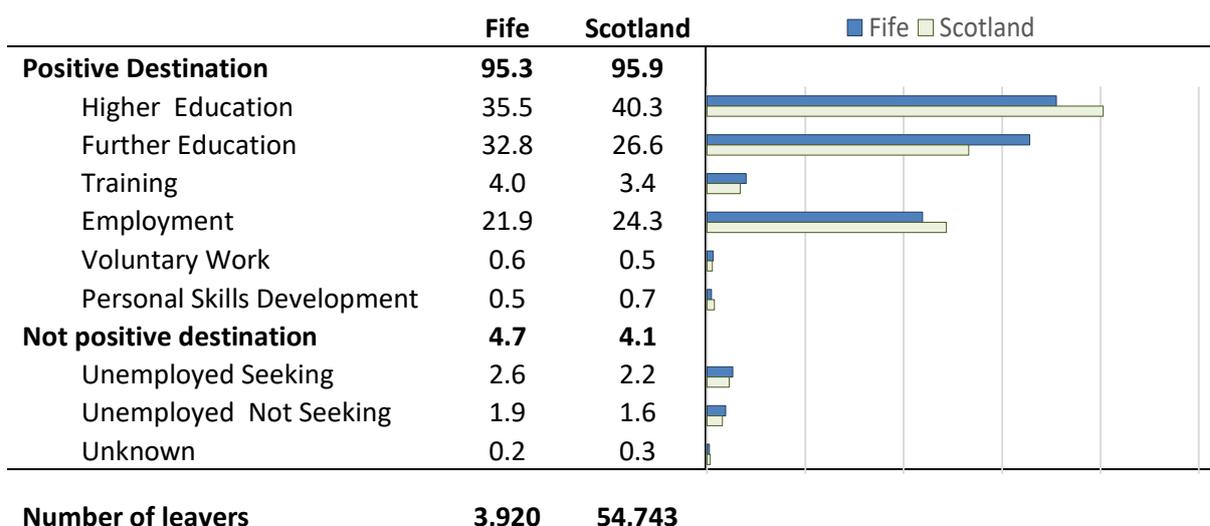


| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|
| Upper quartile | 95.8 | 94.6 | 96.2 | 96.5 | 96.5 |
| Scotland | 95.0 | 93.3 | 95.5 | 95.7 | 95.9 |
| Lower quartile | 94.3 | 92.4 | 95.1 | 94.7 | 95.1 |

| | | | | | |
|---|---|---|---|---|---|
| **Fife** | **94.4** | **91.9** | **93.9** | **94.8** | **95.3** |
| Gap with Scotland | -0.6 | -1.4 | -1.6 | -0.9 | -0.6 |
| Fife ranking | 23 | 27 | 29 | 21 | 21 |

**Figure 1**. Comparison of the initial 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 range of positive destinations which Fife school leavers in 2022/23 entered, compared with destinations across Scotland as a whole. As can be seen:

- The main destinations relate to continuing education, with 68.3% entering either higher or further education in Fife, in comparison with 66.9% 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 21.9% entering employment directly from school in Fife, in comparison with 24.3% nationally.

| | **Fife** | **Scotland** |
|---|---|---|
| **Positive Destination** | **95.3** | **95.9** |
| Higher Education | 35.5 | 40.3 |
| Further Education | 32.8 | 26.6 |
| Training | 4.0 | 3.4 |
| Employment | 21.9 | 24.3 |
| Voluntary Work | 0.6 | 0.5 |
| Personal Skills Development | 0.5 | 0.7 |
| **Not positive destination** | **4.7** | **4.1** |
| Unemployed Seeking | 2.6 | 2.2 |
| Unemployed Not Seeking | 1.9 | 1.6 |
| Unknown | 0.2 | 0.3 |
| | | |
| **Number of leavers** | **3,920** | **54,743** |



**Figure 2**. Breakdown of initial destinations of school leavers.

3.4    Figure 3, below, shows data for the percentage of school leavers entering a positive destination 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 Ethic Groups have tended to be more likely than average to progress to a positive destination.
- Across other groups, destination rates have generally been below the Fife average. The equity gap in outcomes for ASN school leavers and S4 leavers has, generally, been reducing over the past five years.

|                          | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Count |
|--------------------------|---------|---------|---------|---------|---------|-------|
| **All school leavers**   | **94.4**| **91.9**| **93.9**| **94.8**| **95.3**| **3920**|
|                          |         |         |         |         |         |       |
| **Positive destination rates for key groups** |   |   |   |   |   |   |
| Minority ethnic          | 97.5    | 94.7    | 98.3    | 95.0    | 97.7    | 171   |
| ASN                      | 91.1    | 87.6    | 91.0    | 92.8    | 93.6    | 1849  |
| S4 leavers               | 86.4    | 87.7    | 90.2    | 91.0    | 93.2    | 635   |
| SIMD Quintile 1          | 90.9    | 86.6    | 90.7    | 93.4    | 92.1    | 890   |
| FSM                      | 87.0    | 83.3    | 87.2    | 89.9    | 90.4    | 664   |
| LAC                      | 78.5    | 86.9    | 85.3    | 86.2    | 85.6    | 90    |
|                          |         |         |         |         |         |       |
| **Equity gap for key groups** |    |         |         |         |         |       |
| Minority ethnic          | -3.1    | -2.8    | -4.5    | -0.2    | -2.4    |       |
| ASN                      | 3.3     | 4.3     | 2.8     | 2.1     | 1.6     |       |
| S4 leavers               | 8.0     | 4.2     | 3.6     | 3.8     | 2.0     |       |
| SIMD Quintile 1          | 3.5     | 5.3     | 3.2     | 1.5     | 3.1     |       |
| FSM                      | 7.4     | 8.6     | 6.6     | 4.9     | 4.9     |       |
| LAC                      | 15.9    | 5.0     | 8.6     | 8.6     | 9.7     |       |

**Figure 3**. 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 end of the 2022/23 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.

To support our at risk groups, we have a number of initiatives in place including our partnership with MCR Pathways for our care experienced young people.  These young people also benefit from Learning with Care initiatives and as a result of this improved outcomes are evident.

For our young people in Pupil Support Service, there is a dedicated DYW coordinator in place to provide a range of opportunities for readiness for the workplace and in also supported by a careers adviser from Skills Development Scotland.

Our young people with additional support needs have taken part in a range of DYW events and had work inspiration and work experience placements;  with young people in our special schools having a dedicated DYW coordinator to develop a range of opportunities for post school.

Data for our armed forces school leavers is noted below and shows an improving picture in comparison with data from last session.

For leavers in session 2022/23 had 97.4% in a positive destination in comparison with 93.4% session 2021/22; the data for non armed forces leavers in same school sessions were 94.6% for session 2021/22 and 95.76% for session 2022/23.

This is a more positive outcomes for our armed forces young people across Fife with destinations predominantly in Higher and Further Education.

**Participation of 16-19 year olds**

3.5    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 2023, relates to the activity of young people in the Fife economy over the preceding financial year (1 April 2022 – 31 March 2022).

3.6    The Participation Measure data for 2023 is summarised in Figure 4, below. It shows:
- A gradually improving trend – interrupted by the impact of the Covid pandemic.
- Fife tracking a national picture of improvement.
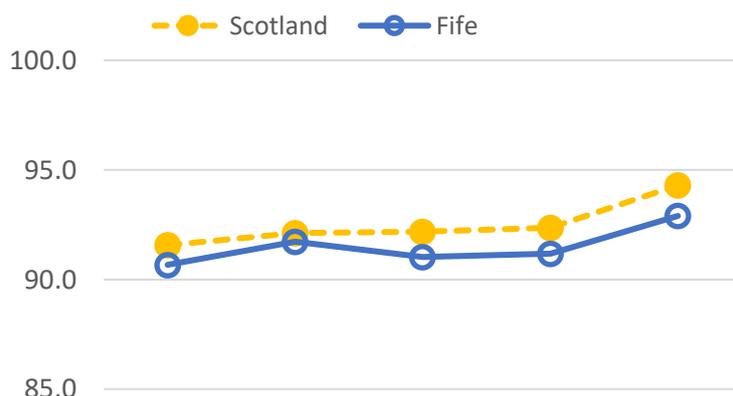


| | **2019** | **2020** | **2021** | **2022** | **2023** |
|---|---|---|---|---|---|
| Scotland | 91.6 | 92.1 | 92.2 | 92.4 | 94.3 |
| **Fife** | **90.7** | **91.7** | **91.0** | **91.2** | **92.9** |

**Figure 4**. Comparison of the participation measure for young people in Fife with the Scottish average.

3.7    Figure 5 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.



| | **Fife** | **Scotland** |
|---|---|---|
| **Participating (16-19)** | **92.9** | **94.3** |
| Education | 68.4 | 71.3 |
| Employment | 23.1 | 21.4 |
| Other Training & Development | 1.5 | 1.6 |
| **Not Participating (16-19)** | **4.6** | **3.6** |
| Unemployed Seeking | 1.9 | 1.6 |
| Unemployed not Seeking | 2.7 | 2.1 |
| **Unconfirmed Status** | **2.5** | **2.1** |
| | | |
| **Total cohort (16-19)** | **15,501** | **215,479** |

**Figure 6**. Breakdown of participation by category of activity for the year 1 April 2022 – 31 March 2023.

# 5.0 Action planned to further improve Destinations and Participation

5.1 All schools use '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 e Embed progression in schools for learning, life and work from 3-18

5.2 We continue 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
- 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 HT attend Area Committees to share information with Elected Members in their wards.

5.5 Schools take part in Extended Learning Partnerships, Learning Partnerships, Outcomes Meetings and Subject 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 **What are the identified next steps for our schools in improving post school leaver destinations?**

- Ongoing measurement of newly developed activity and strategy to ensure impact for young people
- 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

- Continue the focus on readiness and opportunity for S4 summer leavers, S5 winter leavers as well as our BGE pupils
- Measure the impact of the revised DYW structure and agreed actions and aims for schools with outcomes of young people linked to destinations
- Review funding gaps to ensure non attendance, non engagement and mental health challenges of young people and remove barriers to improving opportunity
- 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 post school destinations of school leavers.
- Post school destinations of some of our risk groups; SIMD Quintile 1, Care Experienced young people with improvement for those in receipt of Free School Meals has been maintained
- Widening access to post-school opportunities.

6.2 There remains clear scope for further improvement, to ensure equity across Fife. Work to provide further improvement evidenced through increased scrutiny of outcomes and the further development of collaborative approaches, including improving the curriculum and partner offers. The opportunity for a move to equity of learning hours across all Secondary schools and work toward a common school week, will support the opportunity of offers across localities and across fife in the coming 3 years.

