

Education & Children's Services Sub-Committee

Due to Scottish Government guidance relating to COVID-19, this meeting will be held remotely.



Tuesday, 7th September, 2021 - 10.00 a.m.

AGENDA

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|-----|--|-----------|
| 1. | APOLOGIES FOR ABSENCE | |
| 2. | DECLARATIONS OF INTEREST – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage. | |
| 3. | MINUTE – Minute of Meeting of Education and Children's Services Sub-Committee of 11th May, 2021. | 3 – 7 |
| 4. | MINUTES OF EDUCATION APPOINTMENT COMMITTEE – 4th, 14th, 17th, 21st, 25th, 27th and 31st May, 2021; and 1st, 2nd, 8th, 9th, 15th and 21st June, 2021. | 8 – 20 |
| 5. | MINUTES OF EAST FIFE EDUCATION TRUST COMMITTEE AND WEST FIFE EDUCATION TRUST COMMITTEE – 2nd June, 2021. | 21 – 30 |
| 6. | STATUTORY CONSULTATION REPORT ON THE PROPOSAL TO RELOCATE ST COLUMBA'S RC AND WOODMILL HIGH SCHOOLS – Report by the Executive Director - Education & Children's Services. | 31 – 39 |
| 7. | DIRECTORATE IMPROVEMENT PLAN 2021-23 – Report by the Executive Director - Education & Children's Services. | 40 – 44 |
| 8. | PROFESSIONAL LEARNING & LEADERSHIP STRATEGY UPDATE – Report by the Executive Director - Education & Children's Services. | 45 – 67 |
| 9. | SUPPORT FOR VOLUNTARY ORGANISATIONS - UPDATE – Report by the Executive Director - Education & Children's Services. | 68 – 76 |
| 10. | SQA RESULTS OF 10TH AUGUST, 2021 – Report by the Executive Director - Education & Children's Services. | 77 – 89 |
| 11. | ATTAINMENT SCOTLAND FUND 2020/2021 – Report by the Executive Director - Education & Children's Services. | 90 – 105 |
| 12. | EDUCATION & CHILDREN'S SERVICES DIRECTORATE REVENUE BUDGET 2020-21 PROVISIONAL OUTTURN – Joint Report by the Executive Director - Finance & Corporate Services and the Executive Director - Education & Children's Services. | 106 – 108 |
| 13. | EDUCATION AND CHILDREN'S SERVICES DIRECTORATE CAPITAL INVESTMENT PLAN 2020-2021: PROVISIONAL OUTTURN REPORT – Joint Report by the Executive Director - Finance & Corporate Services and the Executive Director - Education & Children's Services. | 109 – 119 |

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15. EDUCATION AND CHILDREN'S SERVICES DIRECTORATE CAPITAL INVESTMENT PLAN 2021-2022: PROGRESS REPORT – Joint Report by the Executive Director - Finance & Corporate Services and the Executive Director - Education & Children's Services.	127 – 131
16. EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE FORWARD WORK PROGRAMME	132 – 133

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.

Eileen Rowand
Executive Director
Finance and Corporate Services

Fife House
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Fife, KY7 5LT

31st August, 2021

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**THE FIFE COUNCIL - EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE –
REMOTE MEETING**

11th May, 2021

10.05 a.m. – 12.35 p.m.

PRESENT: Councillors Craig Walker (Convener), Bobby Clelland, Dave Dempsey, Linda Erskine, Ian Ferguson, Rod Cavanagh (Substituting for Councillor Julie Ford), Gary Guichan, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Ross Paterson, Fay Sinclair, Alistair Suttie, Mr. George Haggarty and Mr. William Imlay.

ATTENDING: Carrie Lindsay, Executive Director, Education & Children's Services; Kathy Henwood, Head of Education & Children's Services (Children & Families & Criminal Justice Services); Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support); Angela Logue, Head of Education & Children's Services (Primary Schools & Improvement Support); Lynn Gillies, Service Manager (Operations Glenrothes/Family Support); Jackie Funnell, Education Manager; Rona Weir, Education Manager; Stuart Booker, Improvement Officer (Strategy & Knowledge Management); Clark Graham, Early Learning Officer; Gillian Johnston, Project Manager (Early Learning and Childcare), Education & Children's Services; Diane Barnet, Committee Officer, Legal & Democratic Services.

ALSO ATTENDING: Lee Cowie, Fife CAMHS, NHS Fife (for Para. No. 212).

APOLOGIES FOR ABSENCE: Councillor James Calder and Mr. Alastair Crockett.

Prior to the start of business, the Convener, on behalf of the Sub-Committee, extended congratulations to Councillor Calder and his wife on the birth of their baby.

209. DECLARATIONS OF INTEREST

Councillor Dominic Nolan declared an interest in Para. 216 – 'Support for Voluntary Organisations' – as he was a Council appointed member of Families First, St Andrews.

210. MINUTE

The Sub-Committee considered the minute of the Education and Children's Services Sub-Committee of 16th March, 2021.

Decision

The Sub-Committee agreed to approve the minute.

211./

211. MINUTE OF EDUCATION APPOINTMENT COMMITTEE

The Sub-Committee considered the minutes of meetings of the Education Appointment Committee of 10th March and 30th April, 2021.

Decision

The Sub-Committee noted the minutes.

212. OUR MINDS MATTER: SUPPORTING YOUNG PEOPLE'S EMOTIONAL WELLBEING SERVICE UPDATE

The Sub-Committee considered a report by the Executive Director, Education and Children's Services providing an update since the previous report considered by this Sub-Committee in November, 2020 on work to support young people's mental health.

Decision

The Sub-Committee:-

- (1) noted the progress since November, 2020 in continued development of work to support children and young people's emotional wellbeing in Fife;
- (2) endorsed the proposed next steps to continue to evolve services and development work as an ongoing response to the impacts of the COVID-19 context, the strategic priorities of Belonging to Fife and the requirements of The Promise;
- (3) commended all stakeholders for their continued efforts in development of work to support children and young people's emotional wellbeing in Fife; and
- (4) accepted an invitation to join workshops across the course of the coming year, aimed at:-
 - (a) sharing additional information on strategic development work included within the report; and
 - (b) providing opportunities for discussion and feedback, recognising the key importance of mental health support for young people and families during recovery from the COVID-19 pandemic.

213. CLIMATE CHANGE AND LEARNING FOR SUSTAINABILITY

Arising from a motion at the Fife Council meeting of 12th November, 2020 (Para. Ref. No. 204 of 2020.FC.233 refers) - 'Fife Council also calls for a paper on Climate Change education to be brought to the Education and Children's Services Sub-Committee at some point in the near future, detailing what action is currently being taken' - the Sub-Committee considered a report by the Executive Director, Education and Children's Services providing an overview of:

- National expectations on Climate Change and Learning for Sustainability; and
- Local/

- Local delivery of these aspects of the Curriculum within Fife educational settings.

Decision

The Sub-Committee considered and acknowledged the information detailed in the report.

214. DIRECTORATE IMPROVEMENT PLAN - PRIORITIES 2021/2023

The Committee considered a report by the Executive Director, Education and Children's Services outlining the draft improvement priorities for the Education and Children's Services Directorate Plan 2021-23, explaining the rationale for and inviting comments on the draft priorities detailed in the report.

Decision

The Sub-Committee acknowledged the Education and Children's Services Directorate draft improvement priorities for 2021-23.

215. EARLY LEARNING AND CHILDCARE – ADMISSIONS UPDATE

The Sub-Committee considered a report by the Executive Director, Education and Children's Services, providing the outcomes of the review, agreed at the Policy and Co-ordination Committee of 16th July, 2020, of the Early Learning and Childcare (ELC) admissions process, following the establishment of the member working group whose remit was to recommend improvement and address problems that had arisen during the 2020/21 admissions process; and to respond to the decision of Fife Council of 25th February, 2021 (Para. Ref. 214 of 2021.FC.249 - 'Childcare Services and Play Practice Development'), requesting a report to this Sub-Committee to advise on the possibility that all children under the age of five years old at the start of the school term automatically receive funding for an additional year of nursery – to begin this academic year.

The Sub-Committee then adjourned temporarily to consider the terms of a motion intimated by Councillor Law and seconded, in principle at this stage, by Councillor Guichan.

The meeting adjourned at 11.30 a.m.

The meeting re-convened at 12 noon

Decision

The Sub-Committee, subject to the amendment of recommendations (4) and (5) of the report and including an additional recommendation:-

- (1) acknowledged the outcomes of the work undertaken to investigate areas of concern and the impact of any proposed amendments to the Early Learning and Childcare Admissions Policy, as identified by the working group;
- (2)/

2021 ECS 90

- (2) in the context of the statutory requirement for a biennial review, agreed that the Education Service also undertook an annual review to consider the applications received during the previous admissions process and to determine whether any changes in capacity and/or operating model should be explored to better reflect demand;
- (3) agreed, in the future, should there be a need for a fundamental revision of the models of delivery of ELC across Fife, as happened for session 2020/21, at that point note would be taken of the issues highlighted regarding eligible children returning for their second year of funded ELC and options would be investigated to mitigate any impact on children already allocated placements having to reapply;
- (4) delegated to officers to progress with formal consultation regarding amending the priority criteria within the ELC Admissions Policy to consider whether there should be priority for siblings of children within a primary school where there was a nursery class (or classes);
- (5) agreed, from August 2022, that funding should be allocated to allow the Education Service to agree a discretionary deferral where it was agreed this was in the best interests of the child and was funded with a partner provider, where requested; and
- (6) requested a report to this Sub-Committee, within 6 months, detailing the deferral process - from the initial application through to decision.

Prior to consideration of the following item Councillor Nolan, having declared an interest, left the meeting at this point.

216. SUPPORT FOR VOLUNTARY ORGANISATIONS

The Sub-Committee considered a report by the Executive Director, Education and Children's Services providing a progress update on the re-modelling of Children and Families Commissioned Services and outlining proposals for the next stage of this programme of work for 2021-22.

Decision

The Sub-Committee:-

- (1) noted the progress that had been achieved and plans for the next phase of activity;
- (2) approved the preferred option - Option 2 as outlined in section 3.4 of the report (a differential approach based on categories of organisation) and based on the progress made to date;
- (3) commended all stakeholders for their contribution to date toward the re-modelling of Children and Families Commissioned Services; and
- (4) agreed to consider a further report in September, 2021.

217./

**217. EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE FORWARD
WORK PROGRAMME 2021**

The Sub-Committee considered the Education and Children's Services Sub-Committee Forward Work Programme 2021/22.

Decision

The Sub-Committee noted the Education and Children's Services Sub-Committee Forward Work Programme 2021/22, subject to amendment as necessary.

2021.EAC. 58

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

4 May 2021

9.00 am – 13.00 pm

PRESENT: Councillors Linda Erskine, Colin Davidson, Angela Logue, Head of Service, Deborah Davidson, Education Manager, Cicely Leeuwenber, Chair, Parent Council, Jennifer Gill, Parent Council.

115. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

116. HEADTEACHER – KIRKCALDY WEST PRIMARY SCHOOL

The Committee interviewed 3 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Elizabeth Thomson, currently Joint Headteacher at Coaltown of Balgonie and Star Primary Schools, Glenrothes.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

14 May 2021

2.00 pm – 4.20 pm

PRESENT: Councillors David Graham, Colin Davidson, Shelagh McLean,
Head of Service, Rona Weir, Education Manager, Shealagh
Crabb, Chair, Parent Council, Natalie Bate, Parent Council.

117. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

118. HEADTEACHER – AUCHMUTY HIGH SCHOOL

The Committee interviewed 2 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Pamela Davie, currently Acting Headteacher at Glenrothes High School, Glenrothes.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

17 May 2021

2.00 pm – 3.40 pm

PRESENT: Councillors Mino Manekshaw, Kathleen Leslie, Maria Lloyd, Head of Service, Debroah Davidson, Education Manager, Aishling O'Sullivan, Chair, Parent Council, Charlotte Ritchie, Parent Council.

119. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

120. HEADTEACHER – ABERDOUR PRIMARY SCHOOL

The Committee interviewed 1 applicant on the short list for this post.

Decision

Agreed to recommend the appointment of Louise Wood, currently Acting Headteacher at Aberdour Primary School, Aberdour.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

21 May 2021

1.00 pm – 3.45 pm

PRESENT: Councillors Linda Erskine, Rosemary Liewald, Shelagh McLean,
Head of Service, Jacqueline Price, Education Manager, Claire
Cuming, Chair, Parent Council, Lisa Clement, Parent Council.

121. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

122. HEADTEACHER – COWDENBEATH PRIMARY SCHOOL

The Committee interviewed 1 applicant on the short list for this post.

Decision

Agreed to recommend the appointment of Murray Begg, currently
Acting Headteacher at Cowdenbeath Primary School, Cowdenbeath.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

25 May 2021

9.00am – 11.45am

PRESENT: Councillors Linda Erskine, Alistair Suttie, Shelagh McLean, Head of Service, Jacqueline Price, Education Manager, Sam Easton, Chair, Parent Council, Lynn Waterson, Parent Council.

123. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

124. HEADTEACHER – LUMPHINNANS PRIMARY SCHOOL

The Committee interviewed 2 applicant on the short leet for this post.

Decision

Agreed to recommend the appointment of Ailsa Swankie, currently Depute Headteacher at Rimbleton Primary School, Glenrothes.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

31 May 2021

1.00 pm – 2.30 pm

PRESENT: Councillors Jonny Tepp, Colin Davidson, Angela Logue, Head of Service, Jackie Funnell, Education Manager, James Colville, Chair, Parent Council, Lorraine Urquhart, Parent Council.

125. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

126. HEADTEACHER – NEWPORT PRIMARY SCHOOL

The Committee interviewed 1 applicant on the short list for this post.

Decision

Agreed to recommend the appointment of Lousie Donaldson, currently Headteacher at Crail Primary School, Crail.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

1 June 2021

10.30 am – 13.15 pm

PRESENT: Councillors Mino Manekshaw, Colin Davidson, Angela Logue,
Head of Service, Lynn Porter, Education Manager, Lynn Christie,
Chair, Parent Council, Susan Simpson, Parent Council.

127. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

128. HEADTEACHER – MADRAS COLLEGE

The Committee interviewed 2 applicant on the short leet for this post.

Decision

Agreed to recommend the appointment of Ken Currie, currently Depute Headteacher at St Andrews and Balwearie High Schools.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

2 June 2021

1.00 pm – 2.40 pm

PRESENT: Councillors Colin Davidson, Alistair Suttie, Angela Logue, Head of Service, Sarah Else, Education Manager, Sherree Rennie, Chair, Parent Council, Kirsten Rae, Parent Council.

129. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

130. HEADTEACHER – TAYPORT PRIMARY SCHOOL

The Committee interviewed 1 applicant on the short list for this post.

Decision

Agreed to recommend the appointment of Victoria Tweed, currently Acting Headteacher at Grange Primary School, Angus .

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

27 May 2021

12.30 pm – 3.25 pm

PRESENT: Councillors Linda Erskine, Lesley Backhouse, Shelagh McLean,
Head of Service, Jacqueline Price, Education Manager, Debbie
Paterson, Chair, Parent Council, Lee Brownlie, Parent Council.

131. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

132. HEADTEACHER – LOCHGELLY SOUTH PRIMARY SCHOOL

The Committee interviewed 2 applicant on the short leet for this post.

Decision

Agreed to recommend the appointment of Lorraine Taylor, currently
Depute Headteacher at Lochgelly South Primary School, Lochgelly .

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

8 June 2021

9.00am – 10.45am

PRESENT: Councillors Colin Davidson, Mary Lockhart, Maria Lloyd, Head of Service, Lynn Porter, Education Manager, Kirsty McQuitty, Chair, Parent Council, Newburgh primary School, Kare Maitland, Chair, Parent Council, Dunbog Primary School.

133. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

134. JOINT HEADTEACHER – NEWBURGH/DUNBOG PRIMARY SCHOOLS

The Committee interviewed 1 applicant on the short list for this post.

Decision

Agreed to recommend the appointment of Susan Ewing, currently Acting Joint Headteacher at Newburgh and Dunbog Primary Schools, Cupar .

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

9 June 2021

12.30 pm – 3.15 pm

PRESENT: Councillors Linda Erskine, Alistair Suttie, Angela Logue, Head of Service, Jackie Funnell, Education Manager, Kasia Bakoski, Joint Chair, Parent Council, Ailen MacDonald, Joint Chair, Parent Council.

135. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

136. HEADTEACHER – DUNNIKIER PRIMARY SCHOOL

The Committee interviewed 2 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Victoria Hood, currently Depute Headteacher at Burntisland Primary School, Burntisland .

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

15 June 2021

10.00 am – 12.45 pm

PRESENT: Councillors Fay Sinclair, Rosemary Liewald, Maria Lloyd, Head of Service, Gordon Wardrope, Education Manager, Kasia BakoSusan Naismith, Chair, Parent Council, McLean Primary School, Susan Park, Chair, Parent Council, Milesmark Primary School.

137. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

138. JOINT HEADTEACHER – MCLEAN AND MILESMARK PRIMARY SCHOOLS

The Committee interviewed 2 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Gillian Souter, currently Headteacher at St Leonards Primary School, Dunfermline .

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

21 June 2021

1.00 pm – 3.45 pm

PRESENT: Councillors Linda Erskine, Colin Davidson, Shelagh McLean,
Head of Service, Rona Weir, Education Manager, Catherine
Aglen, Chair, Parent Council, Star Primary School, Louise Brook,
Chair, Parent Council, Coaltown of Balgonie Primary School.

139. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

**140. JOINT HEADTEACHER –STAR/COALTOWN OF BALGONIE
PRIMARY SCHOOLS**

The Committee interviewed 2 applicants on the short list for this post.

Decision

Agreed to recommend the appointment of Kirsty Woodhouse, currently Acting Depute Headteacher at Pathhead Primary School, Kirkcaldy.

THE FIFE COUNCIL - FIFE EDUCATION TRUST SCHEME - EAST FIFE EDUCATION TRUST COMMITTEE – REMOTE MEETING

2 June, 2021

10.00 a.m. – 12.30 p.m.

PRESENT: Sheriff A. Grant McCulloch (Chair); Councillors John Docherty, Donald Lothian, David MacDiarmid, Dominic Nolan, Bill Porteous, Jonny Tepp and Ann Verner; Peter Haggerty, EIS.

ATTENDING: Lynne Cademy-Taylor, Workforce Planning & Development Officer, Jillian Harper, Business Support Assistant, Education; Faye Power, Accountant, Finance; Neil Macdonald, Legal Team Manager (Litigation & Licensing) and Elizabeth Mair, Committee Officer, Legal & Democratic Services.

APOLOGIES FOR ABSENCE: Councillor Graham Ritchie

12. DECLARATIONS OF INTEREST

No declarations of interest were made.

13. MINUTE

The Committee considered the minute of meeting of the East Fife Education Trust Committee of 11 January 2020.

Decision

The Committee:-

- (1) approved the minute; and
- (2) agreed that, with reference to the additional funding of around £11,000 which had been allocated for equipment to allow for excursions which did not take place due to the Covid pandemic, the Education Service contact schools who received payments for equipment to confirm that the funding was spent.

14. UPDATE ON REVIEW OF EDUCATIONAL TRUST SCHEME

Neil MacDonald, Legal Team Manager, advised that the review of the Educational Trust Scheme in conjunction with Anderson Strathern Solicitors was nearing completion. The main issue still to be decided was the membership of bodies outwith the Council, apart from the Chair, currently including St Andrews University, local Church of Scotland Presbyteries and the EIS. It was suggested that further consideration be given to the need for appointment of religious representatives as the original 1958 Scheme membership was no longer representative of the current population. Clarification was also sought regarding criteria and eligibility for remuneration.

Decision

Neil Macdonald agreed to take the comments made back to Anderson Strathern for further consideration and clarification.

15. DISBURSEMENT OF FIFE EDUCATIONAL TRUST FUNDS

The Committee considered a report by the Executive Director, Education & Children's Services, which advised of funds disbursed under the Fife Educational Trust Scheme 1958 and requested endorsement and approval for the proposed school allocation options.

The following information was appended to the report:-

Appendix 1A - Summary of award applications and proposed allocations for 2020/21;

Appendix 1B - Summary of total of all bid applications

Appendix 2 - Bursaries and scholarships for 2020/21

Appendix 3 - Prizes 2020/21

Appendix 4 - Income and expenditure statement for the Fife Educational Trust for 2019/20.

Decision

The Committee:-

- (1) considered the applications for educational excursions, travel, equipment and projects under Sections 28 to 36 of the Trust Scheme for 2021/2022, as detailed in Appendix 1A and 1B of the report and approved funding as listed in the Appendix to this Minute (with details of expenditure summarised for sections 20-36 in terms of the 7th Schedule to the Scheme also appended to this Minute);
- (2) approved the bursary/scholarship payment awards for 2020/2021, as detailed in Appendix 2 of the report;
- (3) agreed the award of prizes for 2020/2021 as detailed in Appendix 3 of the report;
- (4) noted the income and expenditure statement for the Fife Educational Trust for 2019/2020, as detailed in Appendix 4 of the report; and
- (5) agreed that, should any excursions not take place within the 2021/22 school year, the funding should be returned to the Trust.

The Chair concluded the meeting by thanking members and officers for their contributions.

(Councillors Lothian, Porteous and Tepp and Peter Haggerty left the meeting at 12.27 p.m.)

APPENDIX/

APPENDIX

REQUESTS FOR FINANCIAL ASSISTANCE FOR 2021/22

Section Numbers	Description of Monies	Amounts Payable (£)
<u>Sections 28/29</u>	<u>Educational Excursions/Travel</u>	
	Crail Primary School	1791.00
	Newport Primary School	1000.00
	Tayport Primary School	290.00
TOTAL		<u>£3081.00</u>
<u>Section 30</u>	<u>Equipment for Schools</u>	
	Ceres Primary School	2123.00
	Crail Primary School	1777.00
	Ferryport Nursery	800.00
	Guardbridge Primary School	330.00
	Springfield Primary School	640.00
	Strathkinnes Primary School	330.00
	Tayport Primary School	650.00
<u>Section 32</u>	<u>Promoting Education in the Visual Arts</u>	
	Freuchie Primary School	1287.00
<u>Section 33</u>	<u>Promoting Education in Music</u>	
	Lawhead Primary School	2600.00
	Tayport Primary School	663.00
<u>Section 36</u>	<u>Educational Experiments and Research</u>	
	Waid Academy	2500.00
	Largoward Primary School	690.00
TOTAL		<u>£14,390.00</u>

EDUCATIONAL TRUST COMMITTEE FOR EAST FIFE

SEVENTH SCHEDULE

PLAN FOR YEAR ENDING 31ST MARCH, 2022

PART I

EXPENDITURE OF FREE INCOME

Rubric of Section	Maximum Sum to be Expended in the Financial Year (£)
Grants (to be allocated at the Chair's discretion)	0
Educational Excursions/Travel	3081.00
Equipment for Schools, Further Education Centres and their Libraries	6650.00
Promoting Education in the Visual Arts	1287.00
Promoting Education in Music	3263.00
Educational Experiments and Research	3190.00
TOTAL	<u>£17,471.00</u>

PART II

Capital Grant – Nil

THE FIFE COUNCIL - FIFE EDUCATION TRUST SCHEME - WEST FIFE EDUCATION TRUST COMMITTEE – REMOTE MEETING

2 June, 2021

3.00 p.m. – 5.00 p.m.

PRESENT: Sheriff A. Grant McCulloch (Chair); Councillors Ian Cameron, Gary Guichan, Kathleen Leslie, Rosemary Liewald and Fay Sinclair; Pauline Stewart, EIS.

ATTENDING: Lynne Cademy-Taylor, Workforce Planning & Development Officer (for items 1 to 4), Jillian Harper, Business Support Assistant, Education; Faye Power, Accountant, Finance; Neil Macdonald, Legal Team Manager (Litigation & Licensing) and Elizabeth Mair, Committee Officer, Legal & Democratic Services.

31. DECLARATIONS OF INTEREST

No declarations of interest were made.

32. MINUTE

The Committee considered the minute of meeting of the West Fife Education Trust Scheme of 11th January 2021.

Decision

The Committee approved the minute.

33. REVIEW OF EDUCATIONAL TRUST SCHEME

Neil MacDonald, Legal Team Manager, advised that the review of the Educational Trust Scheme in conjunction with Anderson Strathern Solicitors was nearing completion. The main issue still to be decided was the membership of bodies outwith the Council, apart from the Chair, currently including local Church of Scotland Presbyteries and the EIS. Neil advised that he would be seeking further advice on the need for appointment of religious representatives as it had been raised that the original 1958 Scheme membership was no longer representative of the current population and clarification would also be sought regarding criteria and eligibility for remuneration.

Decision

The Committee noted the update given.

34. DISBURSEMENT OF FIFE EDUCATIONAL TRUST FUNDS

The Committee considered a report by the Executive Director, Education & Children's Services, which advised of funds disbursed under the Fife Educational Trust Scheme 1958 and requested endorsement and approval for the proposed school allocation options.

The following information was appended to the report:-

Appendix 1A/

Appendix 1A - Summary of award applications and proposed allocations for 2020/21;

Appendix 1B - Summary of total of all bid applications

Appendix 2 - Fernie Trust

Appendix 3 - Maxton Bequest

Appendix 4 - Bursaries and scholarships for 2020/21

Appendix 5 - Prizes 2020/21

Appendix 6 - Income and expenditure statement for the Fife Educational Trust for 2019/20.

Decision

The Committee:-

- (1) considered the applications for educational excursions, travel, equipment and projects under Sections 28 to 36 of the Trust Scheme for 2021/2022, as detailed in Appendix 1A and 1B of the report and approved funding as listed in the Appendix to this Minute (with details of expenditure summarised for sections 20-36 in terms of the 7th Schedule to the Scheme also appended to this Minute);
- (2) approved the applications for the Fernie Trust for 2021/2022, as detailed in Appendix 2 of the report;
- (3) approved the applications for the Maxton Bequest for 2021/2022, as detailed in Appendix 3 of the report;
- (4) approved the bursary/scholarship payment awards for 2020/2021, as detailed in Appendix 4 of the report;
- (5) agreed the award of prizes for 2020/2021 as detailed in Appendix 5 of the report;
- (6) noted the income and expenditure statement for the Fife Educational Trust for 2019/2020, as detailed in Appendix 6 of the report; and
- (7) agreed that, should any excursions not take place within the 2021/22 school year, the funding should be returned to the Trust.

(Councillor Kathleen Leslie left the meeting during discussion on the above item.)

APPENDIX/

APPENDIX

REQUESTS FOR FINANCIAL ASSISTANCE FOR 2020/21

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
Sections 28/29	Educational Excursions/Travel	
High Schools	Auchmuty	500.00
	Auchmuty	800.00
	St Andrews RC	1780.00
<u>Sub total</u>		<u>3,080.00</u>
Primary Schools	Blairhall	350.00
	Crossgates	600.00
	Foulford	1000.00
	Lumphinnans	250.00
	St Marie's RC	250.00
	Tulliallan	500.00
<u>Sub-total</u>		<u>2,950.00</u>
Nurseries	Methihaven Care Home Nursery	51.00
	Woodlands Nursery	51.00
Sub-total		<u>102.00</u>
<u>Sub-total</u> <u>(Excursions/Travel)</u>		<u>6,132.00</u>

2021 WFET 38

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
Section 30	Equipment for Schools, F.E. centres and their libraries	
High Schools	Auchmuty High School	1028.00
	Auchmuty High School	1466.00
	St Andrews RC High School	1000.00
	St Andrews RC High School	250.00
	St Andrews RC High School	144.00
	St Andrews RC High School	250.00
	St Andrews RC High School	250.00
	St Andrews RC High School	250.00
	St Andrews RC High School	250.00
<u>Sub Total</u>		<u>4888.00</u>
Primary Schools	Denend	500.00
	Duloch	749.00
	Hill of Beath	281.00
	Kirkcaldy West	3000.00
	Limekilns	300.00
	Limekilns	350.00
	Lochgelly South	620.00
	Lumphinnans	820.00
	Lynburn	311.00
	Parkhill	250.00
	Pathhead	410.00
	Rimbleton	350.00
	Torbain	400.00
	Townhill	525.00
<u>Sub-total</u>		<u>8,866.00</u>

2021 WFET 39

<u>Section Numbers</u>	<u>Description of Monies</u>	<u>Amounts Payable (£)</u>
Nurseries	Beanstalk Nursery	928.00
	Clentry Nursery	300.00
	Hill of Beath	320.00
	Methilhaven Care Home	294.00
	Viewforth	264.00
	Woodlands	200.00
<u>Sub-total</u>		<u>2,306.00</u>
<u>Section 30 Sub-total</u>		<u>16,060.00</u>
Section 32	Promoting Education in Visual Arts	
	Woodmill High School	525.00
	Woodmill High School	375.00
<u>Sub-total</u>		<u>900.00</u>
Section 33	Promoting Education in Music	
High Schools	St Columba's RC	710.00
Primary Schools	Clentry	430.00
<u>Sub-total</u>		<u>1,140.00</u>
Section 34	Promoting Education in Drama	
	Woodmill Nursery	790.00
<u>Sub-total</u>		<u>790.00</u>
Section 36	Educational Experiments & Research	
High Schools	Beath	680.00
Primary Schools	Rimbleton	100.00
<u>Sub Total</u>		<u>780.00</u>
<u>SUB TOTAL (Equipment)</u>		<u>19,670.00</u>

SEVENTH SCHEDULE
PLAN FOR YEAR ENDING 31ST MARCH, 2020
PART I
EXPENDITURE OF FREE INCOME

Number of Section	Rubric of Section	Maximum Sum to be Expended in the Financial Year (£)
20-36	Grants (to be allocated at the Chair's discretion)	0
28-29	Educational Excursions/Travel	6,132.00
30	Equipment for Schools, etc. Further Education Centres and their Libraries	16,060.00
32	Promoting Education in the Visual Arts	900.00
33	Promoting Education in Music	1,140.00
34	Promoting Education in Drama	790.00
36	Educational Experiments & Research	780.00
TOTAL		<u>25,802.00</u>

PART II
Capital Grant – Nil

7 September 2021

Agenda Item No. 6

Statutory Consultation Report on the Proposal to Relocate St Columba's RC and Woodmill High Schools

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

Wards Affected: Wards 1-8

Purpose

This report presents the statutory Consultation Report, in terms of the Schools (Consultation) (Scotland) Act 2010, in respect of the proposal to relocate St Columba's RC High School from the existing school site of Woodmill Road, Dunfermline, and to relocate Woodmill High School from the existing school site of Shields Road, Dunfermline to a new single site south of Calaiswood Crescent, adjacent to Roe Deer Place, Dunfermline (former Shepherd Offshore site), a site which will also encompass a new Fife College (Dunfermline) campus, for full consideration by members. The report also seeks approval to proceed with the recommendations contained within the Consultation Report.

