



Education & Children's Services Directorate Improvement Plan 2017 - 2020



Foreword

With a vision reaching across Fife Council of Improving Life Chances for All, the Education and Children's Services Directorate plays a key role in ensuring all of Fife's children, young people and families are given the best chance to succeed in life.

A focus on attainment, equity, wellbeing and employability will underpin all aspects of the Directorate's work to build on a strong record of improvement.

A new Education and Children's Services Committee will help drive this improvement, and scrutinise the services to ensure outcomes match the ambitions we have for Fife.

As we embark on a period of significant change, this plan offers opportunities for Fife to deliver real improvement so that all of the children, young people and families of Fife receive the best possible chance to succeed in life.



Councillor Fay Sinclair
Convener ECS Committee



Introduction

Our purpose within the Education and Children's Services Directorate, Improving Life Chances for All, gives us a focus for how we continue to work together to improve outcomes for our children, young people, their families and local communities across Fife. We developed this purpose together and that gives us a real sense of owning collectively what we need to do to see real improvements at a personal, team and organisational level.

Our delivery of services is wide ranging - early learning and childcare, primary education, secondary education, children and families social work service and criminal justice service. For some this could seem a Directorate of many parts but we are determined to become better connected and ensure that we put our children, young people and their families at the centre of everything we do. Our service delivery must build our services to meet the needs of all but, in particular, we must strive to reduce inequalities and improve outcomes for the most vulnerable.

The shared language across Children's Services that is provided by Getting it Right for Every Child (GIRFEC) allows us to better understand how we can collaborate more effectively, making the right connections and knowing that we are making a difference. The wellbeing of our children and young people is of paramount importance to us and we know that listening to our children, young people and their families is the best place to start when we make improvements.

This is a time of significant change, but this change provides an opportunity to improve and be more successful. We must aim to be forward looking and ambitious, believing that doing things differently can in fact lead to better outcomes. Our focus in this ambitious plan - that contains a clear vision, clear aims and well defined delivery plans with measurable outcomes - will allow us all to see the part we all play in making a difference for those we work with, day in and day out.

I know that we have very dedicated and talented staff throughout our Directorate and I look forward to listening, working and learning together over the life of this plan. I hope that you feel part of this plan and you are as proud as I am to play your part in **Improving Life Chances for All**.



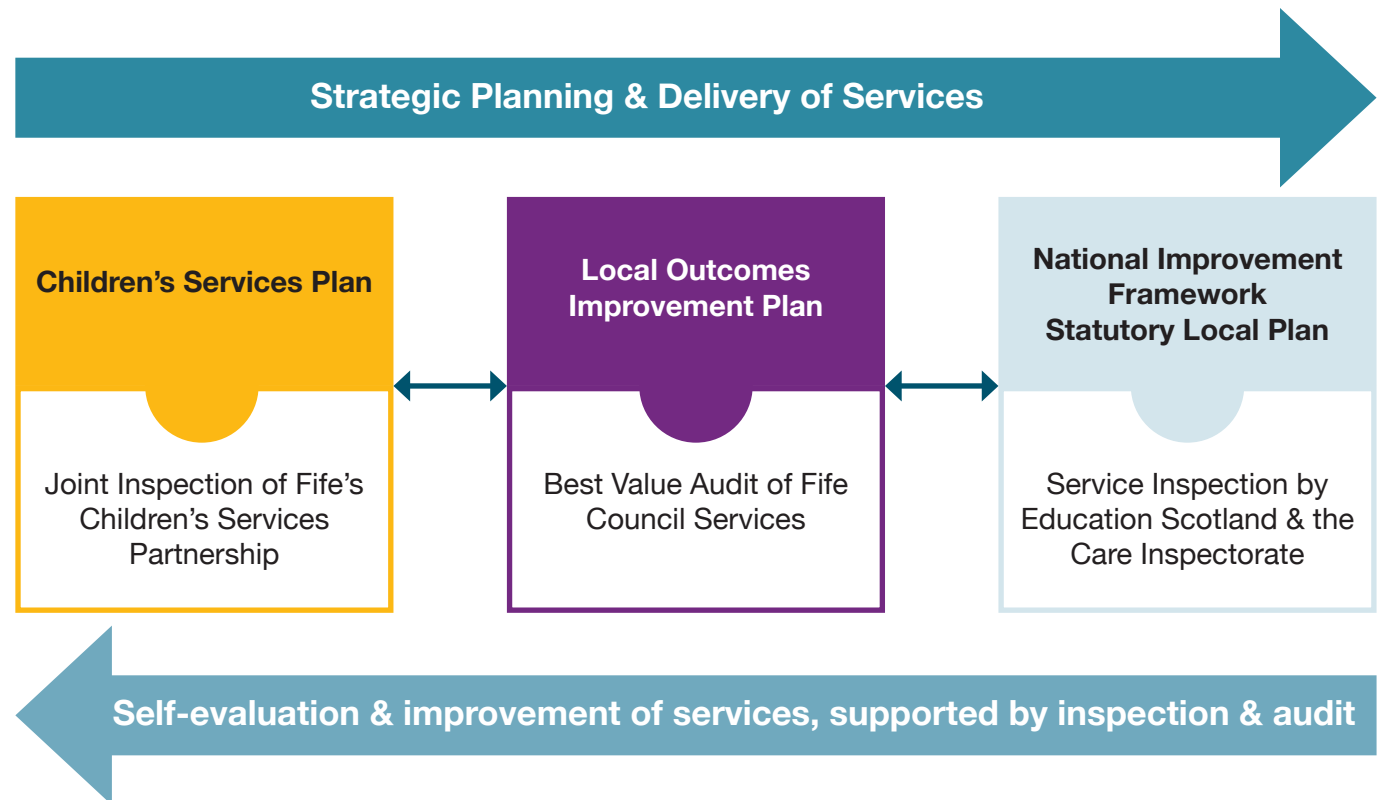
Carrie Lindsay
Executive Director

The role of the Directorate Improvement Plan

The Directorate's Improvement Plan 2017-20 is a key document for the Directorate, as we work to achieve our purpose: **Improving Life Chances for All**.

The Improvement Plan will help the Directorate to improve outcomes for children, young people, families and communities in Fife, and to fulfil a range of duties and legislative responsibilities. It will:

- Deliver the National Improvement Framework, ensuring a continued improvement in attainment and a further closing of the attainment gap in Fife.
- Lead Fife Council's contribution to the implementation of GIRFEC and the delivery of Fife Children's Services Plan 2017-20.
- Contribute to community empowerment, and help to support Local Outcome Improvement Planning in Fife's diverse communities.
- Support the ongoing self-evaluation and improvement of children's services and criminal justice social work services in Fife, supported by inspection and best value audit of services by national agencies.



What we can do to improve life chances for all

The Education and Children's Services Directorate Plan sets out an evidence-based approach to improving outcomes for children, young people and families, which has been informed by research on education, child development and social care, and by the work of national commissions and working groups. This page provides a brief summary of some of this evidence.

At the heart of the Plan is a recognition that significant inequalities of outcome exist in the life chances of children and young people, with the most disadvantaged and vulnerable having life chances that are significantly poorer than the most advantaged. The issue of equity has been well evidenced through the work of the Joseph Rowntree Foundation, the Growing Up in Scotland Survey, and the educational analysis of the OECD.

Early intervention and prevention have a key role to play in addressing these issues, as the Christie Commission recognised, amongst many others. To achieve success with a preventative approach - and to sustain the improvements achieved into later life - requires effective assessment and monitoring of the child's needs and development, an understanding of effective approaches to improvement (for example, as summarised in the Sutton Trust/Education Endowment Foundation Toolkit) and a research-focussed approach to the implementation of strategies and interventions. The work of educationalists (including Hattie, Coe and many others) recognises the importance of professional development in supporting this type of improvement in a school context, as does the Donaldson Report into the teaching profession. The work of the Christie Commission also reflects the importance of staff skills for improvement in a wider context.

The work of the commission on Developing the Young Workforce has reviewed a range of evidence about outcomes for young people as they make the transition to working life. Key amongst their findings is a recognition of the continuing need for parity of esteem for vocational and academic routes to employment, supporting the range of skills needed in the future economy.

