

Wednesday, 16th June, 2021 - 2.00 p.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 OF MEETING OF COWDENBEATH AREA COMMITTEE OF 28TH APRIL 2021 | 5 – 6 |
| 4. | LOCAL COMMUNITY PLAN, WARD AND ANTI-POVERTY BUDGET PROPOSAL – Report by the Head of Communities & Neighbourhoods | 7 – 17 |
| 5. | APPLICATION TO COWDENBEATH ANTI-POVERTY BUDGET AND LOCAL COMMUNITY PLANNING BUDGET – Report by the Head of Communities & Neighbourhoods | 18 – 43 |
| 6. | SCHOOL ATTAINMENT AND ACHIEVEMENT UPDATE – Report by the Executive Director - Education & Children's Services | 44 – 116 |
| 7. | SAFER COMMUNITIES TEAM UPDATE REPORT – Report by the Head of Housing Services | 117 – 136 |
| 8. | SUPPORTING THE LOCAL COMMUNITY PLAN – OPERATIONAL BRIEFING ON POLICING ACTIVITIES WITHIN COWDENBEATH – Report by the Chief Inspector, Local Area Commander, West Fife | 137 – 145 |
| 9. | SCOTTISH FIRE AND RESCUE SERVICE COWDENBEATH AREA ANNUAL PERFORMANCE REPORT – Report by the Station Commander – Lochgelly Community Fire Station, Scottish Fire and Rescue Service | 146 – 171 |
| 10. | PROPOSED ROAD ADOPTIONS - COWDENBEATH – Report by the Head of Assets, Transportation and Environment | 172 – 174 |
| 11. | COWDENBEATH AREA FORWARD WORK PROGRAMME | 175 – 176 |
| 12. | PUBLIC QUESTIONS – The following questions have been submitted by the public in terms of Standing Order No. 6.1, from Mr. Tom. Kinnaird, resident, Benartry and Mr David Taylor, Secretary, Cardenden Community Council:- | |

Question 1

Remedial works on the Shank Brae, Ballingry previously included a new retaining wall at a cost of £24'000 and above that a new timber fence at a cost of £6000.

The./

The retaining wall was constructed of basic concrete block and though it is a good solid construction and does its job, it is not aesthetically pleasing and the stepped pattern is irregular. As this brae is an entrance to the village and to Fife, first impressions are surely important and I wonder if it might be possible to look at completing the wall with either facing brick or masonry slips to present something a bit more pleasing to the eye? Similarly, the £6000 timber fence is low quality and is showing signs of distortion already. This should be either attended to by the original contractor or replaced with something more substantial; a nice set of railings maybe, to match the Miner's Memorial Garden opposite perhaps? Finally, the fencing contractor dumped their spoil and a number of large boulders onto the embankment which prevented the Parks and Open Spaces crews from mowing the grass, leading it to overgrow and become a complete mess. It received just one cut in the last year and is now an unruly weed patch. Would it be possible to have this area returned to a neat and tidy garden once more, with a selection of shrubs, like it used to be?

Question 2

Cardenden Community Council have received numerous questions by members of the public regarding the condition of the roads in and around Cardenden. We, the Committee of Cardenden Community Council would request that the Cowdenbeath Area Committee review the following points on our behalf, and that of the people residing within the Cardenden area, in order to provide us with feedback.

The road from Lochgelly to Cardenden has part of the road resurfaced with a further section from Auchterderran Road to the Graveyard section to be completed within the next budget year. Unfortunately, the remainder of the road is peppered with deep potholes with the exit from the Purvis site now broken down so that you can see both the base and sub-base sections. (Numerous complaints of cars being damaged when it has been impossible to avoid the deep potholes – ball joints being the most common complaint.) We have been unable to ascertain when this road will be fully repaired as there doesn't appear to be any contingency in the Roads Budget for 2021/22 for these works.

Drains and gullies are in bad repair with gullies broken and drains blocked, especially at Dundonald Brae. Some areas were repaired during August 2020. Unfortunately, it appears the repairs have been faulty as they have broken apart again.

Flood water lying in various roads of the village, eg Woodend, outside the old Auchterderran School Janitor's house (drain now leads to a soakaway instead of to the drainage system). Also, water gathering at the bottom of Liza Brae.

Roads within the village are breaking up – similar to the road outside of the Purvis Site entrance, eg Orebank Road near to where it joins with Derran Drive, roads in the Dundonald area, road from the Main Street to Fernlea Residential Home and access to the back of Bowhill Swimming Pool.

The./

The road humps in Carden Avenue are breaking up and leaving sharp edges on both sides of the road.

Numerous patches have been made to the roads but these have broken up and are often now worse than when the repair was made.

Numerous areas of pavements are in a bad way and the repairs to the pavement adjacent to the River Ore have not addressed the camber of the pavement and is uneven resulting in many deep puddles after it rains.

It is not clear how often the roads in and around Cardenden are inspected.

At the moment, it is not possible to identify what budget has been allocated to the roads in and around Cardenden in comparison to similar sized towns/villages in Fife in the Roads Budget for 2021/2022. We would be grateful if these issues can be addressed and if necessary a site visit to the area arranged to see first hand the problems being encountered.

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.

Morag Ferguson
Head of Legal and Democratic Services
Finance and Corporate Services

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9 June, 2021

If telephoning, please ask for:
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THE FIFE COUNCIL - COWDENBEATH AREA COMMITTEE – REMOTE MEETING

28th April, 2021

2.00 p.m. – 2.40 p.m.

PRESENT: Councillors Linda Erskine (Convener), Alex Campbell, Gary Guichan, Rosemary Liewald, Mary Lockhart, Lea Mclelland and Darren Watt.

ATTENDING: Sarah Roxburgh, Community Manager (Cowdenbeath Area), Communities and Neighbourhoods; Russell Gray, Housing Manager - Cowdenbeath, Lyn Murray, Lead Officer, Area Housing Management, Housing Services and Michelle Hyslop, Committee Officer, Legal and Democratic Services.

APOLOGY FOR ABSENCE: Councillor Alistair Bain.

218. DECLARATIONS OF INTEREST

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

219. MINUTE

The Committee considered the minute of the meeting of the Cowdenbeath Area Committee of 10th March, 2021.

Decision

The Committee agreed to approve the minute.

220. HOUSING PLAN - ANNUAL PERFORMANCE REPORT

Councillor Lockhart joined the meeting during consideration of the following item.

The Committee considered a report by the Head of Housing Services which provided an update on progress in delivering service priorities and performance information, at an area level, for the financial year 2020/21, following the approval of the Cowdenbeath Area Housing Services Plan 2017/19 in December, 2017. The report also advised that a revised Plan for 2021/23 would be submitted for the Committee's consideration once there had been an opportunity to consult on future priorities for the Cowdenbeath Area.

Decision

The Committee:-

- (1) acknowledged the work progressed through the Area housing Plan for the financial year 2020/21 as outlined in Appendix 1;
- (2) noted the detail outlined in Appendix 1 of the report on the Cowdenbeath area performance for the financial year 2020/21; and
- (3)/

- (3) noted the expenditure for the HRA Locality Managed Budget for 2020/21 as outlined in Appendix 2 of the report.

221. PROPERTY TRANSACTIONS

The Committee considered a report by the Head of Assets, Transportation and Environment which advised members of action taken using the list of officer powers in relation to property transactions.

Decision

The Committee noted the content of the report.

222. COWDENBEATH AREA COMMITTEE FORWARD WORK PROGRAMME

Decision

The Committee noted the draft forward work programme for the Cowdenbeath Area Committee.

223. PUBLIC QUESTIONS

Questions were submitted (in terms of Standing Order No 6.1.) by Mr Tom Kinnaird, resident of Benarty.

Question 1

The Bells Project, an ongoing saga of over 10 years now has surely dragged on long enough? This simple project, to mount two of our community's historic church bells in a cairn at the entrance to Lochore Meadows must surely be completed this year?

Response

The response to the question was: Yes. This project, which has a significant history, would be undertaken this year once the tender process was complete. It was confirmed that the design favored by the Bells Project Group would be the one which was delivered. There was a shortfall in funding for the project, however, Councillors have supported the proposal to provide the balance of funding to support this historic project. It is right and proper that this Area Committee pays tribute to the Bells Project Group who have been steadfast in their desire and determination to bring this to a positive conclusion and preserve a significant part of the heritage of the Benarty Area.

The Convener, on behalf of the Committee, extended thanks to: Margaret Feely; Gibson and Beveridge; Grace Skinner; Cathy Kinch; Evelyn Smith; Mary Clarke; Mary and Stephen Nardone; and passed on the Committee's best wishes to Veronica Connelly who was ill in hospital and was desperate to see the project completed.

Decision

The Committee noted the question submitted by Mr Tom Kinnaird and the response.

16th June 2021

Agenda Item No. 04

LCP, Ward and Anti-Poverty Budget Proposal

Report by Paul Vaughan, Head of Communities & Neighbourhoods

Wards Affected: Ward Nos 7 & 8

Purpose

To propose allocation of budget from LCP, Ward and Anti-Poverty budgets as requested by members.

Recommendation(s)

The committee are asked to approve the proposal contained in the report.

Resource Implications

This proposal is contingent on the confirmation of area budgets for 2021/22 and the carry forward of remaining budgets from 2020/21.

Legal & Risk Implications

There are no legal or risk implications arising from the implementation of this proposal.

Impact Assessment

An EqlA has not been completed as there are no proposed changes or revisions to existing policies.

Consultation

Consultation with elected members via workshops and with partners via the Cowdenbeath Area Welfare Reform and Anti-Poverty Partnership.

1.0 Background

- 1.1 As requested by members, this briefing paper outlines the current position regarding all budgets available for use and a two-phase proposal for allocation, spread across the remainder of 2021/22.
- 1.2 The table below details all budget available on 1st April 2021 – including the agreed carry over from 2020/21 into 2021/22:

	20/21 Allocation	21/22 Estimated Allocation*	Carry Over	Total
A41809 (Ward 8)	66,408	66,408	28,741	95,149
A41810 (Ward 7)	84,320	84,320	44,918	129,238
A41811 (Cowdenbeath Area)	19,858	19,858	11,908	31,766
A41785 (Anti-Poverty)	270,000	270,000	61,708	331,708
Total				£587,861

**2021/22 Budget has not yet been confirmed by Finance.*

- 1.3 A breakdown of all expenditure in 2020/21 by budget and project can be found in Appendices 1-4. The table below details agreed and anticipated expenditure in 2021/22:

Committed/Estimated Spend 2021/22		
A41809 (Ward 8)		
Christmas Trees - Benarty/Lochgelly/Cardenden		1800
Benarty Bells Project		10,000
Galas		2000
		13,800
A41810 (Ward 7)		
Christmas Lights Cowdenbeath/Lumphinnans		11,250
Christmas Lights Hill of Beath		600
Christmas Trees - Cowdenbeath/Kelty/Lumphinnans		1200
Galas		3000
Scottish Coal Racing Championships		4880
Crossgates & Mossgreen CC Christmas Party		250
Crossgates & Mossgreen CC Christmas Lights		900
		22,080
A41811 (Cowdenbeath Area)		
Floral Enhancements		3250
DRR		6041
Crowdfunding		1000
Benarty Bells Project		10,000
		20,291
A41785 (Anti-Poverty)		
Benarty Food Angels		5000
Lochgelly Town Hall - Additional Refuse Uplift		1000
		6000

- 1.4 After considering agreed and anticipated expenditure, the table below details the budget remaining for allocation in 2021/22 as of 18th May 2021.

Remaining Budget for 2021/22	Estimated Allocation + Carry Over	Estimated/ Committed Spend	Budget Remaining
A41809 (Ward 8)	95,149	13,800	81,349
A41810 (Ward 7)	129,238	22,080	107,158
A41811 (Cowdenbeath Area)	31,766	20,291	11,475
A41785 (Anti-Poverty)	331,708	6,000	325,708
		62,171	£525,690

2.0 Key Priorities for 2021/22

- 2.1 The report on the area wide anti-poverty workshop attended by members from February 2021 identified the following priorities:

Top Priorities	Important	Maintain and Develop
<ul style="list-style-type: none"> • Mental Health • Food Insecurity • Fuel Poverty • E-Poverty • Young Families 	<ul style="list-style-type: none"> • WRAPP • Social Isolation • Work and Economy • Education and Skills • Poverty Premium 	<ul style="list-style-type: none"> • Housing • Voluntary Sector • Community Resilience • ACE's

- 2.2 The report to the Fife Partnership Board (August 2020) identified the following areas of priority relating to the Recovery and Reform Agenda:

- **Tackling poverty and crisis prevention:** Covid-19 has thrown into stark relief the impact of poverty on our communities. Prior to the pandemic, 11.9% of the population in Fife were income deprived according to SIMD 2020 and this is likely to have increased during the current crisis due to losses of income. Many people who were managing or 'just about managing' prior to the pandemic have become reliant on additional financial support or support with basic items, such as food.
- **Leading economic recovery:** Our economic strategy will be central to supporting Fife's recovery. Many areas in the UK are now looking at building more sustainable economic development through community-based approaches. These rely on working with 'anchor institutions' to: redirect spend through progressive procurement of goods and services; build local capacity through grants and investment in community assets; and promote fair employment and just labour markets.
- **Sustaining services through new ways of working:** The Covid-19 emergency has required service providers to adopt new ways of working both to maintain the delivery of essential services and to respond to the urgent needs of individuals and families. There are now major opportunities for service redesign and improvement, including how we work more flexibly and efficiently across the Fife Partnership.
- **Addressing the climate emergency:** The Covid-19 emergency provides an opportunity to accelerate our efforts to reduce carbon emissions through local action in areas such as transport, energy, and housing, and by changing the consumption patterns of local citizens.

3.0 Budget Proposal

- 3.1 Elected members requested that a proposal be brought forward no later than the end of June 2021 outlining projected expenditure and potential projects utilising area budgets.
- 3.2 The following proposal has been prepared recognising the need to focus on key priorities, manage the use of available funding across 2021/22 and to be able to flexibly respond to challenges as they arise throughout the year.
- 3.3 The proposal is split into two phases which have been designed to support work in areas of importance identified in Section 2.0.

4.0 Phase One

- 4.1 **Staffing Proposal:** that additional staff are recruited on a *temporary basis of one year* to support the key priorities:

Post	Total Cost	Number	Benefit
Welfare Support Assistant	£32,617	1fte	Expand existing welfare support provision and mitigate increased demand following COVID-19 response.
Community Education Worker	£97,770	2.5fte	Mental Health CEW 1fte Food Insecurity CEW 1fte Schools CEW .5fte
Youth Worker	£45,870	2fte	Support the development of the areas Modern Apprentices and develop the plans for the return of Youth Work post pandemic.
Catering Supervisor	£25,919	1fte	Support community food projects and release a member of staff to re-open community facilities.
	£202,176	6.5fte	

- 4.2 **WRAPP Proposal:** that £50,000 is delegated to the Cowdenbeath Area Welfare Reform and Anti-Poverty Partnership to support projects identified by partners as essential to anti-poverty work.
- 4.3 **CLD Activity Programme:** that £70,000 is provided for CLD activity programmes throughout the year. (£40,000 summer 2021 – as per June CAC report, £10,000 October 2021, and £20,000 Easter 2022). CLD Youth Work funding is for 40 weeks per year – term time only.
- 4.4 Approval of the first phase of the proposal would cost **£322,176**. This could be achieved by a 62% contribution from all budgets, leaving a total of **£199,765**. This equates to:

Budget	Estimated Allocation	62% Contribution	Remaining
A41809 (Ward 8)	81,349	50,436	30,913
A41810 (Ward 7)	107,158	66,437	40,721
A41811 (Cowdenbeath Area)	11,475	7,114	4,361
A41785 (Anti-Poverty)	325,708	201,938	123,770
TOTALS	£525,690	£325,925	£199,765

5.0 Phase 2

- 5.1 If this proposal is approved and following implementation of Phase One, remaining budgets will be discussed with members at workshops held in June 2021 for presentation to Area Committee in August 2021. The workshops will identify key priorities and projected areas of expenditure for the remainder of the financial year.

List of Appendices

Appendix 1 – Ward 7 Expenditure 2020-21

Appendix 2 – Ward 8 Expenditure 2020-21

Appendix 3 – LCP Expenditure 2020-21

Appendix 4 – Anti-Poverty Expenditure 2020-21

Report Contact:

Gary Daniell

Community Development Team Manager

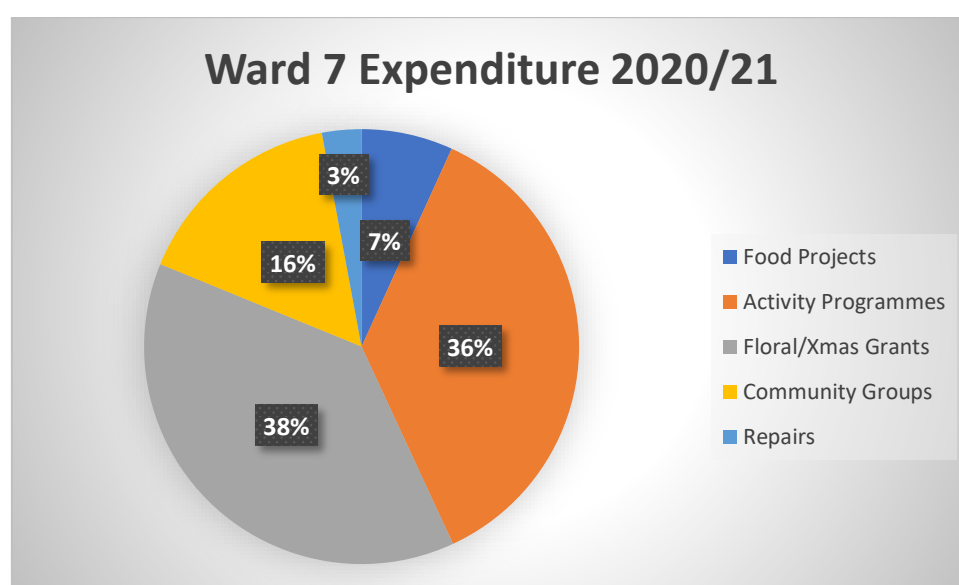
Telephone: 07534 579024

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2020/21 Expenditure

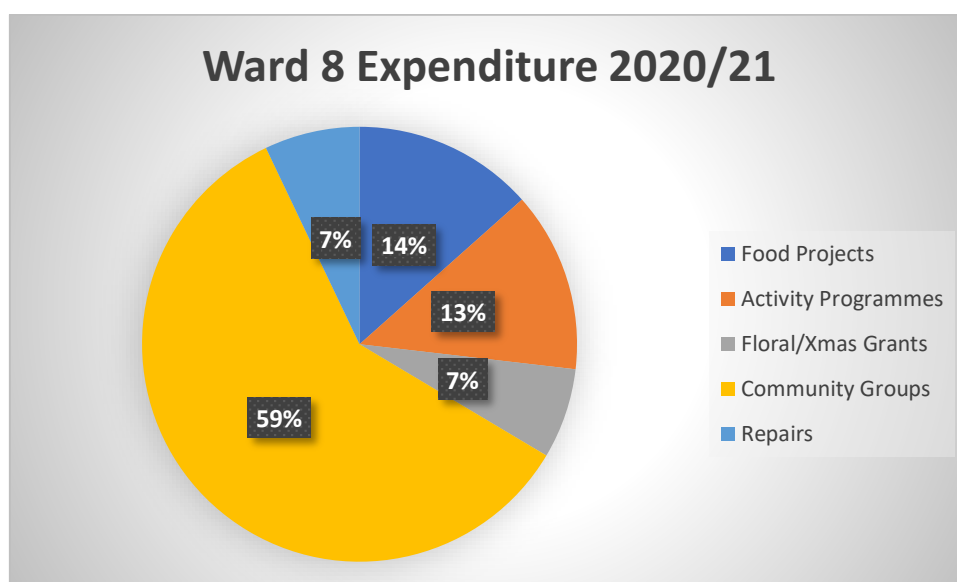
Appendix 1 - Ward 7 Budget

Area of Work	Organisation	Funding
Reaching & Helping through COVID 19	Castle Furniture	£ -
Floral Enhancement of Cowdenbeath High Street	Cowdenbeath Environmental Group	£ -
Food Resilience throughout Covid19	Oor Wee Café, Kelty Community Centre	£ 1,500.00
Food Resilience throughout Covid19	Cowdenbeath Community Fridge	£ 1,500.00
Police Scotland Collaborative Project	Beath High School	£ 10,000.00
Christmas Lights Project	Crossgates & Mossgreen Community Council	£ 1,000.00
Floodlight Upgrade	Hill of Beath Hawthorn Football Club	£ 5,000.00
Cowdenbeath Area - Summer Programme	Communities & Neighbourhoods	£ 5,000.00
Christmas Tree for Cowdenbeath/Hill of Beath	Grounds Maintenance Services Assets, Transportation and Environment	£ 600.00
Lumphinnans & Cowdenbeath Christmas Lights 2020	Communities & Neighbourhoods	£ 10,346.13
Graffiti on BE Sign	Enterprise & Environment, Facilities Management Service	£ 96.00
Christmas Lights for Hill of Beath	Roads Maintenance Roads and Transportation Services	£ 600.00
Cowdenbeath Skatepark	Cowdenbeath Skatepark - Ladder	£ 1,195.00
Merry Christmas from Cowdenbeath Sign	Grounds Maintenance Services Assets, Transportation and Environment	£ -
Cowdenbeath Greepnspace Artwork - Mural	Fife Council Town Centre Development Unit	£ 4,250.00
Rent of 20151575 / HEARTS OF BEATH JFC		- 2,000.04
		£ 39,087.09



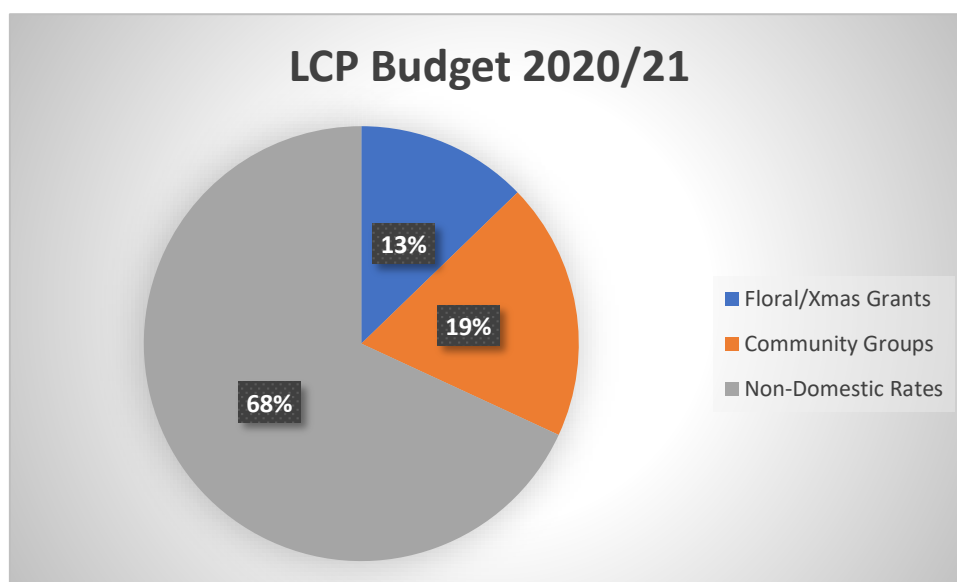
Appendix 2 - Ward 8 Budget

Benarty Peoples Pantry Project	BRAG Enterprises	£	2,000.00
Proposed Happylands Heritage Project	Design 29 Architect	£	6,000.00
Food Resilience throughout Covid19	Cardenden Community Fridge	£	1,500.00
Food Resilience throughout Covid19	Lo'Gelly Lunches	£	1,500.00
Skips Cardenden Disposal of Mixed Waste	Fife Resource Solutions Speedy Hire	£	1,130.03
Hire of 10 Dehumidifiers		£	1,508.26
Cowdenbeath Area - Summer Programme	Communities & Neighbourhoods	£	5,000.00
Christmas Trees for Benarty, Lochgelly & Cardenden Delivery & Erection	Grounds Maintenance Services Assets, Transportation and Environment	£	1,500.00
Christmas Lights for Benarty	Roads Maintenance Roads and Transportation Services	£	-
Core Business - Covid 19 Costs	Kids Come First	£	4,961.00
Post and Rail Fence around the King George V Park	Benarty Astro Football Club	£	8,568.00
Cardenden Flood Alarm System	Cardenden Community Resilience Group	£	2,500.00
Robert Smith Court Community Group Improvement project	Robert Smith Court Community Group Improvement Project Phase 2	£	1,000.00
Window Damage, Lochgelly Town Hall	Communities & Neighbourhoods/Building Inspector	£	-
		£	37,167.29



Appendix 3 - LCP Budget

COVID-19		£	508.00
Floral Grant	Kelty Community Council	£	500.00
Floral Enhancement of Cowdenbeath High Street	Cowdenbeath Environmental Group	£	500.00
Floral Grant	Crossgates & Mossgreen Community Council	£	250.00
Crowdfunder Fife	Fife Council, Community Investment Team	£	1,500.00
Cowdenbeath War Memorial	Works to External Walls & Railings Outstanding Balance	£	306.71
Non-Domestic Rates	Rating Relief Awarded	£	5,337.82
		£	701.97
		£	16.53
		£	7,949.62

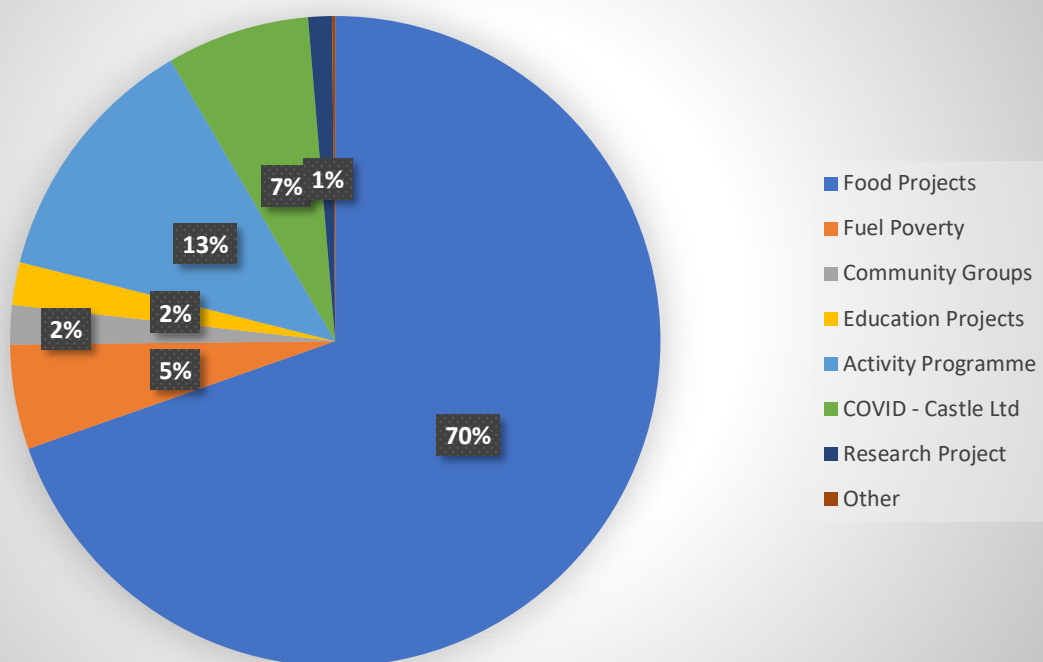


Appendix 4 - Anti-Poverty Budget

DEFAULT		£ 32.75
COVID-19	Café Inc Costs	£ 18,442.45
	Lochgelly Town Hall - Electrical Sockets	
	Printing - Council Mitigation	£ 331.36
Cowdenbeath Foodbank	Cowdenbeath Foodbank Stagecoach Vouchers	£ 120.50
F3 Food Project (Food for Families)	Gillespie Memorial Church	£ 2,500.00
Cowdenbeath - Reaching & Helping through COVID 19	Castle Enterprise Scotland Ltd (Castle Furniture)	£ 15,000.00
Project Worker costs for Curnie Club in the Cowdenbeath area.	Fife Alcohol Support Service (FASS)	£ 4,120.00
Cowdenbeath Area - Community Food Project Summer 2020	Communities & Neighbourhoods, Cowdenbeath	£ 8,799.30
Cowdenbeath Area - Covid 19 / Research Project	Communities & Neighbourhoods, Cowdenbeath	£ 2,500.00
Be Jennie Lee Project - Arts Backpack Pilot	Action for Children's Arts	£ 7,500.00
Stagecoach Vouchers for Welfare Support	Communities & Neighbourhoods, Cowdenbeath	£ 26.50
Room Hire on 09.06.19 (Be Jennie Lee Project)	Fife Cultural Trading Services	£ 440.00
Poverty Proofing our Learners Experiences	Kelty Primary School	£ 2,000.00
Outdoor Learning	Denend Primary School	£ 1,283.35
Food for All	St Columba's High School	£ 2,000.00
Equity	Beath High School	£ 2,500.00
Outdoor Education for LHS Learners	Lochgelly High School	£ 2,600.00
Bridging the Mental Gap in Education	Lochgelly High School	£ 2,600.00
BRAG Fareshare Costs	BRAG Pantry	£ 8,832.00
Energy advice for hard to reach households in Cowdenbeath	Greener Kirkcaldy	£ 11,000.00
Fare Share Costs for Max's Meals	Communities & Neighbourhoods, Maxwell Centre, Cowdenbeath	£ 4,900.00

Fare Share Costs for Cardenden Community Fridge	Communities & Neighbourhoods, Bowhill Centre	£ 2,366.00
Fare Share Costs for Oor Wee Café	Oor Wee Café, Kelty Community Centre	£ 4,800.00
Fare Share Costs for Lochgelly Lunches	Lo'Gelly Lunches, Lochgelly Town Hall	£ 8,596.00
Community Food Project - Cardenden Community Fridge	Communities & Neighbourhoods, Bowhill Centre	£ 16,250.00
Community Food Project - Max's Meals & Community Fridge	Communities & Neighbourhoods, Maxwell Centre, Cowdenbeath	£ 12,350.00
Community Food Project - Lochore Grow More	Communities & Neighbourhoods, Benarty Community Centre	£ 500.00
Community Food Project - Benarty Youth Club Food Project	Communities & Neighbourhoods, Benarty Community Centre	£ 2,000.00
Community Food Project - Benarty Food Angels	Benarty Food Angels, 8 Catherine Terrace, Crosshill	£ 2,000.00
Community Food Project - Feed the Family/Digital Deli	Communities & Neighbourhoods, Benarty Community Centre	£ 16,000.00
Community Food Project - Welfare Reform Immediate Response Fund	Communities & Neighbourhoods, Eddie King/Linzi Forbes	£ -
Community Food Project - Oor Wee Café	Oor Wee Café, Kelty Community Centre	£ 13,000.00
Community Food Project - Lo'Gelly Lunches	Lo'Gelly Lunches, Lochgelly Town Hall	£ 20,000.00
Dunfermline Foodbank (New Warehouse/Distribution Centre) Capital Works	Dunfermline Foodbank	£ 740.00
Cowdenbeath Digi Com Project	Cowdenbeath CDT	£ 6,000.00
Food Resilience Benarty Pack Lunches	Benarty Food Angels in Partnership with CEW	5,000.00
Bowhill Community Eats	Communities & Neighbourhoods, Bowhill Community Centre	£ 2,370.00
Bowhill Cooking on a Budget	Communities & Neighbourhoods, Bowhill Community Centre	£ 5,292.00
		£ 207,292.21

Anti-Poverty Expenditure 2020/21



16th June 2021

Agenda Item No. 05

Application to Cowdenbeath Anti-Poverty Budget and Local Community Planning Budget

Report by: Paul Vaughan, Head of Communities & Neighbourhoods

Wards Affected: Ward Nos 7 & 8

Purpose

To present for consideration applications received from the Cowdenbeath Community Learning and Development team for £40,000 to fund the return of youth work programming during the 2021 summer school break.

