



S5 Individual Action Plan Meetings

2017-18 Report

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Outline:

S5 Individual Action Plan Meetings (IAPs) ran from 12 February – 14 March 2018 and within that period the LIFT OFF team saw 99 of our 2017-18 S5 cohort – a total of 26 hours of face-to-face contact time providing personalised advice on shaping course choices, relevant extracurricular activities (linking in with partner AHDP programmes such as REACH and other subject specific projects like ACES) and helping set realistic goals linked to the pupil's transition to HE.

IAP Meeting Organisation:

Like 2016-17, we implemented a guaranteed meeting for every S5 pupil in every school. We allocated every pupil a time slot in advance, sent this timetable to contact teachers and informed the pupil of their time through FB messenger in the days before we were scheduled to be in school then a reminder post on Facebook on the day.

This year, due to a reduced staffing complement we had to find ways to offer out IAP meetings to all of our young people (as achieved in 2016-17) with a much smaller team. We decided to pre-format the S5 IAP forms with information from S4 Core Pupil Meetings – pupil name, FB/email and S4 course subjects. This allowed us to maximise time talking to the young person about any issues they have encountered or to celebrate their successes and achievements and to reduce meetings from 20 minutes to 15.

Also, for the first time, along with their slot, pupils were allocated a Development Worker to allow us to only have the forms we needed for each school on our USB sticks. This proved to be problematic as we would occasionally have to deviate from the schedule to fairly divide up the total meetings for staff. A recommendation for next year would be to continue pre-formatting the forms and allocating the pupils to a specific member of staff but make sure that Development Workers had all of the forms loaded onto a password protected USB stick *1.

3 S5 IAP Meeting days had to be rescheduled due to severe weather at the end of February/start of March – Baldrigon, Brechin and St. Pauls. This led to Baldrigon not having S5 IAP meetings this year as there was no available time in the schools timetable due to their recent move to a new building. We were able to reschedule the other two dates with the contact teachers at the respective schools with relative ease.

Looking at the number of meetings completed, although we had less meetings in 2017-18, we should continue the policy of a guaranteed meeting into 2018-19 as it ensures that every pupil is getting the opportunity to ask for support *2.

Meetings:

At the meeting, we took down their grades from S4 and what they were studying in S5 and asked them how their prelims went. We would then use this as a gauge for what kind of support they would need – whether it was study support and resources or more higher education advice on finding courses and understanding entry requirements. Based on this, staff then set action points, which are informal SMART goals for the young people, to ensure they are on track for applying to university in S6. Approximately 2-3 weeks after their meeting, they were messaged/emailed with a generic message through FB to ask how they were getting on with their action points. This is to give them another opportunity to ask for help or advice. For pupils who had not had an S4 Core Pupil Meeting, we completed the whole form with all of the new information – they received a 20 minute meeting.

Fig. 1- Data from IAPs Meetings: lists our schools and our S5 cohorts, number of meetings carried out and percentage of S5 cohort seen.

School (Number of Pupils)	Number of IAP Meetings	% of CPs Seen 2017-18
Arbroath (18)	4	22%
Baldragon (13)	-	-
Beath (17)	5	29%
Braeview (21)	16	76%
Brechin (17)	9	53%
Craigie (20)	10	50%
Glenwood (11)	8	73%
Levenmouth (13)	8	62%
Lochgelly (14)	7	50%
St. Paul's (12)	8	67%
Viewforth (13)	11	85%
Woodmill (20)	13	65%
Total (176)	99	56%

As Fig 1 highlights, out of 176 pupils, we saw 99 which is 56% of our S5 cohort. However, this allowed us to work around our staffing problems and with only two members of the LIFT OFF conducting these meetings, this number has been a relative success - with Development Workers seeing ~50 pupils each, compared to ~37 each in 2016-17.

The lowest overall school turnouts were in Arbroath (22%), Beath (29%) and Craigie (50%) and our highest was Viewforth (85%) – however, the most pupils we saw on one day was at Braeview (16). LIFT OFF was unable to carry out meetings at Baldragon due to move to a new school building – pupils

were off for an additional 2 weeks for the transition which ate into their learning time. It was decided to offer online support to those at Baldragon.

The low turnouts in schools can be hard to interpret, but it becomes easier to do so with a wider idea of how successful the S5 IAPs were in the previous year – 2016-17. Something that is important to note is that there were differing cohort sizes in 2016-17 and 2017-18. Therefore, it is key to look at the difference in the actual numbers of meetings LIFT OFF staff carried out.