In adopting a preventative approach for the most vulnerable, the Directorate recognises the importance of attachment for the developing child (a key factor that is widely recognised). Supporting attachment is a key principle underpinning the design of services for our most vulnerable children and young people.



The challenges that we face in trying to improve outcomes

Fife has relatively high levels of child poverty. It is the 7th most deprived of Scotland's 32 local authorities, as measured by the number of pupils registered for free school meals, for both the primary and secondary school sectors. It is the 9th most deprived local authority, as measured by the HM Revenue and Customs local measure of child poverty.

The high level of child poverty in Fife is significant, as - in many cases - there is a strong correlation between levels of child poverty and the educational outcomes of children and young people (e.g. attainment, attendance and exclusion) and their life chances (e.g. whether a child is looked after or not, post-school destinations).

Given the high levels of child poverty in Fife, early intervention and prevention are particularly important - in order to ensure that cycles of poverty and disadvantage are broken.

Demographic changes also present challenges for the coming years, with an ageing population, but also an increase in young families with children across Fife.

Primary school rolls have increased significantly over recent years. In consequence of this increase, secondary school rolls are projected to increase significantly over the next 10 years (increasing by over 12.5% over the period 2016-26). Primary school rolls are projected to remain broadly unchanged over the same period.

The increases expected in the size of these child populations will increase the financial pressures on the school system and on children's services, generally.



The national policy context

The National Improvement Framework for Schools

In December 2016 the Scottish Government published the 2017 National Improvement Framework (NIF) and Improvement Plan for Scottish Education, which are designed to help deliver the twin aims of excellence and equity with a focus on four priorities:

- Improvement in attainment, particularly in literacy and numeracy (**attainment**)
- Closing the attainment gap between the most and least disadvantaged children (**equity**)
- Improvement in children and young people's health and wellbeing (**wellbeing**)
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people (**employability**)

The NIF also recognises the importance of six drivers for improvement; highly effective leadership (**leadership**), the quality of learning and teaching (**professionalism**), the assessment of pupil progress (**assessment**), parental and family engagement (**engagement**), intelligent use of data (**performance**), good use of evaluation and effective use of performance information (**improvement**).

The four national priorities (attainment, equity, wellbeing and employability) and the six drivers for improvement (leadership, professionalism, assessment, engagement, performance and improvement) are not just relevant to education but to all areas of the Directorate's work.

The gathering of data around achievement of the four priorities and delivery of the drivers for improvement will allow us to see progress being made in the outcomes that matter for our children and young people, families and local communities.



The national policy context

Education Governance

In June 2017 the Deputy First Minister, John Swinney, announced how the Scottish Government intends to take forward its review of Education Governance. This Next Steps paper has a clear message that teachers and headteachers should have more power over decisions on learning and teaching, staff selection and management structures. The Next Steps paper also outlined a move towards Regional Improvement Collaboratives, comprised of local authority staff from the regional grouping and staff from Education Scotland.

In Fife we have been moving towards an empowered and collaborative culture for a number of years and therefore are well placed to consider how best we can improve further under these new arrangements. Our Regional Collaborative, South East Scotland Improvement Collaborative (SESIC) will give us opportunities to provide a coherent focus of improvement and allow us to further develop our collaborative working.

These changes to Education Governance are in the early stages of development but it is clear that this will be a significant change to the way we work within Fife and across the wider region to deliver improvements within education.

Our work on 'A Better Connected Directorate' will allow us to build models that will deliver the best services possible for our children and young people and will also allow us to work across our Community Planning Partnership in Fife with our children's services partners and across our Regional Improvement Collaborative with our colleagues in South East Scotland. By being better connected within our Directorate, with our Community Planning Partners and with our colleagues in South East Scotland we will improve our capacity to deliver improvements for the life chances of our children and young people.



The national policy context

Getting it Right for Every Child (GIRFEC)

GIRFEC is Scotland's approach to supporting children, young people and their families and recognises the importance of promoting wellbeing across all of the eight wellbeing indicators (ensuring that children are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). GIRFEC also ensures that there is a focus on the rights of children and young people, as set out in the UN Convention of the Rights of the Child (UNCRC).

GIRFEC underpins the Children and Young People (Scotland) Act 2014, which provides the legal framework for wider children's services, including looked after children, through care and aftercare and the delivery of early learning and childcare (ELC).

Both GIRFEC and the UNCRC recognise the importance of prevention, as a basis for significantly improving the life chances of children and young people. This is also recognised in the report of the Christie Commission, which provides an evidence base for shifting resources to support a delivery model based on prevention and earlier intervention.

The Community Empowerment Act promotes a localised delivery model, ensuring that we engage with and listen to local communities, as we change and develop our services and areas of priority.

GIRFEC, the UNCRC, the outcomes of the Christie Commission, the Community Empowerment Act and the Children and Young People (Scotland) Act 2014 fit well with the current direction of the Directorate. Continuing to implement these key national policies will allow us to continue improving life chances for Fife's children and young people.



How we are improving Early Years and Health & Wellbeing

Improving Early Years and Health and Wellbeing was a priority in the Directorate Plan 2014-17. This page reviews the progress that we have made in this area.

What have we done over the period 2014-17?

- In line with national policy, we have worked to provide more flexible, high quality Early Learning and Childcare (ELC) for parents and carers.
- We have invested significant resources in developing a Family Nurture Approach, to improve support for child development, attachment and early learning.
- We have worked with partners to implement Getting It Right For Every Child (GIRFEC) approach and to improve physical and emotional health and wellbeing.

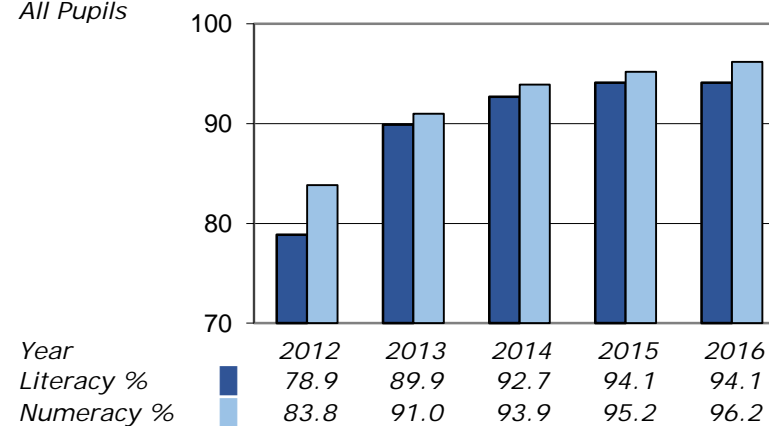
How have outcomes improved during this period?

- Our young children are increasingly ready to learn. Achievement for Literacy and Numeracy in Primary 1 shows improvement year on year.
- The Joint Children's Services Inspection (published in 2016) has given a positive endorsement that our implementation of GIRFEC is well underway.
- There has been a sustained and significant reduction in pregnancies in young people, as a result of approaches to address risk taking behaviours and health inequalities.

What challenges remain to be addressed?

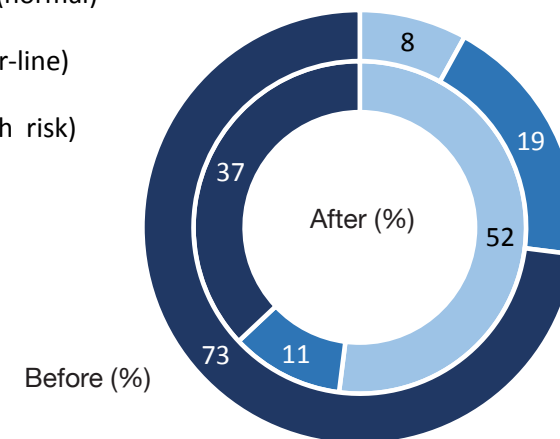
- In line with national policy, we will continue to expand the provision of high quality Early Learning and Childcare, through our blueprint for 2020.
- We have developed services to support family engagement in child development and parenting skills (e.g. Incredible Years, the Mellows). These now need to be better integrated to achieve a greater impact within local communities.
- We will implement the Our Minds Matter Framework, to better support the Mental and Emotional Wellbeing of children and young people.