**List of Appendices**

1. National data on initial destinations
2. 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 Improvement Plan 2023-26
- Summary statistics for attainment and initial leaver destinations, no. 6: 2024 edition

**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 2024 update.

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## Appendix 1 – National data on initial destinations

The table below summarises current outcomes for initial destinations of school leavers across Scotland. Data relates to those who left school after the 2022-23 school year. Data for Orkney is suppressed, due to the small number of school leavers.

| Local authority | Number of leavers | Positive Destination (%) |
|---|---|---|
| East Renfrewshire | 1,353 | 98.7 |
| East Dunbartonshire | 1,309 | 98.6 |
| Na h-Eileanan Siar | 298 | 98.3 |
| South Ayrshire | 1,200 | 98.1 |
| Glasgow City | 5,007 | 97.7 |
| South Lanarkshire | 3,650 | 96.9 |
| Scottish Borders | 1,203 | 96.8 |
| North Ayrshire | 1,468 | 96.5 |
| Inverclyde | 806 | 96.4 |
| Renfrewshire | 1,937 | 96.4 |
| East Lothian | 1,176 | 96.3 |
| Perth & Kinross | 1,342 | 96.0 |
| Dumfries & Galloway | 1,479 | 95.9 |
| Aberdeenshire | 2,834 | 95.6 |
| Dundee City | 1,441 | 95.6 |
| Falkirk | 1,766 | 95.4 |
| West Dunbartonshire | 1,010 | 95.3 |
| Midlothian | 978 | 95.3 |
| Highland | 2,475 | 95.3 |
| Edinburgh, City of | 3,699 | 95.3 |
| Fife | 3,920 | 95.3 |
| Argyll & Bute | 783 | 95.1 |
| East Ayrshire | 1,306 | 95.1 |
| Shetland Islands | 285 | 95.1 |
| Moray | 973 | 95.1 |
| Clackmannanshire | 486 | 94.9 |
| North Lanarkshire | 4,007 | 94.7 |
| Angus | 1,191 | 94.4 |
| Stirling | 1,091 | 94.3 |
| West Lothian | 2,132 | 94.1 |
| Aberdeen City | 1,807 | 93.6 |
| Orkney Islands | 241 | * |
| **Scotland** | **54,743** | **95.9** |

The data in the table above is part of an annual report on attainment and initial leaver destinations, which is published online by the Scottish Government. The report provides a range of data, information and analysis on the destinations of school leavers.

**Appendix 2 – 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, and provides 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).

A **Positive Destinations**
for school leavers refers to a path or outcome that sets them on a promising trajectory after completing their education. These destinations are typically associated with growth, development, and opportunities. Here are some examples of positive destinations for school leavers:

- **Higher Education**: Pursuing further studies at universities, colleges, or vocational institutions.
- **Further Education**: Enrolling in specialized courses, apprenticeships, or vocational training programs.
- **Employment**: Entering the workforce, whether through full-time jobs, part-time work, or internships.
- **Training**: Participating in skill-building programs or workshops.
- **Personal Skills Development**: Engaging in activities that enhance personal skills, such as volunteering or self-improvement initiatives.
- **Voluntary Work**: Contributing to the community through unpaid work

**Developing the Young Workforce (DYW)** is employer led and leads on a priority for employers to connect with young people in our schools and colleges. Within Fife we have DYW coordinators working in all of our schools to support skills development, work readiness and work placements.

**Skills Development Scotland (SDS)** is a national skills body supporting young people in our schools. All of our schools have careers advisers and work coaches attached to work with all young people within S1-3 and undertake focused work with our S4-6 pupils and school leavers.

**Stretch Targets** have been a key development in recent years to support and drive progress in raising attainment and improving outcomes for all young people. In terms of stretch targets for positive destinations, each school has a stretch target set for a three year period based upon previous outcomes as well as the SIMD profile for the school.

7 May 2024

Agenda Item No.    7

# Strategic Equity Fund – Session 23/24 Progress Report

Report by:  Angela Logue, Head of Service, Education and Children's Services

Wards Affected:        All

## Purpose

To provide an overview of the progress made in the delivery of the Strategic Equity Fund Plan 23/24 to support the closing of the poverty-related attainment within Fife educational settings.

## Recommendations

The Education Scrutiny Committee is asked to:

- Scrutinise the progress made in the Strategic Equity Fund 2023/24 plan; and
- Note areas of success and progress, as well as the actions being taken to ensure continued improvement.

## Resource Implications

There are no resource implications

## Legal & Risk Implications

None

## Impact Assessment

An EqIA is not required because the report does not propose a change or revision to existing policies and practices.

## Consultation

Consultation was undertaken with school leaders, staff, pupils and parents throughout session 22/23 prior to the plan being agreed. This was undertaken through questionnaires and focus groups of pupils, staff and families. The questionnaires generated 1054 staff responses and 2793 family responses which were used to support our key actions.Further consultation was undertaken with all headteacher in February 24..

# 1.0 Background

1.1   In November 2021, the Cabinet Secretary for Education and Skills detailed plans for a refreshed Scottish Attainment Challenge from April 2022.  The mission of this refreshed Challenge was clearly set out, namely to "*use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.*"

Strategic Equity Funding (SEF) is a fund of £43 million being shared between all 32 local authorities to invest in approaches to achieving the mission of the Scottish Attainment Challenge. Strategic Equity Funding allocations have been confirmed over the four financial years from 2022/23 to 2025/26, providing clarity to support strategic planning over that period. The Fife allocation is outlined in the table below:

| Fund Sources | 2022/23 | **2023/24** | 2024/25 | 2025/26 (final) | **Total** |
|---|---|---|---|---|---|
| Strategic Equity | £859,490 | **£1,708,651** | £2,557,812 | £3,406,972 | £8,532,925 |

# 2.0 Issues and Options

2.1   Our Strategic Equity Fund (SEF)  Plan 23/24 built upon the work undertaken in 2022/23, and developed additional work streams that were identified to further support our children and young people who are most disadvantaged. This plan set out our response to the national policy landscape and the way in which we would use this funding to support our most vulnerable learners in achieving their potential, whilst closing the gap between those learners living in the most and least deprived areas across Fife.

2.2   As Scotland's second largest education authority Fife provides a broad and balanced education to over 55,000 children and young people across 14 Early Years Establishments; 134 Primaries; 18 Secondaries and 5 Special Schools

2.3   Our vision in Fife Education and Children's Services is "Improving Life Chances for All" and we believe that our children should be encouraged and supported to maximise their potential and that across out teams we break down barriers to engagement and participation.

2.4   We place children and families at the centre of everything we do, seeking to provide the space and opportunity for learning, nurture, creativity and the development of skills. Fife is committed to ensuring our learners, regardless of background, leave school with the literacy and numeracy skills required to access the wider world.

2.5   Across Fife there is a wide-ranging demographic, and we know that poverty exists across all areas.

2.6     We know that the most concentrated area associated with high levels of child poverty is Mid-Fife, which comprises of four localities: Cowdenbeath, Glenrothes, Kirkcaldy and Levenmouth and that the highest level of child poverty is Glenrothes West and Kinglassie Ward at 37.7%. In contrast, 14.3% of children live in poverty in Tay Bridgehead Ward - the lowest level in Fife. These varying rates show the geographical challenge that exists in the region.

2.7     We also know that despite the perceived affluence of North-East Fife, the rurality of the area means that some areas often fall through the gaps. This is most aptly illustrated by the contrast of Tay Bridgehead Ward (14.3%) within the St Andrews Ward, which has a child poverty rate of 26.7% (higher than the Fife average).

2.8     Our plan makes use of the wide range of data available to us across our settings enabling us to ensure that work streams are targeted towards closing the poverty related attainment gap.

2.9     The Strategic Equity Fund plan for 2023/24 built on the successes of the 22/23 plan and focussed on improvement activity within the themes listed below through the lenses of Professional Learning, Learner Engagement, Curriculum, Learner Pathways and Strengthening Relationships:

- Literacy & Numeracy
- Health & Wellbeing
- Mentoring Programmes
- Family Engagement and Support
- Use of Quality Improvement Methodology

This plan was approved at Cabinet Committee in April 2023, *Appendix 1*. The budget aligned to this plan can be seen in *Appendix 2.*

2.10    Whilst the scope of the funding is the Broad General Education, Early to 3rd level (Nursery to S3), the plan is focussed upon taking an early intervention approach to ensuring that learners enter secondary education with the key skills in literacy and numeracy that will enable them to engage in a secondary curriculum. However, to support learners within the secondary sector a focus has been given to supporting attendance in S1 and S2 and to supporting career mentoring in S3 and S4. There has also been a focus on ensuring work is undertaken around key transitions in learning within the early phase, nursery to P1 and across P7 to S1.

## 3.0  Progress & Impact

3.1     Our plan can be measured in terms of how well we are doing with regards to meeting the aim of the improved Scottish Attainment Challenge:

" to *use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap".*

3.2     Core to the Strategic Equity Fund plan in Fife is the provision of a range of universal, additional and intensive approaches to support young people across Fife.

3.3 Schools will submit their annual Curriculum for Excellence (CFE) data to Scottish Government in June 2024, at which point we will be able to accurately reflect on the progress being made in reducing the gap with regards to expected levels of attainment at P1, P4 and P7.  Attainment data will be shared with committee in November 2024 through our annual **BGE (Broad General Education) Attainment** report.

3.4 However, due to the nature of the projects within the workstreams of the SEF plan to support a child/young person or family, there will not always be an immediate and/or noticeable impact on overall pupil attainment figures within the Curriculum for Excellence levels.

3.5 **Professional learning to support literacy & numeracy across schools**

A key element of our drive to support and improve literacy and numeracy across our schools has been to provide a universal offer of support to all schools, both primary and secondary. This has been delivered alongside our targeted support using quality improvement methodology to support reading and writing.

3.5.1 Core universal supports for schools has included:

- Engaging schools and settings in auditing and planning for improving digital literacy and learning through a supported programme.
- Empowering Play Pedagogy (EPP) through a sustainable and empowered programme, with supported learning opportunities alongside developing the use of the Fife Play Toolkit.
- Embedding core approaches for Literacy and Conceptual Understanding in Numeracy (CUiN) through practitioner workshops.
- Supporting the implementation of a "Nurture Bundle" through a project focused on improving wellbeing, engagement & participation of targeted children & young people.

3.5.2 Impact of these universal supports has included:

- Two further settings achieving the Digital Schools Award this session – Aberdour Primary School 15th November 2023 and Auchmuty High School 26th February 2024. To date 27 settings have achieved the Digital Schools Award since it launched in 2016.

- 22 universal Digital Professional Learning sessions delivered to over 100 participants; Over 50 schools supported with digital learning and literacy practice visits and dialogues and Leading a Digital Learning Culture programme has been delivered with almost 100 establishments.

- 13 universal Pedagogy Professional Learning sessions delivered to over 150 participants. (including play);12 schools supported with pedagogy practice visits and dialogues; Strong and well-connected play network created and sustained with  69% of Establishments participating and sharing practice.

- 40 universal H&WB Professional Learning sessions delivered to over 450 participants; 17 schools supported with relationships practice visits and dialogues

and "Core Approaches" - Trauma Informed Practice and De-escalation pack training and support offered for all schools.

- 7 universal Numeracy Professional Learning sessions delivered to over 110 participants with a cascade model spreading this to clusters; 7 schools supported with numeracy practice visits and dialogues; most (80%) teaching staff reporting that the Fife Core Approach: CUiN increased knowledge and understanding and most (75%) increased confidence in practice.

3.5.3   In session 2023-24, four Quality Improvement Programmes were delivered:

- Fife QI Improving Writing Wave 9 (September – December 2023)
- Fife QI Improving Writing Wave 10 (November 2023 – Present)
- Fife QI Improving Reading (November 2023 – Present)
- Queen Anne High School QI Numeracy (November 2023 –February 2024)

3.5.4   As a result, 40 schools and over 110 staff have led 64 improvement projects. These improvement efforts have reached 1066 learners. The QI programmes equip practitioners to use a systematic approach that uses specific techniques to test new approaches and spread learning across schools; forming an evidence base and change theory on what works to improve children's attainment.

3.5.5   Our "Waves" 9 and 10 in writing have supported targeted work in identified schools to improve attainment in writing. The wave 9 programme targeted schools where high percentages of P5 learners had not attained CFE first level writing outcomes. In total eleven primary schools, targeting 14 classes participated. This QI programme supported 367 pupils.

3.5.6   Through our Wave 9 (September – December 2023) of the writing input there has been an increase in the percentage of these targeted learners living in SIMD 1 &2 working at the CfE expected level from 66.97% in August 2023 to 77.06% in February 2024. There has also been an increase in the percentage of learners living in SIMD 9 & 10 working at the CfE expected level from 65.5% in August 2023 to 82.2% in February 2024.

3.5.7   Wave 10 targeted schools where high percentages of P4 learners were projected not to attain CFE first level writing outcomes. Eleven primary schools targeting 15 classes are currently engaged in this programme. This programme is supporting 369 learners.