Fig. 2 – Comparison of S5 cohorts from 2016-17 and 2017-18, meetings carried out and overall percentage of pupils seen in S5 IAPs in 2016-17 and 2017-18 and the difference in the number of meetings for those school cohorts.

School	S5 Cohort 2016-17	Number of Meetings 2016-17	Percentage of Pupils Seen 2016-17	S5 Cohort 2017-18	Number of Meetings 2017-18	Percentage of Pupils Seen 2017-18	Difference in Number of Meetings
Arbroath	23	13	57%	18	4	22%	-9
Baldragon	16	8	50%	13	-	-	-
Beath	17	7	41%	17	5	29%	-2
Braeview	14	12	86%	21	16	76%	+4
Brechin	19	10	53%	17	9	53%	0
Craigie	17	12	71%	20	10	50%	-2
Glenwood	20	13	65%	11	8	73%	-5
Levenmouth	32	23	72%	13	8	62%	-15
Lochgelly	19	15	79%	14	7	50%	-8
St. Paul's	19	16	84%	12	8	67%	-8
Viewforth	15	11	73%	13	11	85%	0
Woodmill	14	8	57%	20	13	65%	+5
Total	225	148	66%	189	99	56%	-49

Fig. 2 demonstrates that Levenmouth Academy had the biggest difference in meetings carried out 2016-17 and 2017-18, however, this is due to a vastly reduced S5 cohort size from 32 in 16-17 to 13 in 17-18. This issue will continue into 2018-19 as the S5 cohort in Levenmouth currently sits at 17, 23 less than the target for the Levenmouth cohort. As S5 is another point of entry for new Core Pupils via LOLS, this number should increase.

Arbroath Academy had the second biggest difference between 2016-17 and 2017-18. Seeing a total of 22% this year is unacceptable and we will seek to vastly improve this number next year. This can be achieved by highlighting this at the Arbroath Academy scheduling meeting in June and identifying what we can be doing, along with the school staff to encourage more pupils to attend.

Beath High School is another school where we must review our delivery – only seeing 29% of the S5 cohort is disappointing but LIFT OFF has struggled with numbers at Beath events in 2017-18 across the board. LIFT OFF may have to brainstorm

There were two successful schools – Braeview Academy and Woodmill High School - where we saw increased cohorts from the year before which resulted in a higher number of meetings.

Subject Interest in S5:

Fig. 3 – Subject Interest from S5 IAP Meeting Forms: outlines pupil subject interest - these can change from S5-S6.