Recommendation(s)

The Education & Children's Sub-Committee is invited to approve the proposal to relocate St Columba's RC High School from the existing school site of Woodmill Road, Dunfermline, and to relocate Woodmill High School from the existing school site of Shields Road, Dunfermline, to a new single site, south of Calaiswood Crescent, adjacent to Roe Deer Place, Dunfermline (former Shepherd Offshore site), a site which will also encompass a new Fife College Campus.

Resource Implications

Considerable officer time will be required for the construction phase of the new campus. There are resource implications in terms of finance and human resource for a number of Fife Council services, such as Property Services, Assets and Facilities Management, Planning and Communities as well as the Education & Children's Services Directorate. The council has identified the resources required for the construction of the new Dunfermline Learning Campus.

Legal & Risk Implications

The Directorate will continue to consider the legal and risk implications as part of the specific proposal. The consideration and determination of this report is by the Council acting as Education Authority. Accordingly, members of this Committee should refrain from/

from expressing any view which may be construed as pre-determining any future planning application/s which the Council, as Planning Authority, may require to consider and determine in respect of the relocation of the two secondary schools included in the proposal.

Impact Assessment

An Equality Impact Assessment concerning the proposal has been prepared and is contained within Appendix E of the Consultation Report (Appendix A).

Consultation

Officers of the Education Service, Legal Services and Assets, Transportation & Environment Service have been consulted in preparation of the Statutory Consultation Report. The proposal has been subject to the process of statutory public consultation as defined by the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

- 1.1 St Columba's RC High School and Woodmill High School are located in close proximity to each other, only 850m apart and centred within the Abbeyview community of Dunfermline.
- 1.2 At the Fife Council budget meeting in February 2019, funding was dedicated to progress the work of the Education Service to replace 3 secondary schools in the Dunfermline and South & West Fife Areas, which included St Columba's RC, Woodmill and Inverkeithing High Schools.
- 1.3 As a result of a fire at Woodmill High School, in August 2019, two wings of the school and the Additional Support Needs unit were destroyed by fire and had to be demolished shortly after. The pupils in this school had to be decanted to other schools and settings (Queen Anne, Inverkeithing, Beath, Fife College, the Vine Centre, Blairhall Primary School and St Columba's RC High School) until the building was made safe and temporary accommodation was brought onto site. The temporary accommodation was brought on site in phases and minor refurbishment work in the remaining part of the building was carried out prior to the pupils returning in phases from January 2020. The full school was returned in October 2020 once the modular accommodation for the Department of Additional Support was in place.
- 1.4 Prior to the fire, the condition of both Woodmill High School and St Columba's RC High School was rated as C (poor) and both had a suitability rating of B (satisfactory). This, combined with the temporary accommodation on site from January 2020, was the immediate driver for progressing replacement schools as soon as possible.
- 1.5 The Education & Children's Committee, of 19 March 2019, considered and approved a report which set out the outcome of the educational requirements and site assessments of the options for the replacement of St Columba's and Woodmill High Schools, while considering development of a joint learning campus in conjunction with Fife College.
- 1.6 The decision of the Committee:
 - 1) agreed to approve a project proposal for a joint learning campus with Fife College be progressed;
 - 2) approved submission of a project proposal to Scottish Government to endeavour to secure funding;

- 3) requested the Executive Director, Education & Children's Services, engage in formal discussions with the communities and, if necessary, prepare a report for this Committee to commence statutory education consultation;
 - 4) endorsed a proposal that the Head of Legal Services, in conjunction with the Head of Assets, Transportation and Environment, agreed terms for an Options Agreement with Shepherd Offshore (Scotland) Limited for the purchase of a site for a joint learning campus (a separate report with the details of the Option Agreement to be submitted to Policy and Co-ordination Committee); and
 - 5) approve the appointment of necessary teams to progress a planning application.
- 1.7 The Education & Children's Sub-Committee, of 16 March 2021, approved a draft proposal paper for consultation, on a proposal to relocate St Columba's RC High School from the existing site of Woodmill Road, Dunfermline, and to relocate Woodmill High School from the existing site of Shields Road, Dunfermline, to a new single site south of Calaiswood Crescent, adjacent to Roe Deer Place, Dunfermline (former Shepherd Offshore site), a site which will also encompass a new Fife College campus.
- 1.8 This report presents the statutory consultation report, in terms of the Schools (Consultation) (Scotland) Act 2010, in respect of the proposal to relocate St Columba's RC High School and Woodmill High School from their existing school sites, to the proposed new campus, adjacent to a new Fife College building, for full consideration by members.

2.0 Compliance with the Schools (Consultation) (Scotland) Act 2010

- 2.1 Where, in relation to any school, an education authority has formulated a relevant proposal, before proceeding with the proposal, the education authority must comply with the following requirements:
- to prepare an educational benefits statement (EBS);
 - to prepare (and publish) a proposal paper;
 - to give notice of the proposal to the relevant consultees (and invite representations);
 - to hold (and give notice of) a public meeting;
 - to involve HMI, Education Scotland;
 - to review the proposal;
 - to prepare (and publish) a consultation report.
- 2.2 The preparation of the EBS provided the Education Service with the opportunity to set out the educational case for the proposal, while the proposal paper sets out all the other contextual and relevant evidence and information around and in support of the proposal. The EBS was included within the published proposal paper, so that consultees could consider the whole case together.
- 2.3 Within the proposal paper, the Education Service considered the wider community and other issues, beyond the purely educational, where these have relevance to the context, timing and detail of the particular proposal and also where community and other implications of what is proposed were identified.
- 2.4 On a corporate basis the Education Service must also ensure the most effective use of assets and control of both revenue and capital costs and the school estate is a major aspect of this planning process.

- 2.5 The Education Service advised the relevant consultees of the proposal on 12 April 2021 and the consultation period commenced once this was done. The consultation period was at least 6 weeks (from 13 April to 2 June), including at least 30 days of term time.
- 2.6 Due to the Scottish Government Covid-19 restrictions in place at the start of the consultation period it was not possible to hold the public meetings in the normal format. Three online public consultation meetings were held, for this proposal, during the consultation period. These were of a similar format to the formal committee meetings held on-line during the restrictions and were arranged and publicised through social media, the website and through school groupcall mail. Advance notice of these dates and times was included in the proposal document, issued to relevant consultees and to Education Scotland. In addition, a number of online drop-in sessions were offered, using the Microsoft Teams platform, and interested parties were asked to email the Education Service and an appointment issued. These online informal meetings provided an opportunity for parents/carers or interested parties to have a one-to-one session with officers and discuss any aspects of the proposal.
- 2.7 As required, HMI, Education Scotland was involved in considering the proposal. Their reports set out the views expressed by consultees during the initial consultation process and consider the educational aspects of the proposal. They also consider compliance with the requirements of the Schools (Consultation) (Scotland) Act 2010. Prior to their consultation with schools through various online group meetings, Fife Council provided HMI, Education Scotland with a summary of all written representations received during the public consultation period, and the actual representations. A summary of questions through the online chat function of the public meetings (online consultation meetings), and a transcript of the answers from officers at these meetings were also provided, as well as the PowerPoint document presented during the online meetings setting out the proposal. HMI, Education Scotland, joined all three of the online consultation meetings and consulted separately through Microsoft teams online with staff, pupils and parents/carers in producing draft reports, which were submitted to Fife Council to check for inaccuracies. Following this review, HMI, Education Scotland then issued their final reports, which have been responded to by Fife Council in the consultation report. HMI, Education Scotland published their reports on the same day as the publication of the consultation report by Fife Council (16 August 2021) which also contained a copy of the HMI, Education Scotland reports. The dates on which information was supplied by Fife Council to HMI, Education Scotland and the reports received were as follows:
- Information sent to HMI, Education Scotland: 4 June 2021
 - Draft HMI, Education Scotland reports received: 23 June 2021
 - Final HMI, Education Scotland reports received: 25 June 2021
- 2.8 Where an omission of relevant information or an inaccuracy has been discovered by the Education Service, or where such has been alleged, consideration has been given as to whether or not relevant information has been omitted or the paper is inaccurate and if so, a decision made regarding what appropriate and proportionate action to take. In addition, if the omission was identified from, or there were inaccuracies in, the proposal paper, the consultation report sets out the details and the action taken and, if no action was taken, why.
- 2.9 The Education Service was notified of an error on 15 April 2021 in relation to the map at Appendix 1.9 of the proposal. Upon reviewing the proposal document an omission and a few other minor errors were identified. Full details of the omission and errors are set out in described in para 10.1 of the Consultation Report at Appendix A.
- 2.10 The Education Service determined that the omission/errors did not relate to material considerations relevant to the Council's decision as to the implementation of the proposal. These determinations were made in accordance with Section 5 of the Act. The Education Service then proceeded in accordance with Section 5 (1) (b) of the Act,

to issue a Notice of Corrections to HMI, Education Scotland and all statutory consultees, on 20 April 2021, advising of the omission/errors and correcting them. Furthermore, the Education Service decided to extend the consultation period to Wednesday 2 June 2021 to allow additional time for parents/carers and interested parties to respond to the proposal.

- 2.11 In addition, Fife College indicated an inaccuracy in relation to the statement at para 4.1.11 of the proposal in respect of extra-curricular sports and community provision. Full details of the inaccuracy are given at para 10.4 of the Consultation Report at Appendix A. The Education Service determined that the inaccuracy did not relate to a material consideration relevant to the Council's decision as to implementation of the proposal. This determination was made in accordance with Section 5 of the Act. Considering this, The Education Service decided in terms of Section (4) (ii) of the Act to take no further action.
- 2.12 The Education Service has reviewed the proposal consulted on in light of the written and oral representations it has received and the HMI, Education Scotland report, and then prepared and published the consultation report.
- 2.13 The Consultation Report explains that, following a decision by this Committee to implement a proposal, the decision may be subject to internal governance procedures before it becomes final. It will become a final decision of the Council at the conclusion of either the call-in period if there is no call in, or at the end of the call-in procedure if there is a call-in.
- 2.14 The Education Service has ensured that a period of 3 weeks has elapsed between the publication of the consultation report and the Council actually making a decision on whether to implement the proposal. Interested parties have had time to see and digest the contents of the consultation report and also had time, if they so wish, to voice concerns and approach and lobby councillors who are deciding on the proposal.
- 2.15 Therefore, the Education Service believes that it has met all of the requirements of the Act.

3.0 Consultation Report

- 3.1 The Schools (Consultation) (Scotland) Act 2010 provides for the publication of a Consultation Report that provides:
- a record of the total number of any written representations made to the education authority (by any person) on the proposal during the consultation period;
 - a summary of those written representations and any oral representations made to it (by any person) at the public meeting;
 - a statement of the authority's response to those written and oral representations;
 - a statement of the authority's response to HMI Education Scotland's report and a copy of that report;
 - a review of the proposal by the authority having regard in particular to any relevant written representations received from any person during the consultation period, oral representations made to it by any person at the public meeting and HMI Education Scotland's report;
 - details of any omission or inaccuracy (including a statement of the authority's opinion on it), a statement of the action taken in respect of the omission or inaccuracy, or if no action has been taken, of that fact (and why).

- 3.2 In total, 70 written representations were received in writing or online in response to the consultation on the proposal. These comprised 56 completed Consultation Response Forms and 14 written statements through emails.
- 3.3 The majority of respondents online were in favour of the proposal to relocate from the existing sites to a single site at the former Shepherd Offshore site. A summary of online responses to the online consultation is provided in para 4.0 of Appendix A, of the Consultation Report. The overall summary is as follows:

Summary of responses to online consultation	Number of respondents	No of Yes responses	%	No of No responses	%
Parents/carers	39	25	64.1%	14	35.9%
Pupils	0	0	0.0%	0	0.0%
Staff	2	2	100.0%	0	0.0%
Other interested parties	15	13	86.7%	2	13.3%
Total	56	40	71.4%	16	28.6%

- 3.4 Pupil consultation was carried out in accordance with HMI, Education Scotland best practice and in accordance with Participants, Not Pawns - Guidance on Consulting with Children and Young People, Scotland's Commissioner for Children and Young People. Due to the Scottish Government Covid restrictions, a maximum of 12 pupils from primary 4-7 took part in socially distanced sessions and pupils were kept in their class bubbles, 2m away from other bubbles and the officers facilitating the sessions.
- 3.5 Each pupil consultation session was facilitated by an Education Manager and a Project Officer. At these sessions, officers provided the pupils with a PowerPoint presentation showing pictures of examples of new school designs i.e. classrooms, assembly, sports and dining halls, and practical subject rooms to support discussion around several points and to allow pupils to visualise the types of facilities that had been designed in recent new high school builds.
- 3.6 To ensure all of the P4-P7 and S1-S6 pupils from the 11 schools had an opportunity to contribute to the consultation, a Microsoft form questionnaire was issued to pupils through their class teachers.
- 3.7 It is clear that the majority of children and young people are excited by the prospect of the learning campus and the proposed new facilities that will be on offer, together with the opportunities to meet with friends that this new campus can bring. During the discussions the children and young people were mostly positive about transferring to the new campus and were not too concerned about the 2 schools being on the same campus and sharing facilities. The pupils are looking forward to a modern building and the new facilities that will be on offer.
- 3.8 Overall, there was significant enthusiasm about the potential facilities in the proposed new campus from all of the groups who took part in the consultation process.
- 3.9 Fife Council Education Service is satisfied that the educational benefits for the pupils and community will be demonstrated within a single site campus. Fife Council Education Service does acknowledge that for Abbeyview, and specifically a small number of the local shops, there may be a negative financial impact initially, if the proposal is approved. However, the educational and community benefits that will be achieved are significant. Officers will work with the Abbeyview community to provide appropriate support should this be required.

- 3.10 Fife Council is pleased to note that the reports from HMI Education Scotland confirm that Fife Council has set out a strong case in support of the proposal, that the proposal is of clear educational benefit, that the majority of stakeholders who responded to the consultation are in support of the proposal and that all those children, young people, parents, carers and school staff who met with HM Inspectors were supportive of the proposal.
- 3.11 A number of parents/carers request that the finer detail of the design is shared as soon as possible to provide more detail of the layout of the schools. Some of this information is detailed within the ARC Planning Application, which has been submitted to the Planning Authority, and the Education Service will ensure that steps are taken to continue to engage stakeholders throughout the design and build processes.
- 3.12 Overall, the issues raised by statutory consultees and other interested parties in the written representations, oral representations, pupil consultation and HMI, Education Scotland reports are summarised and responded to in full in the Consultation Report at Appendix A.
- 3.13 A review of the proposal by the authority has been undertaken, having regard in particular to relevant written representations received during the consultation period, oral representations made at the public meetings and Education Scotland's reports.
- 3.14 It is recommended that approval be given to the proposal to relocate both St Columba's RC and Woodmill High Schools from their existing sites of Woodmill Road and Shields Road, Dunfermline to a single site, south of Calaiswood Crescent, adjacent to Roe Deer Place, Dunfermline (former Shepherd Offshore site), a site which will also encompass a new Fife College, Dunfermline Campus.
- 3.15 If approval is given, the proposed date of implementation of the proposal is the academic session commencing August 2024.

4.0 Conclusions

- 4.1 This report provides the detailed Consultation Report (Appendix A) required following the decision of the Education & Children's Sub-Committee on 16 March 2021 to consult on the proposed relocation of St Columba's RC and Woodmill High School to a single site campus. The Consultation Proposal Paper and Consultation Report meet the requirements of the Schools (Consultation) (Scotland) Act 2010.
- 4.2 This report includes the individual recommendation for the proposal, following review of the proposal consulted on, in light of the written and oral representations received and the HMI, Education Scotland report.

List of Appendices

1. Appendix A – Consultation Report
(https://www.fife.gov.uk/data/assets/pdf_file/0025/264175/Final-Consultation-Report-DLC.pdf)
2. Appendix B - EQIA

Background Papers

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

- Schools (Consultation) (Scotland) Act 2010
- Education & Children's Committee 19 March 2019
- Education & Children's Services Sub-Committee 16 March 2021

Report Contact

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Equality Impact Assessment Summary Report

Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

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

7 September 2021 – Education & Children's Services Sub-Committee
Report titled "Final Consultation Report on the Proposal to Relocate St Columba's RC High School and Woodmill High School".

What are the main impacts on equality?

There will be positive aspects and benefits for all pupils and community users by the proposed relocation to a single campus. The new campus will be purpose built to accommodate all building users and be fully accessible for all pupils, parents, staff and community users.

There may a small number of pupils who have a slightly further distance to travel by bus (1.3 miles) however, for some other pupils travelling by bus they will have a shorter distance. For the pupils living in the Abbeyview area, the majority of them will have a longer distance to walk, however, their distance is still within the Council's policy of within 2 miles to their catchment secondary school.

The Department of Additional Support/Support for Learning area for the campus will be able to support pupils from both St Columba's RC High School and Woodmill High School but would still allow pupils to attend their mainstream classes. The proposed change may result in a small number of pupils not settling in the first instance to their new environment, with a change of building and classroom environment. However, an enhanced transition will be arranged for these pupils and other pupils who may find the relocation unsettling.

The proposed new campus located on the same site as Fife College should continue the well-established links with the college and collaborative working. The facilities on offer in the schools' campus will be available for all community users to experience. Fife College has its own programme of business/community activities.

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

There is likely to be an economic disadvantage to the local businesses as a result of less pupils leaving their school to eat off site. However, the Abbeyview community should still see some footfall from local residents.

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

An enhanced transition for disabled pupils or pupils with additional support needs will be provided to mitigate any potential negative impact.

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

n/a

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

Avril Graham, Sustainable Estate Officer, Education & Children's Services Directorate
ext. 444204 – email avril.graham@fife.gov.uk

7 September 2021

Agenda Item No. 7

Directorate Improvement Plan 2021-23

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

Wards Affected: All wards

Purpose

The purpose of this report is to update members on the publication of the Education & Children's Services (ECS) Directorate Plan 2021-23, to set this plan in the context of other key strategic plans for children and families in Fife, and to present a draft reporting timetable to Committee covering progress against these statutory plans.

Recommendation(s)

The Committee is asked to consider and comment as appropriate on the ECS Directorate's draft reporting timetable for reporting on delivery of the Directorate Plan and supporting work across other key strategic plans for children, young people and families.

Resource Implications

The paper outlines the Directorate's focus for improvement, both as a Directorate and through wider partnership working, to ensure that outcomes for children and young people in Fife improve as the Directorate works to support recovery from the Covid pandemic within its current budget.

Legal & Risk Implications

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

Impact Assessment

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

Consultation

The development of the Education & Children's Services (ECS) Directorate improvement priorities for 2021-23, and the related strategic plans described in this paper, have been informed by a range of consultation and engagement activities with staff and by feedback from children, young people and families.

1.0 Background

- 1.1 The Education & Children's Services (ECS) Directorate is subject to a range of requirements to develop and publish strategic plans for its services, arising from both legislation and national policy. The Directorate meets these demands through the development and publication of:
- The **ECS Directorate Improvement Plan**, which meets a range of statutory and policy requirements for the provision of Council services;
 - The **Fife Children's Services Plan**, for which the ECS Directorate acts as a lead agency for strategic planning of wider children's services – as required by the Children and Young People (Scotland) Act 2014;
 - The **South East Improvement Collaborative (SEIC) Improvement Plan**, to which the Directorate contributes as a collaborative partner for school improvement planning – as agreed in a Joint Agreement between the Scottish Government and COSLA.
- 1.2 All 3 key strategic plans have been updated in recent months, in order to provide a framework for recovery from the Covid pandemic over the coming 1-2 years.
- 1.3 The **ECS Directorate Improvement Plan 2021-23** was published in August. It sets out the strategic actions to achieve the improvement priorities presented to and acknowledged by the Committee in May. This plan forms appendix 1 to the paper; a copy can be found at: www.fife.gov.uk/ECsplan.
- 1.4 The **Fife Children's Services Plan 2021-23** was published in June. This plan forms appendix 2 to the paper; a copy can be found at: www.fife.gov.uk/fifeCSplan.
- 1.5 The **SEIC Improvement Plan 2021-22** was published in June. This plan forms appendix 3 to the paper; a copy can be found at: www.fife.gov.uk/SEICplan.
- 1.6 This paper:
- Presents an overview of the improvement priorities in each of these key strategic plans, and shows how these align;
 - Describes how these three key strategic plans will contribute to the plans for recovery and reform outlined in the updated Plan 4 Fife;
 - Presents a draft timetable to Committee, for reporting progress in delivering the strategic actions outlined in these key strategic plans.

2.0 Improvement Priorities for 2021-23

- 2.1 The improvement priorities set out in the key strategic plans for children's services have been developed to support reform and recovery from the Covid pandemic.

2.2 The ECS Directorate improvement priorities for 2021-23 are:

- **Delivering the Promise.** Further developing the Directorate's strategies to improve outcomes and experiences for vulnerable children, including those on the edge of care; these include: Belonging 2 Fife and the Learning with Care.
- **Closing the Attainment Gap.** Building on existing experience in the use of the Model for Improvement to ensure that attainment recovers and further improves, and that the attainment gap closes significantly; this includes support for schools with work funded by the Scottish Attainment Challenge and Pupil Equity Fund.
- **Improving Opportunity.** Ensuring that the achievement, attainment and employability skills of young people improve, particularly for the vulnerable and multiply disadvantaged.
- **Supporting Wellbeing.** Further developing support for the mental and physical health of children, young people and families, and of staff; this includes Our Minds Matter.
- **Empowering all.** Further developing leadership at all levels within the Directorate, to ensure that the Directorate's capacity for further improvement continues to grow during recovery.

2.3 The Directorate Plan priorities have been developed in parallel with, and closely align with, the draft improvement priorities identified for the Fife Children's Services Plan 2021-23. These are:

- **Delivering the Promise.** Working with the wider children's services partnership to develop a more collaborative approach to prevention for vulnerable children, including those on the edge of care.
- **Closing the Equity Gap.** Building on existing experience in the use of the Model for Improvement across the Children's Services Partnership, to close equity gaps across a range of outcomes.
- **Supporting Wellbeing.** Working to improve the Partnership's collective understanding of – and capacity to support – the mental and physical health of children, young people and families, and of staff.
- **Promoting Children's Rights.** These have a particular focus on the working and responsibilities of the wider children's services partnership.

2.4 The Directorate Plan priorities have been developed in parallel with, and closely align with the improvement priorities for the **South East Improvement Collaborative Improvement Plan**. The priorities are to:

- Drive High Quality Learning, Teaching & Assessment
- Support Inclusion Wellbeing & Equity
- Develop the Use of Digital Pedagogy

These are focused on key areas of support for **Closing the Attainment Gap**, **Improving Opportunity**, and **Supporting Wellbeing** for learners during recovery. The work undertaken by SEIC in these areas (including the contribution of the ECS Directorate) will supplement and strengthen the Directorate's own improvement actions.

3.0 Supporting the Plan 4 Fife

- 3.1 The Plan4Fife (Fife's Local Outcomes Improvement Plan) is currently being updated, with a draft plan out for consultation.
- 3.2 The current consultation draft of the Plan4Fife aligns with key aspects of the Children's Services Plan 2021-23 and the Directorate Plan 2021-23. In particular:
- It recognises The Promise and the UN Convention on the Rights of the Child as key policies within the "Renewal Landscape".
 - It reflects the continuing importance of ensuring "Opportunities for All" in achieving a "Fairer Fife", including: mitigating the impact of poverty, closing the attainment gap, and improving health.
 - It outlines "Immediate Actions" to support recovery and renewal, including actions: to close the attainment gap, promote children's rights, improve learning pathways from school on to continuing education, employment, training and volunteering, supporting emotional and physical wellbeing, and developing wrap around support in specific service areas.

4.0 Reporting outcomes

- 4.1 The Directorate Improvement Plan sets out a clear framework for monitoring the short-term impact of these actions. It also includes a scorecard of key high-level outcomes, for which the improvement actions will lead to an improvement over the medium to long term.
- 4.2 It is proposed to report on progress in delivering the Directorate Improvement Plan, by providing updates Education and Children's Services Sub-Committee on each Improvement Priority, as set out below.

Improvement Priority	Suggested reporting date
Delivering the Promise	Update in March 2022, in line with the Chief Social Work Officer's Report
Supporting Wellbeing	Update in November 2021 on Our Minds Matter and April/May 2022 to review implementation of the new National Wellbeing Census in Fife.
Closing the Attainment Gap	Update in November 2021 on Achievement of CfE levels, and in March 2022 on outcomes from inspection.
Improving Opportunity	Update in September 2021 on Senior Phase SQA attainment, and in March 2022 on positive destinations outcomes of school leavers.
Empowering All	Update in April/May, including an update on work to review the Directorate's visions and values.

- 4.3 The Committee is asked to consider the ECS Directorate's draft reporting timetable for delivering outcomes across the key strategic plans relating to children, young people and families and to comment as appropriate.

5.0 Conclusions

- 5.1 The Directorate Plan 2021-23 has been developed following consultation with staff – both within the Directorate and as part of wider children's services planning. It is informed by a wide range of feedback from children, young people and families gathered over the course of the past year.
- 5.2 The Plan aligns closely with other key strategic plans relating to the work of the Directorate.
- 5.3 The Committee is asked to consider the ECS Directorate's draft reporting timetable for reporting on delivery of the Directorate Plan – and supporting work across other key strategic plans for children, young people and families – and to comment as appropriate.

Appendices

1. Education & Children's Services Directorate Improvement Plan 2021-23 (see: www.fife.gov.uk/ECSplan).
2. Fife Children's Services Plan 2021-23 (see: www.fife.gov.uk/fifeCSplan).
3. SEIC Improvement Plan 2021-22 (see: www.fife.gov.uk/SEICplan).

Background Papers

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

- Coronavirus (COVID-19): impact on children, young people and families - evidence summary October 2020 (published by the Scottish Government, November 2020). Available at: <https://www.gov.scot/publications/report-covid-19-children-young-people-families-october-2020-evidence-summary/>

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7th September 2021

Agenda Item No. 8

Professional Learning & Leadership Strategy Update (Education)

Report by: Angela Logue, Head of Service (Primary & Improvement Support)
Education and Children's Services Directorate

Wards Affected: All

Purpose

The purpose of this paper is to provide members of the Education & Children's Services Sub-Committee with an update on the Education and Children's Services Professional Learning & Leadership Strategy for education staff.

Recommendation(s)

It is recommended that the Education & Children's Services Sub-Committee:

- (1) Reviews and comments on the progress made with the Professional Learning & Leadership Strategy since the report approved by the Education, Health and Social Care Scrutiny Committee in January 2016.
- (2) Note the leadership models, as agreed in the Professional Learning & Leadership Strategy (2016) that have been progressed successfully over the last five years, and the intention to continue with the development and implementation of Leadership Models 2 and 3 to best meet the needs of school and local communities.

Resource Implications

There are no immediate resource implications associated with this report.

Legal & Risk Implications

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

Impact Assessment

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

Consultation

Current joint headteachers have been consulted on aspects of the implementation of the strategy thus far with feedback from parents and pupils used to inform next steps in development and implementation.

