Glenrothes Area Committee

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

Wednesday, 30th March, 2022 - 9.30 a.m.

AGENDA

Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.

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

1

Fife House
North Street
Glenrothes
Fife, KY7 5LT

23rd March, 2022

If telephoning, please ask for:
Diane Barnet, Committee Officer, Fife House 06 (Main Building)
Telephone: 03451 555555, ext. 442334; email: Diane.Barnet@fife.gov.uk

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THE FIFE COUNCIL - GLENROTHES AREA COMMITTEE – REMOTE MEETING

2nd February, 2022   **9.30 a.m. – 10.45 a.m.**

PRESENT: Councillors Fiona Grant (Convener), John Beare, Altany Craik, Mick Green, Derek Noble, Ross Vettraino, Craig Walker and Jan Wincott.

ATTENDING: Lesley Craig, Lead Consultant, Traffic Management; Neil Watson, Lead Consultant (Roads & Lighting Asset Management); Dhusjan Sivaratnam, Technician Engineer - Traffic Management (North Fife), Assets, Transportation & Environment; Norman Laird, Community Manager (Glenrothes), Communities and Neighbourhoods; Peter Corbett, Lead Officer Economy; Alison Laughlin, Economy Adviser; Andrew Walker, Economic Adviser - Town Centre Development Unit, Economy, Planning & Employability Services; Sarah Else, Education Manager; Victoria Cobbett, Headteacher, Southwood Primary School; Pam Davie, Headteacher, Auchmuty High School; Natalie Falconer, Headteacher, South Parks Primary School, Education & Children's Services; and Diane Barnet, Committee Officer, Legal & Democratic Services.

253.   DECLARATIONS OF INTEREST

Councillor Craik declared an interest in Para. 258. - 'Local Area Economic Profiles (December 2021)' - as a Fife Council appointee of Business Gateway Fife, however, he considered being a member of an outside body was exempt under Section 5.4 (c) of the Code of Conduct for Councillors and would remain and participate in the meeting.

254.   MINUTE

The Committee considered the minute of meeting of the Glenrothes Area Committee of 1st December, 2021.

Arising from the minute, with reference to Para. 245. (2) - 'Objections to 30 mph Speed Limit on B9130 Markinch' - relating to arrangements for a design charette to explore options for alternative design and use of the section of road (from the Tullis Russell Roundabout to the entrance to John Dixon Park), that arrangements had not yet been made. However, scheduled works had commenced to upgrade the existing footpath to enable the programmed road resurfacing works to be carried out, after which a design charette would be established.

Decision

The Committee:-

(1)   noted the update as outlined above; and

(2)/

(2)   agreed to otherwise approve the minute.

255.   SCHOOL DRIVE, GLENROTHES – 20 MPH SPEED LIMIT

The Committee considered a report by the Head of Assets, Transportation and Environment seeking approval of a proposal to introduce a 20 mph speed limit on School Drive, Glenrothes by the inclusion of new residential roads within an existing 20 mph Traffic Regulation Order.

Decision

The Committee, in the interests of road management and safety, agreed to the promotion of a Traffic Regulation Order (TRO) to include the proposed streets within the existing 20 mph TRO, shown in drawing TRO21/39/1 appended to the report.

256.   AREA ROADS PROGRAMME 2022-23

The Committee considered a report by the Head of Assets, Transportation and Environment identifying the projects which were proposed for inclusion in the 2022-23 Area Roads Programme for the Glenrothes committee area.

Decision

The Committee:-

(1)   agreed to approve the projects detailed in Appendices 1 to 3 of the report – Carriageways, Footways and Road Safety and Traffic Management, respectively;

(2)   delegated authority to the Head of Assets, Transportation and Environment to manage the lists of Category 1 and 2 projects within available resources as the programme developed, in consultation with the Convener and Vice-Convener; and

(3)   noted Appendices 4 and 5 of the report – Street Lighting and Structures, respectively.

257.   PUPIL EQUITY FUND

The Committee considered a report by the Executive Director, Education and Children's Services outlining the progress of the Pupil Equity Fund by way of an update on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap. The report presented an overview of the rationale, implementation and impact to date of the Pupil Equity Fund within schools across the Glenrothes Committee area.

Decision

The Committee:-

(1)   noted the contents of the report and the presentation of some of the school specific initiatives continuing in Auchmuty High School and South Parks and Southwood Primary Schools;

(2)   noted the aim of the interventions outlined in the report;

(3)/

(3)   noted the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap; and

(4)   agreed to link directly with individual schools for further information as they required.

258.   LOCAL AREA ECONOMIC PROFILES (DECEMBER 2021)

The Committee considered a report by the Head of Business and Employability providing an annual overview of the local economic profile for each of the seven local committee areas using the latest available data. The information presented was intended to provide background and context to Council activity within each locality to help inform Area Committee discussion and decision-making.

Decision

The Committee:-

(1)   noted the issues raised from the analysis of the latest available data;

(2)   acknowledged the ongoing economic impact and uncertainty resulting from the global Covid-19 pandemic and recent UK exit from the European Union; and

(3)   agreed to delegate to the relevant Service/Officer of the Council, to provide the Committee with a detailed update report on the vacant/derelict land fund relevant to the Glenrothes Committee area.

259.   GLENROTHES AREA COMMITTEE FORWARD WORK PROGRAMME

The Committee considered the Glenrothes Area Committee Forward Work Programme 2022.

Decision

The Committee:-

(1)   noted the Glenrothes Area Committee Forward Work Programme 2022;

(2)   agreed to add the report detailed at Para. 258. (3) above - update on the vacant/derelict land fund relevant to the Glenrothes Committee area;

(3)   agreed to delegate to the relevant Service/Officer of the Council to provide a report summarising available, unspent development contributions in the Glenrothes Committee area; and

(4)   agreed to feed back to the Community Manager (Glenrothes) and the Convener any other suggestions for further reports to be included, within the context of the remit of the Committee.

———————————————————

30th March 2020

Agenda Item No. 4

Tackling Poverty in Glenrothes Area

Report by: Paul Vaughan, Head of Communities & Neighbourhood Service

Wards Affected: Wards 13, 14 and 15

Purpose

Seeking the approval of Elected Members for initiatives and approaches that are designed to tackle and mitigate the effects of poverty on people in the Glenrothes area.

Recommendation

It is recommended that the Committee agrees to the measures and actions proposed in this report.

Resource Implications

The measures proposed in this report should be funded from the anti-poverty budget and local priorities budgets. The funding will support the pooling of efforts and resources from partner agencies and services working in the area.

Legal & Risk Implications

There are no legal or risk implications arising from this report.

Impact Assessment

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

Consultation

Colleagues and partners working in the Glenrothes area are supportive of the proposed actions and the approach taken to tackling poverty, including members of the Welfare Reform Area Action Partnership (WRAAP), Food Resilience Group and People Leadership Group.

1.0 Background

1.1 Tackling Poverty and Preventing Crisis is a focus in "Recovery and Renewal Plan4Fife 2121-24 Update". It is an ever-increasing part of work for many staff and partners, statutory and third sector. In has been an area of focus in the Plan4GlenrothesArea since its inception.

1.2   Last year our efforts to Tackle Poverty were and continue to be influenced by the findings of Professor Karen McArdle's report 'Work Together for a Common End' (approved at Area Committee 19th May 2021).

1.3   Many of the actions have been delivered some are still outstanding, mainly due to the restrictions due to Covid-19. We have been unable to host face-to-face gatherings and meetings with people in the way we had hoped. The impact of Covid-19 cannot be understated, although it shouldn't be used as an excuse. Work has become more difficult, when it comes to working with people living in and effected by poverty. Staff have delivered despite lock downs and restrictions and continue to strive to support people.

1.4   Increasingly we are working with community organisations and providers to help people at a local level. In Glenrothes area we have a strong tradition of partnership working and in October 2020 the Food Resilience group was established with the Community Food providers, CLD and NHS staff supporting.

1.5   The increase in the cost of living and the spiralling cost of fuel has left many people struggling to get by. We have accessed Winter Crisis Funds to support work in Glenrothes area. Covid restrictions are gradually receding, and more people are seeking support and returning to learning activities.

1.6   Communities and Neighbourhoods Service has created a post in the Glenrothes area which will help with the coordination and planning of efforts which will help tackle poverty and prevent crisis.

2.0 Issues and Options

2.1   Work to Tackle Poverty in the Glenrothes area has continued building on the work highlighted in Professor McArdle's report last year. The Welfare Support Workers have worked extensively to support people who are vulnerable, to ensure people are helped with benefits, claiming what they are entitled to, finding funding, fuel top ups, and even feeding people. They have continued working through all the restrictions, providing telephone support initially, but recognising how people have been affected and how important their support is, they offered face-to-face support as soon as possible. They have provided critical and crucial support to people often at their lowest ebb.

2.2   The work is more than responding to the immediate crisis that people present with. We have worked to equip people with skills and confidence and build their resilience. Working with partners, in other services and with community organisations, is vital as we can pool our resources and experience. An example of this is the Food Resilience Group which was established in October. Several Community Food providers received funding for their work from Food Support Grants as well as local funding and donations/funds from supermarkets and local businesses.

2.3   We supported young people affected by impacts of Covid, an illustration being the Fusion Project - this initiative secured Youth Work Education Recovery funding from YouthLink Scotland. We worked with young people identified by Glenwood High School, engaged with them and their parents, initially from home, and then used the outdoors as a way of building skills and confidence. Young people gained City & Guilds qualifications in Bike Maintenance. Others used creativity and music with YMCA staff member, to help them cope and overcome challenges.

2.4   In the Plan4GlenrothesArea, an area of focus was supporting low-income families to access holiday provision/opportunities. Despite restrictions we helped coordinate and provide access to food along with family holiday activity packs (each week of the school holidays). Government funding allowed us to extend summer provision working with sports clubs and Active Fife to provide holiday provision in precincts around the

Glenrothes area including Leslie, Kinglassie and Thornton. Young people have returned to Youth Clubs and Youth Projects in large numbers, which is an indication of how much they value and enjoy the opportunities Youth Work brings.

2.5   We developed supports and responses to improve the mental health & wellbeing of young people and adults. With Community based Mental Health & Wellbeing funding, piloting, and delivering initiatives with services and community organisations. Building on this experience, local community organisations and groups have tapped into additional Mental Health funding. We have devised and delivered courses that have supported some very vulnerable people, people who have survived various forms of trauma, these include Introduction to Holistic Wellbeing.

2.6   Positive You! continued providing invaluable support to people, online and via the phone, and as the restrictions lifted; the service has returned to face to face delivery in Health Centre's and GP Practices, and community venues. The gradual decrease in restrictions has meant more opportunities to refer people onto and into learning and volunteering.

2.7   Fuel Poverty has become a reality for many people. Working in partnership helps us coordinate efforts and the anti-poverty and Winter Crisis Funds were used to help people with Power Top-Ups. St Andrews Environmental Network (Cosy Kingdom) explained that in January 2022 they had issued over £6,000 to people in the Glenrothes area alone. This brought their total spend to £21,911 for Glenrothes, which was more than they spent in the whole of North East Fife area, which they also support.

2.8   The proposed action plan provides detail on the funding requested for Tackling Poverty Work in the Glenrothes area (see Appendix One). The initial sum of **£128,330** would be used to continue and further develop the approaches and good work in the area. A further amount of £72,000 from the Local priorities budget or Local Community Planning Budget would allow for further activities and initiatives to mitigate against the growing effects of poverty.

3.0 Conclusions

3.1   The effects of poverty are felt by an increasing number of people in the Glenrothes area. These effects include making the difficult choices between heating or eating, feeling anxious and helpless, and needing some support to cope with the daily stress and strain this puts on individuals, families, and relationships.

3.2   There is recognition by colleagues and partners that we can make positive differences to people' lives by working collectively, providing the right levels of support, pooling our resources, focussing our efforts and energies on those who need support, and helping people to help themselves.