3.5.8   Through Wave 10 (November – Present) There has been a reduction (3.9%) in the Poverty Related Attainment Gap for learners working at their expected level in Writing from 22.65% in August 2023 to 18.75% in February 2024.

3.5.9   Our Fife QI Reading Programme (November – Present) Fife has gathered learning from improvement work in relation to reading attainment and is currently supporting a second cohort of practitioners to systematically test this change theory to improve children's fluency and comprehension. Work is underway to support 10 schools (9 primary and 1 secondary) to lead 18 improvement projects, 14 with a focus on comprehension and 4 improving other aspects of reading namely, fluency, retrieving information from nonfiction texts and common words.

3.5.10 All (100%) schools in the Queen Anne cluster are involved in the Numeracy QI Methodology Project for the 2023/24 session. In preparation All (100%) of the Queen Anne Cluster have engaged in a National Standardised Assessment (NSA) Analysis session to identify an area for development across the cluster for the first Quality Improvement cycle.

3.5.11 This programme reached all (332) P7 pupils within the cluster, 48 (14%) of these children lived in SIMD 1&2 and 31 (9%) within SIMD 9&10. There has been a reduction of 3% in the Poverty Related Attainment Gap in the percentages of learners projected to achieve CfE Second Level Numeracy from 25% in August 2023 to 22% in February 2024. CFE data will be collected in May 2024 to evaluate the full impact on second level Numeracy attainment.

3.6 **Cluster Raising Attainment Principal Teacher**

As part of our Closing the Poverty Related Attainment Gap Strategy in Fife we recruited nine Principal Teachers to support specific clusters of schools to improve outcomes for children and young people with a clear focus on closing the poverty related attainment gap. These staff were recruited from schools and are highly skilled professionals who have a wide range of experience, including leadership of change in a classroom and school context.  The key roles and responsibilities of the Principal Teachers include:

- Working alongside cluster school leadership teams to support the closing the gap agenda, as guided by the identified priorities within these schools.  This includes supporting classroom practitioners to embed specific aspects of pedagogy, using data effectively to monitor impact, promoting and supporting assessment and moderation activities at both school and cluster level.

- Leading, developing and supporting professional learning activity in key areas of closing the gap at school and cluster levels.

- Collaborating with and report on progress to Education Support Officers, Quality Improvement Officers and Education Managers to inform strategic evaluations at local authority and national level.

- Model high quality learning, teaching and assessment to staff across schools and clusters.

3.6.1 In determining where to place the initial nine practitioners' consideration was given to schools not already in receipt of additional staff to support closing the gap; schools in receipt of lower pupil equity funding; a range of demographics and a range of attainment data. Clusters identified for this support, based on the above parameters were:

- Bell Baxter Cluster
- Madras Cluster
- Kirkcaldy and Viewforth Clusters (including St Marie's RC Primary School)
- Auchmuty Cluster
- Lochgelly Cluster (including St Ninian's and St Patrick's RC Primary Schools)
- Glenrothes Cluster (including St Paul's RC Primary School)
- Balwearie Cluster
- Levenmouth Cluster (including St Agatha's RC Primary School)

- Inverkeithing Cluster

3.6.2 Across the settings the Principal Teachers (PT) have engaged with over 250 learners across nine clusters providing 1-1 and group support.

3.6.3 This role has been focussed within the primary sector; however, a key element of the role is to work across P7 and into S1 to support transitions in learning.

3.6.4 In a recent survey to schools involved almost all respondents indicated that the role of the PT was highly effective, and that learning is being shared across schools. This supports staff to improve the quality of learning provided to all pupils.

3.6.5 An overview of the impact by cluster can be found in Appendix 3, along with a case study for Park Road Primary School as part of the Inverkeithing cluster in *Appendix 4.*

3.7 **Family Support Work**

Work to support families through school-based personnel as well as a central team approach to supporting attendance continues to grow momentum with three centrally based Family Support Workers and five Pupils support Officers providing individual family and pupil support for learners where attendance has dropped significantly and schools are struggling to re-engage the young person in learning. This team is focussed upon re-enaging learners from P6 to S2. They are currently supporting a range of learners from 14 of the 18 secondary schools.

3.7.1 Each member of the central team has the capacity to support up to twelve young people who are referred to the team by schools. Their role is to identify barriers to attendance and link with the school to support re-engagement. This involves one-to-one work with the young person and liaison with partner organisations.

3.7.2 To date 90 families have been supported by the central support team with the average length of engagement being ten weeks. An overview of attendance will be undertaken at the end of term 4. A case study can be found in *Appendix 5.*

3.8 **MCR Mentoring**

Last academic year, 209 young people were supported by the nationwide mentoring programme - MCR across four Fife secondary schools. An overview of the support provided to young people through this and  the feedback from those supported can be found in  *Appendix 6.*

3.8.1 So far this academic year (23/24) 312 young people are engaged with the MCR programme in the Local Authority. The tables below show the cohort characteristics and support type received.

3.8.2 Across the four schools in Fife there has been significant additional opportunities that young people have taken part in.

3.8.3 Our MCR coordinators have a great professional partnership with DYW and work well together to provide opportunities for our young people:

- 8 young people from the MCR programme have completed the Community Trade Hub programme, this is a 10-week course in either hospitality or construction to get a feel for the industries. They each gained a level 1 qualification with the opportunity to go on for a further 10 weeks for a level 2 qualification.
- 29 young people from MCR were involved in the BAE systems roadshow, this was delivered in a fun, high energy interactive way capturing young people's attention with the theme of space.
- 23 young people took part in the Routes to employment programme, this was targeted for S2 learners to widen their knowledge on all the different routes available into employment.
- Young people from the MCR programme were supported by their mentors to attend a DYW career fayre, resulting in more knowledge on their future positive destinations.
- 15 young people from the programme took part in Army and Navy Military Visits, this was a unique chance for young people to get a feel for what it is like in the military.

3.9 **Virtual Classroom**

Preparation work has been undertaken, including action research by our Educational Psychologists, into how Fife Council Education and Children's Services Directorate could develop a model for secondary schools which would make online learning a sustainable element of an education offer for learners not attending school full-time.  Research has also been undertaken with other local authorities, including North Lanarkshire into their provision and development of this.

This is an extensive project that requires co-ordination with Fife's digital strategy. To ensure that this project is successful a group will be established in term 4 to:

- identify which age group to target initially and which to focus on.
- identify a number of schools who are willing to be part of a pilot.
- identify staff available, ideally on a locality basis, to support the additional tasks associated with online learning.
- consider how best to integrate mental health and wellbeing into the resource offer.

3.10 **One-to-One Tutoring Support**

This project makes use of 1-1 tuition to support re-engagement of learners in primary 6 and primary 7 who are showing low attendance at school. This is targeted at those pupils who sit within the 50-79% banding. These are pupils who do not yet meet the threshold of involvement from other services but attendance patterns are showing worrying trends.

3.10.1 These 1-1 sessions of tutoring, either face to face or online (dependent upon the wishes of the family and child) are designed to re-engage through the building of positive relationships with the tutor and links with the school.  The aim is to increase confidence around learning they have missed which may be causing anxiety and therefore limiting their ability to return to school.

3.10.2 To support the 1-1 tuition we have provided funding to each of the schools involved for 10 hours per pupil at an approximate cost per hour for tutoring for a Main Grade Teacher. The expectation is that this is tailored to suit the needs of the learner and what the staff member is able to accommodate.

3.10.3 This work is being undertaken across 28 schools and is supporting 45 pupils. This work will be evaluated for impact in term 4 .

3.11 **"50 Things to Do Before You're 5" app**

Since the launch in August 2023 of the "50 Things to Do Before You're 5" app, there have been 1024 downloads of the app and 4006 website hits i.e there have been 4006 recorded visits and interactions with the website as a "hit" is recorded each time a visitor downloads a page, clicks a hyperlink, views a graphic, or performs any other action on a web site.

3.11.1 Feedback from the national "50 Things" team confirms that Fife are progressing very well and in comparison to the national data and that engagement on the Fife site is much higher than other local authorities. The average engagement time on the Fife site is over 3 minutes in comparison to 1 minute on the other local authority websites and Fife's engagement rate is 87%
.

3.11.2 A successful Facebook campaign took place during February 2024 focusing on key features and uses of 50 Things via the Early Learning in Fife Facebook page. The most popular posts included ideas on how practitioners can use 50 things in their settings, in family learning opportunities and via the 'seesaw app' used for communicating with parent/carers. The feature around ASN on the app was also popular.

3.11.3 A multi-agency steering group was set up in November 2023 with representation from Early Years, NHS Health Promotion, Community Use, Active Fife, Active Schools and ONFife Libraries and museums to help raise awareness and further promote the website and app wider across Fife. This has led to successful partnership working opportunities that have included a targeted 50 Things Family Fun session held at Woodmill HS in Dunfermline with 15 families.

3.11.4 Parental feedback is very positive especially around the app being free, low cost ideas that can be easily carried out in the home environment and local area as well as events in their local areas they can access that are low cost or free.

*"I find it very beneficial as a person to do things with my little one that doesn't cost much money, and it gives you things to do in the holidays. I also took my little boy to the library for songs and rhymes using the app. I was also able to upload pictures of our memories on the app. My friends have recently just had babies and I have showed them the app and they were able to attend baby massage classes in their local area too" Parent/Carer*

3.11.5 A wider evaluation of the app will take place the summer term to ascertain further feedback from a wider range of local authority ELC settings and families.

3.11.6 An example of how this app has been shared and implemented within settings can be found in the case study from Methilhaven Nursery Case Study (*Appendix 7*).

# 4.0  Conclusions

4.1 Our vision in Fife Education and Children's Services is "Improving Life Chances for All". We believe that our children should be encouraged and supported to maximise their potential and that across out teams we break down barriers to engagement and participation.

4.2 Our plan for SEF 23/24 is building successfully on the learning and development undertaken in Session 22/23 with impact noted across all areas for learners at risk of not achieving due to the impact of poverty.

4.3 In order to ensure that progress is continued it is necessary to continue to embed practice at universal and targeted levels using the wide range of data available to us .

4.4 As we move towards the final two years of agreed funding it will be necessary to consider the sustainability of the work undertaken and ensure that all key learning is embedded within core approaches.

4.5 Our plan for this session 24/25 will need to take cognisance of the work to date and identify key areas for further investment as the funding increases in this forthcoming year. This plan will be determined by the strategy group and taken to cabinet for agreement in May 2024.

4.6 Through this plan and continued partnership approaches we are in now in a position to take forward key interventions that will support all of our learners to achieve their best possible outcomes.