All Pupils



The proportion of children secure within the early level of Curriculum for Excellence by the end of P1

- 13 and under (normal)
- 14 - 16 (border-line)
- 17 & over (high risk)



The impact of the Incredible Years programme, comparing assessment scores before and after participation in the programme

How we are improving Educational Outcomes

Improving Educational Outcomes was a priority in the Directorate Plan 2014-17. This page reviews the progress that we have made in this area.

What have we done over the period 2014-17?

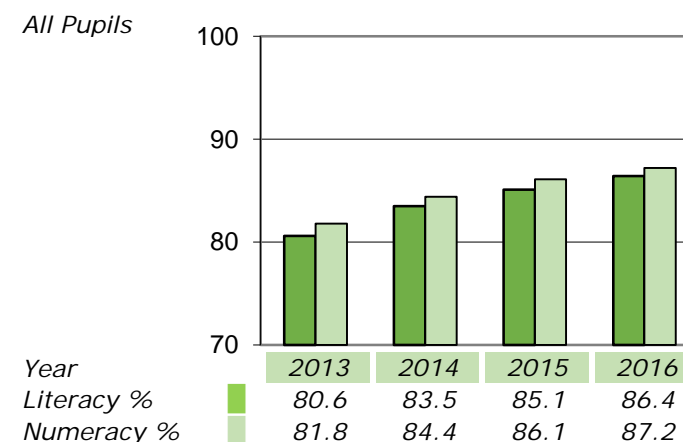
- We have developed and implemented a Strategy for Professional Learning.
- We have further implemented successful literacy and numeracy strategies, supported by the work of the Pedagogy Team to improve learning and teaching in Fife's classrooms.
- We have supported the delivery of the National Improvement Framework across Fife's schools.

How have outcomes improved during this period?

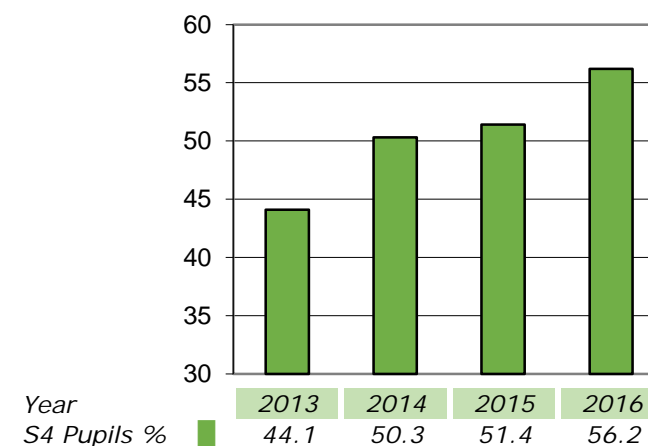
- There has been a sustained improvement in achievement for literacy and numeracy in primary schools.
- There has been a significant improvement in literacy and numeracy for pupils in the senior phase.
- A significant number of staff have been actively involved in a wide range of professional learning opportunities.

What challenges remain to be addressed?

- We need to achieve further improvement in attainment for numeracy amongst school leavers.
- We will support the continuing devolution of responsibility for quality improvement to school cluster level.
- We will adopt an even more coordinated approach to self-evaluation across the Directorate to help drive further improvement.



Proportion of pupils secure at the expected level of CfE by the end of key stages P4 and P7



Proportion of pupils achieving a National 5 pass in English by the end of stage S4

How we are improving Employability

Improving Employability was a priority in the Directorate Plan 2014-17. This page reviews the progress that we have made in this area.

What have we done over the period 2014-17?

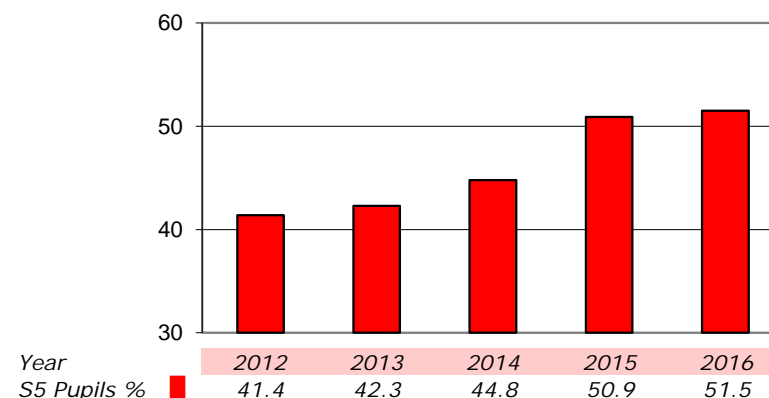
- We have worked with partners across Fife to improve Careers Information Advice and Guidance activities.
- We have engaged partners from business in school education, allowing young people a better understanding of work.
- We have improved the number and quality of programmes of learning for young people making transitions from the Senior Phase to life beyond school.

How have outcomes improved during this period?

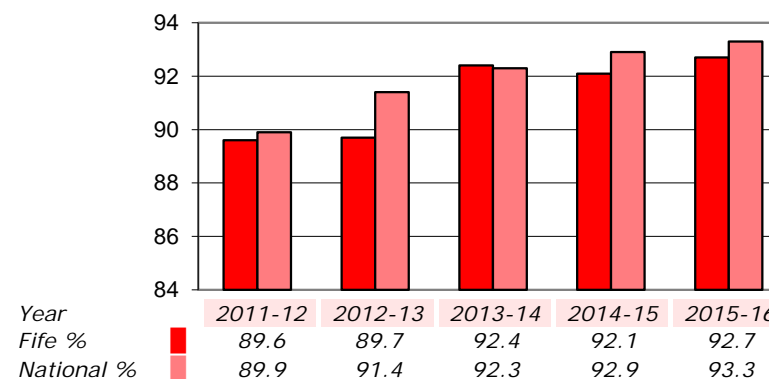
- Developing the Young Workforce has been embedded within the approach of schools to curriculum planning, helping to ensure that pathways to work are increasingly relevant to all young people.
- Increasing numbers of young people are now leaving school with the key qualification sets needed to ensure that they have access to a wider range of opportunities.
- An increasing proportion of young people are entering positive destinations.

What challenges remain to be addressed?

- We will work with partners at a national and local level to improve the journey of our 15-24 year old learners, through a range of educational routes into employment.
- We need to ensure that young people are better supported to achieve and sustain positive destinations from school, particularly those facing multiple barriers to learning and opportunities in later life.



The proportion of young people achieving a pass at Higher by the end of stage S5



The proportion of school leavers entering a positive destination from school

How we are improving Equity and Equality

Improving Equity and Equality was a priority in the Directorate Plan 2014-17. This page reviews the progress that we have made in this area.

What have we done over the period 2014-17?

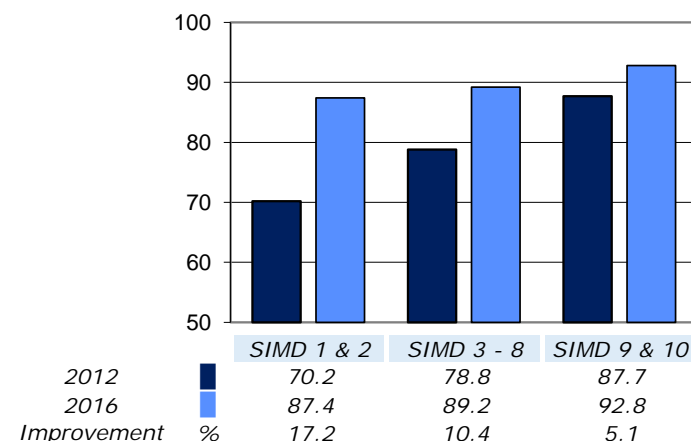
- We have further developed an evidence-based approach to professional development & school improvement, e.g. embedding Workshop for Literacy (a programme to break cycles of deprivation), supporting delivery of the Pupil Equity Fund.
- We have worked to update and improve our approaches to supporting inclusion and nurture, e.g. Nurturing Schools, the De-escalation Training Pack.