List of Appendices

1.   Glenrothes Area Tackling Poverty Action Plan

Background Papers

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

Plan-for-Fife-2021-24-23-Aug.pdf

JP Easton
Team Manager (Community Development)
Fife House 3rd Floor and Working from Home
Telephone: 03451 55 55 55 + VOIP Number **443 776** Mob: **07985 707 350**
Email**: jp.easton@fife.gov.uk**

Glenrothes Area Tackling Poverty Action Plan for 2022-23

Providing Additional Welfare Support
Welfare Support Workers have delivered throughout the pandemic, supporting vulnerable individuals and their families. They work in one-to-one situations, in Centre's, do home visits, as well as over the phone, help people with Benefit Claims, Appeals, etc. run Job Clubs and much more. An additional part-time worker and some Literacy support will help them meet their increasing and complex workload.   **£23,920**

Positive You!
This project continues to deliver positive outcomes for people. The pandemic was disruptive, but the worker continued to support people and now is back in three GP Practices/Health Centre's and can refer people to other provision.   **£40,580**

Fuel Top Ups
Fuel Top Up payments via *StAndEN* and Welfare Support Workers   **£12,000**

Building Resilience and Improving Wellbeing
In recognition of the impacts of poverty, exacerbated by the pandemic and effects of lock down on vulnerable we can deliver a range of courses and one-to-one sessions to support and increase people's resilience and Wellbeing. (Wellbeing 1-1 sessions; Intro to Holistic Well-being 4 x 10-week Courses; Holistic Wellbeing and forming a Wellbeing Peer Support Group)   **£24,880**

We have delivered a range of Cooking courses for people, initially online, then laterally using space in Glenwood High School, *"Family Favs"* is a good example of this with families learning and cooking together. We have revised and developed this approach to provide food and the necessary utensils/resources to enable families/individuals to continue cooking healthy affordable meals.

Building People's Skills (People Providing and Cooking for Themselves)
We can deliver a range of Adult and Family Cooking Courses, throughout the year, including slow cooker and none-cook meals. We will make use of the Glenwood High School Community Kitchen and stock it with the equipment needed; we will offer Food Hygiene qualifications (REHIS - Royal Environmental Health Institute of Scotland) courses. Working closely with our partners in the Food Resilience Group.   **£26,950**

                                                                                                    £128,330

Holiday Provision for Families and Young People
Family Holiday Activity Packs have been made and delivered each week of the school holidays (287 made for Easter holidays). Families and partner agencies have expressed how valued the packs are. This year we should be able to arrange and host Family and young people activities (less restrictions) e.g. *Summer in the Park*.   **£25,000**
SHAPE combining with Café Inc. to tackle 'Holiday Hunger' and involving community sports groups and Active Fife etc.   **£27,000**
Youth Diversion Activities/Events - Positive Alternatives for young people to get involved and engaged in, outdoor education, etc.   **£20,000**
                                                                                                    £72,000

30th March 2022

Agenda Item No. 5

Proposed Waiting Prohibition – Faraday Road, Glenrothes

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

Wards Affected: Ward 13 – Glenrothes West and Kinglassie

Purpose

The purpose of this report is to allow the Glenrothes Area Committee to consider proposals to formalise "No Waiting at Any Time" restrictions on Faraday Road, Glenrothes.

Recommendation(s)

It is recommended, in the interests of accessibility and road safety, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to implement the restrictions detailed in drawing no. TRO/22/20 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £2,000, which covers Roads & Transportation Services' and Legal Services' staff costs and advertising. This will be met from approved Service budgets.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

The general duties section of the impact assessment and the summary form have been completed. No negative impacts have been identified.

Consultation

The local Ward Councillors, Parking Management team and Police Scotland have been advised. Formal consultation required by the Roads Traffic Regulation Act 1984 for the TRO process will be carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO will be made available on Fife Council's website.

1.0 Background

1.1   Faraday Road is a main distributor road within Southfield Industrial Estate. On the south side, the estate comprises both industrial units and a gym, which attracts a large number of patrons.

1.2   There are two car parks available to gym patrons, one to the rear of the gym and one across the road to the front. Despite this, some users prefer to park closer to the gym entrance on the road.

2.0 Issues and options

2.1   Parking on the bend poses a safety hazard as it forces traffic to travel on the wrong side of the road. As this is a 90 degree bend, opposing traffic is not able to see oncoming vehicles. Concerns have been raised about this issue.

2.2   Representations have also been received about parked vehicles causing an obstruction to heavy good vehicles servicing the factories. This can have a significant impact on business operations.

2.3   Initially, a Temporary "No Waiting at Any Time" Traffic Regulation Order (TTRO) was introduced over the same length as the proposed TRO. This has improved safety on Faraday Road. This TTRO is in place for a period of up to 18 months, expiring in May 2022.

2.4   It is proposed to implement a permanent "No Waiting at Any Time" TRO as detailed in drawing number TRO/22/20 (Appendix 1) to formalise the existing temporary restrictions.

3.0 Conclusions

3.1   In the interests of accessibility and road safety, it is recommended that the "No Waiting at Any Time" prohibition is introduced on Faraday Road, Glenrothes as detailed on drawing number TRO/22/20.

List of Appendices

1.   Drawing No. TRO/22/20

Background Papers

1.   None

Report Contact

Lesley Craig
Lead Consultant, Traffic Management
Assets, Transportation and Environment
Roads & Transportation Services
Bankhead Central
Glenrothes
03451 55 55 55   Ext No 480082
Lesley.Craig@fife.gov.uk

Appendix 1

KEY:

Proposed 'No Waiting at Any Time'

ASSETS, TRANSPORTATION and ENVIRONMENT

Faraday Road
Glenrothes

SCALE NTS   DRAWING No. TRO/22/20

HEAD OF SERVICE - KEN GOURLAY

12
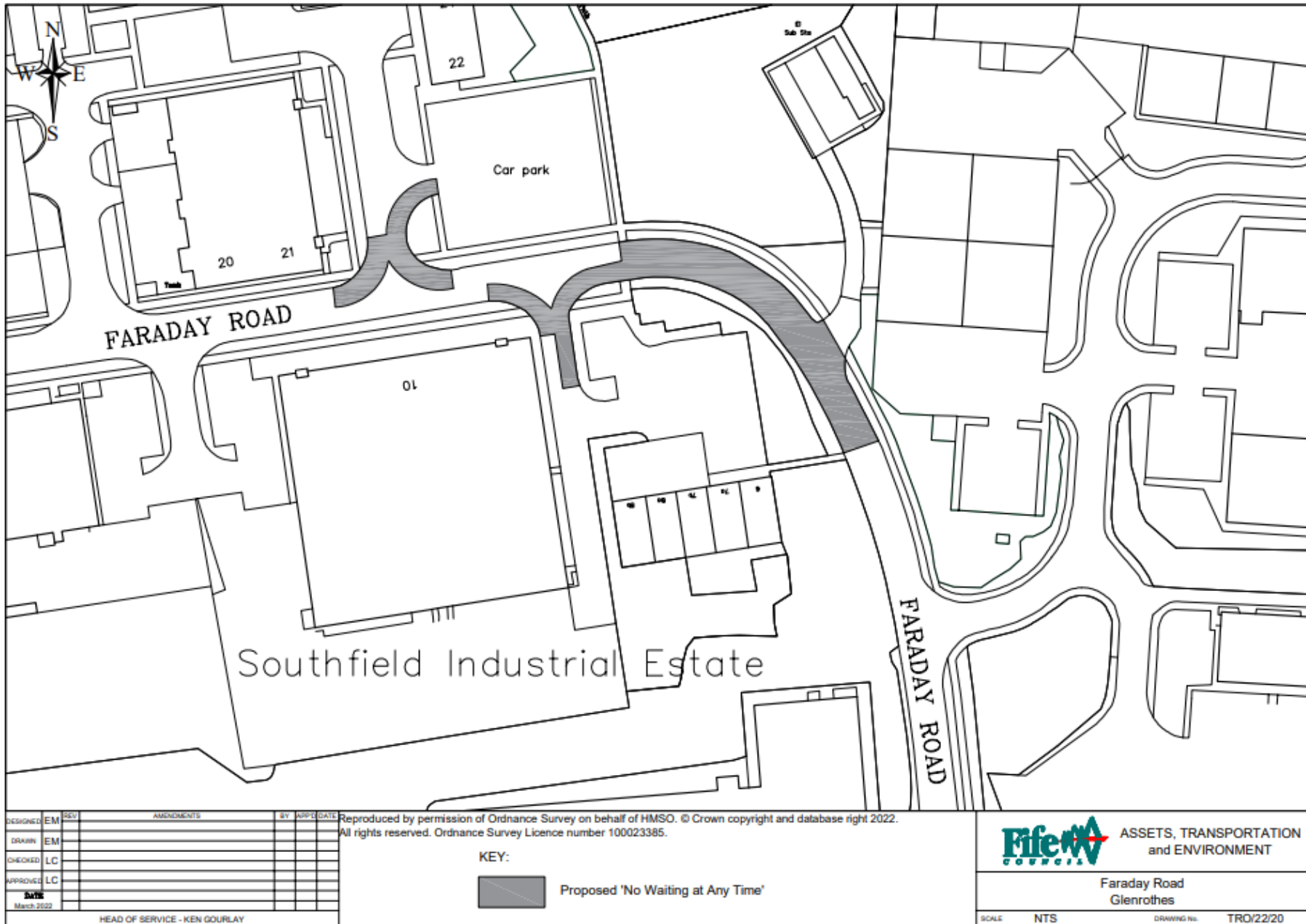
Sappi Road, Glenrothes – 20mph Zones

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

Wards Affected: Ward 14 – Glenrothes North, Leslie and Markinch

Purpose

The purpose of this report is to allow the Area Committee to consider proposals for an extension of the 20mph speed limit on Sappi Road and the inclusion of all new development, residential roads adjoining Sappi Road.

Recommendation(s)

It is recommended, in the interests of road management and safety, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to extend the existing 20mph speed limit on Sappi Road and include the new adjoining residential roads within this TRO as detailed in drawing no. TRO/22/19a & 19b (Appendices 1 and 2) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £16,000, which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of the new infrastructure on the existing length of Sappi Road. This will be met from approved Service budgets (ARP). All new infrastructure within the new development will be provided by the developer.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

The general duties section of the impact assessment and the summary form have been completed. No negative impacts have been identified.

Consultation

The local Ward Councillors, Police Scotland and Markinch Community Council have been advised.

Formal consultation required by the Roads Traffic Regulation Act 1984 for the TRO process will be carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO will be made available on Fife Council's website.

1.0 Background

1.1   In June 2014 approval was granted for planning application 14/02162/PAN. This was for a residential development and associated infrastructure on the land south of Sappi Road, Glenrothes. The development was agreed to be done in 3 phases.

1.2   The speed limit on Sappi Road was national speed limit, however upon completion of phase 1, the northern part of Sappi Road was changed to 20mph to cover the frontage of the then, newly built residential development.

1.3   An Area Road Programme (ARP) Traffic Management scheme is proposed to implement a 20mph extension on Sappi Road from the existing gateway to the railway bridge, covering the frontage of phase 2.

1.4   The new roads within phase 3 of the development and Sappi Road after the railway bridge are being constructed to national guidelines which recommend design speeds of 20mph for residential streets.

1.5   The southern entrance to Sappi Road is currently closed off due construction works.

2.0 Issues and Options

2.1   With construction work for phase 2 being complete and phase 3 already having begun it is proposed that the 20mph limit be extended to cover the entire length of Sappi Road and the adjoining residential roads.

2.2   Speed reduction measures are proposed for the north end of Sappi Road as part of the ARP scheme. The locations of these measures will be published in the statutory consultation notice in due course.

3.0 Conclusions

3.1   In the interests of road management and safety, it is recommended that the section of the existing 20mph zone on drawing number TRO/22/19a and TRO/22/19b is extended as indicated as shown.