1.0 Background

- 1.1. In January 2016, following on from the Leadership of Learning Communities in Fife report to Executive Committee in June 2014, an extensive review took place which reflected on our position as an employer in supporting and developing our current and future school leaders. At this time, there was significant movement across the education community in developing leadership at all levels with a focus on building capacity across the system. However, as a local authority it was clear at that time there was a shortage of high-quality candidates coming forward to apply for headteacher posts in our early learning centres and schools, particularly in the primary sector. A number of factors were attributed to the shortage at this time which included: a large number of retirements of headteachers which has continued to this date; the reduction in management time has made the post of headteacher less attractive with an increase in workload being an attributing factor; the disparity in remuneration between a deputy headteacher and headteacher post with some deputy headteacher posts having a higher salary than that of a small school headteacher.
- 1.2 In order to mitigate against the factors outlined above, the Education, Health and Social Care Scrutiny Committee approved the Professional Learning & Leadership Strategy (2016) to implement, over time, the following leadership models as appropriate to the needs of the school and local community:
 - Model 1 - Single school model of leadership: a leadership team serving a single school.
 - Model 2 - School grouping model of leadership: a leadership team serving a group of schools brought together by key links e.g., community, cultural, school, partners, demographics.
 - Model 3 - Learning journey model of leadership: a leadership team serving the learners' journey e.g., 0 – 5 or 0 – 12 or 0 – 18 years including children with additional support needs.
- 1.3 The aims of our current strategy were established to guide decision-making, planning and evaluation of leadership models in place across the local authority, and to support ongoing strategic and operational planning of leadership models going forward:
 - To develop a sustainable leadership approach for Fife's schools and early learning centres that is responsive to the needs of the communities and supports partnership working across services ensuring improved outcomes for all children and young people.
 - To support the development of an empowered, self-improving system across Fife schools and early learning centres. Fully utilising the knowledge, understanding and skills in leading whole school improvement that exists in and across our schools and early learning centres.
 - To build upon and support high levels of collaboration and distributed leadership within and across establishments and communities.
 - To provide opportunities for increasing leadership responsibility and career progression, encouraging and supporting high levels of confidence and motivation amongst all teachers and leaders, as their professional capacity continues to be strengthened.

- 1.4 In the [International Council of Education Advisers Report \(December 2020\)](#) it was recognised that in order for our system to continue to improve and to move forward after the global pandemic that we need to begin to think differently about the models of school leadership so that we can use the crisis, to become a '*truly extraordinary educational system in the future*'. In doing so we need to consider '*moving away from the more traditional models of school leadership*' in order that we capitalise on the strengths in the system, where collaboration and professional autonomy bring about ongoing improvements in education for all of our children and young people.
- 1.5 Significant progress has already been made in Fife to develop and implement leadership models in our school communities that strengthen leadership, professional autonomy and collaboration. We are well-placed to build on this progress as we move forward.

2.0 Progress

Standard for Headship Legislation

- 2.1 As of the 1st August, 2020 it became legislation that any newly permanently appointed headteachers to their first headteacher post would be required to hold the Standard for Headship or to gain the Standard for Headship within 30 months of appointment. Those who currently hold the Standard for Headship are in the following categories:
- All of those who are already (pre 1st August 2020) or have previously held a permanent headteacher position.
 - All of those who complete the Scottish Qualification for Headship (SQH).
 - All of those who completed Flexible Route to Headship (FRH).
 - All of those who have completed Into Headship between 2015 and 2020.
- 2.2 The numbers below show that we are in a strong position as a local authority in relation to ensuring that our current or future headteachers are equipped with the knowledge and skills to strategically lead a school and either already hold or are working towards gaining the Standard for Headship. It is particularly heartening to see the high number of primary school candidates who have either completed, are currently participating in or are embarking on the Into Headship programme as it means that we are building a strong picture for those who will take up headteacher positions in the future, if they have not already done so. It is also particularly pertinent to recognise that only a very small number of Fife Into Headship participants have moved onto other local authority roles which indicates that our leadership strategy is supporting them in their leadership journey.

Table 1: Into Headship Data 2015-2021

	Cohort 1 (15-16)	Cohort 2 (16-17)	Cohort 3 (17-18)	Cohort 4 (18-19)	Cohort 5 (19-20)	Cohort 6 (20-21)	Cohort 7 (21-22)
Completed Into Headship	5	4	7	6	13		
Currently Participating 20-21						15	
Embarking on Into Headship 21-22							28
Total Numbers	78						

Table 2: Into Headship: Breakdown by sector (primary/special/secondary)

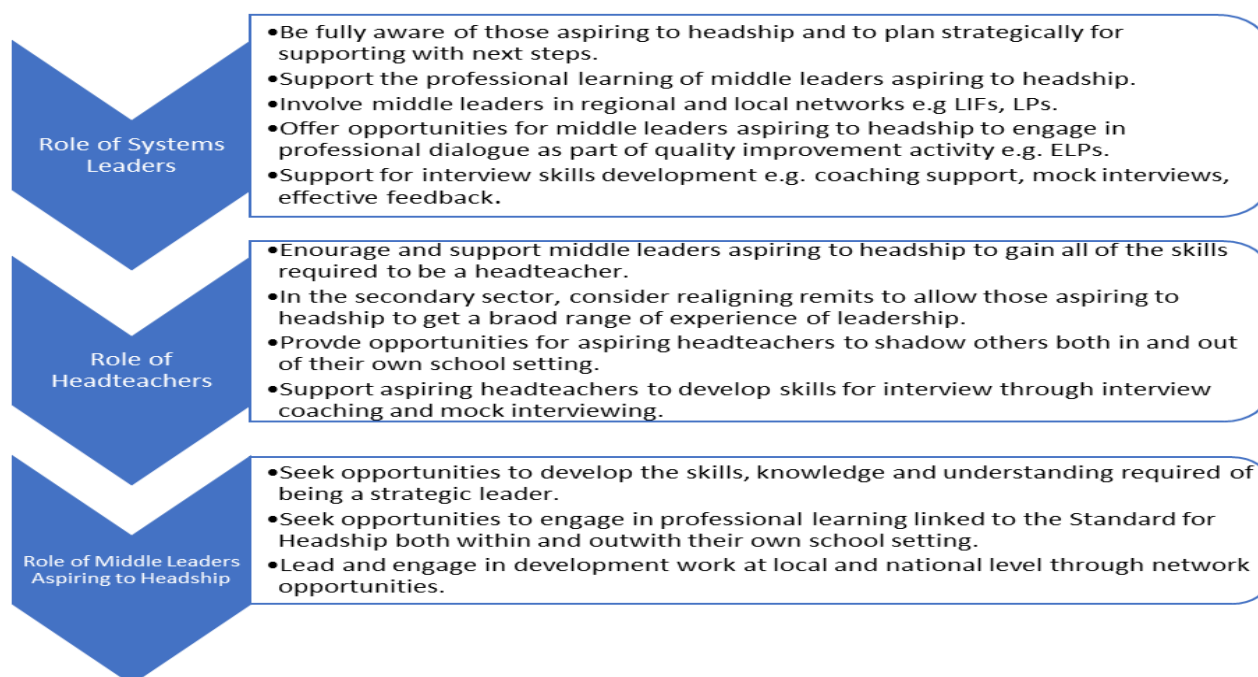
Primary	50
Secondary	25
Special/ASN	3
Total completed: currently Fife employees	78
Total no longer Fife employees	3

Towards an Empowered System in Fife

- 2.3 We live and work in times of significant change within Scottish society as a result of changing community needs, some of which have been exacerbated by the global pandemic (2020-2021). This is impacting on our education system as a whole. The Scottish Government along with Education Scotland published their aspirations for an empowered education system in 2019 to support us to achieve excellence and equity for all children and young people.
- “Scotland has started a collective endeavour to build an empowered, connected, self-improving system to achieve excellence and equity for all children and young people as set out in the [National Improvement Framework \(NIF\)](#)”. (Education Scotland, 2019)*
- 2.4 Fife Education & Children’s Services Directorate believes that it has taken appropriate and important measures to ensure that our Headteachers are in an increasingly strong position to ‘make a difference’ in a whole range of areas. Throughout the duration of our Directorate Improvement Plan 17-20 and in our agile action plan 20/21, we strengthened local networks to ensure that decisions that shape the wellbeing and education of children and young people were made by those working with them at local level.
- 2.5 We continue to adhere to the principles of the ‘[Education Reform: Joint Agreement](#)’ (June 2018):
- The need for strong leadership at all layers of the system
 - The requirement for genuine collaboration in the system
 - Headteachers should lead learning and teaching in their schools
 - Decisions that affect children should be made at a school level where at all possible
 - Empowered schools require strong and distributive leadership
 - Local authorities and headteachers should have a mutually respectful and supportive relationship
- 2.6 These principles have been further reinforced in the [Empowering School Leaders guidance \(Education Scotland, 2019\)](#) stating that school leaders should:
- Be adaptive and creative in their approach to leading learning and teaching and developing learner pathways that meet the needs of all learners.
 - Be collaborative and collegiate in their approach, encouraging and seeking views from across the learning community – from parents, children and young people, teachers and support staff, partners, other schools and the Local Authority.
 - Be active partners in multi-agency working to get it right for every child.
 - Support, encourage and facilitate children and young people’s participation in decisions about their own learning and the life of the learning community.

- Seek to develop trusting relationships with parents and carers and help to foster the home learning environment.
- Be lifelong learners, committed to improving their practice by engaging in professional learning, enquiring collaboratively, engaging in and with research and using evidence-informed practice.
- Make an active and valued contribution to local, regional and national education policy.

- 2.7 We recognise that the ever changing demands and needs of the 21st Century requires our school leaders to be resilient, flexible and adaptive to the needs of our learners. As a result of our work towards a self-improving and empowered system we have supported our current headteachers to keep abreast of current research, global, national and local policy to support and challenge them to improve outcomes for all of those in our school communities.
- 2.8 Since the Professional Learning & Leadership Strategy committee update (2016), there continues to be a robust professional learning offer available for all of our aspiring and current school leaders. This has been further developed over the past five years to support leadership development at all levels with a focus on building on our self-improving system, in turn ensuring that our school leaders have the skills, knowledge and experience to successfully lead change and improvement.
- 2.9 Through a planned approach to supporting the development of middle leaders through local, regional and national professional learning opportunities we are equipping our middle leaders with extended knowledge and skills to be headteachers of the future. This includes supporting the development of those aspiring to headship in the denominational sector. However, it is recognised that although participation in networks and completion of preparation for headship programmes are valuable learning experiences, we have a responsibility to continue to build on the skills learned both through additional study, professional learning and the learning that comes from being a middle leader in a school community. The diagram below shows the responsibility of all across the service in supporting our middle leaders to be ready for their first headship.



- 2.10 The development of our comprehensive Headteacher Induction Programme gives our newly appointed temporary and permanent headteachers the opportunity to engage in a range of professional learning activities which support both the operational and strategic aspects of being a headteacher. The programme is supported by services across the local authority and ensures that our new headteachers have the knowledge and skills to successfully lead and manage their school settings. A key feature of the Headteacher Induction Programme is the allocation of an experienced Headteacher Supporter. The role of the supporter is to coach and mentor newly appointed headteachers in their early phase of headship.

Current Shared Leadership Arrangements (August 2021)

- 2.11 As a Directorate we have continued to move forward with the development of Model 2 from the 2016 Leadership Strategy Update in 2016. We currently have 29 joint headship models with two school settings, in place, with 20 of those being permanent positions and the remaining 9 being temporary.

- 2.12 Permanent:

- Canongate PS & Kingsbarns PS
- Carnock PS & Crossford PS
- Elie PS & Colinsburgh PS
- Culross PS & Torryburn PS
- Duloch PS & Calaiswood School
- Guardbridge PS & Strathkinness PS
- Kirton of Largo PS & Lundin Mill PS
- Lawhead PS & Largoward PS
- McLean PS & Milesmark PS
- Benarty PS & Dunmore Nursery
- Parkhill PS & Viewforth Nursery
- Tayport PS & Ferryport Nursery
- Woodlands FNC & Paxton Nursery
- St. Andrew's Nursery & Westfield FNC
- Carleton Nursery & Ladybird FNC
- Gallatown Nursery & Fair Isle FNC
- Sunflower FNC & Clentry Nursery
- Wormit PS & Balmerino PS
- Auchtermuchty PS & Strathmiglo PS
- Newburgh PS & Dunbog PS

- 2.13 Temporary:

- Blairhall PS & Tulliallan PS (long-term temporary)
- Capshard PS & Torbain PS (long-term temporary)
- Coaltown of Balgonie PS & Star PS
- Holy Name PS & St. Serf's PS (long-term temporary)
- Inzeivar PS & Townhill PS (long-term temporary)
- Springfield PS & Letham PS
- Pittenweem PS & St. Monan's PS
- Ladybank PS & Pitlessie PS
- Ceres PS & Craigrothie PS

- 2.14 A consultation exercise carried out between March and June 2021 involving headteachers with more than one early year's setting and/or school, and feedback gathered from parents and pupils, identified the following benefits of the shared leadership model:
- Enhanced levels of collaboration are evident across a wider network which ensures that school improvement activity has a positive impact on outcomes for children.
 - As there is no teaching commitment for the headteacher then they are able to focus on being a strategic leader of change and improvement without having to split their focus between class teaching and being the headteacher.
 - A larger staff team allows for more consistency in staffing within the smaller school setting as there is less reliance on having probationer teachers each school session to allow for the headteacher to have more time out of class.
 - Being a joint headteacher gives the opportunity for experienced heads to develop their skills, knowledge and understanding of leadership further. This also allows for expertise to be shared across more than one early year's/school setting.
 - Ability to distribute leadership across more than one setting gives opportunities for increased collaboration and learning which builds capacity at all levels.
 - Flexibility to share staffing across more than one setting ensures that the needs of more than one school community are met.
 - Where staff are less reliant on the headteacher being in the building at all times, they are empowered to make decisions independently to meet the needs of all learners.
- 2.15 Where logistical or operational challenges were highlighted by the consultation group it was clear that the service had supported our joint headteachers to overcome any issues or barriers they were faced with. We work closely with our joint headteachers as a service to ensure that any operational/logistical issues are addressed promptly so that these barriers can be removed. As we move forward, we will continue to support our joint headteachers to address any operational or logistical barriers or issues that may arise.
- 2.16 Feedback received during the consultation (March-June 2021) shows that the aims of our Professional Learning & Leadership Strategy (1.3) have continued to inform the development of joint headship models across Fife. This is reflected in the benefits highlighted by the headteachers who were interviewed, and feedback gathered from parents and pupils across the school year, as part of the consultation exercise and in the arrangements made regarding aspects of the joint headship arrangement e.g. size of school, cluster area, leadership team capacity.

3.0 Next Steps

- 3.1 In the face of the challenges that the global pandemic has brought to the children, young people, staff, families and communities in Fife, our school leaders have shown that they have the skills to lead in times of crisis. It is essential that we build on the successes we have had in supporting and developing our school leaders to continue to develop practice and skills in leading sustainable improvements across our schools and early learning centres into the future.
- 3.2 It is essential that as we move out of and beyond the global pandemic that we evaluate what we have learned in education, both recognising the successes and challenges that all of our school communities have faced. We are aware that globally we are not yet in a position to fully return to normal and it is with this in mind that we must focus on ensuring that our school leaders are equipped with the skills, knowledge and attributes to lead

their school communities through periods of uncertainty now and in the future. This will require all to be able to adapt quickly and flexibly to a changing landscape to ensure that we are fully prepared for leading in a time of crisis in the future.

- 3.3 A continued focus on building the networks established pre and during the global Covid-19 pandemic will be key to supporting and challenging our school leaders. Through continued growth of a fully networked learning system within Fife and beyond our headteachers will have the opportunity to learn with and from others.
- 3.4 Good progress has been made in the development of strong leadership models across our schools and communities. We aim to build on this further, guided by the aims of our strategy, to ensure leadership models meet the aims of our strategy and the needs of the schools and local communities.

4.0 Conclusions

- 4.1 We recognise that for our aspiring and current school leaders to be supported to fulfil their role in a changing landscape, we have a responsibility to ensure that we continue to build on the professional learning and career progression opportunities available to allow them to grow their skills as strategic thinkers and leaders. This will empower them further to meet the needs of our 21st Century learners and communities.
- 4.2 Full consideration of national and international policy and research continues to inform the development of the Professional Learning and Leadership Strategy. We continue to evaluate the current professional learning and leadership development needs of the service using a range of data.
- 4.3 The International Council of Education Advisors, reported in December 2020 that the global pandemic and the lessons learned place us in a position to, look at how we can capitalise on the opportunity to “make fundamental changes to school systems” and to use the crisis as an opportunity to become a “truly extraordinary education system in the future”.
- 4.4 Due to the already high levels of engagement in career long professional learning and development opportunities offered, and in the range of leadership opportunities created to support career progression, we are in an advantageous position in Fife. Therefore, we need to capitalise on this further and continue to identify opportunities to strengthen leadership models across our school communities, clusters and localities in line with the aims and principles outlined in this report.

List of Appendices

1. Professional Learning & Leadership Strategy Update (January 2016). Education, Social and Communities Scrutiny Committee.

Background Papers

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

- ICEA Report (December 2020) - [International Council of Education Advisers Report 2018-2020 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/icea-report-2018-2020/pages/10/index.aspx)
- National Improvement Framework (NIF) (2019) - [2019 National Improvement Framework and Improvement Plan - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-improvement-framework-2019/pages/10/index.aspx)

- [Education Reform – Joint Agreement](#) (2018) Scottish Government.
- GTCS Refreshed Professional Standards, January 2021 - [Professional Standards | General Teaching Council for Scotland \(gtcs.org.uk\)](#)
- Empowering School Leaders Guidance, Education Scotland, 2019 - [Empowering School Leaders \(education.gov.scot\)](#)
- The Head Teachers Education and Training Standards (Scotland) Regulations, 2019 - [Standards for headteachers: business and regulatory impact assessment - gov.scot \(www.gov.scot\)](#)

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5th January 2016
Agenda Item No. 5

Professional Learning and Leadership Strategy Update

Report by: Peter McNaughton, Head of Education (Broad General Education)
Education and Children's Service Directorate

Wards Affected: ALL

Purpose

The purpose of this paper is to provide for the Education, Health and Social Care Scrutiny Committee and update on the Education and Children's Services Directorate's professional learning and leadership strategy for education staff.

Recommendation(s)

The Education, Health and Social Care Scrutiny Committee is asked to:

- Scrutinise the direction of travel highlighted;
- Note areas of success and progress; and
- Note the next steps in the development and implementation of the strategy outlined.

Resource Implications

None.

Legal and Risk Implications

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

Impact Assessment

An EqIA has not been completed and is not necessary as this is a strategy update with no significant change to policy direction.

Consultation

Staff and parents have been consulted at various points in this process and this will continue as the process develops.

1.0 Background

1.1 Fife Council Education and Children's Services Directorate recognises that the quality of leadership in our schools and communities, at every level, is the key to improving outcomes for our children and young people. This paper updates our professional learning and leadership strategy and points towards a sustainable model which will serve Fife's families and communities into the future.

1.2 National and international research into successful systems and schools

There is little debate in literature and policy that teachers in the 21st Century need to be autonomous learners as well as skilled practitioners. The fast pace of change in education and society requires that those working within education need to be able to manage and understand the evolving challenges and demands of the profession.

In common with other public services, leading in an educational environment demands professional values and personal commitments which include the promotion of social justice, integrity, trust and respect, all of which are demonstrated through all professional relationships and practices.

The introduction and development of Curriculum for Excellence in Scotland brings with it the expectation that teachers and leaders, individually and collectively, will shape the curriculum and think creatively about matching their teaching to the needs of the young people and desired learning outcomes. The government's ambition to develop Scotland's young workforce states that leaders in education must be preparing young people for employability throughout their education and establishing broader partnerships to support destination pathways for all learners.

The future well-being of the teaching profession in this fast changing society and school environment is reliant on a policy framework that is focussed not only on life-long learning for children and young people, but also for our teachers, current and future leaders. How teachers think about teaching is crucial. Focussing on the professional beliefs, attitudes, values and dispositions of teachers and leaders at all levels in the system is critical to future, sustainable improvement.

The findings of the McKinsey report (2010 – see 'background papers') identify a range of key factors that are necessary for a high-performing education system, including:

- Effective leaders who choose interventions that are appropriate to the context of the school system.
- High quality teachers who can develop effective pedagogy (the 'how' of teaching).
- An ambition to achieve social equity and an expectation that every child will succeed.

Underpinning all of these factors is the use of appropriate performance information, which allows current performance and the school/system context to be understood.

Teaching Scotland's Future (2010 – see 'background papers') reviewed teacher education in Scotland and found that career-long professional learning was 'too

fragmented and often haphazard', when in fact it should be at the heart of the improvement process. Successful education systems, '*...invest in developing their teachers as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.*' (Teaching Scotland's Future)

Education Scotland and the General Teaching Council Scotland (GTCS) are committed to advancing *career-long professional learning* for all teachers and leaders. The core principles of practitioner enquiry underpin all of the GTC Scotland Professional Standards, requiring education professionals at all levels to develop an enquiring disposition towards their practice. Educational professionals are required to think critically, examine attitudes and beliefs, explore and challenge assumptions and engage with new and emerging ideas about teaching and learning.

Education Scotland and the General Teaching Council Scotland (GTCS) also endorse the view that building the capacity of organisations and individuals requires the opportunity for all to exercise leadership. There is an ever-growing body of evidence that suggests leadership at all levels can make a significant difference to individual teacher's personal and interpersonal capabilities, that of their colleagues, to pupil learning and to the organisational structures and cultures of their schools and organisations: leadership is *that* important.

1.3 Fife Council Education and Children's Services Directorate

The Education and Children's Services Directorate faces a number of strategic challenges in ensuring that we meet customer needs over the coming years. Our core priorities are:



1.4 Professional Learning and Leadership – Current challenges

1.4.1 There are challenges in Fife and nationally in the successful recruitment of primary headteachers.

1.4.2 Due to the age profile of our headteachers there has been an increase in the rate of retirements. There were 35 headteacher retirements between August 2006 and June 2010. This figure increased to 67 retirements between August 2010 and June 2015. This trend is set to continue with the age profile of our current headteachers showing 27% over 55 years of age. See Table 1 below:

AGE	NURSERY	PRIMARY	SECONDARY	SPECIAL	
30-40	0	24	0	0	24
41-50	4	49	7	2	62
51-55	5	23	3	1	32
56+	4	37	9	3	44
	13	133	19	5	

Table 1: Age Profile of Current Headteachers in Fife

1.4.3 We are continuing to work within leadership structures in primary schools that are not always attractive to aspiring leaders. Some headteacher posts do not receive enough high quality applications and have to be re-advertised several times before a successful candidate is recruited. In some circumstances, posts have to be filled on a temporary basis or a decision is made in consultation with the Parent Council to move to a school grouping model of leadership.

1.4.4 The reduction in the number of teachers and middle leaders aspiring to headship in the primary sectors has been as a result of a range of factors including:

- The reduction in management time for headteachers and deputy headteachers has made particular posts unattractive. In particular, teaching headteachers have a teaching commitment of 70%, with the remaining 30% designated management time. The reduction in management time in larger schools has also reduced deputy headteachers' management time to 0.5FTE, increasing the responsibility and, potentially, the workload, of the headteacher further.
- The disparity in remuneration levels between headteacher and deputy headteacher posts is not substantial; many primary headteachers are paid less than some deputy headteachers in large schools. Therefore, the financial incentive to move from a middle leadership post to a headteacher post has been removed in some cases.

1.4.5 The new, masters level 'Into Headship' qualification for applicants to headteacher posts will be mandatory in 2018/19. Given concerns regarding the number of applicants for some headteacher posts currently, there is a possibility that this requirement may reduce numbers of applicants further.

1.4.6 Currently, and as is the case nationally, a large percentage of the teaching profession in Fife has not engaged in masters level professional learning and therefore require a framework of professional learning that builds their skills and confidence gradually, with the appropriate levels of support. For many teachers

and aspiring leaders, time will need to be spent on this prior to any engagement in masters level learning. This will add to the time it will take for some to achieve the Scottish Qualification for Headship.

The direction of travel for the teaching profession to become a masters level profession has resulted in, and continues to require, significant development of programmes and courses both within Fife and in partnership with the University of Edinburgh and the University of Dundee.

1.4.7 Opportunities to improve schools and enhance the professional learning of staff including building leadership capacity are limited in some school contexts.

- The development of Curriculum for Excellence requires significant levels of collaborative working. The capacity for professional dialogue and collaboration within small schools and small secondary departments can be restricted in nature due to the small numbers of staff within the school, stages or subject area.
- In some contexts, the leader's capacity to dedicate time to developing curriculum, learning and teaching, and also to enhancing their own professional learning, as well as that of others, is limited due to the teaching responsibility of their role. For example, we currently have 22 Teaching Headteachers in Fife (previously 32 schools prior to recent temporary joint headship arrangements) who have 0.3FTE/1.5 days of their working week dedicated to leadership of school improvement and staff development. Similarly, most deputy headteachers in primary schools in Fife have a 0.5FTE teaching commitment which also impacts on the time that they can dedicate to school and staff development activities.

2.0 Issues and Options

2.1 The Professional Learning and Leadership strategy in Fife Education and Children's Services Directorate

The Professional Learning and Leadership strategy for Education staff builds on national and international research findings into successful systems and schools. We are focussed on building the capacity of staff at all levels, in a climate of trust and mutual support in which all staff feel valued, leading to a continuing impact on the experiences and outcomes of children in every community in Fife.

The strategy aims to support opportunities for career progression and increasing responsibilities, in response to how the individuals professionally grow and develop. We aim to enhance a culture of aspiration and achievement to motivate teachers and leaders, and respond to their developing talents and abilities.

In our development of Curriculum for Excellence, our successful focus on professional learning, leadership and collaboration at all levels in our schools has been noted nationally. The attitudes, behaviours and actions of teachers and leaders will continue to shape the culture of our organisation and individual establishments. Therefore, professional autonomy should be supported and encouraged to ensure individuals feel empowered and have a sense of ownership of self, school and organisational improvement.

We will continue to support a high level of collaboration and distributed leadership within and across establishments that is focussed on improving outcomes for all. The strategy aims to encourage and support high levels of confidence and motivation amongst all teachers and leaders, as their professional capacity continues to be strengthened. Teachers and leaders need to continue to be committed to, and take responsibility for, their own and others professional learning in a climate where individual and collective endeavour is recognised and celebrated. Our Professional Learning and Leadership strategy also takes account of existing recruitment challenges, the changing nature of the leadership role within the dynamic context of public sector reform and the ambition of the Council to attain the best outcomes for our families and communities with the reducing purse/ budget challenge.

2.2 This supports the definitions of effective leadership defined in the GTC, Scotland Standard for Leadership and Management which outlines outcomes of leaders in the following key areas:

- Professional Values and Personal Commitment
- Strategic vision, professional knowledge and understanding and interpersonal skills and abilities
- Establish, sustain and enhance the culture of self-evaluation for school improvement.
- Develop staff capability, capacity and leadership to support the culture and practice of learning.
- Ensure consistent, high quality teaching and learning for all learners.
- Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners.
- Allocate resources effectively in line with identified strategic and operational priorities.

2.3 **What are we doing to secure development?**

In order to achieve the specific outcomes set out within the Education and Children's Services Directorate Plan for 2014 – 2017 (2015 updated edition) and specifically within the Educational Outcomes core priority, the workstreams and core activity we are committed to delivering are outlined below:

2.3.1 **Career-long professional learning and leadership**

2.3.2 Develop, monitor and evaluate programmes of support and professional learning opportunities (e.g. masters level learning) for teachers in the early phase of their careers, e.g. students, probationers and new qualified teachers in partnership with other local authorities and universities (Dundee and Edinburgh).

2.3.3 Development and delivery of the Professional Development Award (PDA) for Pupil Support Assistants as per the requirements of Scottish Social Services Council (SSSC).

2.3.4 Advance critical reflection and enquiry approaches to inform school and system improvement and support the professional learning of staff at all levels, e.g. local authority courses leading to professional recognition by the General Teaching

Council Scotland (GTCS), masters level learning courses in partnership with universities, professional learning packs (Numeracy, Literacy and Health and Well-being), online networking and communication, e.g. twitter and GLOW.

- 2.3.5 Continued development of strong leadership at all levels, building capacity to ensure development of current and future leaders, e.g. Fife's Professional Learning and Leadership framework (*Appendix 1*) leading to professional recognition (Teacher Leadership, Change Leadership, Coaching, Mentoring), masters level learning opportunities in partnership with national bodies, local authorities and universities and high quality headteacher engagement sessions.

2.4 Professional Review and Development and Professional Update

- 2.4.1 Continue to raise awareness of the Professional Standards to support reflection and self-evaluation at all levels.
- 2.4.2 Continued support to embed Professional Review and Development (PRD) and Professional Update in the systems and processes of all establishments. Engagement in Professional Update became a requirement for all registered teachers from August 2014. Professional Update is an ongoing process, with professional learning and PRD at its heart. Every five years, teachers are required to confirm their engagement in this process with GTC Scotland.

2.5 Developing Effective Staff Networks

- 2.5.1 Support and development of effective networking across school leaders to enhance professional learning and leadership, e.g. Headteacher PLCs, Senior Leader Learning Communities (DHTs/PTs).
- 2.5.2 Establish and develop partnership working with external organisations and individuals to enhance the professional learning and leadership development at all levels, e.g. Tapestry, Year of Learning, Co-operative Learning and Education Scotland.

2.6 School Leadership Models

We recognise the need to continue to look closely at leadership and leadership models in Fife schools. We need to create and maintain sustainable structures which will provide the highest quality of outcomes for all of our families and communities.