How have outcomes improved during this period?

- There has been a significant closing of the attainment gap for literacy and numeracy in primary schools. The gap has been closed for a range of disadvantaged and vulnerable groups, including: those living in SIMD deciles 1 and 2, looked after children, pupils registered for free meals.
- There has been a significant increase in the numbers of school leavers achieving key qualification sets across all levels of attainment.
- Headteachers and other leaders within the Directorate have a high level of confidence in the Directorate's approach to improvement and in the systems of support for children and young people.

What challenges remain to be addressed?

- Further closing of the attainment gap will require a clear and sustained focus on individuals facing significant barriers to learning. The Pupil Equity Fund provides an important opportunity to address this challenge.
- Levels of attendance for disadvantaged and vulnerable children are generally lower than those of their peers, and exclusions are higher. Improving levels of attendance and rates of exclusion for disadvantaged pupils remains a key focus for improvement.



The proportion of P1, P4 and P7 pupils achieving the expected level in reading within Curriculum for Excellence

Directorate Improvement

Proportion of respondents who agreed that...	
...our vision of "improving life chances for all" has a positive influence on attainment and inclusion	99%
...the Directorate has the capacity to improve further	98%
Systems of support	
Proportion of respondents who agreed that...	
...the guidance and support are in place to ensure fair and equal treatment of learners, parents, carers & families	95%
...information is available on areas for improvement that is effective in supporting school improvement	94%

Outcomes from the Key Improvement Survey of leaders across the Directorate

How we are enhancing outcomes for the most vulnerable

Enhancing Outcomes for the most Vulnerable was a priority in the Directorate Plan 2014-17. This page reviews the progress that we have made in this area.

What have we done over the period 2014-17?

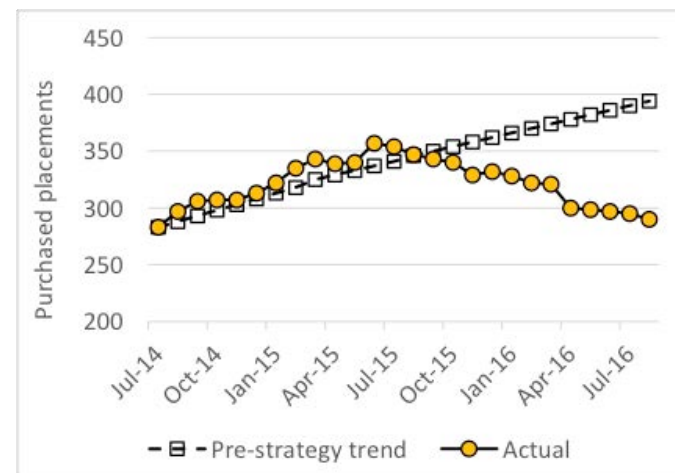
- The Directorate has developed and implemented a Children and Families Strategy. This has enhanced the capacity for early intervention and helped to ensure that further, more intensive intervention are avoided, wherever possible, including children becoming formally looked away from home.
- We have reviewed the processes involved in managing high risk offenders to ensure that the greatest resource follows the greatest risk.

How have outcomes improved during this period?

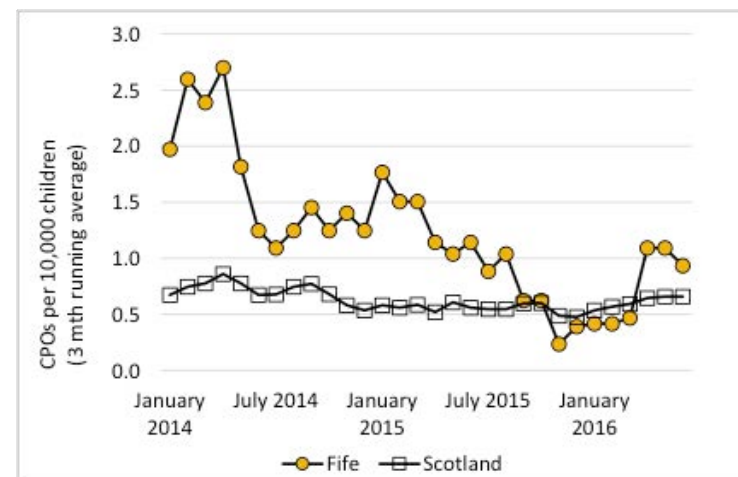
- The Children and Families Strategy has had a significant impact: the proportion of looked after children who are in a home or kinship setting has increased; the number of looked after children has stabilised; through improved processes and better partnership working, the number of Child Protection Orders has reduced.
- Educational outcomes for looked after children in Fife have remained generally above those achieved across the rest of Scotland.
- We have helped more offenders to complete Community Payback Orders in 2015/16 than any other year.

What challenges remain to be addressed?

- We will seek to further implement the Children and Families Strategy, in line with the original strategic objectives and planned improvement plan.
- We need to further improve the capacity for prevention, ensuring an effective response to families where children are at the "edge of care".
- We need to ensure that offending behaviour continues to be effectively challenged.



The number of looked after children, following implementation of the Children & Families Strategy



The proportion of children who are subject to a Child Protection Order

How we understand what children, young people, families and staff think about our services

The Education and Children's Services Directorate aims to ensure that the views of children, young people, families and staff are actively sought, and are taken into account in decisions that affect individuals and with the design and delivery of services.

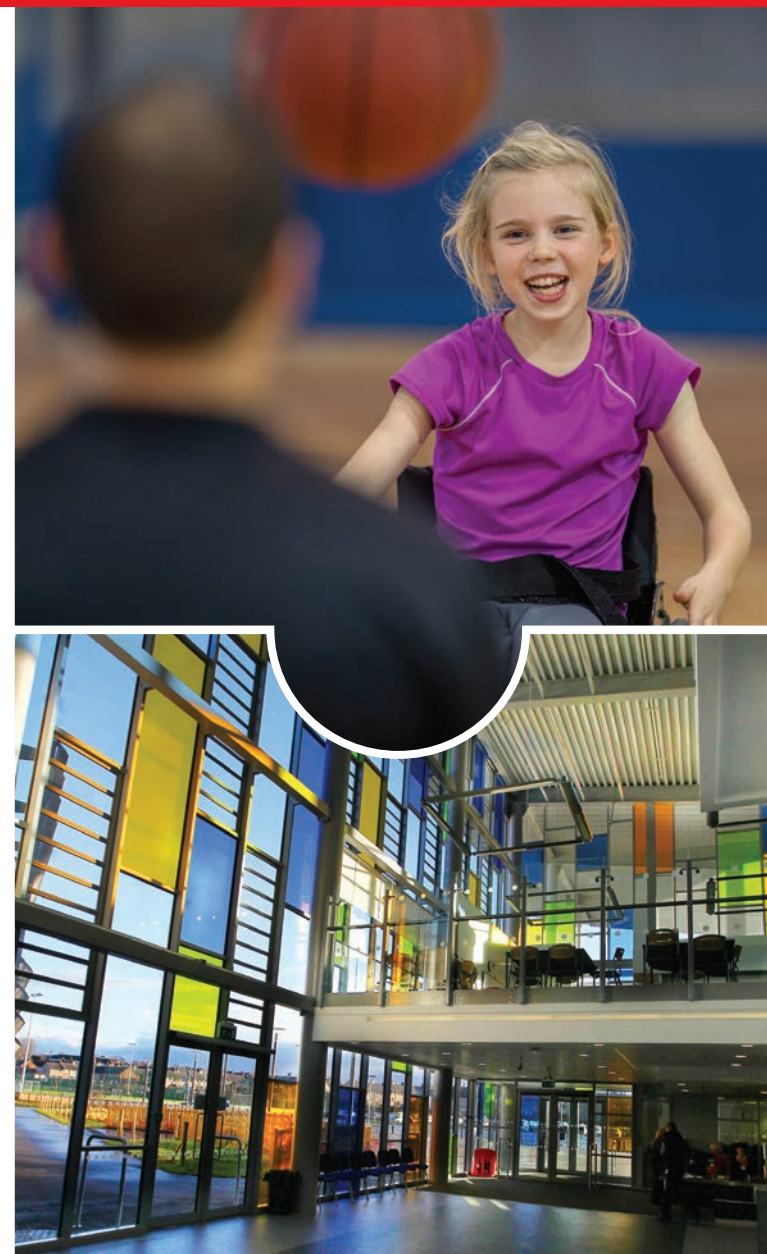
The Directorate undertakes a range of surveys to establish the views of school pupils, parents/carers and staff. These include:

- The Pupilwise survey, which captures the views of pupils, including Looked After Children and Young Carers in Fife schools.
- The Parentwise survey, which gathers feedback from parents across a range of related questions.
- The Staffwise and Key Improvement Survey, which collect the views of staff and leaders from across the Directorate.