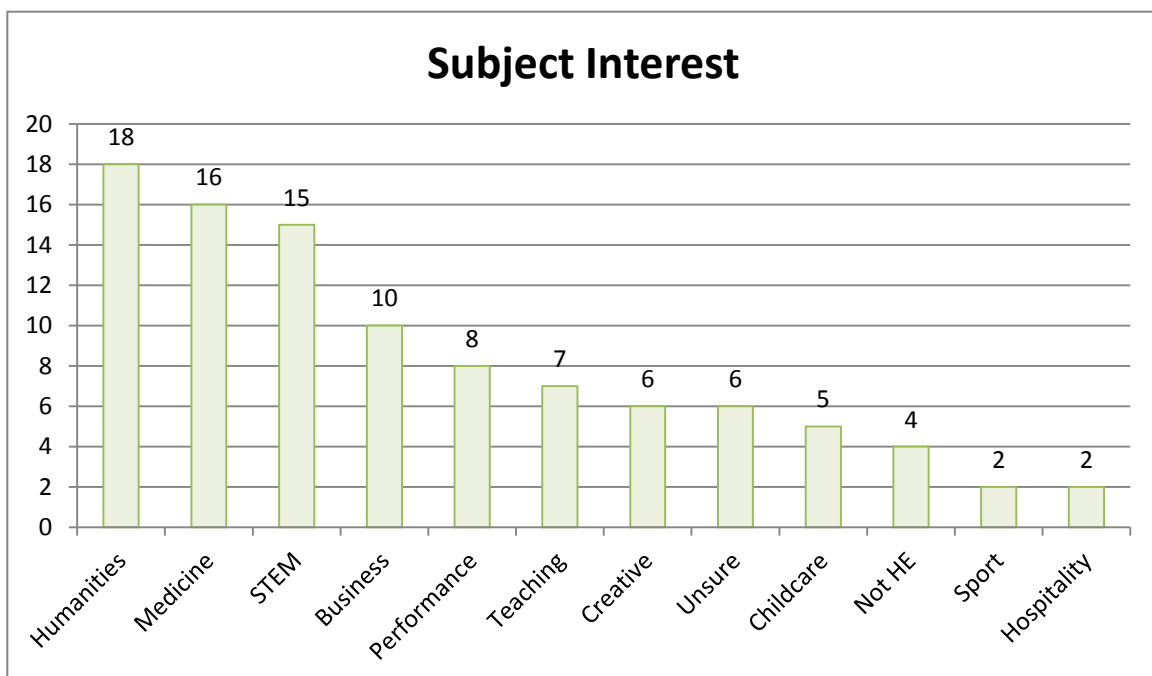


Fig.4 – Percentage of Subject Interest

Subject	Percentage 2017-18	Percentage 2016-17
Humanities	18%	21%
Medicine	16%	12%
STEM	15%	20%
Business	10%	5%
Performance	8%	5%
Teaching	7%	11%
Creative	6%	10%
Unsure	6%	9%
Childcare*	5%	-
Not HE	4%	2%
Sport	2%	2%
Hospitality*	2%	-

*Career sector not included in 2016-17 Report

Fig. 5 – Breakdown of Subject Interest

Subject Area	Course	No. Pupils	Total Per Subject Area
STEM	Engineering	3	
	Computer Science	5	
	Microbiology	1	
	Mathematics	1	
	Forensics	1	
	Biomedical Sciences	1	
	Physics	1	
	Pharmacology	1	
	Science	1	
Medicine	Medicine	4	
	Nursing	6	
	Vet Nursing	2	
	Paramedic	2	
	Midwifery	1	
	Dentistry	1	
Humanities/Social Sciences	Journalism	2	
	History	3	
	Social Science	1	
	Psychology	2	
			Continued

	Criminology	2	
	Religion and Philosophy	1	
	Law	3	
	English Literature	3	
	Sociology	1	18
Sport	Sport and Fitness	1	
	Sports Coaching	1	2
Creative	Fine Art	4	
	Graphic Design	1	
	Games Design	1	6
Performance	Acting	4	
	Dance	1	
	Music Performance	2	
	Musical Theatre	1	8
Business	Business	4	
	Business Management	3	
	Business and Accounting	1	
	Fashion Communication	1	
	Finance and Accounting	1	10
Teaching	Primary Teaching	5	
	Secondary Teaching	2	7
Hospitality	Chef	1	
	Hospitality	1	2
Child Care	Child Care	5	5
Not HE	Mountain Biking/Cabin Crew	1	
	Police	1	
	Electrician	1	
	RAF	1	4
	Unsure	6	
	Not HE	4	
		99	

Gender and subject choices:

Due to the SFC's push towards less gendered subject areas, this year we noted the genders of our young people when reviewing their subject interest. The SFC have set a target that by 2020, there will be no more than a 75%:25% split in subjects that are traditionally assigned as gendered (Gender Action Plan, 2016).

Fig. 6 - Breakdown of Gender Split of subject choices

Subject Area	F/M Split	Percentage Split
STEM	10:5	67%:33%
Medicine	14:2	88%:13%
Humanities	18:0	100%:0%
Sport	1:1	50%:50%
Creative	4:2	67%:33%
Performance	7:1	88%:13%
Business	6:4	60%:40%
Teaching	5:2	71%:29%
Hospitality	2:0	100%:0%
Child Care	5:0	100%:0%
Unsure	5:1	83%:17%
Not HE	1:3	25%:75%
LIFT OFF Core Pupils	78:21	78%:21%

As we can see in Fig. 6, there are 5 subject areas that currently meet the SFC's targets: STEM, Sport, Creative subjects, Business and Teaching.

However, the target to increase male representation in HE is failing. Using 99 S5 LIFT OFF Core Pupils as a sample, 78 were female and 21 male. This can be attributed to female maturity and career foresight but there must be an increased focus to attempt to even this number out if we are to reach the goal of the SFC's GAP.

Fig. 7 – Further breakdown of GAP highlighted subject areas

Subject Area	F/M Split	Percentage Split
Teaching	5:2	71%:29%
Computing Science	3:1	75%:25%
Engineering	2:2	50%:50%
Hospitality	2:0	100%:0%
Nursing	4:0	100%:0%
Child Care	5:0	100%:0%
Humanities	18:0	100%:0%

Fig. 7 highlights the subject areas that have been identified as requiring attention to reduce the split and our young people have noted interest at their IAP meeting. Computing Science and Engineering are currently meeting GAP targets, with Engineering currently sitting at 1:1 (although there is a small sample). However, the same success cannot be seen on subjects with traditionally 'female' subjects – Humanities, Hospitality, Nursing and Child Care – all of which have no male Core Pupils wanting to study these subjects. We must consider what LIFT OFF can do to address this ***3**.