List of Appendices

1.   Drawing No. TRO/22/19a
2.   Drawing No. TRO/22/19b
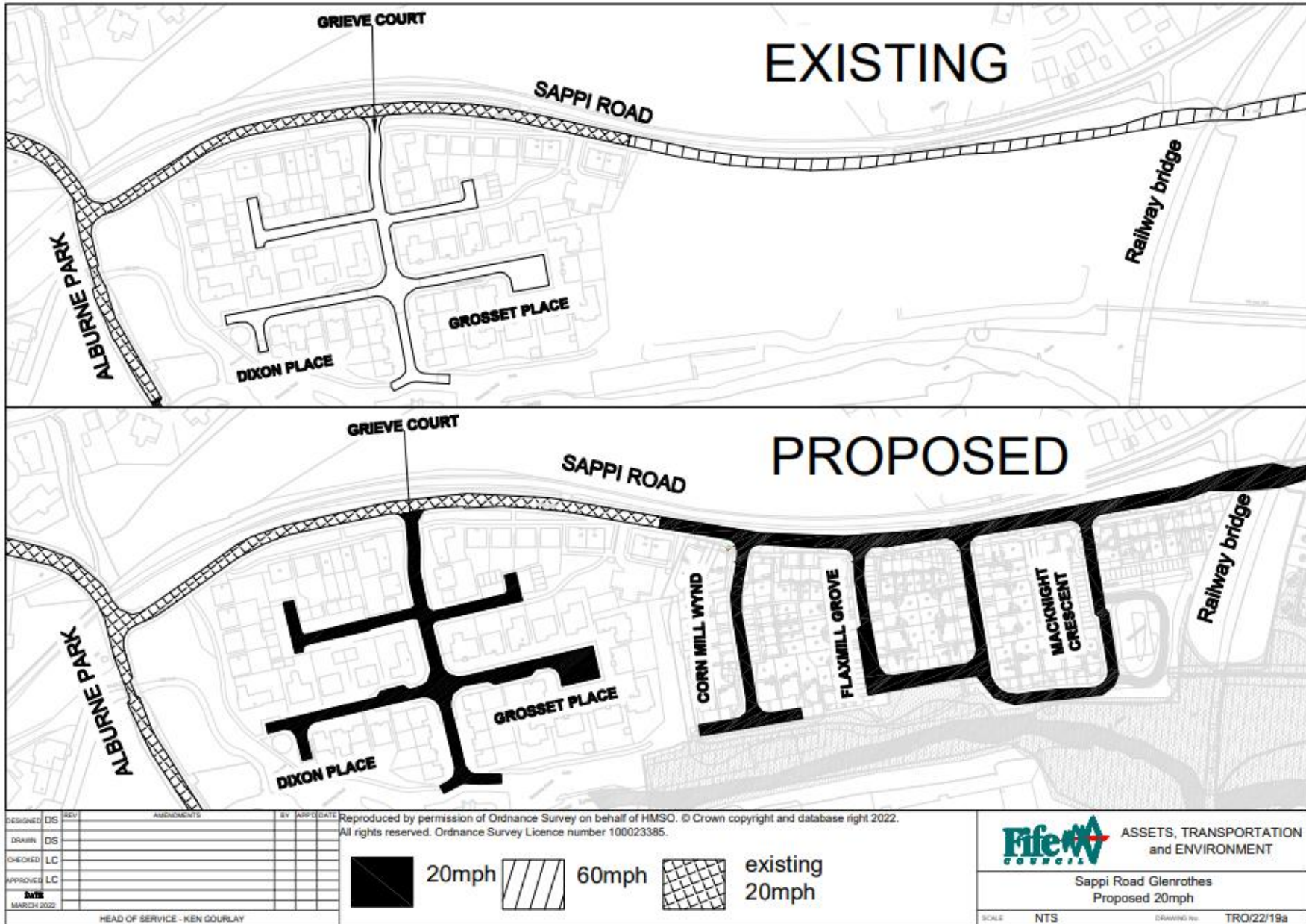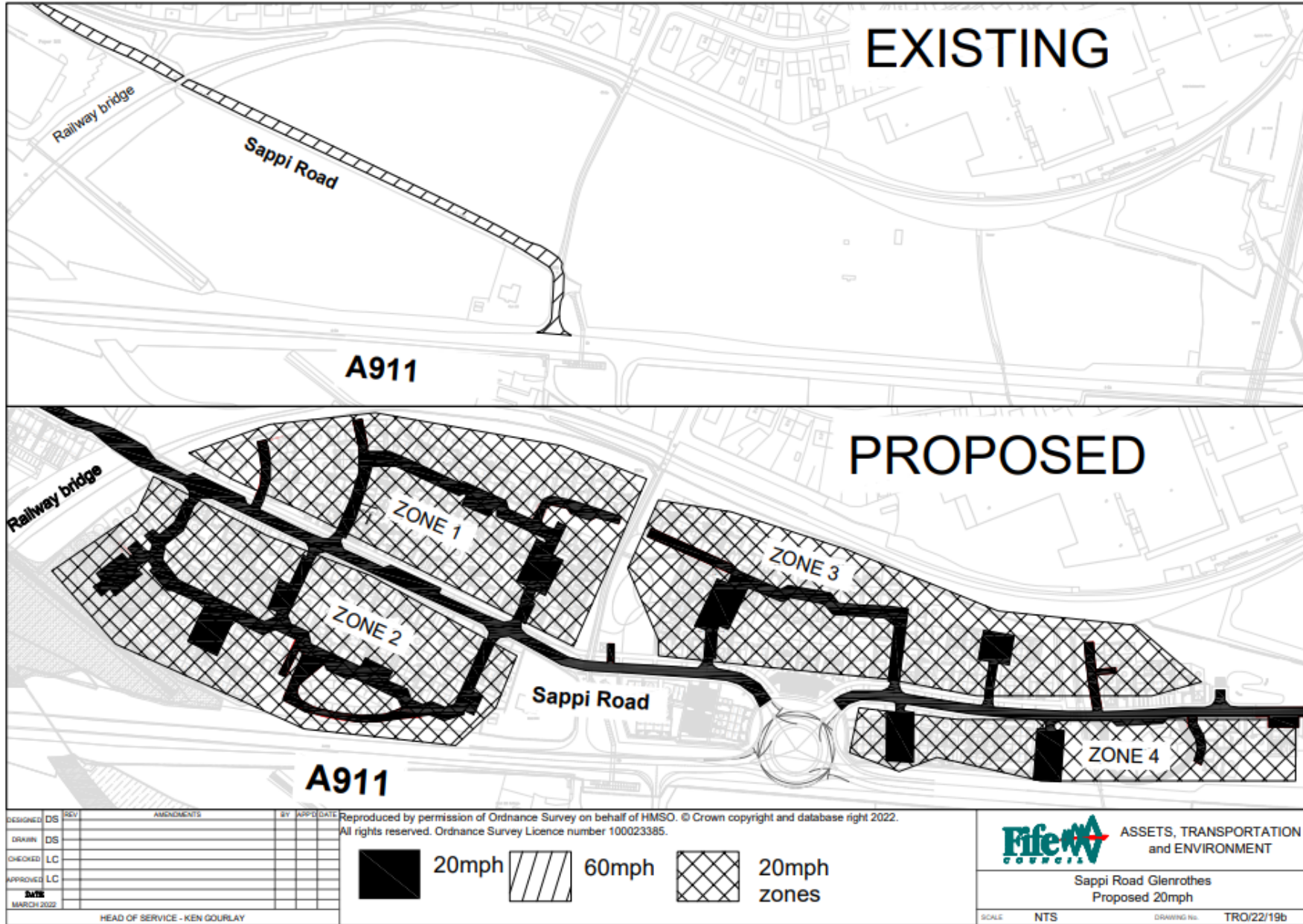
Background Papers

1.   None

Report Contact
Lesley Craig
Lead Consultant, Traffic Management (North Fife)
Assets, Transportation and Environment
Roads & Transportation Services
Bankhead Central
Glenrothes
03451 55 55 55   Ext No 480082

Lesley.Craig@fife.gov.uk

Appendix 1

EXISTING

GRIEVE COURT
SAPPI ROAD
Railway bridge
ALBURNE PARK
GROSSET PLACE
DIXON PLACE

PROPOSED

GRIEVE COURT
SAPPI ROAD
Railway bridge
ALBURNE PARK
CORN MILL WYND
FLAXMILL GROVE
MACKNIGHT CRESCENT
GROSSET PLACE
DIXON PLACE

DESIGNED DS
DRAWN DS
CHECKED LC
APPROVED LC
DATE
MARCH 2022

REV AMENDMENTS BY APP'D DATE

HEAD OF SERVICE - KEN GOURLAY

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20mph   60mph   existing 20mph

Fife COUNCIL
ASSETS, TRANSPORTATION and ENVIRONMENT

Sappi Road Glenrothes
Proposed 20mph

SCALE   NTS   DRAWING No.   TRO/22/19a

16

Appendix 2

EXISTING

PROPOSED

Railway bridge
Sappi Road
A911

Railway bridge
ZONE 1
ZONE 2
ZONE 3
Sappi Road
ZONE 4
A911

20mph   ///// 60mph   20mph zones

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ASSETS, TRANSPORTATION and ENVIRONMENT

Sappi Road Glenrothes
Proposed 20mph

SCALE   NTS   DRAWING No.   TRO/22/19b

HEAD OF SERVICE - KEN GOURLAY

30th March 2022

Agenda Item No. 7

Proposed 40mph Speed Limit, A911 Glenrothes

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

Wards Affected: Ward 14 – Glenrothes North, Leslie and Markinch

Purpose

The purpose of this report is to allow the Area Committee to consider proposals to introduce a 40mph speed limit on the A911, Glenrothes.

Recommendation(s)

It is recommended, in the interests of road management and safety, that Committee:

1. agrees to the promotion of a Traffic Regulation Order (TRO) to introduce the 40mph speed limit as detailed in drawing no. TRO/22/27 (Appendix 1) with all ancillary procedures; and

2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

Resource Implications

The cost to formally promote this TRO will be approximately £2,000, which covers Roads & Transportation Services' and Legal Services' staff costs and advertising. All new infrastructure associated will be provided by the developer.

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

The general duties section of the impact assessment and the summary form have been completed. No negative impacts have been identified.

Consultation

The local Ward Councillors, Police Scotland and Markinch Community Council have been advised.

Formal consultation required by the Roads Traffic Regulation Act 1984 for the TRO process will be carried out through the posting of legal notices in a local newspaper

and on the affected length of roads. In addition, details of the proposed TRO will be made available on Fife Council's website.

1.0 Background

1.1   The A911 between Glenrothes and Windygates is a busy rural road, with long straight stretches that are currently national speed limit.

1.2   In September 2020 approval was granted for planning application 20/02122/RCC. This was to construct a new roundabout, footways and verges on the A911 for access into the Sappi Road development.

1.3   The proposed roundabout on the A911 has been designed to 40mph standards.

1.4   Both northern arms of the roundabout will give access to Sappi Road where it is proposed to have a speed limit of 20mph through the residential development.

2.0 Issues and Options

2.1   It is proposed to promote a 40mph Speed Limit Order over a length of approximately 700m with the proposed roundabout in the centre, before construction work commences.

2.2   The proposed 40mph limit will ensure drivers are negotiating the roundabout safely and encourage drivers to enter the 20mph limit at lower speeds.

2.3   It is proposed that this length of 40mph speed limit is promoted on the A911 as detailed in drawing number TRO/22/27 (Appendix 1). The remaining length is to remain national speed limit

3.0 Conclusions

3.1   In the interest of road management and safety, it is recommended that the new 40mph speed limit be promoted as indicated in drawing number TRO/22/27.
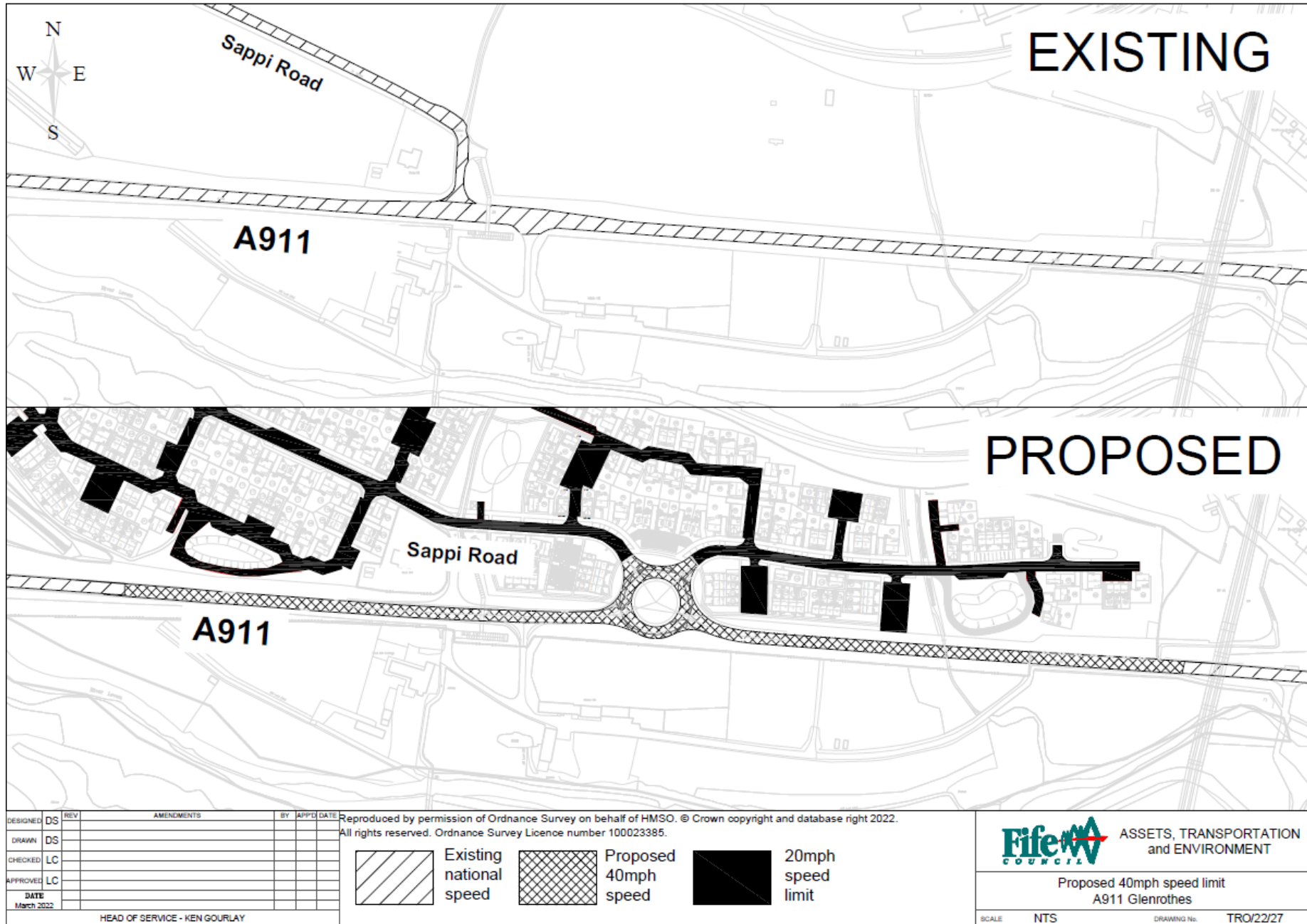
List of Appendices