Recommendation(s)

Members are asked to approve the award of £40,000 for this purpose.

Resource Implications

The Cowdenbeath LCP and Anti-Poverty Budget has funding available from the 2021/22 budget allocation and carried forward budget from 2020/21.

Legal & Risk Implications

There are no legal or risk implications arising from the implementation of this proposal.

Impact Assessment

An EqIA has not been completed as there are no proposed changes or revisions to existing policies.

Consultation

Consultation has taken place with colleagues, Fife Council services and partners. Consultation with young people has taken place online and in limited service provisions.

1.0 Background

- 1.1 Over recent years, the Cowdenbeath Area Committee has supported the provision of summer programmes for young people during school holidays in key locations across the area. A budget of £30,000 has been allocated in previous years with each ward budget contributing 50%.
- 1.2 Youth work provision by Communities and Neighbourhoods is funded on a term time basis over a 40-week provision. No funding is available to provide youth work programmes over school holiday periods.
- 1.3 The efficacy of youth work activity is demonstrated in the following research reports:
 - [The Impact of Community Based Youth Work in Scotland \(Youthlink 2018\)](#)
 - [Statement on the Nature and Purpose of Youth Work \(Youthlink 2015\)](#)
- 1.4 Community Education Workers and Youth Workers have engaged in a planning process to design a programme of activity that balances requests from young people, staff availability, safe operation of community facilities, risk assessment and national guidelines relating to COVID-19. This work is ongoing to ensure we can offer a comprehensive package throughout the summer period and is subject to change due to current circumstances.
- 1.5 The accurate programme will be made available to elected members on the day of the committee due to the flexible nature of programming required, particularly relating to staff availability, venue bookings and national guidelines.

2.0 Project Proposal

- 2.1 Youth Work Summer Programmes would operate from five locations across the Cowdenbeath area – Benarty Centre, Lochgelly Town Hall, Kelty Centre, Maxwell Centre and Bowhill Centre.
- 2.2 The CEW/Youth Work Team in each venue would provide a range of engaging and free activities to young people who will be identified via previous and existing youth work programmes, community food projects, detached youth work and local promotion.
- 2.3 Both junior (8-11) and Senior (11-18) activities would be offered, alongside opportunities for family work sessions.
- 2.4 The activities on offer to include playschemes, play sessions, sports activities, outdoor learning, creative arts, music, short local trips, and drop-in sessions.
- 2.5 These activities provide opportunities for:
 - re-engaging with children and young people following the resumption of youth work after delivery moved online during the pandemic response.
 - supporting young people to with transitions back to social and learning situations.
 - providing diversionary activities for young people across the 7 ½ week summer holidays.

- encouraging health and well-being via indoor and outdoor activities and learning opportunities.
- maintaining contact with young people who may benefit from additional support during the holidays.

3.0 Enhanced Offer

- 3.1 The Community Development team are working with colleagues in Community Use, Active Communities, FSLT and Education and Children's Services to develop a proposal to utilise funding which has been made available this year. This funding is managed by Education and Children's Services with proposals being requested which should enhance the existing provision and help restore the well-being of young people during Summer 2021. Information regarding this pilot will be provided to members via ward meetings. **MORE DETAIL TO FOLLOW AHEAD OF THE PRE-AGENDA MEETING – PROVISION STILL BEING PLANNED AT SHORT NOTICE.**
- 3.2 This proposal would complement and operate in addition to the funding requested in this paper and will focus on the 'Our Minds Matter – Five Ways to Well Being for Young People in Fife During COVID -19'.



- 3.3 This proposal is a targeted initiative focussing on:
- Low income families
 - Families who have been shielding
 - Young Carer's
 - Under 1's
 - Children supported by a children's plan
 - Young people experiencing an education transition
 - Children in need of protection
 - Care experienced young people
- 3.4 This project would operate as a pilot involving a range of partners providing a set of opportunities for family learning using play, the outdoors, sports, and creative activities at Fife Cycle Track. Activities would be free and bookable with transport

provided from key locations across the area. Lunch would be included as part of the area Café Inc provision.

- 3.5 Coalfields Regeneration Trust '[Game On](#)' football fives operates successfully at Lochgelly High School and Cowdenbeath Leisure Centre providing diversionary activities to young people on Friday evenings as part of a national programme. Like CLD youth work, funding is only provided for 40 weeks per year (term time) so the continuation and expansion of this work is currently being explored as part of this enhanced activity offer. The work in Lochgelly and Cowdenbeath is planned to continue over the summer with additional venues being sought if available.

4.0 Conclusion

- 4.1 Staff are working on four key areas of provision over the summer – Summer Programme, Café Inc, the Mental Health and Well Being partnership and the enhanced activity programme outlined in Section 3.0.
- 4.2 The funding requested would pay for staff, equipment, external venue costs, transport and enable the participation of young people who have experienced a challenging set of circumstances throughout 2020/21. The Community Development Team Manager will provide a report on the Summer Programme to the Cowdenbeath Area Committee in October.

5.0 Recommendation

- 5.1 It is recommended that the Cowdenbeath Area Committee support the allocation of £40,000 – a contribution of £15,000 each from Ward 7 and 8 budgets and £10,000 from the Anti-Poverty Budget.

Background Papers

No background papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973.

List of Appendices

Appendix 1 – Ward 7 LCP Application
Appendix 2 – Ward 8 LCP Application
Appendix 3 – Anti-Poverty Application

Report Contact:

Gary Daniell
Community Development Team Manager
Telephone: 07534 579024
E-mail: gary.daniell@fife.gov.uk

LOCAL COMMUNITY PLANNING BUDGET APPLICATION FORM

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Once complete please email to LCPB@fife.gov.uk.

Which of the 7 Fife Council Areas will your Project take place in?

<input checked="" type="checkbox"/> Cowdenbeath	<input type="checkbox"/> Dunfermline	<input type="checkbox"/> Glenrothes	<input type="checkbox"/> Kirkcaldy
<input type="checkbox"/> Levenmouth	<input type="checkbox"/> North-East Fife	<input type="checkbox"/> South-West Fife	

Please tick the main theme in the Plan4Fife your project will address (please tick only one)

For more information visit: <https://our.fife.scot/fife-plan/> You will find your community link under "Let's Talk Local"

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Please ensure you have read guidance see page 6 before you complete this form

1. What is the title of your Project?

Community Learning and Development Summer Programme

2. What is your organisation's name and address?

Name

Gary Daniell

Address

This address will be used for any correspondence
Brunton House

3. Who is the main contact for this application?

Name

Gary Daniell

Position on Organisation

Community Development Team Manager

Address
(if different from above)

As above

Contact Telephone Number

07534 579024

Email Address

gary.daniell@fife.gov.uk

For office Use only		
Project Reference:		
Amount Approved:	£	
Funding Awards up to £5000	Date Approved at Ward Meeting	Date if Delegated Approval
Funding Awards over £5000	Date approved at Area Committee	
Signed	Team Manager:	Date:

4. What project or activities do you want us to fund? (Max. 250 words)

Please be specific about:

- what you will do
- how you will do it
- what you will spend the monies on
- how you identified the need
- how many people it will help
- how your project meets the Local Community Planning Priorities for your area
(Please refer to the Area's priorities on Fife Direct – [Click Here For Details](#))

What you will do

Provide a programme of activity and support for young people over the summer holiday period in line with current guidance and COVID restrictions. Local teams will deliver a range of sessions for a range of age groups at the following venues:

- Kelty Centre
- Benarty Centre
- Maxwell Centre

These activities will provide opportunities for experiential learning, health and well-being work and diversionary activity as well as the chance for young people to maintain contact with youth work staff over the summer period.

How you will do it

The summer programme will be delivered by the Community Development Team supported by Youth Workers. Weekly activities and sessions will be delivered across the area to ensure the programme remains relevant and engaging for participants. Detached Youth work continue across the summer months.

What you will spend the monies on

The money will be spent on staffing costs for youth workers, resources for weekly activities, programme instruction and supporting young people to participate and volunteer.

How you identified the need

A smaller summer programme took place in summer 2020 and the Community Development Team are seeking to re-fresh the activity programme following a year when young people have been unable to engage in the essential support and activities offered as part of our youth work.

How many people it will help

The planning of this work is still on-going but sessions will typically involve a maximum of 15-18 young people, depending on staff ratios and social distancing guidelines. Activity will take place outdoors where possible and use the resources and facilities we have available across the Cowdenbeath area. A full report on the number of delivery hours and participants will be provided.

How your project meets the Local Community Planning Priorities for your area –

This project meets a number of priorities within the Reform and Recovery Agenda, most notably **'Tackling poverty and crisis prevention'** and **'Sustaining services through**

new ways of working’. It is essential that we re-engage with young people and continue the work carried on by schools and support services. We provide opportunities to maintain contact, seek specialist support when required and access food insecurity provision for children, young people and families when schools are closed. Many young people volunteer with our programmes and help develop new projects and identify if other young people require support.

5. When will your project or activities take place?

Start Date
(Month and Year)

28/6/2021

End Date
(Month and Year)

18/08/2021

6. How much will your total project or activities cost?

£30,000

7. How much will each item or activity cost?

Include all costs connected to running the project.

Item or Activity	Cost(£)
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Total	£15,000

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£30,000 (£15,00 each from Ward 7 and 8)

9. How much is your Service or organisation contributing to the project/these activities?

Service Budget – core staffing and facility cost. Estimated 20k across 3 months.

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If yes, who is the SLA with? (If Fife Council, which Service?)

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Name of Bank

Account Name

Sort Code Account No.

Building Society Roll Ref.

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Planning Budget within the last three years? No ☐ Yes ☒
If yes, please provide details

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Summer Programme	2019	£30,000
Summer Programme	2018	£30,000

Summer Programme	2017	£30,000
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12.1 Name of Public Body or if Fife Council please also state your Service

Communities

12.2 If Fife Council please provide details of full financial code (36 digits) or if other Public Body please provide bank details to pay money

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Does your organisation currently pay all appropriate staff the real Living Wage?	Y
Is your organisation an accredited Living Wage employer?	Y

To be completed by applicant

I (the nominated applicant) have read and agree to comply with the Terms and Conditions and confirm the information given is correct. (Electronic Signature with confirmation email is fine)

Signed: Gary Daniell

Date: 4/5/21

Position in the Organisation: Community
Development Team Manager

GUIDANCE

Fife Council can offer financial assistance for projects in each of seven Local Areas through the Local Community Planning Budget. This budget is allocated each year to support activities linked to priorities in each Area's Local Community Plan to encourage local partnership working. The budget is designed to be flexible and responsive to community aspirations.

Funding is limited however and you are encouraged to explore the funding portal for alternative sources in the first instance [Fife Council - Find National Funding](#)

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9. The whole amount of monies or part of that amount, at the discretion of the appropriate Council Committee, shall be repaid to Fife Council if any information given in connection with the application is found to be false or misleading, or fails to disclose a material fact bearing upon the consideration of the application.
10. It is a requirement that an Evaluation/Monitoring Form is completed at the end of the project or after six months. Failure to do so may result in a request for the monies to be returned to Fife Council. Checks may also be carried out to ensure the monies were spent as stated in the application. Future applications will not be considered unless a satisfactory Evaluation/ Monitoring Form is received by Fife Council.
11. The applicant/organisation shall agree to the organisation's main contact details being publicly listed on the Fife Direct website.
12. Any monies received from Fife Council should acknowledge the relevant Area Committee in the organisation's publicity, reports and relevant communications.
13. All organisations should ensure that in carrying out the activity for which the grant has been given that they shall not commit any act of discrimination rendered unlawful by the Equality Act 2010. In particular, they should ensure they are open to all who could benefit or wish to take part and have an equality of approach throughout project delivery.
14. All organisations working with children, young people or vulnerable adults should ensure that in carrying out their activities, they meet the requirements of the Health and Safety at Work Act 1974 and the Protection of Children (Scotland) Act 2003. In particular for all activities involving children, young people and adults at risk, safeguarding policies and procedures should be in place, with staff and volunteers holding an appropriate PVG Certificate.
15. Fife Council may share information about our funding award with parties and anyone who may make a request for information under the Freedom of Information Act 2000.
16. The information provided by you on this form will be used by Fife Council in order to process your application. It will be shared with FVA, NHS Fife and other local authority services or external funders and information will be obtained from your application. Further information on how your information is used and why can be found by contacting Fife Council's Data Protection Officer at: dataprotection@fife.gov.uk.

Before you submit your application, please complete the following checklist

You must be able to tick every box

- Have you checked the Funding Portal for alternative sources of funding?
(Q13) ☐
- Have you clearly indicated which theme within the Plan4Fife your project will
address? (page1) ☐
- Have you answered all the relevant questions in this application? ☐
- Are you, the main contact named in Q.2?. Are you authorised to apply to
the Local Community Planning Budget on behalf of your organisation? ☐
- Have you signed the Application Form? ☐
(Electronic signature will be accepted along with a confirmation email).
- Have you understood that if you make any inaccurate statements (whether
deliberate or accidental) at any stage during the application process, or
knowingly withhold any information, this could make your application invalid
and you could be required to repay any funds received to Fife Council? ☐
- Are you able to comply with the Local Community Planning Budget's Terms
& Conditions? ☐
- If you are a community or voluntary organisation, have you enclosed a copy
of your governing document? (unless already held by Fife Council) ☐
- and
- a copy of your latest signed, audited/independently examined accounts ☐
(if you do not have signed audited accounts please provide an income and
expenditure statement)
- and
- proof of funding from other sources if applicable ☐

Once completed please email to LCPB@fife.gov.uk

The information included in this publication can be made available in any language, large print, Braille, audio CD/tape and British Sign Language interpretation on request by calling

03451 55 55 00 BT Text Direct 18001 01592 55 11 91

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Community Development Team Manager

**Address
(if different from above)**

As above

Contact Telephone Number

07534 579024

Email Address

gary.daniell@fife.gov.uk

For office Use only		
Project Reference:		
Amount Approved:	£	
Funding Awards up to £5000	Date Approved at Ward Meeting	Date if Delegated Approval
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To be completed by applicant

I (the nominated applicant) have read and agree to comply with the Terms and Conditions and confirm the information given is correct. (Electronic Signature with confirmation email is fine)

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Date: 4/5/21

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Development Team Manager

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10. It is a requirement that an Evaluation/Monitoring Form is completed at the end of the project or after six months. Failure to do so may result in a request for the monies to be returned to Fife Council. Checks may also be carried out to ensure the monies were spent as stated in the application. Future applications will not be considered unless a satisfactory Evaluation/ Monitoring Form is received by Fife Council.
11. The applicant/organisation shall agree to the organisation's main contact details being publicly listed on the Fife Direct website.
12. Any monies received from Fife Council should acknowledge the relevant Area Committee in the organisation's publicity, reports and relevant communications.
13. All organisations should ensure that in carrying out the activity for which the grant has been given that they shall not commit any act of discrimination rendered unlawful by the Equality Act 2010. In particular, they should ensure they are open to all who could benefit or wish to take part and have an equality of approach throughout project delivery.
14. All organisations working with children, young people or vulnerable adults should ensure that in carrying out their activities, they meet the requirements of the Health and Safety at Work Act 1974 and the Protection of Children (Scotland) Act 2003. In particular for all activities involving children, young people and adults at risk, safeguarding policies and procedures should be in place, with staff and volunteers holding an appropriate PVG Certificate.
15. Fife Council may share information about our funding award with parties and anyone who may make a request for information under the Freedom of Information Act 2000.
16. The information provided by you on this form will be used by Fife Council in order to process your application. It will be shared with FVA, NHS Fife and other local authority services or external funders and information will be obtained from your application. Further information on how your information is used and why can be found by contacting Fife Council's Data Protection Officer at: dataprotection@fife.gov.uk.

Before you submit your application, please complete the following checklist

You must be able to tick every box

- Have you checked the Funding Portal for alternative sources of funding? (Q13) ☐
- Have you clearly indicated which theme within the Plan4Fife your project will address? (page1) ☐
- Have you answered all the relevant questions in this application? ☐
- Are you, the main contact named in Q.2?. Are you authorised to apply to the Local Community Planning Budget on behalf of your organisation? ☐
- Have you signed the Application Form? ☐
(Electronic signature will be accepted along with a confirmation email).
- Have you understood that if you make any inaccurate statements (whether deliberate or accidental) at any stage during the application process, or knowingly withhold any information, this could make your application invalid and you could be required to repay any funds received to Fife Council? ☐
- Are you able to comply with the Local Community Planning Budget's Terms & Conditions? ☐
- If you are a community or voluntary organisation, have you enclosed a copy of your governing document? (unless already held by Fife Council) ☐
- and
- a copy of your latest signed, audited/independently examined accounts ☐
(if you do not have signed audited accounts please provide an income and expenditure statement)
- and
- proof of funding from other sources if applicable ☐

Once completed please email to LCPB@fife.gov.uk

The information included in this publication can be made available in any language, large print, Braille, audio CD/tape and British Sign Language interpretation on request by calling

03451 55 55 00 BT Text Direct 18001 01592 55 11 91

COWDENBEATH AREA WELFARE REFORM AND ANTI-POVERTY GROUP
Project Funding Proposal for Financial Year 2021-2022

Project Title	CLD Summer Programme
Lead Officer	Gary Daniell
Contact Email	Gary.daniell@fife.gov.uk
Contact Telephone Number	07534 579024
Project Aim(s)	<p>Effective youth work helps young people to identify their social and development needs and involves them in shaping the services designed to meet those needs to impact both their own skills and life chances in order to create a better future for themselves and their communities.</p> <p>The summer programme will enable youth work staff to re-connect with young people after a year of online and sporadic programming. It will provide opportunities for experiential learning, diversionary activity and enjoyable engagement in activities promoting physical and mental health and well-being.</p>
Project Outcome(s)	<p>For each area to be provided with a suite of activities and opportunities designed to engage a range of age groups and interests.</p> <p>To facilitate the gradual and managed return to core youth work and services offered in community facilities.</p> <p>To support young people with transitions from term to term and provide opportunities for connection with peers, reducing social isolation.</p>
Total Requested from Anti-Poverty Budget. Please provide a detailed breakdown of amount requested.	£10,000
Proposed Start Date	28 th June 2021
Projected End Date	20 th August 2021
Bank Details (if external Agency)	<div style="display: flex; justify-content: space-between;"> <div>Sort code:</div> <div>A/c No:</div> </div> <div>Account Name:</div>
Fife Council Service Cost Centre	
If the Project is to last longer than this financial year, please tell us what processes are in place to sustain it?	
<p>This programme receives year to year funding via LCP budgets and additional costs are incurred due to social distancing measures, transportation and additional staff costs associated with implementing risk assessment procedures.</p>	
Target Group	Young people aged 8-18 as part of core youth work programme.

(Please note all boxes are expandable)

Please return your completed pro-forma to Lesley Kirk at the following email addresses:-
Lesley.kirk@fife.gov.uk or our.cowdenbeath@fife.gov.uk.

16th June 2021

Agenda Item No. 06

School Attainment and Achievement Report

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

Wards Affected: 7 and 8

Purpose

This report provides the Area Committee with a summary report on 2019-2020 School Attainment for young people who left school in 2019-20 across the secondary schools serving the area. Details of how to access School Standards and Quality Reports and Recovery / Improvement Plans are also provided for primary and secondary schools across the area in the appendices.

Recommendation(s)

The Committee: -

- (1) are encouraged to engage directly with local schools to find out more about School Attainment and Achievement;
- (2) are asked to note the details contained within this report in relation to the nature of this year's report due to the impact of the COVID 19 pandemic;
- (3) are asked to note the information provided in the enclosed secondary schools' reports;
- (4) are asked to engage with secondary Headteachers to discuss arrangements for this year's Alternative Certification Model for SQA Qualifications and how this is progressing in their school.

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

An EqIA is not required as this is a monitoring report and is for information and noting only.

There are no consultation implications. Consultation requirements in respect of any proposed alteration to education provision are governed by the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

- 1.1 The nature of this year's report on School Attainment and Achievement differs from previous years for the reasons set out below and was discussed with Area Committee chairs who attend a meeting on 12 February and then widely communicated via an Elected Member briefing sent on 24 February 2021.
- 1.2 The cancellation of the exam diet for the candidates of 2020 and the decision to base qualification results on teachers' estimates. As a result, the Scottish Government have advised that: "The results for 2020 should not be directly compared to those in previous years or future years. The 2020 Insight data cannot therefore be used to demonstrate subject, school or authority improvement compared with previous years." The Fife Guidance for "SQA Estimates for Candidates for Session 2019-20" (Appendix 1) was used by schools for qualifications for candidates in 2020.
- 1.3 In addition, due to the COVID 19 pandemic, for Session 2019 - 2020 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in P1, P4, P7 and S3.
- 1.4 As a result, this year's report does not contain attainment trend data for primary or secondary schools.
- 1.5 All schools have continued to monitor the progress of all learners. As children and young people return to school after the second lockdown tracking of progress will be a priority.
- 1.6 This year's report provides a list of schools in the local area and a link to where school Standards and Quality Reports 2019-20 and Recovery Action Plans 2020-21 can be accessed. (Appendix 2) These provide details of progress in schools and priorities for improvement.
- 1.7 For secondary schools details of school context, the trends in the School Leavers Destination Report for the last three years and data on attainment of leavers for 2019-20 are included.
- 1.8 Secondary schools will provide the Local Area Committee with a verbal report on progress within their school for this session's Alternative Certification Model for SQA Qualifications.

2.0 Secondary School Reports

- 2.1 The reports for secondary schools serving young people from the local area are contained within Appendices 3 onwards.
- 2.2 These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.
- 2.3 Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which

provides details of young people's post school destination in the first week in the October after they leave school.

- 2.4 Positive destinations include Higher Education, Further Education, Training, Employment and Activity Agreements.
- 2.5 Activity Agreements are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.
- 2.6 Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.
- 2.7 One-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy. This shows the percentage of the school's leavers in 2019-20 who achieved these levels of qualification.
- 2.8 One-year data for the secondary school is included for qualification sets at Level 5 (National 5) and Level 6 (Higher). This shows the percentage of the school's leavers in 2019-20 who achieved these qualification sets.

3.0 Alternative Certification Model for SQA Qualifications 2021

- 3.1 All exams for SQA Qualifications have been cancelled for Session 2020-21. Qualifications will be determined using the Alternative Certification Model <https://www.sqa.org.uk/sqa/96760.html>
- 3.2 Planning at Fife and school level for the stages of the Alternative Certification Model is well progressed and schools will be able to verbally report on progress to Elected Members.

4.0 Conclusions

- 4.1 Due to the impact of COVID 19 we have been unable to provide School Attainment and Achievement Reports in the same format as previous years.
- 4.2 The Secondary School Reports and link to accessing school Standards and Quality Reports and Recovery Plans provide Elected Members with details of school context and current priorities.

List of Appendices

1. Appendix 1 – Fife Guidance for “SQA Estimates for Candidates for Session 2019-20”
2. Appendix 2 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.
3. Appendix 3 – Beath High School Report
4. Appendix 4 – Lochgelly High School Report
5. Appendix 5 – St Andrew's RC High School Report
6. Appendix 6 – St Columba's RC High School Report

Background Papers

None.

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Appendix 1: Fife Guidance for “SQA Estimates for Candidates for Session 2019-20”

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1.0: Introduction and Background

The following guidance has been developed to support the processes for producing and quality assuring estimates for National 5, Higher and Advanced Higher qualifications of candidates who will now not be able to sit exams due to the cancellation of the 2020 SQA diet.

This guidance is being provided in recognition of the unique set of circumstances faced by candidates and centres this session and is designed to ensure that we follow robust processes to allow all candidates the best chance of receiving the qualifications they would have achieved under normal circumstances.

SQA have indicated they are basing all of their work on three broad principles, whilst adapting to the current challenges we all face:

- Fairness to all learners;
- Safe and secure certification of qualifications, while following the latest public health advice; and
- Maintaining the integrity and credibility of the qualifications system, ensuring that standards are maintained over time, in the interests of learners.

SQA have provided a timeline of support as detailed below:

20 April 2020

- [Information for centres - Producing Estimates](#), which explains how to determine the estimated grade, bands and rank order that we require you to submit to allow us to make awarding decisions this year.
- Our [Frequently Asked Questions](#), available on the dedicated section of our website, includes some information on producing estimates and will be updated regularly to address your questions.
- We have provided [an overview of the four key steps involved in the alternative certification model for 2020.](#)

27 April 2020

- Online course to take you through the process of determining estimated grades, bands and rank order available on SQA Academy.

Week beginning 4 May 2020

- Centre Tables, which will provide information on the estimates that you have made, as well as the attainment achieved by your learners each August, for the past three years. The information will be provided for each subject and level. (Fife made this information available to schools on 21st April).

Week beginning 11 May 2020

- We are working hard to ensure that a new service on our centre portal, SQA Connect, will be available to you. This will provide a list of all your learners for whom we have an accepted entry and is where you will input the required estimate information. You will have the opportunity to 'save as you go', before making a final submission for each course. A user guide will be provided to you in advance of the service opening. You are encouraged to do as much preparation work as possible, including ensuring that your entry information is fully up to date, before this service becomes available.

SQA have also explained the four key steps in this year's process for certification of National 5, Higher and Advanced Higher courses as follows:

“Step 1 - Estimates

With no exams taking place this year and no feasible way for SQA to mark coursework, this means estimated grades will be the core element of certification.

By **Friday 29 May**, schools and colleges will provide us with their estimates of the grades, bands and rank order for each learner, for each course at National 5, Higher and Advanced Higher.

Step 2 - Awarding

We will then check and validate that information. We will moderate it, if necessary, to ensure consistency across schools and colleges and with results from previous years.

We will use the information from these estimates, in addition to prior learner attainment, where this is available. For example, if learners achieved National 5 or Higher courses, in a previous year.

We will also look at schools' and colleges' previous history of estimating and attainment in each subject and level. We may moderate these estimates, up or down, if that is required.

This process will produce the results for learners, using our national grades for each subject and level.

Each year, we hold Awarding Meetings that bring together a range of people with subject expertise and people with experience of standard setting across different subjects and qualification levels. We will maintain this approach this year, as far as possible.

Step 3 - Results and Certification

We will issue learners with their individual results by 4 August.

Step 4 - Appeals

After 4 August, a free appeals service will be available to schools and colleges, to allow them to request a review of the grade awarded for a learner or a group of learners. It is important that such a service is in place in this exceptional year.

Assessment evidence must be available to support an appeal and the evidence will be reviewed by senior examiners. We will provide schools and colleges with full details of this service shortly.”

These guidelines for schools in Fife will replicate SQA advice and provide further clarity and guidance for practitioners. The guidelines will be updated to reflect any new SQA support e.g. the online course SQA will deliver in week beginning the 27th April.

2.0: National, Higher and Advanced Higher Qualifications

SQA Guidance can be accessed at

[*Information for centres - Producing Estimates*](#)

The extension to the deadline for estimates from Friday 24th April to **Friday 29th May**, coupled with the inclusion of greater banding within each grade and the ranking of candidates reflect the unique situation this year.

SQA have stated that this extension to the deadline for estimates should give “teachers the time they need to access evidence, and have departmental and faculty discussions, to provide this information.”

Estimates for the candidates of 2020 are not the same as estimates for candidates in any previous year - both in terms of how they are produced and in terms of how they will be used. It is vitally important for all that estimates for candidates are credible and result in fairness across Scotland.

Although estimates have been a part of the SQA process for many years, this year they are crucial as these will be used by SQA to determine the grade achieved by each candidate in each subject.

SQA have indicated they will use estimates to:

- help make decisions about certification — estimates indicate the grades that centres expect their candidates to attain
- check that awarding outcomes are as fair as possible to candidates
- ascertain whether a centre's estimates this session are consistent with outcomes in previous years

In advice to learners, SQA have indicated that teachers “have a strong understanding of your performance and know how you compare to other learners in each department, and in previous years. Your teachers should take account of any available work that you have completed throughout the course. Using their professional judgement, and their knowledge of your work and your progress so far, they should make an estimate of the grade and band you would have achieved under normal circumstances.

Estimate grades should be based on your **demonstrated and inferred attainment** of the required skills, knowledge and understanding for each course at National 5, Higher and Advanced Higher.”

SQA have also indicated that they will have the information they “need to adjust Estimates where necessary, and to ensure consistency — both across the country and in comparison, with previous years.”

SQA will use their data on Local Authority exam results, school level exam results and subject level exam results when considering estimates received. This data will include subject level results at school level.