**List of Appendices**

1. Key Workstreams agreed as the Plan for SEF 2023/24
2. Budget aligned to SEF plan 2023/24
3. Raising Attainment & Closing the Gap PT – Impact by Cluster
4. Raising Attainment & Closing the Gap PT – Case Study – Park Rd PS
5. Family Support Case Study
6. MCR Mentoring Data for Fife
7. "50 Things to DO Before You're 5" App - Methilhaven Case Study


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# Strategic Equity Workstreams – Key Projects

| Workstream 1: | Workstream 2: | Workstream 3: | Workstream 4: | Workstream 5: |
|---|---|---|---|---|
| **Professional Learning** | **Learner Engagement** | **Curriculum** | **Pathways** | **Strengthening Relationships** |

| | | | | |
|---|---|---|---|---|
| **Core Approaches**<br><br>Deliver professional learning and networking support on the Fife Core Approaches of Workshop for Literacy and Conceptual Understanding in Numeracy.<br><br>**Play Pedagogy**<br><br>Developing the use of the Fife Play Toolkit in P1 and P2-P3 through an Empowered programme.<br><br>**Digital Learning Culture**<br><br>Engaging schools and settings in auditing and planning for improving digital literacy and learning through a supported programme.<br><br>**Closing the Gap/Raising Attainment PT**<br><br>Principle teacher post for identified clusters to support improvement in literacy and numeracy. | **Family Support**<br><br>Roll out of the 50 Things App to promote early level learning, health, and wellbeing in all settings.<br><br>**Attendance**<br><br>Implement Fife QI Improving Attendance bundle in 10 targeted schools. Develop authority spread plan for this approach.<br><br>**Virtual Classroom**<br><br>Develop and offer of online engagement in learning through a virtual classroom within the BGE<br><br>**Tutoring**<br>Develop an offer of 1-1 tuition to support re-engagement with learning within primary 6 and 7 across identified schools. | **Literacy**<br><br>Fife *(now National)* QI writing bundle will target P4 cohorts projecting high levels of non-achievement at 1st level.<br><br>Deliver tailored Writing Pedagogy engagements with currently targeted schools.<br><br>Roll out and support the use of Fife's Writing Assessment & Moderation Resource for primary and secondary BGE.<br><br>**Numeracy**<br><br>Support spread of Conceptual Understanding of Numeracy Approach in targeted clusters with secondary PTCs.<br><br>Develop class level support for assessing and describing achievement of a level in the BGE at P1, P4, P7, S3. | **Positive Destinations**<br><br>Pathway co-ordinators will deliver the MCR programme to targeted S1 and S2 learners across 4 secondary schools. | **Family Support**<br><br>Family Support workers will lead QI project identifying and testing change ideas to support families improve attendance for identified learners.<br><br>**Nurturing Approaches**<br><br>Fife QI Nurture bundle will support targeted learners in identified schools improving wellbeing, engagement and participation. |

**Appendix 2**

**Budget Aligned to SEF Plan 2023-24**

| Type of Resource | FTE/ Units | Forecast Cost |
|---|---|---|
| Professional learning to support literacy & numeracy across schools | 3 | £219,000 |
| Cluster Raising Attainment PT | 9 | £380,000 |
| QI Coaching Support | 2 | £104,000 |
| Family Support Work | FSW – 8 PSO-8 | £562,000 |
| PSA hours to support vulnerable pupils | | £200,000 |
| MCR Mentoring | Various | £150,000 |
| Virtual Classroom | | £50,000 |
| 1-1 Tuition | 840 hours | £35,000 |
| 50 Things App | | £40,000 |
| Participatory Budgeting Pilot Projects | 2 pilots (Beath & Glenrothes) | £40,000 |
| **Budget allocated** | | **£1,780,000** |

**Appendix 3**

**Overview of impact of PT Raising Attainment and Closing the Gap**

**Auchmuty Cluster**

Direct pupil work completed across 4 schools in the cluster involved 45 children. Almost all pupils (43/45) attained the targets set for them after initial assessments and planning. This led to an improved level of comprehension in reading with almost all p3-7 (42/45) learners involved independently completing tasks with at least 90% accuracy. Pupil and staff voice indicate that engagement and confidence in reading have risen and evidence (reading rate and accuracy assessments) shows that pupil fluency has improved.

**Balwearie Cluster**

Data from the Balwearie cluster, where the focus for the PT has been on improving writing, indicates that there has been significant impact on this with 64% of the targeted learners now being on track to achieve the national standards for their age and stage.

**Bell Baxter Cluster**

Within Bell Baxter cluster As of March 2024, a total of 68 pupils across 4 targeted schools have been identified for additional intervention which has had a positive impact on children's ability to write neater with increased confidence, identify key features of a text type, write for a range of purposes, and use self-assessment tools, learning intention and success criteria to support independence. As a result of this, evidence to this date identifies, 72% (49/68 pupils) will be on track to achieve their levels by May 2024, with a potential further 28% (19/68 pupils) either adding value or achieving their level by June 2024.

**Glenrothes Cluster**

Across the Glenrothes cluster where the aim was to Raise Attainment in Primary 7 Numeracy impact can be clearly seen in the table below.

| Summative Quality Assurance Assessment Results Primary 7 2023/2024 Tracker for achieving CfE Second Level May 2024 | | | | | |
|---|---|---|---|---|---|
| School | Stretch Targets | September Baseline Data | November Assessment Data | March Assessment Data | Projected Impact on P7 Attainment of 2nd Level |
| Caskiberran 32 Pupils | 68% | 59% 19 Pupils | 63% 20 Pupils | 72% 23 Pupils | + 13% 4 Pupils |
| Rimbleton 32 Pupils | 61% | 63% 20 Pupils | 66% 21 Pupils | 75% 24 Pupils | + 12% 4 Pupils |
| South Parks 38 Pupils | 79% | 76% 29 Pupils | 84% 32 Pupils | 92% 35 Pupils | + 16% 6 Pupils |
| St Paul's 42 Pupils | 67% | 64% 27 Pupils | 69% 29 Pupils | 76% 32 Pupils | + 12% 5 Pupils |

**Inverkeithing Cluster**

4 schools targeted

School A - In August 2023 P4 Reading attainment was 44%, in February 2024 50%, and it is projected for 59% in May 2024. For those involved in the interventions who are not yet back on track there is an expected reduction in months off track for the majority of learners.

School B - In August 2023 P4 Reading attainment was 43%, in February 2024 52% and it is projected for 65% in May 2024. For the majority of those involved in the comprehension intervention the gap has reduced by 6 months for the majority of learners (6/12)

School C - Out of 11 target learners who were off track in Primary 2,3 and 4, the majority (6/11) are now back on track as of February and a further 2 learners will be back on track by May 24 (8/11). The remaining minority (3/11) will have reduced their attainment by 50% or over to 3 months or less.

School D - Attainment P3 reading attainment remains at 83% for the year group. This is positive as 3 of the learners involved in the intervention were at risk of becoming off track. The other 4 learners remain off track and have not reduced their gap in attainment. They have however increased their knowledge of high frequency words and their confidence in reading has been impacted positively. There are other contributing factors to be considered for these 4 pupils.

Combined – High Frequency Word Intervention – All 37 Learners have made progress. The table below highlights the progress made.

|  | Nov 2023 |  | Feb 2024 |  |
|---|---|---|---|---|
| Can read 200 HFW | 0/37 | 0% | 12/37 | 32% |
| Can read over 150 HFW | 0/37 | 0% | 4/37 | 11% |
| Can read over 100 HFW | 1 | 3% | 8/37 | 22% |
| Can read over 50 HFW | 8/37 | 22% | 8/37 | 22% |
| Working towards 50 Words | 10/37 | 27% | 5/37 | 14% |
| Working towards 25 Words | 18/37 | 49% | 0/37 | 0% |

**Kircaldy and Viewforth Clusters (including St Marie's RC Primary School)**

Across the Kirkcaldy HS & Viewforth Cluster 93 children have received intervention with reading and comprehension skills. As a result, 64% (68 of 93) of these children are now on track to achieve first level reading and 36% (25 of 93) children are not on track to achieve first level reading.

**Levenmouth cluster (including St Agatha's RC Primary School)**

Leven mouth cluster as of March 2024, a total of 83 learners across the identified 5 schools have benefitted from additional intervention which has had a positive impact on their numeracy skills. A range of current evidence including teacher assessments and jotter work

shows that 49% (41/83) will be on track to achieve their predicted level by May 2024, a potential further 51% are expected to add value ranging from 3 – 6 months.

## Lochgelly Cluster (including St Ninian's and St Patrick's RC Primary Schools)

Lochgelly cluster Tracking data shows that 60% of P4 children (the majority) in the focus groups (31/52) are likely to achieve 1st level writing benchmarks and 40% have made significant progress within the use of full stops, paragraphs and description as well as other "tools for writing".  Therefore, their amount of "months off track" has fallen, thus reducing the gap.  This is shown in writing assessments.

## Madras

Across the Madras cluster, 62 pupils have been receiving targeted group interventions in writing. As a result of the interventions, with an emphasis on QI writing and teaching of Creative Written Texts through the Fife Writing Assessment pack, 42/62 pupils are now on track (March '24) who were not previously, with 47/62 predicted to be on track by May 2024. Though not all pupils targeted will be on track, all have made gains, with the average gain for the 62 pupils across the focus schools being 6 months.

From pupil voice data: 88% of children in the targeted classes now say they 'feel successful' in writing, compared with a 51% baseline.

92% of pupils now feel they know what is expected of them in writing (what their Success Criteria is), compared with a 43% baseline.

**Appendix 4**

**Raising Attainment & Closing the Gap PT – Case Study**

**Park Road Primary School**

**Rationale**
Attainment data was shared across the cluster to support the identification of key themes. From the data Literacy was identified, in particular First Level Reading. Initial discussion was that the PT would engage with half of the schools in the cluster from September to February however this was reevaluated at the midway point and the decision was taken to maintain the same schools for a full school year to allow changes to embed.

**Implementation**
Implementation included undertaking a initial assessments to provide a baseline as well as class teacher questionnaires to assess teacher confidence in teaching the range of aspects for reading.

A core part of the implementation was a focus on reading common words as these form the building blocks of future reading and decoding. To support this, pupils were trained to be reading buddies for younger pupils and individual pupils were targeted for the development of reading comprehension skills and retrieval of information from text.

**Professional Learning**
To ensure that change is embedded professional learning was a key element of the work undertaken in the school. This included learning on the use of high quality texts, reading fluency, reading comprehension skills understanding of National Standardised Assessment data to identify themes.

**Impact**

The chart below shows the impact of this work on a targeted group of learners.

| Name | Base | WK 1 | WK 2 | Wk 3 | WK 4 | WK 5 |
|------|------|------|------|------|------|------|
| Child 1 | 10 | X | 15 | 19 | 21 | 24 |
| Child 2 | 29 | 27 | 33 | 39 | 51 | 62 |
| Child 3 | 25 | 18 | 33 | 39 | 44 | 62 |
| Child 4 | 66 | 39 | 48 | 64 | 86 | 93 |

More universal impact includes:
- Increased confidence in reading lessons – more engaged and willing to try
- Fluency in reading is improving across all targeted learners.
- Leadership of learning at staff and pupil level.
- More creative teaching approaches being used which is supporting the children in making links across their learning.
- Increased numbers of children who can talk about what they are learning and why.
- Most children back on track in reading with more to follow.
- Impact across listening and talking descriptors as this is linked to reading.

**Appendix 5** - Family Support – Case Study

**Pupil A – Secondary Education**

**Attendance before referral: 58%**
**Attendance after support: 78%**
**Period of engagement 12 weeks**

**Individual Factors**

Pupil A has Autism, ADHD and anxiety struggles. Pupil A was diagnosed with Autism after his transition to high school, so found the change difficult. An added complication to Pupil A's autism was moving house and the possibility of having to change schools.
Has on-going support from CAMHS who help manage Pupil A's anxiety and school planning.

Cause for concern over consistent weight loss. Pupil A hasn't been doing too well with his diet and struggles with tastes/textures and experiencing new foods. Mum and sister are vegetarian, so his over-fussiness can be difficult. Potential link to concentration, time keeping, the work he has been producing, and poor sleeping habits.

Despite no longer being in the High School catchment, public transport on the bus is huge positive for Pupil A's autistic traits. The time spent on the bus is a feeling of comfort where he has time to deflate, regulate and reflect on his actions, emotions and planning. It's a place where he feels relaxed, and uses it all the time, especially at the weekend when travelling to meet his friends.

**Family/ Home Concerns**

Mum is a single parent who struggles to get Pupil A 'up and out'. Mum suffers from a chronic illness (fibromyalgia), and has a younger daughter who is insulin dependent diabetic following a complication from COVID.

The family recently moved house and Pupil A does not want to leave his friends or change school.