2.7 Engagement with Headteachers

Prior to the *Leadership of Learning Communities in Fife* report to Executive Committee in June 2014, discussions had taken place at Headteacher meetings across Fife. Further dialogue took place with Headteacher focus groups and it was agreed that, regardless of the type of leadership models in school, across schools or in a community, there should be common elements that make up a leadership framework:

- Outcomes of leadership are achievable in every context (2.1 and 2.2).
- Clear underlying principles guiding actions through the re-design process (2.8).
- Agreed leadership outcomes to be considered in every re-design process (2.9).

Further consultation with all headteachers has taken place during September 2015. Feedback has also been sought from those headteachers currently leading a joint headship model.

2.8 Revised guiding principles for leadership models

Following the consultation, the principles used to guide decision making regarding leadership models in schools, local contexts and across the authority have been revised and are outlined below. Leadership models must be:

- Sustainable – future-proofed for the current and future generations of families, communities and employees.
- Effective – achieve the outcomes for all families, communities and employees as set out above.
- Efficient – aim to achieve what was recommended by the Christie Commission; to create an efficient public sector which reduces duplication and shares both people and material resources and services wherever possible.
- Fair and equitable – demonstrate equity and fairness for employees in terms of professional opportunities, learning and development; it must also be fair and equitable in the quality of leadership being provided to the learning community.
- Empowering – aim to empower leaders within their communities; in the design and delivery of services.
- Integrating – aim to develop better partnerships, collaboration and effective delivery within and across local communities.
- Contextualisation - take into account community and cultural links within and across school settings.
- Accountable - fulfil all legislative requirements and procedures and be able to demonstrate impact upon outcomes for families and communities.

2.9 Outcomes

The Professional Learning and Leadership strategy aims to support a “mixed economy” of leadership models across schools in Fife that achieves the aims and principles set out in this paper. We need to be able to respond to the individual and collective needs of our schools and communities as appropriate, in a way that builds leadership capacity at all levels in our schools. Our outcomes are to:

- Provide a sustainable leadership approach for Fife which can be responsive to the changing nature of public services.
- Create stronger connections within and across communities.
- Provide leadership stability and continuity for schools.
- Develop shared leadership across enhanced management teams providing greater career opportunities and succession planning for staff.
- Reduce headteacher’s teaching commitment to utilise their leadership skills, knowledge and understanding, in order to enhance cultures that are clearly focussed on self and school improvement.
- Increase professional learning and development opportunities for all staff.
- Ensure that leadership models are efficient, though financial savings is not the prime driver in this area.
-

2.10 Engaging with Parent Councils

The proposal to introduce new Leadership Models for schools formed part of the parental engagement sessions in 2014.

In appointing leaders of schools, we currently engage with Parent Councils as determined by the Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations and the Scottish Executive guidance detailed in the Scottish Schools (Parental Involvement) Act 2006.

Specifically, the adoption of an appropriate Leadership model will be considered as natural opportunities arise (when existing Headteachers leave post for promotion or retirement). The relevant Parent Councils will continue to be consulted about any proposal to introduce a change in the leadership model.

3.0 Progress of the Strategy

3.1 Career-long professional learning and leadership

Fife has 179 probationers this session, 2015-16. Probationer teachers from Tayside and Fife Teacher Education Partnership join together for 4 full days of training during the school session. A professional community on GLOW supports the work of the partnership.

More generally, over 150 practitioners are engaging in programmes and courses within our Professional Learning and Leadership framework this academic session. There are currently 15 Fife practitioners engaging in masters level learning in partnership with the University of Edinburgh and over 40 practitioners engaging in a range of masters modules in partnership with the University of Dundee. It is anticipated the number of practitioners will increase as the new masters programme is launched by the University of Edinburgh later this session.

We have 7 aspiring headteachers set to engage in the *Into Headship* qualification this session, in partnership with SCEL and the University of Edinburgh. We have one current secondary Headteacher embarking on the SCEL Fellowship programme.

Our first Education and Children's Service's Leadership day took place in September 2015. High quality presentations from national figures provided a stimulus for creative thinking and conversation regarding partnership working and leadership within and across services. A further three headteacher engagement days are planned across the session focussed on enhancing the professional learning and leadership of our headteachers.

3.2 Professional Review and Development (PRD) and Professional Update

620 PRD reviewers have been trained in Fife schools over the last year following the requirements of Professional Update set by the General Teaching Council of Scotland. At the time of writing, approximately 650 completed their Professional Update in 2015, with only 20 outstanding.

Coaching programmes and courses continue to be offered to school leaders at all levels to support the professional review and development processes in our schools.

3.3 Developing Effective Staff Networks

Approximately 40 headteachers continue to be involved in headteacher professional learning communities following engagement with Drummond International over the previous two years. The establishment of new networking opportunities for headteachers is a key priority going forward, with a continuing emphasis on enquiry and collaboration.

The initial meeting of the Senior Leader Learning Communities for deputy headteachers took place in November 2015 with a focus on Equity and Equality. The group is scheduled to meet a further three times this session with a continuing focus on the core priorities of the Directorate.

Professional learning opportunities for staff through engagement with Tapestry (Summative Assessment), Alistair Smith (Year of Learning), Chris Ward (Co-operative Learning) and Education Scotland are planned and some are already underway.

3.4 Leadership Models

The development of our leadership models in Fife schools takes account of national and international research into the successful schools and school systems as well current national and local policies and priorities. The guiding principles in section 2.8 are used to support our decision-making as opportunities to re-shape the leadership of a school or schools arise across Fife.

Four models of leadership were proposed in the *Leadership of Learning Communities in Fife* report to Executive Committee in June 2014. These were:

- Model 1 - Single school model of leadership: a leadership team serving a single school.
- Model 2 - School grouping model of leadership: a leadership team serving a group of schools brought together by key links e.g. community, cultural, school, partners, demographics. Such joint management may apply to schools of similar size or may involve pairing smaller schools with a larger school.
- Model 3 - Learning journey model of leadership: a leadership team serving the learners' journey e.g. 0 – 5 or 0 – 12 or 0 – 18 years including children with additional support needs.
- Model 4 - Community model of leadership: a leadership team serving the family with leaders across public services working together as a leadership team.

Model 2 now involves 22 primary schools. There are two permanent arrangements in place, a two school model with McLean PS and Milesmark PS being led by one Headteacher, and a three school model with Craigrothie PS, Pitlessie PS and Springfield PS again being led by one Headteacher. Temporary Model 2 arrangements are in place in:

- Canongate/Kingsbarns

- Largoward/Guardbridge
- Markinch/Star
- St. Joseph's/Holy Name
- Tulliallan/Blairhall/Carnock
- Torbain/Capshard
- Crossgates/Kelty
- Dalgety Bay/Donibristle (until January 2016)
- Duloch/Calaiswood (permanent)
- Duloch/Calaiswood/Lumphinnans (temporary)

3.5 **Consultation with Headteachers – September 2015**

The consultation we undertook with current Model 2 Headteachers in September 2015 suggests that there are clear advantages in the school grouping leadership model, including enhanced opportunities for leadership and professional learning for staff, increased utilisation of resources across the schools and opportunities for creative learning experiences for the children across schools. However, the headteachers also highlighted some challenges regarding the model. These related to the need to support pupil, parents and staff understanding and expectations of the roles of the headteacher and deputy headteachers leading across more than one primary school. They highlighted that there are some key differences from this and a single school model.

During the consultations with all headteachers in September 2015, 15 headteachers, from across all areas of Fife, expressed an interest in leading within a Model 2 arrangement in the future.

The consultation concluded that Model 2, the school grouping model of leadership, was an approach that should continue to be considered in line with the guiding principles (3.4.2) as opportunities arise. However, appropriate support for the leadership team and the school community should continue to be reviewed to ensure a shared understanding of roles and responsibilities.

In the same consultations, there were also expressions of interest by four secondary headteachers and nine primary headteachers regarding Model 3 and Model 4. The headteachers were motivated and enthused by the opportunities of increased cross service and cross sectoral working and partnership opportunities these models could support and enhance.

3.6 **Current Headteacher Posts**

In Fife there are 135 primary schools (14 Roman Catholic schools), 16 stand-alone nurseries, 19 secondary schools (2 Roman Catholic schools) and 5 special schools. We currently have 22 Teaching Headteachers in Fife.

There are a further 10 schools that were previously led by teaching Headteachers but are now part of a joint headship arrangement.

We currently have 12 schools included as part of a joint headship arrangement due mainly to unsuccessful recruitment of Headteachers.

3.7 Leadership Structures

Following feedback from headteachers and Officers in September 2015, clear processes are now in place to ensure a fair and transparent approach to determining the leadership team for any leadership model proposed. A range of factors are considered e.g. size of pupil population, number of staff, Free Meal registrations (FMR), and the nature of the school buildings. These components, when brought together, inform decision making around the creation of a leadership team with the capacity to achieve the strategy set out in 2.1 whilst adhering to the principles set out in 3.4.2. However, key points to note are:

- All of the models attempt to bring the overall management allocation back to that originally allocated to individual schools; no model reduces dramatically the overall management time.
- No model should incur additional cost to the service.
- All models should be reviewed annually to ensure they still meet requirements, financially as above, and vitally, educationally.

4.0 Conclusions

Key Points

- 4.1 Progress in the achievement of the anticipated outcomes of the Professional Learning and Leadership strategy is good. Staff, at all levels, are engaging in a range of high quality professional learning activities that are being evaluated as having a positive impact on their own professional development. There is also evidence coming from a range of sources that there is identifiable impact of the professional learning activities on children's learning experiences and outcomes.
- 4.2 Progress is also being made in the opportunities for current and aspiring school leaders to engage in a range of leadership development opportunities, including local authority and university courses, professional learning communities and engagement with nationally recognised programmes. Evaluations from current and aspiring leaders suggest a positive impact on confidence levels, leadership skills, knowledge and understanding.
- 4.3 However, as outlined in this paper, progress in achieving a sufficient number of high quality applications for leadership posts remains a challenge. We are confident in the current work in leadership development being undertaken within the authority, and in partnership with other local authorities and universities. We know this can make a difference. It will take some time before we can see the full impact of this work.
- 4.4 We are making good progress with the development and implementation of the strategy, especially with Model 2. However, Model 3 and Model 4 require further planning and dialogue with all stakeholders, in the appropriate school communities and local areas, prior to further development and implementation.
- 4.5 Leaders at all levels within the service continue to have a key role in creating cultures in school communities that support and encourage staff at all levels to build leadership capacity. This is key to ensuring that we are nurturing talent and aspiration amongst individuals to create the school leaders of the future.

- 4.6 We are making good progress in the delivery of the Professional Learning and Leadership strategy. In some areas, the pace of development and the level of improvement are very strong. In order to make further progress, we will continue to progress plans in the development of appropriate leadership models to best meet the needs of school and local communities.
- 4.7 Full consideration of national and international policy and research has been taken into account in the development of the Professional Learning and Leadership strategy. We have also evaluated the current professional learning and leadership development needs of the service. This report outlines the current priorities identified to continue to support the professional learning of staff at all levels and improve the leadership confidence, skills, knowledge and understanding amongst staff at all levels.
- 4.8 Our next steps will be to consider appropriate opportunities to put into place leadership models that we believe will meet the needs of staff, children and families to an even greater extent than at present. We have made significant progress with Model 2: we will now be looking to consider further development of Model 3 or Model 4, as appropriate.

The key to continued development of this strategy will be to ensure that progress is communicated and reviewed at regular intervals.

Appendices:

Appendix 1 - Professional Learning and Leadership Framework 2015/16

Background Papers:

How the world's most improved school systems keep getting better, McKinsey, 2010

Developing the Young Workforce - Scotland's Youth Employment Strategy, 2014

Teaching Scotland's Future, 2010

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<div>  <div>Professional Learning and Leadership Framework 2015/16</div>  </div>						
Course Title	Target Group	Application Process	SCQF Level & focus	Assessment	Timeline	Costs
Leading Learning through Practitioner Enquiry	Teachers across all sectors in Fife schools.	Sign up for the course through PRD Online	SCQF Level 6 - An introduction to engaging in practitioner enquiry, analysing and evaluating the impact of change to critically inform practice.	Formative Assessment of enquiry plan and academic poster presentation.	6 x 1.5 hour twilights October 2015 - June 2016	£35
Coaching in Leadership	Head teachers - 2 groups each session Deputes and PTC's/PT's - 2 groups each session	Application form via PRD Online	SCQF Level 6/7 - A four day course looking at coaching and how to use this to support and implement change.	1000 word reflection on development of coaching skills and 1000 word literature review on non-directive coaching.	Aug 2015 - Jan 2016 and Feb 2016-June 2016 4 x weekdays	£90
Teacher Leadership	Teachers across all sectors in Fife schools with 3 years experience or more.	Application form and supporter signature via PRD Online	SCQF Level 7 - The course aims to develop awareness of the aspects of leadership through developing a collaborative enquiry.	500 word rationale for the collaborative enquiry, 10 minute presentation and a 2,000 word critical analysis of the enquiry.	August 2015 - November 2016 2 x weekdays 3 x Saturdays 2 x twilights	£150
Change Leadership	Middle Leaders in all sectors PT's/PTC's, Deputes and dependent on experience, class teachers.	Application form and supporter signature via PRD Online	SCQF Level 9 - The course considers leadership within a local and national context. The course aims to develop knowledge and link theory to practice.	500 word rationale of change, 10 minute presentation and 3,000 word critical analysis of change process	August 2015 - November 2016 2 x weekdays 3 x Saturdays 2 x twilights	£150
Leading in a Culture of Change	Primary and Secondary Deputes.	Application form and supporter statement via PRD Online	SCQF Level 10 - The course leads on from Change Leadership and introduces Emotional Intelligence and continues work on leadership skills.	Still to be in finalised. Critical evaluation of the work carried out, impact on the school community and own practice.	August 2016 2 x weekdays 3 x Saturdays 2 x twilights	TBC

7th September 2021

Agenda Item No. 9

Support for Voluntary Organisations-Update

Report by Carrie Lindsay, Executive Director (Education & Children's Services Directorate)

Wards Affected: All

Purpose

This report provides a progress update on the re-modelling of Children & Families Commissioned Services and recommendations for funding for 2021-22.

Recommendation(s)

It is recommended that Committee:

- Note the progress that has been achieved in respect to commissioning arrangements
- Approve the predicted overspend of £127,614 in the current financial year, with this being accommodated within the projected underspend for Children and Families Service
- Note that this overspend is one off and non-recurring.
- Note the required activity to bring service briefs 2A and 6 in line with the available budget by the end of March 2022.

Resource Implications

Appendix 2 provides the updated recommendations for funding for the remainder of this financial year 2021-22. The budget saving of £410,000 has been reinvested resulting in an overall budget of **£4,837,861**, this does not include the additional Alcohol and Drug Partnership funding of £349,752 aligned to service brief 6. A one-off return of underspend from one organisation from 2018/19 of £160,278 is also being offset in this financial year against the overall expenditure. The recommendations for funding are in the column indicated in Appendix 2 for approval in September and total an additional £1,000,071 of funding which replaces the request at committee in May to fund an additional £879,892. If these recommendations for funding are approved the total expenditure for 2021-22 would be £5,125,877 resulting in a budget deficit of **£127,614**. Financial forecasting for 2022-23 if the budget remained the same would result in a budget deficit of £401,091.

Legal and Risk Implications

All awards for support are subject to compliance with Fife Council's Monitoring and Evaluation/

Evaluation Framework which requires that they are reviewed on an annual basis as part of the Council's ongoing commitment to ensuring organisations are meeting the terms of their Service Level Agreement.

Impact Assessment

An EqIA and summary form has been completed and is attached to the report. (appendix 1).

Consultation

Since the last Committee report on 11th May, there has been individual and collaborative meetings with Third sector organisations. Weekly meetings are held with Fife Voluntary Action (FVA) to support communication. The Strategic Commissioning group continues to meet six weekly and has multi-agency representation.

1.0 Introduction

- 1.1 The Education and Children's Services (E&CS) Sub Committee on 26th January 2021 approved recommendations for funding new service briefs and 6-month transitional funding from April 2021. No change was made to organisations who were part of national agreements or receiving under £5,000.00. A further report was considered at the E&CS Sub Committee on the 11th of May, this provided an update on progress of organisations successful in the initial grant application process and work undertaken with organisations to adapt services to meet new service requirements
- 1.2 The programme of work undertaken from January to May 2021 largely focused on engagement with organisations who had not been awarded service briefs as part of the grant application process in 2020. Organisations were categorised as follows:
 - **Category 1.** Organisations assessed as having the potential to meet the full requirements of service briefs 2a (family support – early years) and 6 (children affected by substance misuse) as part of a partnership model
 - **Category 2.** Organisations whose service models were outwith service brief requirements, however, active consideration has been given to adapting models to align to new briefs and add value.
 - **Category 3.** Organisations unable to adapt beyond what they currently offer due to the specialist nature of provision for example earlier intervention service.
- 1.3 The Committee on the 11th of May 2021 approved the option of a differential approach based on the categories listed above and in appendix 2:
 - **Category 1** organisations were identified as requiring more time to establish if a consortia/partnership arrangement was achievable. On this basis it was recommended that organisations were funded for a further 6 months from October based on the 2020-21 grant. Section 2 provides more details of the progress of this work and adjustments required to the grant awards for the remainder of the financial year 2021-22.

- **Category 2** organisations evidenced that they were able to enhance the new service briefs and 6 months continued funding from October was approved.
- **Category 3** organisations were those with a long history in localities, some providing a specialist niche service which was not possible to adapt or align with the new briefs and 6 months continued funding from October was approved based on the value these organisations bring to communities across Fife.

2.0 Progress Update

- 2.1 Since the last report to Committee in May 2021 organisations successful in securing the new service briefs have been working to deliver the new services from April 2021. Progress has been incremental relating to recruitment and training of staff; communication with key stakeholders and completion of Service Level Agreements. However, progress has been maintained ensuring there is partnership understanding of the new service components and pathways to access support for each new service brief. Link Officers will continue to monitor and support organisations alongside officers in the Children & Families Service
- 2.2 The focus of work since May has predominantly involved category 1 organisations and relate to Service brief 2a (early years- young families) and Service brief 6 (children and young people with or affected by substance use) which have not been concluded. At the Committee in May information was provided on the engagement with organisations in respect to the two service briefs. Although there were indications of a commitment to develop partnership options, challenges also existed in relation to budget and operating models and integration. Since May there has been intensive engagement with organisations both individually and collectively to examine budgets, consider options for efficiency and more fully understand proposals for delivery models. For each service brief a cost benefit analysis has been completed to fully assess options to support recommendations.
- 2.3 In respect to service brief 2a discussions have continued with Fife Gingerbread, The Cottage and the 6 Home-start schemes, the latter operating as a consortium. All 3 organisations have indicated the model would involve working more collaboratively as a 'Early Years Collective'. Each organisation would retain the same infrastructure in terms of staffing, property, back-office resources but working collaboratively to deploy resources to families across the 7 localities in Fife. The main features of the 'Early Years Collective' model involve a:
- shared referral system.
 - weekly allocation meetings attended by the Coordinators for each organisation.
 - monthly case-load reviews led by the Coordinators for each organization.
 - quarterly Community of Practice events to promote best practice and joined up approach.
 - quarterly Strategic Coordination Group – Managers from each organisation and key Stakeholders for the project.
- 2.4 The budget requested by the early year's collective is **£1,093,170** per annum which exceeds the budget envelope for the service brief of **£800,000**. A summary of the main benefits and deficits of the proposed joint model are outlined below.

Benefits

- The 3 organisations would be able to broadly meet the full requirements of the brief in partnership, including the total number of beneficiaries indicated in the brief.
- The proposed level of funding would maintain 3 organisations with a long-standing presence/footfall in the Fife area and there would be minimal to service users or staff.
- Stronger partnership arrangements at a local level with the potential to screen referrals more effectively for support than current arrangements.
- Greater clarity of the offer from these organisations avoiding duplication and over reliance on support as throughput would be subject to regular review.

Deficits

- The maximum budget attributed to the brief would be exceeded by **£262,011** in 2021/22 which takes account of these organisations being funded for the first 6 months of the financial year at 2020/21 rates and the 2nd 6 months at the new Service Brief 2A recommended award level.
- The Cottage requires a disproportionate amount of the budget for the Kirkcaldy area only.
- The organisations are proposing a partnership model rather than a more cost-efficient integrated model.
- There is a risk that partnership working may diminish over time if there are not clear governance arrangements in place.
- The strength of the partnership remains untested.
- The Cottage and Home-start Kirkcaldy would both be funded to deliver in Kirkcaldy, creating potential for duplication of provision in this locality.

2.5 The cost benefit analysis has confirmed there are both benefits and risk in the proposal developed by the early year's collective. To fully assess if this model would meet the requirements of the service brief one option is progress with the proposal as part of Test Change. This would enable the organisations to test out the delivery mechanisms and fuller evaluation to be undertaken over the next 6 months which will inform funding recommendations for 2022-23.

2.6 In respect to Service brief 6 discussions have continued with Barnardo's, Clued Up and DAPL and a cost benefit analysis completed to support recommendations. Discussions with the 3 organisations and scrutiny of service models, has concluded that a joint partnership between Barnardo's and Clued-Up would align more closely to the service brief requirements. Barnardo's proposed, 'Positive Journeys', service broadly meets the intensive family support aspect of the brief, whilst Clued-Up's current model aligns to the requirement of direct support to young people. The main features of the partnership model involve:

- Shared referral system
- Weekly referral/allocation meetings
- Monthly monitoring meetings to track the progress of referrals, monitor capacity and identify themes and trends
- Quarterly development sessions, bringing together staff from both organisations
- A focus on moving resources "upstream" by providing more support at an additional level, with the aim of preventing crises in families
- Increasing the age support offered to young people, from 21 to 26, aligned with the employability service already in place with Clued Up

- 2.7 The budget requested by Barnardo's and Clued-Up is **£756,595** which exceeds the budget envelope of **£650,000**. These figures include the £349,752 funding from the Alcohol and Drug Partnership. A summary of the main benefits and deficits of the proposed joint model are outlined below:

Benefits

- The two organisations would be able to meet the full requirements of the brief in partnership, including the total number of identified beneficiaries
- Long established organisations in Fife with strong networking links
- Engaged in local and strategic community planning
- National expertise and evidence-based practice in Fife and elsewhere
- Expressed commitment to work more collaboratively to deliver services across Fife

Deficits

- The maximum budget per annum attributed to the brief would be exceeded by **£106,843**
- Remain 2 distinct services with overhead costs including separate management fees
- Neither organisation has been able to identify any efficiency savings, either individually, or as a partnership with both proposals retaining the same organisational structure and delivery model.
- The organisations are proposing a partnership model rather than presenting options of an integrated model which may be within the budget
- There is a risk that partnership working could diminish over time
- Lack of shared systems and data recording to support fuller analysis although both organisations indicate they would work on this area

- 2.8 The cost benefit analysis has confirmed there are both benefits and risks to the proposed model, however it is assessed that these organisations are able to deliver on the core requirements of the service brief, although the budget exceeds the current allocation for this service brief. The partnership approach like the delivery of service brief 6 will require fuller evaluation to be undertaken over the next 6 months which will inform funding recommendations for 2022-23.

- 2.9 Discussion have taken place with DAPL in respect to service brief 6, very early in the collaborative discussions it became clear a partnership involving DAPL, Barnardo's and Clued Up was not viable, this partly relates to each organisations' specialism and the components of the service brief. Specifically, two of the organisations (Barnardo's and Clued Up) provide essential core components of the whole family approach model with DAPL providing optional additionality. DAPL's offer is for one-to-one counselling to 275 children and young people affected by their own or another's substance use within the family, effectively adding capacity to the school counselling model with this component costing £159,000 per annum. For the remainder of the funding requested, DAPL proposes to provide, counselling or art psychotherapy to 90 parents affected by their child's substance use, and family-focused counselling or art psychotherapy to 30 families affected by substance use. The overall cost of the service provided by DAPL would be £250,000 per Annum in future years. This is effective from 1st October 2021 and is reflected in the recommendations in Appendix 2'

- 2.10 Although it is recognised the proposal from DAPL could offer value, the effectiveness of counselling to mitigate against the impact of substance misuse on children and young people needs to be better understood, particularly in relation to younger age groups. This will require further assessment and must be considered in relation to

evaluation and impact of interventions deliver by the Barnardo's and Clued-Up partnership. Fuller evaluation of DAPL's services requires to be undertaken over the next 6 months which will inform funding recommendations for 2022-23.

3.0 Summary

- 3.1 The focus of work since the last Committee in May has been predominantly engagement with category 1 organisations to reach a recommendation regarding the outstanding service briefs (2a/6). This has been a time intensive and complex process and benefits and risks are included in this report. It is recognised that as part of the Strategic Commissioning strategy within the Education & Children's Services Directorate the work that has been completed to date is part of an incremental approach. Stage 1 of this programme has been focused on aligning resources to better meet the priorities within the Belonging to Fife strategy. However, in line with the Commissioning framework regular review of resources as part of a strategic need's assessment will inform the landscape of provision in Fife. It is also recognised that given the complexity of funding streams an important consideration is to ensure services compliment and add value across the system, on this basis additional resources will be available in the Children & Family Service to lead ongoing commissioning activity connecting across Directorates.
- 3.2 The cost benefit analysis work undertaken has confirmed there is commitment across Third sector organisations to work more collaboratively to deliver services in local communities which are responsive and agile. The opportunity to test this out over the next 6 months and evaluate the learning will further inform recommendations for commissioning in 2022-23.
- 3.3 The budget proposals submitted by Third sector organisations exceed the current budget in this financial year and increase significantly in 2022-23. However, the opportunity to test these models at an operational level will allow for a much fuller analysis of the effectiveness, efficiency, and sustainability of delivery models to inform future recommendations. This work to be taken forward over the next four months to inform changes required to delivery models from January 2022, to be effective from April 2022.

4.0 Conclusion

- 4.1 Significant progress has been made to reach a conclusion in relation to funding awards for 2021-23 based on further engagement and analysis of the proposals by Third sector organisations.

Appendices

- 1. Equality Impact Assessment Summary Report
- 2. Summary of recommendations for funding

Report Contact:

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Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

<p>Which Committee report does this IA relate to (specify meeting date)?</p> <p>Education & Children's Service Committee (26/01/2021)</p>
<p>What are the main impacts on equality?</p> <ul style="list-style-type: none"> • A focus on the most vulnerable children, young people and families in Fife to address needs, risks and wellbeing leading to positive outcomes. • Children's rights will be central to service delivery promoting greater inclusion and participation • Support will be targeted at a community level for families experiencing poverty, disadvantage and poor outcomes
<p>What are the main recommendations to enhance or mitigate the impacts identified?</p> <p>The remodelling of services across Children & Families and the review of Third sector organisations will ensure a focus on the most vulnerable children & families in Fife. This will provide targeted support which is community facing and the ability to be flexible, responsive and agile in approach. Better coordination and clearer pathways for accessing services will ensure the most vulnerable children, young people and families receive the right support at the right time.</p>
<p>If there are no equality impacts on any of the protected characteristics, please explain.</p>
<p>Further information is available from: Name / position / contact details:</p> <p>Lynn Gillies Service Manager (Children & Families) Tel 03451 555 555 ext 443043</p>

One of the following statements must be included in the "Impact Assessment" section of any committee report. Attach as an appendix the completed EqlA Summary form to the report – not required for option (a).