3.0: Data Provided by the Local Authority

In Fife, we will be providing the data listed below to our schools on 21st April. This includes the data which SQA will make available to schools during the week beginning 4th May. Provision of this data to schools in Fife considerably earlier than the SQA timescale will support the processes of generating estimates and the quality assurance of estimates.

The Local Authority is providing each school with the following information:

1. Data on how young people in the current S4 in schools performed in Scottish National Standardised Assessments (SNSA) when they were in S3. This will be high level data based on the entire year group and will show what % of young people were assessed within each of the bands used within SNSA and compare this to the previous cohort. This will allow schools to have some information in relation to the relative ability of this year's S4 group compared to last year.
2. Data on how young people's performance in Scottish National Standardised Assessments (SNSA) in 2018 (when they were in S3) translated into performance at National 5 in the 2019 SQA Diet (when they were in S4). In combination with the data referred to in 1 above, this will allow schools to look at what might be reasonably expected of this year's S4 compared to last year.
3. Data on Estimates to Actual bands for the last five years for every subject at National 5, Higher and Advanced Higher levels. This will allow schools to consider how concordant subject estimates have been in the past and help to support professional judgements for this session.
4. Data on the percentage grades achieved for every subject at National 5, Higher and Advanced Higher over the last three years and a three-year average. This will allow schools to consider trends in subjects over time and help to support professional judgements for this session.
5. The Power BI platform also provides schools with data on five-year trends in qualification sets for the S4, S5 and S6 cohorts.
6. Schools will also have access to National Qualifications Progression Statistics via the SQA website. This will allow schools to consider the progression rates of candidates from National 5 to Higher etc.

SQA will issue and use previous data and progression rates to ensure the validity of estimates submitted by schools, but not until 4 May. It is crucial that schools are proactive in using the data referred to above to ensure estimates are viewed as valid, reliable and fair. It is also crucial that estimates fit within reasonable parameters of previous trends.

4.0: Estimating Grades – Guidelines for Practitioners: Section 1

There are two sections within this. The first provides guidelines on the role of SLT, PTC/PT and teachers in the production of estimates for candidates for this session. The second section provides guidance on how these estimates should be quality assured within the school and at authority level.

These guidelines should be read in conjunction with [Information for centres - Producing Estimates](#) and the online course on SQA Academy.

4.1: Production of Estimates – General Guidance

Estimates for candidates this year will be the main determinant of their result in August. SQA have clearly indicated that teacher estimates should be based on a wide range of evidence, teachers' professional knowledge of their learners and how learners have performed in previous years and should include demonstrated and inferred attainment.

This is a unique situation and one which should require practitioners at every level of the system to consider estimate grades very carefully and to act with integrity to ensure candidates' grades are reflective of what they would have achieved under normal circumstances.

SQA "recognise that centres will have incomplete evidence and that the range and amount of evidence will vary between different subjects. Judgements should be made on the available evidence. No candidate should be disadvantaged if they are unable to complete any work set after centres were closed. Where candidates have completed additional work after school and college closures, teachers and lecturers should exercise caution where that evidence suggests a change in performance. In many cases, it is likely to reflect the circumstances and context in which the work was done.

In order to produce accurate estimates, you need to have a clear understanding of:

- the range of skills, knowledge and understanding covered by the course
- the structure and the assessment requirements of the course
- the components that contribute to the course award, including weightings where appropriate
- the grade descriptions for the course

Many qualifications have scaling applied to the components of the course and you may find it useful to use the **scaling calculator**, which can be used as an aid to calculate the total mark for National 5, Higher or Advanced Higher courses that have scaled components."

When determining an estimate, you should firstly gather and review the key evidence you have for each candidate. For example, prelim or mock papers, additional tasks or assignments, performance or practical evidence. You should then focus on the predictive value of the evidence reviewed (in other words, how much it tells you), as measured against the requirements of the course assessment. For example, this could be the consistency of a candidate's practical or performance evidence or the depth of treatment in relation to questions on key topics, or their quality of responses to discriminating questions or tasks.

Not every topic in every area needs to be assessed exhaustively — a selection of important and representative questions and tasks evidenced under the appropriate conditions can give a good indication of likely performance in the final course assessment. This will be particularly important this session when some of the evidence may be incomplete or coursework evidence is not available to centres.

SQA have advised:

“There may be a range of factors that impact on candidates’ access to learning. When making judgements on individual estimates, it is important to bear this in mind, especially in the following cases:

- Candidates who have assessment arrangements or who would have reasonable adjustments (for example a reader, or scribe).
- Candidates who may have difficulty working from home, or working independently, perhaps for reasons associated with deprivation.
- Candidates, including those who may have caring responsibilities, who are care experienced, who may have further interrupted learning due to illness or disability, which at this time present barriers to learning.
- Candidates who have reduced or no access to specialist support for learning staff, resources or assistive technology that they would normally have in school or college.

For these candidates especially, it is important that they are not disadvantaged for being unable to complete any work set after the closure of centres. The SQA statement of 2 April 2020 made it clear that there was no requirement to set additional mock/prelim or homework tasks to help with estimates.

For candidates who have assessment arrangements, or who would have reasonable adjustments, estimates should be based on likely achievement with the reasonable adjustments/assessment arrangements in place. When reviewing prelims or mock assessments, reflect on whether appropriate support was in place, or whether the assessment was used as a ‘baseline’ indicator for future support. It is worth emphasising that these

candidates may have been unable to access their usual levels of support in home learning situations.

These candidates may normally be taught by peripatetic teachers or support for learning specialists. You may wish to include these staff in estimate discussions.”

Implicit Bias

“Special mention must be made of what might be called ‘implicit bias’. Implicit bias originates from assumptions or stereotypes based on characteristics such as background, gender, disability, race and ethnicity. Research has strongly suggested that implicit bias may be a contributing factor to assessment judgements, and it is for this reason that SQA’s normal e-marking procedures includes the suppression of personal candidate data. In the absence of these procedures this year, we need you to think about potential bias in relation to the estimates you are providing. Candidate evidence should be valued for its own worth and merit as an indicator of course assessment, and a conscious effort should be made to consider and avoid the negative impact of potential implicit bias. You should do this as you finalise your estimates and ranking by considering the accuracy of the decisions you make alongside candidate data on background, gender, disability, race and ethnicity, at both class and cohort presentation level.

Moderation across departments, learning areas and faculties will ensure fairness for all candidates and ensure that robust standards are maintained.”

4.2: Production of Estimates – Refined bands:

Professionals are being asked to estimate candidate performance using the following refined bands:

Grade	Band	Refined band		Notional % range
A	1	1 Upper	1	93–100
A	1	1 Lower	2	85 – 92
A	2	2 Upper	3	80–84
A	2	2 Middle	4	75–79
A	2	2 Lower	5	70–74
B	3	3 Upper	6	67–69
B	3	3 Lower	7	65–66
B	4	4 Upper	8	62–64
B	4	4 Lower	9	60–61
C	5	5 Upper	10	57–59
C	5	5 Lower	11	55–56
C	6	6 Upper	12	52–54
C	6	6 Lower	13	50–51
D	7	7 Upper	14	47–49
D	7	7 Middle	15	44–46
D	7	7 Lower	16	40–43
No Award	8	8 Upper	17	35–39
No Award	8	8 Lower	18	30–34
No Award	9	9	19	0–29

SQA advise that “once you have identified a candidate’s estimated grade and band (using the usual SQA bandings of 1 – 9), you should revisit all candidates in line with the refined bands shown above, with the exception of band 9.

You are being asked to come to nuanced conclusions, so weigh and balance the evidence you have, bringing in your knowledge of candidates with similar profiles of attainment in previous years.

For larger cohorts, we would expect candidates estimated to achieve a particular band to be distributed across the refined bands. Centres are strongly advised to focus on making holistic professional judgements when determining the refined band for each candidate and to not over-focus on the notional percentage range.”

Band 1, 3, 4, 5, 6 and 8 estimates

If the overall estimate suggests that the candidate is achieving closer to the band above, **they should be placed in the upper refined band.**

If the evidence suggests that the candidate is achieving closer to the band below, **they should be placed in the lower refined band.**

Band 2 and 7 estimates

The corresponding refined bands are now divided into three categories (upper, middle and lower): if the overall estimate suggests the candidate is achieving closer to the band above, the candidate **should be placed in the upper refined band.**

If the overall estimate suggests that the candidate is achieving closer to the band below, the candidate **should be placed in the lower refined band.**

The middle-refined band should be used where the overall estimate solidly conforms to the **required standard.**

4.3: Production of Estimates – Rank ordering of candidates:

Professionals are being asked to rank order candidates in accordance with the following guidelines set by SQA:

“In addition to providing estimates within the refined bands discussed above, you also need to provide a rank order for each of your candidates within each refined band. For example, if you have 15 candidates for National 5 Mathematics for whom you have given an estimate of refined band 6, you should then rank them from 1 to 15, where 1 is the most secure and/or highest attaining, 2 is the next most secure and so on. Unique rankings with no ties are expected within each refined band for most courses. This will help SQA make differentiated adjustments where appropriate to the estimates for the benefit of candidates. For large multi-class cohorts, we recognise that it may be extremely difficult to distinguish between every candidate and strongly advise minimising the number of ties, and the number of candidates who are tied, within any refined band. Where there is more than one teacher/lecturer delivering a course, collectively you will need to agree the rank order for all candidates within your centre. Within your subject departments you will need to discuss the rank order and come to a shared view of the standard being applied within your centre. We recognise that this will be challenging for some centres and in some subjects, given the current circumstances.”

4.4: Production of Estimates – Information Required by SQA

SQA will require three numbers to be submitted for each candidate – the original band (1-9), the refined band (1-19) and the rank order within the refined band. An example is given below:

Candidate	SCN	Grade	Band	Refined band		Rank order
J Dupre	253456789	A	1	1 Upper	1	1
B Patel	254567891	A	1	1 Upper	1	2
P Leonard	255678912	A	1	1 Lower	2	1
M McElroy	256789123	A	2	2 Upper	3	1
H McTavish	257891234	A	2	2 Lower	5	1
J Wysocki	258912345	B	3	3 Upper	6	1
J Finlay	259123456	B	3	3 Upper	6	2
L Dempster	251234567	B	3	3 Upper	6	3
B Cooper	252345678	B	4	4 Upper	8	1
R Kaur	251234567	B	4	4 Upper	8	2
B Sanchez	252030405	B	4	4 Lower	9	1
R Stevenson	254969432	C	6	6 Lower	13	1
C Billings	259505823	C	6	6 Lower	13	2
G Price	254950378	C	6	6 Lower	13	3
D McDougall	259483929	C	6	6 Lower	13	4
A Philp	253659213	C	6	6 Lower	13	5

4.5: Production of Estimates – Band 9 National 5 Candidates

Schools should consider whether it would be appropriate to dual enter candidates with an estimated band of “9” for National 5 for the National 4 qualification. This would need to be based on the professional judgements of practitioners and the evidence they hold for each candidate. Practitioners would need to consider the extent to which this evidence would support achievement of the National 4 qualification. This will vary across schools and subjects.

4.6: Production of Estimates – The Role of SLT

SLT should:

- ensure all staff are aware of the importance of this session's estimates and provide support and guidance for all staff.
- ensure all staff are aware of the new bandings to be used for estimates and the SQA advice provided within this guidance
- ensure all staff are aware of the need to rank order candidates and the SQA advice provided within this guidance
- ensure all staff are aware of the wide range of evidence that can be considered when generating estimates by sharing the **"Potential Evidence Checklist"** attached to this Guidance as **Appendix 1**.
- discuss with staff and PTC/PT whether completion of the **"Candidate Potential Evidence Checklist"** attached to this Guidance as **Appendix 2** would be helpful in supporting decision making and potential future appeals.
- use the data within the October Power BI Attainment Report to analyse trends in attainment at whole school level for S4, S5 and S6 cohorts for the last three years.
- use the data provided by the Local Authority for three-year trends for grades for subject and levels and Estimates to Actual for the last three years for all subjects.
- use National Qualification Progression Statistics to consider appropriate progression rates for each subject.

In addition, SLT should:

- consider the relative ability of this year's S4 cohort in comparison to last year's cohort and to previous cohorts, based on available assessment results. This may include the SNSA data provided by the Local Authority and other baseline assessment data available at school level (e.g. MidYIS).
- for S5 and S6, consider prior attainment, National Qualifications Progression Statistics and other baseline assessment data available at school level to consider the relative ability of this year's S5 and S6 cohorts.
- consider any school circumstances which have a bearing on attainment at whole school or subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.

- Using all available data and taking into consideration school circumstances, provide all teachers and PTC/PT with guidance on the parameters for estimates for Session 2020 compared to the previous three sessions.

SLT in schools should ensure all teachers, **PTC/PT have access to:**

- This guidance
- The data provided by the Local Authority in relation to three-year trends for grades for subjects and levels
- The data provided by the Local Authority in relation to subjects and levels and three-year trends for Estimates to Actual
- National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at <https://www.sqa.org.uk/sqa/90765.html>
- Advice on how the relative “ability” of this year’s S4, S5 and S6 cohorts based on BGE CfE declarations and standardised assessment data i.e. SNSA, MidYIS, etc. should be factored into estimates

SLT should:

- link closely with PTC/PT to ensure that they have a clear understanding of how to use the datasets provided and are ensuring teachers are using a wide range of evidence to make valid and reliable estimates across cohorts of candidates.
- plan to ensure PTC/PT is on track to meet deadlines outlined in “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.
- maintain regular contact with their PTC/PT group throughout the period estimates are being considered, finalised and submitted to SQA.

4.7: Production of Estimates – The Role of the PTC/PT

PTC/PT should:

- read this guidance and seek clarification on any points from their identified link SLT member.
- maintain regular contact with their identified link SLT member throughout the period estimates are being considered, finalised and submitted to SQA.
- check all staff are aware of the importance of this session's estimates and provide support and guidance for all staff.
- check all staff are aware of the new bandings to be used for estimates and the SQA advice provided in this guidance.
- check all staff are aware of the need to rank order candidates and the SQA advice provided in this guidance.
- ensure all staff are aware of the wide range of evidence that can be considered when generating estimates by discussing the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** and agreeing which evidence should be used for each subject, including the use of any prior attainment data and standardised baseline assessment data.
- discuss with staff how to record consideration of evidence for each candidate e.g. whether completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** would be helpful in supporting decision making and potential future “appeals” or another method of recording would be more useful. PTC/PT should liaise with identified SLT member to confirm what method of recording evidence will be used.
- agree method of recording consideration of evidence for each candidate with staff.
- discuss the data provided by the Local Authority for three-year trends for grades for subject and levels, Estimates to Actual for the last three years and National Qualification Progression Statistics for their subjects with staff.
- provide guidance to staff on the parameters for estimates for Session 2020 compared to the previous three sessions.
- agree with staff the method for rank ordering candidates within classes and across classes at each subject and level. (For example: which evidence should be used to rank order candidates with the same band in different classes).
- consider any circumstances which have a bearing on attainment at subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.

PTC/PT should check all teachers have access to:

- This guidance
- The data provided by the Local Authority in relation to three-year trends for grades for subjects and levels
- The data provided by the Local Authority in relation to subjects and levels and three-year trends for Estimates to Actual
- National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at <https://www.sqa.org.uk/sqa/90765.html>
- Advice on how the relative “ability” of this year’s S4, S5 and S6 cohorts based on BGE CfE declarations and standardised assessment data i.e. SNSA, MidYIS, etc. should be factored into estimates

PTC/PT should:

- link closely with teachers to ensure that they have a clear understanding of how to use the datasets provided and a wide range of evidence to ensure valid and reliable estimates are being made for each candidate.
- ensure estimates for each subject meet the “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.
- Where possible discuss with other Subject leads in other schools on evidence being used

4.8: Production of Estimates – The Role of the Teacher

The teacher should:

- ensure they keep up to date with all guidance provided by their SLT and PTC/PT in relation to estimates for Session 2020.
- maintain regular contact with their PTC/PT throughout the period estimates are being considered, finalised and submitted to SQA.
- ensure they understand the new bandings to be used for estimates and the SQA advice provided in this guidance.
- ensure they understand the need to rank order candidates and the SQA advice provided in this guidance.
- be aware of the wide range of evidence that can be considered when generating estimates following discussion of the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** with their PTC/PT.
- use a wide range of evidence when considering estimates for each individual candidate, including prior attainment, standardised baseline assessment data, National Qualifications Progression Statistics, demonstrated attainment, inferred attainment and any exceptional personal circumstances.
- use the agreed method of recording consideration of evidence for each candidate e.g. The completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** or another method agreed with the PTC/PT.
- use the guidance on the parameters for estimates for Session 2020 compared to the previous three sessions provided by the PTC/PT.
- Follow the **steps below from SQA advice**
 - 1 Determine the grade and band as you normally do.
 - 2 Refine your judgement and place your candidates into subdivisions of the existing bands to give refined bands.
 - 3 Rank order your candidates within each refined band.
- use the agreed method for rank ordering candidates within classes and across classes at each subject and level.
- ensure estimates for each candidate are submitted to the PTC/PT to meet the “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.

5.0: Estimating Grades – Guidelines for Practitioners: Section 2

5.1: Quality Assurance of Estimates – General Guidance

Due to the vital importance of estimates in Session 2020 for determining candidate outcomes, it is essential that quality assurance of estimates is considered at each level of the system.

5.2: Quality Assurance of Estimates – The Role of the Teacher

Once you have generated initial estimates for your candidates using the new bandings from SQA and rank ordered candidates using the SQA guidance and guidance from your PTC/PT, consider the questions below to support you feeling confident:

- Have I followed the guidance agreed with my PTC/PT/SLT?
- Have I used a wide range of evidence to support estimates (see Potential Evidence checklist) for each candidate?
- Have I considered inferred as well as demonstrated attainment?
- Have I considered prior attainment and standardised baseline assessment information?
- Have I checked that I am being consistent in the evidence I am using with colleagues presenting at the same level within my school?
- Have I been consistent across candidates in analysing evidence and generating estimates?
- Do my overall estimates fall within the agreed parameters for this session based on the data my PTC/PT has used from the last three years?
- If not, what evidence do I have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Are my overall estimates largely in line with National Qualification Progression Rates?
- If not, what evidence do I have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Have I been fair to all candidates when placing them in rank order?

5.3: Quality Assurance of Estimates – The Role of PTC/PT

Once you receive estimates from your teaching staff, consider the questions below and liaise with your teachers to ensure you are confident that the estimates are fair, reliable and consistent:

- Have all staff followed the agreed guidance?
- Have all staff used a wide range of evidence to support estimates (see Potential Evidence checklist) for each candidate?
- Have all staff considered inferred as well as demonstrated attainment?
- Have all staff considered prior attainment and standardised baseline assessment information?
- Are all staff across a subject being consistent in the evidence used?
- Do overall estimates fall within the agreed parameters for this session based on the data from the last three years?
- If not, what evidence do we have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Are overall estimates largely in line with National Qualification Progression Rates?
- If not, what evidence do we have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- What are the estimates for the candidates in other cognate subjects?
- Is the overall ranking of candidates across the subject fair?

Once you have considered the questions above and are confident the estimates are fair, reliable and consistent liaise with your identified SLT link member and provide them with the following information:

- 1. Percentage estimates for each grade at each level in each subject and how these compare to the data in this subject in your school for the last three years, the three-year average and National Qualifications Progression Rates.**
- 2. Evidence to support any differences in this year's estimates compared to the previous three year's grade profiles and National Qualifications Progression Rates.**

SQA have advised that “each set of centre estimates for a course is signed off by at least two teachers in that subject, one of whom is the subject lead (where there is only one teacher or lecturer, or only one is available, the SQA co-ordinator or their representative, signs it off also). Consider who in each subject will complete this “sign off”.

5.4: Quality Assurance of Estimates – The Role of SLT

Once you have received candidate estimates and data on estimates compared to the last three years and National Qualification Progression Rates from PTC/PT use the questions below to ensure you are confident that the estimates are fair, reliable and consistent:

- Are the estimates for each subject in line with previous data and National Qualification Progression Rates?
- If no, what evidence has been provided to justify this?
- Does the evidence stand up to scrutiny?
- Has each subject considered previous concordance and factored into estimates?
- Has each subject considered prior attainment and standardised baseline assessment data for each candidate?
- Do subject estimates "fit" the prior profile of the candidate and their estimated performance in other subjects?

Example from SQA: Take a small sample of candidates across certain faculties, e.g. Chemistry and Biology. Do the same candidates appear in approximately similar orders?

Again, are there any anomalies in terms of the individual candidate's performance across the range of subjects they are being presented for and therefore might require further consideration?

For example: Within the science faculty, candidate A is ranked in position 1 for refined band 1 for Chemistry (estimated to be the most secure candidate in this group) but is in position 8 in refined band 13 for Biology (estimated to be the least secure in this group). Does this warrant further investigation?

- Do overall school results correlate with previous attainment results?

Once you have considered the questions above and are confident the estimates are fair, reliable and consistent the Headteacher should provide the following information to Maria Lloyd, Head of Service on the “**Request for Local Authority Consideration Checklist**” attached as **Appendix 4** to this Guidance.

1. **Details of any estimates for a subject at a level which are +/- 5% the average for the grade profile in the last three years.**
2. **Details of the quality assurance procedures followed at subject and school level to ensure these estimates are fair, reliable and consistent.**
3. **Details of any circumstances that can justify the variance in estimates from previous data.**

6.0: How to submit estimates

Before submitting estimates, it is important to make sure that your course entries are up to date within SEEMiS.

SQA have indicated that “during the week beginning 11 May, SQA will deliver a new service within our existing centre portal, SQA Connect. This service is designed to support centres with submitting their estimates: the band, the refined band and, within each refined band, the rank order of candidates.

For each course you will be presented with a list of candidates for which SQA has accepted entries from your centre. The display will be a real-time reflection of the entry information on our database. This will be the key input screen for the collection of the required estimate information.

It is vital that you ensure that the entry information you have provided to us is fully up to date in advance of the service opening. The software is designed to support you in the process of moving through from the original band to the refined band and in turn the rank order. You will have the opportunity to ‘save as you go’ prior to making a final submission for each course.

As with other secure services running on SQA Connect, your data input and collection should be done in line with your centre’s data security procedures.

All submissions must be with SQA by **Friday 29 May**, to ensure inclusion in the 2020 Awarding Model. A detailed User Guide will be issued in advance of the service opening.”

Potential Evidence Checklist

NB – This list provides examples; some may not be relevant for your school and /or subject and there may be other sources of evidence you wish to include in the blank boxes. Whilst it is not necessary to consider every example given, to ensure robust estimates which are reliable and valid, as much evidence and data as possible should be considered.

School	Subject	Level	PTC / PT
Type of Evidence	Evidence	Considered Yes / No	
Demonstrated Attainment	Prelim Mark		
	Coursework		
	Progress Report/Progress Grade/ Tracking Grade / Working Grade		
	Homework		
	Other Assessments		
Inferred Attainment	Consideration of likely progress to exam e.g. likelihood of completing additional past papers, attending Study Support, attending Easter Revision school, etc.		
Prior Attainment	CfE Declarations		
	Performance in SNSA		
	MidYIS / Baseline and Other Standardised Assessments		
	Previous Qualifications in Subject		
	Previous Qualifications in Cognate Subjects		

Candidate Circumstance	Attendance	
	Exceptional Personal Circumstance	
	Assessment Arrangements	
National Progression Rates	National Progression Rates	
Three-year trend in grades	Three-year trend in grades	
Three-year trend in Estimates to Actual	Three-year trend in Estimates to Actual	
Estimates in cognate subjects	Estimates in cognate subjects	

Candidate Potential Evidence Checklist

NB – This list provides examples; some may not be relevant for your school and /or subject and there may be other sources of evidence you wish to include in the blank boxes. Whilst it is not necessary to consider every example given, to ensure robust estimates which are reliable and valid, as much evidence and data as possible should be considered.

School	Subject	Level	Candidate
Teacher	PTC/PT		
Type of Evidence	Evidence	Considered Yes / No	
Demonstrated Attainment	Prelim Mark		
	Coursework		
	Progress Report/Progress Grade/ Tracking Grade / Working Grade		
	Homework		
	Other Assessments		
Inferred Attainment	Consideration of likely progress to exam e.g. likelihood of completing additional past papers, attending Study Support, attending Easter Revision school, etc.		
Prior Attainment	CfE Declarations		
	Performance in SNSA		
	MidYIS / Baseline and Other Standardised Assessments		

	Previous Qualifications in Subject	
	Previous Qualifications in Cognate Subjects	
Candidate Circumstance	Attendance	
	Exceptional Personal Circumstance	
	Assessment Arrangements	
National Progression Rates	National Progression Rates	
Three-year trend in grades	Three-year trend in grades	
Three-year trend in Estimates to Actual	Three-year trend in Estimates to Actual	
Estimates in cognate subjects	Estimates in cognate subjects	

Suggested Timelines

Week Beginning	Suggested Deadlines	Person(s) responsible
Monday 20 th April 2020	<p>Monday 20th April – provide guidance on production of estimates.</p> <p>Monday 20th April – provide schools with Groupcall message for parents/carers.</p> <p>Tuesday 21st April - provide schools with “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”.</p> <p>Tuesday 21st April - provide schools with data.</p> <p>Thursday 23rd April – discuss guidance and datasets with Secondary Headteachers.</p> <p>Friday 24th April - issue “Fife Guidance on SQA Qualifications for Candidates 2020”, datasets, National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at https://www.sqa.org.uk/sqa/90765.html and school advice regarding processes and timelines to all PTC /PT and teachers.</p>	<p>SQA</p> <p>Maria Lloyd</p> <p>Lynn Porter</p> <p>Stuart Booker</p> <p>Secondary Headteachers’ Collaborative</p> <p>Headteachers</p>

	Consider cohort data trends in the Power BI Attainment Report for October 2019.	School SLT
Monday 27 th April 2020	<p>Ensure teachers have read and understand "Fife Guidance on SQA Qualifications and Estimates for Candidates 2020"</p> <p>Discuss expectations regarding estimates, banding and rank order of candidates with staff.</p> <p>SQA online course on bands and ranking available</p> <p>Ensure teachers have access to data on three-year trends and National Qualification Progression Rates for their subject(s)</p> <p>Thursday 30th April - Teacher estimates and rank order to PTC/PT.</p>	<p>PTC/PT</p> <p>PTC/PT</p> <p>SQA</p> <p>PTC/PT</p> <p>Teachers</p>
Monday 4 th May 2020	<p>Monday 4th May - candidates estimated at a band 9 are also entered for National 4 where there is evidence to support qualification.</p> <p>Thursday 7th May - Subject estimates submitted to SLT by PTC/PT.</p> <p>SQA provide data to schools</p>	<p>PTC/PT School SLT</p> <p>PTC/PT</p> <p>SQA</p>

Monday 11 th May 2020	Friday 15th May - Requests for Local Authority Consideration submitted to Maria Lloyd. SQA Connect available for entry of refined bands and rank ordering of candidates	Headteachers SQA
Monday 18 th May 2020	Friday 22nd May - all unit passes submitted to SQA. Friday 22nd May - return of all Requests for Local Authority Consideration to schools.	SLT Maria Lloyd
Monday 25 th May 2020	Friday 29th May - all estimates submitted to SQA.	SLT
Monday 3 rd August 2020	Tuesday 4th August – candidates receive results	SQA
To be confirmed	Free appeals service	SQA

Request for Local Authority Consideration Checklist

School

Subject and Level

Headteacher submits to Maria Lloyd, Head of Service

Detail of how estimates compare to average for the grade profile in the last three years.	
Details of the quality assurance procedures followed at subject and school level to ensure these estimates are fair, reliable and consistent.	
Details of any circumstances that can justify the variance in estimates from previous data.	