These surveys inform self-evaluation and support service improvement. Over 23,000 children and young people, 3,100 parents and carers and 1,900 staff members completed the surveys undertaken in 2016.

The 2BHeard forum is a means by which Fife's care experienced young people, aged 12 and over, can express their views about the services that they receive, and be assured that - through direct links to the Corporate Parent Board - these views will be listened to. Some of the young people are still in care and others are care-leavers.

In addition to the work undertaken directly by the Directorate, further evidence is collected via the Children's Services Partnership. Most recently, a programme of engagement has been undertaken to inform the development of the Fife Children's Services Plan 2017-20. Children and Young People across Fife were engaged in effective participation that identified emerging themes across all aspects of wellbeing. These themes have helped inform the key priorities for the 2017-20 Children's Services Plan and this Directorate Plan. Consultation via an online survey has involved more than 2,500 children and young people, with more than 200 taking part in participation sessions.



Our Vision for 2020

The Directorate Plan is based on a vision for the future that is informed by: the evidence-base on how to improve outcomes for children and young people, and feedback from parents/carers, children, young people, families and staff on what matters.

Our **Vision for 2020** is: to help ensure that Fife is a place where:

- Children are happier and more secure
- Children have better levels of achievement
- Outcomes for children and young people are fairer
- Children are healthier and more active
- Young people are equipped for better life chances
- Local communities are empowered and supported

The six Priority Areas will provide a focus for improvement that delivers the National Improvement Framework for Fife's schools, helps to implement Fife's Children's Services Plan 2017-20 and contributes to community empowerment through Fife's Local Outcomes Improvement Plan.

In order to achieve our vision, we will focus available resources on six **Priority Areas**:



Our Priorities for Improvement

In order to secure specific and achievable improvement within our six Priority Areas, we have identified twelve **Priorities for Improvement**. These are the outcomes where, current evidence shows, improvement is most urgently needed.

GIRFEC
Continuing to support better parenting skills through improved engagement with families
Preventative, joined-up working in local communities
Attainment
More effective engagement and participation of children and young people in their learning
Developing better learning and teaching in the classroom and beyond
Equity
Closing the attainment gap for pupils in the Broad General Education (BGE)
Improving educational outcomes for looked after children
Wellbeing
Improving physical health and development
Supporting the physical and emotional wellbeing of all children and young people, particularly those most at risk
Employability
Increasing the attainment of key qualification sets that lead to wider post-school opportunities
Developing better pathways to positive post-school destinations
Communities
Providing person-centred and collaborative services
Preventing and reducing reoffending

Our Action Plan for Improvement

The Directorate Improvement Plan is the basis for service improvement. It sets out the Directorate's Priorities for Improvement over the period 2017-20 and supports the Council's contribution to delivery of Fife's Children's Services Plan 2017-20.

The work required to achieve these improvements is set out in the Directorate's **Action Plan for Improvement**. The table opposite identifies twelve key themes within the Action Plan for Improvement. These reflect the evidence about where the Directorate most needs to focus its efforts, if it is to ensure that outcomes improve for children, young people, families and communities (see page 4).

The following six pages set out an annual Action Plan for Improvement, which identifies the specific actions that we will undertake over the coming year. The Directorate Leadership Group will lead the implementation of the Action Plan for Improvement during 2017/18. They are:

<p>Carrie Lindsay Executive Director Education & Children's Services</p>	<p>Dougie Dunlop (DD) Head of Education & Children's Services Chief Social Work Officer</p> <ul style="list-style-type: none"> • Children and Families Teams • Criminal Justice • Fostering, adoption, kinship & residential care • Contact Centre • Domestic Abuse Unit 	<p>Shelagh McLean (SMcL) Head of Education & Children's Services</p> <ul style="list-style-type: none"> • Support for Learners' Service • Educational Psychology Service • Pupil Support Service • Special Schools • Music Service • Pupil Support Assistants • Directorate Operations Team
<p>Jacqueline Price (JP) Head of Education & Children's Services</p> <ul style="list-style-type: none"> • Family Nurture Centres/ ELC settings • Early Years Team • Family Support Services • Active Schools • GIRFEC / Child Protection / HWB Development Officers 	<p>Peter McNaughton (PMcN) Head of Education & Children's Services</p> <ul style="list-style-type: none"> • Primary Sector • BGE strategic development • Professional Learning and Leadership Team • Pedagogy Team 	<p>Derek Brown (DB) Head of Education & Children's Services</p> <ul style="list-style-type: none"> • Secondary Sector • 15 - 24 Learner Journeys • Opportunities Fife Post-16 Partnership • Developing the Young Workforce (Fife)

Key themes within our Action Plan for Improvement

The work required to achieve our vision are set out in the **Action Plan for Improvement**, summarised below. The following six pages give a more detailed account of our Action Plan for each individual area of improvement.

Strengthening the implementation of GIRFEC
Better targeting resources, in order to achieve a greater impact on children and families locally.
Consolidating the design of services available to meet local needs and improving the impact of our partnership working.
Focussing on the most effective ways to improve attainment and close the attainment gap
Ensuring more coherent and effective approaches to self-evaluation and improvement.
Supporting the continued improvement of, and achieving a greater impact from, learning and teaching.
Targeting services & resources to meet the greatest need
Better identifying and supporting the needs of all children, particularly the disadvantaged and the most vulnerable.
Consolidating and further developing our systems and support services, to better support those with the greatest needs.
Supporting more consistent approaches to improving health and wellbeing
Ensuring that our policies and strategies: promote health & wellbeing, encourage responsible attitudes and behaviours and consistently support children to be active.
Ensuring that our service design and ways of working better support the emotional wellbeing of all children.
Developing our delivery model to improve the employability skills and the life chances of young people
Strengthening pathways to employability and other positive destinations for young people.
Offering a range of vocational and academic opportunities and experiences for all, which are valued equally.
Empowering and supporting local communities
Providing person-centred and collaborative services that are increasingly designed and delivered with the participation of children, young people and families.
Ensuring that our services are effective in supporting early intervention strategies that prevent and reduce reoffending.