- An EqlA has not been completed and is not necessary for the following reasons:
(please write in brief description)
- The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
- An EqlA and summary form have been completed – the summary form is attached to the Report

Organisation	Service Brief If Applicable	20/21 Full year awards	Recommended 6 Months Transitional 21/22 awards		Option ONE Recommended 21/22 Full Year Awards	Additional Funding for 2nd six months for Approval @ E&CS in Sept		Option TWO Recommended 21/22 Full Year Awards (with 6 months Transition)				
Recommended In Scope Funding Under New Arrangements												
Aberlour Childcare Trust	3	£461,529			£506,759	£98,074		£506,759				
Barnardo's - Intensive P Capacity Assessment & Childrens Rights Service	1,2b & 6	£749,161			£750,000			£848,074				
Birthlink		£4,963			£4,963			£4,963				
Childline Scotland		£1,600			£1,600			£1,600				
Fife Women's Aid	4	£326,261			£477,057			£477,057				
Fife Young Carers	5	£135,403			£149,907			£149,907				
Includem	2c	£532,359			£528,320			£528,320				
Scottish Child Law Centre		£2,209			£2,209			£2,209				
Snowdrop		£2,314			£2,314			£2,314				
Recommended In Scope Transition Funding Under New Arrangements												
CATEGORY 1												
Cottage Family Centre	2a	£299,423	£149,711		£173,727		£323,438					
Clued-Up Project	6	£133,255	£66,628		£105,348		£171,976					
Drug and Alcohol Project Leven (DAPL)		£302,344	£151,172		£125,000		£276,172					
Fife Gingerbread	2a	£219,104	£109,552		£107,799		£217,351					
Homestart (Dunfermline)	2a	£97,311	£48,656		£50,346		£99,002					
Homestart (East Fife)	2a	£71,479	£35,739		£36,981		£72,720					
Homestart (Glenrothes)	2a	£88,000	£44,000		£45,528		£89,528					
Homestart (Kirkcaldy)	2a	£91,070	£45,535		£47,117		£92,652					
Homestart (Levenmouth)	2a	£80,122	£40,061		£41,452		£81,513					
Homestart (Cowdenbeath)	2a	£84,342	£42,171		£43,636		£85,807					
CATEGORY 2 & 3												
Crossroads (Fife Central)		£26,994	£13,497		£16,518		£30,015					
Families First		£38,384	£19,192		£20,077		£39,269					
Families Outside		£14,000	£7,000		£7,000		£14,000					
Family Mediation Tayside/Fife		£55,313	£27,657		£16,016		£43,673					
Relationship Scotland – Couple Counselling		£22,826	£11,413		£11,500		£22,913					
RNIB		£30,690	£15,345		£15,894		£31,239					
SCMA		£47,520	£23,760		£23,760		£47,520					
Seal Association		£28,596	£14,298		£14,298		£28,596					
Who Cares		£43,209	£21,604		£0		£21,604					
Recommended Out of Scope Funding Under New Arrangements												
Apex - Glenrothes	From Criminal Justice Budget	£53,455			£53,455		£53,455					
CHAS - Rachel House Kinross (Children's Hospice Association Scotland)	Agreed by COSLA	£46,342			£46,342		£46,342					
Drug and Alcohol Project Leven (DAPL)	From School Counselling Budget	£450,000			£450,000		£450,000					
Early Years Scotland	Contributes to national requirement to deliver of 1140 hours of EL&C	£45,764			£48,952		£48,952					
Fife Women's Aid	C&F Contribution to MARAC Funding outwith components of brief	£120,936			£120,936		£120,936					
Fife Women's Aid	Contribution to MARAC service from NHS	£30,000			£30,000		£30,000					
Fife Women's Aid	Contribution to MARAC service from Housing Service	£66,000			£66,000		£66,000					
		£4,802,279			£886,992		£3,238,814		£1,000,071	£5,125,877		
Approved at Committee in January 2021		£4,125,806										

7 September 2021

Agenda Item No. 10

SQA Results of 10th August 2021

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

Wards Affected: All

Purpose

This report provides details of:

1. The background to the awarding of SQA qualifications 2021
2. The Alternative Certification Model (ACM) for awarding SQA qualifications 2021
3. Fife guidance and approaches to supporting the ACM via quality assurance
4. Attainment outcomes for young people 2021 including analyses by SIMD
5. Conclusions & next steps for session 2021-22

Recommendation(s)

The Committee is asked to:

- Congratulate Senior Leaders in schools, teachers and students on their hard work and results awarded, which generally show trends in line with national trends.
- Endorse the next steps identified for Session 2021-22

Resource Implications

There are no resource implications arising from this report.

Legal & Risk Implications

There are no direct legal implications arising from this report. However, with the exceptional situation this year, there needs to be an understanding that estimates generated by teachers have been used in a different way from previous years. The Alternative Certification Model for 2021 was based on teachers generating estimates based on the evidence held for each candidate. These estimates were subject to school and authority quality assurance as outlined in Section 3. Teacher estimates submitted to SQA as provisional results by 25th June 2021 were the basis of the awards received by candidates on 10th August 2021.

At the time of the collation of the statistical evidence in this report a number of different sources of data are available to schools and the Directorate. These include: datasets provided directly to Fife by the SQA for the 10th August results (which include awards data for each presenting centre – Fife's secondary schools); and datasets accessible via SEEMiS, the national management information system (which provides an attainment record for all current Fife pupils, including awards undertaken at any school in Scotland).

Part of the quality assurance process that is undertaken initially involves reconciling these different data sources to produce a view of Fife-level attainment. This process is ongoing.

Impact Assessment

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

Consultation

N/A

1.0 Background

- 1.1 The Scottish Government announced the cancelation of the National 5 SQA exams for 2021 in October 2020 and subsequently the Higher and Advanced Higher exams were cancelled in December 2020.
- 1.2 An Alternative Certification Model (ACM) was introduced by the SQA (details can be accessed here [alternative certification model](#)) to award qualifications at National 5, Higher and Advanced Higher for 2021. The ACM was based on teacher estimates of candidate performance based on demonstrated evidence for each candidate. SQA guidance stipulated: “Teachers and lecturers have the flexibility to collate assessment evidence in ways and at times that are appropriate to the needs of their learners.”
- 1.3 National guidance provided details of expectations regarding understanding of national standards and quality assurance of teachers’ estimates at school, local authority and national level.
- 1.4 Schools submitted teacher estimates to SQA as provisional results by 25th June 2021 and candidates received their SQA awards based on these on 10th August.
- 1.5 Headteachers, as Heads of Centre for SQA, were responsible for the final sign-off of all provisional results submitted to SQA.
- 1.6 This report includes a brief outline of the ACM and the processes used by schools and the local authority to generate, moderate and quality assure teacher estimates prior to submission to SQA.
- 1.7 A link to the Fife Guidance for Practitioners SQA Alternative Certification Model 2021 is included in Appendix 1.
- 1.8 An overview and brief commentary on the results for Fife for 2021 is provided in section 4. A comparison with previous years and analyses of the SQA Awards by deprivation is included.
- 1.9 An early evaluation and lessons learned exercise from this year’s processes will be carried out with Secondary Headteachers, the Short Life Working Group (SLWG) comprising of practitioners at all levels across Education and Subject Leads. Some details of this process are included in Section 5 – Conclusions and Next Steps.

2.0 The Alternative Certification Model (ACM) 2021

2.1 The key principles of the Alternative Certification Model (ACM) for 2021 were:

- Teacher estimates submitted to SQA as provisional results by 25th June 2021 were based on evidence held for candidates
- Teachers had the flexibility to collate assessment evidence in ways and at times that were appropriate to the needs of their learners
- Teachers gathered evidence of performance in assessments measured against the published requirements for each subject
- There was no adjustment for inferred attainment
- Provisional Results submitted by schools were the basis of SQA awards
- No algorithm (statistical modelling) was applied

2.2 National guidance including details of expectations for understanding national standards and quality assurance of the ACM at school, local authority and national level was provided at various points throughout the session.

2.3 The ACM included five stages summarised below (See the link in Appendix 1 and the following link [alternative certification model](#) for more detail):

- Stage 1 November 2020 until April – teachers and lecturers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA
- Stage 2 April to May 2021 – school, college and local authority quality assurance continues. During May, SQA requests reviews and provides feedback on samples of assessment evidence from each school and college
- Stage 3 End of May to 25 June 2021 – schools, colleges, local authorities and SQA work through final stages of local and national quality assurance and feedback to reach provisional results that are consistent, equitable and fair
- Stage 4 By 25th June – schools and colleges submit quality assured provisional results to SQA
- Stage 5 Appeals process for 2020-21 – a free appeals service, available directly to learners for the first time

2.4 Adjustments to assessment requirements in subjects were made and detailed in subject specific guidance.

2.5 SQA provided materials to support the understanding of national standards and provided assessment materials that could be used or adapted by schools if the school considered this appropriate to their local context.

3.0 Generation, Moderation and Quality Assurance of Provisional Results

3.1 Anticipating that the COVID 19 pandemic would necessitate changes for awarding in 2021, Fife Education and Children's Services Directorate began planning at the start of the session in August. A "lessons learned" exercise on the 2020 awarding processes was conducted with all secondary schools and next steps for collaboration and delivery of any changes to awarding for 2021 were agreed.

- 3.2 In Fife, the Head of Service for Secondary and a Secondary experienced Education Manager led the development of Fife Guidance and processes. This included attendance at national meetings convened by the ADES (Association of Directors of Education Scotland) Network and liaison with SQA.
- 3.3 Collaborative planning involved a Short Life Working Group (SLWG) comprising of practitioners at all levels across Education (teachers, Principal Teachers, Depute Headteachers, Headteachers, local authority officers and representatives of the professional associations). Fife College was also represented on the SLWG.
- 3.4 Twenty-five Subject Leads were appointed to lead Subject Networks and support planning, delivery and evaluation of processes to support teacher understanding of national standards and moderation of candidate evidence.
- 3.5 In collaboration with Fife Secondary Headteachers and Teaching Professional Associations it was decided that there would be no change to timetable in June as would normally be the case. This gave young people and teachers as much time as possible to submit evidence until the final provisional results were submitted on 25th June.
- 3.6 The Education and Children's Services Directorate communicated with Secondary Headteachers, professional associations, young people and parents throughout the session to keep them updated with national decisions and guidance and arrangements that were being put in place. This communication included four letters throughout the session to both parents and young people.
- 3.7 In order to support schools through the new process for awarding for Session 2020 - 2021 "Guidance for Practitioners SQA Alternative Certification Model 2021" (Appendix 1) was developed by a sub-group of the Short Life Working Group (SLWG). The Guidance was based on national guidance which included the responsibilities of practitioners at all levels and included the role of the Local Authority. The Guidance included Subject Level checklists and School Checklists and Returns to the Local Authority for each stage of the ACM. (See Appendix 1)
- 3.8 The Education and Children's Services Directorate, SLWG and Subject Leads coordinated planning for In-Service Days to facilitate shared understanding of key national and Fife expectations, discussion of assessment instruments, the use of understanding standards materials and moderation of candidate evidence. This included provision of historical data for each subject in each school and training on how to use data to inform discussions on national standards. (The Guidance accessed via the link in Appendix 1 provides details of the aims of each In-Service Day).
- 3.9 Subject Leads coordinated Subject Networks which brought practitioners across schools together to discuss assessment, national standards, and candidate evidence.
- 3.10 Subject Leads organised partner schools to work together to review and moderate candidate evidence.
- 3.11 Where possible, SQA appointees in Fife (e.g., Principal Assessors, verifiers, markers) provided support to subject networks and supported quality assurance activities across schools. This supported the understanding of national standards.
- 3.12 In addition to the above, where possible, SQA appointees in Fife provided additional support and moderation where need was identified. This included subjects with staff absence, single practitioners, specific requests for support.

- 3.13 Local authority quality assurance included senior officer support to all Secondary schools and feedback on each of the three School Returns to Local Authority throughout the stages of the ACM.
- 3.14 Senior Officers liaised with Headteachers throughout all stages of the ACM and attended a sample of Subject Network and partner school meetings.
- 3.15 The importance of keeping young people and parents informed of progress through on-going learner conversations was emphasised in the Fife Guidance, in communication with young people and parents and in discussions with Headteachers. All schools provided young people and parents with provisional results in the week beginning 21st June.
- 3.16 Provisional results for Fife schools were entered on SQA Connect by schools by the deadline of 25th June, having been signed off by the Head of Centre i.e., the Head Teacher for each school and endorsed by a local authority officer.
- 3.17 Contingency arrangements for incomplete assessments allow submission of provisional results in exceptional circumstances up until 3rd September 2021. "The contingency arrangement would cover learners who have experienced extreme disruption during the centre's evidence-gathering process. Examples might include:
- A learner whose medical condition has prevented full and timely engagement with the centre's evidence-gathering process.
 - A learner who has been required to self-isolate due to COVID, either as a case or contact, during the centre's evidence-gathering process.
 - A learner who has suffered bereavement or other trauma during the centre's evidence-gathering process.
 - A learner who was shielding during the centre's evidence-gathering process.

This arrangement must not be used as an opportunity to delay assessment and to seek benefit from an extended period of preparation over the summer break. Nor does it enable learners to have another opportunity for assessment that has already been undertaken, in pursuit of a higher grade. It is not a resit."

- 3.18 Young people and parents were informed of the Appeals process by the SQA for 2021 in a letter from the Head of Service, Secondary in June 2021. Young people and parents can register for an appeal up until 12th August and schools can register appeals on behalf of young people up until 27th August.

There are three types of appeal:

1. an appeal against the academic judgement made
2. an appeal against an unresolved administrative error
3. an appeal on grounds of discrimination where:

there has been a breach of the Equality Act 2010 (which must have been either acknowledged by your school, college or training provider or established by a court or the Scottish Public Services Ombudsman), or your school, college or training provider failed to provide agreed Assessment Arrangements.

Appeals will be based on demonstrated attainment against the national standard and evidence will be reviewed by an SQA Subject Appointee. The outcome of an appeal could be that the **grade goes up, stays the same or goes down**. Schools will be contacted by SQA to provide the evidence they used for the Provisional Result.

- 3.19 Provisional details from schools indicate that there are approximately twenty-five results which have still to be entered using the contingency arrangements outlined in 3.17 for candidates across Fife. This is 0.08% of all entries. The decision to postpone the traditional change of timetable in June and provide as much time as possible for candidates to complete assessments allowed evidence to be gathered for almost all young people to support the submission of provisional results by 25th June.

Discussions with young people and parents and carers are on-going regarding the potential submission of appeals until the deadline of 27th August, however current indications are that there are approximately one hundred and thirty appeals. There can be more than one appeal per young person. This is 0.1% of all entries this session. There are no costs for appeals this session. In 2019, the last time the exam diet took place, there were nine hundred and eighteen appeals submitted which was 3.0% of all entries. In 2019, schools were charged for unsuccessful appeals.

To date the number of candidate and parent/carers concerns regarding provisional results which are on-going is less than five.

4.0 Analyses of Results

- 4.1 This preliminary analysis of the initial SQA examination results for 2020-21 was undertaken using awards data from SEEMiS. It shows trends in student outcomes across a range of measures. The information below relates to pass and grade rates for courses at National 5, Higher and Advanced Higher.
- 4.2 In Fife, overall entries for National 5 have decreased since last year (current analysis does not include ungraded courses e.g., Skills for Work which will increase entries).
- The award rate for grade A improved by 4.9% since 2020 (nationally this improved by 4.4%). Improvement since 2019 is 11.4% (nationally this is 11.6%)
 - The pass rate for grades A-C decreased by 2.5% (nationally this decreased by 3.2%) since 2020. Improvement since 2019 is 10.5% (nationally this is 7.6%)
 - The award rate for grades A-D decreased by 1.24% (nationally this decreased by 2.1%) since 2020. Improvement since 2019 is 5.25% (nationally this is 3.3%)
- 4.3 In Fife, overall entries for Higher increased compared to 2020.
- The award rate for grade A improved by 9.7% (nationally this increased by 7.6%) since 2020. Improvement since 2019 is 21.1% (nationally this is 19.3%)
 - The pass rate for grades A-C remained static (nationally this decreased by 2.0%) since 2020. Improvement since 2019 is 14.6% (nationally this is 12.5%)
 - The award rate for grades A-D remained static (nationally this decreased by 1.9%) since 2020. Improvement since 2019 is 6.5% (nationally this is 4.4%)
- 4.4 In Fife, overall entries for Advanced Higher increased compared to 2020.
- The award rate for grade A improved by 6.0% (nationally this improved by 4.7%) since 2020. Improvement since 2019 is 18.8% (nationally this is 19.2%)
 - The pass rate for grades A-C remained largely static (nationally this decreased by 2.9%) since 2020. Improvement since 2019 is 17.9% (nationally this is 10.8%)
 - The pass rate for awards grades A-D remained static (nationally this decreased by 2.0%) since 2020. Improvement since 2019 is 14.5% (nationally this is 7.9%)

4.5 National and Fife Pass and Grade Rates 2021-2019

National 5	2021 National	2021 Fife	2020 National	2020 Fife	2019 National	2019 Fife
A	46.7%	41.0%	42.3%	36.0%	35.1%	29.6%
A-C	85.8%	83.9%	89.0%	86.4%	78.2%	73.5%
A-D	94.0%	96.1%	96.1%	94.8%	90.7%	88.4%

Fife Grade A at National 5 is 5.7% less than National. At A-C Fife is 1.9% less than National and at A-D is 2.1% more than National.

Higher	2021 National	2021 Fife	2020 National	2020 Fife	2019 National	2019 Fife
A	47.6%	44.0%	40.0%	34.3%	28.3%	22.9%
A-C	87.3%	87.0%	89.3%	87.2%	74.8%	72.4%
A-D	94.3%	95.4%	96.2%	95.2%	89.9%	88.9%

Fife Grade A at Higher is 3.6% less than National. At A-C Fife is 0.3% less than National and at A-D is 1.1% more than National.

Advanced Higher	2021 National	2021 Fife	2020 National	2020 Fife	2019 National	2019 Fife
A	51.0%	42.1%	46.3%	36.0%	31.8%	23.3%
A-C	90.2%	89.8%	93.1%	90.8%	79.4%	72.0%
A-D	95.7%	96.4%	97.7%	96.2%	87.8%	81.9%

Fife Grade A at Advanced Higher is 8.9% less than National. At A-C Fife is 0.4% less than National and at A-D is 0.7% more than National.

4.6 Analysis by SIMD Quintile

The table below shows how the pass rate for National 5 has varied with social context over the past 3 years. In particular, the data shows the percentage pass rate for grades A-C at National 5, for each SIMD Quintile. The final column shows the difference in pass rate between SIMD Quintile 5 and SIMD Quintile 1 (the least and most deprived areas of Fife).

Year	National 5 pass rate by SIMD Quintile					Difference Q5-Q1	Overall Pass rate
	Q1	Q2	Q3	Q4	Q5		
Fife 2019	63.6	67.8	73.2	77.1	80.5	16.9	72.5
Fife 2020	80.5	84.3	86.4	87.5	89.7	9.2	86.1
Fife 2021	79.6	81.8	83.3	85.1	90.0	10.4	84.1

The table below shows how the pass rate for Higher has varied with social context over the past 3 years. In particular, the data shows the percentage pass rate for grades A-C at Higher, for each SIMD Quintile. The final column shows the difference in pass rate between SIMD Quintile 5 and SIMD Quintile 1 (the least and most deprived areas of Fife).

Year	Higher pass rate by SIMD Quintile					Difference Q5-Q1	Overall Pass rate
	Q1	Q2	Q3	Q4	Q5		
Fife 2019	60.8	67.0	71.0	75.9	78.0	17.2	72.1
Fife 2020	81.3	84.5	85.2	87.8	88.8	7.5	86.2
Fife 2021	82.8	84.3	85.7	88.2	89.7	6.9	87.1

As may be noted, for both National 5 and Higher:

- Results for 2019 (the last year of SQA examinations-based assessments) were significantly lower than for 2020 (where results were based on teacher estimates) and 2021 (where Provisional Results were declared by schools).
- There was a much greater variation in the pass rate with social context in 2019 than in later years.
- Pass rates for 2020 and 2021 are broadly in line with each other. Pass rates for each SIMD Quintile in 2021 are similar to those for 2020, and the "attainment gap" in pass rates between the least and most deprived areas are also similar.

4.7 Analysis for subjects

Analyses for the four National 5 subjects with the highest entries follows:

Initial analyses shows that in National 5 English

- A awards increased by 9.69% in 2021 and were 4.16% lower than national
- A-C passes increased by 0.79% in 2021 and were 1.22% lower than national
- A-D awards increased by 0.96% in 2021 and were 0.83% lower than national

Initial analyses shows that in National 5 Mathematics

- A awards increased by 2.41% in 2021 and were 4.45% lower than national
- A-C passes decreased by 2.22% in 2021 and were 0.36% lower than national
- A-D awards decreased by 2.59% in 2021 and were 0.34% lower than national

Initial analyses shows that in National 5 Biology

- A awards increased by 1.11% in 2021 and were 6.19% lower than national
- A-C passes decreased by 7.83% in 2021 and were 4.28% lower than national
- A-D awards decreased by 2.09% in 2021 and were 0.07% lower than national

Initial analyses shows that in National 5 Chemistry

- A awards decreased by 0.51% in 2021 and were 8.98% lower than national
- A-C passes decreased by 9.30% in 2021 and were 5.19% lower than national
- A-D awards decreased by 4.38% in 2021 and were 1.02% lower than national

4.8 Analyses for the four Higher subjects with the highest entries follows:

Initial analyses shows that in Higher English

- A awards increased by 13.97% in 2021 and were 2.04% lower than national
- A-C passes increased by 4.05% in 2021 and were 0.95% higher than national
- A-D awards increased by 2.64% in 2021 and were 1.84% higher than national

Initial analyses shows that in Higher Mathematics

- A awards increased by 9.65% in 2021 and were 2.34% lower than national
- A-C passes increased by 1.91% in 2021 and were 0.21% higher than national
- A-D awards increased by 0.21% in 2021 and were 0.84% higher than national

Initial analyses shows that in Higher Physical Education

- A awards increased by 3.48% in 2021 and were 5.72% lower than national
- A-C passes decreased by 4.90% in 2021 and were 1.95% lower than national
- A-D awards decreased by 0.08% in 2021 and were 0.75% higher than national

Initial analyses shows that in Higher Business Management

- A awards increased by 10.11% in 2021 and were 1.74% lower than national
- A-C passes decreased by 0.46% in 2021 and were 2.30% higher than national
- A-D awards increased by 0.95% in 2021 and were 3.44% higher than national

4.9 Analyses for the four Advanced Higher subjects with the highest entries follows:

Initial analyses shows that in Advanced Higher English

- A awards increased by 8.61% in 2021 and were 10.33% lower than national
- A-C passes decreased by 2.0 in 2021 and were 0.98% higher than national
- A-D awards decreased by 0.32% in 2021 and were 0.84% higher than national

Initial analyses shows that in Advanced Higher Mathematics

- A awards increased by 21.76% in 2021 and were 3.15% lower than national
- A-C passes increased by 11.83% in 2021 and were 3.12% higher than national
- A-D awards increased by 7.199% in 2021 and were 2.75% higher than national

Initial analyses shows that in Advanced Higher Biology

- A awards increased by 1.34% in 2021 and were 7.65% lower than national
- A-C passes decreased by 14.43% in 2021 and were 7.39% lower than national
- A-D awards decreased by 5.10% in 2021 and were 2.4% lower than national

Initial analyses shows that in Advanced Higher Chemistry

- A awards increased by 2.66% in 2021 and were 3.86% lower than national
- A-C passes decreased by 12.56% in 2021 and were 6.92% lower than national
- A-D awards increased by 6.07% in 2021 and were 1.81% lower than national

- 4.10 Changes to assessment requirements for qualifications 2021 were made by SQA. In some cases, this led to assessment elements being removed. Across subjects modifications to assessment requirements would have differing impacts on candidate performance in the course.
- 4.11 For example, the following changes were made by SQA to English qualifications and will be maintained for session 2021-22.
- **National 5**

Portfolio - writing: we will reduce this to one piece (either broadly creative or broadly discursive) but retain the 30% weighting by doubling the mark for one piece.

Performance - spoken language: there will be no requirement to assess this.
 - **Higher**

Portfolio - writing: we will reduce this to one piece (either broadly creative or broadly discursive) but retain the 30% weighting by doubling the mark for one piece.
Performance - spoken language: there will be no requirement to assess this.
 - **Advanced Higher**

Portfolio - writing: we will reduce this to one piece from any genre but retain the 30% weighting by doubling the mark for one piece.

The removal of assessment of spoken language and the reduction in the portfolio writing pieces will have allowed candidates to concentrate on fewer assessments and this may have improved the quality of these pieces and hence the quality of grade.
- 4.12 Other examples of changes which will have affected performance include:
- the removal of assignments in science subjects which for some candidates had traditionally been their strongest assessment element
 - the concentration on one rather than two physical activity performances in Physical Education allowing candidates to focus on performance in their best sport
- 4.13 The Education and Children's Services Directorate will work with Subject Leads to analyse and learn from trends in different subjects in Fife and at a national level. This will allow consideration of next steps in professional learning to support understanding of national standards and support understanding of how changes to course assessment requirements for 2021 affected outcomes in different subjects and how changes for 2022 could impact on outcomes.
- 4.14 All schools have access to reports on school results to use within their internal quality assurance process.

5.0 Conclusions and Next Steps

- 5.1 In Fife at National 5, improvements in grade A awards since 2020 and since 2019 are largely in line with improvements at a national level. Grade A awards are now 5.7% behind National. Passes at A-C in Fife in 2021 are 1.9% behind the national level.

- 5.2 At Higher, improvements in grade A awards since 2020 are 2.1% above national and since 2019 are 1.8% above national. Grade A awards are now 3.6% behind National. Passes at A-C in Fife in 2021 are in line with the national level.
- 5.3 At Advanced Higher, improvements in grade A awards since 2020 are 1.4% above national and since 2019 are in line with national. Grade A awards are now 8.9% behind National. Passes at A-C in Fife in 2021 are in line with the national level.
- 5.4 The grades awarded for National 5 and Higher in 2021 show a similar variation with SIMD quintile as did the grades awarded in 2020.
- 5.5 By contrast, grades awarded for National 5 and Higher in 2019 differed significantly. Overall, pass rates were generally lower and varied to a much greater degree with social context (as measured by SIMD quintile in which the pupils lived).
- 5.6 Although there were some significant differences in the criteria and processes used for certificating awards in 2020 and 2021, both sets of results were based on teachers' assessments of pupil learning and attainment. The Fife results for 2020 and 2021 appear broadly in line with one another but show significant differences from results achieved through the examinations-based assessments used in 2019 and earlier years.
- 5.7 The Education and Children's Services Directorate's quality assurance process (outlined in Section 3 of this report and in Appendix 1) was robust and thorough. Fife Guidance was created in collaboration with practitioners and was based on national guidance.
- 5.8 This was acknowledged independently by Education Scotland in April 2020, as part of a national review of local authority support for the ACM. Education Scotland engaged with teaching staff, professional associations, Depute Headteachers and Headteachers. A verbal report to the local authority indicated that Fife's decision to delay the start to a new timetable was well negotiated with stakeholders and was supportive of young people in providing maximum time for assessments. It was acknowledged that Fife's strong collegiate approach was very well received, including with Professional Associations. The collegiate approach to developing highly detailed guidance was commended as was the local authority's commitment to empowering teacher approaches to decisions around assessments and understanding standards.
- 5.9 The current plan for assessment for SQA qualifications 2022 is a return to an exam diet if possible. There are also two contingencies, one where further change to assessment requirements for subjects will be considered in the light of any disruption caused by the pandemic and the other contingency of teacher estimates if an exam diet cannot go ahead. In Fife, planning for Session 2021-22 has already begun. Subject Leads have compiled Reports of Activity for Session 2020-21 and identified next steps for Session 2021-22.
- 5.10 In Fife, planning for Session 2021-22 has already begun. Subject Leads have compiled Reports of Activity for Session 2020-21 and identified next steps for Session 2021-22. This will include ensuring practitioners are aware of changes to assessment requirements in individual subjects for 2022.
- 5.11 The SLWG will be reconvened to consider any national guidance and plan for assessment activity for SQA qualifications 2022.
- 5.12 Secondary Headteachers will be consulted on "Lessons Learned" from the ACM 2021.

- 5.13 Local authority officers, secondary Headteachers, the SLWG and Subject Leads will be involved in decision-making regarding professional learning opportunities for staff, Subject Network activity and Fife guidance related to assessment of SQA qualifications 2022.
- 5.14 The Education and Children Services Directorate will respond to and deliver any changes based on the OECD Review Recommendation ([Scotland's Curriculum for Excellence: Into the Future | en | OECD](#)) to align qualifications, system evaluation and curriculum to deliver on the commitment of Building the Curriculum 5. The OECD's working paper to be published in September will outline possible options to enhance qualifications and assessment moving forward.

List of Appendices

1. Fife Council Guidance for Practitioners SQA Alternative Certification Model 2021
[SQA Guidance for Practitioners on Alternative Certification Model 070621](#)

Glossary of Terms

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

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

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7 September 2021

Agenda Item No. 11

Attainment Scotland Fund

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

Wards Affected: All

Purpose

To outline the progress of the Attainment Scotland Fund (ASF), which encompasses the Schools Fund and Pupil Equity Fund, through updating members on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap. This report presents an overview of the rationale, implementation and impact, to date, of the Attainment Scotland Fund across Fife school establishments.

Recommendation(s)

The Committee is asked to:

- note the contents of this report;
- continue to seek updates on the impact of these interventions on improving educational outcomes for our children, at a Fife wide level through this Sub-Committee and locally through Local Area Committees;
- note the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap.

Resource Implications

There are no resource implications

Legal & Risk Implications

None

Impact Assessment

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

Consultation

No formal consultation was required prior to implementation of PEF (Pupil Equity Fund) as this is a national initiative being implemented by Scottish Government.

1.0 Background

Nationally

- 1.1 The Attainment Scotland Fund was established to support the Scottish Attainment Challenge in 2015. The Scottish Attainment Challenge prioritises improvements in literacy, numeracy and health and wellbeing of children adversely affected by the poverty-related attainment gap in Scotland's primary and secondary schools. This built on a range of existing initiatives and programmes focused on raising attainment and reducing inequity for children in Scotland, and aimed to support schools, local authorities and partners to develop and deliver approaches tailored to their own circumstances.
- 1.2 The Attainment Scotland Fund consists of several strands including the Challenge Authorities and Schools' Programmes, Pupil Equity Funding, as well as a number of National Programmes. Both Schools Funding and Pupil Equity Funding is distributed directly to schools.
- 1.3 Within Fife we have nine challenge schools six primary (Inzievar, Pathead, Southwood, St Kenneth's, St Serf's and Warout) and three secondary (Glenwood HS, St Columba's RCHS and Viewforth HS) in 2021 these schools received £1 003 921. These schools provide a report to the Scottish Government twice a year.
- 1.4 The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. This fund is directly allocated to schools.
- 1.5 In 2020/21, Fife Council schools received a total of £9,822,973 in Pupil Equity Funding, to support the closing the Poverty Related Attainment Gap. This can be broken down as follows:
 - Primary - £7,350,973
 - Secondary - £2,336,560
 - Special £136,277

A list of schools in receipt of Pupil Equity Funding in session 2020/21 along with their allocation, can be at viewed at <https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2020-to-2021/>

- 1.6 As in previous years the funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:
 - The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria.(<https://www.gov.scot/policies/maternal-and-child-health/free-school-meals>)
 - The number of P4-P7 and S1-3 pupils who are registered for free school meals.
 - The number of special school pupils in the P1-S3 age range registered for free school meals.