Morning and night routine did not have consistent structure or boundaries. Pupil A used to game, but laterally said he would stay up all night watching Netflix and only fall asleep when he was too tired to stay awake. In the morning, Pupil A won't get up unless his mum wakes him at a specific time. Due to his learning difficulties and how he manages routine, if it's a little later than what he is expecting, it throws his morning off and he won't get ready.

Pupil A doesn't communicate as regularly with his mum (or school) for simple things. For example, if the bus is late, he won't text/phone and ask her to contact the school, as he worries that the occasional issue with public transport will have him transferred schools. However, he has improved on this as of late which has made a difference with his anxiety. Pupil A is struggling to eat regularly. He is having difficulties with tastes and textures and has recently developed a gag where he throws up water if the reflex is triggered. Growth and taking a stretch could be the reason Pupil A has lost a lot of weight, but mum is taking Pupil A to the doctors for tests as there are concerns for his weight.

**Education Factors**

Anxiety was an initial barrier for attendance, as Pupil A struggles with communication and worries people will think he's a liar. For example, if the bus is late, he won't tell the school as he thinks they won't believe him due to using that reason the day before and will face being transferred schools.

Pupil A doesn't enjoy Computing or History. He thought computing was something different, and was moved to History after changing subject, but felt it was a wrong choice. His way of getting out of it is being late or not attending.

Difficulties in class and feeling misunderstood with his learning difficulties. Pupil A has experienced difficulties such as getting in trouble for not showing the same level of concentration as others (sleepy/not paying attention), talking back to teachers if he's asked to move seats (finds the change difficult), and told off when he doesn't know the reason.

**Role of Pupil Support Officer – to liaise with pupil and family and work with school staff to re-engage by identifying strategies to support the pupil.**

**Steps taken by PSO**: Weekly meetings at school so Pupil A learns accountability and consistency, supported a renewed timetable by gathering information and feeding back to guidance (change of subjects that stop Pupil A coming to school), created a structured home routine (no devices or tv after a certain time), support with understanding the importance of sleep, support with nutrition to help  understand what food does for your body, created a menu of foods for home so Pupil A eats meals at home with less fuss, weekly bespoke cooking class in school for Pupil A to make and try foods he likes or would like to try, regular communication with Pupil A's mum to improve the link between home and school

**What is in place and working well:** Revised timetable organised by the guidance team, supporting routine and structure around barriers, weekly school visits.

Potential school approaches to try: Learning Support staying consistent and asking the right questions to Pupil A about the routines we have put in place: e.g., did you get to bed at an okay time? Did you make the bus okay? If late, did you let your mum know to contact the school? Sustain handover of additional 'cooking' class we have created for Pupil A to make and try foods he is curious about and encourage/grow his confidence to make food for himself. Signpost to School Nurses if sleeping and eating habits begin to slip again.

**Appendix 6** - MCR Mentoring Data for Fife

**Number of people in MCR each group**

| | | |
|---|---|---|
| **Group 1** (S1-S6) | 85 | Looked after at home, looked after away from home, informal Social Work supervision, previously looked after |
| **Group 2** (S1-S6) | 124 | Addiction issues, asylum seekers and refugees, at risk of homelessness, at risk of Social Work involvement, informal kinship care, parent in prison, parental bereavement, prolonged financial hardship, safeguarding concern, serious illness, teenage pregnancy, lack of 'one good or consistent adult', young carer |

**Number of young people participating by year group**

| S1 | S2 | S3 | S4 | S5 | S6 | Total |
|---|---|---|---|---|---|---|
| 43 | 65 | 55 | 32 | 10 | 4 | 209 |

**Support type**

| | |
|---|---|
| **S1/2 Group Work** <br> Young people participating in weekly group work during the academic year focusing on building self-esteem and confidence, teamwork, problem solving and employability skills. | 83 |
| **Mentored** <br> Young people supported by a mentor (22/23) | 96 |
| **PC supported** <br> Young people provided with additional, individual support from the PC. This is on a frequent and regular basis; 45 minutes plus each week. Often PCs are asked to work with young people to support their wellbeing or attendance, and help prepare them to have a mentor. | 12 |
| **Young people engaging with PC towards mentoring** | 18 |

**Feedback on the programme's efectiveness from young people on the programme**

| | |
|---|---|
| **Having a mentor has improved my confidence** | 77% <br> Agree or Strongly Agree |
| **Having a mentor has helped me understand my individual talents & strengths** | 84% <br> Agree or Strongly Agree |
| **Having a mentor has supported me to identify my goals** | 86% <br> Agree or Strongly Agree |
| **Having a mentor has helped me believe in myself more** | 81% <br> Agree or Strongly Agree |
| **They encourage me to be the best version of myself** | 83% <br> Agree or Strongly Agree |
| **My mentor is a good role model** | 96% <br> Agree or Strongly Agree |

**Appendix 7**

Methilhaven Nursery – Case Study – "50 Things App"

Methilhaven Nursery have been using 50 Things as an enhancement of what they already do. They have posters displayed as well as information about what the app is and its benefits, where they are encouraging families to download the app by sharing this at play and stay sessions.

They are also incorporating 50 Things in our family learning groups such as "PEEP", "playaway" and "bookbug". This has provided opportunities to promote the app and allowed families to see how to use it in real time. Families have been really interested in the app and what's available in the area.

As staff they love that it's promoting activities which are free and low cost to families who at times are unsure of what activities are available at a lower cost, this will be particularly valuable during the school holidays when older siblings are off school.

They have been promoting the 50 things app with all families through the Seesaw app where they ran a pilot for 6 weeks with one activity shared on a Friday relating to the seasons, room interests with an incentive at the end for completing six weeks. Parent/carers have been encouraged to share photos and videos via the app too.

Their six-week challenge was a success with the level of engagement from families at around 30% engagement. They plan to run this again but with different activities that are relevant to the children's interest in the playroom/seasonal interest.  The photographs which families sent into Seesaw they're able to be used in the children's PLJ's too, which has been a nice home-nursery link!

In family learning groups they have been promoting the app too. The Play Away 2 group focused on building memories and used the app as a means of showing other free/low-cost experiences.  Several parents downloaded the app at the group and were especially interested in seeing what was on in the local area. Moving forwards, they plan to enhance our family learning opportunities by looking at ways to incorporate the app's activities into the session and building parent capacity.

They have continued to display the information on the 50 Things app on their Family Learning board and have been adding photographs and parent's comments to this when they send them into to the setting via Seesaw or through discussions.

7 May 2024

Agenda Item No.    8

# Attendance Update Report April 2024

Report by        Maria Lloyd, Head of Service, Education Services

Wards Affected: All

## Purpose

The purpose of this report is to give an update on the progress of attendance of children and young people in schools across Fife as requested by members at the August 2023 committee report Meeting of Education Scrutiny Committee of 22 August 2023.

This includes a comparison to the national attendance data provided by the Scottish Government in March 2024.

The report will also outline the ongoing work being carried out centrally and by all Fife schools to keep this as a focus in line with this key priority in the Directorate Plan ECS-Directorate-Improvement-Plan-2023-26

## Recommendations

The Education and Scrutiny Committee is asked to:

1. Scrutinise the attendance data and information provided.
2. Support the ongoing work both centrally and by schools in improving attendance.
3. Request a further progress report in August/Sept 2024.

## Resource Implications

There are ongoing resource implications involved with the Management Information System (MIS) team centrally who produce the PBI reports for schools on attendance and also for schools in ensuring attendance is a key focus in all they do.

## Legal & Risk Implications

There are no direct legal implications.

## Impact Assessment

An EqIA has/has not been completed as this report does not propose a change or revision to existing policies.

# 1.0  Background and National context

1.1    Attendance issues are complex and wide ranging.  Attendance can be affected by many factors and creative approaches are required from schools, parents/carers and partner agencies to promote and support positive attendance at school.

Maintaining high attendance rates in Scottish schools is a key priority of our education system.  Parents are required under the [Education (Scotland) Act 1980](#) to provide education for their child.  It is widely recognised the important benefit of children and young people attending school, as they are able to see their friends and have social contact and benefit from the learning, care and support that schools provide.

An illustration of complexity and sensitive multiagency support in supporting and addressing school attendance is given in an anonymised case study in 3.13.  An example of root cause analysis is given in appendix 2.

1.2    Research ([Scottish Longitudinal Study](#)) suggests all forms of absence (truancy, sickness absence, exceptional domestic circumstances, and family holidays) negatively impact achievement and attainment ([Klein et al, 2020](#)). This study on absenteeism and educational attainment emphasised the greater the absence the greater impact on attainment.

1.3    This research also emphasised the strong association between children and young peoples socio-economic background and school absence nationally ([Klein et al, 2020](#)). Klein & Sosu suggest, absences may cause greater harm to children and young people living in lower socio-economic circumstances because their families may have fewer resources to compensate for lost instructional time.

1.4    Attendance nationally is collated every second year by the Scottish Government and published in December (2023).  Local Authority figures published in March time the following each year (March 2024).

1.5    The [Attainment Scotland Fund Evaluation](#) (2023) states that since 2014-15, there has been a widening of the gap in attendance between children and young people living in the most deprived and least deprived areas in Scotland. This gap also showed a pattern of widening pre-pandemic.  Scottish Government **national figures** produced March 2024 stated that those children and young people living in Quintile 1 (most socially deprived), on average have attendance of 87.3% whilst those living in Q5 (least socially deprived), on average have school attendance of 93.2%, this is almost 6% more.  This equates to over 2 weeks of learning lost per academic year.

1.6    Children and young people with additional support needs (ASN) relating to learning (e.g. dyslexia) nationally, have attendance broadly in line with overall cohort.  Pupils with ASN "More Able Learner" have attendance greater that overall cohort.

1.7    Pupils with ASN relating to family and emotional issues (substance abuse; family issues; young carers; mental health problems; bereavement and social, emotional, and behavioural difficulties) have lower attendance than overall cohort.  The 6 ASN categories relating to family and emotional issues are shown in the box below.
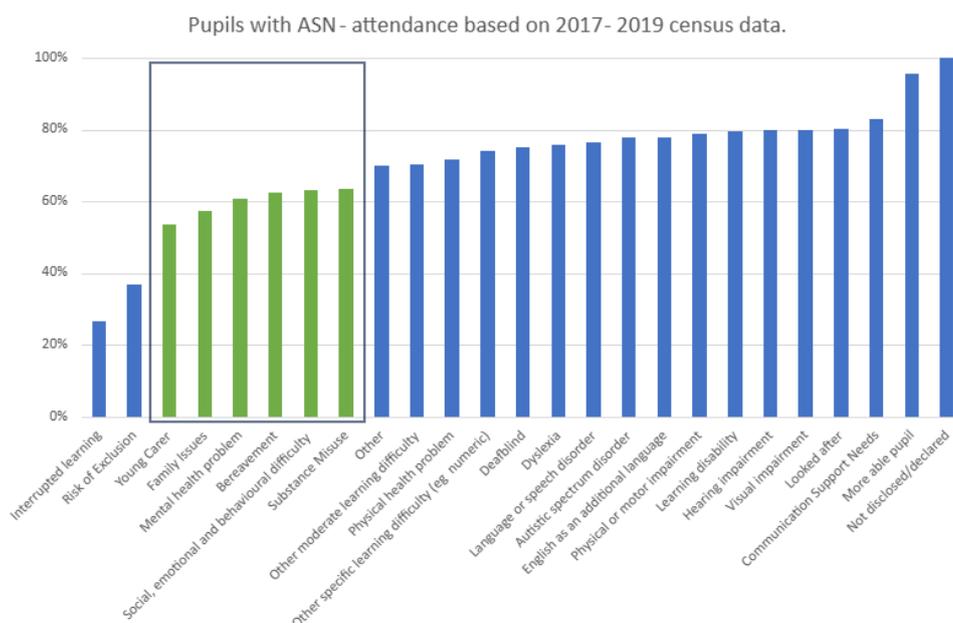
ASN attendance by category.