1.   Drawing No. TRO/22/27

Background Papers

1.   None

Report Contact

Lesley Craig
Lead Consultant, Traffic Management (North Fife)
Assets, Transportation and Environment
Roads & Transportation Services
Bankhead Central, Glenrothes
03451 55 55 55   Ext No 480082
Lesley.Craig@fife.gov.uk

Appendix 1

EXISTING

Sappi Road

A911

PROPOSED

Sappi Road

A911

DESIGNED	DS	REV	AMENDMENTS	BY	APP'D	DATE
DRAWN	DS					
CHECKED	LC					
APPROVED	LC					
DATE March 2022						

HEAD OF SERVICE - KEN GOURLAY

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Existing national speed

Proposed 40mph speed

20mph speed limit

Fife COUNCIL

ASSETS, TRANSPORTATION and ENVIRONMENT

Proposed 40mph speed limit
A911 Glenrothes

SCALE   NTS   DRAWING No.   TRO/22/27

20

Objection to Traffic Calming: Ballingall Drive, Glenrothes

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

Wards Affected:	14 - Glenrothes North, Leslie and Markinch

Purpose

The purpose of this report is to allow the Area Committee to consider one objection to the proposal to introduce additional speed reduction measures in the form of speed cushions on Ballingall Drive, Glenrothes.

Recommendation(s)

It is recommended that Committee agrees to set aside the outstanding objection to allow the scheme to proceed to construction, as shown in drawing TM/North/Glen/Ball (Appendix 1).

Resource Implications

The sum of £10,000 was allocated to a speed reduction scheme for Ballingall Drive, Glenrothes as part of the Traffic Management capital budget, set in the Area Roads Programme (ARP) 2021-22. [GAC on 24th March 2021, minute 2021.GAC.99 Item 214 refers.]

Legal & Risk Implications

There are no known legal or risk implications.

Impact Assessment

The general duties section of the impact assessment and the summary form has been completed. No negative impacts have been identified.

Consultation

The local ward councillors, Police Scotland and Glenrothes Community Council are aware.

Formal consultation required by the Roads Traffic Regulation Act 1984 for the TRO process was carried out through the posting of legal notices in a local newspaper and on the affected length of roads. In addition, details of the proposed TRO were made available on Fife Direct.

1.0 Background

1.1   A road humps notice, as required by the Roads (Scotland) Act 1984 was published on 29th September 2021, to intimate the council's proposal to install 4 sets of speed cushions, (shown in Appendix 1) to consult on the design of the ARP scheme.

1.2   The closing date in the notice for objections was 27th October 2021. During the objection period, one objection was received.

1.3   After exchanging communications with Traffic Management, the objector has chosen to maintain their objection.

2.0 Issues and Options

2.1   Ballingall Drive has a 30mph speed limit and 6 existing speed cushions along its length.

2.2   A plan has been provided to show the exact locations of all existing and proposed speed cushions with the distances shown between them. (Appendix 2)

2.3   The objector believes the existing speed cushions on Ballingall Drive are sufficient to encourage drivers to comply with the 30mph speed limit, so the proposed additional measures are not necessary or best value at a time of restricted budgets.

2.4   A speed survey was carried out 16th-22nd September 2020 producing the following results.

Average speed westbound is 28mph and the 85th percentile is 32.7mph.
Average speed eastbound is 28mph and the 85th percentile is 33mph.
On average there were around 323 vehicles travelling westbound and 313 travelling eastbound on this 30mph road each day.

2.5   It is accepted that, on its own, the speed survey does not reflect the impression the public has of speeding on this road. Reports of vehicles excessively accelerating and decelerating between sets of speed cushions, give cause for concern and raised calls for an increase in speed reduction measures. During this 7-day period most of the highest recorded speeds were recorded between the hours of 7am and 7pm, when pedestrians and cyclists are more likely to be out and about. When the highest recorded speeds are being seen by the public, it gives the perception that speeding is a major issue.

2.6   We are working proactively to improve compliance with speed limits where there are concerns raised about speeding vehicles. This is one of these locations, where installing additional measures is an indication to these faster drivers that they are on a speed restricted road, where vulnerable road users are moving about.

2.7   As a concession to the objector, the scheme was re-evaluated and it was decided to omit the proposed set of cushions at location D (see Appendix 2) as they could be deemed excessive with it being on a bend and on the approach to the junction with Whinnyknowe. This compromise was accepted by the objector, but he maintains his objection to the other three locations.

3.0 Conclusions

3.1   It is considered, in the interests of road management that the speed cushions should be implemented.

List of Appendices

1. Published Plan of Proposed Speed Cushions
2. Existing & Proposed Speed Cushion Locations (with distances between)

Background Papers

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

- Redacted objection correspondence
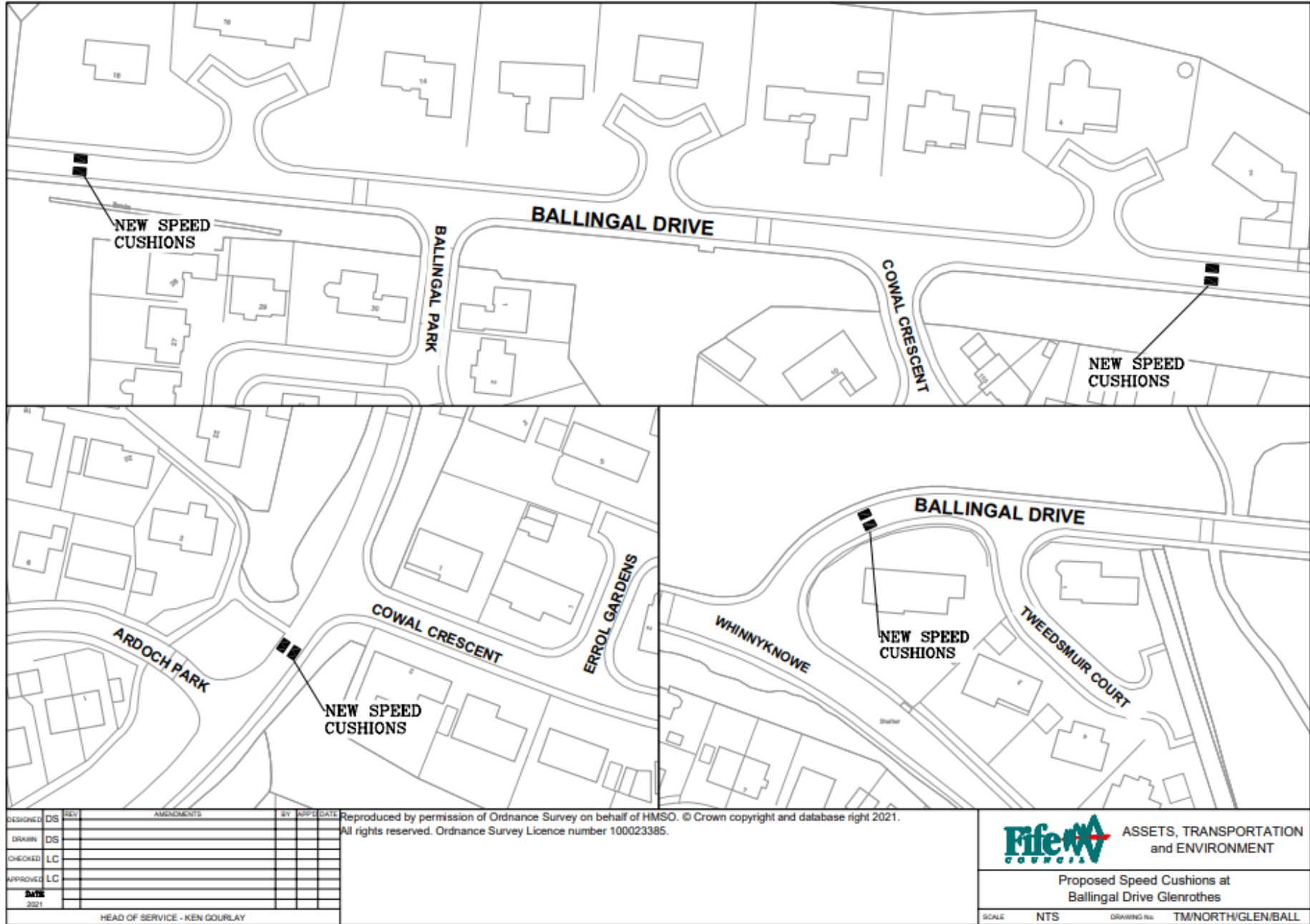
Report Contact
Lesley Craig
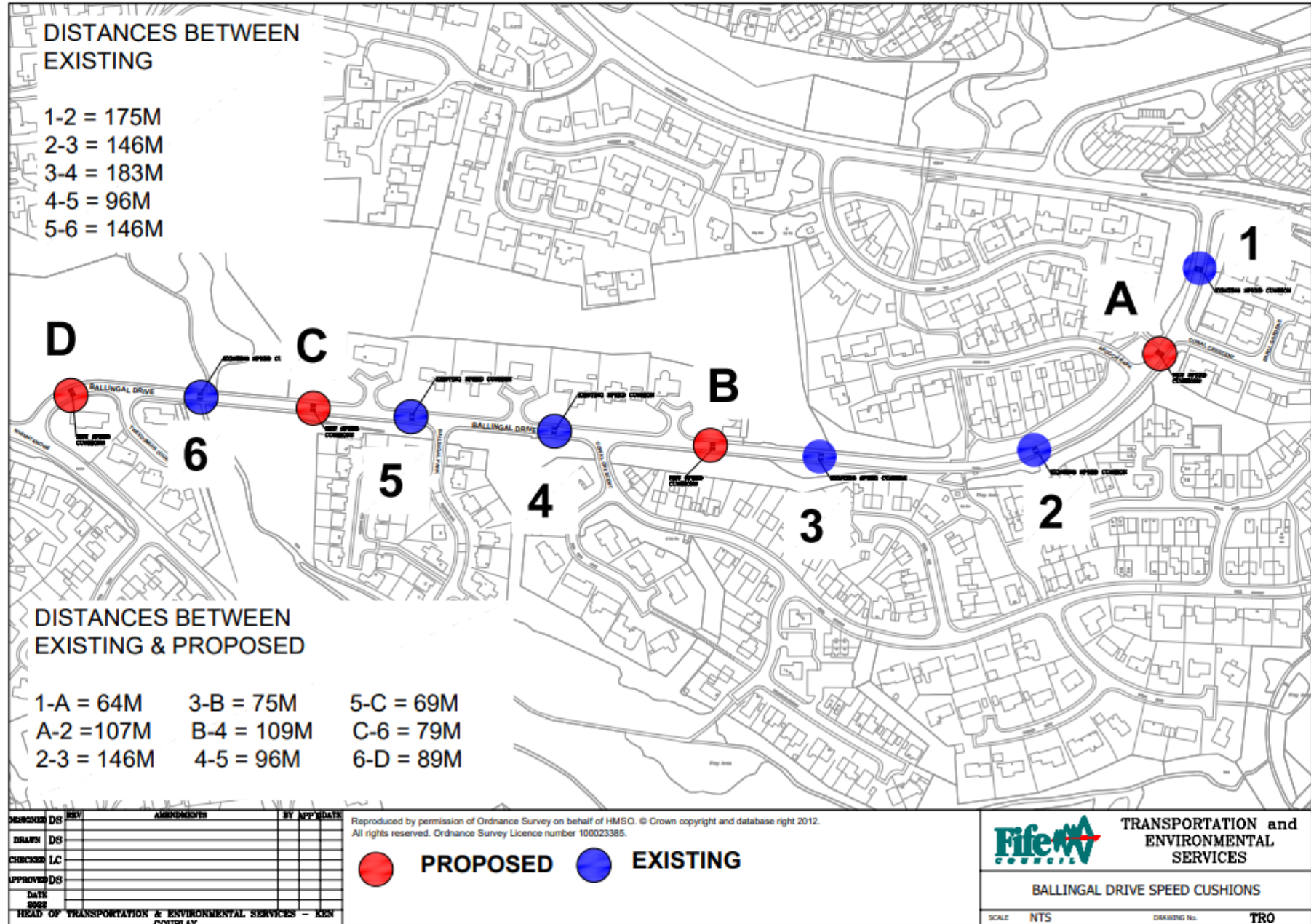Lead Consultant, Traffic Management (North Fife)
Bankhead Central, Glenrothes
Telephone: 03451 55 55 55 + VOIP Number 480082
Email: Lesley.Craig@fife.gov.uk