- 1.7 It is the aim of the Education and Children's Service Directorate to improve life chances for all of Fife's young people. We believe that high levels of attainment and achievement are fundamental to this. This aim underpins the work in all of our educational settings.
- 1.8 The national drive to close the "Poverty-Related Attainment Gap", supported by Pupil Equity Funding, further supports the work of our schools in raising attainment. The allocation of Pupil Equity Funding, directly to schools, enables our leaders to identify and directly target additional resources to address barriers to learning for identified young people within their settings.
- 1.9 Schools are advised, through National guidance <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/> and Local guidance (<https://sway.office.com/GV3zwBmPGmgeVZZ9>) that Pupil Equity Funding must be used to develop activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in:
- Literacy
 - Numeracy
 - Health and Wellbeing
- and which focus upon developing:
- Learning and teaching
 - Families and communities
 - Leadership
- 1.10 Schools have also been advised, through National and Local Guidance, that any activity funded by the Pupil Equity Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. Schools are encouraged to make use of the National Improvement Hub, (<https://education.gov.scot/improvement>); Education Endowment Framework, (<https://educationendowmentfoundation.org.uk/evidence-summaries/>) and sharing practice across the Clusters and South East Improvement Collaborative to support them in identifying research based practice.
- 1.11 The global pandemic, Covid-19, put us all in an unprecedented, challenging situation. In recognition of the financial and other resource implications of maintaining critical provision for children and families at this time, the Deputy First Minister, in 2020, set out a relaxation of current guidance on Attainment Scotland Funding, including Pupil Equity Funding, in order that headteachers can support the education and care of children and young people during the response to the coronavirus pandemic. This flexibility must remain consistent with the principle of equity in education.
- 1.12 In 2019/20 a further funding stream to support the educational attainment of care experienced children was introduced. This funding was allocated to local authorities to be used strategically to develop support for this group of young people under the direction of the Chief Education Officer and the Chief Social Work Officer. Full year funding for Fife in 2020/21 was £770,400.

- 1.13 A multi-agency Education and Children's Services strategic oversight group monitors the planning, implementation and impact of this work. Key within our approach is working with schools and care settings, including foster care and kinship carers of looked after children, to ensure children and young people get the best support available to help in their educational attainment.

2.0 Current Position

- 2.1 In 2019 a review of the impact of the ASF within Fife was undertaken. This involved visits to eight schools in receipt of Schools Funding and range of schools in receipt of Pupil Equity Funding. These visits formed the basis for our "Taking a Closer Look...A Review of Attainment Scotland Funding in Fife" which was shared with this committee in November 2020 as part of this report.
- 2.2 Key findings from this review identified that within our schools:
- There is evidence of progress in all areas of attainment.
 - There is clear leadership with regards to closing the poverty related attainment gap.
 - There is clear evidence of capacity building that will ensure sustainability beyond the life of the Attainment Fund Scotland programme.
 - Across almost all primary staff there is a clear understanding of equity and the impact of poverty.
 - Strength is evident across the schools in partnership working.
 - There is a developing knowledge and understanding of equity; impact of poverty; Adverse Childhood Experiences and the associated barriers to learning.
- 2.3 The review also identified that:
- Further work is needed to support our staff in identifying classroom based strategies to address the barriers which many young people are experiencing in their learning.
 - There is scope to involve more stakeholders (pupils/ staff/ parents) in planning and supporting the range of work being undertaken through ASF in schools and to explore how Participatory Budgeting can support this.
<https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/>
 - Where stand alone interventions are used clear links need to be built from these into classroom settings.
- 2.4 These findings were shared with school leaders along with the full report in 20/21. The actions outlined in 2.3 will continue to be progressed in 21/22 as a key part of our Reform and Recovery Agenda.
- 2.5 Work being undertaken through the Attainment Scotland Funding for Care Experienced has identified that as of May 2021 there is a total of 847 Looked After and Accommodated pupils (LAAC) within Fife schools. These range from the 143 on compulsory supervision orders at home to 42 young people in residential care 16 of which are outwith the geography of Fife.

- 2.6 Care Experienced young people attain less well than their peers across Fife. The Learning with Care Strategy looks to address concerns around attendance, achievement and sustained positive destinations. Although we aim to get it right for all care experienced young people our target groups for this plan are those young people returning to Fife and those in kinship care. Fife Council are opening three new residential care homes and our plan will build capacity in order to support the young people living in these homes.
- 2.7 Due to the impact of COVID 19 there was a need to revise the plan surrounding our Care Experienced Young People and the associated funding. As such, the plan has been undertaken in two parts. July 20 – January 21 with a revised plan being introduced in Jan 21 to July 22. The plan introduced in January 21 offers a robust network of support to our young people and will form the foundations of our plan for Session 21/22.
- 2.8 The virtual support team which consisted of a seconded Head Teacher and a principal social worker has now been replaced by the Learning with Care Team which comprises of a principal teacher, educational psychologist link and admin support. This team will develop over the next session to include class teachers and pupil support assistants and will operate within the Pupil Support Structure.

Planning and Implementation

- 2.9 To support schools in planning during this time of uncertainty plans for the use of Pupil Equity Fund have been integrated into School Improvement Plans. Interventions in relation to closing the Poverty Related Attainment Gap, whilst targeted at identified pupils and groups, are seen as core business and not peripheral to the ongoing work of the school. Schools continue to be advised that planning for this should directly involve pupils, parents and community.
- 2.10 As the funding is allocated directly to schools it is the role of the Head Teacher and school community to identify how best to use this funding to ensure equity for their pupils.
- 2.11 As in previous years, schools are advised that they are unable to allocate funding for capital expenditure (building works etc.) through the Pupil Equity Fund.
- 2.12 In recognition of the aforementioned financial and other resource implications of maintaining critical provision for children and families at this time, the funding can be used to address digital exclusion for children and young people at home, particularly for children and young people in receipt of free school meals.

Monitoring and Reporting

- 2.13 Schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and include specific sections in their annual reporting through School Improvement Plans and Standards and Quality Reports.

- 2.14 To ensure transparency, these reports, and any other information on Pupil Equity Funding, plans should be publicly available so that parents and other key parties can understand, and be engaged in, what is happening in their school. The Pupil Equity Plan, along with the School Improvement Plan, should be available on all school websites.
- 2.15 Summary information with regards to the impact of Pupil Equity Funding will also be included in each school's annual Standards and Quality Report for parents.
- 2.16 Whilst Closing the Poverty Related Attainment Gap remains a focus of the work of Education Scotland there have been no inspections of schools in the last session due to the pandemic. Within session 20/21 Education Scotland did undertake a series of reviews in which a range of Fife schools participated. These resulted in a series of Overview of Practice reports in which meeting the needs of all learners was implicit. These can be found at <https://education.gov.scot/improvement/supporting-remote-learning/national-overviews/national-overview-of-practice-reports/>

Scrutiny around Finance

- 2.17 Schools continue to be well supported with the financial aspects of Pupil Equity Funding by their link Business Manager. It is essential that Pupil Equity Funding spend is clearly identifiable within school budget systems to ensure that this budget, and spend against it, is tracked discretely for reporting purposes at local and national levels.
- 2.18 From our monitoring of spend in session 2020/21 schools were allocated a total of £9,822,973. With the carryforward from session 2019/20 schools had a total of £12,394,901 to spend. From this, they spent a total of £8,635,675 (70%), leaving an underspend across our schools of £3,759,226. (30%). This underspend is directly related to the schools inability to engage in planned activities due to the restrictions placed upon them as a result of the pandemic. This underspend was carried forward into session 2021/22. This money was retained by schools and will be used to continue to support our learners who are impacted by poverty.

Examples of activities that were cancelled due to Covid restrictions:

- Sailing trips
- Residential trips
- P7 transition activities

Governance

- 2.19 The national operational guidance (<https://www.gov.scot/publications/pupil-equity-fund-operational-guidance-2018/>) requires schools to adhere to their Council's policies in terms of HR (recruitment), commissioning (voluntary sector support) and procurement (goods and services). Separate advice was included for each of these elements within the local authority guidance which was updated in May 2021 (<https://sway.office.com/GV3zwBmPGmgeVZZ9>).

Range of interventions

2.20 Across the four years the Pupil Equity Funding has been in place, schools have identified a range of barriers to learning for pupils who were most disadvantaged through poverty. These included:

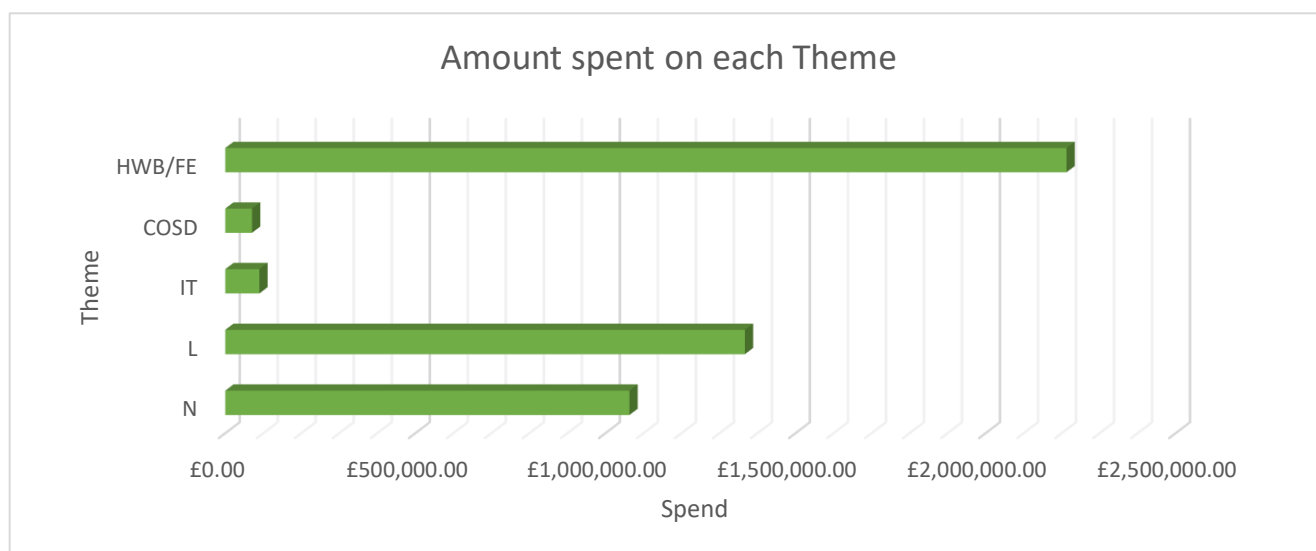
- resilience
- mental health
- Family Engagement
- Exclusion
- Attendance
- care experienced
- Engagement in learning

Schools are still identifying these as major barriers which have been further compounded by the effects of Covid-19.

2.21 Schools are engaging with a range of partners to support work in these areas including:

- DAPL Fife (Drugs, Alcohol & Psychotherapies Limited)
- YMCA
- Education Pedagogy Team
- Osiris
- Our Minds Matter
- Emotion Works

2.22 The chart below (fig.1) shows the proportion of spend across Fife schools in relation to themes of intervention during session 2020/21.



(fig.1)

KEY - COSD – Cost of the School Day
HWB – Health and Wellbeing
L – Literacy

FE- Family Engagement
IT – Information Technology
N - Numeracy

- 2.23 The following sample of impact statements have been taken from a review of School's Standards and Quality reports in 2020:

Literacy

"Assessments carried out in Term one showed that a cohort of 18 Primary seven children were no longer demonstrating the appropriate level of knowledge, skill and understanding to meet their projected attainment target in Writing. The class teacher and Pupil Equity Funded teacher worked collaboratively to analyse assessment data and all children made progress and met their projected attainment targets in Writing."

Numeracy

"Focused interventions on number order, bonds and addition/subtraction strategies have benefited identified individuals in Primary four who have all shown progress"

"The impact of having two early years officers in Primary one has been that almost all children have achieved the appropriate CfE level in reading (91%)] and numeracy (94%)."

Health and Wellbeing / Family Engagement.

"The impact of having a family worker/play therapist was very positive in terms of pupil mental health and that of families. All pupils reported 100% positive feedback."

"It felt like I had someone to talk to and understand what I was going through. We played fun games and she tried to make me feel happy again and it did make me feel happy again."

Cost of the School Day

"We continue to use a small amount of our PEF to reduce the cost of the school day and support target families with uniform, gym kit and, to a lesser extent this session, pay for attending school-based clubs such as football."

Additional Staffing

- 2.24 As in previous years, many schools have made use of Pupil Equity Funding to recruit additional staff. These staff are employed over and above the school's core provision and are used to target support, monitor the impact of interventions and identify pupils who would benefit from targeted interventions.
- 2.25 This additional staffing continues to include Pupil Support Assistants, teaching staff and additional promoted staff such as Principal Teachers and, in some schools, Depute Head Teachers. In all instances, a key role of these staff is to build the capacity of other staff within the establishment and to support them in developing practice to ensure that the work being undertaken is sustainable for the future. These staff members have remits that are directly linked to Closing the Poverty Related Attainment Gap.

- 2.26 The table (fig 3) below shows the number of staff employed within Fife schools in session 2020/21, financed through Pupil Equity Funding.

Staff	FTE (Full Time Equivalent)
Teaching staff – based on 52 week contracts	28
Pupil Support Assistants – based on 39 week contracts	71
Early Years Officers – based on 39 week contracts	4
Other	7

(fig 3)

Impact

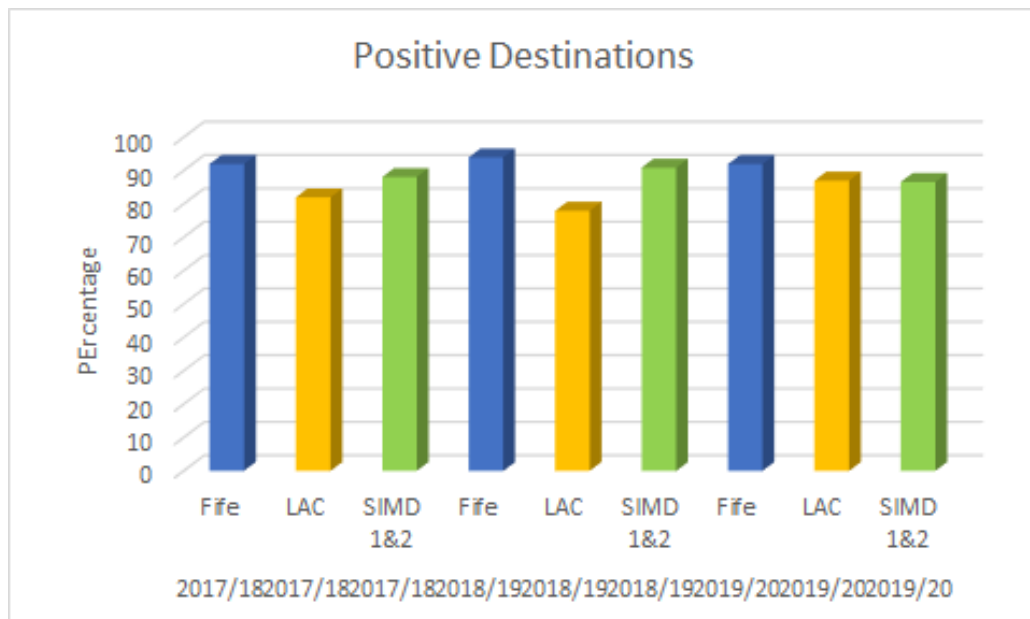
- 2.27 The equity gap seen in outcomes in Fife reflects an equity gap seen across the rest of Scotland, and in many other countries. However, over the past few years the data indicates that Fife schools were reducing the poverty related attainment gap in Literacy and Numeracy.
- 2.28 The pandemic has had a significant impact on learners' experiences, with evidence suggesting that some learners in the Broad General Education (BGE) have made slower progress than would otherwise been the case. Before the pandemic progress had been made in reducing the attainment gap between more and less deprived areas, with significant improvements for the key skills of literacy and numeracy. Evidence suggests that the pandemic has resulted in the attainment gap in the BGE widening again.

	2016/17	2017/18	2018/19	2019/2020	2020/21
Literacy					
SIMD Quintile 5	76	83	83	76	77
SIMD Quintile 1	53	64	65	50	51
Attainment gap	23	19	18	26	26
Numeracy					
SIMD Quintile 5	84	88	88.	80	83
SIMD Quintile 1	66	72	72	58	58
Attainment gap	18	16	16	22	25

Figure. The percentage of children in primary stages P1, P4 and P7 who had achieved the expected level of the curriculum. Data shows the attainment gap between children living in the most and least deprived communities in Fife (SIMD Quintile 1 and SIMD Quintile 5). (fig 4)

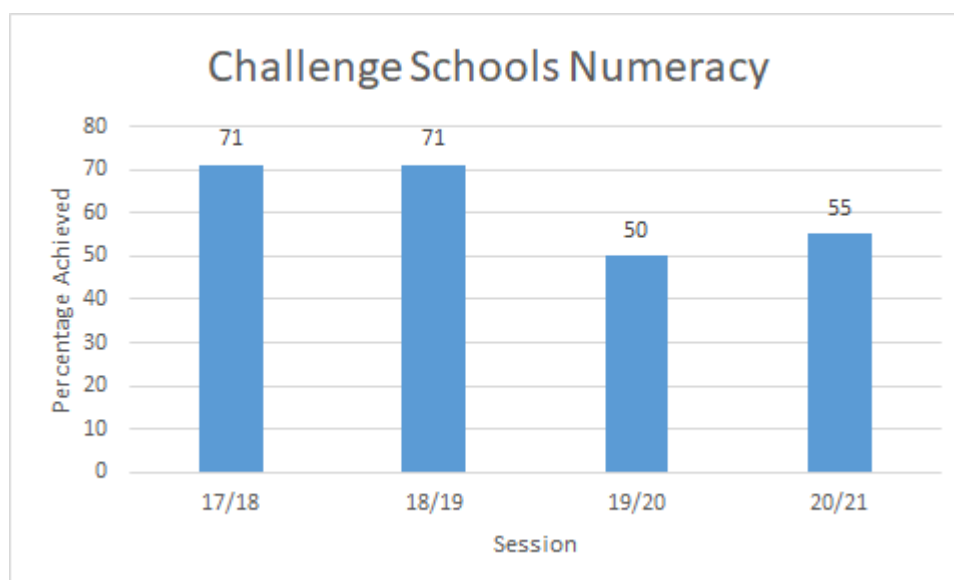
- 2.29 Within the Attainment Scotland Fund Evaluation: Headteacher Survey 2020, (<https://www.gov.scot/publications/attainment-scotland-fund-evaluation-headteacher-survey-2020-report/>), the large majority of headteachers across Scotland who responded to the survey (95%) felt that COVID-19 and school building closures had at least some impact on their progress in closing the poverty-related attainment gap. Secondary schools and those with middle to higher PEF allocations were most likely to feel that their progress had been significantly affected.

- 2.30 The gap between the percentage of care experienced young people (LAC) who achieve a positive destination after school and their peers is reducing (fig 5). Fife outperform the national statistics on this measure. We are targeting ASF funding through additional DYW support and introducing MCR Pathways in four schools to remove this gap so that it matches the outcomes for all school leavers.

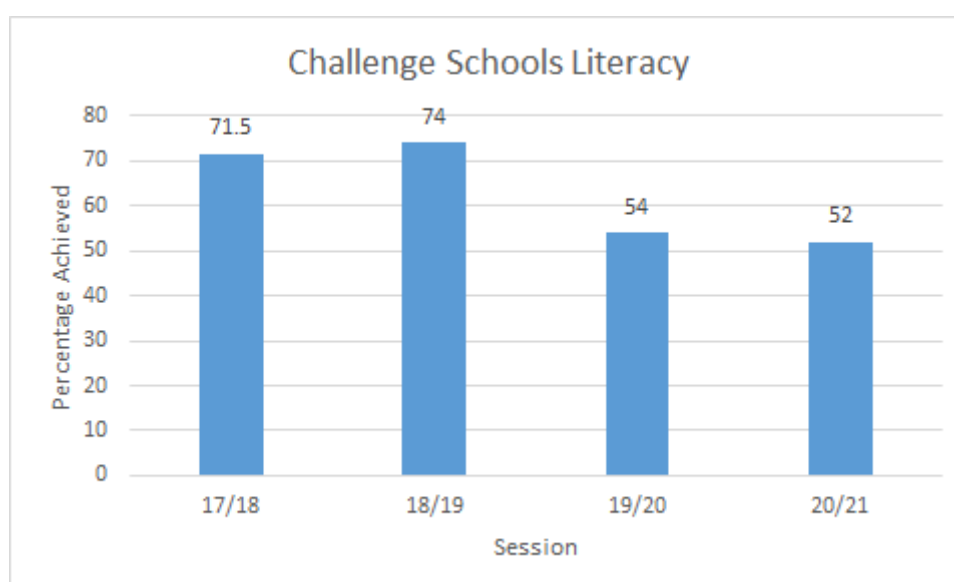


(fig 5)

- 2.31 An [overview of the attainment](#) within our SAC primary schools programme (Scottish Attainment Challenge), shows that at the end of session 18/19 all were achieving beyond the expectations of the National Improvement Framework stretch targets in P1, and almost all are beyond the targets for P4 and most for P7.
- 2.32 In analysing the data for this group of schools, post Covid 19 closure in 2020 and also in post closure in session 2020/21, we see that the overall attainment for P1,4 and 7 has dropped to below the NIF targets for these schools of 68% in literacy and 75% for Numeracy. (figs 6&7)
- 2.33 Throughout the lockdown periods SAC schools highlighted difficulty in engaging with learners for literacy activities, particularly reading and writing. This is reflected in the attainment data for both 19/20 and 20/21. It is worth noting that numeracy is beginning to show improvement with many schools making use of online numeracy resources to support the learning of numeracy during home learning.

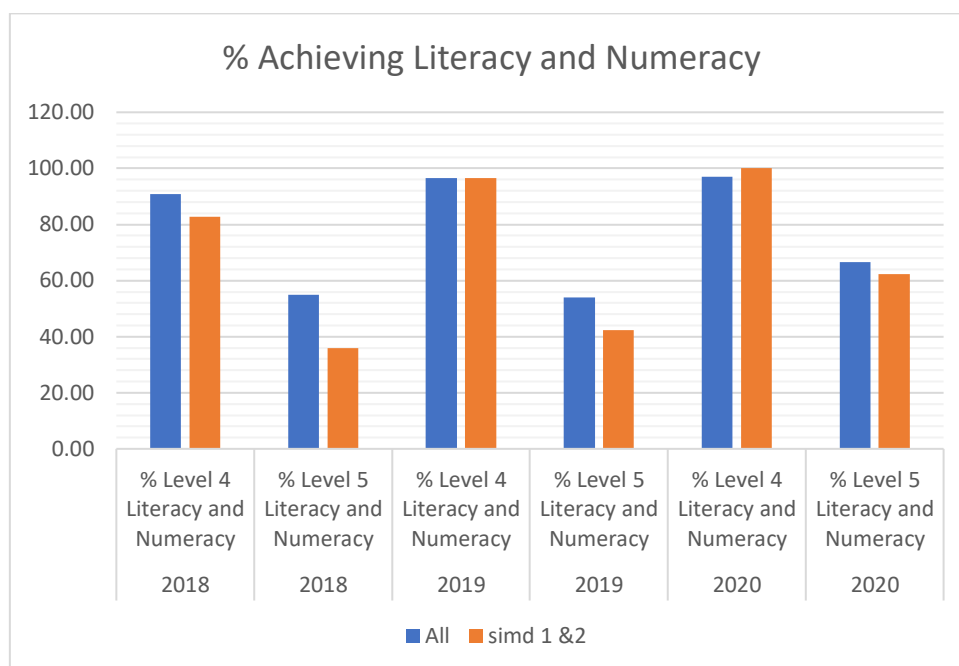


(fig 6)



(fig 7)

- 2.34 In reviewing secondary school data it is worth highlighting emerging good practice in Glenwood High School where they have used some of their ASF to target an additional teacher to focus on developing skills of reading accuracy, fluency, comprehension and extending vocabulary for targeted groups in S1-3 using the accelerated reader programme. In 2020 100% of learners from SIMD 1 and 2 achieved Level 4 Literacy and Numeracy. They have also significantly reduced the gap between all learners and those from SIMD 1 and 2 at Level 5 from 21% to just 6% (fig 8).



(fig 8)

- 2.35 Within School Standards and Quality Reports schools are identifying impact of strategies supported by Attainment Scotland Funding in progress towards closing the poverty related attainment gap:

"Most staff continue to have a very good awareness of their lowest attaining children. We make use of quantitative data to inform our continued capacity for improvement. Pupil Equity Funding, along with planned deployment of our PEF PT, Pupil Support Staff, allocated Scottish Government Staff, Senior Leadership Team and Support for Learning staff, has enabled small class group intervention to support our lowest achieving children across P1-P7 in Reading, Writing and Number "

"Across P1, P4 & P7, 61 children were identified for interventions in Reading, 68 in Writing and 62 in Numeracy. In comparing our CfE Data between August 2020 and June 2021 we can evidence that most children across all 3 drivers are either on track, the attainment gap has decreased or has been maintained."

"Almost all participants in our P2-7 Pupil Focus Groups felt that they benefitted from the small group support they received in Reading, Writing or Numeracy. Almost all highlighted that they felt more able to concentrate in a quieter environment and that they saw the benefit of "getting help quicker when you put your hand up". The majority said that they felt that their confidence and/or learning had improved, "When I am in my group, I feel more confident", "I wasn't good with dividing, but I am now".

"Online Courses on Mental Health First Aid and Seasons for Growth were completed by Guidance teachers and Pupil Support Officers. This has provided skills in staff to support mental wellbeing of learners and to lead Seasons for Growth Programmes"

- Feedback from learners included:

"I feel calm and not anxious when I am in the group", "I feel like a stronger and more positive person", "I have made new friends in the group", "I always feel safe and can talk openly about anything worrying me because everyone has the same kind of feelings so no one will judge", "I learn from others' coping mechanisms", "We can

relate to each others' feelings", "I never feel alone when I am in the group", "I know that all the others will let me lean on them and open up" and "I am a lot more outgoing inside school and outside".

2.36 Within the work being undertaken through the Care Experienced element of ASF, evidence gathered of attendance and attainment as well as wellbeing indicators are indicating some promising impact:

- As a result of close partnership working one young person remained in residential setting to complete qualifications resulting in seven passes at national 4 and a confirmed place at college.
- Pupil support assistant hours have been used to support 17 young people during transitions of placement and those whose placement is at risk of breaking down. This has supported 15 to sustain full time timetables in school.
- One S4 pupil has managed to achieve seven National three qualifications.
- A Primary 4 pupil has had support to remain in school and as a result after six weeks has closed his gap in Literacy.
- Support for a Primary 1 has reduced the number of interruptions from five per teaching session to 0.
- There has been a decrease in playground incidents due to targeted work by the Pupil support assistant for a P4.

2.37 Feedback from pupils supported through the Care Experienced fund indicate a positive impact on the well being and progress of Young People involved:

"I feel more confident after graduating the programme, I was quite shy before but now I will step up and do stuff and put my name forward and have my voice heard."

"I am focusing more on the decisions I make, thinking more positively about the future and taking myself and my future more seriously."

"Learning how to meditate was very powerful, it taught me how to relax and focus and not be as affected by things going on around me. I am not worrying or stressing as much and feel I can focus more."

"I am using the time I have left at school to keep out of tricky situations and just get my head down and do as much as I can for my future."

"The programme has put me in a better head space, I have a lot more focus and can do more. Some deputies have pointed out that I am doing better and that my attendance has improved" - pupils who attended "Best of you Programme"

2.38 Local Area Reporting of Pupil Equity Funding will enable further scrutiny of the work being undertaken within schools and will show localised impact on pupil groups.

Support and Challenge

2.39 Support for schools in the implementation of Pupil Equity Funding is provided at school, Cluster, Education and Children's Services Directorate and national levels.

2.40 At a school level, Head Teachers and staff are being supported by their link Education Officer, Business Manager and Educational Psychologist. In January 2021 a Quality Improvement Officer was appointed to support the poverty and equity

work within Fife and to work alongside schools in progressing efforts to close the poverty related attainment gap.