Appendix 2 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

Schools By Cluster

Beath High School
Cowdenbeath Primary School
Crossgates primary School
Foulford Primary School
Hill of Beath Primary School
Kelty Primary School
Lumphinnans Primary School

Lochgelly High School
Benarty Primary School
Cardenden Primary School
Denend Primary School
Lochgelly South Primary School
Lochgelly West Primary School

St Andrew's RC High School
St Agatha's RC Primary School
St Marie's RC Primary School
St Ninian's RC Primary School
St Patrick's RC Primary School
St Paul's RC Primary School

St Columba's RC High School
Holy Name RC Primary School
St Bride's RC Primary School
St John's RC Primary School
St Joseph's RC Primary School
St Kenneth's RC Primary School
St Margaret's RC Primary School
St Serf's RC Primary School

Links

Standards and Quality Reports - <https://www.fife.gov.uk/education/standards-and-quality-reports>

Recovery/Improvement Plans - <https://www.fife.gov.uk/education/recovery-improvement-plans>



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Beath High School



School

Beath High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	601	588	1189

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	10	0	0	0	0	0	10	

Estate		
Year	Capacity	Capacity %
2019/20	1317	90.28

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

Beath High School				
2015/16	2016/17	2017/18	2018/19	2019/20
18.20	20.40	19.70	20.40	20.70

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

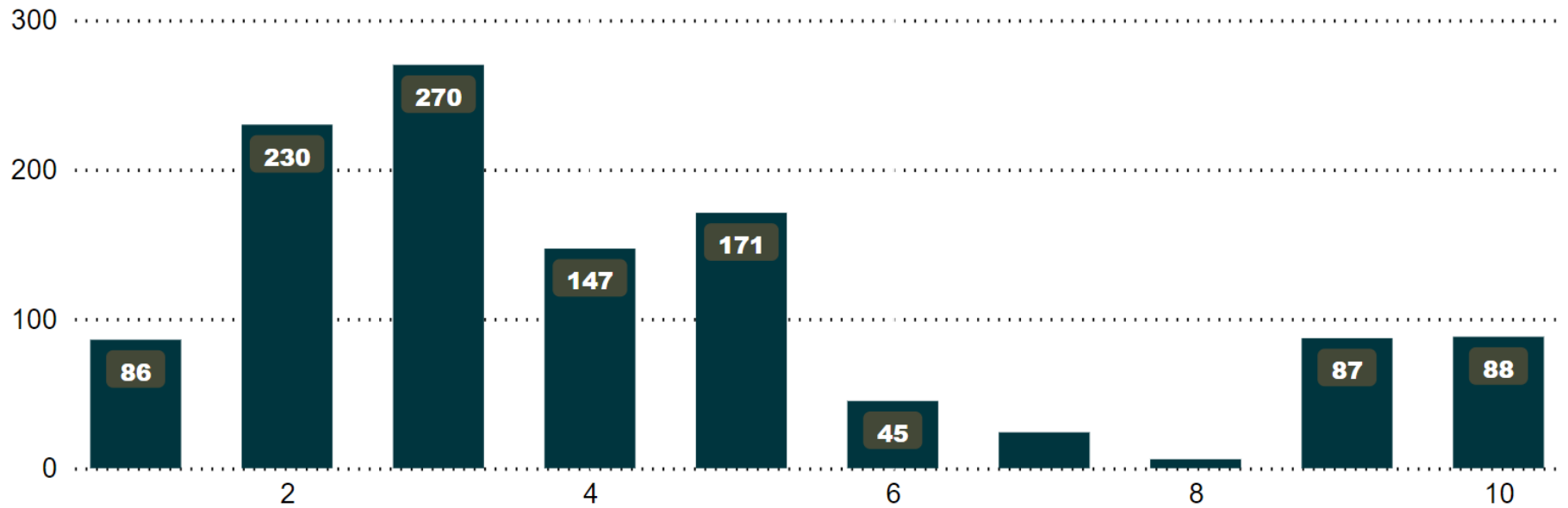
School

Beath High School



SIMD

Number of Pupils per SIMD Decile (2019/20)



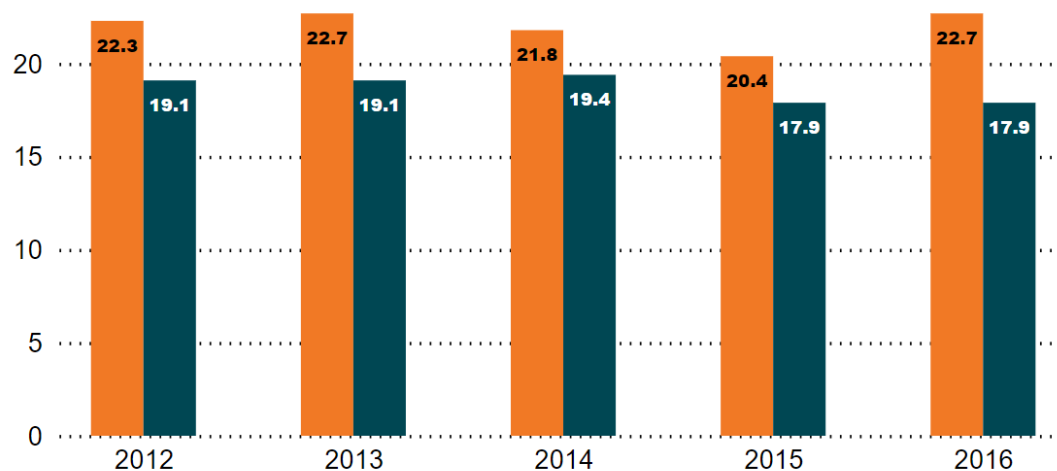
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	86	230	270	147	171	45	24	6	87	88	1154

School

Beath High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	22.3	19.1
2013	22.7	19.1
2014	21.8	19.4
2015	20.4	17.9
2016	22.7	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.

S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	85	76	84	78	88

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	68	61	65	58	68

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Beath High School

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	Beath High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	91.96	88.34	87.66	89.19	88.42	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	6.11	5.72	5.20	4.66	5.76	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.85	5.84	7.06	6.00	5.76	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	72	69	81	97	28	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	149	165	153	258	63	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	5	2	3	4	3	5	3	3	2	3		
Days Excluded per 1000 pupils	12	5	9	10	7	10	6	7	4	6		

School

Beath High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	11
Early Acquisition	
Developing Competence	0
Competent	
Fluent	
English as a "first language"	1168
Limited Communication	
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	28
Bereavement	
Communication Support Needs	0
Deafblind	0
Dyslexia	93

Student Need Category	No. of Pupils with Need
English as an additional language	14
Family issues	9
Hearing impairment	8
Interrupted learning	
Language or speech disorder	18
Learning disability	8
Looked after	17
Mental health problems	
More able pupil	5
Other	11
Other moderate learning difficulty	19
Other specific learning difficulty (e.g. numeric)	25
Physical health problem	20
Physical or motor impairment	17
Risk of exclusion	0
Social, emotional and behavioural difficulty	98
Substance misuse	0
Visual impairment	7
Young carer	13

Key

 Data has been suppressed due to small numbers

School

Beath High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
210	221	185

2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

Beath High School %			
	2016/17	2017/18	2018/19
Positive %	88.1	93.2	91.9
Higher Education %	25.7	16.7	28.6
Further Education %	32.4	42.1	29.7
Training %	2.9	4.5	3.8
Employment %	23.3	25.8	29.7
Activity Agreements %	2.9	3.2	
Unemployed %	11.9	6.8	7.0
Unemployed Seeking %	11.0	5.4	6.5
Unemployed Not Seeking %	1.0	1.4	0.5
Unknown %			1.1

Fife %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.0	92.8	94.4	
Higher Education	35.0	36.5	37.1	
Further Education	33.9	32.9	33.2	
Training	1.9	2.0	3.7	
Employment	19.3	18.4	19.6	
Activity Agreements	1.8	2.0	0.0	
Unemployed	6.5	6.5	5.2	
Unemployed Seeking	5.2	5.0	3.7	
Unemployed Not Seeking	1.3	1.6	1.5	
Unknown	0.5	0.6	0.4	

National %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.9	94.6	95.0	
Higher Education	40.7	41.1	40.3	
Further Education	26.8	26.5	27.3	
Training	2.2	1.9	3.5	
Employment	22.0	22.7	22.9	
Activity Agreements	1.2	1.2	0.0	
Unemployed	5.8	5.0	4.5	
Unemployed Seeking	4.4	3.7	3.1	
Unemployed Not Seeking	1.4	1.3	1.4	
Unknown	0.4	0.4	0.4	

School

Beath High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
210	221	185

2016/17	2017/18	2018/19
10031	9824	9920

Beath High School %			
	2016/17	2017/18	2018/19
Positive %	88.1	93.2	91.9
Higher Education %	25.7	16.7	28.6
Further Education %	32.4	42.1	29.7
Training %	2.9	4.5	3.8
Employment %	23.3	25.8	29.7
Activity Agreements %	2.9	3.2	
Unemployed %	11.9	6.8	7.0
Unemployed Seeking %	11.0	5.4	6.5
Unemployed Not Seeking %	1.0	1.4	0.5
Unknown %			1.1

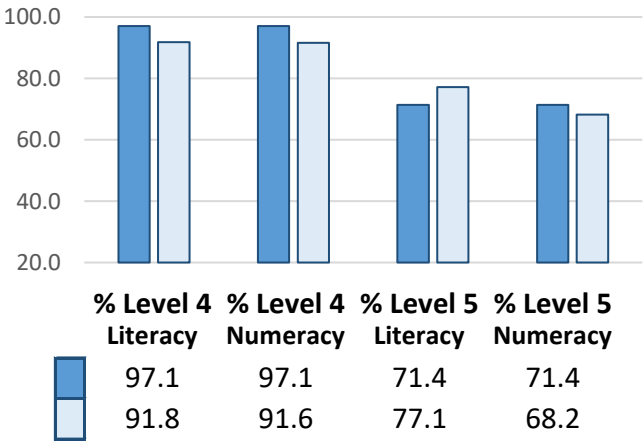
South East Collaborative %			
Category	2016/17	2017/18	2018/19
Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

Beath High School

Attainment of school leavers in 2019/20

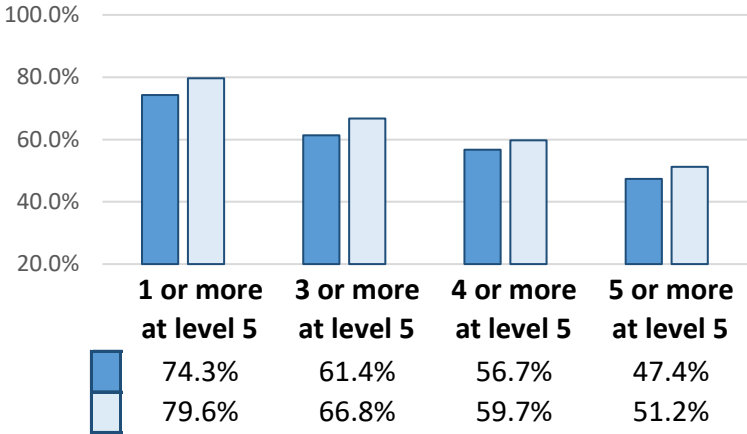
Literacy & Numeracy of school leavers in 2019/20

Beath High School
Fife



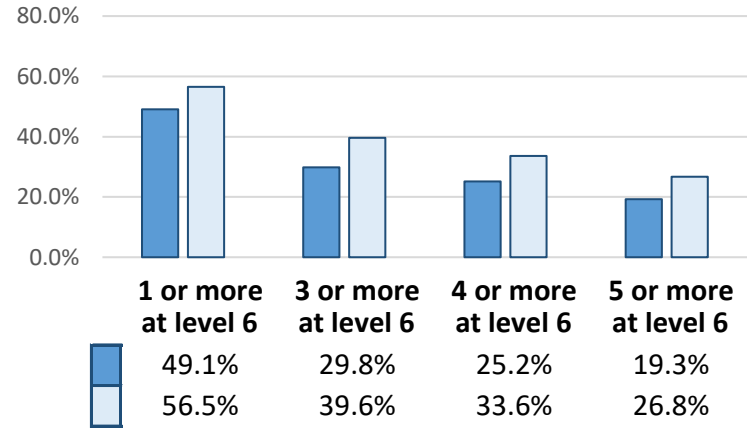
SCQF level 5 (Grade A-C pass)

Beath High School
Fife



SCQF level 6 (Grade A-C pass)

Beath High School
Fife





Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Lochgelly High School



School

Lochgelly High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	386	351	737

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	Total
2019/20	5	13	12	10	14	0	54

Estate		
Year	Capacity	Capacity %
2019/20	1124	65.57

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

Lochgelly High School				
2015/16	2016/17	2017/18	2018/19	2019/20
32.70	33.60	27.80	30.70	28.50

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

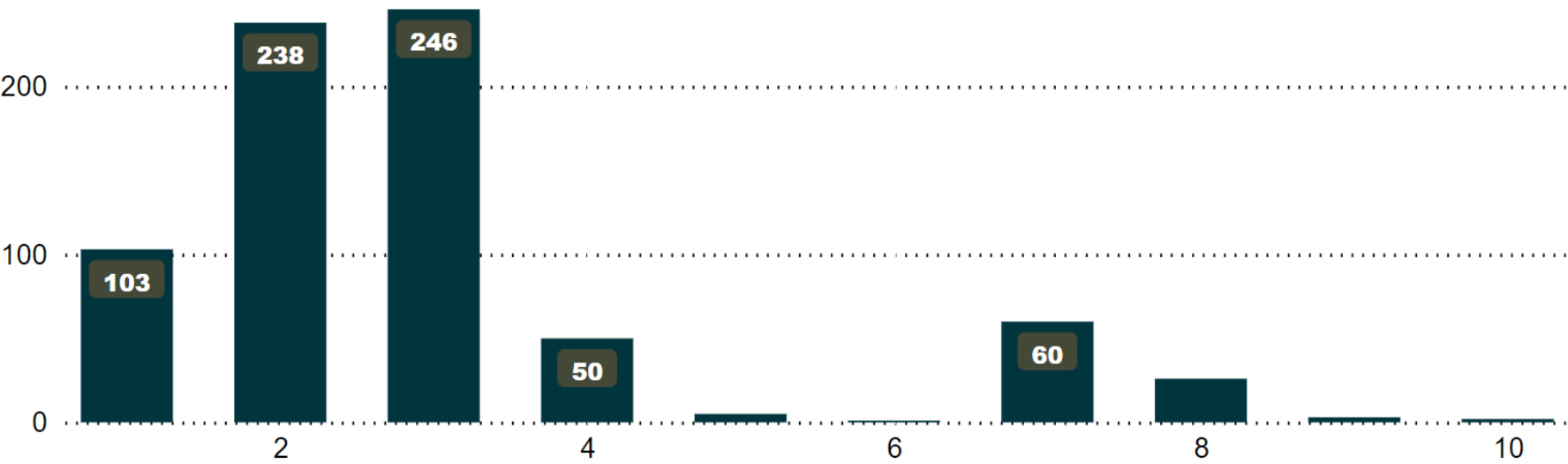
School

Lochgelly High School

▼

SIMD

Number of Pupils per SIMD Decile (2019/20)



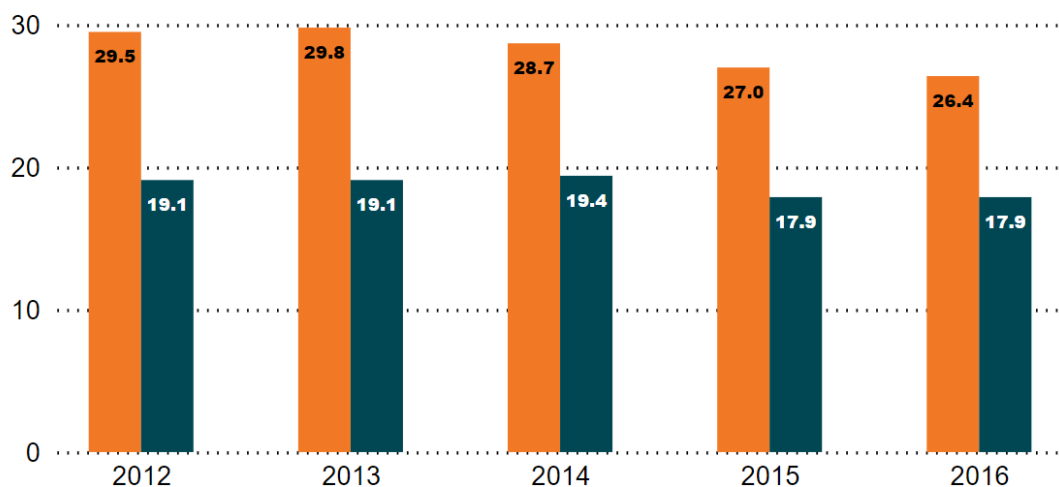
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	103	238	246	50	5	1	60	26	3	2	734

School

Lochgelly High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	29.5	19.1
2013	29.8	19.1
2014	28.7	19.4
2015	27.0	17.9
2016	26.4	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.

S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	73	72	79	91	82

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	55	47	61	44	51

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Lochgelly High School

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	Lochgelly High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	88.65	89.13	88.28	87.91	88.24	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	6.28	6.26	5.94	5.17	6.55	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	5.04	4.61	5.77	6.86	5.06	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	42	19	16	57	31	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	58	20	23	117	64	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	8	0	0	9	5	5	3	3	2	3		
Days Excluded per 1000 pupils	11	0	0	18	8	10	6	7	4	6		

School

Lochgelly High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	
Early Acquisition	
Developing Competence	
Competent	
Fluent	6
English as a "first language"	724
Limited Communication	
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	24
Bereavement	5
Communication Support Needs	
Deafblind	0
Dyslexia	50

Key

 Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	6
Family issues	24
Hearing impairment	8
Interrupted learning	
Language or speech disorder	19
Learning disability	22
Looked after	30
Mental health problems	12
More able pupil	
Other	6
Other moderate learning difficulty	90
Other specific learning difficulty (e.g. numeric)	45
Physical health problem	21
Physical or motor impairment	13
Risk of exclusion	
Social, emotional and behavioural difficulty	115
Substance misuse	0
Visual impairment	
Young carer	6

School

Lochgelly High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
121	130	129

2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

Lochgelly High School %			
	2016/17	2017/18	2018/19
Positive %	93.4	92.3	96.1
Higher Education %	15.7	20.8	16.3
Further Education %	44.6	40.0	51.2
Training %	3.3	5.4	7.0
Employment %	25.6	23.1	21.7
Activity Agreements %	4.1	3.1	
Unemployed %	5.8	7.7	3.9
Unemployed Seeking %	2.5	4.6	3.9
Unemployed Not Seeking %	3.3	3.1	
Unknown %	0.8		

Fife %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.0	92.8	94.4	
Higher Education	35.0	36.5	37.1	
Further Education	33.9	32.9	33.2	
Training	1.9	2.0	3.7	
Employment	19.3	18.4	19.6	
Activity Agreements	1.8	2.0	0.0	
Unemployed	6.5	6.5	5.2	
Unemployed Seeking	5.2	5.0	3.7	
Unemployed Not Seeking	1.3	1.6	1.5	
Unknown	0.5	0.6	0.4	

National %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.9	94.6	95.0	
Higher Education	40.7	41.1	40.3	
Further Education	26.8	26.5	27.3	
Training	2.2	1.9	3.5	
Employment	22.0	22.7	22.9	
Activity Agreements	1.2	1.2	0.0	
Unemployed	5.8	5.0	4.5	
Unemployed Seeking	4.4	3.7	3.1	
Unemployed Not Seeking	1.4	1.3	1.4	
Unknown	0.4	0.4	0.4	

School

Lochgelly High School

▼

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
121	130	129

Lochgelly High School %			
	2016/17	2017/18	2018/19
Positive %	93.4	92.3	96.1
Higher Education %	15.7	20.8	16.3
Further Education %	44.6	40.0	51.2
Training %	3.3	5.4	7.0
Employment %	25.6	23.1	21.7
Activity Agreements %	4.1	3.1	
Unemployed %	5.8	7.7	3.9
Unemployed Seeking %	2.5	4.6	3.9
Unemployed Not Seeking %	3.3	3.1	
Unknown %	0.8		

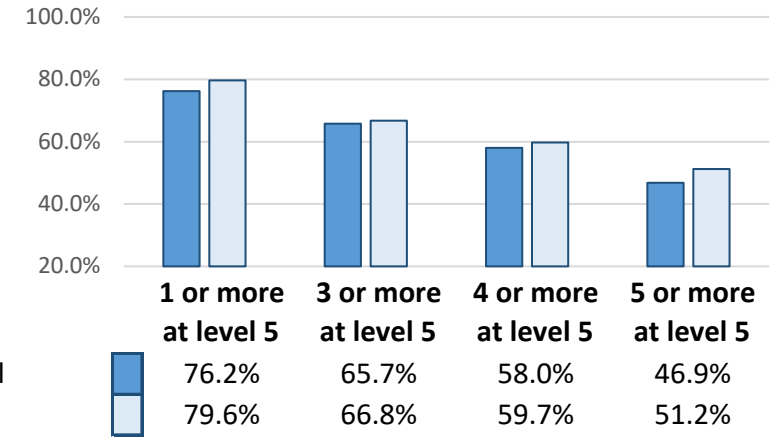
2016/17	2017/18	2018/19
10031	9824	9920

South East Collaborative %			
Category	2016/17	2017/18	2018/19
▲ Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

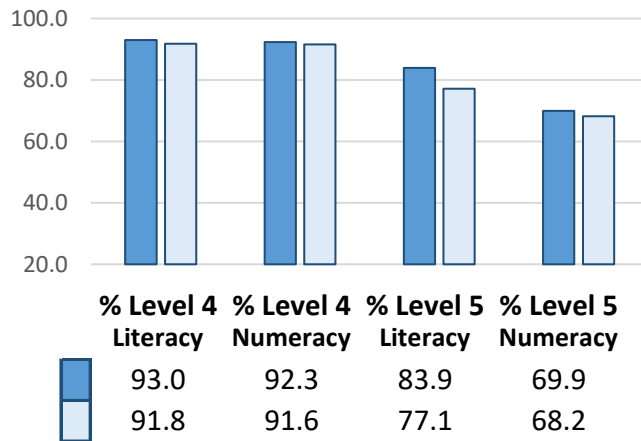
Lochgelly High School

Attainment of school leavers in 2019/20

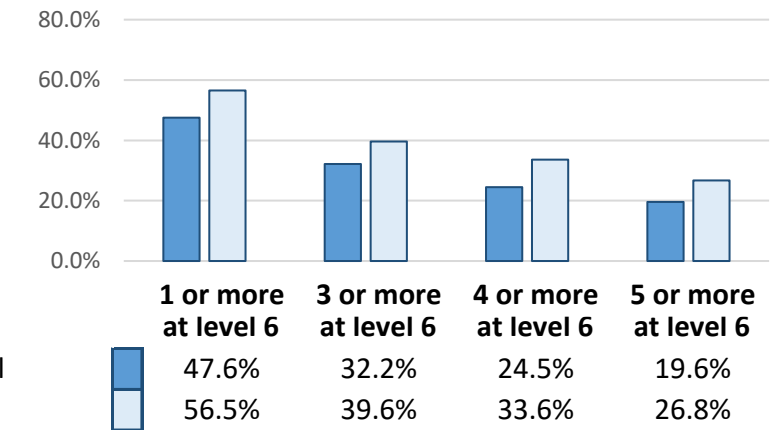
SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20



SCQF level 6 (Grade A-C pass)





Whole School Social Context and Attainment and Achievement Report

Session 2019-20

St Andrew's R C High School



School

St Andrew's R C High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	402	375	777

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	0	0	0	0	0	0	0	

Estate		
Year	Capacity	Capacity %
2019/20	1137	68.34

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

St Andrew's R C High School				
2015/16	2016/17	2017/18	2018/19	2019/20
17.50	16.90	19.90	17.70	19.20

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

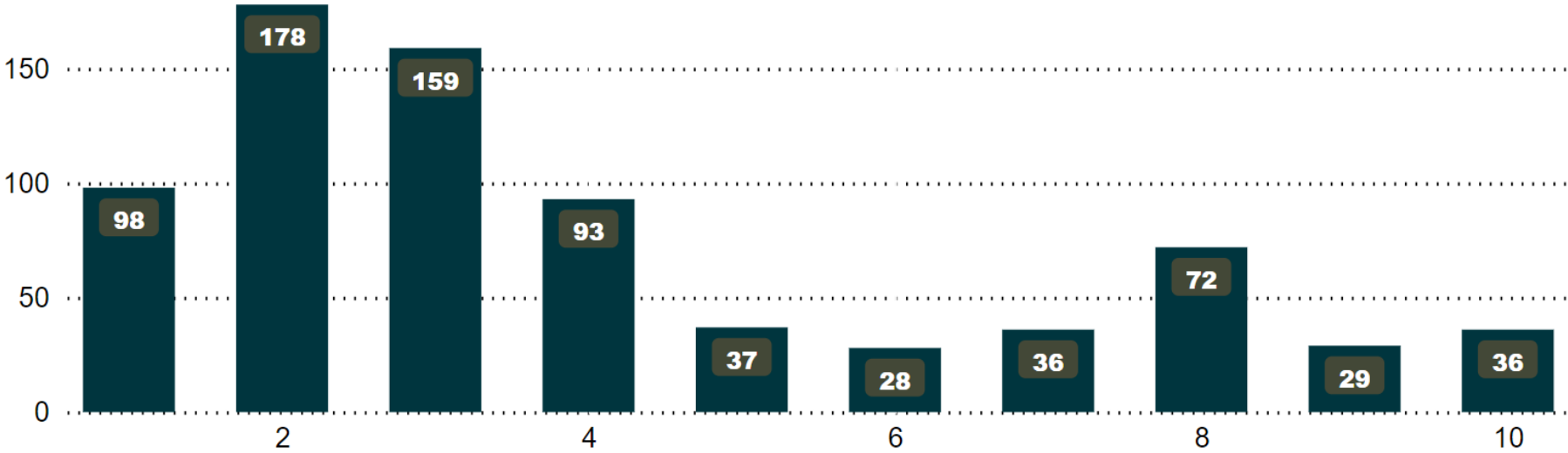
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

St Andrew's R C High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



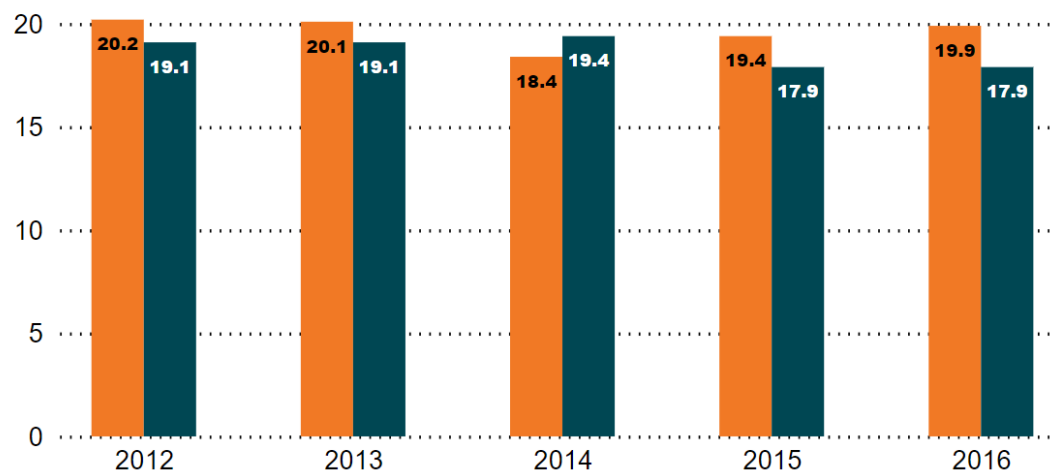
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	98	178	159	93	37	28	36	72	29	36	766

School

St Andrew's R C High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	20.2	19.1
2013	20.1	19.1
2014	18.4	19.4
2015	19.4	17.9
2016	19.9	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.

S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	79	85	83	83	77

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	60	70	61	70	68

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

St Andrew's R C High School

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	St Andrew's R C High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	90.41	89.54	88.04	88.00	85.41	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	7.63	5.86	6.75	5.55	7.21	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.95	4.57	5.10	6.40	7.29	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	7	18	62	33	35	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	18	48	184	88	104	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	4	4	8	1	13	5	3	3	2	3		
Days Excluded per 1000 pupils	8	12	25	4	38	10	6	7	4	6		

School

St Andrew's R C High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	0
Early Acquisition	
Developing Competence	5
Competent	26
Fluent	71
English as a "first language"	670
Limited Communication	0
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	19
Bereavement	
Communication Support Needs	
Deafblind	0
Dyslexia	65

Student Need Category	No. of Pupils with Need
English as an additional language	107
Family issues	25
Hearing impairment	5
Interrupted learning	150
Language or speech disorder	15
Learning disability	
Looked after	22
Mental health problems	6
More able pupil	
Other	
Other moderate learning difficulty	19
Other specific learning difficulty (e.g. numeric)	44
Physical health problem	25
Physical or motor impairment	5
Risk of exclusion	17
Social, emotional and behavioural difficulty	115
Substance misuse	0
Visual impairment	8
Young carer	32

Key

 Data has been suppressed due to small numbers

School

St Andrew's R C High School

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Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
157	149	163

2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

St Andrew's R C High School %			
	2016/17	2017/18	2018/19
Positive %	96.2	92.6	92.0
Higher Education %	36.9	51.0	35.6
Further Education %	40.8	30.9	34.4
Training %	2.5	0.7	2.5
Employment %	14.6	8.1	18.4
Activity Agreements %	1.3	1.3	
Unemployed %	3.8	6.7	6.7
Unemployed Seeking %	3.8	6.0	5.5
Unemployed Not Seeking %		0.7	1.2
Unknown %		0.7	

Fife %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.0	92.8	94.4	
Higher Education	35.0	36.5	37.1	
Further Education	33.9	32.9	33.2	
Training	1.9	2.0	3.7	
Employment	19.3	18.4	19.6	
Activity Agreements	1.8	2.0	0.0	
Unemployed	6.5	6.5	5.2	
Unemployed Seeking	5.2	5.0	3.7	
Unemployed Not Seeking	1.3	1.6	1.5	
Unknown	0.5	0.6	0.4	

National %				
Category	2016/17	2017/18	2018/19	
▲ Positive	93.9	94.6	95.0	
Higher Education	40.7	41.1	40.3	
Further Education	26.8	26.5	27.3	
Training	2.2	1.9	3.5	
Employment	22.0	22.7	22.9	
Activity Agreements	1.2	1.2	0.0	
Unemployed	5.8	5.0	4.5	
Unemployed Seeking	4.4	3.7	3.1	
Unemployed Not Seeking	1.4	1.3	1.4	
Unknown	0.4	0.4	0.4	

School

St Andrew's R C High School

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
157	149	163

2016/17	2017/18	2018/19
10031	9824	9920

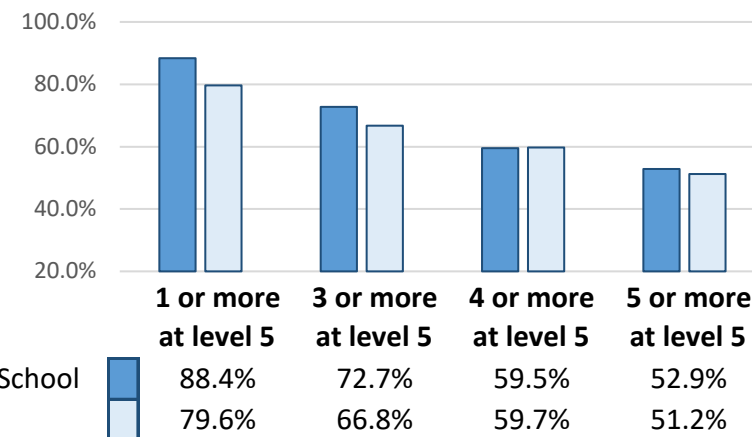
St Andrew's R C High School %			
	2016/17	2017/18	2018/19
Positive %	96.2	92.6	92.0
Higher Education %	36.9	51.0	35.6
Further Education %	40.8	30.9	34.4
Training %	2.5	0.7	2.5
Employment %	14.6	8.1	18.4
Activity Agreements %	1.3	1.3	
Unemployed %	3.8	6.7	6.7
Unemployed Seeking %	3.8	6.0	5.5
Unemployed Not Seeking %		0.7	1.2
Unknown %		0.7	

South East Collaborative %			
Category	2016/17	2017/18	2018/19
▲ Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

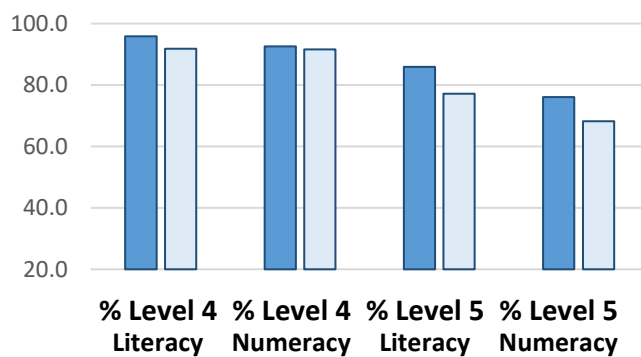
St Andrew's R C High School

Attainment of school leavers in 2019/20

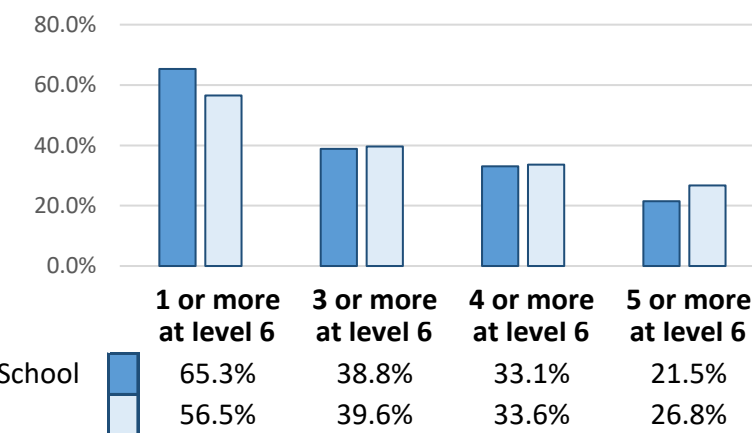
SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20



SCQF level 6 (Grade A-C pass)



St Andrew's R C High School
Fife

St Andrew's R C High School
Fife



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

St Columba's R C High School



School

St Columba's R C High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	416	445	861

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	0	0	0	0	0	0	0	

Estate		
Year	Capacity	Capacity %
2019/20	1069	80.54

Percentage of pupils with FMR

The table below displays the proportion of pupils on the school roll who are registered for free school meals (FMR). Data taken from the annual Healthy Living Survey 2019.