Appendix 1 – Published Plan of Proposed Speed Cushions

NEW SPEED CUSHIONS

BALLINGAL DRIVE

BALLINGAL PARK

COWAL CRESCENT

NEW SPEED CUSHIONS

ARDOCH PARK

COWAL CRESCENT

NEW SPEED CUSHIONS

ERROL GARDENS

WHINNYKNOWE

BALLINGAL DRIVE

NEW SPEED CUSHIONS

TWEEDSMUIR COURT

DESIGNED DS
DRAWN DS
CHECKED LC
APPROVED LC
DATE 2021

REV | AMENDMENTS | BY | APP'D DATE

HEAD OF SERVICE - KEN GOURLAY

Fife COUNCIL

ASSETS, TRANSPORTATION and ENVIRONMENT

Proposed Speed Cushions at Ballingal Drive Glenrothes

SCALE NTS | DRAWING No. TM/NORTH/GLEN/BALL

Appendix 2 – Existing & Proposed Speed Cushion Locations (with distances between)

DISTANCES BETWEEN EXISTING

1-2 = 175M
2-3 = 146M
3-4 = 183M
4-5 = 96M
5-6 = 146M

DISTANCES BETWEEN EXISTING & PROPOSED

1-A = 64M   3-B = 75M   5-C = 69M
A-2 =107M   B-4 = 109M   C-6 = 79M
2-3 = 146M   4-5 = 96M   6-D = 89M

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🔴 PROPOSED   🔵 EXISTING

TRANSPORTATION and ENVIRONMENTAL SERVICES

BALLINGAL DRIVE SPEED CUSHIONS

SCALE NTS   DRAWING No. TRO

DESIGNED DS
DRAWN DS
CHECKED LC
APPROVED DS
DATE 2022
HEAD OF TRANSPORTATION & ENVIRONMENTAL SERVICES – KEN GOURLAY

25

30th March 2022

Agenda Item 9

Proposed demolition of 3 Blocks of Flats at Alexander Road, Glenrothes

Report by: John Mills, Head of Housing Services

Ward Affected: 15

Purpose

To present to Members a proposal to demolish the 3 blocks of flats at 103–125, 127–149, 151–173 Alexander Road, Glenrothes.

Recommendation(s)

Members are asked to:

1. Approve the proposal to demolish the 3 blocks of flats at 103– 25, 127–149, 151–173 Alexander Road, Glenrothes
2. Agree to remove all currently empty properties from the rent roll and take out of management.
3. Agree to transfer 15 existing tenants to alternative suitable accommodation and purchase 4 privately-owned properties.
4. Agree to pay qualifying tenants and residents a home loss and disturbance payment.

Resource Implications

The expenditure will be met within agreed HRA local and capital budgets.

Legal & Risk Implications

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

Impact Assessment

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

Consultation

Informal consultation was carried out with council tenants and owners and private tenants of the properties, as well as Auchmuty and Dovecot Tenants and Residents Association and residents in the surrounding community prior to the in-principle Housing Services decision to pursue demolition. 15 Responses have been received, none of which opposed demolition

1.0 Background

1.1 The current configuration is 3 blocks, each consisting of 12 flats (1 and 2 bedroom). There is a total of 4 privately-owned flats in these blocks. The Auchmuty and Dovecot Tenants and Residents Association occupies a ground-floor flat in block 103-125. Housing Services are currently exploring, with partners, the options for the relocation of the Association.

1.2 A report was submitted to the Head of Housing in February 2022 when it was agreed, in principle, that the proposal to demolish these blocks should be taken forward.

1.3 As a result of this, and with the agreement of Ward Councillors, it was agreed to suspend allocations and major spend on the properties until a clearer direction on the future of these properties is agreed.

1.4 Of the 31 properties available for allocation only 15 are currently tenanted, giving a 52% void level.

2.0 Issues and Options

2.1 The blocks are sited towards the rear of an area of land with a grassed open space to the front. There are access doors at the front and rear of the blocks with a parking area to the rear. The site is bordered on four sides by roadways and housing.

2.2 The tenancies in these blocks are very difficult to allocate. This has been the case for several years and there is no prospect that this will change. Internal painting was carried out to the stair and new external doors were installed at block 103-125 in 2020.There has been close working with the Police and Safer Communities staff. Some external environmental improvements and the installation of a domehawk camera have been actioned to counter some of the anti-social behaviour experienced both within and surrounding the blocks, but this has not resulted in any significant improvement to the perception of the blocks by residents or prospective tenants. As a result, there have been a high number of requests for outward transfers over several years. There are also problems with illegal dumping at the parking area.

2.3 There are also significant problems with the roof of Block 103-125, with an estimated replacement cost of £70,000. Even partial repairs will prove costly (up to £20,000) and are likely to offer only a short-term solution. Similar issues can be anticipated with the other blocks.

2.4 Following the informal consultation, 2 of the owners have shown interest in selling the properties back to the council and we have made an approach to a 3rd where we understand that the property is likely to be put on the market very soon.

Housing Demand/ Supply

2.5 Since 2017, over 300 new-build and individually acquired tenancies have been added to the Council housing stock in Glenrothes and further housing developments and acquisitions are planned. This, combined with the capacity of the cleared site to accommodate at least 23 new tenancies, means that the demolition of these blocks will not have an appreciable effect on the prospects of applicants for housing in Glenrothes.

Financial Appraisal

2.6 The information at Appendix 1 shows the financial appraisal for retention and demolition options over the next ten years. The following points should be noted for each of these options.

2.7 **Retention**
- The void level has been presumed at the level when the decision was taken not to allocate any further properties (52%)
- Repairs costs have been based on the investment required to comply with the Scottish Housing Quality Standard
- Staff costs are assumed at £878 per property per year, as per Scottish Government / HRA data. The actual staffing costs for these properties are likely to be higher due to the resources required to allocate and manage the properties.

2.8 **Demolition**
- It is assumed that there will be no capital receipt for the land.
- £2,500 has been assumed for home loss and disturbance payments for each of the current council tenants.
- £150,000 demolition costs have been estimated by Fife Council's Property Services

2.9 Based on the above factors, the data at Appendix 1 shows that the net cost to the council of retaining the properties would be £974,309 while the net cost of demolishing the properties would be £357,500. This confirms a financial benefit of £616,809 from the demolition option.

3.0 Conclusions

3.1 There is no current demand for the flats in these 3 blocks. This has been the situation for several years with various strategies, including estate management works and customer engagement, producing little improvement. The properties suffer from a negative perception and have become stigmatised. On this basis, further technical and neighbourhood improvement works are unlikely to achieve desirable tenancies and therefore stimulate demand.

3.2 Considerable staffing resources would be required to find prospective tenants for any vacancies and thereafter to manage these properties to achieve a sustainable, balanced community within these blocks.

3.3 The financial appraisal shows that it would be considerably more expensive to retain the properties over the next 10 years and it is likely that this this expense would continue in the following years.

3.4 Removing the properties would have an impact in terms of housing supply in Glenrothes but the blocks and their specific location are not wanted by housing applicants. The new-build properties proposed for the vacated site, along with other affordable housing developments elsewhere in Glenrothes, will compensate for the reduction in the stock.

3.5   We will engage with all council tenants in the blocks to identify their housing needs and preferences and they will be allocated a permanent move to a Council tenancy or, with their consent, another Registered Social Landlord (Housing Association) tenancy.

3.6   We will provide a bespoke housing options approach for each private tenant, with the safety net that we will rehouse them should other options not be achievable within the time that it takes us to negotiate and buy back the properties.

John Mills
Head of Housing Services

List of Appendices

1. Financial Appraisal for Retention and Demolition Options from 2022 - 2032

Background Papers

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

Report Contact

John Flaherty
Housing Manager
Glenrothes Area

Telephone: 03451 55 55 55 Ext No 474021

Email – john.flaherty@fife.gov.uk

Financial Appraisal for Retention and Demolition Options from 2022 - 2032

<u>**RETENTION OPTION**</u>

Income

Potential Rents	£1,208,875
Owner Contribution to SHQS	£ 183,198
Total Income	**£1,392,073**

Expenditure

Upgrades, Repairs & Programmes to comply with SHQS	£1,465,587
Void Loss	£ 628,615
Staff Costs	£ 272,180
Demolition	£ 0
Total Expenditure	**£2,366,382**

<u>**Cost to Council of Retention**</u>	<u>**£ 974,309**</u>

<u>**DEMOLITION OPTION**</u>

Income

Rents	£0
Sale of Land	£0
Total Income	<u>**£0**</u>

Expenditure

Temp Roof Repair	£20,000
Upgrades and programmes	£0
Staff Costs	£0
Demolition	£150,000
Owner Buy backs	£150,000
Home Loss & Disturbance payments	<u>£37,500</u>
Total Expenditure	**£357,500**

<u>**Cost to Council of Demolition**</u>	<u>**£ 357,500**</u>

School Attainment and Achievement Report

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

Wards Affected: 13,14 & 15.

Purpose

This report provides the Area Committee with a summary report on 2020-2021 School Attainment across the secondary and primary 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;

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.

Consultation

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 Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than 2020 and, separately, 2021. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches – Insight Sept 2021.

1.2 In addition, due to the COVID 19 pandemic, for Session 2020 - 2021 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in S3.

1.3 As a result, this year's report does not contain attainment trend data for BGE data in secondary schools.

1.4 All schools have continued to monitor the progress of all learners. As children and young people return to school after lockdowns, tracking of progress continues to be a priority.

1.5 This year's report provides a list of schools in the local area and a link to where school Standards and Quality Reports 2012-21 and School Improvement Plans 2021-22 can be accessed. (Appendix 1) These provide details of progress in schools and priorities for improvement.

1.6 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.

1.7 The SQA attainment of young people in Session 2020-21 was based on the Alternative Certification Model (ACM). Fife Guidance for Practitioners on the ACM is provided as Appendix 1.

2.0 School Performance

2.1 The attached reports on primary school attainment for the Auchmuty High School, Glenrothes High School and Glenwood High School clusters (Appendices 5, 6, 7) provide details of CfE declarations in literacy and numeracy. It is worth noting that the primary data is the collated results of P1, P4 and P7. All children are included in the percentages - children with additional support needs in mainstream classes and where schools have Additional Support Classes or a Department of Additional Support Needs, these children are also included.

2.2 These tables provide percentages of young people attaining the recommended level in P1, P4 and P7 from SIMD 1 & 2 (Quintile 1), SIMD (Quintiles 2, 3 and 4) and SIMD 9 & 10 (Quintile 5) in Literacy and Numeracy.

2.3 Further tables give percentages of young people who are Free School Meal Registered (FMR) or are Looked after Children (LAC).

2.4 A summary of key practice on Covid Recovery, Ensuring Equity, Health and Well Being and Employability is included for each cluster (Appendices 8, 9, 10)

2.5 The reports for secondary schools serving young people from the local area are contained within Appendices 2, 3 & 4.

2.6   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.

2.7   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.

2.8   Positive destinations include Higher Education, Further Education, Training, Employment, Personal Skills Development and Activity Agreements.

2.9   Activity Agreements now encapsulated within the Personal Skills Development category 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.

2.10   Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.

2.11   Five-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy in S4, S5 and S6. This shows the percentage of the young people in each year group who achieved these levels of qualification from 2015 - 2016 through to 2020-2021.

2.12   Five year trends are given for the percentage of young people in S4 who gained at least one SCQF level 5 (National 5) qualification, S5 who gained at least one or four SCQF level 6 (Higher) qualifications and S6 who gained at least one, three, four or five SCQF level 6 qualifications.