1.8 Parental attitudes are an important part of making sure that children and young people go to school regularly. Since the COVID pandemic there seems to have been a change in the mindset Nationally on how important attending school on a daily basis is (Listening, and learning from, parents in the attendance crisis; Dr Sally Burtonshaw & Ed Dorrell; 2023). Home learning during the pandemic might mean that some families feel their children don't miss much learning by being off. More people work at home now, which might mean parents are able to have their children at home without taking time off of work. There is also seems to be a link to a parents' willingness or ability to make their child(ren) attend (e.g. family illness, stressed parents, and families struggling with money).

## 2.0 How are Fife schools performing in comparison to National Data and Fife stretch targets?

2.1 National attendance is reported on in detail every two years with a developing fortnightly updated national dashboard with more limited information. Comparisons are made where possible against national data. The overall national attendance rate for 2022-2023 was 90.2%. This is a decrease nationally from 92.0% in 2021-2022 (excluding periods of COVID-19 related school closures).

2.2 Attendance stretch target approach has been adopted by Fife Education Service to incrementally improve school attendance (adjusted to levels of deprivation). See Appendix 6 for attendance stretch aims projections. Further detail is provided in section 2.13 - 2.14.

2.3 Nationally (20th March 2024) Primary sector attendance is 93.2% and in Fife it is 92.1%, making Fife Primary sector 1.1% below national average in absolute terms (discounting effects of material deprivation). Primary school attendance increased average attendance in 2022-2023 (91.27%) by 0.66% compared to 2021-2022 (90.61%).

## Scottish Index of Multiple Deprivation:
## How are the most deprived (bottom 15%) places in Scotland distributed among Local Authorities?
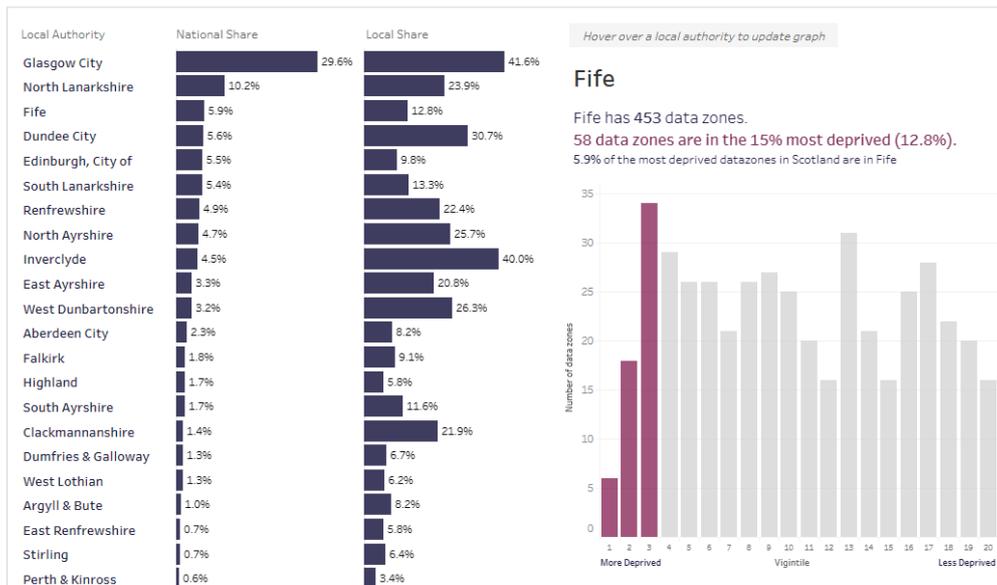


(SIMD by authority - Data snapshot taken 4th April 2023 – Tableau Public)

2.4 In absolute terms National Secondary attendance is currently 86.8% and Fife Secondary attendance is 85.6% (20th March 2024) (discounting effects of material deprivation). Secondary school attendance increased average attendance in 2022-2023 (87.3%) by 0.5% compared to 2021-2022 (86.8%).

2.5 Both Nationally and in Fife, S3 and S4 are the lowest attending year groups. Nationally S3 is currently 85.7% and S4 is 85.2%. S3 in Fife is 84.7% and S4 is 84.2%. Therefore, S3 is 1% below the national average for S3 and S4 1% below.

2.6 There are likely to be multifaceted reasons for the drop in attendance in the S3/S4 cohort. In Fife we are increasing curriculum options to help re-engage young people in the secondary sector through an increase in choice of wider achievement and awards such as saltire and also increasing mentoring of young people in danger of not going into a positive destination, this work is underway in all Kirkcaldy High schools via Developing the Young workforce (DYW).

2.7 It should be noted that the current S3/S4 cohort transitioned from Primary to Secondary during Covid lockdowns. In Fife, schools are encouraged to enact strong transition processes in order to support young people as the move to secondary school and experience curricular continuity. Targeted work is undertaken with vulnerable groups in order to help them settle into the new routines, develop strong relationships with key staff members and experience curricular continuity.

2.8 All local authorities use an information system called SEEMIS to record attendance. However, the use of codes can be complex, and consistency of coding relies on a number of different staff's understanding and use of coding. The Attendance Oversight Group has rationalised and exemplified all codes used in order to further improve consistence and are in the process of standardising processes in all settings, including explicitly defining role in attendance support for all staff. An example of code exemplification is shown in Appendix 4. The MIS team have developed training for new admin coordinators to ensure that confident use of codes on taking up post. The

attendance oversight group has requested an additional code be added to SEEMiS nationally for online lessons.

2.9     Early identification of declines in attendance is a key to maintaining attendance. There is some evidence nationally that children or young people who missed the second, third and fourth day of a new term often have low (43%) overall attendance.  Also, children who miss mid-weekdays (Tue-Thurs) are likely to be regularly absent from school.  We are in the process of highlighting this vulnerability to schools in order to monitor and address quickly.

2.10    Power BI is used by schools and Fife Education Service to robustly monitor attendance patterns.  Currently there is a one-to-two-month time lag in the data being made available.  The MIS team have redesigned the Power BI attendance reports to give more comparison data and also make them available in a more timeous and responsive way.  This will allow more forensic analysis of early declines in attendance at a school level and to target cohorts most effectively.

2.11    **Fife Stretch Targets**

All Fife Council schools are set each year an attendance stretch target based on their social context.  Attendance has a seasonal pattern (e.g. attendance tends to be higher at the beginning of each term and lower at the end of each term).  The use of stretch targets is supporting leaders to focus their efforts on promoting and securing improved attendance for pupils (See Appendix 6).

2.12    Whether we are achieving the stretch target can be shown in the graphs below with the dashed line projected attendance adjusted for seasonality.

With current information both primary and secondary sectors are projected to meet Fife stretch target for 2023- 2024 if seasonal projections are accurate.

Primary Seasonal attendance Graph yearly comparison against stretch target
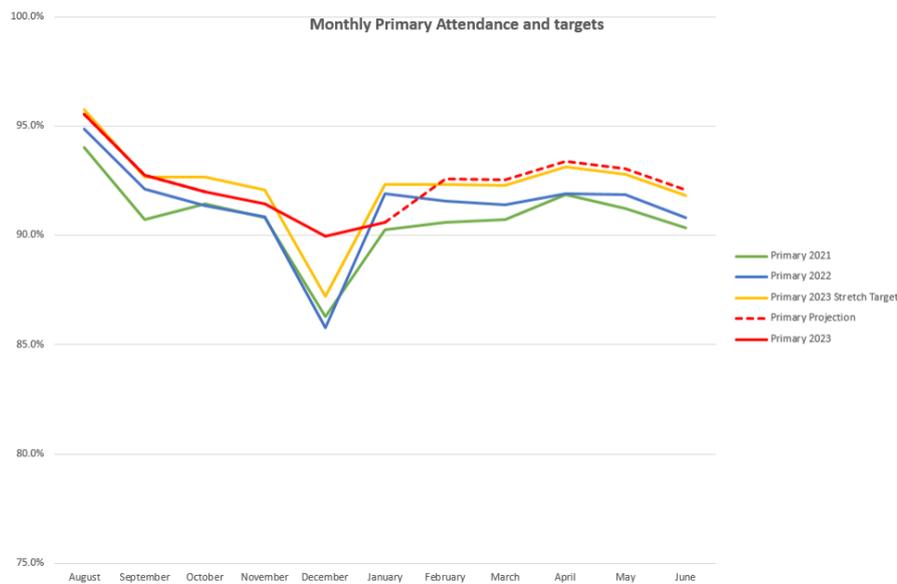
Secondary Seasonal Attendance Graph yearly comparison against stretch target



Monthly Secondary Attendance and targets
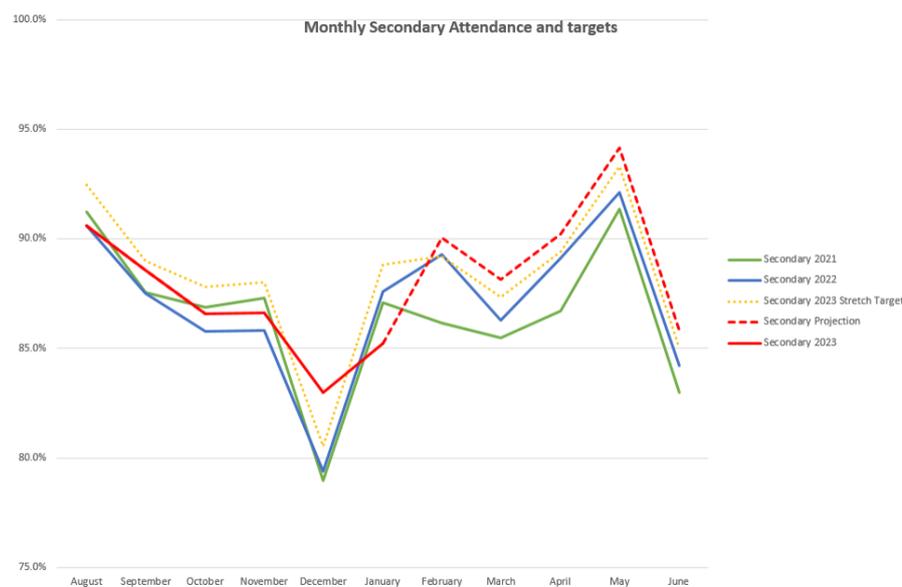
2.13 Analysis of specific groups shows that Free School Meals Registered (FMR) children & young people and young carers have the lowest attendance of all cohorts.

**Primary and Secondary schools**

| All | FSM | Quintile 1 | Quintile 5 | LAC | ASN | Armed Forces | EAL | Young Carer |
|-----|-----|-----------|-----------|-----|-----|--------------|-----|-------------|
| 89.5 | 83.1 | 85.6 | 93.1 | 87.6 | 85.5 | 92.0 | 88.3 | 82.0 |

**Primary schools**

| All | FSM | Quintile 1 | Quintile 5 | LAC | ASN | Armed Forces | EAL | Young Carer |
|-----|-----|-----------|-----------|-----|-----|--------------|-----|-------------|
| 91.3 | 85.9 | 87.8 | 94.3 | 90.9 | 88.5 | 92.7 | 88.9 | 86.6 |

**Secondary schools**

| All | FSM | Quintile 1 | Quintile 5 | LAC | ASN | Armed Forces | EAL | Young Carer |
|-----|-----|-----------|-----------|-----|-----|--------------|-----|-------------|
| 87.2 | 78.8 | 82.5 | 91.6 | 83.4 | 83.8 | 90.8 | 87.3 | 80.9 |

2.14 Armed Forces children and young people have the highest attendance overall of all identified cohorts at both primary and secondary and are 2.5% above overall cohort.

2.15 The attendance gap between Quintile1 and Quintile 5 is 7.5% which equates to 14 lost days of learning per year, or just under 3 weeks of lost learning. This is higher than the current national Quintile attendance gap of 6% (or 11 additional days of lost days of Quintile 1 learner per year compared to Quintile 5 learners).