St Columba's R C High School				
2015/16	2016/17	2017/18	2018/19	2019/20
16.70	18.80	19.20	18.50	17.50

Fife				
2015/16	2016/17	2017/18	2018/19	2019/20
16.30	17.00	16.40	16.40	17.10

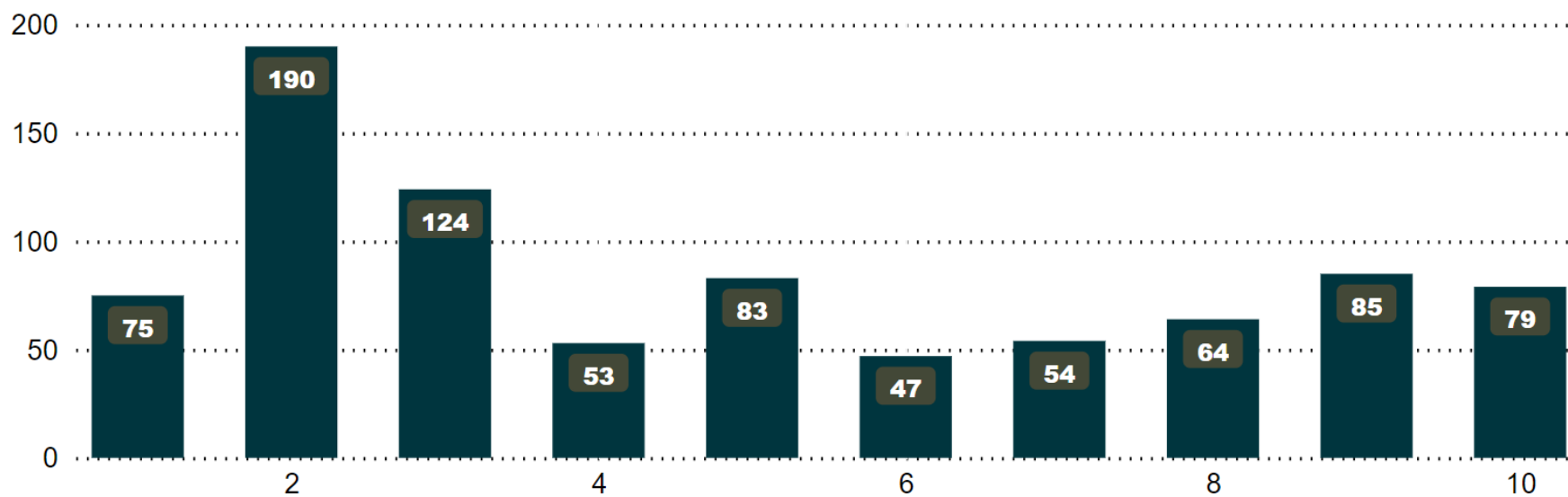
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

St Columba's R C High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



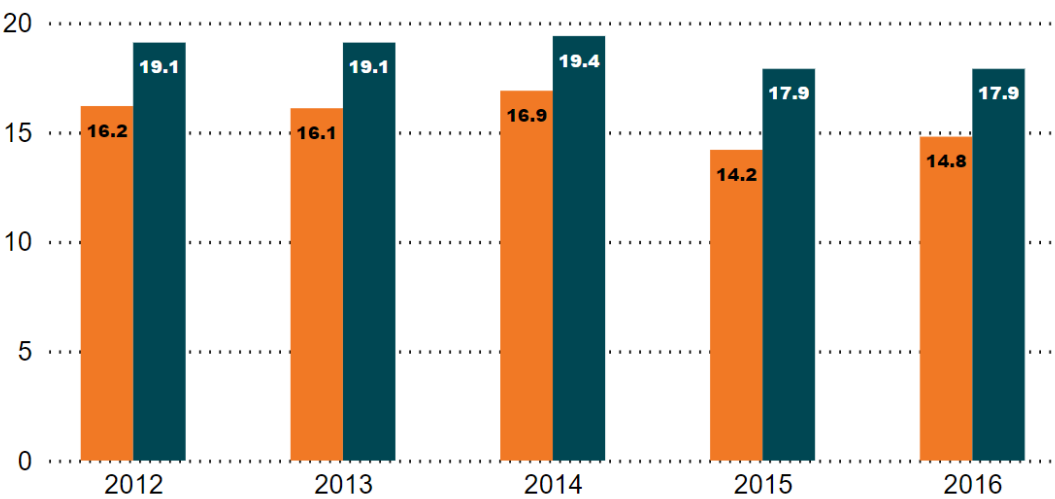
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	75	190	124	53	83	47	54	64	85	79	854

School

St Columba's R C High School

Poverty Percentage - Percentage of children (under 16) in poverty



Year	School Poverty Rate %	Fife Poverty Rate %
2012	16.2	19.1
2013	16.1	19.1
2014	16.9	19.4
2015	14.2	17.9
2016	14.8	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	80	78	80	88	90

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	69	82	73	68	63

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

St Columba's R C High School

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Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return.

<u>Attendance and Absences percentages</u>	St Columba's R C High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	91.40	89.34	88.66	89.63	87.46	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	7.11	7.24	7.30	6.92	7.16	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.41	3.23	3.92	3.33	5.28	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	50	105	89	88	65	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	146	335	205	211	120	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	1	0	1	2	3	5	3	3	2	3		
Days Excluded per 1000 pupils	6	0	2	6	9	10	6	7	4	6		

School

St Columba's R C High School

Level of English & Additional Support Needs

The following information is taken from the September 2019 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	7
Early Acquisition	
Developing Competence	16
Competent	18
Fluent	19
English as a "first language"	793
Limited Communication	
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	12
Bereavement	8
Communication Support Needs	6
Deafblind	0
Dyslexia	114

Student Need Category	No. of Pupils with Need
English as an additional language	52
Family issues	21
Hearing impairment	10
Interrupted learning	
Language or speech disorder	6
Learning disability	6
Looked after	15
Mental health problems	
More able pupil	0
Other	35
Other moderate learning difficulty	21
Other specific learning difficulty (e.g. numeric)	20
Physical health problem	38
Physical or motor impairment	14
Risk of exclusion	
Social, emotional and behavioural difficulty	38
Substance misuse	0
Visual impairment	7
Young carer	7

Key

 Data has been suppressed due to small numbers

School

St Columba's R C High School

▼

Initial Leaver Destinations

No. of Leavers

2016/17	2017/18	2018/19
164	155	155


2016/17	2017/18	2018/19
3761	3532	3635

2016/17	2017/18	2018/19
51300	49748	49760

St Columba's R C High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.0	96.1
Higher Education %	27.4	29.7	29.7
Further Education %	37.2	31.0	45.2
Training %	3.7	3.9	5.8
Employment %	22.6	24.5	15.5
Activity Agreements %	3.0	1.3	
Unemployed %	6.1	9.0	3.9
Unemployed Seeking %	5.5	8.4	3.2
Unemployed Not Seeking %	0.6	0.6	0.6
Unknown %			

Fife %			
▲ Category	2016/17	2017/18	2018/19
Positive	93.0	92.8	94.4
Higher Education	35.0	36.5	37.1
Further Education	33.9	32.9	33.2
Training	1.9	2.0	3.7
Employment	19.3	18.4	19.6
Activity Agreements	1.8	2.0	0.0
Unemployed	6.5	6.5	5.2
Unemployed Seeking	5.2	5.0	3.7
Unemployed Not Seeking	1.3	1.6	1.5
Unknown	0.5	0.6	0.4

National %			
▲ Category	2016/17	2017/18	2018/19
Positive	93.9	94.6	95.0
Higher Education	40.7	41.1	40.3
Further Education	26.8	26.5	27.3
Training	2.2	1.9	3.5
Employment	22.0	22.7	22.9
Activity Agreements	1.2	1.2	0.0
Unemployed	5.8	5.0	4.5
Unemployed Seeking	4.4	3.7	3.1
Unemployed Not Seeking	1.4	1.3	1.4
Unknown	0.4	0.4	0.4

School
St Columba's R C High School 

Initial Leaver Destinations

	2016/17	2017/18	2018/19
No. of Leavers	164	155	155

	2016/17	2017/18	2018/19
	10031	9824	9920

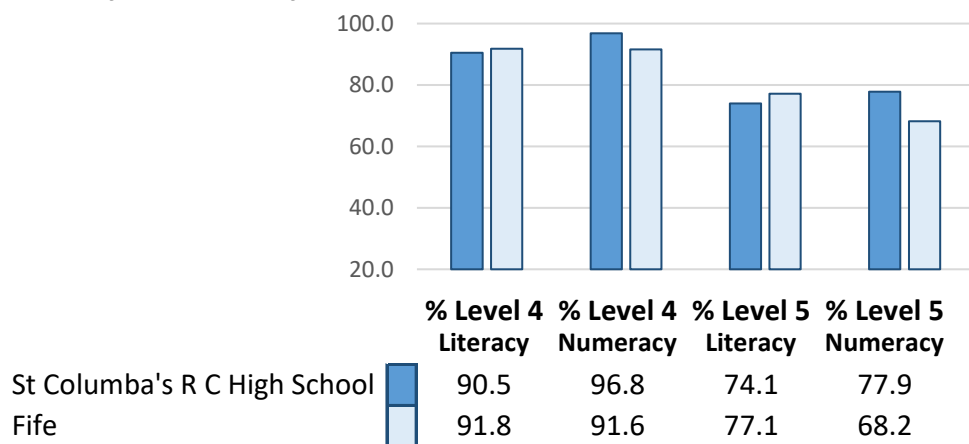
St Columba's R C High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.0	96.1
Higher Education %	27.4	29.7	29.7
Further Education %	37.2	31.0	45.2
Training %	3.7	3.9	5.8
Employment %	22.6	24.5	15.5
Activity Agreements %	3.0	1.3	
Unemployed %	6.1	9.0	3.9
Unemployed Seeking %	5.5	8.4	3.2
Unemployed Not Seeking %	0.6	0.6	0.6
Unknown %			

South East Collaborative %			
Category	2016/17	2017/18	2018/19
▲ Positive	93.3	93.9	94.9
Higher Education	38.0	38.6	38.6
Further Education	29.0	27.4	28.2
Training	2.1	2.1	3.0
Employment	21.9	23.6	24.0
Activity Agreements	1.7	1.5	0.0
Unemployed	6.5	5.8	4.9
Unemployed Seeking	5.0	4.4	3.3
Unemployed Not Seeking	1.5	1.4	1.5
Unknown	0.3	0.3	0.5

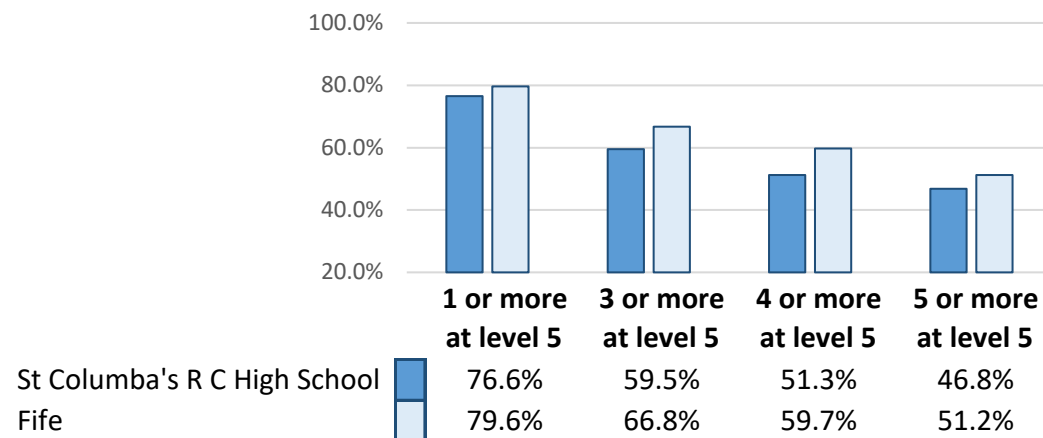
St Columba's R C High School

Attainment of school leavers in 2019/20

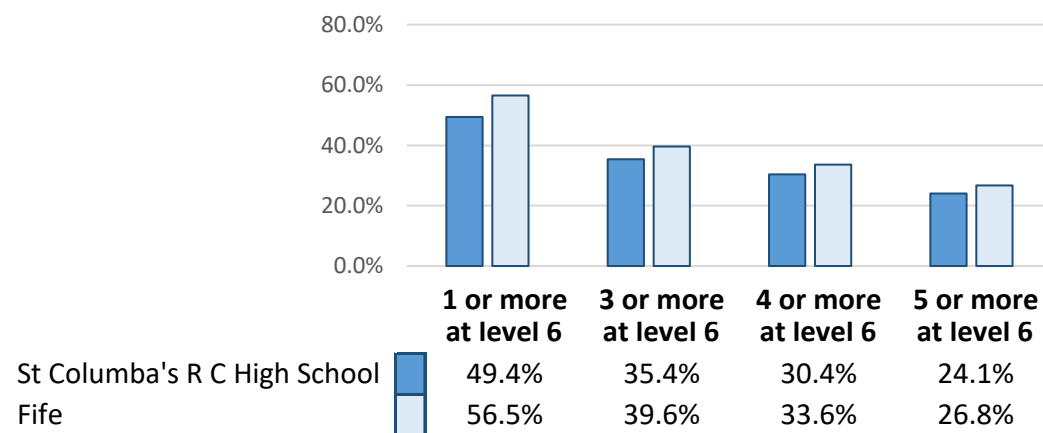
Literacy & Numeracy of school leavers in 2019/20



SCQF level 5 (Grade A-C pass)



SCQF level 6 (Grade A-C pass)



16th June, 2021

Agenda Item No. 07

Safer Communities Team Update Report

Report by: John Mills, Head of Housing Services

Wards Affected: Cowdenbeath area (Wards 7 and 8)

Purpose

The purpose of this report is to provide members with an update on the operational activity of the Safer Communities Team within the Cowdenbeath committee area during the 12 month period 1st April 2020 to 31st March 2021.

Recommendation(s)

The Committee is asked to note and comment on the activity to date.

Resource Implications

None.

Legal & Risk Implications

None.

Impact Assessment

An Equality Impact Assessment (EqIA) is not required as this report presents an update on the activity of the Safer Communities Team. No policy or funding changes are being proposed that are likely to have an impact on equality groups.

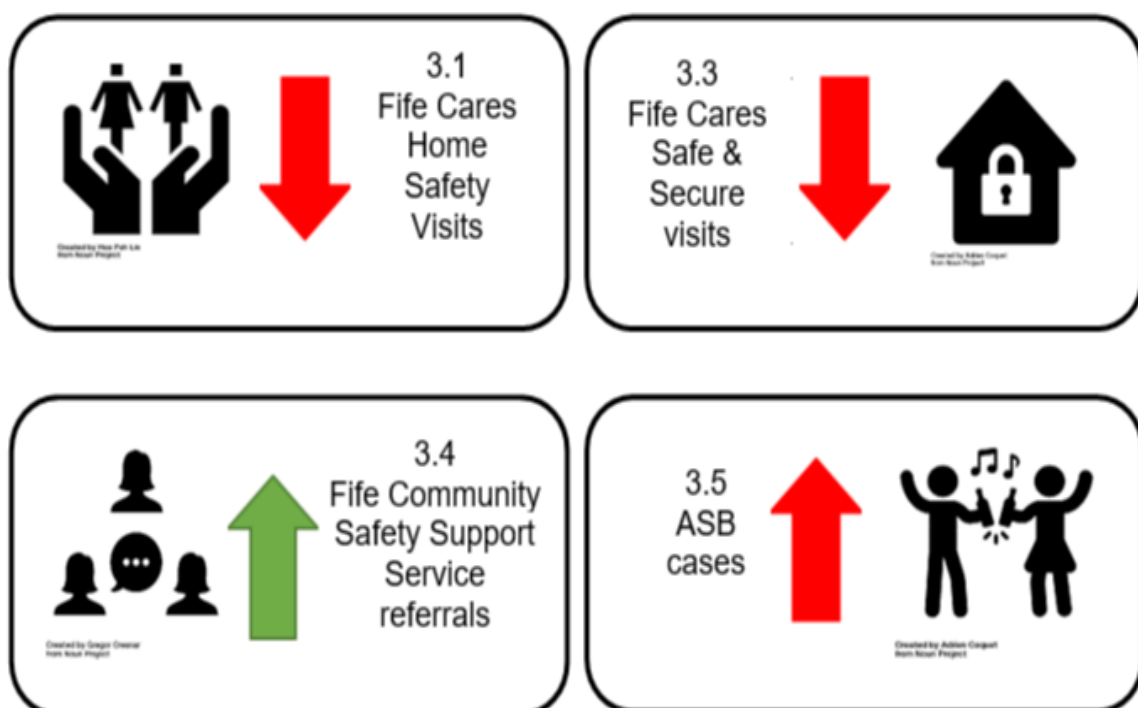
Consultation

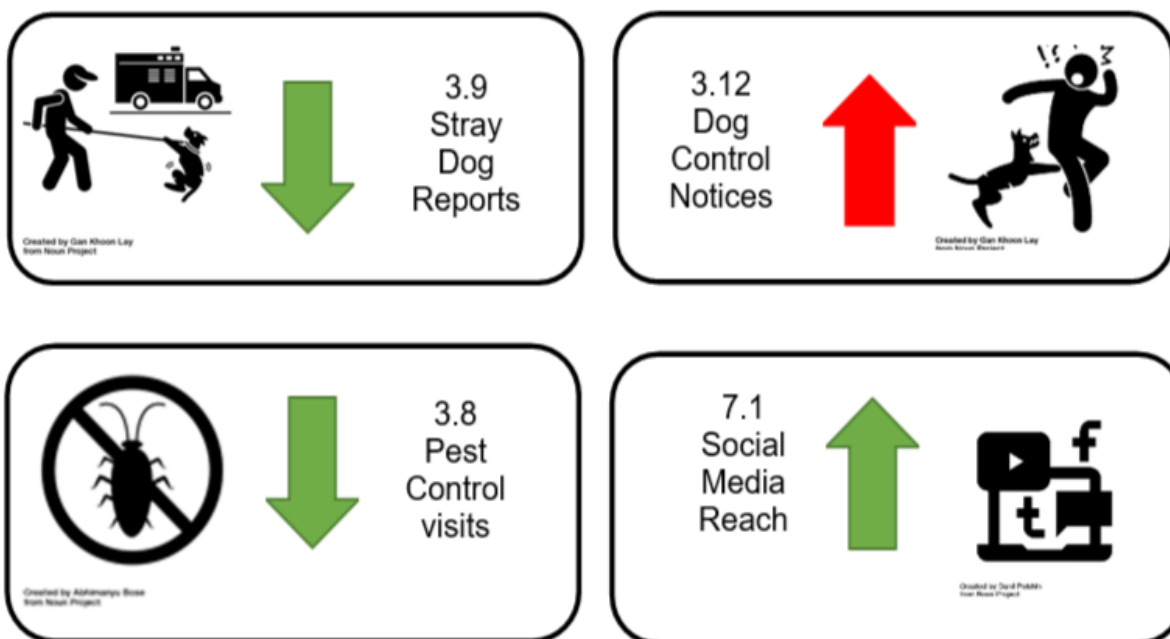
Consultation has taken place with community safety partner agencies.

1.0 Background

- 1.1. The purpose of this report is to update elected members on the activity of the Safer Communities Team (SCT) within the Cowdenbeath area during the financial year 2020/21.
- 1.2. This report sits alongside individual updates from Police Scotland and Scottish Fire and Rescue Service (SFRS). It should be noted that the three core agencies (Police Scotland, SFRS and Fife Council's SCT) may comment on work carried out *in partnership* with each other and other agencies but cannot comment specifically on work carried out independently by other services.
- 1.3. Information is also provided on Fife-wide activity in order to ensure that members are aware of the range of activities which may be of interest to them and their constituents.
- 1.4. The performance information in sections 3 and 4 provide a summary of the Safer Communities Team annual activity within this committee area during the reporting period compared to the previous financial year.
- 1.5. The activity is denoted using RAG arrows to demonstrate whether an activity has increased or decreased on the previous year (up or down arrow) and whether this is positive or negative (denoted by red, amber, or green).
- 1.6. The narrative describing each of these activities and associated statistics can be found in the sections referenced.

2.0 Performance Summary – People

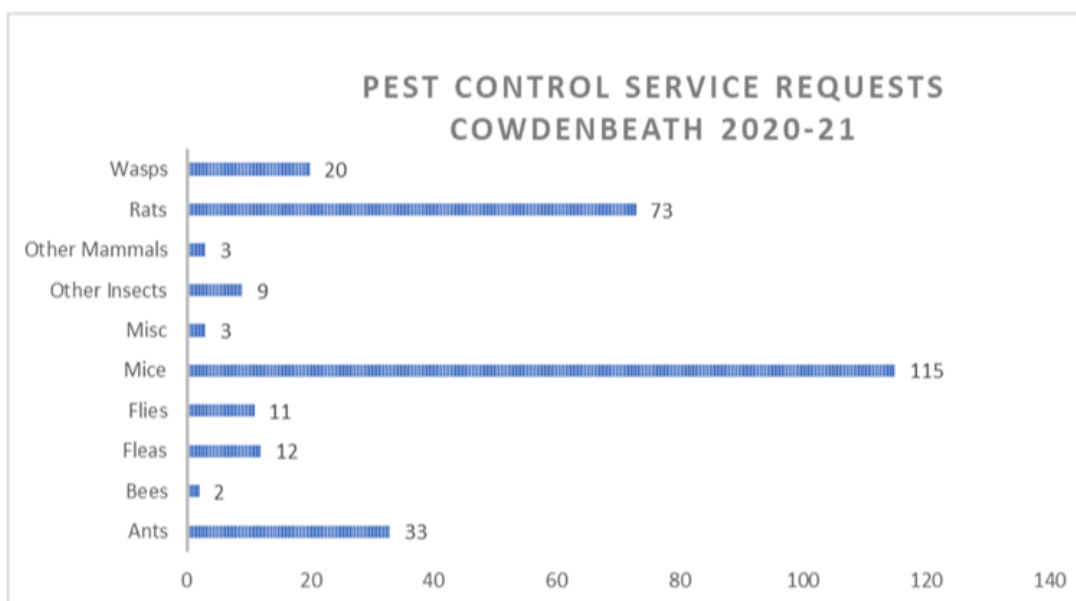




3.0 Performance narrative – People

- 3.1 Due to the restrictions around home visits during the pandemic, the number of referrals to our Fife Cares service decreased in 2020/21 compared with the previous year. The majority of referrals related to requests for tailored **home safety advice** for families with young children. Whilst no face-to-face visits were carried out by our officers, 54 families were contacted by phone (compared to 62 visits during 2019/20) and all doorstep deliveries took place within social distancing guidelines.
- 3.2 Recognising that Fife Cares is one of our most valued services, we took the opportunity to work with Evaluation Scotland and the Scottish Community Safety Network, to pilot an evaluation around Measuring What Matters. This project focuses on Unintentional Harm, which often goes unreported because the data which demonstrates the impact of services, such as Fife Cares, is generally qualitative rather than quantitative. The evaluation pilot commenced in February 2021 and so is still in its infancy. However, from feedback already received we are seeing the positive (and welcome) impact our officers make in terms of raising awareness of child safety within the home environment by engaging parents and carers in discussion about aspects that they may not already have considered. We intend to provide more information on this evaluation in next year's annual report but, in the meantime, a copy of the case study produced by Evaluation Support Scotland is attached (appendix 7).
- 3.3 Referrals to the Fife Cares service regarding **home security advice** under the Safe, Secure and Supported at Home initiative also decreased, but visits continued to take place given the serious nature of the issues being experienced by customers. All visits were carried out within social distancing guidelines and using appropriate PPE (71 visits during 20/21 compared with 76 the previous year).

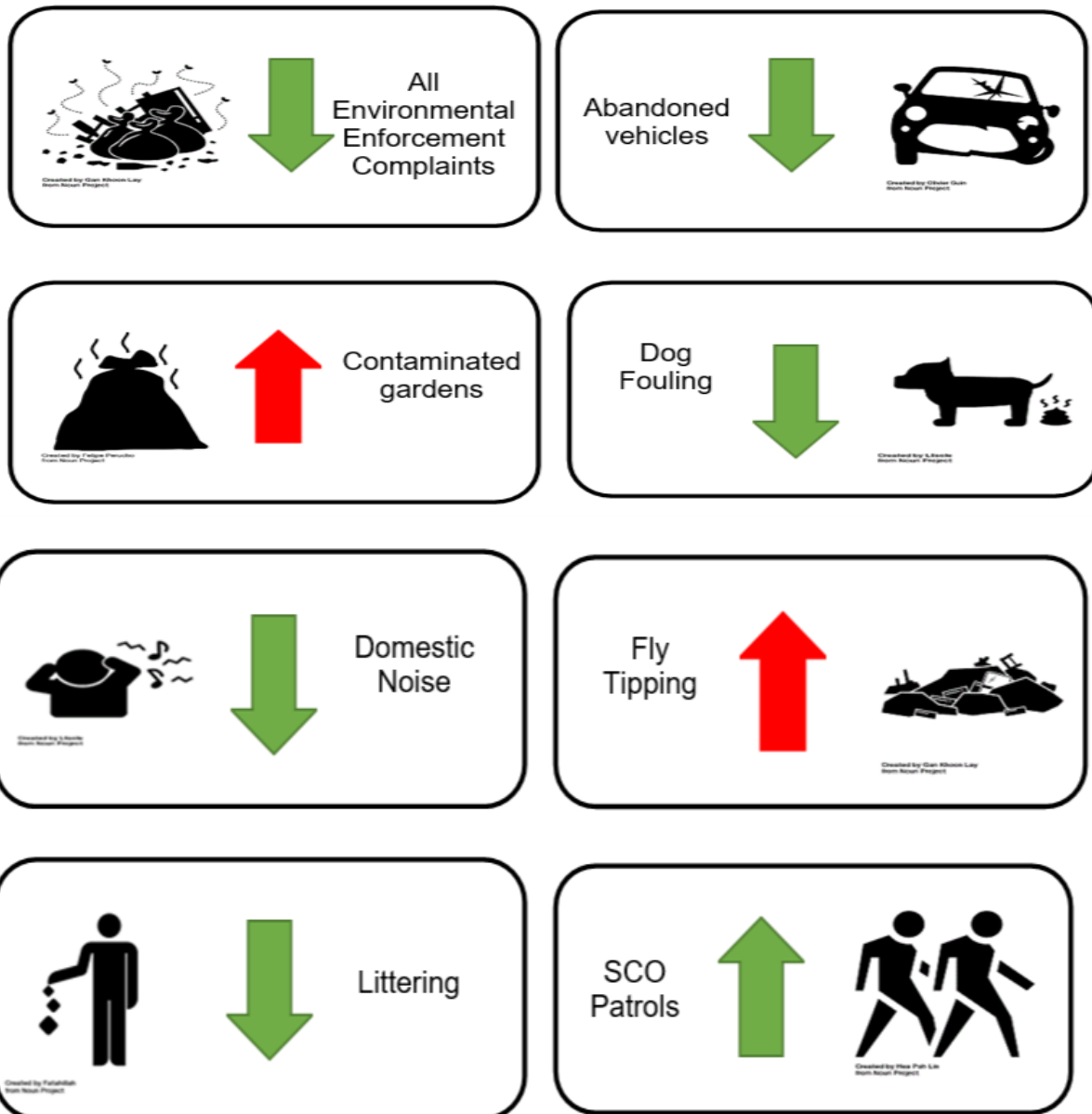
- 3.4 Of the 48 referrals to **Fife Community Safety Support Service (FCSSS)**, 17 resulted in the provision of support whilst the remaining 31 involved some form of mediation, albeit contact was made by phone. Referrals to FCSSS showed a very slight increase compared to the previous year (47). Appendix 1 provides examples of some of the feedback received by the service.
- 3.5 The Area Co-ordinator investigated 263 **antisocial behaviour cases**, a substantial increase on the previous year (124). One of the reasons for the increase was that our Area Co-ordinators handled the majority of antisocial behaviour complaints on behalf of the local office for the first six months of 20/21.
- 3.6 A review of Fife Council's Antisocial Behaviour (ASB) process commenced prior to the first lockdown, the overall objective being the delivery of improved outcomes for customers experiencing private space antisocial behaviour. A number of discussions with interested parties took place, including consultation workshops with elected members, to identify improvements to the ASB process. Consequently, the ASB policy has been updated to include, amongst other things, criteria of what will/will not be considered antisocial behaviour, and timescales have been included to provide customers with a clear picture as to when they can expect contact and how long a case may take to resolve. In addition, it has been agreed that there should be a single point of contact for customers. To this end, it is expected that all investigations into private space ASB will sit with the Safer Communities Team, and this should commence within the next 12 months.
- 3.7 Due to COVID restrictions and staff sickness, our Pest Control workforce was reduced from five officers to two during most of 2020/21. The decision was taken at the beginning of the first lockdown to carry out treatments in Fife Council housing and facilities only. This is reflected in the number of jobs carried out by the team. It is anticipated that the current pest control treatments offered to Fife Council tenants will be made available to private tenants as of 10th May 2021. Once all Covid restrictions are lifted, we will operate a full treatment service.
- 3.8 Our Pest Control officers attended 281 requests for their services during 20/21 (down from 712 in the previous year). The number and type of pests dealt with are depicted in the following graph:



- 3.9 Eight **stray dogs** were reported to the Safer Communities Dog Wardens, a decrease from 19/20 (20 strays). Of the eight dogs, five were microchipped, but only one reflected the correct details of the owner. Four dogs were subsequently claimed/returned to their owner and the remaining four were passed to an animal charity for assessment prior to being rehomed.
- 3.10 Ten Cowdenbeath residents were given **advice** regarding the control of their dog, an increase of four on 2019/20.
- 3.11 The number of dog control **warning letters** sent to residents in the area increased from two during 19/20, to five in 20/21.
- 3.12 Ten **Dog Control Notices** (DCNs) were issued in the area, an increase of six on the previous year.
- 3.13 The case studies in appendices 2 and 3 provide examples of the work carried out by our Dog Wardens in respect of strays and dog control.
- 3.14 The number of **Road Safety** initiatives were significantly curtailed by the pandemic, due to the restrictions on face-to-face engagement. However, over the course of the year, our Project Officers not only took part in redeployment to assist other services such as Older Persons Housing, pharmacy, and PPE deliveries, but also created a variety of virtual courses and workshops to try to provide some level of road safety information and advice. Projects such as Safe Drive Stay Alive and Drivewise did not run at all in 2020/21, but we are optimistic that these will take place towards the end of this calendar year. Appendix 4 provides further information about Road Safety activity.
- 3.15 Similarly, our **Youth Justice** Officer was unable to engage with as many young people, especially on a face-to-face basis, as they would normally. While still on hand to provide support and advice to parents, carers, and young people by phone, our YJO was redeployed to assist other essential services experiencing staff shortages due to the pandemic. This included working within Older Persons Housing and assisting a variety of community projects, particularly those working to ensure that vulnerable residents were provided with food and medication.