Schools and Attainment:

Fig. 8 - Schools and levels of study for 99 Core Pupils:

School	Average number of Highers in S5 (Total Hs in school) 2017-18	Average number of Highers in S5 2016-17	Average number of National 5s in S4 (Total N5s in school) 2017-18	Average number of National 5s in S4 2016-17
1. Arbroath	4.3 (17)	4.3 (57)	5.3 (21)	5.2 (68)
2. St. Paul's	4.1 (33)	4.1 (65)	5.4 (43)	5.2 (83)
3. Viewforth	4.1 (45)	3.6 (40)	4.6 (51)	4.3 (47)
4. Brechin	3.9 (35)	3.5 (35)	4.2 (38)	4.0 (40)
5. Woodmill	3.6 (47)	3.4 (27)	4.7 (61)	4.5 (36)
6. Braeview	3.4 (55)	3.7 (44)	4.4 (70)	4.0 (48)
7. Lochgelly	3.3 (19)	4.3 (64)	4.3 (30)	5.5 (83)
8. Craigie	3.3 (33)	3.5 (42)	4 (40)	3.6 (43)
9. Levenmouth	3.3 (26)	3.9 (90)	3.3 (26)	4.2 (96)
10. Beath	3.2 (16)	3.4 (27)	4.6 (23)	3.9 (31)
11. Glenwood	1.9 (15)	3.6 (47)	2.9 (23)	4.7 (61)
Total	3.5 (341)	3.8 (538)	4.3 (426)	4.5 (636)

Fig. 8 shows the average number of Highers studied in S5 and average number of National 5s achieved in S4 – the schools are ranked based on this. As the number of meetings differed from last year, it is more revealing to look at an average for our schools and compare them to S5 cohort from 2016-17.

The school with the highest average Highers is Arbroath with 4.3, although as we only saw 4 pupils at Arbroath we must understand this within the context of who attended these meetings – most likely more academic and career focussed. However, as this is the same figure for the S5 cohort in 2016-17, we can say that this is a more reliable figure.

The lowest is Glenwood with 1.9, but when we compare this with 3.6 Highers on average in the S5 cohort in 2016-17 and their higher National 5 attainment it becomes apparent that it is not necessarily the school but perhaps this cohort struggle academically. Although this number is comparably lower

than our other schools, in the selection criteria for becoming a Core Pupil we state that they must be likely to achieve more than 2 Highers by the end of S6 which these pupils currently are.

Overall, the number of Highers has dropped from 3.8 per pupil to 3.5 in 11 schools but this is also reflected in the average number of National 5s achieved in S4 – 4.5 in 2016-17 down to 4.3 in 2017-18.

Fig. 9 – ParentZone Comparison Table for Scottish Schools, Percentage of Pupils from Most Deprived Areas, Percentage of Pupils who Achieved 5+ Highers in 2017 and LIFT OFF Schools ranking from Fig. 8

(League Position) School	% Pupils from Areas of Most Deprivation	% Pupils with 5+ Highers 2017	Average number of Highers in S5 (Total Hs in school) 2017-18	LIFT OFF S5 Core Pupil Higher Ranking
(1) Jordanhill School	-	70	-	-
(2) St. Ninian's HS	6	57	-	-
(3) Williamwood HS	-	74	-	-
(135) Viewforth	-	33%	4.1 (45)	3
(190) St. Pauls	51%	26%	4.1 (33)	2
(193) Woodmill	21%	26%	3.6 (47)	5
(229) Brechin	11%	22%	3.9 (35)	4
(231) Arbroath	30%	21%	4.3 (17)	1
(238) Beath	30%	20%	3.2 (16)	10
(243) Glenwood	43%	19%	1.9 (15)	11
(248) Craigie	60%	18%	3.3 (33)	8
(265) Lochgelly	45%	13%	3.3 (19)	7
(264) Baldragon	38%	14%	-	9
(267) Levenmouth	58%	13%	3.3 (26)	-
(272) Braeview	40%	12%	3.4 (55)	6

Fig. 9 details the ParentZone for Higher Attainment from exam results in 2017 for every school in Scotland – out of 274 Secondary Schools. The top 3 schools have been added as a comparison. (1) Jordanhill School was ranked as top with 70% of their pupils achieving 5+ Highers, with none of their pupils from areas of high deprivation.