2.16 Looked after children and young people in Fife have 87.6% attendance which is lower than 89.5% for overall cohort. Care experienced young people continue to be a focus of attention for Fife Council Education Service in line with the ambition of the Promise A continued focus on looked after and care experienced young people is maintained as part of weekly attendance monitoring (see Appendix 1). A Quality Improvement Officer scrutinises and challenges schools. The latest figures available nationally show attendance for looked after young people as 88% (2020-2021).

2.17    Young carers have additional duties which schools need to be sensitive to.  Therefore, schools have systems in place to avoid stigmatising young carers who may be late to school or absent due to caring responsibilities, as well as providing opportunities for additional study if required.  Schools are encouraged to work closely with Young Carers Fife to create and use Young Carer Statements in order to coordinate support with the young carer.

2.18    Pupils with English as an Additional Language have attendance as a cohort broadly in line with overall cohort.  As we know within this cohort there are young people who have significant trauma (for example those who have been displaced by war).

2.19    While pupils with ASN have attendance lower than overall cohort, stratification of ASN shows that attendance declines most significantly when there are family and emotional issues (e.g. bereavement).  Therefore, sensitive support for families and support for young people's mental health, emotional issues and support for families is required.  Fife Education Service achieves this through nurturing approaches, trauma informed approach and, with partner agencies, Fife's wellbeing pathway.

2.20    Due to the continuing work being done around chronic absence, including the use of nurturing approaches and a whole family; multiagency approach to attendance of targeted pupils we have seen a decrease in chronic non-attendance (less than 30%) compared to this point last session (1653 chronic non-attenders last December and 957 this December).

2.21    Authorised absence reduced overall from 2021-2022 (6.7%) to 2022-2023 (6.3%) and is now showing a slight increase (currently 6.53% - 12/4/2024) which is mostly due to increase in authorised family holidays and may be explained by increased costs of holidays.

2.22    Unauthorised absence was 4.5% in 2021-2022, decreased to 4.3% in 2022-2023 and has increased to 4.8% (12/4/2024) currently.  An end of year analysis will determine if this is a continuing trend.

# 3.0  What are we doing to improve attendance in Fife?

3.1    Schools in Fife hold a great deal of information about attendance.  In all school's data is available on individuals, classes and cohorts as well as specific groups of learners such as FME, Looked After, English as an Additional Language, Armed Forces and Young Carers.

This data is available at school level through SEEMiS and an overview is provided to all schools through Power BI. Training has recently been provided to aid analysis of SEEMiS data in the Secondary Sector, and the Power BI dashboard has both been redesigned to make comparison data more readily available as well as reduce data turnaround time. Schools can use the information that they have to identify trends such as cohorts, reasons for absence or particular subjects where absence is high in order to identify and target interventions appropriately.

3.2 Weekly monitoring and tracking of attendance (Appendix 1) by schools continues to be a focus and is used by officers to support and challenge schools. All schools with attendance issues have attendance improvement on their strategic plans.

3.3 The comprehensive attendance OneNote, (which is an electronic notebook readily available to all schools), is continually being updated and refined along with a refresh of the authority policy. This allows for immediate sharing of good practice or communication.

3.4 Refresh of the Fife Council Education Attendance Policy and standardisation and streamlining of attendance processes across all schools. The purpose of this work is to ensure consistent application of explicit and well understood attendance processes, which is a key driver of improvement in attendance. This detailed work should have a positive impact on Fife attendance figures over time and more importantly benefit individuals directly, for example pupils eligible for tuition after hospitalisation.

3.5 Schools that are successful in improving attendance and reducing persistent absence have a clear understanding of the attendance issues within the school; they identify these through the analysis of data. Clear monitoring procedures at all levels in the system and the use of data has ensured a rigorous focus by all on attendance levels and trends. This has supported schools to be pro-active in their approach to individuals and identify specific patterns and trends in their settings.

3.6 In order to aid early identification of attendance issues, and to focus on particular cohorts, we have created an exemplified list of codes in the authority one note and given each school a printed copy. This, for example, will allow greater tracking of agreed reduced attendance packages (ARAs) that can be used to reengage young people in learning.

3.7 Research recently undertaken by the Fife Council Research and Insight team (published February 2024) suggests that children who missed the second, third and fourth day of a new term often have low (43%) overall attendance. Also, children who missed mid-weekdays (Tue-Thurs) are likely to be regularly absent from school. This new knowledge is being disseminated to schools and will be used as part of overall attendance monitoring to support individuals early.

3.8 A centrally funded Family Worker team complements school support worker teams in addressing barriers to attendance. Our centrally based Family Support Workers and Pupil Support Officers are working with schools to support identified pupils from P6 to S2 and their families re-engage with school. This is a limited resource however is having success in supporting re-engagement through supporting the wellbeing and mental health of young people and their families.

3.9 There is a Multiagency attendance group (comprising of Education + Educational Psychology; Family Support Service; NHS; 3rd Sector) examining root causes of low and non-attendance, who are discussing strategies to support children and young people. 3.13 gives an example of multiagency support to young people.

3.10 Continuing the attendance focus at Secondary Support Depute Headteacher Collaborative, to support schools' analysis of data and to share practice or issues.

3.11 Through use of Pupil Equity Funding many schools have identified family support workers and other support staff to liaise directly with families to support reengagement. This has shown to have a direct and positive impact on family and learner engagement and ultimately improved attendance.

3.12 Further promotion of wellbeing approaches (e.g. CIRCLE framework, nurturing approaches, nurture hubs, trauma informed approaches) and poverty proofing of school day (including breakfast clubs).

3.13 Example case study.

The following is an example of partnership working which has supported increased attendance for both individuals and cohorts of young people.  While this example is from Levenmouth Academy, the Social Worker in Schools Pilot schools echo this approach to address root causes of barriers to attendance at school, which include working with the whole family.

*RF has been based at Levenmouth Academy since August 2023 as a Social Work Senior Practitioner.  RF has been instrumental in taken forward key school priorities and improvements.  Pupil Support has been a key priority this academic year at Levenmouth Academy and RF has worked alongside SLT and the Pupil Support Team to take forward this priority.*

*RF supports the Pupil Support Team on a daily basis through regular conversations about young people in the school and is always on hand to offer support and advice.  As RF is based in the school's Integrated Support Hub (ISH), this allows for these conversations to take place readily and easily and ensures that RF is accessible to both pupils and staff.*

*RF attends House Meetings and provides a unique insight into supporting pupils and helps to identify appropriate supports. From attendance at these meetings RF has also been able to identify pupils that need additional support and has a small caseload of pupils that he works with. This has not only benefitted the pupils themselves but all staff supporting involved.  RF has undoubtedly built up the confident of guidance staff and their understanding of different thresholds of support.*

*One of the key areas that RF has been involved in is his work surrounding anxiety management.  He has worked with one particular young person and their family which has resulted in an 80% increase in attendance and achievement of National 3 and 4 qualifications. As part of this RF has supported the whole team around the child, in particular the young person's Mum.*

*From this RF has expanded this and now runs an Anxiety Management Group in collaboration with the School Nursing Team. The Anxiety Management Group is an 8-week programme and focuses on young people who are non-attenders and suffer from anxiety surrounding education. He is also running a Wellbeing group in collaboration with Clued Up and Safer Communities, with a specific focus on reducing substance misuse, improving wellbeing and reducing anti-social behaviour at home/in the community and at school.*

*By having RF at Levenmouth Academy it has allowed for early interventions to take place and for less reactive measures. He has also helped to strengthen relationships and joint up thinking with partners.*

Pupil Support team feedback below.

"*RF has been a valuable source of information and link between education and social work. Having his expertise on a consultative basis has been so helpful and whilst a lot of the strategies open to education have already been explored, he has provided a valuable social work insight. RF has participated in home visits and I have learned a lot from him in terms of his style and engagement with the families. During a recent home visit he was able to support with valuable information on the family circumstances and then discuss a follow up with support for assessments that can be requested by Social Work*".

# 4.0  Next Steps and conclusion

4.1     Continue to maintain a focus on attendance centrally and in every school and setting. Ensure good practice is shared with headteachers through our headteacher updates and weekly bulletins, including maintaining and updating the One Note with relevant information to support schools.

4.2     As well as regular communications we have produced editable templates for school use to emphasise the link between absence and lost learning and are further developing and updating our Communication strategy (example in Appendix 3).

4.3     Pilot schools are trialling weekly updates on attendance trends with parents and evaluating the impact. If there is proven impact this will be scaled up to all schools.

4.4     Monitor and track rigorously centrally and in schools, attendance at all levels of the system.

4.5     We have rationalised and exemplified all SEEMiS codes and MIS are supporting a rolling programme of training in all schools (Appendix 4).

4.6     Redesign of Power BI information Dashboard and working toward this being live updated to support early identification of patterns.

4.7     Learn from ongoing improvement work within this area and scale up and spread effective practice.

4.8     The multiagency attendance partnership group are analysing themes on the improvement work as well as working with young people to further identify barriers and best approaches to improving attendance, including reengagement with schools following a period of non-engagement. Currently case studies are being collated with the view to support learning about best approaches on positive reengagement with learning. See Appendix 2 for example of fishbone analysis of reasons for low attendance in order to address root causes. Promotion of analysis with individual young people e.g. Educational Psychology Attendance Assessment Toolkit.

4.9     A successful bid has been made to the Whole Family Wellbeing Fund to employ a researcher to look at barriers and solutions to attendance in Fife schools. This work depends on successful recruitment to the post.

4.10    Continue to work with schools via DYW network to ensure that the school curriculum is relevant and engaging for all learners.

4.11 Glenrothes High School is piloting teacher led virtual learning for those young people too anxious to attend in person.

4.12 Promotion of analysis with individual young people e.g. Educational Psychology Attendance Assessment Toolkit (Appendix 5).

4.13 Attendance will continue to be a focus for the next 3 years in line with the Directorate improvement plan and we will continue to support schools and families with this priority.

## List of Appendices

1. Data/groups of young people to be monitored weekly.
2. Fishbone analysis of root causes of low attendance.
3. Example of attendance communication on links with lost learning.
4. Examples of SEEMiS Code Exemplification.
5. Example of Educational Psychology Promoting Attendance Assessment Tool.
6. Fife Council Stretch aims.

## Background Papers

The following paper was relied on in the preparation of this report:

Committee report from the August 2023 Scrutiny Committee meeting
Meeting of Education Scrutiny Committee of 22 August 2023.