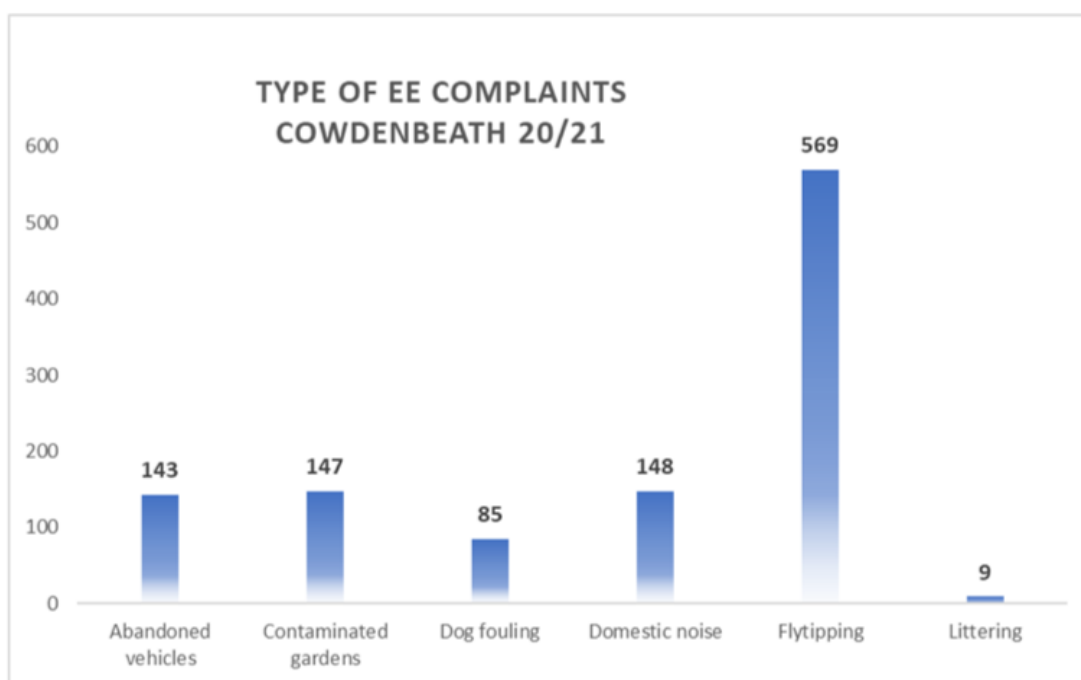
4.0 Performance Summary – Place

For the narrative around our 'Place' based activity, please see section 5



5.0 Performance narrative - Place

- 5.1. In terms of **environmental enforcement** issues, 1101 complaints were received for this area during 20/21 - an overall decrease from the previous year (1178 complaints).
- 5.2. The following graph shows the type and number of complaints received by the Safer Communities Team relating to environmental enforcement complaints within the Cowdenbeath area during 2020/21:



- 5.3. Compared to the previous year, our team received fewer reports regarding abandoned vehicles, dog fouling, domestic noise nuisance, and littering (248, 160, 186 and 15 respectively in 2019/20).
- 5.4. Reports about contaminated private gardens and fly tipping increased compared to the previous year (97 and 472 respectively in 19/20)
- 5.5. Our Safer Communities Officers (SCOs) carried out 3078 **patrols** in this area over the reporting period, an increase on the previous year (1856).

6.0 Other activities

- 6.1. The last week of the 2019/20 reporting period saw the introduction of the first Covid-19 national lockdown. The normal day to day business of the team was severely interrupted and many staff were redeployed to assist other services, while the remainder continued to provide a community safety service remotely and/or in a socially distanced manner. Over the course of the year, as restrictions eased, we were able to return to some semblance of normality. However, as described in the performance narrative in sections 4 and 5, there were various initiatives and areas of business that we were unable to resume. We are optimistic that 2021/22 will see us being able to reinstate these areas of our team activity.
- 6.2. Appendix 5 illustrates the type of work our staff have been involved in where they were unable to perform their own duties.

7.0 Campaigns and events

- 7.1 Team members are normally involved in a variety of events throughout each year. Due to the pandemic, 2020/21 saw us rely quite heavily on our **social media** platforms in order to convey the community safety message to the residents of Fife. We provided information, advice, and assistance on several

campaigns, including those detailed in Appendix 6. The number of people following our Facebook page is currently 5408 and, overall, our social media reach increased from 620,000 in 2019/20 to 1.65 million during 20/21.

- 7.2 In order to keep up to date with forthcoming events and activities co-ordinated by the Safer Communities Team or shared by the Team on behalf of partner agencies, members are invited to 'like' our Facebook page **Safer Communities Fife** or follow us on Twitter **@safeinfife**.

8.0 Conclusion

- 8.1 This report provides members with information on the wide range of safer communities' activity being undertaken in this committee area, in line with local priorities and emerging issues.

List of Appendices:

Appendix 1 - Example of feedback received by FCSSS
Appendix 2 - Stray dog case study
Appendix 3 - Dog control case study
Appendix 4 – Road Safety activity
Appendix 5 - Covid-19 activity
Appendix 6- Safer Communities Team Facebook page
Appendix 7 – Fife Cares 'Measuring What Matters' case study

Report contact:

Dawn Jamieson (Safer Communities Manager)
Halbeath Depot
Crossgates Road
Dunfermline
KY11 7EG

Email: dawn.jamieson@fife.gov.uk

Fife Community Safety Support Service (FCSSS)

Examples of customer feedback.

Do you think there have been positive changes to your life since taking part in the Service?

- "Yes, I got an agreement with my neighbour which has been working so far and we are now talking to each other"
- "Yes, I've been able to be heard and get things sorted. I feel much more relaxed and at peace where I am living now."
- "Yes, I've got things sorted with my neighbour. The corona virus put things into perspective for me."
- "I am now aware of where I stand with my neighbour, so it's a way forward"
- "I looked forward to her visit and to know I had someone to talk to, someone to listen to what I had to say. It made a big difference in my life"

What did FCSSS do well?

- "Everything was done well"
- "Listening to me and thinking outside the box to allow me and my neighbour to mediate during lockdown"
- "Sacro have been a tremendous help and listened when no one else did "
- "Arranged food parcels "
- "Provided time to talk and listen "
- "They were all really nice and friendly"
- "When I phoned the office the person who answered was always friendly and nice"
- "Always helpful and friendly, made the meetings easy and not something to be worried about"

What could FCSSS do better?

- "Nothing"

Stray Dog Case Study

In March 2021, the Dog Warden service received a telephone call from Fife Council Contact Centre regarding a stray dog that was found by a member of public.

The Dog Warden on duty for the area immediately dispatched and attended at the locus. The member of public had the stray dog within her home and informed the Dog Warden that she had found the dog running on the main road. She had put a post on a popular social media site, but after an hour nobody had come forward, so she decided to contact Fife Council.

On inspecting the dog, it was apparent that it had a significant flea infestation and urine scorching on the underneath of its body. Advice was given to the member of public who had taken the dog into her property regarding preventing the flea infestation spreading through her home. The dog was seized as a stray under the Environmental Protection Act 1990, placed within a specially converted vehicle, and taken to a kennel facility. On arrival, the dog was scanned for a microchip and a full check of the dog was carried out by Dog Warden. It was determined that the dog would not need veterinary treatment but was treated for fleas by the Dog Warden. All relevant paperwork was completed, including a photograph, before the dog was placed into a kennel.

According to current legislation, a dog must be microchipped (The Microchipping of Dogs (Scotland) Regulations 2016) and must also wear a collar with the owner's details inscribed or attached (The Control of Dogs Order 1992).

Dog Wardens will make every effort to find the rightful owner of a stray dog. This includes:

- searching national databases with the microchip number
- calling veterinary practices to ask if any of their clients have reported their dog missing
- contacting Police Scotland when lost dogs have been reported to them
- using contact details from the dog's collar
- responding to contacts made to the kennels directly.

On this occasion the dog was not claimed. Although it was microchipped, the details held on the national database were incorrect and the owner could not be traced.

After every stray dog is picked up, our vehicles must be cleaned out to prevent contamination or spread of any disease. In this case, because the flea infestation was so severe, the Dog Warden also went home to decontaminate (shower) and change into a fresh uniform.

After three days in the kennels a dog groomer, who operates on site, bathed, and cut the nails of dog in question, making the dog much more comfortable (and looking and smelling great!).

Under the Environmental Protection Act 1990, the local authority must keep a stray dog for seven days before it can be moved onto rescue. In those seven days the local authority is responsible for any veterinary treatment and any other costs incurred. Luckily, our Dog Wardens have built up great relationships with dog charities both locally and nationally. Securing rescue spaces for our unclaimed stray dogs is our preferred course of action, however if there is a concern regarding the temperament of a dog a full assessment will be carried out and a course of action taken that keeps people safe.

In this case, the dog was eventually re-homed through a local charity following appropriate assessment of the prospective owners and their circumstances.

Dog Control Case Study

Whilst off duty, one of our Dog Control Officers was contacted by officers from Police Scotland, Fife Division who reported that two staff members had been attacked by a dog that had been private boarding at a kennel in Fife. Police Officers requested backup as the dog was still running free within the grassed area of the kennel block, although secure within the property. The Dog Control Officer contacted their colleague, and both headed to the kennels to secure the dog.

On their arrival the dog was identified as an Alaskan Malamute and was still displaying aggressive behaviour. Two Police Officers were present, along with a Police Dog Handler and a member of the kennel staff. Two further members of staff had already been taken to hospital by ambulance following injuries sustained when trying to secure the dog.

After carrying out a risk assessment - which included discussing how they would secure the dog, the exact route to be taken, and which kennel the dog would be secured in - the Dog Control Officers removed all trip hazards and dried the floor. Both understood their safety and the safety of others must come first and so requested that the Police Officers, the Police Dog Handler, and the member of the kennel staff leave the immediate kennel area. After 20 mins the Dog Control Officers managed to secure the dog and contain it within a small kennel. They subsequently contacted a local vet to request their attendance and assisted the vet by restraining the dog, which was still acting aggressively despite being sedated. Unfortunately, following assessment, the dog was humanely destroyed.

The two kennel staff remained in hospital for over a week and required numerous surgical procedures to help them to recover from their injuries.

It should be stressed that the dog involved in this serious incident was not a stray, but an animal rescue dog being housed at a local kennel by private arrangement. On this occasion, our Dog Control Officers attended outwith their normal working hours to assist Police Scotland colleagues.

There are currently two full time Dog Control Officers employed within Fife and they are based at Rothesay House in Glenrothes and Halbeath Depot Dunfermline. Their responsibilities are enforcing dog related legislation such as the Control of Dogs (Scotland) Act and, regarding stray dogs, the Environmental Protection Act. They also deal with the recently introduced Microchip regulations.

If a person has any concerns about dog related behaviour in their area, they should call 03451 550022.

Road Safety activities

Car Seat Checks – staff were unable to host any car seat clinics but have promoted the [Good Egg](#) virtual check sessions. This platform will not reach as many people across Fife as face-to-face sessions would but will go some way to addressing the needs of those concerned about the fitting of their child car seats.

Drivewise – both April 2020 and Oct 2020 were cancelled due to the pandemic. Plans are in place to resume this initiative in October 2021. A venue has been booked and community safety partners are on board, but this all depends on the situation during the second half of this year.

Safe Drive Stay Alive (SDSA) – the November 2020 show was cancelled and although plans are in place for November this year, it remains to be seen whether we can host the same number of pupils in the Rothes Halls as in previous years. We have, however, begun to look at an alternative, which will include filming the speakers who would normally present during the roadshow, and create a video which can be issued to schools. Whilst this platform may not be as effective as the in-person SDSA it will allow us to provide some appropriate road safety material to schools.

Active Travel – our officers created a PowerPoint presentation which can be shown in primary schools at road safety assemblies and shown on screens at secondary schools.

Junior Road Safety Officers and Road Safety Plays – due to pupils not being in school for a large extent of 2020/21, this project has not been run. However, it is hoped that interest will pick up again perhaps after the summer holidays this year.

Pass Plus – there have been no evening inputs since February 2020 and driving lessons were also cancelled for a while throughout 2020/21. A virtual Pass Plus session has been developed however, although not used during the reporting period.

Offenders – on a similar note to above, no face to face courses took place during 2020/21, although an online input has been developed as a temporary solution.

Taxi Drivers – again, no courses have taken place since March 2020 and once restriction ease, it is hoped these will be reinstated.

Older Road Users – any groups booked for inputs during 2020/21 were cancelled. Although an online option has been offered to groups, there appears to be a preference from groups to wait until face-to-face meetings can resume.

Safer Communities Team Covid-19 Activities

From the outset of the pandemic, the Safer Communities Team continued to support our business critical tasks (i.e. those identified as statutory duties), albeit there was an immediate need to adjust a substantial number of practices to suit the move from office based to mobile and lone working. In the same way as many services and organisations, this included finding ways to access the systems and information we normally have easy access to.

A few weeks into lockdown, our officers began high visibility proactive patrolling of areas to help tackle the rising issue of fly-tipping and to provide reassurance to members of the public and vulnerable people in communities around the impact of COVID-19. Officers also monitored public spaces on bikes, identified where there was a need for onward reporting to colleagues in other connected services and actioned issues where appropriate.

Officers within the team have proven they are able to turn their hand to almost anything and often at very short notice. All officers either working in their normal area of business, or redeployed to help other services/agencies, have shown a real willingness to help in different circumstances to try to alleviate the impact of Covid-19, particularly on the most vulnerable members of our local communities.

Specific examples include:

1. A joint protocol between the Safer Communities Team and Police Scotland in relation to the social distancing guidance provided by the Scottish Government – the focus of which has been more in terms of education than enforcement. This initiative has involved excellent local partnership working between the services involved and staff from both organisations have worked well together. Due to the success of this venture, it is hoped additional partnership working projects will be identified in the future.
2. One of our SCOs was asked to take part in a project run by Clued Up which was aimed at helping young people affected by their own or someone else's substance abuse during this period. Several agencies - including Active Schools JKS Kaishi Karate, Just For Kicks, School of Hard Knocks, Dundee FC as well as local gyms and fitness clubs – were involved. Our officer, who has fitness experience, developed a session to help with the young people's mental and physical health. He also scheduled a Q&A session at the end to highlight the work of the Safer Communities Team and allow the young people to learn about the things we do to try to help keep them safe in their communities.
3. Our Youth Justice Officer was asked to provide advice and guidance by a local community centre and assisted a local high school family support worker by providing food and wellbeing parcels to families.

4. Various members of staff, including Project Officers, Home Safety Advisers, Area Co-ordinators, Safer Communities Officers and Team Managers carried out pharmacy deliveries across Fife on behalf of Fife Voluntary Action, and officers have been working in the Asymptomatic Covid Testing Centres.
5. Our Safer Communities Assistants, Area Co-ordinators, Partnership Officer, Team Managers and Youth Justice Officers assisted our elderly and vulnerable residents in various local communities, to ensure they had appropriate support and this included ensuring they had the necessary medical services in place, providing shopping delivery services (especially for those whose family or friends were themselves in isolation), serving lunches in sheltered housing complexes and supporting staff working in homelessness hostels.
6. Our Dog and Pest Officers meanwhile continued their work trying to resolve issues around stray/dangerous dogs and pest control throughout Fife, which are statutory duties.

As we have moved through the different phases of the route map, our officers have gradually returned to carry out their normal areas of business, whilst meeting all safety guidance regarding PPE and social distancing.

Finally, despite the period of turmoil, we have identified a few positives: our social media presence has been extremely well utilised, and we have noticed an increase in the number of followers and comments. This has allowed us to strengthen our relationships with people in every Committee area within Fife, plus several community groups whose work out in their local communities is having a positive impact on people's quality of life. One example of this being the excellent work of Fife Street Champions, whose membership has also increased considerably, as they support volunteers throughout Fife picking litter in their communities on a daily basis.

We would like to increase our community engagement and are looking at ways to commence and continue dialogue with as many residents in Fife as possible. If members have any suggestions in terms who we could reach out to in this way, we would welcome input via your area contact in the first instance.

Safer Communities Social Media Examples

KIRKCALDY – TWILIGHT INITIATIVE 10th – 16th NOVEMBER 2020

Date	Post type	Reach	Comments	Share	Like
10 Nov	Launch post	1.5k	4	1	12
11 Nov	Post about the initiative	1.2k	0	4	14
12 Nov	Post and photo of SCO B'sland by footprint	814	0	3	28
12 Nov	Post and new poster	977	3	4	16
13 Nov	SCO Walkings	4714	12	7	114
13 Nov	New post - clean feet	925	2	2	15
14 Nov	New Poster - even if raining	611	0	0	14
16 Nov	Sign with graphic	3.5k	11	11	109
TOTAL REACH OVER ONE WEEK		14, 241			

SPECIAL THEMED WEEKS

THEME	DATE	REACH
Family Safety Week	30th Mar – 3rd Apr	3.6k
Mental Health Week	18th – 24th May	4.5k
Child Safety Week	1 st – 7 th June	52k
Police Summer Safety Campaign	Launched 22 nd Jun	1.1k
Suicide Prevention Week	6 th – 12 th Sep	9.5k
Road Safety Week	16 – 22 Nov	2k
Anti-Bullying Week	16 – 22 Nov	3k
Xmas Countdown Week	13 – 24 Dec	35.5k

AREA SPECIFIC POSTS ON FOOD POVERTY

AREA	POSTS	REACH
Dunf	F3	721
Rosyth	Edible, Tasty Spaces	961
Cowdenbeath	Max's Meals	1.5k
Leven	Café Connect	400
Kelty	Oor Wee Café	910

OTHER

POSTS	REACH
Rural Watch Fife	41k
Slips on Ice	130k

Fife Cares: Measuring What Matters Case Study

Scottish Community Safety Network (SCSN) and Evaluation Support Scotland (ESS) brought together practitioners from across the sector to develop **Measuring What Matters** - a toolkit to help those working in the field to have a better understanding about their outcomes and how to measure what matters in their work to prevent unintentional harm. This case study shows what **Fife Cares** learned when testing out the toolkit.



About Fife Cares

'Fife Cares' is a Fife Council Safer Communities Team initiative. It offers a range of free home safety and security visits which can be arranged directly or made on behalf of a client or relative. Fife Cares Advisers:

- Carry out home safety visits to vulnerable adults, and parents or carers of children under 5 years of age, to provide advice on how to minimise the risk of accidents in the home.
- Deliver awareness raising sessions to client groups to try to raise awareness of key home and child safety issues.

During the Covid-19 pandemic much of this work was carried out on the phone.

Background

Liz Watson from the Safer Communities Team explains why they wanted to test the toolkit for Fife Cares:

The service has been in place for several years and, while there have been various measures put in place to try to capture the impact of the service, it has proven difficult to establish something meaningful and sustainable. In the main, performance is measured by counting the numbers of visits in different areas, and hospital admission data.

Neither of these provide an accurate measure of the impact of a visit on the individuals or families we visit. Through using this toolkit, we hoped to have the opportunity to test different ways of evaluating. We also hoped to obtain some support to evaluate remote service delivery, as much of our work changed during the Covid-19 pandemic.

The service we decided to pilot is targeted at parents or carers looking for advice and equipment to help keep their children safe at home. Parents are often referred to us from health visitors, but they can also self-refer. Our advisers currently contact parents by phone to provide information and advice about safety in the home and assess whether any equipment might be required. Subsequently, officers carry out follow up calls four weeks later.

What we did

We used the framework and the learning session with ESS (Evaluation Support Scotland) to develop an **evaluation plan** for our **phone service** with parents and carers of children under 5 years of age.

We set a **short-term outcome** for this pilot project: **Following our input, parents and carers have a better understanding of risks for children within the home.**

The first call is about talking through concerns parents may have about child safety in their home, and whether there is a need for any equipment such as a safety gate or cupboard locks, for example. Advisers then need to identify whether the equipment will in fact meet those needs, or whether there are other alternatives available. Even at the first contact, we often help raise awareness of other child safety issues in the home, such as access to medicine cabinets and cleaning products. In the longer term, we hoped that our input would help parents/carers to be in a better position to make changes around the home to keep their children safer.



Fife Cares staff member on a phone call to parents discussing child safety issues.

Our successes

Our Advisers spoke to 89 parents during this pilot phase. We recorded comments and phrases from parents during our phone conversations to show they got something out of that call.

Parents told us:

"I hadn't thought about how dangerous blind cords can be"

"I'll think about moving my cleaning products to a higher cupboard"

"I plan to use this when the baby starts crawling"

During follow up calls 4 weeks later to check how things are going and if the equipment has been useful, parents said:

"Everything is fine, thanks. Got the safety gate up, and the door jammer is handy too".

"Very happy with the service and equipment".

"All useful – the furniture strap used on cube units in the living room are helpful".

From this feedback, we can already tell we are achieving our short-term outcome - **Following our input, parents and carers have a better understanding of risks for children within the home.**

Challenges we faced

Very few parents responded to our follow up texts and calls four weeks later, so it was difficult to know if we were achieving any longer term change. We felt quite disappointed that the response rate was so low. From 59 texts/calls we only had six responses – although those who did respond were all very positive about the service. We feel that a lot of people might only respond if something isn't right or they are unhappy about something.

Our learning

Both the process and **approach** have been valid, and we are certainly in a better position than we were. This has given us a sense that we are helping raise parents' awareness of child safety within the home.

Whilst we didn't get the responses that we really wanted we are going to keep trying. Without contact with people after the event, it is difficult to know if longer term change is happening. At the moment though, it's enough to know we are achieving our **short-term outcome**.

We have learned how important face to face contact is for our service and our evaluation. When you go into someone's home, even just for half an hour, they remember who you are. In person we can ask people to show us where they plan to use the safety gate, where their cleaning products are, and we can spot possible causes of unintentional harm which we can't over the phone.

Our next steps

We have agreed this pilot was a worthwhile thing to do and we plan to use a similar evaluation approach when we return to face to face visits. We think it will be a lot easier to gather evidence of longer term change when we can see people in their homes again. We would like to know more about our long-term impact. What are parents doing differently 12 weeks after our visit, for example?

We are also wondering whether other partners (such as health visitors) might see the longer-term change happen, so we may ask referrers to gather evidence too.

An ongoing challenge is not just about whether we want to gather qualitative or quantitative evidence but **who is interested in this information** and what it is they want to see or know more about. We really want to be able to say to our local communities and elected members that we have helped make a sustained change with regard to keeping our communities safer.

Resources

[Measuring what Matters toolkit](#)

[Evaluating at a distance](#)

Contact details

If you would like ESS support please contact us at info@evaluationsupportscotland.org.uk.

If you would like to find out more about SCSN (Scottish Community Safety Network) please visit <https://www.safercommunitiesscotland.org/>

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May 2021

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16th June 2021

Agenda Item No. 08

Supporting the Local Community Plan – Operational Briefing on Policing Activities within Cowdenbeath.

Report by: Chief Inspector Yvonne Stenhouse – Local Area
Commander, West Fife

Wards Affected: Wards 7 and 8

Purpose

This report updates Elected Members on Policing activity in the Cowdenbeath area.

Recommendation(s)

Members are asked to consider the contents of the report and the policing activity undertaken to date and support Police Scotland moving forward in addressing priorities.

Resource Implications

There are no additional resource implications arising from the activity outlined in this report.

Legal & Risk Implications

There are no legal or current risk implications.

Impact Assessment

An EqIA has not been completed and is not necessary as this report highlights work already undertaken and does not propose a change or revision to existing policies and practices.

Consultation

No consultation has taken place regarding this report. Members will appreciate that the key to success in work of this nature is partnership – not only between the services and agencies involved but also with elected members and local communities.

1.0 Background

- 1.1 This report provides members with an update on the activities of Police Scotland staff within the Cowdenbeath area during the period 1st April 2020 – 31st March 2021.

2.0 Issues and options

- 2.1 This report normally starts with a table showing a comparison of police data for 2020/2021 against the same period in 2019/20. Due to changes in working practices during the COVID 19 pandemic the Multi Member Ward data has not been ratified as yet and comparison figures are not currently available. Whenever this data is available it will be forwarded for the information of all Area Committee members.

3.0 Community Officer Activity 01/04/2020 – 31/03/2021

- 3.1 Throughout the reporting period the area has been served by a Community Inspector, Community Sergeant and six Community Constables, supported by response colleagues based at Cowdenbeath Police Station and specialist resources from various divisional and national departments.

The Community Team staffing has remained consistent over this time, PI Gavin Cameron leads the team supported by PS Paul Cochrane.

Ballingry/Kelty - PCs Barry Smith & Darren Black

Cowdenbeath/Crossgates - PCs Louise Sneddon & PC Calum McDougall

Lochgelly/Cardenden - PCs Gavin Keith & Davide Scola

- 3.2 Whilst community engagement and initiatives have eased, local officers have continued to focus on the issues that matter most to the people and communities of the Cowdenbeath area, namely:

- Violence, Disorder and Antisocial Behaviour
- Road Safety and Road Crime
- Drug and Alcohol Misuse

4.0 Response Policing

- 4.1 Local policing activities during the reporting period have been greatly impacted by the effects of the Global Covid-19 Pandemic, mirroring the impact experienced by communities across the country and beyond. Opportunities to engage in person ceased, and new methods of communication and interaction had to be adopted.

- 4.2 As COVID restrictions were imposed Police Scotland were given the responsibility of enforcing The Health Protection (Coronavirus) (Restrictions) (Scotland) Regulations 2020, laws brought in to ensure members of the public were following the restrictions and adhering to the government guidance. Police Scotland adopted the '4Es' approach with members of the public -

Engage: ask whether an individual is aware of the government request; establish individual circumstances and how quickly someone can comply.

Explain: the risks to public health and to the NHS in line with government guidance.

Encourage: voluntary compliance.

Enforce: if faced with non-compliance and only as a last resort.

This has been a challenging time for the police and public alike, having to adapt quickly to new legislation that was continuously under review and was subject to change as the country moved through the various Roadmap Phases.

- 4.3 By and large compliance with the guidance and legislation across Fife was very positive, officers from the Cowdenbeath Area were only required to issue 32 Fixed Penalty Notices (FPN) during the reporting period. The majority of these breaches were as a result of individuals mixing with others indoors and a small number were for non-essential travel. A number of householders were also charged with the more serious offence of Culpable and Reckless Conduct for allowing parties to be held in their homes.
- 4.4 As the year progressed restrictions varied across the country, leading to further challenges for policing. New Personal Protective Equipment was sourced helping to protect officers, however procedures implemented to deal with incidents/prisoners where COVID 19 was confirmed or suspected greatly increased the time required to complete enquiries. This situation continues to date, and while cases are continuing to decline and vaccination numbers are increasing there is no place for complacency.

5.0 School Engagement Officer

- 5.1 Due to COVID restrictions PC Calum McDougall spent the first half of the year working in his Community role at Cowdenbeath. In August 2020, he returned to Beath high School and was joined by PC Louise Sneddon. Their deployment ran until January 2021, however further restrictions in early 2021 meant they could not complete it and this time and they returned for a short time in April 2021.
- 5.2 Feedback provided by the Rector, Steve Ross, highlighted the positive impact the officers had made:

"A huge thank you from us all to both of them - they have been an excellent addition to our team here at Beath and have had a real, positive impact on our young people.

I must single out Calum, who started with us in January 2019.

Back then our school's number one priority was to develop positive relationships - and Calum's role was integral to this.

Being outside at break and lunch now is almost unrecognisable to what it was like 2 years ago, due in no small part to Calum's input.

Calum, being Calum, didn't stop at all the (many) things on his remit - on top of everything else he took a key role in training up our prefect teams, led many workshops in PSE lessons and assemblies and a myriad of other things across the school - all focused on improving the experience for our young people.