Our Action Plan for Strengthening the Implementation of GIRFEC

Ref	Strategic Goal	Activities / Actions	Outcome measure	Owner
Better targeting resources, in order to achieve a greater impact on children and families locally.				
1A	To deliver 1140 hours of flexible, high quality early learning & childcare.	Extend provision for all children who require a flexible model of childcare, across Fife. Improve quality of early learning and childcare settings.	<ul style="list-style-type: none"> Percentage of ES inspection results for early years provision that are above the national average. 	JP
1B	To coordinate services in a joined up way to support families.	Ensure family support services, are effective, streamlined and available locally when needed.	<ul style="list-style-type: none"> Clear structure of support available for families across Fife in place. 	JP
Consolidating services available to meet local needs and improve the impact of our partnership working.				
1C	To improve GIRFEC approaches and practices in line with new legislative requirements.	Provide information, training and practice development to improve GIRFEC processes and promote Child Protection key themes.	<ul style="list-style-type: none"> Percentage of positive responses from Named Persons/Lead Professionals to GIRFEC survey. Young Carers Statements developed and in place for April 2018. 	JP
1D	To ensure that families get the help they need when they need it.	Developing early identification and response to need, through embedding the use of the child wellbeing pathway.	<ul style="list-style-type: none"> Case file evaluation of impact of Child Wellbeing Pathway. 	DD
1E	An integrated response to families in need with young children.	Further developing the joint response strategy to vulnerable families with young children.	<ul style="list-style-type: none"> Number of young families receiving structured parenting programmes. Number of young families receiving intensive support arrangements. 	DD/JP
1F	To ensure an effective response to families where children are at the "edge of care".	Reviewing and redesigning services that respond to families in urgent need, including out of hours and weekends, to ensure a more effective response.	<ul style="list-style-type: none"> Number of requests for support from the intensive community support panel. Number of families engaged with intensive support provision. 	DD

Our Action Plan for Significantly Improving Attainment and Further Closing the Attainment Gap

Ref	Strategic Goal	Activities / Actions	Outcome measure	Owner
Ensuring more coherent and effective approaches to self-evaluation and improvement				
2A	To increase pupil and parental participation in learning.	Strengthen home-school partnerships and pupil voice.	<ul style="list-style-type: none"> Increase in numbers of respondents to Pupilwise and Parentwise surveys and positive feedback from the surveys. 	JP
2B	To ensure that we have an agreed, updated vision and strategy for raising attainment and closing the gap.	<p>Review and refresh our current approaches to both raising attainment and closing the gap.</p> <p>Ensuring a Fife-wide strategy, yet one which can be customised to ensure that local and specific challenges are being met.</p>	<ul style="list-style-type: none"> Positive feedback to our strategic approach in our leadership and staff surveys. Evidence that the strategy is having an impact from School Improvement Plans and feedback from school inspections. 	PMcN
2C	To strengthen the Directorate's overall approach to self-evaluation for improvement.	Further develop the work of the Directorate Self-Evaluation Strategy Group, to improve: data and evidence about the Directorate's impact; strategic analysis of key service issues; alignment with wider corporate and partnership processes.	<ul style="list-style-type: none"> Increased staff awareness of the impact that we have as an organisation Outcome of self-evaluation of Directorate performance information, its fitness for purpose and impact. 	PMcN/ SMcL
Better focussing available resources on improving: learning & teaching in the classroom, and the learning environment				
2D	To improve learning progression across the Early Level.	Create guidance for nursery and P1 staff to improve early years learning environments and approaches including play based approaches.	<ul style="list-style-type: none"> Increased CfE achievement in P1. 	JP
2E	To ensure the positive impact of effective learning and teaching, is at the forefront of improvement.	<p>Ensure that the learning and teaching strategy is disseminated, adapted and used by practitioners.</p> <p>Support use of approaches to learning and teaching that are most likely to make the biggest difference to our children e.g. in terms of closing the gap.</p>	<ul style="list-style-type: none"> Evidence of impact of Fife's learning and teaching strategy. Evidence from inspection activity that evaluations for QI 2.3 show signs of improvement. 	PMcN
2F	To further improve the quality of the learning environment and the management of buildings and facilities.	<p>Design and build modern schools within the Education capital programme, including the Building Fife's Future programme, which puts children and learning at the centre.</p> <p>Issues of spare/lack of capacity, condition, suitability and efficiency of school and care buildings are addressed, including via use to accommodate the Early Years Strategy.</p>	<ul style="list-style-type: none"> The strategy for a sustainable school estate is developed and implemented. The Building Fife's Future Programme is delivered in accordance with the plan. 	SMcL

Our Action Plan for Targeting Services and Resources to Meet the Greatest Need

Ref	Strategic Goal	Activities / Actions	Outcome measure	Owner
Better identifying and supporting the needs of all children, particularly the disadvantaged and the vulnerable.				
3A	To ensure effective support for children at risk of harm.	Monitor, evaluate and review systems that undertake initial assessments of families to identify where children may be at risk. Improve system and process design where review identifies a need for improvement.	<ul style="list-style-type: none"> Sample case file evaluation of children on the child protection register. Percentage of repeat child protection registrations within 2 years. 	DD
3B	To plan effectively for looked after children	Undertake a regular review of care planning arrangements for looked after children.	<ul style="list-style-type: none"> Increase in proportion of looked after children cared for within Fife. Percentage of children with a plan for permanence 10.5 weeks after becoming accommodated 	DD
3C	To improve the management of assets, resources and risks	Improve the suitability and sustainability of the estate, including meeting the demands of the Early Years Strategy. Update the Devolved School Management scheme. Review key processes, including workforce planning.	<ul style="list-style-type: none"> Deliver increased capacity for Early Learning and Childcare settings, to enable action 1A. Increase proportion of buildings in good or satisfactory condition. Maintain Pupil Teacher Ratio (PTR). 	SMcL
Consolidating and further developing our systems & support services to better support those with the greatest needs.				
3D	To ensure an integrated response to children with disabilities and /ASN.	Further developing the joint response strategy to ensure that an effective response is provided to children with disabilities additional support needs.	<ul style="list-style-type: none"> Numbers of children receiving respite arrangements. Numbers of children in specialist residential provision. 	DD/SMcL
3E	To further implement the Supporting Learners Strategy.	Finalise the strategy for providing additional support for learners. Extend schools capacity for meeting all learners needs, through structural changes. Ensure that the new model provides all learners with appropriate support for their needs.	<ul style="list-style-type: none"> Devolution of ASN provision to cluster and school level. Reduction in placements to DAS and ASCs. 	SMcL
3F	To improve equity in participation, learning and educational outcomes.	Support schools to implement the Scottish Attainment Challenge and Pupil Equity Fund. Consolidate support services to schools, to ensure adequate provision for all disadvantaged pupils.	<ul style="list-style-type: none"> Evidence of improved educational outcomes for disadvantaged and vulnerable pupils (closing of gap in outcomes between SIMD deciles 1 & 2 and SIMD deciles 9 & 10). 	PMcN/ SMcL

Our Action Plan for Ensuring Better Health and Wellbeing

Ref	Strategic Goal	Activities / Actions	Outcome measure	Owner
Ensuring that our policies and strategies: promote health & wellbeing, encourage responsible attitudes and behaviours and consistently support children to be active.				
4A	Improve approaches to reducing obesity and increasing physical activity in children and young people.	Develop a partnership approach impacting on healthy growth and development.	<ul style="list-style-type: none"> Proportion of children in P1 of healthy weight increases. Feedback from children and young people on opportunities to learn about healthy life choices (Pupilwise). 	JP
4B	To ensure that all children have access to appropriate opportunities for play and physical activity.	Support provision of physical activity opportunities within school (PE, PEPAS, etc). Further develop community based play opportunities that support and stimulate self-directed play.	<ul style="list-style-type: none"> PE hours from Scottish Government Survey. Engagement numbers for community based play opportunities (e.g. play rangers). 	JP
4C	To ensure a greater equity in health outcomes for children and young people.	Ensure key health messages are shared with pupils experiencing risk/disadvantage, including sexual and mental health information and access to support services.	<ul style="list-style-type: none"> Reduction in rates of pregnancies in young people. 	JP
Ensuring that our service design and ways of working better support the emotional wellbeing of all children.				
4D	To improve the range of support for emotional wellbeing.	Implement with partners, the Our Minds Matter framework.	<ul style="list-style-type: none"> Reduction in number of referrals to CAMHS. Improved uptake of support provided by commissioned services. 	JP
4E	To increase pupil and parental participation in the design and developmental of services to support wellbeing.	Programme of consultation and participation to engage disadvantaged and vulnerable children and young people in policy and service design.	<ul style="list-style-type: none"> Evidence of planning and policy changes arising from consultation and participation work (e.g. through 2B Heard). 	DD/JP

Our Action Plan for Improving the Employability Skills and Life Chances of Young People