3.0 SQA Qualifications 2022

3.1   All exams for SQA Qualifications were cancelled for Session 2020-21. Qualifications were determined using the Alternative Certification Model https://www.sqa.org.uk/sqa/96760.html

3.2   The SQA have produced guidance for the 2021-22 diet of exams which details changes to course content and possible scenarios that may be implemented dependent on public health advice. https://www.sqa.org.uk/sqa/96904.html

3.3   Further guidance has been produced for Fife practitioners (Appendix 2).

4.0 Conclusions

4.1   Due to the impact of COVID 19 we have been unable to provide School Attainment and Achievement Reports in exactly the same format as previous years.

4.2   This report and the appendices provide elected members with details of attainment and activity across schools in the local area.

List of Appendices

1.   Appendix 1 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

2.   Appendix 2 – Auchmuty High School Report

Background Papers

None.

Report Contact

Alan Cumming
Education Manager (Acting)
Fife House
Glenrothes

Telephone: 03451 55 55 55 Ext. 430275
Email – alan.cumming@fife.gov.uk

Appendix 1 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

Schools by Cluster

Auchmuty High School

Carleton Primary School	Coaltown of Balgonie Primary School
Markinch Primary School	Pitteuchar East Primary School
Star Primary School	Pitteuchar West Primary School
Thornton Primary School	Warout Primary School

Glenrothes High School

Caskieberram Primary School	Pitcoudie Primary School
Rimbleton Primary School	South Parks Primary School

Glenwood High School

Collydean Primary School	Kinglassie Primary School
Leslie Primary School	Newcastle Primary School
Southwood Primary School	

Link to Standards and Quality Reports and School Improvement Plans

https://www.fife.gov.uk/kb/docs/articles/education2/schools-in-fife/schools-statutory-information

Appendix 2 – Auchmuty High School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Auchmuty High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	668	687	1355

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	6	10	7	6	5	1	**35**

Estate		
Year	Capacity	Capacity %
2020/21	1300	104.23

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 is taken from the annual Healthy Living Survey and the annual pupil census.

Auchmuty High School				
2016/17	2017/18	2018/19	2019/20	2020/21
17.80	17.00	17.80	19.60	18.00

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

Auchmuty High School ⬇

SIMD **Number of Pupils per SIMD Decile (2020/21)**
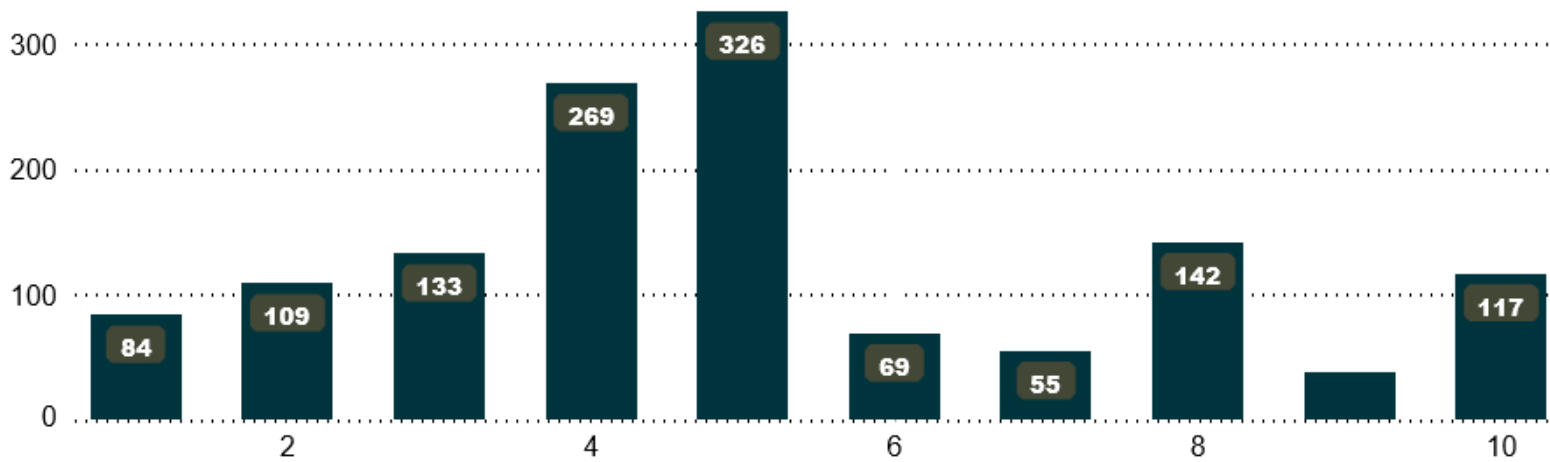
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	84	109	133	269	326	69	55	142	38	117	1342

Poverty Percentage - Percentage of children (under 16) in poverty
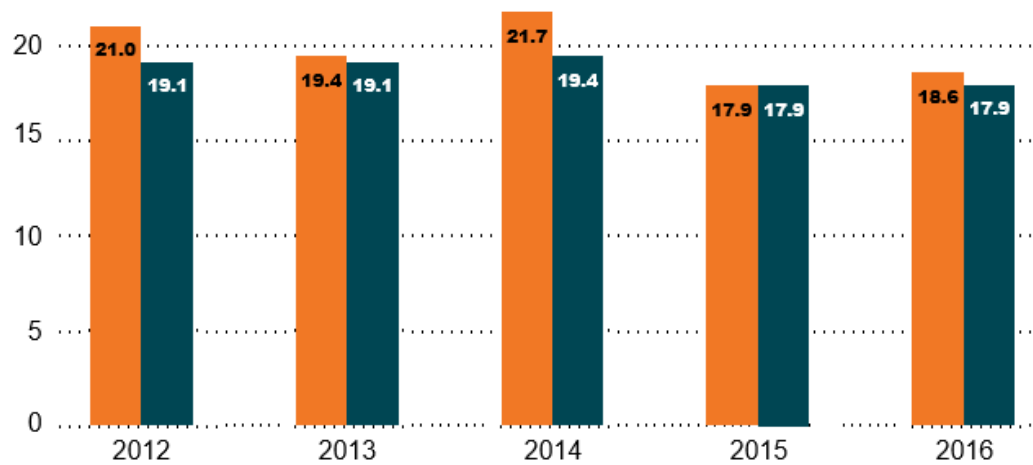
Year	School Poverty Rate %	Fife Poverty Rate %
2012	21.0	19.1
2013	19.4	19.1
2014	21.7	19.4
2015	17.9	17.9
2016	18.6	17.9

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	87	85	85	81	85

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	73	60	68	66	69

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	Auchmuty High School						Fife						National		
	2016/17	2017/18	2018/19	2019/20	2020/21		2016/17	2017/18	2018/19	2019/20	2020/21		2014/15	2016/17	2018/19
Attendance %	91.86	91.66	91.37	90.22	91.69		90.69	90.26	90.17	88.84	91.06		88.50	91.20	90.10
Authorised Absence %	5.33	6.00	5.14	5.86	3.83		5.60	5.87	5.74	6.30	4.71		5.30	5.30	0.00
Unauthorised Absence %	2.79	2.32	3.47	3.89	4.46		3.66	3.82	4.05	4.82	4.20		2.80	3.40	0.00
Temporary Exclusions															
Number of Exclusions per 1000 pupils	30	18	11	19	17		43	31	14	21	21		50	48	0
Days Excluded per 1000 pupils	34	26	20	31	29		98	68	30	41	48		119	109	0
LAC Temporary Exclusions															
Number of Exclusions per 1000 pupils	4	1	0	2	0		2	4	1	3	3				
Days Excluded per 1000 pupils	4	1	0	3	0		4	10	3	6	6				

Level of English & Additional Support Needs

The following information is taken from the September 2020 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	17
Early Acquisition	6
Developing Competence	5
Competent	4
Fluent	14
English as a "first language"	1308
Limited Communication	1
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	33
Bereavement	13
Communication Support Needs	1
Deafblind	0
Dyslexia	91

Student Need Category	No. of Pupils with Need
English as an additional language	35
Family issues	138
Hearing impairment	14
Interrupted learning	62
Language or speech disorder	26
Learning disability	24
Looked after	29
Mental health problems	173
More able pupil	30
Other	9
Other moderate learning difficulty	62
Other specific learning difficulty (e.g. numeric)	47
Physical health problem	74
Physical or motor impairment	15
Risk of exclusion	36
Social, emotional and behavioural difficulty	155
Substance misuse	35
Visual impairment	9
Young carer	23

Auchmuty High School ⤓

Initial Leaver Destinations

No. of Leavers	2017/18	2018/19	2019/20
	214	225	215

Auchmuty High School %			
	2017/18	2018/19	2019/20
Positive %	95.3	91.6	94.9
Higher Education %	37.9	34.7	33.5
Further Education %	34.1	32.9	46.0
Training %	1.4	2.7	2.3
Employment %	21.0	20.4	13.0
Activity Agreements %	0.5		
Personal Skills Development %			
Unemployed %	4.2	8.4	5.1
Unemployed Seeking %	1.4	6.2	1.9
Unemployed Not Seeking %	2.8	2.2	3.3
Unknown %	0.5		

No. of Leavers	2017/18	2018/19	2019/20
	3532	3635	3404

Fife %			
Category ⇕	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

No. of Leavers	2017/18	2018/19	2019/20
	49707	49717	47435

National %			
Category ⇕	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

Auchmuty High School ⤓

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	214	225	215

	2017/18	2018/19	2019/20
	9824	9920	9223

Auchmuty High School %			
	2017/18	2018/19	2019/20
Positive %	95.3	91.6	94.9
Higher Education %	37.9	34.7	33.5
Further Education %	34.1	32.9	46.0
Training %	1.4	2.7	2.3
Employment %	21.0	20.4	13.0
Activity Agreements %	0.5		
Personal Skills Development %			
Unemployed %	4.2	8.4	5.1
Unemployed Seeking %	1.4	6.2	1.9
Unemployed Not Seeking %	2.8	2.2	3.3
Unknown %	0.5		

South East Collaborative %			
Category ⚙	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