- 2.41 Within School Clusters, Head Teachers are encouraged to share practice, discuss challenges in implementation and support colleagues. At Cluster meetings Pupil Equity Funding is a standing item on the agenda. This gives time for schools to discuss progress, impact and challenges and allows for sharing of practice across schools. The Cluster link Education Officers attend these meetings and provide challenge and support for the schools.
- 2.42 A full time link Education Scotland Attainment Advisor is allocated to Fife for the work within the Scottish Attainment Challenge schools and they work closely with the link officer to ensure that learning from work within these schools and from across Scotland can be used to support the work of the Pupil Equity Fund. The Attainment Advisor works closely with the Lead Education Manager. Due to changes at national level a new Attainment Advisor will be appointed to Fife in August 2021.
- 2.43 Within the Directorate, the Education Manager with the strategic overview and responsibility for Pupil Equity Funding works closely with the Education Scotland Attainment Advisor and the Quality Improvement Officer to ensure that schools receive support and challenge with regards to the identification of the gaps in their setting and in identifying appropriate interventions. This session Six Pupil Equity Fund network meetings have taken place across Fife since. By the end of the 5th network, every school/Head Teacher in Fife in receipt of Pupil Equity Fund had been invited to a network meeting. All meetings were arranged virtually through Teams and attendance was high with at least 80% of those invited attending the meeting. The Education Manager takes a monitoring role in the implementation of both the Schools and Pupil Equity Funding reporting at local and national levels.

Feedback from these sessions highlighted:

“Good to listen to other HeadTeachers in the break out groups. Information about interventions that have made a positive impact was really useful.”

“It is really helpful to speak with other HTs regularly about this - the landscape is changing and we are likely to change direction based upon guidance in the new session.”

“In the group sessions we were able to talk through plans with each other. I feel more confident in planning for the data for evidence. It was really helpful to see an example as feel more confident in the plan.”

- 2.44 Nationally, guidance is provided by Education Scotland as well as Scottish Government through the National Improvement Hub (NIH).
<https://education.gov.scot/improvement>
- 2.45 Through devices purchased from a Scottish Government grant, 5000 devices were distributed to P1-S6 using a formula relating to Pupil Equity Funding allocations. An additional approximately 2000 devices were re-configured for home use by young people from central and school current devices stock. Approximately 1050 WiFi Dongles were allocated. There are no learners in Fife with no access to the internet. There are no learners in Fife with no access at all to a device to support home

learning. From a second Phase Scottish Government grant an additional 5000 devices were ordered and have also been distributed. These targeted young people in schools, starting with secondary, who have "poor" access to a device which we define as sharing a device between more than one other person at home or only having access to a mobile phone.

3.0 Conclusions

- 3.1 As identified earlier in this paper, the impact of Covid 19 and subsequent school closures has had a significant impact on all pupils. Schools are continually reflecting upon the use of Attainment Scotland Funding. This has been particularly evident as schools returned after the school break and as they moved into planning for recovery.
- 3.2 There is no doubt that the pandemic has had the greatest impact on our most disadvantaged learners. Throughout this past year our schools have worked relentlessly with families and communities to support learning and wellbeing. However, in line with findings nationally, educational attainment has been affected for all age cohorts and we have seen a widening of the attainment gap in some settings. Our most disadvantaged learners will remain a focus of our work, as though it is essential that we consider the equality aspect of learning and ensure that all of our young people have access to high quality learning and teaching, it is vital that we pay close attention to those learners identified through our Attainment Scotland Fund work. We will look to ensure that these young people receive more than the provision for all and that there is a continued focus upon equity.
- 3.3 A lack of face-to-face pupil contact was the most commonly cited challenge for our schools during school building closures. Despite adapting their approach to remote learning, some schools identified a lack of in-person contact as barrier to engagement – in terms of delivering the curriculum and maintaining targeted interventions and pastoral care. Approaches to maintain communication and build relationships with pupils and families underpinned the response to these challenges.
- 3.4 Learning from strategies, both prior to and during the school closure period, will support schools in adapting their practice in supporting learners. Where Head Teachers have reported success with their interventions they are building upon these and are looking to develop sustainability. Where there have been challenges, Head Teachers have revised plans to implement strategies that will have greater impact on targeted learners.
- 3.5 Reporting on the impact of the Pupil Equity Fund continues to raise challenges for Headteachers, particularly in areas where there is not yet robust data to reliably measure progress. Work with schools on the use of Quality Improvement Methodology has been undertaken with some schools to support them in identifying data that can measure progress. This is having a noticeable impact on the reporting across those involved. Developing the wider workforce to use this methodology is an identified priority within our Reform and Recovery Agenda.
- 3.6 Due to the incremental nature of the interventions on a pupil or family, there will not always, necessarily, be a noticeable, immediate, gain in pupil attainment within the Curriculum for Excellence levels. As such, it is not always immediately possible to see impact on school attainment as a direct result of interventions through

Attainment Scotland Funding. However. We will continue to develop the use of Quality Improvement Methodology to support schools in measuring the direct impact of their interventions.

- 3.7 Whilst our focus is, as always, upon the increased attainment for our pupils, there is a need to recognise and celebrate the work that is being undertaken in schools in relation to the incremental improvement in outcomes for learners through targeted interventions funded by the Attainment Scotland Fund.

List of Appendices (via link)

1. Pupil Equity Funding in session 2020/21 - <https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2020-to-2021/>
2. Free school meals - the National Eligibility Criteria - <https://www.gov.scot/policies/maternal-and-child-health/free-school-meals>
3. National Improvement Hub - <https://education.gov.scot/improvement>
4. Education Endowment Framework - <https://educationendowmentfoundation.org.uk/evidence-summaries/>
5. The National Operational Guidance (PEF) - <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020/>
6. Local Guidance (PEF) - <https://sway.office.com/GV3zwBmPGmgeVZZ9>
7. 2018 National Improvement Framework and Improvement Plan - [overview of the attainment](#)
8. Attainment Scotland Fund Evaluation: Headteacher Survey 2020 - <https://www.gov.scot/publications/attainment-scotland-fund-evaluation-headteacher-survey-2020-report/>

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7th September 2021

Agenda Item No 12

Education & Children's Services Directorate Revenue Budget 2020-21 Provisional Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services
Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to advise members of the provisional outturn for the 2020-21 Education and Children's Services Directorate Revenue Budget, for the areas in scope of the Education and Children's Services Sub-Committee.

Recommendation(s)

The Committee is asked to:

- (1) note the provisional outturn position (subject to audit) for 2020-21, as detailed in this report, and the reasons for the main variances
- (2) note the impact of the Education and Children's Services Directorate's Children and Families Strategy in reducing the reliance on purchased care placements and increasing the number of children who can be looked after safely at home, or in kinship care
- (3) note the position regarding the costs and funding of the impact of Covid-19 across the Directorate
- (4) otherwise note the contents of this report.

Resource Implications

The Directorate remains committed to managing the budget and developing and implementing the strategy to address the demographic pressures on the budget.

Legal & Risk Implications

The Directorate requires to discharge its duty as Corporate Parent to all Looked After Children and to support their families accordingly. It is committed to proactive management of the budget to reduce the level of care placements, whilst managing the risk to individuals.

Impact Assessment

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

1.0 Introduction

- 1.1 The purpose of this report is to advise Members of the provisional outturn for the Education and Children's Services Directorate (excluding Criminal Justice), for the 2020-21 Revenue Budget, and to highlight significant under and overspends. Members should note that the outturn is provisional until the annual audit of accounts is complete.

2.0 Provisional Outturn and Major Variances

Education and Children's Services 2020-21 Provisional Outturn

- 2.1 The provisional revenue budget position for the directorate (excluding Criminal Justice Service) is an underspend of £3.724m, represented by underspends within the DSM and Non-Devolved Education of £1.901m and £1.529m respectively, and within Children and Families Service (excluding Criminal Justice Services) of £0.294m. A summary of the 2020-21 provisional out-turn is detailed in Appendices 1-2. This shows expenditure against budget across the service headings within the Directorate. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.

Education Service

DSM Budget: - underspend (£1.901m), movement (£2.340m)

- 2.2 The outturn reflects an underspend on employee costs of £3.628m, mainly due to vacant teaching posts. This reflects challenges in teacher recruitment, particularly for some specific subject shortage areas, as well as an overall reduced requirement for use of cover arrangements as result of restrictions and arrangements in place during lockdown and Covid recovery. The Scottish Government response to Covid-19, in terms of additional funding for teachers and support staff, enabled schools to increase the teaching resource available to support children, however this was funded separately as part of Covid-19 and therefore does not impact on the DSM core budget. The underspend is partly offset by an overspend on Supplies and Services of £1.719m, due to increased spend on stationery, communications and computing equipment, as schools have utilised some of their underspends on staff costs to supplement these areas in order to support pupils with remote learning.
- 2.3 The movement since the last report is mainly due to an increased underspend on teachers' pay costs of £1.813m, and a reduction in the projected overspend on supplies and services of £0.193m. The reduction since the November monitor is

an average of £7,500 per school across Primary/Nursery and £100,000 across Secondary schools. This reflects the impact of the post-Christmas lockdown/school closures and the availability of Covid funding from the Scottish Government to support additional staffing and logistical costs. Where schools are underspent it is carried forward by the school (up to a maximum of 2.5% of their budget), and any overspends are also carried forward, with the school being required to recoup this in the following year. A small number of schools will carry forward relatively small overspends, however the outturn for one secondary school is within the category of a significant variance (+/-£0.250m) to budget, with an overspend of £0.545m, which has been carried forward into the budget for 2021-22. Appropriate procedures and processes have been put in place by the Education Management Team to manage this position in conjunction with the headteacher.

- 2.4 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) has been included in the devolved budget allocation and £12.395m of the budget within the DSM relates to this funding. The £12.395m includes carry forward of unspent PEF from 2019-20, of £2.514m, and schools PEF awards for 2020-21 of £9.881m. Per guidance received from the Scottish Government, any unspent PEF can be carried forward to 2021-22, with schools to spend the remaining 2020-21 allocation by August. From the PEF allocations schools spent £8.636m in 2020-21 and the remaining £3.760m has been carried forward to their budgets in 2021-22.

Non-DSM/Childcare: - outturn (£1.529m), movement (£4.081m)

- 2.5 The outturn position is reflective of a number of factors across the service. The overspend on long term absence and maternity across schools of £3.256m has been offset by underspends within employee costs across Nursery of £0.732m due to the timing of recruiting Early Years Officers and the delay to the implementation of 1140 hours provision due to COVID-19. Within Special Education an underspend of £0.900m is mainly due to staff vacancies of £0.421m across all staff groups and an underspend of £0.362m within Third Party Payments, mainly due to a reduction in the number of purchased placements where the education cost is borne by the service. Within premises costs an underspend of £0.698m has arisen due to reduced energy, non domestic rates and insurance costs. Further underspends across school transport of £0.201m, and £1.686m within services supporting schools which were unable to fully operate due to school closures such as MLPS (Modern Languages in Primary Schools), counselling services, developing the young workforce and hungry for success. Further smaller reductions in spend of £0.568m across budget heads account for the remaining underspend.
- 2.6 The movement since the last report is due to a net reduction in pay costs across Primary and Special Education of £0.295m, a reduction in the anticipated cost for the education element of child placements of £0.262m, and a reduction in the projected cost of support services to schools of £0.697m due to the further school closure period. Savings of £1.700m, which have been delayed due to the impact of COVID-19, have been offset by funding flexibilities and this reduction also contributes to the movement. Finally additional income has been received in relation to probationers of £0.280m since the last report.

Children and Families Service – underspend (£0.294m), movement (£1.236m)

- 2.7 The position for the service reflects an underspend mainly due to reduced employee costs of £0.967m, due to staff turnover, £0.480m in relation to reduced transport spend, £0.681m due to reduced spend on supplies and services, £0.592m in care costs in relation to a reducing number of purchased placements and additional income compared with the budget in relation to unaccompanied asylum seeker children and secure placements contribution from Education of £0.867m. These underspends are partly offset by overspends on Continuing Care, of £1.194m, Family Placements such as kinship care and foster care, of £1.355m, and grants to voluntary organisations, of £0.261m, due to unachieved savings.
- 2.8 During 2020-21 the service continued to implement the Children and Families Strategy, which aims to reduce the reliance on high cost care placements. The impact of the pandemic also focussed work on care planning, and enabled a number of children to return home or move to kinship care arrangements. During the financial year the service has reduced the number of high cost placements from 80 on 1 April 2020 to 38 on 31 March 2021, and total purchased placements have reduced from 285 to 191. The continuation of the work to reduce placements in high cost care arrangements has addressed the financial pressure on the service budget and resulted in an underspend for the service. As can be seen from the paragraph above, the shift from high cost purchased placements to kinship and foster care has led to an overspend in these budget lines, however this will be addressed through realigning the budget to reflect the new balance of care.
- 2.9 Continuing Care is also impacting on the service revenue budget. The overspend reported above relates to those continuing care placements which are with external care providers. However, a number of continuing care placements are in Fife Council provision, either with foster carers or in residential care. Whilst these arrangements continue to provide security for the young people concerned, they also mean that these placements are not available for looked after children who require to be accommodated.
- 2.10 The movement since the last report is mainly due to a reduction in anticipated Family Placement costs of £0.340m and the transfer of budget to capital to fund the purchase of Cairn Mhor properties of £0.430m.

3.0 Savings

Revenue Budget Savings 2020-21

- 3.1 The combined savings target, as approved in the 2020-23 budget process and earlier budget processes for the Directorate (excluding Criminal Justice), for this financial year, was £4.208m. An indication of the achievement of savings is attached at Appendix 3. Savings achieved are indicated by a green RAG status coding. Those indicated amber are where the saving is currently expected to be achieved in part or where evidence of achievement of the saving through future revenue monitoring is required before the saving can be flagged as green.

3.2 Savings flagged as red in Appendix 3 require significant work to be undertaken before these savings can be achieved. Additional information in relation to the savings where there is currently a variance, is included below:

- Review the financial model of Headteacher allocation – the implementation of this saving has been delayed due to the impact of Covid, which has meant that it was difficult to develop plans for this saving across schools.
- Review of DSM – as above, the impact of Covid has meant that there has been no opportunity to develop plans for the implementation of this saving during the 2020-21 financial year.
- Customer Programme – Develop and Deliver Process Improvements – this saving mainly relates to admin processes in schools. It has not been possible to undertake the analysis and development work required whilst schools have been closed and staff working remotely.
- Transition planning for young people with lifelong needs – the impact of Covid has led to a delay to the implementation of this saving.
- Review management structure across the Family Nurture Centres – this saving is delayed due to the impact of Covid as the implementation of the Managing Change required has been delayed as the service requires to minimise the movement of staff across settings.

4.0 Conclusions

4.1 The projected outturn for the Education and Children's Services Directorate Revenue Budget (excluding Criminal Justice) for 2019-20 is a projected underspend of £3.724m. The dominant factors within the outturn are the underspend within DSM, and within Early Years and Special Education, due to vacant teaching posts and supply, and delays in Early Years in commencing projects and recruitment lead in times. These underspends are partly offset by the overspend in respect of long-term absence and maternity leave within Education.

List of Appendices

1. Education and Children's Services / Devolved / Non-Devolved Revenue Monitor 2020-21
2. Children and Families Service excluding Criminal Justice Revenue Monitor 2020-21
3. Savings Tracker 2020-21

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BUDGET MONITORING REPORT SUMMARY 2020-21 EDUCATION & CHILDREN'S SERVICES PROVISIONAL OUTTURN AS AT 31ST MARCH 2021								Appendix 1
DIRECTORATE	BUDGET 2020-21 £m	COVID ACTUALS 2020-21 £m	NON-COVID ACTUALS 2020-21 £m	PROVISIONAL OUTTURN 2020-21 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	382.981	7.646	371.610	379.256	(3.724)	-0.97%	3.933	(7.657)
ANALYSIS OF SERVICE MANAGED BUDGET								
EDUCATIONAL SERVICES - DEVOLVED	207.172	1.386	203.884	205.270	(1.901)	-0.92%	0.439	(2.340)
EDUCATIONAL SERVICES - NON DEVOLVED	112.731	6.164	105.039	111.203	(1.529)	-1.36%	2.552	(4.081)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	63.078	0.096	62.687	62.783	(0.294)	-0.47%	0.942	(1.236)
EDUCATION & CHILDREN'S SERVICES OUTTURN	382.981	7.646	371.610	379.256	(3.724)	-0.97%	3.933	(7.657)

BUDGET MONITORING REPORT SUMMARY 2020-21 EDUCATION & CHILDREN'S SERVICES PROVISIONAL OUTTURN AS AT 31ST MARCH 2021 - DEVOLVED SCHOOLS BUDGET								
DEVOLVED SCHOOL MANAGEMENT	BUDGET 2020-21 £m	COVID ACTUALS 2020-21 £m	NON-COVID ACTUALS 2020-21 £m	PROVISIONAL OUTTURN 2020-21 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET - DEVOLVED	207.172	1.386	203.884	205.270	(1.901)	-0.92%	0.439	(2.340)
ANALYSIS OF SERVICE MANAGED BUDGET								
PRIMARY EDUCATION	100.011	0.678	98.676	99.353	(0.657)	-0.66%	0.000	(0.657)
SECONDARY EDUCATION	100.107	0.620	98.539	99.159	(0.948)	-0.95%	0.553	(1.501)
NURSERY EDUCATION	2.597	0.055	2.414	2.469	(0.128)	-2.52%	0.000	(0.128)
SPECIAL EDUCATION	4.347	0.026	4.163	4.189	(0.159)	-2.42%	(0.114)	(0.045)
AREA GROUPS	0.110	0.008	0.092	0.100	(0.009)	-1.18%	0.000	(0.009)
EDUCATIONAL SERVICES - DEVOLVED	207.172	1.386	203.884	205.270	(1.902)		0.439	(2.341)

BUDGET MONITORING REPORT SUMMARY 2020-21 NON DEVOLVED EDUCATION PROVISIONAL OUTTURN AS AT 31ST MARCH 2021								
NON DEVOLVED EDUCATION	BUDGET 2020-21 £m	COVID ACTUALS 2020-21 £m	NON-COVID ACTUALS 2020-21 £m	PROVISIONAL OUTTURN 2020-21 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET - NON DEVOLVED EDUCATION	112.731	6.164	105.039	111.203	(1.529)	-1.36%	2.552	(4.081)
ANALYSIS OF SERVICE MANAGED BUDGET								
PRIMARY EDUCATION	19.350	0.229	21.833	22.062	2.712	14.02%	2.443	0.269
SECONDARY EDUCATION	19.792	0.355	20.134	20.489	0.696	3.52%	1.567	(0.871)
NURSERY EDUCATION	21.737	0.216	18.397	18.613	(3.123)	-14.37%	(0.858)	(2.265)
SPECIAL EDUCATION	31.959	0.158	30.901	31.059	(0.900)	-2.82%	(0.506)	(0.394)
AREA GROUPS	0.629	0.000	0.369	0.369	(0.261)	-41.43%	(0.150)	(0.111)
EDUCATION ADMINISTRATION	9.135	2.294	4.111	6.406	(2.730)	-29.88%	(0.045)	(2.685)
STAFF DEVELOPMENT	0.275	0.000	0.192	0.192	(0.083)	-30.14%	0.000	(0.083)
MUSIC SERVICE	1.669	0.014	1.957	1.971	0.302	18.11%	0.555	(0.253)
SUPPORT SERVICES	2.653	0.000	1.749	1.749	(0.904)	-34.07%	0.018	(0.922)
GENERAL EDUCATION	3.701	3.030	2.303	5.333	1.632	44.10%	(1.799)	3.431
CHILDCARE SERVICES	1.831	(0.133)	3.092	2.960	1.129	61.67%	1.328	(0.199)
EDUCATIONAL SERVICES - NON DEVOLVED	112.731	6.164	105.038	111.202	(1.529)	0.00%	2.552	(4.081)

BUDGET MONITORING REPORT SUMMARY								Appendix 2
2020-21								
CHILDREN AND FAMILIES SERVICE PROVISIONAL OUTTURN AS AT 31ST MARCH 2021								
CHILDREN AND FAMILIES SERVICE	BUDGET 2020-21 £m	COVID ACTUALS 2020-21 £m	NON-COVID ACTUALS 2020-21 £m	PROVISIONAL OUTTURN 2020-21 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET EXPENDITURE	63.078	0.096	62.687	62.783	(0.294)	-0.47%	0.942	(1.236)
ANALYSIS OF SERVICE MANAGED BUDGET								
C&F West	3.333	0.000	2.988	2.989	(0.344)	-10.32%	(0.213)	(0.131)
C&F East	2.305	0.001	2.398	2.398	0.093	4.03%	(0.063)	0.156
C&F Fife Wide	34.001	0.042	33.493	33.534	(0.467)	-2.52%	0.248	(0.715)
C&F Residential	5.155	0.142	4.930	5.072	(0.083)	-2.42%	(0.304)	0.221
C&F Family Placement	10.880	0.366	11.910	12.276	1.396	-1.18%	1.223	0.173
Senior Manager	0.881	(0.456)	1.145	0.689	(0.192)	2.08%	0.326	(0.518)
Family Support	2.914	0.000	2.510	2.511	(0.403)	-2.66%	(0.055)	(0.348)
C&F Central	3.609	0.000	3.314	3.314	(0.294)	0.00%	(0.219)	(0.075)
CHILDREN AND FAMILIES SERVICE	63.078	0.096	62.687	62.783	(0.294)		0.942	(1.237)

SUBJECTIVE GROUPINGS : CHILDREN AND FAMILIES	BUDGET 2020-21 £m	COVID ACTUALS 2020-21 £m	NON-COVID ACTUALS 2020-21 £m	PROVISIONAL OUTTURN 2020-21 £m	VARIANCE £m	VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET EXPENDITURE	63.078	0.096	62.687	62.783	(0.294)	-0.47%	0.942	(1.236)
INCOME	(3.164)	(0.535)	(2.057)	(2.592)	0.572	-18.07%	0.000	1.970
EXPENDITURE	66.241	0.631	64.745	65.375	(0.866)	-1.31%	0.942	(1.808)
EMPLOYEE COSTS	24.291	0.136	23.224	23.361	(0.931)	-2.52%	(0.552)	(0.379)
PREMISES RELATED EXPENDITURE	0.275	0.001	0.458	0.459	0.183	-2.42%	0.031	0.152
TRANSPORT RELATED EXPENDITURE	1.379	0.000	0.965	0.965	(0.414)	-1.18%	(0.582)	0.168
SUPPLIES & SERVICES	3.021	0.196	1.338	1.534	(1.487)	2.08%	0.182	(1.669)
THIRD PARTY PAYMENTS	33.530	0.007	34.877	34.884	1.355	-2.66%	1.711	(0.356)
TRANSFER PAYMENTS	3.744	0.290	3.872	4.162	0.418	0.00%	0.152	0.266
SUPPORT SERVICES CHARGES	0.001	0.000	0.010	0.010	0.009	0.00%	0.000	0.009

FIFE COUNCIL
TRACKING APPROVED 2020-21 SAVINGS
EDUCATION AND CHILDREN SERVICES COMMITTEE
MARCH 2021

Area	Approved Budget Year	Title of Savings Proposal	Savings Target £m	Actual £m	(Under)/Over £m	Rag Status
Education & Children Services	2020-23	Review the financial model of Headteacher allocation.	0.300	0.000	(0.300)	Red
Education & Children Services	2020-23	Review of the Devolved School Management (DSM), to include a review of the secondary school week.	1.400	0.000	(1.400)	Red
Education & Children Services	2020-23	Customer Programme – Develop and Deliver process improvements to high-volume admin and clerical processes e.g. Pupil Data Capture, Primary 1 Enrolment and the My Fife Card.	0.200	0.000	(0.200)	Red
Education & Children Services	2020-23	Transition planning for young people with lifelong additional needs.	0.110	0.000	(0.110)	Amber
Education & Children Services	2020-23	Review management structure across Family Nurture Centres and early years provisions.	0.290	0.000	(0.290)	Amber
Education & Children Services	2018-21	Develop the peripatetic model for the delivery of access to a teacher in nurseries and reduce the number of nursery teacher posts.	0.065	0.065	0.000	Green
Education & Children Services	2019-22	Review the Management Structures in the Secondary Sector.	0.250	0.250	0.000	Green
Education & Children Services	2019-22	Teacher Supply Budget.	0.132	0.132	0.000	Green
Education & Children Services	2020-23	Review of Attendance Officer posts.	0.085	0.085	0.000	Green
Education & Children Services	2020-23	Realign budget for Assessment for Excellence.	0.050	0.050	0.000	Green
Education & Children Services	2020-23	Review of Early Years Officers posts.	0.700	0.700	0.000	Green
Education & Children Services	2020-23	Special Education – contributions to/from other local authorities.	0.325	0.325	0.000	Green
Education & Children Services	2020-23	Commercialisation Programme - Procurement General stationery contract saving.	0.051	0.051	0.000	Green
Education & Children Services	2019-22	Primary Class Sizes.	0.250	0.250	0.000	Green
Grand Total			4.208	1.908	(2.300)	

Rag Status Key:-

Green - No issues and saving is on track to be delivered

Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed

Red - Major issues should be addressed before any saving can be realised

Summary			
Rag Status	Savings Target £m	Overall Forecast £m	(Under)/Over £m
Green	1.908	1.908	0.000
Amber	0.400	0.000	(0.400)
Red	1.900	0.000	(1.900)
Total	4.208	1.908	(2.300)

7th September 2021

Agenda Item No. 13

Education and Children's Services Directorate Capital Investment Plan 2020-2021: Provisional Outturn Report

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

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with a summary of the financial position of Education and Children's Services Directorate's capital programme for current financial year 2020-21, as well as informing members of progress on our major projects.

Recommendation(s)

The Committee is asked to:

- (1) note the provisional outturn position for the 2020-21 Capital investment Plan. These figures are provisional, being subject to audit.
- (2) note the reported spend of £44.851m represents 86% of the approved capital programme for 2020-21

Resource Implications

There are no direct resource implications. The provisional outturn spend is £44.851m, which is a variance of £7.349m under budget. In the main, this underspend is attributed to an underspend at Madras due to COVID-19 costs being lower than expected along with slippage within the investment themes section of the capital programme.

Legal & Risk Implications

There are no 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 policies is proposed.

Consultation

Not Applicable.

1.0 Background

- 1.1 The purpose of this report is to provide the provisional outturn position for financial year 2020-21 for the Education and Children's Services Capital Programme and information on the overall progress of major projects.
- 1.2 This report focuses on one year; the provisional outturn figure is £44.851m, which is a variance of £7.349m from budget.
- 1.3 Appendix 1 provides the cost detail on individual projects and programmes within the capital plan where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education and Children's Services for the year 2020-2021

2.0 Issues and Options

Key Issues / Risks

- 2.1 Due to the impact of COVID-19, on site construction work was suspended on 23 March 2020. Construction work commenced again in accordance with the Scottish Government's Route Map, however due to the continuing impact of COVID-19 and the ongoing government restrictions on construction sites means there continues to be potential that COVID-19 will still impact on project costs and will extend many project delivery dates as contractors continue to make adjustments to working arrangements to accommodate new requirements, such as social distancing.
- 2.2 There is also an increasing risk of material shortages on several sites. Monitoring the impact of these additional costs and timescales is ongoing and are closely scrutinised by the councils QS's and Project Managers.

Major Projects

- 2.3 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education and Children's Services Capital Plan. Madras College is showing significant spend of £18.947m in financial year 2020-21. This new build school and community use facility is on target and opened to pupils and staff in August 2021.
- 2.4 Early Learning and Childcare (ELC) programme is nearing completion with only a few projects continuing past August 2021. The final nursery to be delivered will be within the new Methilhaven Care Home, which is scheduled for completing in May 2022.

Potential Risks and Actions

- 2.5 The Capital Plan includes investment in respect of Secondary Schools in West Fife. Part of this investment will be the Dunfermline Learning Campus, which will replace Woodmill and St Columba's RC High Schools and co-locate provision with Fife College. This project currently has a variance of £1.182M which is the result of advancement of the project to ensure a delivery date of August 2024, this project remains on budget.

Financial Performance – 2020-2021

- 2.6 Appendix 2 details the outturn for 2020-2021 against the main projects and Investment Themes.
- 2.7 Within the Building Fife's Future theme only the project to provide a new Madras College remains. This project is showing an underspend due to a reduction in the cost of projected COVID-19 restrictions. Project was handed over in July 2021.
- 2.8 The investment themes are projecting an overall slippage of £4.382m due to delays across various sites as the result of the impact of COVID-19, with the Early Learning and Childcare theme having majority of this slippage (£4.166m).
- 2.9 Within the Primary School Development programme the spend in financial year 2020-21 is attributed to the extension and refurbishment of Guardbridge primary school. This project was completed in July 2021 and pupils returned from Leuchars primary school to their newly refurbished school for the start of the new term in August 2021. This programme also has slippage of £0.398m this mostly relates to the decision to postpone the modular unit at McLean primary school until December 2021.
- 2.10 The Education Rolling programme has slippage of 0.617m which is a direct result of postponing non-essential projects to future years ensuring that projects which were already on site or critical for the operation of learning and teaching within our school were undertaken throughout the year whilst adhering to the additional COVID-19 operational requirements.
- 2.11 The Looked after Children Homes re-provision investment theme has an overspend of £0.335m this relates to the new Raith Grove children's home in Kirkcaldy and is the result of additional COVID-19 costs. This overspend will be funded from the overall Looked after Children theme.