Louise joined Calum last August - a great 2 for 1 deal that we managed to broker due to lockdown 1!

As well as complementing all that Calum was then doing, Louise showed herself as a true professional community police officer in her own right and has had a significant positive impact on many of our youngsters in a short space of time.

I know our Guidance colleagues have really appreciated Calum and Louise being integral members of the school support team.

Although we will miss these two colleagues, they leave us having completed the job we set out for them to do - and in very fine fashion indeed."

- 5.3 Following the success of the Beath model, Lochgelly High School have now funded a School Engagement Officer post for the forthcoming year. PC Barry Smith took up this role in April 2021, with PC Scott Kirk backfilling his Community role.

6.0 Violence, Disorder and Anti-Social Behaviour

- 6.1 **Operation Path** is the divisional initiative aimed at tackling all forms of violence. Violent crime and violent offenders are managed robustly with local investigative work being supported by divisional departments such as CID and the Community Investigation Unit, and nationally by the Licensing Violence Reduction Unit. Weekly management meetings are held where local repeat offenders, emerging trends and hotspot areas are analysed to develop early intervention tactics to engage with offenders and minimise repeat offending.
- 6.2 Whilst comparison data is not yet available, the divisional performance in respect of violence and ASB has been strong and local figures show there has been a reduction in both serious and common assault.

Educational inputs locally have a strong focus on the policing prioritise of:

- Violence, Disorder and Antisocial Behaviour
- Road Safety and Road Crime
- Drug and Alcohol Misuse

With an emphasis on private space violence and social responsibility.

- 6.3 During August and September 2020, Ward 8 (Lochgelly, Cardenden, Benarty) saw a spike in violence and anti-social behaviour. As a result, Operation Boo was instigated, this was a local initiative to detect, disrupt and deter drug related activity, crimes of violence and anti-social behaviour in the area. The method was straightforward - increase the police presence in 'hot spot' areas and target known persistent offenders.

The initial stage of Operation Boo ran between the 14th and 21st September 2020. During this week long operation, officers carried out dedicated patrols in Lochgelly, Cardenden and Ballingry. This resulted in numerous arrests of individuals, who were wanted or responsible for disorder offences, and the seizure of drugs and vehicles.

- 6.4 Phase two saw an increase in the execution of drug search warrants as detailed in section eight of this report.

- 6.5 **Operation Prevail** is the divisional initiative implemented to tackle anti-social behaviour (ASB). ASB remains a key objective locally and we will continue to robustly deal with individuals that engage in such conduct. During the current COVID 19 pandemic all calls to Police Scotland relating to breaches of The Health Protection (Coronavirus) (Restrictions) (Scotland) Regulations 2020 have been recorded as ASB calls. This will undoubtedly have had an impact on the ASB figures.

- 6.6 In conjunction with Fife Council Safer Communities Officers, we have and will continue to patrol areas identified as local 'Hotspots'.

- 6.7 A recent example of multi-agency working is the Lochgelly Park Group initiative to address concerns regarding anti-social behaviour, vandalism and theft in and around Melville Park, Lochgelly. Over a short period of time the number of calls received from residents regarding anti-social behaviour, theft of wheelie bins and subsequent fire-raising and damage to property in the area increased. Working with partners, including Clued-Up, Fife Council Safer Communities Officers, Community Learning and Scottish Fire and Rescue Service personnel, officers and staff carried out joint patrols, and days of action. As a result the issues highlighted have been reduced, with far fewer calls being received. This is a work in progress and as restrictions continue to ease further diversionary initiatives are planned.

- 6.8 Alcohol and drug misuse does have a big impact on violence and ASB. As the pubs and restaurants begin to return to normality, officers will resume high visibility

patrols in Cowdenbeath and Lochgelly during peak night time economy periods. Maintaining close links with Licensees, shop keepers and takeaway proprietors has been shown to have a positive impact on such offending.

Robust enforcement, appropriate use of stop and search powers and the use of fixed penalty tickets for lower level offending all have a part to play in making the Cowdenbeath Area a thriving place to live, work and socialise.

- 6.9 During the coming months we will remain focussed on addressing all forms of violent crime and will continue to detect, deter and disrupt offenders through proactive policing.

7.0 Road Safety and Road Crime

- 7.1 Road safety and casualty reduction is an issue that is regularly raised during engagement with local residents and community groups and we remain focused on keeping our roads safe. **Operation Paramount** is the divisional initiative targeting this issue.
- 7.2 Community Officers regularly promote road safety in and around local schools and have recently resumed 'Park Safe' checks. In the near future we also hope to resume the roll out of the 'Junior Road Safety Officer' programme.
- 7.3 'Bikeability' is another strand of our educational programme targeting vulnerable road users that will be re-introduced when it is safe to do so.
- 7.4 Speeding is another area of concern for local communities. On a regular basis, local officers carry out speeding deployments in hotspot areas identified following analysis of collision data or following complaints from the public. 'Pop up Jim' signs, which take the form of a cut out image of a police officer holding a speed gun, are regularly utilised. Recently speeding complaints have been received in respect of Jamphlars Road, Cardenden and the Mossgreen Area of Crossgates.
- During the early stages of the COVID 19 lockdown a decision was made by the Safety Camera Partnership not to deploy Mobile Camera vans. With the easing of restrictions the vans are now operational once again.
- 7.5 Over the last year the Community Team have supported Road Policing Officers with a number of national campaigns:
- Summer Drink Drive Campaign
 - Get Ready for Winter
 - Brake Road Safety Week
 - Festive Drink Drive Campaign

- 7.6 Changing driver behaviour is key to continuing the reduction in the number of people killed or seriously injured on Fife roads. One positive consequence of COVID 19 is a reduction in the number of vehicles using our roads which has not only had a positive impact on road safety but has also helped the environment. That said, it is predicted that road traffic levels will increase again as restrictions ease, which could result in a rise in casualty numbers in the 2021/22. We will continue to focus on protecting the most vulnerable road users through education and enforcement activity.

8.0 Drug and Alcohol Misuse

- 8.1 **Operation Prospect** is a divisional initiative aimed at tackling drug misuse. Appointing a single point of contact for the Cowdenbeath area to collate and action all drugs intelligence continues. Over the last year 17 warrants have been executed in the Cowdenbeath area, a wide variety of drugs have been recovered along with proceeds of this crime. A number of substantial prison sentences have resulted, five years for one individual and two years for another.
- 8.2 Alcohol misuse is often a contributory factor in the commission of crime, particularly crimes of violence and anti-social behaviour. We will continue to work alongside staff in all types of licensed premises, carrying out regular inspections to ensure legislative conditions are being adhered too. Each visit is recorded and the Divisional Licensing Unit maintain and overview to ensure robust management and monitoring of licensed premises.
- 8.3 As lockdown continues to ease, officers will continue to pro-actively target recidivist offenders, utilising all means possible to bring them to justice.

9.0 Acquisitive Crime

- 9.1 Acquisitive crime including theft by housebreaking, shoplifting and thefts of and from motor vehicles falls under the **Operation Principle** banner. Whilst lockdown has had a positive impact on 'traditional theft' online fraud has seen an increase. Typical scams see individuals duped into disclosing banking details or transferring large quantities of money believing their accounts have been compromised. The perpetrators of such crime often operate from abroad and enquiries are complex.
- 9.2 The Coronavirus pandemic itself has provided fraudsters with additional opportunities to commit fraud. Known scams range from obtaining personal details by purporting to be Test & Trace officials to advertising bogus staycation accommodation.

- 9.3 Working with partners such as Trading Standards Scotland and Action Fraud, officers have continued to highlight these scams utilising Social Media and traditional media platforms. Raising awareness and signposting members of the public to sites where they can get advice and guidance which will hopefully prevent others becoming victim.
- 9.4 Shoplifting has also continued to feature locally, with alcohol and meat being the most stolen commodity. As a result a previous shoplifting initiative has been reinstated, officers have been working closely with retailers to ensure that crimes are reported timeously, particularly those committed by known individuals. Where offenders have previous convictions for like offences bail conditions are sought to prevent them entering specific shops or locations.

10.0 Moving Forward

- 10.1 In the coming months all officers in the Cowdenbeath area will continue to engage with and act upon the issues raised by the local Community.
- 10.2 The use of Social Media, in particular Twitter, continues to be a valuable engagement tool. We will continue to utilise this platform to promote local policing initiatives and raise awareness of crime trends.
- 10.3 Prior to COVID 19, Cowdenbeath Community Team were in the process of implementing a number of Action Plans for the area. One initiative being progressed was the 'Pubwatch' scheme. The initiative invited all local licenced premises to participate. Once up and running this will enable collective action to ban troublemakers, while promoting an effective working relationship with Police and the local authority. With the reopening of licensed premises work on this has now resumed.
- 10.4 GAME ON - Since April 2021, in an effort to divert youths from becoming involved in Anti-Social Behaviour, the Community Team at Cowdenbeath have been working alongside the Coal Regeneration Trust to deliver 'Game On', a football five aside programme in the Cowdenbeath and Lochgelly areas.
- 'Football 5ives' is a diversionary/early intervention programme, sessions are open to all 12 - 17 year olds who can just turn up and play. The sessions are coached by accredited SFA coaches and the aim of the programme is to use Football to bring about positive benefits for individuals with a clear focus on health, employment and skills inequality through sport and physical activity.
- The Coal Regeneration Trust are the main partner in this programme however Officers have been in attendance which has helped build positive relationships and break down perceived barriers with local youths.
- To date 'Game On' sessions have been well attended, 20-25 children regularly attending the Cowdenbeath session and 30 children going to Lochgelly. It has also been encouraging to see a 70% - 30% male female gender split.

- 10.5 “Punch Beyond”, which is a joint venture by Police Scotland, Active Schools, Youth Justice, Boxing Scotland and Cowdenbeath Boxing Club was also put on hold. The aim of this initiative was to educate young people on the influences that cause conflict and how to make better choices, all whilst improving the quality of life for teenagers in the region by giving them a range of new skills.

The pilot programme, which was due to work with S2 and S3 pupils from Beath High School had to be postponed. All going well we will look to pick this up again following the school summer holidays.

- 10.6 Policing can be challenging at the best of times, however the past year has seen unprecedented change. Officers have shown remarkable resilience, drive and determination to serve the public and keep our communities safe. I am confident that, with the continued support of residents and partners, we will continue to provide a quality of service to the residents of Wards seven and eight and support local communities to move forward.

11.0 Conclusions

- 11.1 Members are invited to endorse action taken to date and support Police Scotland moving forward in addressing priorities.

Report Contact

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16th June 2021

Agenda Item No. 09

Scottish Fire and Rescue Service

Cowdenbeath Area Annual Performance Report

Report by: Mike Youngson – Station Commander – Lochgelly Community Fire Station
- Scottish Fire and Rescue Service

Wards Affected: Cowdenbeath and Lochgelly, Cardenden & Benarty Wards

Purpose

This report provides the Committee with incident information for the period 1st April 2020 – 31st March 2021. The incident information enables the Committee to scrutinise the Scottish Fire and Rescue Service (SFRS) Stirling-Clacks-Fife – Cowdenbeath Area - against its key performance indicators (KPIs)

Recommendation(s)

The committee is asked to:

1. Consider and comment on the progress across a range of KPI's within this report.

Resource Implications

Not applicable

Legal & Risk Implications

The Police and Fire Reform (Scotland) Act 2012 provides the statutory basis for fire reform, including the responsibility to:

- Put in place statutory planning and reporting requirements including providing facilities for consultation;
- Make new arrangements for strengthening local engagement and partnership working, including a new statutory role in the LSO and development of local fire and rescue plans linked to community planning, along with clear powers for local authorities in relation to the provision of fire and rescue services in their area.

Impact Assessment

An Equality Impact Assessment checklist is not required as this report does not have any immediate implications for service delivery and policy.

Consultation

This document is circulated amongst SFRS Stirling-Clacks-Fife LSO managers to enable areas of high incidence to be scrutinised for reduction strategies.



COWDENBEATH AREA COMMITTEE PERFORMANCE REPORT

April 2020 – March 2021

*Covering the activities and performance in support of
the Fife Local Fire & Rescue Plan 2017*



SCOTTISH
FIRE AND RESCUE SERVICE
Working together for a safer Scotland

Working together
for a safer Scotland
ABOUT THE STATISTICS IN THIS REPORT

The activity totals and other statistics quoted in this report are provisional in nature and subject to change because of ongoing quality assurance and review.

Because all statistics quoted are provisional there may be differences in the period totals quoted in our reports after original publication which result from revisions or additions to the data on our systems.

From 2015-16 onwards responsibility for the publication of end-year statistical data transferred from the Scottish Government to the SFRS. This change of responsibility does not change the status of the figures quoted in reports submitted to the Committee.

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DEFINITIONS

Accidental Dwelling Fire

Building occupied by households, excluding hotels, hostels and residential institutions. In 2000, the definition of a dwelling was widened to include any non-permanent structure used solely as a dwelling, such as caravans, houseboats etc. Caravans, boats etc. not used as a permanent dwelling are shown according to the type of property. Accidental includes fires where the cause was not known or unspecified.

Fire Fatality

A person whose death is attributed to a fire is counted as a fatality even if the death occurred weeks or months later.

Fire Casualty

Non-fatal casualties consist of persons requiring medical treatment including first aid given at the scene of the fire, but not those sent to hospital or advised to see a doctor for a check-up or observation (whether or not they actually do). People sent to hospital or advised to see a doctor as a precaution, having no obvious injury are recorded as precautionary 'check-ups'.

Deliberate Fire

Includes fires where deliberate ignition is merely suspected, and recorded by the FRS as "doubtful".

Non-Domestic Fires

These are fires identified as deliberate other building fires or accidental other building fires.

False Alarms

Where the FRS attends a location believing there to be a fire incident, but on arrival discovers that no such incident exists, or existed.

Unwanted Fire Alarm Signal

Where the FRS attends a non-domestic location believing there to be a fire incident, but on arrival discovers that no such incident exists, or existed.

Primary Fires:

- Buildings (including mobile homes) fit for occupation (i.e. not wholly derelict) and those under construction.
- Caravans, trailers etc.
- Vehicles and other methods of transport (not derelict unless associated with business e.g. scrap metal).
- Outdoor storage (including materials for recycling), plant and machinery.
- Agricultural and forestry premises and property.
- Other outdoor structures including post-boxes, tunnels, bridges, etc.

Secondary Fires

- Single derelict buildings.
- Grassland etc., including heath, hedges, railway embankments and single trees.
- Intentional straw or stubble burning.
- Outdoor structures, including: lamp-posts, traffic signs and other road furniture, private outdoor furniture, playground furniture, scaffolding, signs and hoarding etc.
- Refuse and refuse containers.
- Derelict vehicles (a vehicle without a registered keeper).

1. INTRODUCTION

1.1 This 2020 / 2021 performance report for the period April 1st, April to March 31st, 2021 inclusive provides comparative data across the previous 4 years for the same period. They should be considered against the backdrop of the Covid Pandemic, associated restrictions and lockdowns which have significantly impacted behavioural habits and therefore influenced operational activity. The KPI's detailed below are drawn from the SFRS Fife Local Fire and Rescue Plan 2017 priorities and are shown in bold text;

- **Domestic Fire Safety**

Continuously monitor the number of accidental dwelling fires

Continuously monitor the severity and cause of accidental dwelling fires

Continuously monitor the number and severity of fire related injuries

- **Deliberate Fire Setting**

Monitor the number, type and cause of deliberate fire setting incidents in Cowdenbeath Area

- **Built Environment**

Monitor the number and severity of fire related incidents in our relevant premises

- **Unwanted Fire Alarm Signals**

Monitor and challenge each Unwanted Fire Alarm Signal (UFAS) incident across Cowdenbeath Area

- **Transport and Environment**













Monitor the amount of water related incidents

Monitor the frequency of attendances at Road Traffic Collisions (RTCs), as well as the number and severity of injuries. These will be monitored alongside Police Scotland RTC incidence information

2. PERFORMANCE HIGHLIGHTS

2.1 The table below provides a summary of annual activity 2020-2021 compared to annual activity 2019-2020.

It aims to provide – at a glance – our direction of travel during the current reporting period.

Accident Dwelling Fires  2020/21: 24 2019/20: 32	ADF Fatal Casualties  2020/21: 1 2019/20: 0	ADF Non-Fatal Casualties  2020/21: 2 2019/20: 3
Deliberate Primary Fires  2020/21: 19 2019/20: 24	Deliberate Secondary Fires  2020/21: 178 2019/20: 119	Non-domestic Building Fires  2020/21: 07 2019/20: 10
Fatal Casualties in Non-Domestic Building Fires  2020/21: 0 2019/20: 0	Non-Fatal Casualties in Non-Domestic Building Fires  2020/21: 0 2019/20: 1	Unwanted Fire Alarm Signals  2020/21: 134 2019/20: 122
Road Traffic Collision (RTC) Incidents  2020/21: 17 2019/20: 23	Fatal RTC Casualties  2020/21: 1 2019/20: 1	Non-Fatal RTC Casualties  2020/21: 10 2019/20: 22

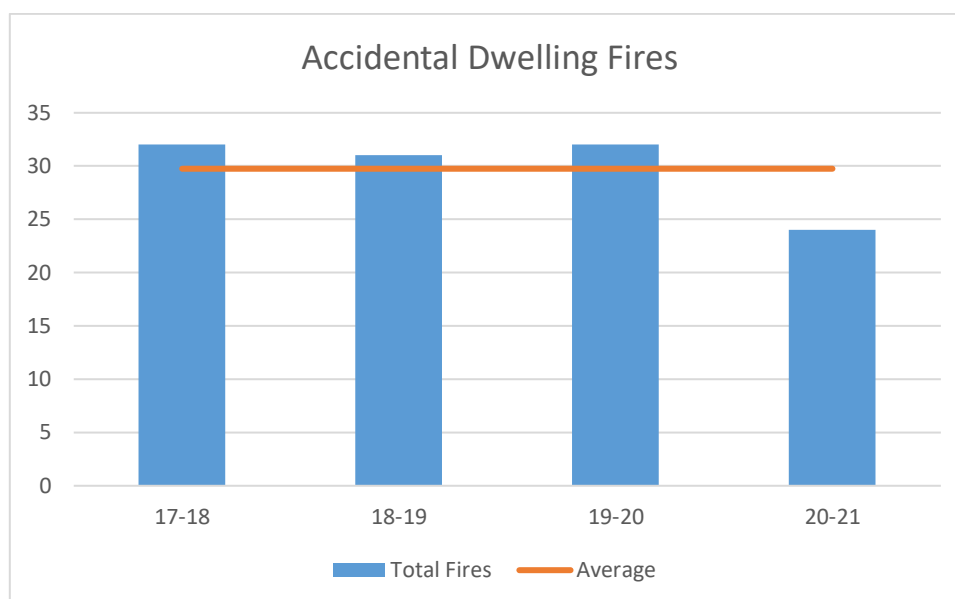
PERFORMANCE SUMMARY

Of the indicators, the following performance should be noted for the period 1st April 2020 to 31st March 2021 inclusive, comparing data across the previous 4 years for the same period;

- The number of **Accidental Dwelling Fires** has seen a 20% reduction on the previous four-year average.
- There was one **Accidental Dwelling Fire Fatal Casualty** during this period. The number of **Accidental Dwelling Fires Non-Fatal Casualties** was two. This is a decrease on 2019/20. Due to the very low numbers recorded a four-year average does not give accurate trends however taking this into account this year's figures still sit below the four-year average.
- The number of **Deliberate Primary Fires** during this period was nineteen. This is below the four-year average of twenty three and shows a continued decreasing trend when compared to the same period last year.
- The number of **Deliberate Secondary Fires** during this period was recorded at one hundred and seventy eight. This is a 37% increase in the four years average. This spike in incidents is replicated across the whole Fife area.
- The number of **Non-Domestic Building Fires** recorded was seven. This is a 30% decrease in the four years average and a 30% reduction compared to the same period last year.
- The number of **Unwanted Fire Alarm Signals (UFAS) caused by automatic fire alarms (AFAs) in non-domestic buildings** during this period was 134. This is an 6% increase compared to the four-year average.
- **Flooding** and water related incidents continue to increase in frequency. SFRS attended thirty incidents in 2020-21 compared to twelve incidents in 2019-20. This is an increasing trend over the four-year average of fourteen.
- The number of **Road Traffic Collisions** during 2020-21 was seventeen. This is a 19% reduction in the four years average and an 26% reduction when compared to the same period last year.
- There was regrettably one **Fatal RTC Casualty** during this period. The number of **Non-Fatal RTC Casualties** was ten. This is 17% reduction when compared to the same period last year.

3. Domestic Fire Safety

- 3.1 Accidental Dwelling Fires have reduced by 8 incidents across the Cowdenbeath area in 2020-21 when compared to the previous year's figure.



Graph 1 Accidental Dwelling Fires –2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	14	9	13	12
Lochgelly, Cardenden & Benarty	18	22	19	12
Total	32	31	32	24

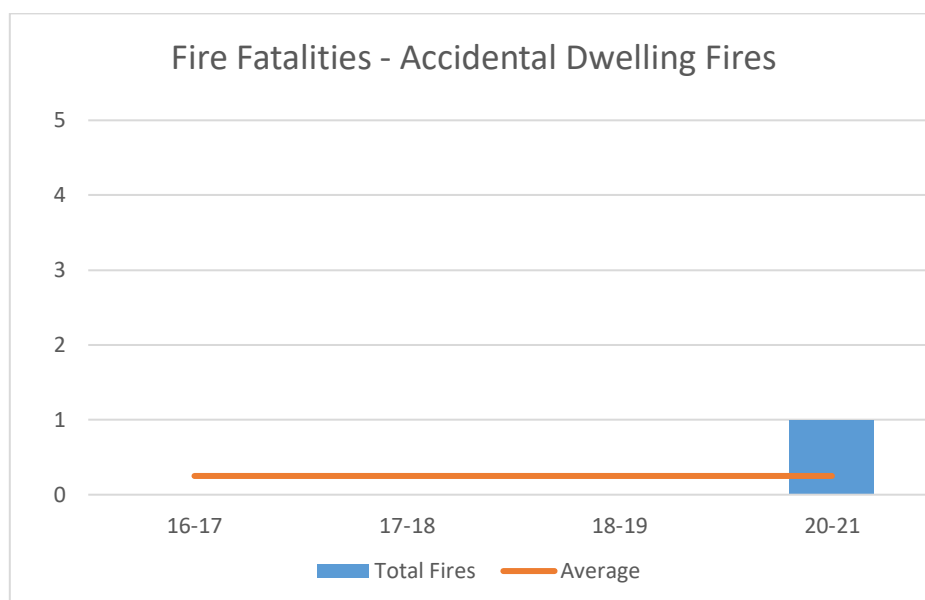
Table 1 Accidental Dwelling Fires by Cowdenbeath Ward Area April – March 2017- 2021

- 3.2 This reporting period has seen a marked decrease in the overall number of Accidental Dwelling Fires, this is borne out further when considered against the four-year average and matches similar reductions across the Fife area as a whole. Unfortunately, we have seen one fatality in the Lochgelly, Cardenden & Benarty Ward at the beginning of 2021 and one Non-Fatal Fire Casualty requiring hospitalisation.
- 3.3 Over the 2020-21 period 29% of Accidental Dwelling Fires were caused within the kitchen by cooking and 38% caused by either item's left too close to a heat source or the negligent use of equipment. 67% of incidents were restricted to fire damage affecting less than 5 mtrs² of the room of origin.
- 3.4 It is pleasing to note that 63% of those addresses had a detection system and that 73% of those with detection operated. On several occasions there was insufficient

products of combustion to activate the alarm which resulted in the fire being discovered by the occupier.

- 3.5 79% of the incidents were resolved without Scottish Fire and Rescue Service intervention, or by removal or disconnection of power supply.
- 3.6 The information above describes an ongoing trend of reducing fire severity. This can be attributed to the high number of detection systems being fitted by SFRS and partners, and installation of hardwired systems by builders and landlords which give an early warning of fire.

3.7 Fire Fatalities – Accidental Dwelling Fires

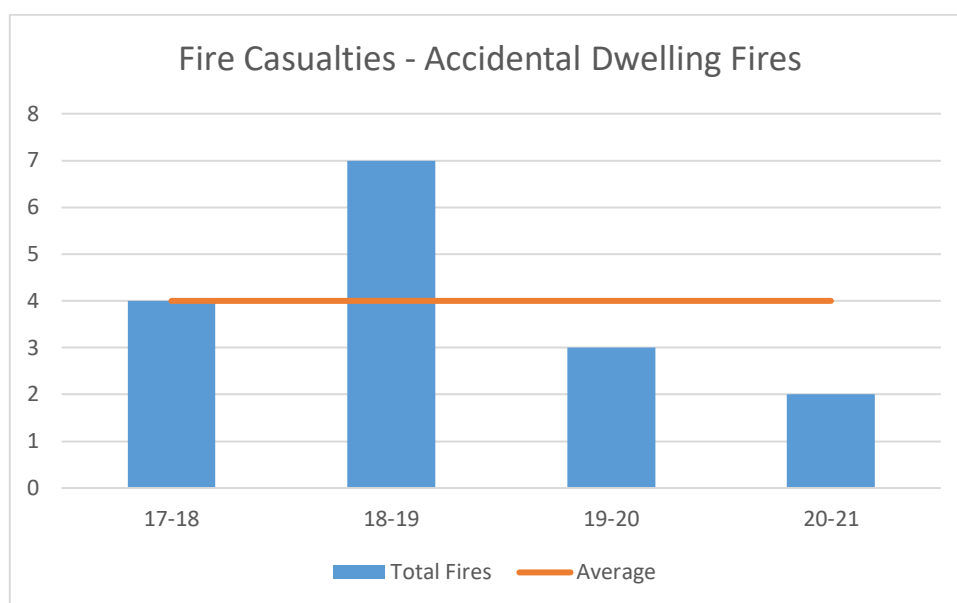


Graph 2 Accidental Dwelling Fire Fatal Casualties April - March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	0	0	0	0
Lochgelly, Cardenden & Benarty	0	0	0	1
Total	0	0	0	1

**Table 2 Accidental Dwelling Fires Fatal Casualties Cowdenbeath Ward Areas
April – March 2017-2021**

3.8 Fire Casualties – Accidental Dwelling Fires



Graph 3 Accidental Dwelling Fire Casualties April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	2	1	0	1
Lochgelly, Cardenden & Benarty	2	6	3	1
Total	4	7	3	2

Table 3 Accidental Dwelling Fires Casualties Cowdenbeath Ward Areas April – March 2017-2021

- 3.9 One fire fatality have been recorded during this reporting period.
- 3.10 Fire casualties have continued to decrease over the 4-year average period and more recently in the 2019-2020 figures.
- 3.11 Of the two casualties recorded both were at separate incidents, one required hospital treatment for burns whilst the other received oxygen therapy at the scene due to smoke inhalation. Both incidents originated in the kitchen. Neither property had a detection system in place which resulted in extensive fire damage to the room of origin.

3.12 Domestic Fire Reduction Strategy

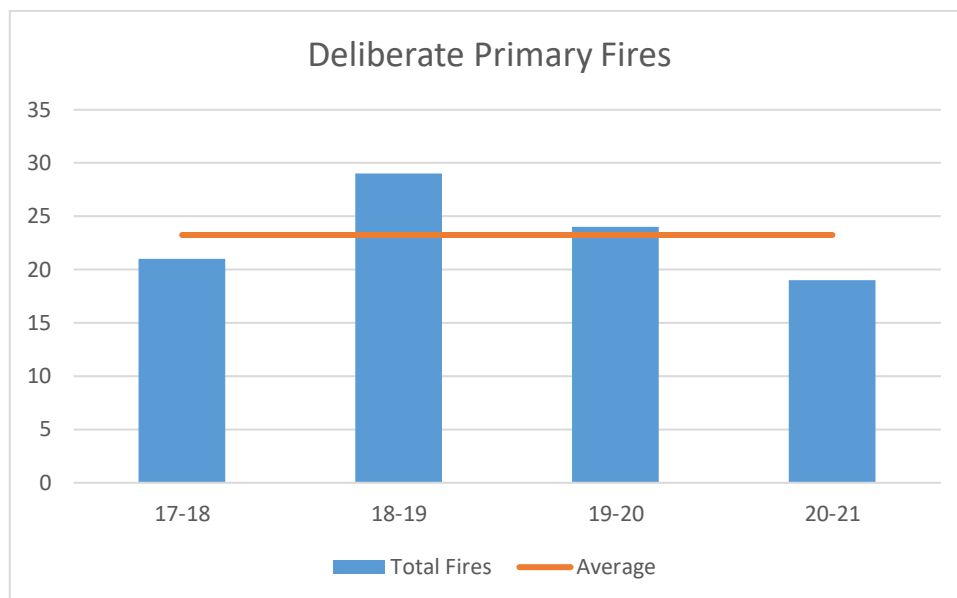
Home Safety Visits continue to play a vital part in our strategy to reduce the number of Accidental Dwelling Fires. Our personnel completed 105 visits in the reporting period with an increasing focus on Very High-Risk households. The number of visits carried out, which were significantly impacted due to the Covid Pandemic, are used to deliver vital fire safety messages and now install linked detection systems, as well as trip, slip and falls messages for our vulnerable, elderly and very young population. Due to the pandemic for much of the year, the targeting of resources to deliver Home Safety Visits was limited to Very High-Risk Premises and premises identified as potentially being the target of Fire Related Crime. Crews continue to offer advice over the phone to other risk rated properties and ensured that no property was left unprotected by the continued provision of smoke detectors. HFSV's undertakings will expand as Covid restrictions and control measures allow.

Detection systems being fitted during HFSV's comply with new regulations requiring alarms to be linked, the introduction of regulations have been delayed to 2022 from 2021 by the Scottish Government.

National TV and radio home fire safety campaigns were run during the year to counter the increased risk from home owners as a result of them spending increased time at home due to lockdown restrictions during the Covid Pandemic.