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Auchmuty High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	80.56	76.00	82.98	87.80	88.89
2	88.46	88.24	91.80	94.44	94.37
3	93.48	94.44	91.67	92.78	89.39
4	95.24	100.00	100.00	95.00	97.06
5	100.00	81.82	96.43	92.11	94.12
Total	**91.27**	**89.76**	**91.14**	**92.54**	**92.53**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	55.56	32.00	46.81	36.59	38.89
2	78.85	62.75	55.74	52.78	59.15
3	89.13	63.33	71.43	74.23	62.12
4	85.71	88.24	94.12	70.00	70.59
5	89.29	54.55	67.86	73.68	79.41
Total	**81.22**	**60.49**	**63.71**	**62.31**	**61.41**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	75.00	68.00	85.11	82.93	83.33
2	75.00	76.47	96.72	87.50	90.14
3	86.96	80.00	92.86	90.72	89.39
4	85.71	88.24	100.00	95.00	94.12
5	100.00	86.36	100.00	89.47	94.12
Total	**83.84**	**79.02**	**93.67**	**88.81**	**90.04**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	25.00	24.00	12.77	36.59	22.22
2	38.46	25.49	29.51	36.11	29.58
3	61.96	45.56	40.48	54.64	31.82
4	66.67	52.94	47.06	50.00	32.35
5	67.86	40.91	39.29	63.16	47.06
Total	**51.97**	**38.05**	**32.49**	**47.76**	**31.95**
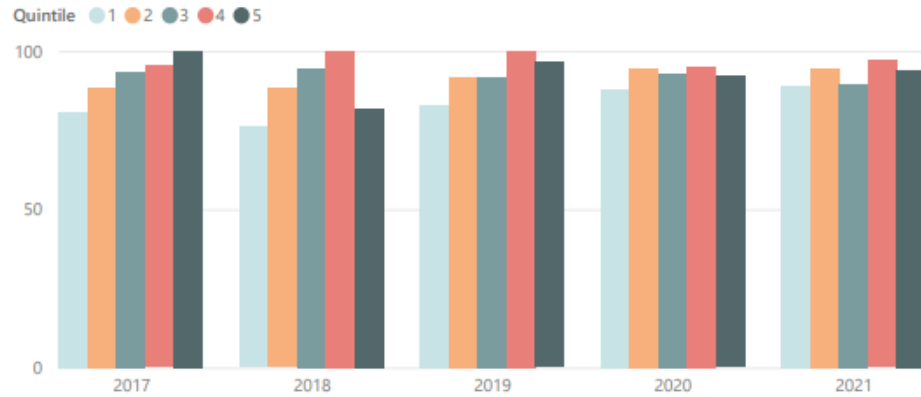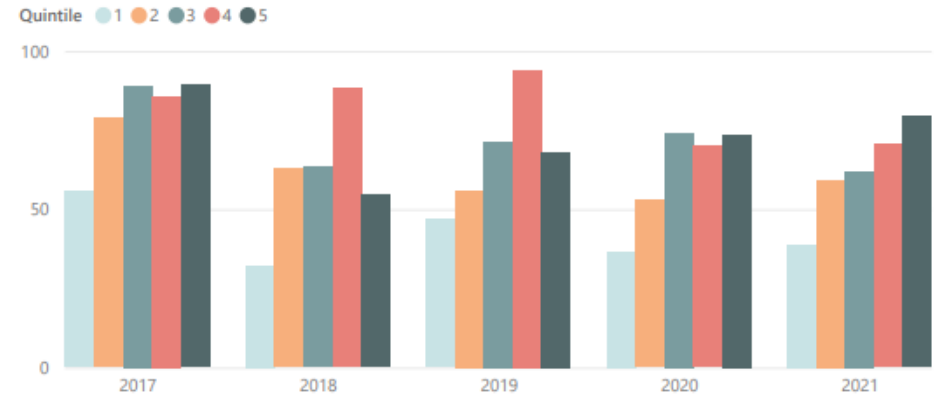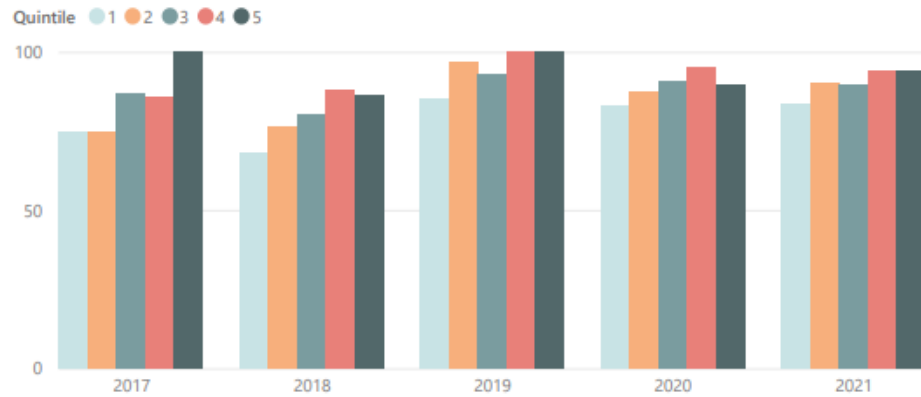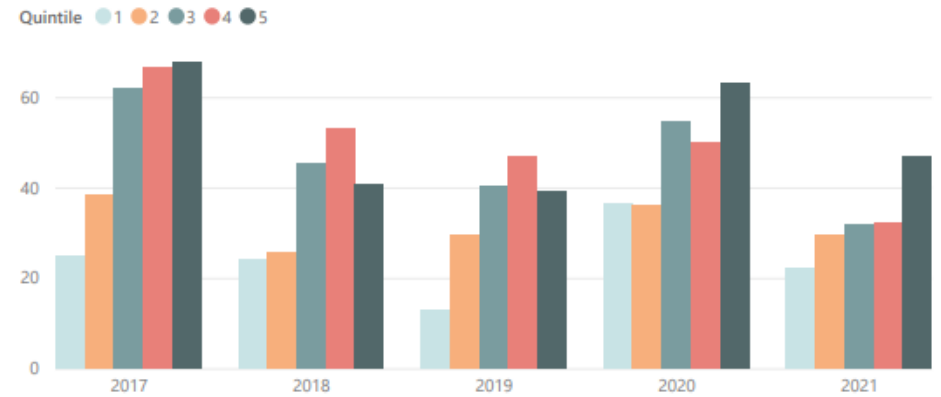
Auchmuty High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	90.70	83.33	79.17	83.33	93.02
2	96.77	88.89	87.50	91.67	97.40
3	95.40	92.63	96.59	93.18	96.25
4	100.00	95.45	100.00	100.00	97.30
5	100.00	100.00	85.71	100.00	100.00
Total	**95.73**	**91.53**	**91.26**	**92.02**	**96.63**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	72.09	69.44	62.50	68.75	65.12
2	69.35	79.63	67.86	71.67	71.43
3	89.66	88.42	75.00	82.95	80.00
4	76.47	90.91	94.12	92.31	78.38
5	92.00	89.66	80.95	82.76	90.00
Total	**80.34**	**83.90**	**73.79**	**77.73**	**76.03**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	86.05	77.78	75.00	89.58	83.72
2	95.16	75.93	75.00	96.67	90.91
3	95.40	89.47	81.82	93.18	93.75
4	100.00	95.45	100.00	100.00	89.19
5	100.00	100.00	90.48	100.00	96.67
Total	**94.44**	**86.44**	**81.55**	**94.54**	**91.01**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	37.21	38.89	50.00	52.08	53.49
2	50.00	51.85	32.14	66.67	48.05
3	67.82	63.16	55.68	73.86	68.75
4	47.06	81.82	58.82	84.62	64.86
5	80.00	79.31	61.90	75.86	93.33
Total	**57.26**	**60.59**	**49.51**	**68.49**	**62.55**

SQA Attainment - S4 Literacy & Numeracy Graphs
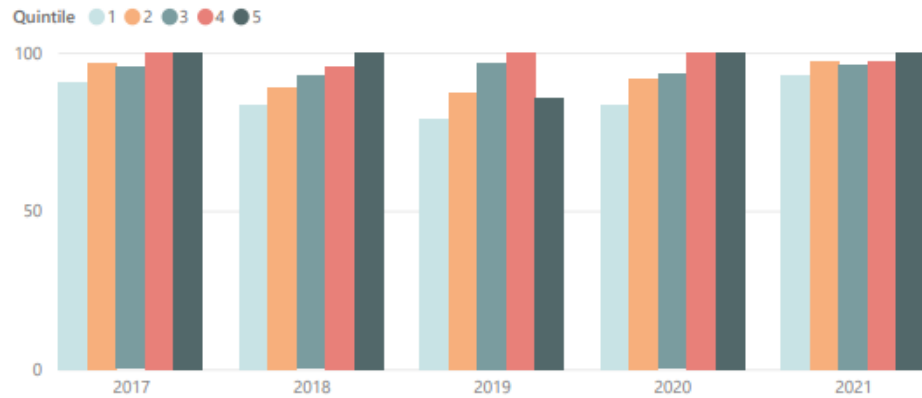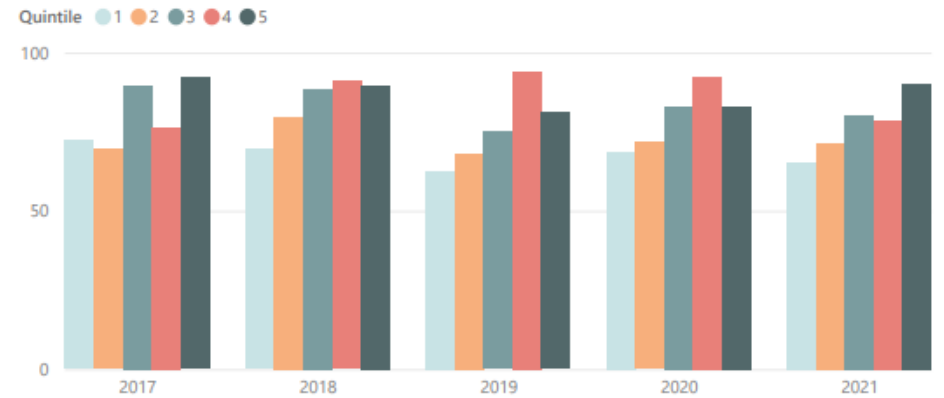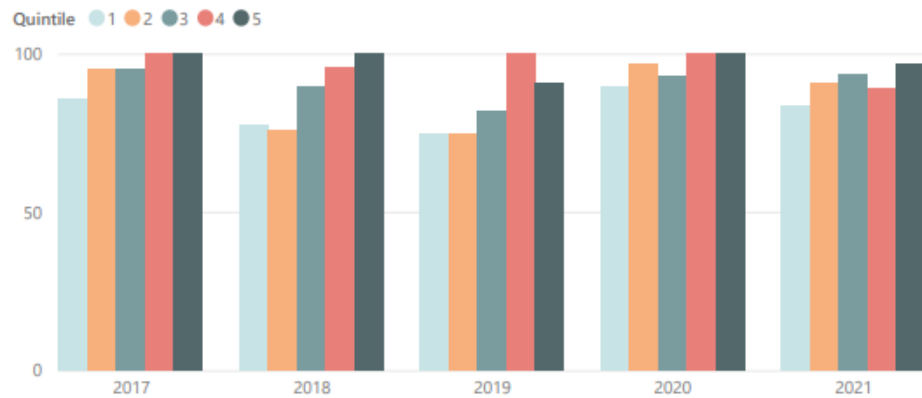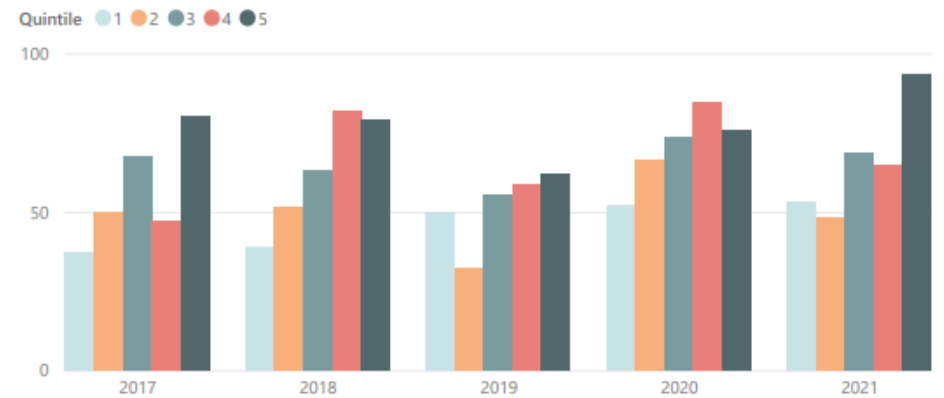
Auchmuty High School

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	90.91	90.70	83.33	80.00	82.98
2	95.08	96.77	88.68	87.50	92.19
3	97.26	93.98	92.63	95.65	91.89
4	100.00	100.00	95.65	100.00	100.00
5	96.15	100.00	100.00	85.71	100.00
Total	**95.79**	**95.32**	**91.56**	**91.00**	**91.98**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	78.79	72.09	69.44	60.00	68.09
2	72.13	69.35	79.25	69.64	73.44
3	82.19	87.95	88.42	76.09	79.73
4	76.19	78.95	91.30	94.12	96.15
5	76.92	92.86	90.00	85.71	80.77
Total	**77.57**	**80.00**	**83.97**	**74.88**	**77.64**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	87.88	86.05	77.78	76.00	89.36
2	81.97	95.16	77.36	75.00	96.88
3	90.41	93.98	89.47	81.52	91.89
4	85.71	100.00	95.65	100.00	100.00
5	84.62	100.00	100.00	90.48	100.00
Total	**86.45**	**94.04**	**86.92**	**81.52**	**94.51**