3.0 Conclusions

- 3.1 The provisional outturn position for the capital programme for Education and Children's Services Directorate is £44.851m. This is 86% of the budget allocated within 2020-21, slippage of £7.349m will carry forward to next financial year.
- 3.2 The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

List of Appendices

- 1. Total Cost Monitor – Major Capital Projects
- 2. Monitoring Report Capital Plan 2020-2021

Background Papers

Not applicable

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FIFE COUNCIL
EDUCATION AND CHILDREN'S SERVICES SUB COMMITTEE
CAPITAL INVESTMENT PLAN 2020-29
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Appendix 1

Project	Theme	Total Project Budget £m	Total Projected Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College - Langlands	Opportunities for All	62.514	62.514	-	0.00%	Current Project	2021-22
Extension Secondary School - Auchmuty	Opportunities for All	3.469	3.469	-	0.00%	Future Project	2022-23
Extension Secondary School - Viewforth	Opportunities for All	6.335	6.335	-	0.00%	Future Project	2025-26
New Secondary School - Glenrothes /Glenwood	Opportunities for All	27.532	27.532	-	0.00%	Future Project	2028-29
Early Learning and Childcare	Opportunities for All	34.965	34.965	-	0.00%	Current Project	2021-22
Primary School Development	Opportunities for All	100.442	100.442	-	0.00%	Current Project	2028-29
Secondary Schools West Fife	Opportunities for All	200.291	200.291	-	0.00%	Future Project	2028-29
Balwearie High School	Maintaining Our Assets	8.300	8.300	-	0.00%	Future Project	
Total Major Capital Projects over £5.000m		435.549	435.549	-	0.00%		
Rimbleton Home Reprovision	Opportunities for All	0.157	0.157	-	0.00%	Current Project	
Touch Primary School Extension	Opportunities for All	2.757	2.757	-	0.00%	Current Project	
Masterton Primary School 2 Class Extension	Opportunities for All	1.000	1.000	-	0.00%	Current Project	
Total Major Capital Projects over £1.000m		3.914	3.914	-	0.00%		
Total Major Capital Projects		439.462	439.462	-	0.00%		

Expenditure	Current Budget £m	Actual to Date £m	Provisional Outturn £m	Provisional Variance £m	Provisional Outturn as % of Plan
BUILDING FIFE'S FUTURE					
TO BE PROGRAMMED	0.159	-	-	(0.159)	0%
LEVENMOUTH ACADEMY	-	0.004	0.004	0.004	0%
MADRAS COLLEGE NEW BUILD	21.823	18.947	18.947	(2.876)	87%
TOTAL BUILDING FIFE'S FUTURE	21.982	18.952	18.952	(3.030)	86%
INVESTMENT THEMES					
ICT PROGRAMME	2.576	2.469	2.469	(0.107)	96%
DEVELOPER CONTRIBUTIONS	0.438	0.438	0.438	(0.000)	100%
EARLY LEARNING AND CHILDCARE	16.205	12.039	12.039	(4.166)	74%
NURSERIES AND PRIMARIES PRESSURES	1.910	1.636	1.636	(0.274)	86%
PRIMARY SCHOOL DEVELOPMENT	1.430	1.032	1.032	(0.398)	72%
SECONDARY SCHOOL DEVELOPMENT	0.250	1.432	1.432	1.182	573%
EDUCATION ROLLING PROGRAMME	6.584	5.967	5.967	(0.617)	91%
TOTAL INVESTMENT THEMES	29.393	25.011	25.011	(4.382)	85%
CHILDREN'S SERVICES					
LOOKED AFER CHILDREN HOMES REPROVISION	0.474	0.809	0.809	0.335	171%
LOOKED AFTER CHILDREN	0.351	0.080	0.080	(0.272)	23%
TOTAL CHILDREN'S SERVICES	0.825	0.888	0.888	0.063	108%
TOTAL EXPENDITURE	52.200	44.851	44.851	(7.349)	86%

Income	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
BUILDING FIFE'S FUTURE	0.048	0.048	0.048	-	100%
ICT PROGRAMME	(1.576)	(1.576)	(1.576)	-	100%
DEVELOPER CONTRIBUTIONS	(0.435)	(0.435)	(0.435)	-	100%
EARLY LEARNING AND CHILDCARE	(7.100)	(7.100)	(7.100)	-	100%
EDUCATION ROLLING PROGRAMME	(5.275)	(5.275)	(5.275)	-	100%
TOTAL INCOME	(14.338)	(14.338)	(14.338)	-	100%

7th September 2021

Agenda Item No 14

Education & Children's Services Directorate Revenue Budget 2021-22 Projected Outturn

Report by:

Carrie Lindsay, Executive Director Education and Children's Services
Eileen Rowand, Executive Director Finance & Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on the forecast financial position for the 2021-22 financial year, for the areas in scope of the Education and Children's Services Sub-Committee.

Recommendation(s)

The Committee is asked to:

- (1) consider the current financial performance and activity as detailed in this report;
- (2) note that the Education and Children's Services Directorate implementation of the Children and Families Strategy has reduced the reliance on purchased care placements and increased the number of children who can be looked after safely at home or in kinship care;
- (3) note the estimated costs and related funding in relation to the continuing impact of Covid-19 on the Directorate.

Resource Implications

The Directorate remains committed to managing the budget and developing and implementing the strategy to address the demographic pressures on the budget.

Legal & Risk Implications

The Directorate requires to discharge its duty as Corporate Parent to all Looked After Children and to support their families accordingly. It is committed to proactive management of the budget whilst managing the risk to individuals.

Impact Assessment

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

Consultation

None

1.0 Introduction

1.1 The purpose of this report is to advise Members of the projected outturn for the Education and Children's Services Directorate (excluding Criminal Justice), for the 2021-22 Revenue Budget, and to highlight the major variances as at June 2021. This is the first monitoring report to the Strategic Committee for the 2021-22 financial year.

2.0 Major Variances

Education and Children's Services 2021-22 Projected Outturn

- 2.1 The projected overspend, for this financial year, for Education and Children's Services (excluding Criminal Justice) is £0.416m. A summary of the 2021-22 projected out-turn is detailed in Appendices 1-2. This shows projected expenditure against budget across the service headings within the Directorate. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/- £0.250m) to budgets.
- 2.2 The estimated financial impact of the Covid-19 pandemic has been reported to Policy and Co-ordination Committee previously. This report highlights the estimated costs in relation to Education and Children's Services, and the mitigation available to the Directorate to absorb some of these costs. This mitigation is in terms of specific funding from Scottish Government, for example in relation to additional teaching staff, or the application of Logistics/Recovery Funding made available to councils by the Scottish Government in order to mitigate the financial impact. An additional column has been included in the appendices attached in relation to Covid costs.

Education Service

- 2.3 DSM Budget: - projected outturn £2.082m underspend
Under the DSM Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. At this stage in the financial year the projection for the DSM normally reflects the carry forward of underspend from the previous year, and the figure reported above is mainly the DSM carry forward of £1.901m and an additional minor projected underspend of £0.181m in Pupil Support Service staffing.
- 2.4 Additional costs due to Covid are included in the projected outturn, for example costs in relation to the appointment of additional teachers of £4.466m, classroom resources of £0.100m, and unachieved savings from 2020-21 in relation to the DSM of £0.400m. These costs will be funded by Covid funding announced by the Scottish Government in relation to additional teachers of £4.466m, and £0.500 from Scottish Government Covid Education Logistics funding.

- 2.5 In addition to the core DSM budget, schools' Pupil Equity Funding (PEF) has also been included in their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2021-22 have been applied to their devolved budgets. These amounts are £3.760m, and £11.850m respectively. As PEF is a ring-fenced funding source with variances carried forward at the end of the financial year it has no impact on the variance within the service.

Non-DSM/Childcare: - projected overspend £4.497m

- 2.6 The projected overspend mainly relates to maternity pay and long-term absence and overspends of £2.962m and £0.629m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. A further projected overspend has arisen due to the increase in pupil rolls in Secondary Education and the requirement to fund this increase in schools. The increase in rolls covers the period 2019 to 2021 and is 1,485 pupils with an estimated pressure of £1.800m. These overspends are reduced by a projected underspend in Early Years, of £0.655m, mainly due to the timing of recruiting of EYO Modern Apprentices and an underspend in Special Education of £0.217m due to projected underspends on employee costs for both teachers and pupil support assistants.
- 2.7 In relation to Covid, the main estimated additional costs included within Non Devolved Education are in relation to school transport of £0.200m, cleaning/catering and waste collection of £0.930m, staffing costs of £0.275m, PPE of £1.500m, heating costs of £1.000m, free school meal costs to date of £1.647m and projected net loss of income in relation to Childcare Services of £0.500m and Music Service of £0.316m. It should be noted that some of these costs are estimates which will require to be refined as more information becomes available, however these costs will require to be met from Covid Education logistics funding. In relation to Music fees, new funding announced by the Scottish Government to enable Councils to cease charging music fees has been announced, but the total available to the Council is still to be confirmed. Funding of £6.758m has been applied to the monitor to fund additional Covid costs.

Children and Families Service – projected underspend £2.000m

- 2.8 The position for the service reflects a projected underspend for Children and Families / Criminal Justice Service, mainly due to projected underspends on third party payments, relating to Purchased Placements of £5.4m due to the full year effect of the reduction in placement numbers over the last year. Offsetting this underspend are projected overspends in Kinship Care of £1.900m, as some of the children previously in purchased care arrangements have moved into kinship care. A further projected overspend of £0.892m in payments to in house foster carers has also arisen due to the shift in the balance of care from external purchased arrangements, to kinship and foster care. A realignment of the budget within Children and Families Service will be required in order to reflect the new balance of care arrangements.
- 2.9 In relation to Covid, the projected costs are in relation to additional support for looked after children of £0.710m which is fully funded from Scottish Government Covid funding.

3.0 Savings

Revenue Budget Savings 2021-22

- 3.1 The combined savings target, as approved in the 2021-24 budget process and earlier budget processes for the Directorate (excluding Criminal Justice), for this financial year is £0.145m. An indication of the forecast achievement of this saving is attached at Appendix 3.
- 3.2 The saving included within the appendix relates to a review of management structures across Family Nurture Centres and ELC provisions. This is a continuation of a previous saving which has been delayed in implementation due to the restrictions associated with Covid. However, it is anticipated that the changes required to achieve this saving can be implemented from August 2021 and therefore the saving is flagged as amber. The target of £0.145m is the full year effect of the saving, and therefore it will be 2022-23 financial year before the full amount is realised.

4.0 Conclusions

- 4.1 The projected outturn for the Education and Children's Services Directorate Revenue Budget (excluding Criminal Justice) for 2021-22 is a projected overspend of £0.416m. The dominant factors within the projection are the projected overspend in respect of long-term absence and maternity leave within Education, and the overspend in respect of the funding of increasing rolls across secondary schools. These overspends are substantially offset by the projected underspend within the DSM due to the carry forward of underspend, Early Years and Special Education, due to recruitment lead in times and staff vacancies, and within children and Families Service due to the significant reduction in purchased care placements for looked after children.

List of Appendices

1. Education and Children's Services Revenue Monitor 2020-21
2. Educational Services – Devolved and Non-Devolved Revenue Monitor 2020-21
3. Children and Families Service excluding Criminal Justice Revenue Monitor 2020-21
4. Savings Tracker 2020-21

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BUDGET MONITORING REPORT SUMMARY 2021-22 EDUCATION & CHILDREN'S SERVICES PROJECTED OUTTURN AS AT JUNE 2021						Appendix 1
SERVICE	CURRENT BUDGET 2021-22 £m	COVID PROJECTION 2021-22 £m	NON-COVID PROJECTION 2021-22 £m	FORECAST 2021-22 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %
SERVICE MANAGED NET BUDGET	380.322	0.211	380.475	380.737	0.416	0.11%
ANALYSIS OF SERVICE MANAGED BUDGET						
EDUCATIONAL SERVICES - DEVOLVED	209.497	0.000	207.415	207.415	(2.082)	-0.99%
EDUCATIONAL SERVICES - NON DEVOLVED	106.819	0.211	111.106	111.316	4.497	4.21%
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.006	0.000	62.006	62.006	(2.000)	-3.12%
EDUCATION & CHILDREN'S SERVICES PROJECTED OUTTURN	380.322	0.211	380.475	380.737	0.416	0.11%

BUDGET MONITORING REPORT SUMMARY						
2021-22						
EDUCATION & CHILDREN'S SERVICES PROJECTED OUTTURN AS AT JUNE 2021 - DEVOLVED SCHOOLS BUDGET						
SERVICE	CURRENT BUDGET 2021-22 £m	COVID PROJECTION 2021-22 £m	NON-COVID PROJECTION 2021-22 £m	FORECAST 2021-22 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %
SERVICE MANAGED NET BUDGET	209.497	0.000	207.415	207.415	(2.082)	-0.99%
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	97.797	0.000	97.130	97.130	(0.667)	-0.68%
SECONDARY EDUCATION	104.461	0.000	103.512	103.512	(0.948)	-0.91%
NURSERY EDUCATION	2.585	0.000	2.457	2.457	(0.128)	-4.96%
SPECIAL EDUCATION	4.640	0.000	4.301	4.301	(0.339)	-7.30%
AREA GROUPS	0.014	0.000	0.014	0.014	0.000	0.00%
EDUCATIONAL SERVICES AS AT JUNE 2021 - DEVOLVED	209.497	0.000	207.415	207.415	(2.082)	-0.99%

BUDGET MONITORING REPORT SUMMARY 2021-22 EDUCATION & CHILDREN'S SERVICES PROJECTED OUTTURN AS AT JUNE 2021 - NON DEVOLVED SCHOOLS BUDGET						
SERVICE	CURRENT BUDGET 2021-22 £m	COVID PROJECTION 2021-22 £m	NON-COVID PROJECTION 2021-22 £m	FORECAST 2021-22 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %
SERVICE MANAGED NET BUDGET	106.819	0.211	111.106	111.316	4.497	4.21%
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	19.339	0.000	22.065	22.065	2.726	14.10%
SECONDARY EDUCATION	19.987	(0.016)	21.451	21.436	1.449	7.25%
NURSERY EDUCATION	33.138	0.000	32.483	32.483	(0.655)	-1.98%
SPECIAL EDUCATION	32.155	0.000	31.938	31.938	(0.217)	-0.68%
AREA GROUPS	0.614	0.000	0.641	0.641	0.027	4.43%
EDUCATION ADMINISTRATION	4.115	(0.909)	3.830	2.921	(1.194)	-29.01%
STAFF DEVELOPMENT	0.315	0.000	0.241	0.241	(0.074)	-23.59%
MUSIC SERVICE	1.669	0.316	1.609	1.925	0.256	15.33%
SUPPORT SERVICES	2.686	0.000	2.701	2.701	0.016	0.58%
GENERAL EDUCATION	(9.078)	0.320	(7.590)	(7.270)	1.808	-19.91%
CHILDCARE SERVICES	1.880	0.499	1.738	2.237	0.357	18.98%
EDUCATIONAL SERVICES AS AT JUNE 2021 - NON DEVOLVED	106.819	0.211	111.106	111.316	4.497	4.21%

BUDGET MONITORING REPORT SUMMARY						Appendix 2
2021-22						
CHILDREN AND FAMILIES PROJECTED OUTTURN AS AT 30 JUNE 2021						
CHILDREN AND FAMILIES SERVICE	CURRENT BUDGET 2021-22 £m	COVID PROJECTION 2021-22 £m	NON-COVID PROJECTION 2021-22 £m	FORECAST 2021-22 £m	FORECAST VARIANCE £m	FORECAST VARIANCE %
SERVICE MANAGED NET BUDGET	64.006	0.000	62.006	62.006	(2.000)	-3.12%
ANALYSIS OF SERVICE MANAGED BUDGET						
C&F West	3.273	0.000	3.473	3.473	0.199	6.09%
C&F East	2.452	0.000	2.557	2.557	0.104	4.26%
C&F Fife Wide	32.551	0.048	24.658	24.705	(7.845)	-24.10%
C&F Residential	6.268	0.000	6.794	6.794	0.526	8.39%
C&F Family Placement	10.590	0.004	13.624	13.628	3.038	28.69%
Senior Manager	2.430	(0.051)	4.570	4.519	2.089	85.99%
Family Support	2.820	0.000	2.757	2.757	(0.063)	-2.24%
C&F Central	3.622	0.000	3.574	3.574	(0.048)	-1.33%
CHILDREN AND FAMILIES SERVICE	64.006	0.000	62.006	62.006	(2.000)	-3.12%

SUBJECTIVE GROUPINGS : CHILDREN AND FAMILIES	BUDGET 2020-21 £m	COVID PROJECTION 2021-22 £m	NON-COVID PROJECTION 2021-22 £m	FORECAST 2020-21 £m	VARIANCE £m	VARIANCE %
SERVICE MANAGED NET BUDGET	64.006	0.000	62.006	62.006	(2.000)	-3.12%
INCOME	(0.835)	(0.711)	(0.317)	(1.027)	(0.192)	23.05%
EXPENDITURE	64.841	0.711	62.323	63.033	(1.808)	-2.79%
EMPLOYEE COSTS	25.606	0.200	25.597	25.797	0.191	-2.52%
PREMISES RELATED EXPENDITURE	0.335	0.000	0.405	0.405	0.070	-2.42%
TRANSPORT RELATED EXPENDITURE	1.398	0.000	1.456	1.456	0.058	-1.18%
SUPPLIES & SERVICES	1.787	0.459	3.953	4.413	2.626	2.08%
THIRD PARTY PAYMENTS	32.060	0.000	26.264	26.264	(5.796)	-2.66%
TRANSFER PAYMENTS	3.655	0.051	4.648	4.699	1.044	0.00%
SUPPORT SERVICES CHARGES	0.001	0.000	0.001	0.001	0.000	0.00%

FIFE COUNCIL
TRACKING APPROVED 2020-21 SAVINGS
EDUCATION AND CHILDREN SERVICES COMMITTEE
JUNE 2021

Area	Approved Budget Year	Savings Reference	Title of Savings Proposal	Savings Target £m	Forecast £m	(Under)/Over £m	Rag Status
Education & Children Services	2020-23	2021-EC-06	Review management structure across Family Nurture Centres and early years provisions	0.145	0.000	(0.145)	Amber
Grand Total				0.145	0.000	(0.145)	

Rag Status Key:-

Green - No issues and saving is on track to be delivered

Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed

Red - Major issues should be addressed before any saving can be realised

Summary			
Rag Status	Savings Target £m	Overall Forecast £m	(Under)/Over £m
Green	0.000	0.000	0.000
Amber	0.145	0.000	(0.145)
Red	0.000	0.000	0.000
Total	0.145	0.000	(0.145)

7th September 2021

Agenda Item No 15

Education and Children's Services Directorate

Capital Investment Plan 2021-2022: Progress Report

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

Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with information on the overall progress of the Education and Children's Services Directorate's capital programme for the current financial year 2021-22, as well as informing members of progress on our major projects.

Recommendation(s)

The Committee is asked to:

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

Resource Implications

There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £34.596m, the plan is showing a variance of £0.385m in the current year, as of June 2021.

Legal & Risk Implications

There are no legal implications arising from this report. However, there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2021-2022 and the programme re-profiled over future years.

Impact Assessment

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

Consultation

Not Applicable.

1.0 Background

- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year as well as providing an update on projects under individual headings within the capital plan.
- 1.2 The projected outturn is currently £34.596m, which is a variance of £0.385m from budget, however, this may change as projects develop throughout the financial year.
- 1.3 Appendix 1 provides the cost detail on major projects and programmes within the capital plan where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education and Children's Services for the year 2021-2022

2.0 Issues and Options

Key Issues / Risks

- 2.1 The impact of COVID-19 is still ongoing, with many projects which are currently on-site reporting shortages of both labour and materials as well as increased material costs. Monitoring of the impact of these additional costs and timescales is ongoing and is considered within our projected outturn.

Major Projects

- 2.2 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education and Children's Services Capital Plan. Madras College is complete and opened to pupils in August 2021. Initial detail design work is underway on the new Dunfermline Learning Campus which is expected to spend £14m in the current financial year. Regarding the new extension projects at Guardbridge and Masterton Primary schools both are complete and were operational for start of the new term in August 2021.

Potential Risks and Actions

- 2.3 The Council's approved Capital Plan includes a project for the £202m investment in respect of Secondary Schools in West Fife, which includes the Dunfermline Learning Campus and Inverkeithing High School replacement. The budgets for the projects reflect the funding requirements of the Scottish Government's Learning Estate Investment Plan which requires the Council to fund the up-front cost of construction, with Government support coming in the form of a revenue contribution based on the achievement of outcomes. This investment is intended to address both school condition, and the need for additional school places arising from housing development. Discussions around the funding of the Council element are continuing with the Scottish Government, the Scottish Futures Trust and Fife College, and work is progressing with the college to develop the full business case for the Dunfermline Learning Campus following the approval of the outline business case at Policy and Coordination Committee on 5 August. The report on the statutory education consultation is also on the agenda today for consideration and approval.
- 2.4 Within Early Learning and Childcare (ELC) the delivery date of August 2020 was removed by the Scottish Government in light of COVID-19. The new date has been confirmed as August 2021. There were 4 projects due to complete during the summer holiday period, all of these will be operational for the start of the August term except for Sunflower Nursery Annex in Lochgelly which will be completed by

the end of September 2021. Contingency arrangements are in place and children will move to their new facility once the project is complete. There are another 3 projects which are programmed to complete beyond August 2021. These are Inzievar, Methilhaven and Templehall, and again temporary alternative locations have been identified until these facilities are operational.

Financial Performance – 2021-2022 projected spend

- 2.5 Appendix 2 details the projected outturn for 2021-2022 against the main projects and Investment Themes.

Overall, projects within Building Fife's Future are reporting on budget.

- 2.6 The Education Rolling Programme within the investment themes is showing slippage of £0.385m which is the result of a decision to delay the new toilet block extension at Torryburn Primary school due to ongoing issues because of COVID-19. Our existing projects are currently experiencing material shortages and it is anticipated that by delaying this project to starting on site in June 2022 the market conditions will have recovered.

3.0 Conclusions

- 3.1 The projected outturn position for the capital programme for Education and Children's Services Directorate is £34.596m. Slippage of £0.385m is projected.
- 3.2 The management of capital resources require us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects.

List of Appendices

1. Project Cost Monitor
2. Capital Plan 2021-2022 Forecast Expenditure

Background Papers

Not applicable

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FIFE COUNCIL
EDUCATION AND CHILDREN'S SERVICES SUB COMMITTEE
CAPITAL INVESTMENT PLAN 2021-31
TOTAL COST MONITOR - MAJOR CAPITAL PROJECTS

Appendix 1

Project	Theme	Total Project Budget £m	Total Projected Outturn £m	Variance £m	Variance %	Current Project Status	Expected Project Completion Date
Madras College - Langlands	Opportunities for All	59.991	59.991	-	0.00%	Current Project	2021-22
Dunfermline Learning Campus	Opportunities for All	111.000	111.000	-	0.00%	Current Project	2027-28
Extension Secondary School - Viewforth	Opportunities for All	6.335	6.335	-	0.00%	Future Project	2025-26
New Secondary School - Glenrothes /Glenwood	Opportunities for All	78.937	78.937	-	0.00%	Future Project	2028-29
Balwearie High School	Maintaining Our Assets	8.300	8.300	-	0.00%	Future Project	2026-27
Total Major Capital Projects over £5.000m		256.263	256.263	-	0.00%		
Extension Secondary School - Auchmuty	Opportunities for All	3.469	3.469	-	0.00%	Future Project	2024-25
Pitteuchar East Nursery Expansion	Opportunities for All	2.961	2.961	-	0.00%	Current Project	2021-22
Camdean Nursery Expansion	Opportunities for All	2.007	2.007	-	0.00%	Current Project	2021-22
Touch Primary School Extension	Opportunities for All	2.738	2.738	-	0.00%	Current Project	2021-22
Halbeath Nursery Expansion	Opportunities for All	3.709	3.709	-	0.00%	Current Project	2021-22
Pitcorthie Nursery Expansion	Opportunities for All	3.427	3.427	-	0.00%	Current Project	2021-22
Lochgelly North Nursery Expansion	Opportunities for All	2.802	2.802	-	0.00%	Current Project	2021-22
Masterton Primary School 2 Class Extension	Opportunities for All	0.745	0.745	-	0.00%	Current Project	2021-22
Guardbridge Primary School Extension	Opportunities for All	1.769	1.769	-	0.00%	Current Project	2021-22
New Templehall Nursery	Opportunities for All	3.087	3.087	-	0.00%	Current Project	2021-22
New Methilhaven Nursery	Opportunities for All	1.563	1.563	-	0.00%	Current Project	2022-23
Total Major Capital Projects over £1.000m		28.277	28.277	-	0.00%		
Total Major Capital Projects		284.540	284.540	-	0.00%		

Expenditure	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
BUILDING FIFE'S FUTURE					
LEVENMOUTH ACADEMY	-	0.003	-	-	0%
MADRAS COLLEGE NEW BUILD	8.565	2.176	8.565	-	100%
TOTAL BUILDING FIFE'S FUTURE	8.565	2.179	8.565	-	100%
INVESTMENT THEMES					
ICT PROGRAMME	3.232	1.829	3.232	-	100%
DEVELOPER CONTRIBUTIONS	-	0.008	-	-	0%
EARLY LEARNING AND CHILDCARE	3.838	0.297	3.838	-	100%
NURSERIES AND PRIMARIES PRESSURES	0.012	0.020	0.012	-	100%
PRIMARY SCHOOL DEVELOPMENT	2.020	0.471	2.020	-	100%
SECONDARY SCHOOL DEVELOPMENT	14.000	0.741	14.000	-	100%
EDUCATION ROLLING PROGRAMME	3.189	0.106	2.804	(0.385)	88%
NURSERY REFURBISHMENT	0.025	0.045	0.025	-	100%
TOTAL INVESTMENT THEMES	26.316	3.517	25.931	(0.385)	99%
CHILDREN'S SERVICES					
LOOKED AFER CHILDREN HOMES REPROVISION	(0.000)	-	(0.000)	-	100%
LOOKED AFTER CHILDREN	0.100	0.025	0.100	-	100%
TOTAL CHILDREN'S SERVICES	0.100	0.025	0.100	-	100%
TOTAL EXPENDITURE	34.981	5.720	34.596	(0.385)	99%

Income	Current Budget £m	Actual to Date £m	Projected Outturn £m	Projected Variance £m	Projected Outturn as % of Plan
BUILDING FIFE'S FUTURE	(0.972)	-	(0.972)	-	100%
TOTAL INCOME	(0.972)	-	(0.972)	-	100%

Education & Children's Services Sub-Committee of 9 November 2021			
Title	Service(s)	Contact(s)	Comments
Mothballing of Milton of Balgonie Primary School Update	Education and Children's Services	Shelagh McLean	Agreed 26.01.21 - Para 193 (4) of 2021 ECS 79 refers.
Childcare Services	Education and Children's Services	Shelagh McLean, Gary Peattie	ECS 03.11.20. Decision called-in to Scrutiny, 09.02.21 (Ref Para 36 of 2021.ECHSC.18/19); deferred to FC 25.02.21 (Ref Para 214 of 2021.FC.248/249). Referred back to Sub-Committee for further reports, including full business plan.
Dunfermline North Catchment Review	Education and Children's Services	Shelagh McLean	Para. 88 of 2018.EChSC.52 refers - to carry out a catchment review in Dunfermline North.
Fife Corporate Parenting Board - 6-Monthly Update/Analysis	Education and Children's Services	Kathy Henwood	Para. 206 (4) of 2021.ECS.85 (16.03.21) refers. Mtg 18.08.21 to discuss proposed restructure.
Early Years Admission/P1 Deferral	Education and Children's Services	Shelagh McLean, Clark Graham	
Chief Social Work Officer Annual Report	Education and Children's Services	Kathy Henwood	
Our Minds Matter Update	Education and Children's Services	Rona Weir	
Education & Children's Services Directorate Revenue Budget 2021-22 - Update	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education & Children's Services Directorate Capital Investment Plan 2021-22: Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education & Children's Services Sub-Committee Forward Work Programme			

Education & Children's Services Sub-Committee of 1 March 2022			
Title	Service(s)	Contact(s)	Comments
Children's Services Inspection Update	Education and Children's Services	Kathy Henwood, Christine Moir	
Secondary School Staffwise Survey Update	Education and Children's Services	Neil Finnie, Murray Mcbain	Update since E&CS 11.02.20 - Minute Ref. Para. 168 of 2020.ECS.63. Results from May 2021 survey.
Positive Destinations Outcomes	Education and Children's Services	Maria Lloyd	
Inspection Outcomes	Education and Children's Services	Angela Logue, Jackie Funnell	
Education & Children's Services Sub-Committee Forward Work Programme			

Unallocated			
Title	Service(s)	Contact(s)	Comments
Establishing the Walked Routes to Schools - Assessment	Education and Children's Services	Shelagh McLean, Neil Finnie, Murray Mcbain	E&CS 19.03.19, 2019 Para 116 - update one year from implementation in Aug '21, ie expected Aug '22.
Workforce Planning	Education and Children's Services	Shelagh McLean	
Review of ASL Strategy - Update	Education and Children's Services	Maria Lloyd, Deborah Davidson, Vivienne Sutherland	Possibly March, 2022.
PD Outcomes Report	Education and Children's Services	Maria Lloyd, Stuart Booker	Outline work in this area including reform area work.
Digital Strategy	Education and Children's Services		