Ref	Strategic Goal	Activities / Actions	Outcome measure	Owner
Strengthening pathways to employability and other positive destinations for young people.				
5A	To improve support for pupils leaving school at the end of S4 /5.	Establish Named Persons for 16-18 year old school leavers.	<ul style="list-style-type: none"> Increase in numbers of young people accessing the Named Person Service after leaving school. 	JP
5B	To develop a Culture of Enterprise in all Fife classrooms.	Expand the Fife Council Culture of Enterprise offering to schools. Roll out training programme from Scotland's Enterprising Schools.	<ul style="list-style-type: none"> Increase the numbers of young people engaging with Culture of Enterprise programmes. Increase the numbers of participating businesses. 	DB
5C	To improve the academic attainment of young people within the senior phase of learning.	Implement the new course arrangements for National 5 for session 2017- 2018. Support the planning of schools to review and improve attainment, using the updated Insight benchmarking toolkit.	<ul style="list-style-type: none"> Increase the numbers of young people attaining senior phase qualifications. Increase the numbers of young people attaining good grades in senior phase qualifications. 	DB
Offering a range of vocational and academic opportunities and experiences, that meet the needs of all learners.				
5D	To develop the Energise Fife Pathways to Employment Programme.	Expand the programme of Industry challenge activities, including work experience, industry challenge, career mentoring, foundation apprenticeships, school-college partnership programmes and skills academies.	<ul style="list-style-type: none"> Increase the numbers of young people engaging with Energise Fife programmes. Increase the numbers of participating businesses. Increase the numbers of young people achieving vocational qualifications. 	DB
5E	To implement Foundation Apprenticeship Pathways.	Implement plans for the new programme. Review the quality of learning provided for young people.	<ul style="list-style-type: none"> Increase the numbers of young people completing Foundation Apprenticeships. Increase uptake for session 2018 - 2019 programmes. 	DB
5F	To develop an Integrated Key Worker Service for Young People at Risk of Negative Destinations.	Establish the integrated team in order to provide support pre and post-16 as part of a continuous programme of mentoring and advocacy. Establish effective models for joint working with schools and partners to re-engage disaffected young people.	<ul style="list-style-type: none"> Increase the numbers of young people engaging with the integrated service pre-16. Improve the outcomes for this group of young people in terms of engagement. 	DB

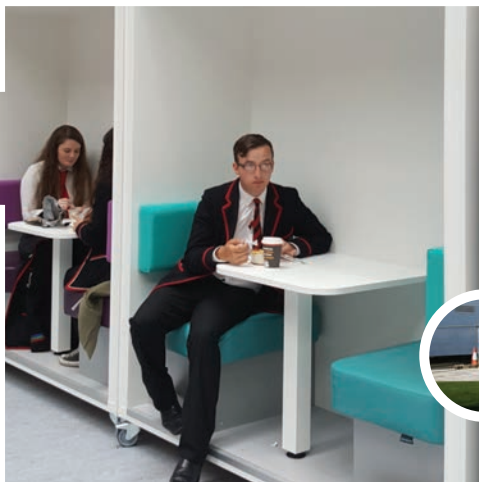
Our Action Plan for Empowering and Supporting Local Communities

Ref	Strategic Goal	Activities / Actions	Outcome measure	Owner
Providing person-centred and collaborative services that are increasingly designed and delivered with the participation of children, young people and families.				
6A	To develop a structured approach to engagement with service users.	Review systems for engagement and participation of service users. Improve processes that allow service users' perceptions to inform service planning and design.	<ul style="list-style-type: none"> Outcomes of engagement are clearly evident in future planning of services. 	DD/JP
6B	To further develop effective collaborative working at a local and Fife wide level.	Review planning structures and joint procedures that assist in a joint response to families, children and those affected by crime. Ensure that effective arrangements for joint responses by key partners are in place.	<ul style="list-style-type: none"> Outcome of self-evaluation to ensure that children, families and those affected by crime receive a joined up, integrated response to need. 	DD/JP
6C	To ensure professional learning activities are well designed to support school clusters.	Working in partnership with the profession at cluster level to develop and deliver a wide and appropriate range of professional learning activities. Helping clusters to ensure that staff have the knowledge and skills required to help raise attainment and close the gap.	<ul style="list-style-type: none"> Staff participation and satisfaction across a range of learning experiences. Staff response to these activities. 	SMcL/ PMcN
Ensuring that our services are effective in supporting early intervention strategies that prevent and reduce reoffending.				
6D	To ensure a greater awareness of the impact of trauma and adverse childhood experiences on offending patterns.	Further training, development work and research is undertaken on the impact of trauma and adverse childhood experiences on offending patterns. Services are designed to address the particular needs of women offenders as the group disproportionately affected by trauma.	<ul style="list-style-type: none"> Measures of Community Justice staff awareness and confidence regarding the impact of trauma on offending patterns. 	DD
6E	To ensure that offending behaviour is effectively challenged.	High quality community based programmes are in place that directly address offending attitudes and help contribute to positive contributions to communities.	<ul style="list-style-type: none"> The percentage of successfully completed Community Payback orders. The percentage of successfully completed offender group work programmes. 	DD
6F	To ensure victims of crime receive the support they require.	Specialist services are available to respond to the victims of crime (including MARAC, CEDAR/EYDAR, 3rd Sector support provision).	<ul style="list-style-type: none"> Evaluation of effectiveness of support measures including MARAC/MATAC annual reports. 	DD

Our approach to improving the design of services

In designing services for the future, we aim to develop an organisational structure which:

- At Fife level: supports partnership working with other local and national partners to further implement GIRFEC and to deliver Fife's Children's Services Plan.
- Across local areas: supports local area committees to develop and deliver local community planning and contributes to community empowerment, including the implementation of the Local Outcomes Improvement Plan for Fife.
- Within school clusters: delivers the National Improvement Framework and support school improvement, with schools as partners in delivery.



Our approach to improving the delivery of services

In delivering services to children, young people, families and communities we will continue to uphold the Directorate's values of:

Compassion
Ambition
Respect
Equity



In particular, we will strive to:

- Listen carefully and use language which is clear and easily understood.
- Recognise, understand and be sympathetic to the needs of all children and adults, and in particular those who are in some way vulnerable.
- Aspire to the highest standards and achievements for everyone.
- Work actively and relentlessly to break the cycle of disadvantage.
- Treat everyone with respect and dignity, interacting in a friendly, courteous and constructive manner.
- Aim at all times to be focused on finding solutions and creative in addressing problems.
- Treat all in a completely fair and transparent way, making sure everyone has access to the same opportunities.

How our plan will help to deliver the National Improvement Framework and Fife's Children's Services Plan

Achieving the Priorities for Improvement identified within the Education and Children's Services Directorate Plan 2017-20 will contribute to delivery of the Fife Children's Services Plan (CSP) across a range of outcomes.