4. Deliberate Fire Setting

4.1 Deliberate Primary Fires

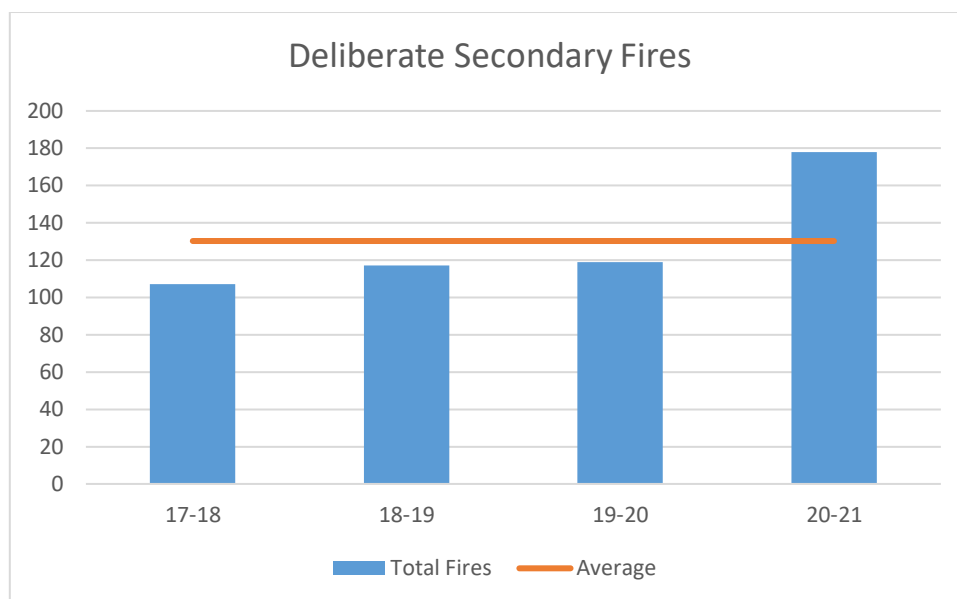


Graph 4 Deliberate Primary Fires– April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	15	17	5	7
Lochgelly, Cardenden & Benarty	6	12	19	12
Total	21	29	24	19

Table 4 Deliberate Primary Fires Cowdenbeath Ward Areas April – March 2017-2021

4.2 Deliberate Secondary Fires



Graph 5 Deliberate Secondary Fires– April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	53	42	47	36
Lochgelly, Cardenden & Benarty	54	75	72	142
Total	107	117	119	178

Table 5 Deliberate Secondary Fires Cowdenbeath Ward Areas April – March 2017-2021

- 4.3 Deliberate fires can be broken down into two categories, primary and secondary. Primary fires generally involve property and include buildings, caravans, motor vehicles and plant and machinery. Secondary fires are often minor and include the burning of rubbish, grass and derelict properties.
- 4.4 The data above show that Deliberate Primary Fires have decreased over this reporting period, however Deliberate Secondary fires has seen a sharp increase, unfortunately this appears to be a trend affecting the whole of the Fife area and wider afield.

4.5 Deliberate Fire Reduction Strategy

The past year has been extremely challenging as a result of the Covid pandemic impact.

We continue to target community centres, community groups and schools in high activity areas to deliver talks regarding the dangers and consequences of deliberate fire setting. Due to the Covid pandemic many of these contacts have been made using virtual meeting formats and the providing of presentations for groups and schools to deliver on behalf of SFRS personnel. These talks take place normally in April and October, which are the peak periods of activity. Throughout the year personnel deliver seasonal Tactical Action Plans (TAPs) to targeted areas and groups.

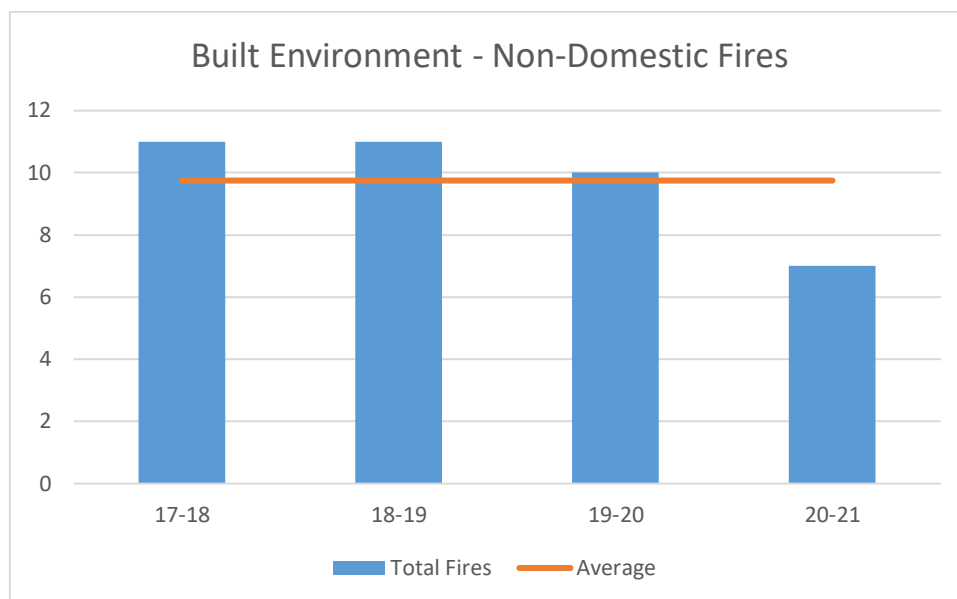
We work with our Police and Local Authority partners to identify deliberate fire setting incidents early, in order to ensure that solutions are implemented to prevent further incidents.

We liaise with premises occupiers, particularly in town centres to give advice on refuse storage and security, which can be a cause of deliberate fires.

Deliberate Fire Reduction Plans have been implemented in the Cowdenbeath area with partner agencies in order to address and reduce operational demand. In particular local partners and the Fire Service have agreed a strategy to target the key hot spots around Lochgelly Park and Lochore Meadows Country Park. These plans will look to reduce the Fire Related Anti-Social Behaviour and limit the disruption felt by the local communities in these areas.

5. Built Environment

5.1 Built Environment – Non- Domestic Fires



Graph 6 Built Environment Non - Domestic Fires– April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	8	5	7	3
Lochgelly, Cardenden & Benarty	3	6	3	4
Total	11	11	10	7

Table 6 Built Environment Non - Domestic Fires Cowdenbeath Ward Areas April – March 2017-2021

5.2 The table above shows that Non-Domestic Fires continue to show a decreasing trend over the four-year average across the Cowdenbeath Area, with a marked reduction on last year's figures in particular. This may be due to many non-domestic premises not being occupied for large parts of the year as a result of Covid lockdown restrictions.

5.3 There have been zero casualties resulting from incidents within Built Environment Non-Domestic Fires for the 2020-21 reporting period. This is down from one the previous year.

5.4 Built Environment Fire Reduction Strategy

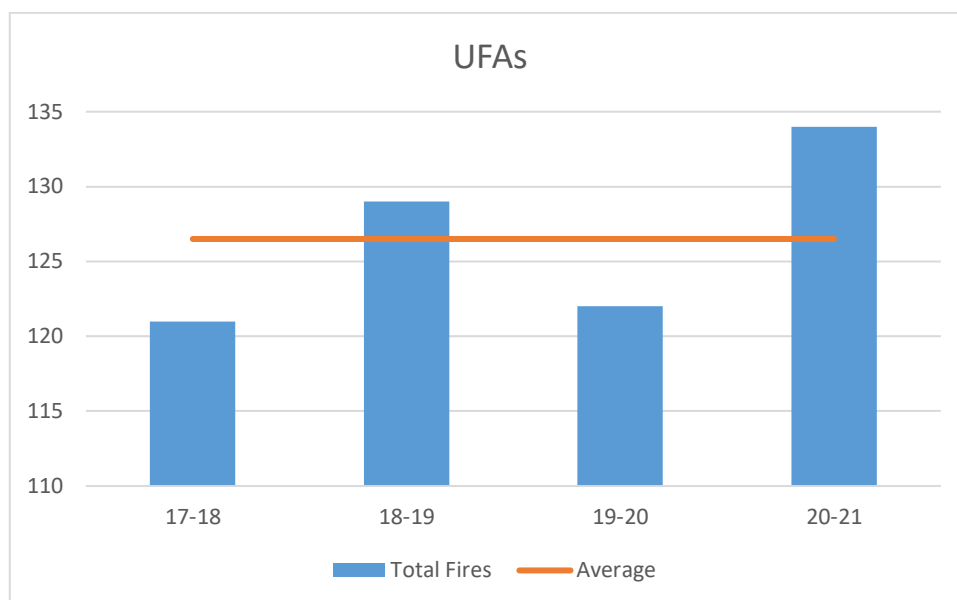
We continue to deliver a programme of fire safety audits in relevant premises - as detailed within section 78 of the Fire (Scotland) Act 2005 - identified as high risk on an ongoing basis. We also complete thematic audit programmes where patterns emerge of incidents in a particular risk group. During the lockdown restrictions resulting from the Covid-19 pandemic,

the Fire Safety Enforcement team conducted remote audits, engaging with duty holders in the form of a safety checklist to aid them in carrying out a physical check of the premises. This ensured that SFRS were able to meet their responsibilities whilst also providing support to duty holders and businesses during a challenging period.

As well as the audit programmes described above, we also deliver 'post fire audits' which take place as soon as possible after a fire has occurred in premises. The purpose of these audits is to deliver further fire safety advice to the premises occupier, and to identify any issues which could be used to inform other similar premises types in order to prevent further incidents of a similar nature.

6. Unwanted Fire Alarm Signals

6.1 An Unwanted Fire Alarm Signal (UFAS) can be defined as 'any alarm activation which is not the result of a fire or a test'. UFAS incidents have, as detailed 7 below, fluctuated in the Cowdenbeath Area over the four-year reporting period.



Graph 7 Unwanted Fire Alarm Signals – April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	53	67	65	75
Lochgelly, Cardenden & Benarty	68	62	57	59
Total	121	129	122	134

**Table 7 Unwanted Fire Alarm Signals Cowdenbeath Ward Areas
April - March 2017-2021**

6.2 The 2020-21 reporting period has seen an increase in attendance to this incident type when compared to the 2019-20 figures. 51% of UFAS incidents were attributed to either Education (38%) or Care providers (13%) in the Cowdenbeath Ward Area.

6.3 Reduction in Unwanted Fire Alarm Signals Strategy

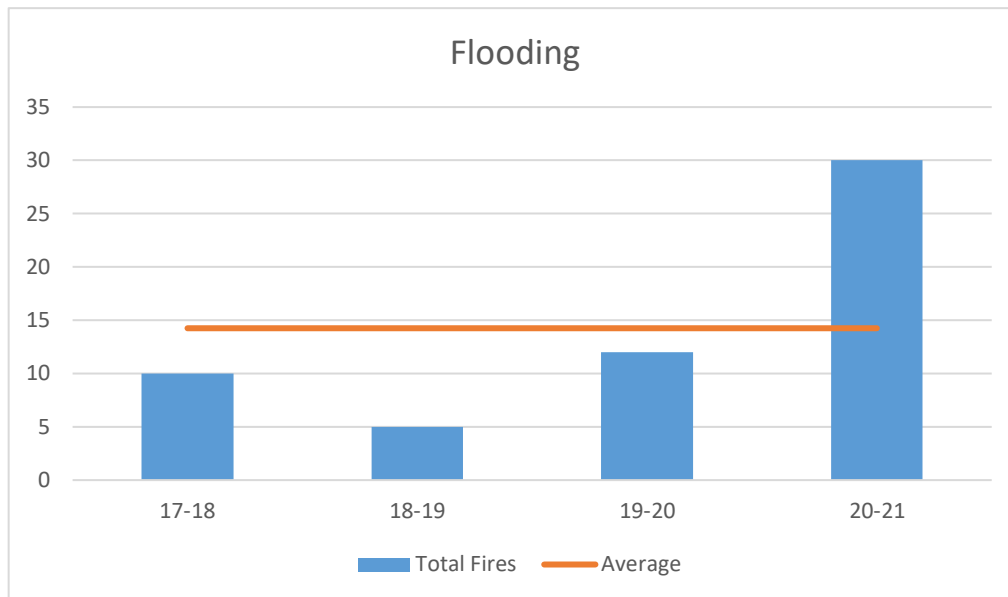
Unwanted Fire Alarm Signals (UFAS) Reduction Strategies continue to be managed and monitored by a 'UFAS Champion' who contacts premises occupiers after each UFAS incident, to discuss the activation, as well as strategies to reduce or eliminate. who

continues to engage robustly with Fife Council Education, NHS Fife and other key stakeholders in order to provide support and drive new initiatives to continue to reduce the number of UFAS. The strategies implemented in the Cowdenbeath Area and across Fife continue to be recognised within SFRS as best practise, and are now implemented across SFRS. A further consultation on how we can reduce UFAS incidents further and also a review of our response model including a stakeholder consultation is about to launch this year.

7. Transport and Environment

7.1 These will be monitored alongside Police Scotland RTC incident information

7.2 Water Related Incidents



Graph 8 Flooding Incidents – April – March 2017-2021

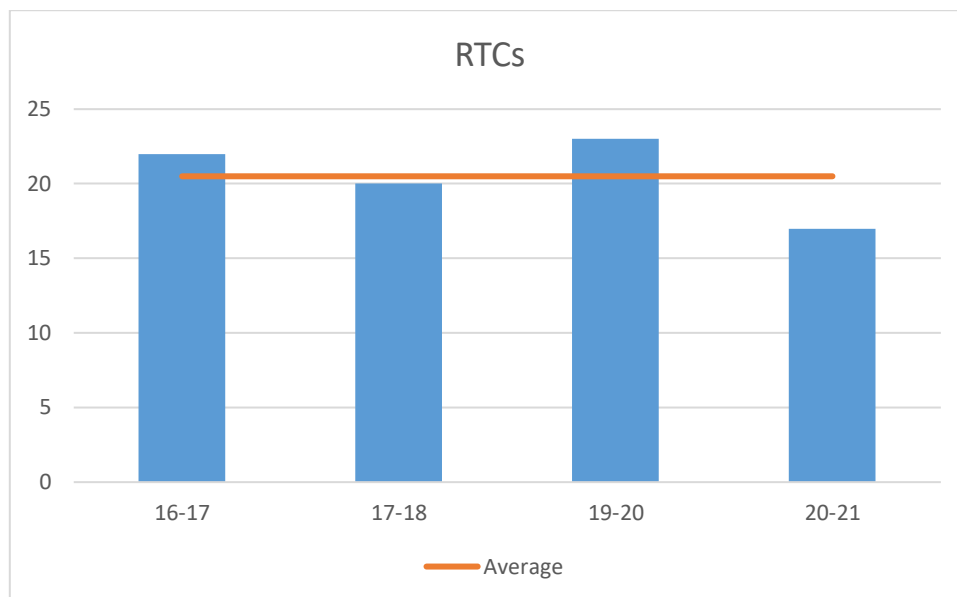
Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	4	2	6	14
Lochgelly, Cardenden & Benarty	6	3	6	16
Total	10	5	12	30

Table 8 Flooding Incidents Cowdenbeath Ward Areas April - March 2017-2021

Water related incidents caused by environmental factors were the main cause for the sharp rise in flooding incidents increasing from 12 to 30 during 2020-21. This was due primarily to short duration adverse weather conditions during the August. In 2020-21 one incident required 5 persons to be rescued from a vehicle in spate conditions.

7.3 Road Traffic Collisions

As SFRS generally only attend RTC's of a serious nature, where persons are trapped, the figures below do not capture every RTC which occurs within the Cowdenbeath Area.



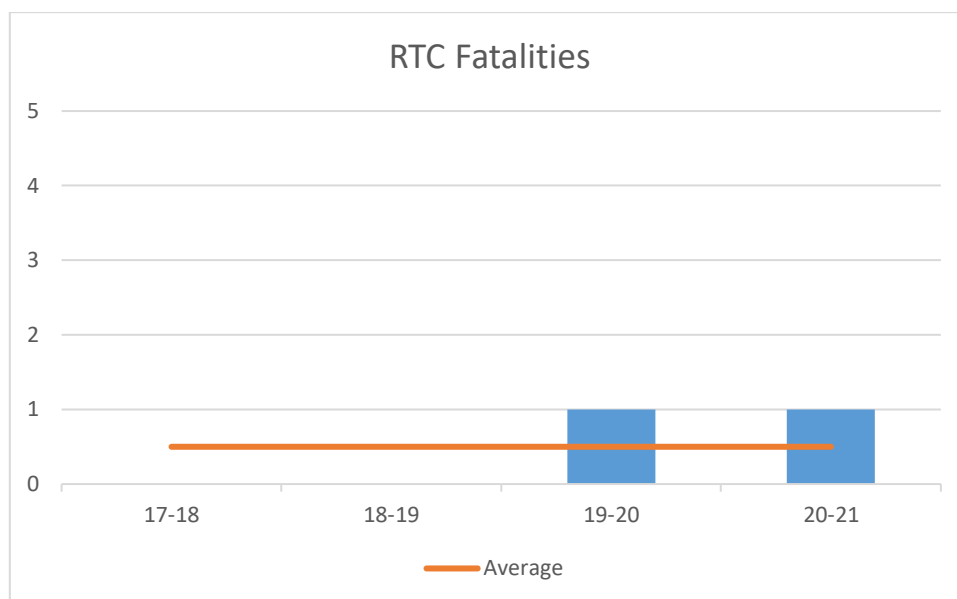
Graph 9 Road Traffic Collisions – April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	15	11	12	7
Lochgelly, Cardenden & Benarty	7	9	11	10
Total	22	20	23	17

Table 9 Road Traffic Collisions Cowdenbeath Ward Areas April - March 2017-2021

- 7.4 RTC's have reduced over the 2019-20 compared to 2018-19 data. They also now sit below the 4-yearly average. This reduction may be attributed to the limited use of road transport following travel restrictions implemented to control the Covid pandemic.

7.5 RTC Fatal Casualties



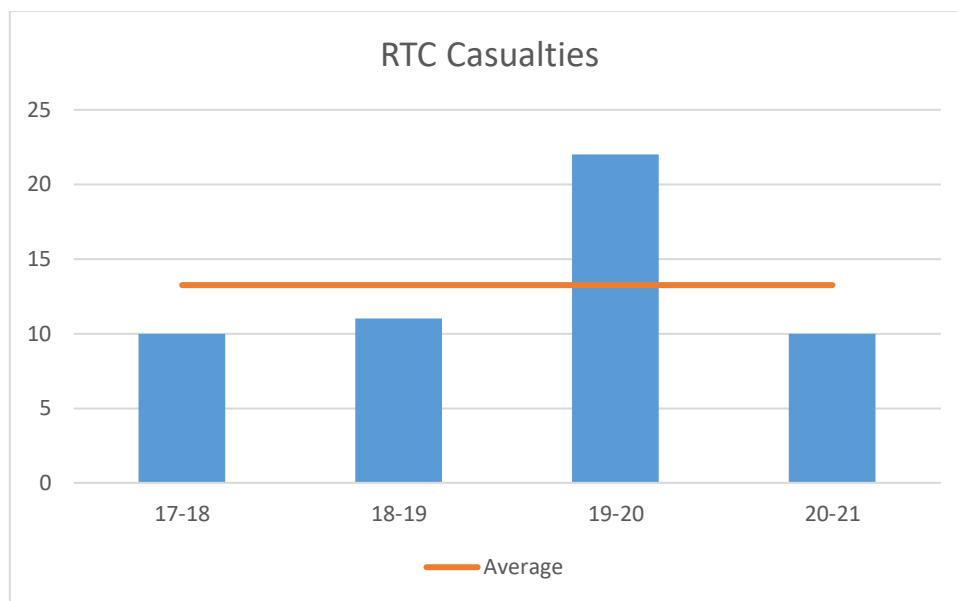
Graph 10 Road Traffic Collision Fatal Casualties – April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	0	0	1	0
Lochgelly, Cardenden & Benarty	0	0	0	1
Total	0	0	1	1

**Table 10 Road Traffic Collision Fatal Casualties Cowdenbeath Ward Areas
April - March 2017 - 2021**

7.6 There was one RTC fatality on Cowdenbeath Area roads in this reporting period.

7.7 RTC Casualties



Graph 10 Road Traffic Collision Casualties – April – March 2017-2021

Cowdenbeath Area Wards	17-18	18-19	19-20	20-21
Cowdenbeath	9	5	10	3
Lochgelly, Cardenden & Benarty	1	6	12	7
Total	10	11	22	10

Table 10 Road Traffic Collision Casualties by Committee Area – Cowdenbeath Ward Areas- April - March 2017-2021

7.8 RTC Casualties

This reporting period has seen a significant decrease in RTC casualties when compared to 2019-20. This is likely due to reduced road use as a result of Covid restrictions. It also brings the figures back in line with previous years and back under the four-yearly average.

7.9 Transport and Environment Related Incident Reduction Strategy

SFRS Stirling, Clackmannanshire and Fife LSO area, along with our partners, continue to deliver valuable educational projects including 'Safe Drive Stay Alive', 'Drive Wise', 'Child Car Seat Safety Checks', 'Cut It Out', 'Biker Down' and the 'Fife Water Safety Initiative'.

As well as the projects detailed above, SFRS contribute as part of the Road Casualty Reduction Group (RCRG), which is a part of the current Fife Community Safety Strategy 2015-2020.

It should be noted that the Covid Pandemic has impacted significantly on the delivery of reduction strategy initiatives during the 2020-21 period and the service will re-establish projects as guidance and restrictions allow.

8. Conclusions

This has been a challenging year as a direct result of the Covid pandemic particularly for the delivery of intervention activities. The service has implemented multiple control measures to protect our operational response capabilities during this period.

It is pleasing to report that the overall majority of our key performance indicators have seen a marked reduction in activity. As previously detailed in this report this may in part be attributed to the Covid restrictions placed on our communities over the reporting period. As part of our focus to ensure year on year reductions we will look to review this data alongside the 2021-22 figures next year in order to determine any re-emerging trends or patterns in behaviours and activity.

The one area in which we have unfortunately seen a sharp rise in incidents is that of Deliberate Secondary Fires. This is an area that the SFRS alongside our local partners will be striving to drive down over the coming twelve-month period. We have a number of initiatives which we intend as a group to launch in the coming months which will endeavour to begin this process of reduction.

The targeting of resources to deliver Home Safety Visits to higher risk dwellings continues to have a positive outcome. A Reset and Recovery phase has now been established with visits resuming to target all High, Medium and Low risk premises in the local area.

We will continue to adapt and manage demand reduction strategies linking in with key partner agencies in order to create a safer place to live, work and visit.

Background Papers

SFRS Local Fire and Rescue Plan for Fife Local Authority Area 2017. Link - <https://www.firescotland.gov.uk/your-area/east/east-local-plans.aspx>

Report Contact

Mike Youngson

Station Commander

Lochgelly Community Fire Station

Service Delivery – Stirling - Clacks - Fife LSO Area

Scottish Fire and Rescue Service

Email – Michael.Youngson@firescotland.gov.uk

16th June 2021

Agenda Item No. 10

Proposed Road Adoptions - Cowdenbeath

Report by: Ken Gourlay, Head of Assets, Transportation and Environment

Wards Affected: 7

Purpose

The purpose of this report is to seek Committee approval to promote the adoption of a section of carriageway and some footpaths at Johnston Park, Cowdenbeath.

Recommendation(s)

It is recommended that Committee agree to the promotion of the adoption under Section 1 of the Roads (Scotland) Act 1984.

Resource Implications

None.

Legal & Risk Implications

None.

Impact Assessment

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

Consultation

The adoption will be promoted under the Roads (Scotland) Act 1984 with notification to frontagers and a legal notice in the local newspaper with a 28-day objection period.

1.0 Background

- 1.1 A section of carriageway and some footpaths at Johnston Park, Cowdenbeath were not included in the original adoption as they didn't meet the required standard at the time.
- 1.2 Originally the responsibility for the maintenance of these areas rested with Scottish Homes.
- 1.3 During the intervening years, representations have been made from residents to Fife Council and Scottish Homes' successor organisations Fife Special Housing, Fife Housing Association and the Fife Housing Group, to get the carriageway and paths adopted.
- 1.4 During 2020-21 Fife Housing Group arranged for the necessary works to bring any areas which were in poor condition up to a standard acceptable for adoption.
- 1.5 Roads & Transportation support the proposal to adopt as it would bring the areas into the inspection regime thereby ensuring the areas are maintained to a safe standard in future years.

2.0 Conclusion

- 3.1 The proposed adoption would improve the safety of users by bringing the areas into the council's inspection regime.

List of Appendices

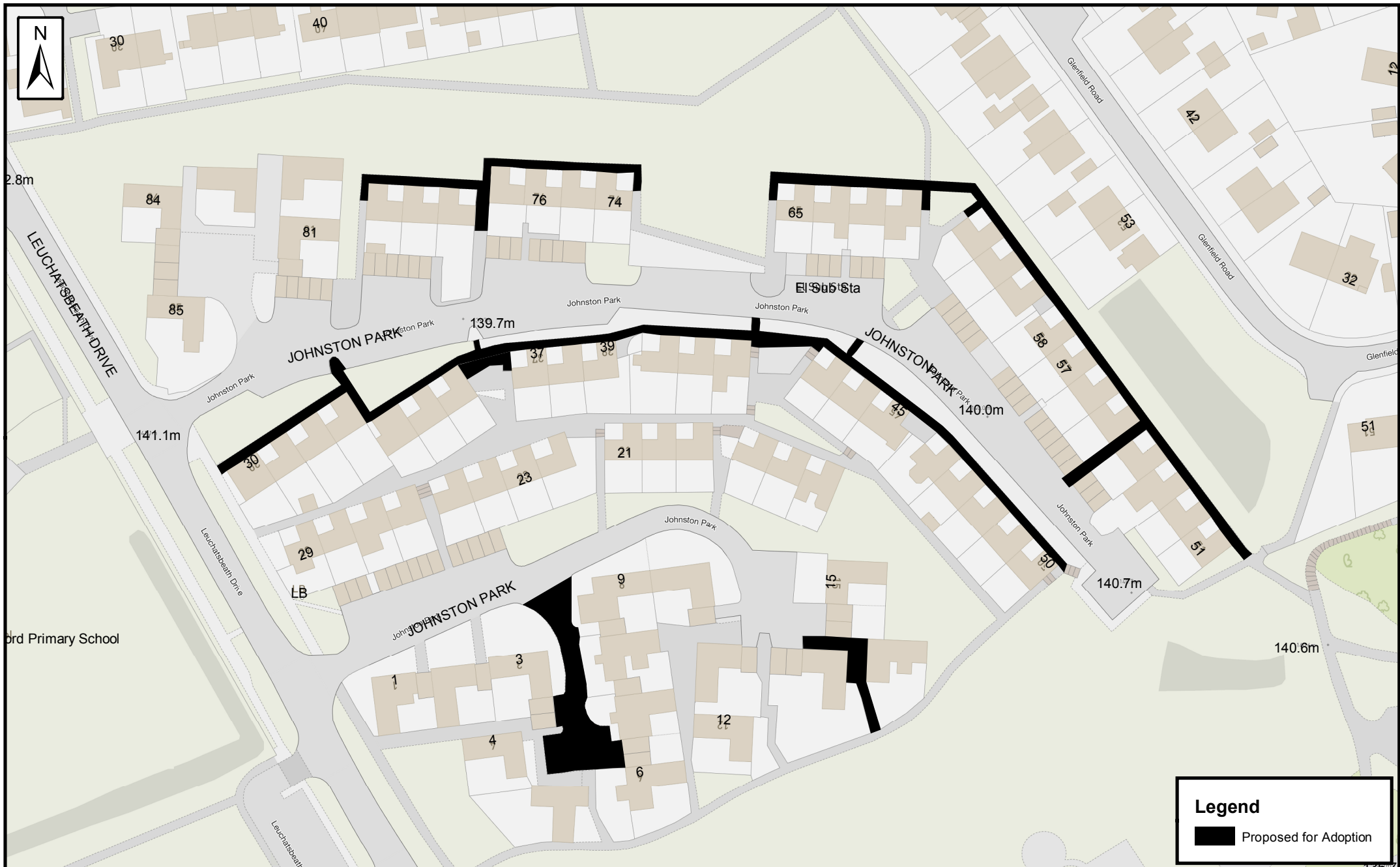
Plans: The Fife Council (Johnston Park, Cowdenbeath) Road Adoption Order 2021
SM/RA/2021.

Background Papers

None

Report Contact:

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Network Management Lead Consultant
Bankhead Central, Bankhead Park, Glenrothes, KY7 6GH
Telephone: 03451 55 55 55 + 480114
Email – ian.jones@fife.gov.uk



The Fife Council (Johnston Park, Cowdenbeath) Road Adoption Order 2021 SM/RA/2021

Indicative Plan ONLY. Exact adopted road boundaries should be confirmed through Roads Asset Management. All queries should be directed to Garry Glass Ext 444387"

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Scale: 1:1,142

Prepared By: smccarroll-95

Service: Assets, Transportation & Environment

Printing Date: 02 June 2021

Legend

 Proposed for Adoption



Assets, Transportation and Environment

Ken Gourlay
Head of Service

Cowdenbeath Area Committee of 18 August 2021			
Title	Service(s)	Contact(s)	Comments
Complaints Update 2020/21		David Thomson – CRM	Annual Complaints update
Presentation - The Central Park Community Trust		Tom Ewing	Presentation The Central Park Community Trust (Cowden in the Community) - Tom Ewing

Cowdenbeath Area Committee of 6 October 2021			
Title	Service(s)	Contact(s)	Comments
Pupilwise and Parentwise Surveys 2018-2019	Education Services	Jacqueline Price	Annual reporting - last submitted 19.09.18, survey done on a 3 year basis, next report due September 2021.
Area Roads Programme - final	Roads & Transportation	Neil Watson	Expected Sept/Oct 21

Unallocated			
Title	Service(s)	Contact(s)	Comments
Local Community Plan Annual Update and Budget Outturn 2020/21	Communities and Neighbourhoods Service	Sarah Roxburgh	
Area Capital Update Report 2019-2020	Finance and Corporate Services	Eleanor Hodgson	EH 20.11.19 - no update required as capital budget spent.
Update on School Meals from Core Group, L/G & C/B High Schools		Neil Finnie	Oct 2020, no update available at present due to Schools home learning.
Pupil Equity Funding (PEF)	Education and Children's Services	Sarah Else	Workshop held on 27th May, 2019, covering this, facilitated by Lynne Porter, elected members

Unallocated			
Title	Service(s)	Contact(s)	Comments
			present. Future report to be confirmed.
Parks Street and Open Spaces Annual Review 2021			Annual Review at committee Jan 2020, Structure review, next report tbc.