Education and Children's Services Directorate Improvement Plan 2023-26
ECS-Directorate-Improvement-Plan-2023-26

Education (Scotland) Act 1980

Scottish Longitudinal Study

Klein et al, 2020

Attainment Scotland Fund Evaluation

## Report Contacts

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**Appendix 1**

Data/groups of young people to be monitored weekly.

| | |
|---|---|
| Pupils with attendance below 30% | Are there plans in place for each of them? When are they due for review?<br><br>Are there any improvements in attendance to celebrate with YP/ Family |
| Care Experienced YP | Where attendance is below 90% flag to Zoe Thomson |
| Those on the Child Protection register | Have these YP been flagged to their SW? |
| Unexplained absence<br>Primary – HT /DHT to follow up. Secondary - these should be passed to the relevant year group lead/ guidance staff for follow up | Have at least 3 attempts been made to ascertain reason for absence before recording as unexplained? |
| Class absence records – highlight any missing records.<br>Primary – HT /DHT to follow up. Secondary - these should be passed to the relevant year group lead/ guidance staff for follow up | |

Data/ groups of YP to be monitored monthly.

| | |
|---|---|
| Pupils with attendance between 30% and 95% | What plans are in place for individuals/ groups? |
| Pupils with protected characteristics | Cross reference with bullying log to explore patterns of absence possibly related to incidents. |

Data/ groups of YP to be monitored termly.

| | |
|---|---|
| All other pupils i.e., above 95% | |

**Appendix 2**

Example of fishbone diagram created with young person and family to examine and address root causes of low attendance.
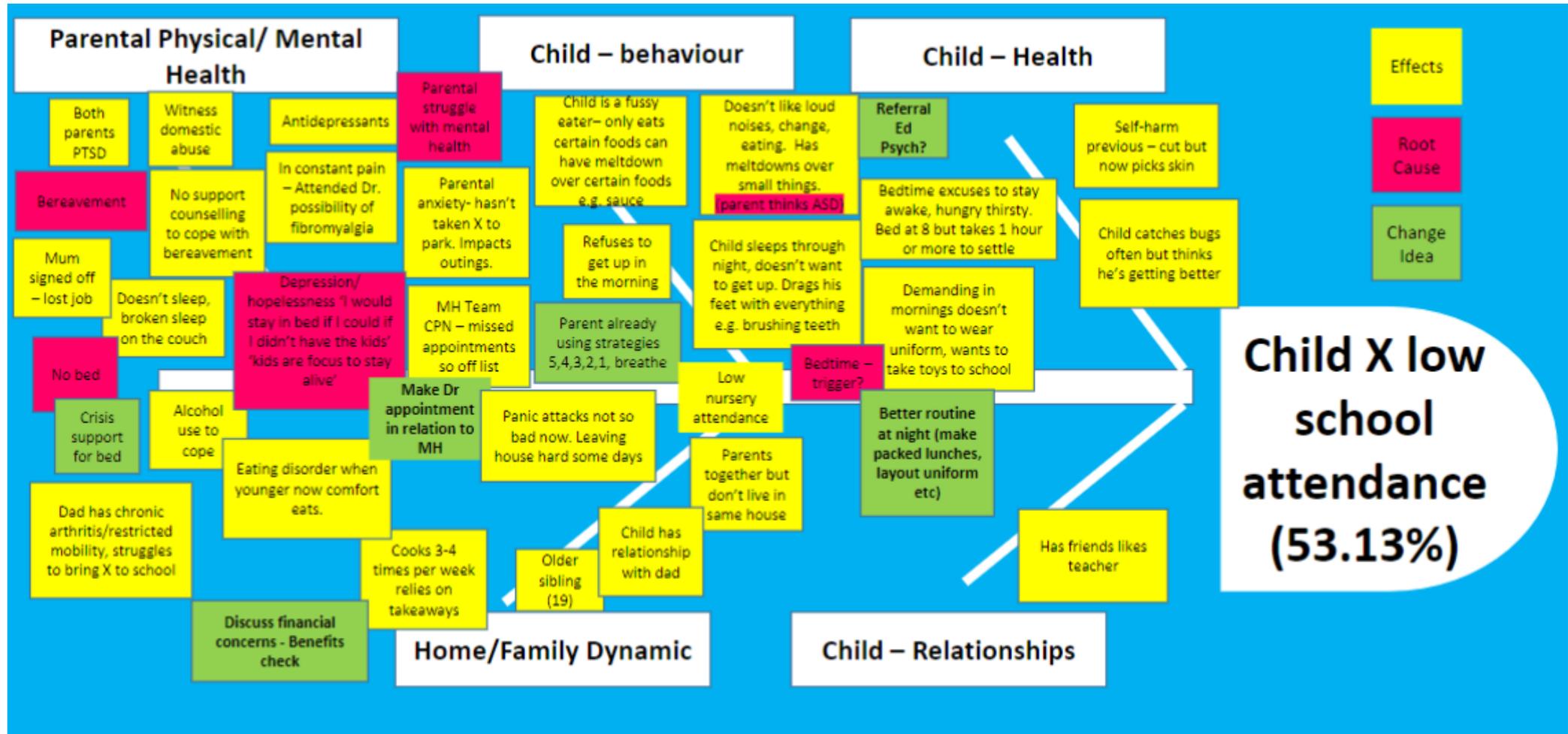
Attendance Percentages Poster
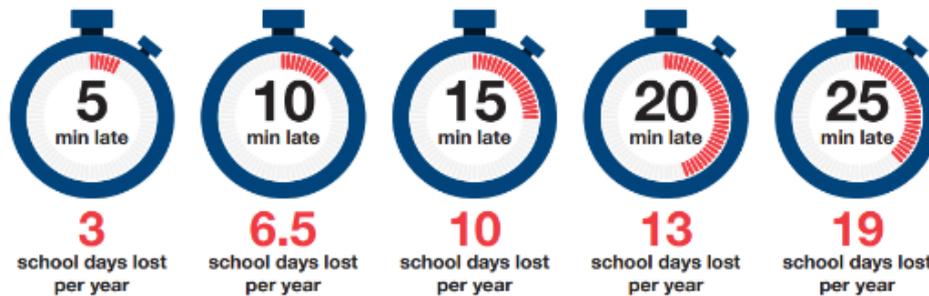
## Appendix 4

## Examples of SEEMIS Code Exemplification

### Primary Sector

Friday, October 20, 2023   2:28 PM

| Printable Version | Primary SEEMiS Absence Codes Oct 2023.docx |
|---|---|
| Advice is to print A3 in colour | |

| SEEMiS Code | Short Code | Description | ScotXed code | Used when - | Exemplification (For further details see: Included, Engaged Involved Part 1) |
|---|---|---|---|---|---|
| --- | - | Present | 10 | | Include:<br><br>• Attendance at school. |
| ABS | A | Other authorised Absence | 24 | Any other absence authorised by the school, e.g Young Carers. | The general category of Other Authorised Absence includes absences deriving from reasons such as:<br><br>• Religious observance (see REL).<br>• Meetings prior to and in court.<br>• Attendance at or in connection with a Children's Hearing or Care Review.<br>• Weddings, civil partnership etc of immediate family.<br>• Young carers.<br>• Extra-curricular activities and achievements not arranged by or in conjunction with the school, e.g. debates, sports, musical or theatrical productions. |
| CLO | C | Closed (e.g. election) | 0 | Used to record school closures. | |

### Secondary Sector

Friday, October 20, 2023   2:28 PM

| Printable Version | Secondary SEEMiS Absence Codes Oct 2023.docx |
|---|---|
| Advice is to print A3 in colour | |

| Code | Short Code | Description | ScotXed code | Used when - | Exemplification (For further details see: Included, Engaged Involved Part 1) |
|---|---|---|---|---|---|
| --- | - | Present | 10 | | |
| ABS | A | Other authorised Absence | 24 | Any other absence authorised by the school, e.g Young Carers. | The general category of Other Authorised Absence includes absences deriving from reasons such as:<br><br>• Meetings prior to and in court.<br>• Attendance at or in connection with a Children's Hearing or Care Review.<br>• Weddings, civil partnership etc of immediate family.<br>• Young carers.<br>• Extra-curricular activities and achievements not arranged by or in conjunction with the school, e.g. debates, sports, musical or theatrical productions. |
| CLO | C | Closed (e.g. election) | 0 | Used to record school closures. | |
| DCA | Q | Exceptional domestic circumstances (auth) | 23 | Absences related to short-term exceptional domestic circumstances can be classified as either authorised or unauthorised absence. | Authorised absence under this heading covers situations such as:<br><br>• Bereavement of a close relative.<br>• The period immediately after an accident or illness.<br>• A period of serious or critical illness of a close relative.<br>• A domestic crisis which causes serious disruption to the family home, causing temporary relocation.<br>• Parental illness where the child is unable to attend school independently. |

**Appendix 5**

Example of Educational Psychology Promoting Attendance Assessment Tool

## Promoting attendance assessment tool

Name:                    School:                    Completed with:

Date:                    Review date:

| Individual factors | Family/home factors | School factors |
|---|---|---|
| Emotional wellbeing/mental health (e.g., anxiety, low mood, separation anxiety) | Loss and bereavement/family change | Perceived bullying |
|  |  |  |
| Past experiences (e.g., traumatic events, illness, move school etc.) | Care-experienced | Relationships – with peers or staff |
|  |  |  |
| ASN (e.g., ASD, ADHD) | Parental physical and mental health needs | Difficulties with specific subject/lesson. Increased academic demand/pressure |
|  |  |  |
| Difficulties making and sustaining friendships | Acting as a carer or worried about parents' well being | Exams, assessments |
|  |  |  |

**Appendix 6**

Fife Education Service Stretch Aims

**Core stretch aim (e): wellbeing – primary attendance**

| Annual trajectory | Overall level | SIMD Quintile 1 | SIMD Quintile 5 | Gap (Q1 – Q5) |
|---|---|---|---|---|
| 2022/23 (current) | 91.3 | 88.0 | 94.3 | 6.3 |
| 2023/24 | 92.2 | 89.4 | 95.0 | 5.6 |
| 2024/25 | 93.1 | 90.7 | 95.5 | 4.8 |
| 2025/26 Stretch target | 94.0 | 92.5 | 95.5 | 3.0 |

**Core stretch aim (e): wellbeing – secondary attendance**

| Annual trajectory | Overall level | SIMD Quintile 1 | SIMD Quintile 5 | Gap (Q1 – Q5) |
|---|---|---|---|---|
| 2022/23 (current) | 87.1 | 82.0 | 91.5 | 9.5 |
| 2023/24 | 88.3 | 84.6 | 92.0 | 7.4 |
| 2024/25 | 89.5 | 86.5 | 92.5 | 6.0 |
| 2025/26 Stretch target | 90.7 | 88.4 | 93.0 | 4.6 |

7 May 2024

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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Email- helena.couperwhite@fife.gov.uk

| Title | Service(s) | Contact(s) | Comments |
|---|---|---|---|
| **Education Scrutiny Committee of 17 September 2024** | | | |
| Revenue/Capital Reports (x4) - for August 2024 | Education, Finance and Corporate Services | Alison Binnie | • Education Service Revenue Budget 2023-24 Provisional Outturn<br>• Education Service Capital Investment Plan 2023-24: Provisional Outturn<br>• Education Service Revenue Budget 2024-25 Projected Outturn<br>• Education Service Capital Investment Plan 2024-25: Progress Report |
| School Meals Provision | Education | Tariq Ditta | Referred from CAC 28.02.24 for scrutiny. Min Para Ref 140 of 2024.CAC.54 refers - motion. |
| Swimming Lessons as Integrated Part of Physical Education Courses in Primary Schools | Education | Pamela Colburn | As outlined at Para. No. 81 (4) of minute 05.03.24 |
| Cost of School Transport | Education | Deborah Davidson | Para 84 (2) of minute of ES 05.03.24 refers. |
| Childcare Inspectorate Report for Council run nurseries | Education | Clark Graham | Para 84 (2) of ES minute 05.03.24 refers. |
| Childcare Services Update | Education | Gary Peattie | Para 84 (2) of ES minute 05.03.24 refers. |
| Education Scrutiny Committee Forward Work Plan | | | |

| Education Scrutiny Committee of 19 November 2024 | | | |
|---|---|---|---|
| **Title** | **Service(s)** | **Contact(s)** | **Comments** |
| Education Scrutiny Committee Forward Work Plan | | | |

| Education Scrutiny Committee of 28 January 2025 | | | |
|---|---|---|---|
| **Title** | **Service(s)** | **Contact(s)** | **Comments** |
| Education Scrutiny Committee Forward Work Plan | | | |

| Education Scrutiny Committee of 18 March 2025 | | | |
|---|---|---|---|
| **Title** | **Service(s)** | **Contact(s)** | **Comments** |
| Education Scrutiny Committee Forward Work Plan | | | |

| Education Scrutiny Committee of 20 May 2025 | | | |
|---|---|---|---|
| **Title** | **Service(s)** | **Contact(s)** | **Comments** |
| Education Scrutiny Committee Forward Work Plan | | | |