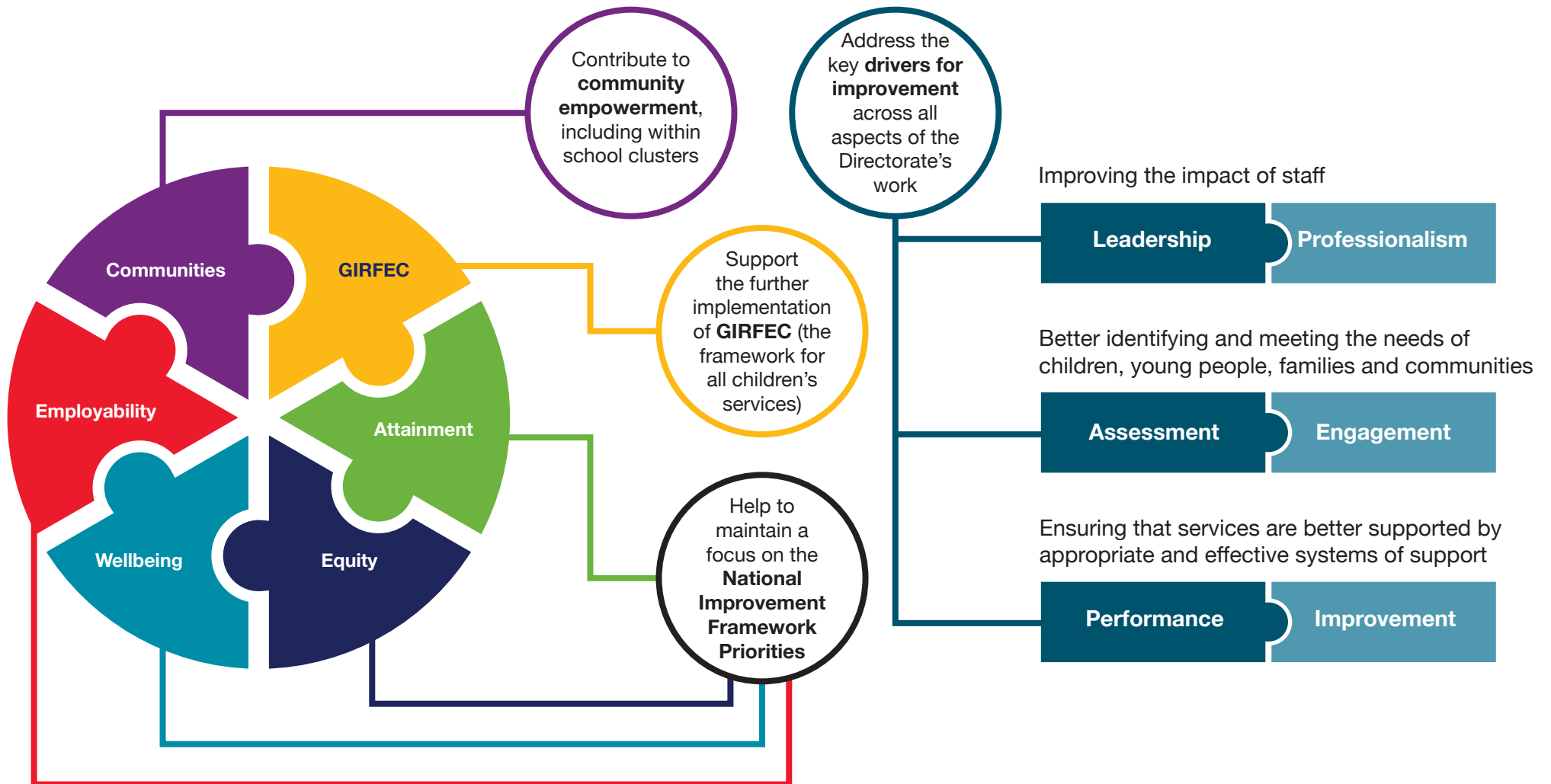
Priority area	Priorities for Improvement	CSP Priority
GIRFEC	Continuing to support better parenting skills through improved engagement with families	9
	Preventative, joined-up working in local communities	10
Attainment	More effective engagement and participation of children and young people in their learning	12, 14, 15
	Developing better learning and teaching in the classroom and beyond	6, 7
Equity	Closing the attainment gap for pupils in the Broad General Education (BGE)	6
	Improving educational outcomes for looked after children	9
Wellbeing	Improving physical health and development	5, 11
	Supporting the emotional wellbeing of all children and young people	8
Employability	Increasing the attainment of key qualification sets that lead to wider post-school opportunities	7
	Developing better pathways to positive post-school destinations	7
Communities	Providing person-centred and collaborative services	11
	Preventing and reducing reoffending	2

CSP Priorities:

Priority No.	Priority Area	Wellbeing indicator
1	Child Protection	Safe
2	Domestic Abuse	Safe
3	Universal Health Visiting Pathway	Healthy
4	Infant Nutrition	Healthy
5	Healthy Growth & Development	Healthy
6	Broad General Education Attainment Gap	Achieving
7	School Leaver Destinations	Achieving
8	Emotional Wellbeing	Nurtured
9	Support for the Most Vulnerable	Nurtured
10	Permanence Planning	Nurtured
11	Places to Play	Active
12	Exclusion	Respected
13	Substance Use	Respected
14	Participation of Children & Young People	Responsible
15	Attendance at Secondary School	Included
16	Child Poverty	Included

How our plan will help to deliver the National Improvement Framework and Fife's Children's Services Plan

Our priorities for improvement and action plan for improvement will:



How our plan will help to deliver the National Improvement Framework and Fife's Children's Services Plan

The activities identified within our Action Plan for Improvement will collectively help us to improve our working across all of our Priority Areas and will also help to address the Drivers for Improvement (as identified within the National Improvement Framework).

	Leadership	Professionalism	Assessment	Engagement	Performance	Improvement
Strengthening the implementation of GIRFEC	3A, 3B, 3D	1A, 1D, 3A	1D, 1F, 3A, 3D	4E	1F, 3A, 3C, 3D	1B, 1C, 1E
Significantly Improving Attainment and Further Closing the Attainment Gap	2C	2E		2A, 2F	2B, 2C	2B, 2C, 2D, 2E
Targeting Services and Resources to Meet the Greatest Need	3A, 3B, 3D	1F, 3A, 3B, 3C, 3D, 3E	1F, 3A, 3D, 3E	4E	3C, 3F	3A, 3C, 3F
Ensuring Better Health and Wellbeing	3B, 3D	3A, 4D, 6B	1F, 3A, 3B, 3D, 4A	4A, 4B, 4C, 4E, 6A, 6B	1F, 3A, 3B	3B, 4A, 4E
Improving the Employability Skills and Life Chances of Young People	6D	5B, 5E	3B, 5A, 5F	5A, 5B, 5D, 5F	2B, 2C, 5C	2B, 2C, 5A, 5C, 5E
Empowering and Supporting Local Communities	6D	6C, 6D	1F, 6E	6A, 6B, 6D, 6F	6D	6A, 6E, 6F

How we will measure the impact of the Directorate Improvement Plan

We will measure the success of the Directorate Plan by monitoring a range of evidence, including a **Scorecard** of key outcome measures

Priority area	Priorities for Improvement	Scorecard Measures
GIRFEC	<ul style="list-style-type: none"> Continuing to support better parenting skills through improved engagement with families Preventative, joined-up working in local communities 	<ul style="list-style-type: none"> Number of looked after children supported at home or in a kinship setting (objective: to increase) Number of looked after children cared for outwith Fife (objective: to decrease)
Attainment	<ul style="list-style-type: none"> More effective engagement and participation of children and young people in their learning Developing better learning and teaching in the classroom and beyond 	<ul style="list-style-type: none"> Attendance rates in secondary schools (objective: to increase) and exclusion rates (objective: to reduce to a minimal level) Inspection outcomes for Early Learning Settings and Schools (objective: to achieve outcomes above the national average)
Equity	<ul style="list-style-type: none"> Closing the attainment gap for pupils in the Broad General Education (BGE) Improving educational outcomes for looked after children 	<ul style="list-style-type: none"> The attainment gap in the Broad General for pupils living in socially disadvantaged areas (objective: to reduce) Educational outcomes for looked after children (objective: to improve)
Wellbeing	<ul style="list-style-type: none"> Improving physical health and development Supporting the emotional wellbeing of all children and young people 	<ul style="list-style-type: none"> Survey feedback from children regarding the opportunity for exercise and play (objective: to improve) Referrals to child mental health services (CAMHS) (objective: to reduce). Evaluation to establish impact of support for emotional wellbeing within universal/additional services
Employability	<ul style="list-style-type: none"> Increasing the attainment of key qualification sets that lead to wider post-school opportunities Developing better pathways to positive post-school destinations 	<ul style="list-style-type: none"> Attainment in key qualification sets, which enable a wider range of post school destinations (objective: to improve at all levels) Positive destination from school, across all SIMD quintiles (objective: 95% positive destinations)
Communities	<ul style="list-style-type: none"> Providing person-centred and collaborative services Preventing and reducing reoffending 	<ul style="list-style-type: none"> Survey feedback from pupils, looked after children, etc (objective: to improve). Evaluation of new service delivery models The percentage of successfully completed Community Payback Orders (objective: to increase)



Fife's Community Planning Partners: Fife Council • NHS Fife • Fife's Voluntary Sector • Police Scotland • Scottish Fire & Rescue Service • Fife College • Scottish Enterprise
• St Andrews University • SEStran • Skills Development Scotland • Scottish Government

Working together to deliver our Community Plan and strengthen Fife's future www.fifedirect.org.uk/communityplanning