Our highest placing school was Viewforth at 135, with 1:3 of pupils leaving in S6 with 5+ Highers – however, something to note is that none of the pupils from Viewforth come from areas of high deprivation (Parentzone, 2018).

However, when looking at the bottom of the table, we notice that 4 out of the bottom 11 schools in Scotland for attainment – when using the 5+ Highers parameters set by Parentzone – are LIFT OFF schools: Lochgelly, Baldrigon, Levenmouth and Braeview. These schools have less than 15% of their young people gaining 5+ Highers.

However, it is important to remember that this may not be the most egalitarian approach to rank schools by. 5+ Highers is often a requirement for more demanding professions which is why we have used 'positive destinations' or 'right destinations' for a number of years. From the statistics we have gathered in this round of S5 IAPs in all 11 schools, our young people are working towards achieving at least 2 Highers after S6 which can lead to an HNC at college and move onto a university course. This '5+ Higher' mentality will only act to demoralise schools and pupils and does nothing to celebrating small scale successes our young people achieve daily. LIFT OFF, as a programme, provides young people with the opportunity to surprise themselves by achieving things they would not have been able to otherwise through LO2S or LOLS. We should, therefore, trial a small scale campaign of sharing some motivational stories of our young people on our social media outlets *4 – any extracurricular achievements in sport, nursing simulations, charity or voluntary work and the Duke of Edinburgh awards. By doing so we are cultivating an environment of success and encouragement that reminds them that they can achieve goals if they put in the effort.

Change of mind from S4 & S5:

Fig. 10 - Breakdown of pupils changing their mind for their subject interest:

Total Change		
Yes	28	28%
No	51	52%
-	20	20%
	99	100%

The initial information taken from S4 Core Pupil Meetings in 2016-17 and the follow up information taken post S5 IAP Meeting – Fig. 10 shows that 52% of our S5 cohort has a continued interest in their chosen subject area from S4. This suggests that S4 is the year that most of our young people begin to solidify their career goals for after school and LIFT OFF works to support these in this phase. This information could be particularly important for our partnership working with the Gender Action Plan to encourage more pupils to consider more non-traditional gender career routes before and during S4. We would do this by continuing to be subtle in our approach and make changes to our S3 delivery as appropriate – this will be done in our S3 review for 2018-19 *5.

AHDP Referrals:

Fig. 11 - information was taken from the action points set in pupil's individual action plan forms and indicates referrals and current numbers of LIFT OFF Core Pupils who are also receiving support from another WA programme.

Schools	REACH Referrals	REACH	ACES Referrals	ACES	First Chances S1-S3	First Chances S4+	Sutton Trust	
Arbroath	2							
Beath								
Braeview			1	2				
Brechin		1						
Craigie		2					1	
Glenwood							1	
Levenmouth					3			
Lochgelly		1	1		2			
St. Pauls		2						
Viewforth		4		1		1		
Woodmill	1		1	1				
Total	3	10	3	4	5	1	2	
Referrals	3		3				6	
Other		10		4		1	2	17

In total, we referred 3 pupils to REACH and 3 pupils to ACES. This is in addition to the pupils who have been referred by LIFT OFF in the past or by their school. Comparing the data in Fig. 5 and Fig. 11, we can see that the number of pupils who have indicated an interest in Medicine, Law or Fine Art matches up with overall figure in Fig. 11. This means that LIFT OFF have a 100% success rate in referrals to REACH and ACES.

Fig. 11 also suggests that LIFT OFF has managed to keep the programme's pupil selection criteria distinct from other WA programmes. This is reflected in the low numbers of pupils who are in both programmes which ultimately cuts down on programme duplication.

Recommendations for S5 IAPs 2018-19:

- (1) Continue pre-formatting the forms and allocating the pupils to a specific member of staff but make sure that Development Workers had all of the forms loaded onto a password protected USB stick
- (2) Continue the policy of a guaranteed meeting into 2018-19 as it ensures that every pupil is getting the opportunity to ask for support
- (3) LIFT OFF to consider ways to support more male integration into the programme, as well as into traditionally 'female' dominated subjects such as Humanities, Hospitality, Nursing and Child Care.
- (4) Trial a small scale campaign of sharing some motivational stories of our young people on our social media outlets to develop a culture of sharing success amongst our pupils.
- (5) When reviewing our S3 Events for 2018-19, see if LIFT OFF can do more to support non-conforming career choices before they are solidified in S4.