% Level 5 Numeracy

| Quintile	2017	2018	2019	2020	2021
1	72.73	37.21	41.67	48.00	53.19
2	63.93	50.00	52.83	44.64	68.75
3	82.19	65.06	65.26	60.87	68.92
4	66.67	52.63	82.61	64.71	92.31
5	69.23	82.14	86.67	71.43	76.92
Total	**72.43**	**57.02**	**63.29**	**56.40**	**69.20**
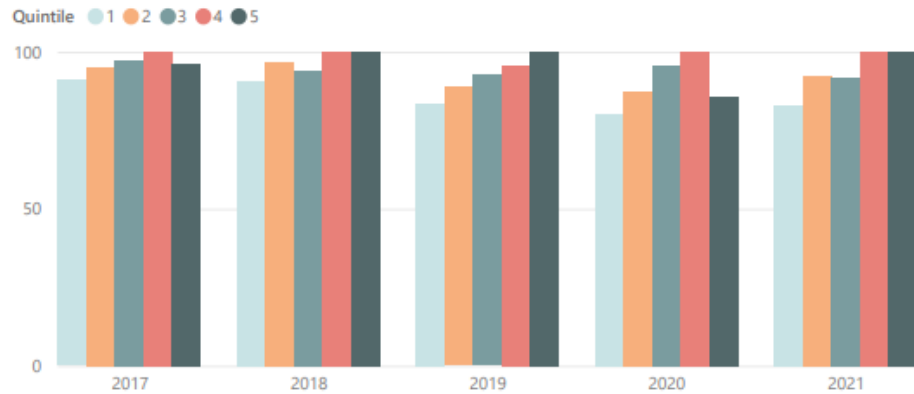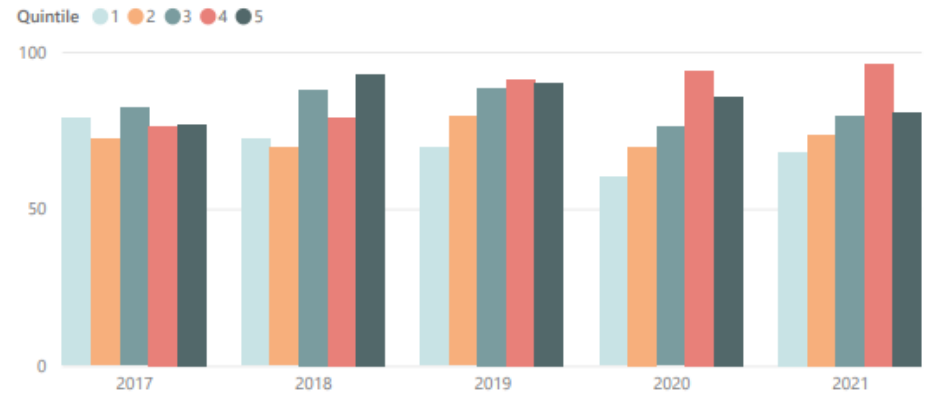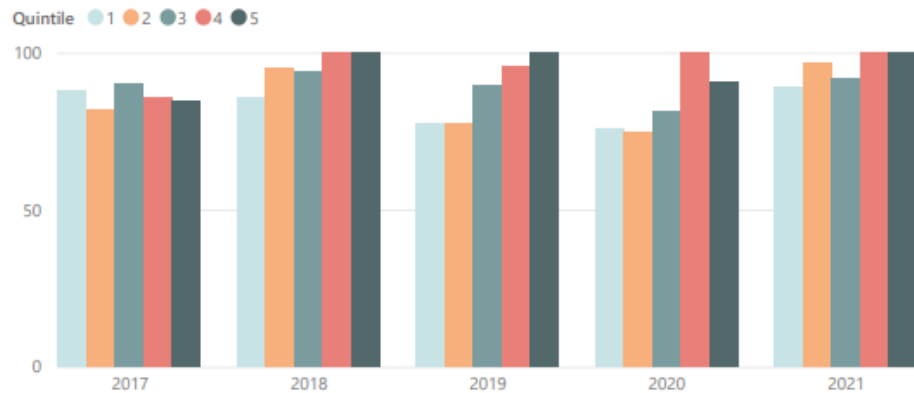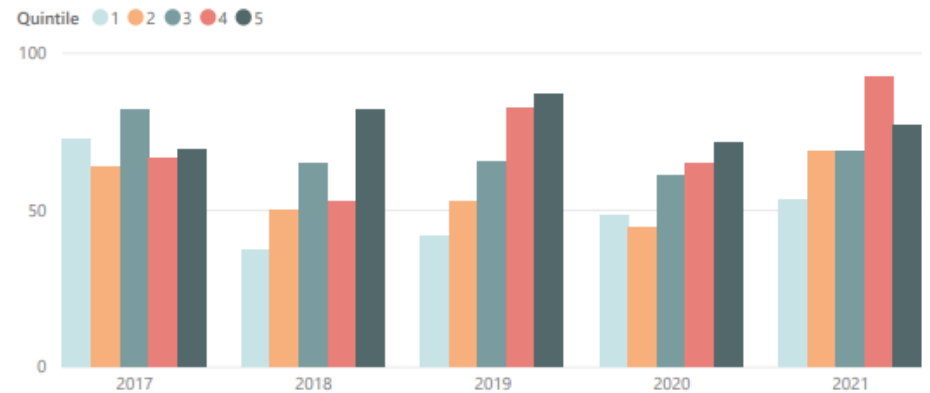
Auchmuty High School ⌄

Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.
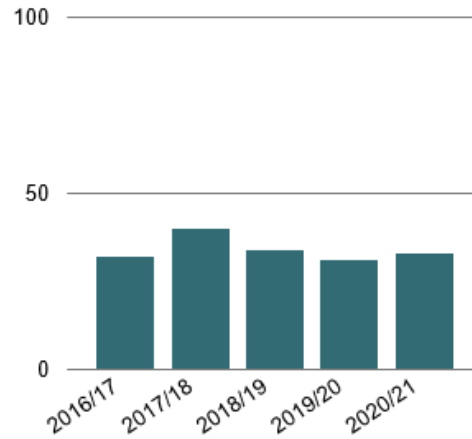
S4 - 1 or more at National 5 (%)
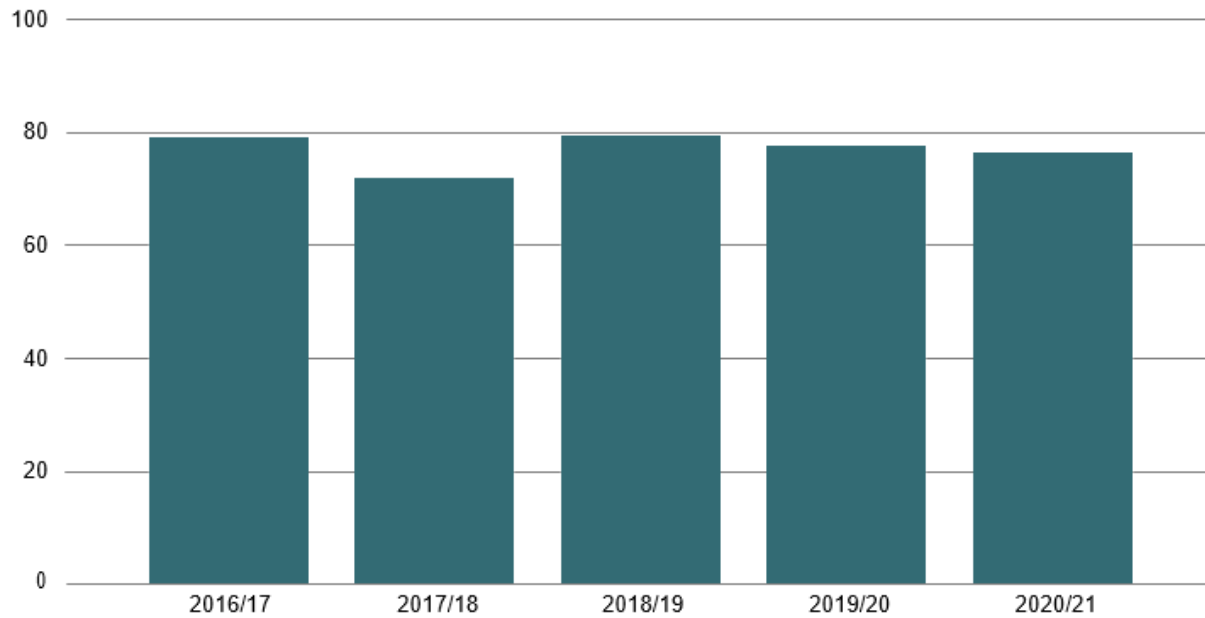
Year	1 or more
2016/17	79.04
2017/18	71.71
2018/19	79.32
2019/20	77.61
2020/21	76.35

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Auchmuty High School

Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)
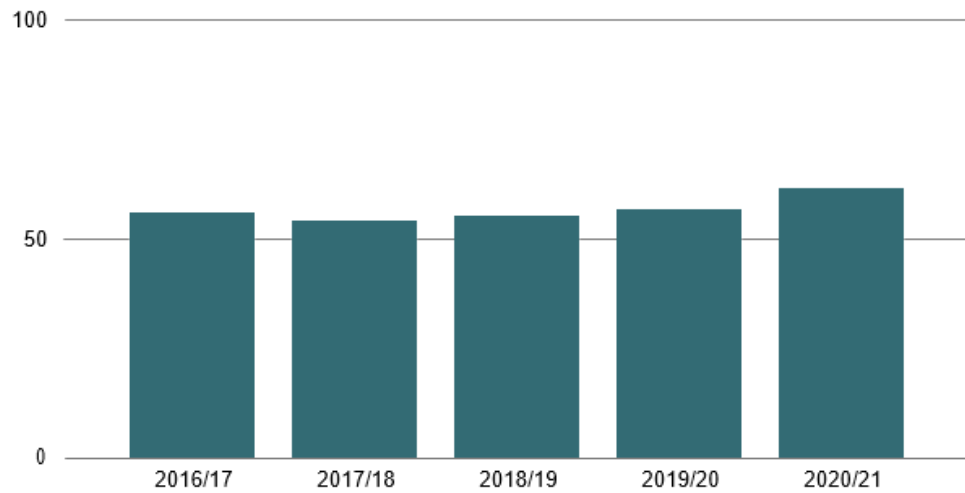
Year	1 or more
2016/17	55.98
2017/18	54.24
2018/19	55.34
2019/20	56.72
2020/21	61.42

S5 - 4 or more at National 6 (%)
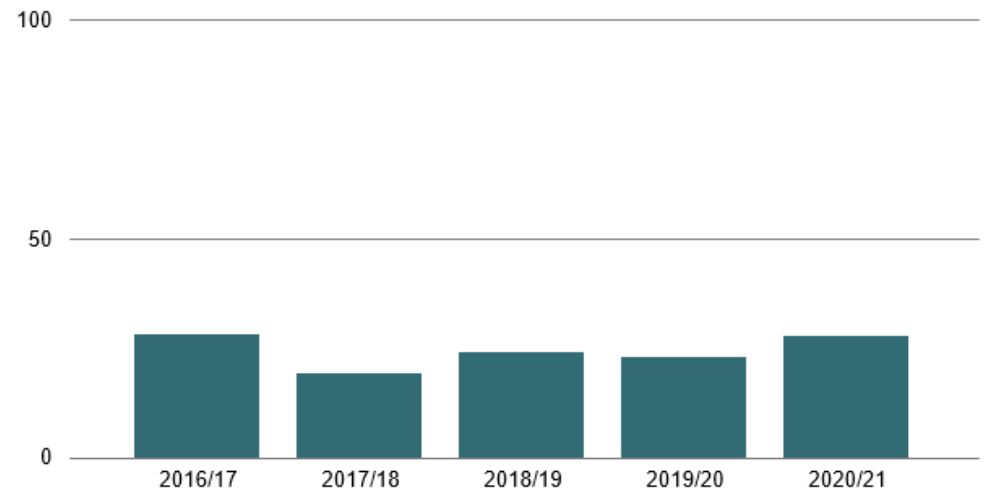
Year	4 or more
2016/17	28.21
2017/18	19.49
2018/19	24.27
2019/20	23.11
2020/21	27.72

Auchmuty High School

Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

S6 - 1 or more at National 6 (%)
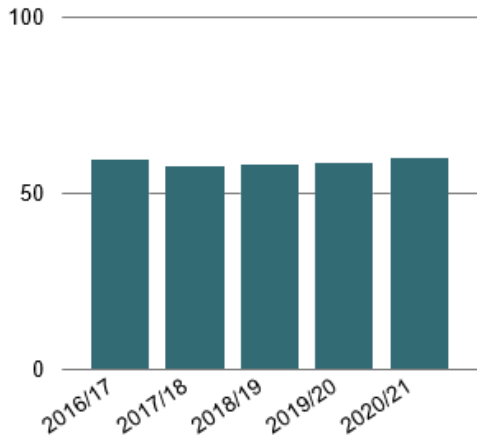
Year	1 or more
2016/17	59.43
2017/18	57.58
2018/19	58.01
2019/20	58.57
2020/21	59.92

S6 - 3 or more at National 6 (%)
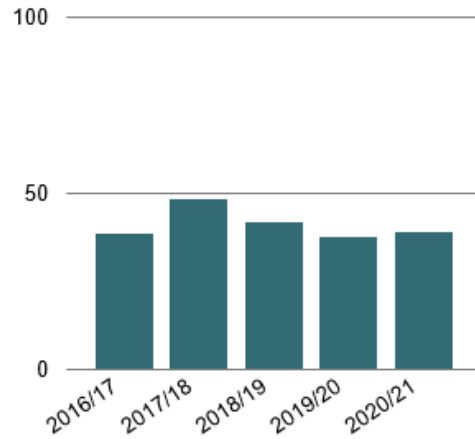
Year	3 or more
2016/17	38.21
2017/18	48.05
2018/19	41.56
2019/20	37.62
2020/21	38.82

S6 - 4 or more at National 6 (%)

Year	4 or more
2016/17	32.08
2017/18	39.83
2018/19	33.77
2019/20	30.95
2020/21	32.91

S6 - 5 or more at National 6 (%)
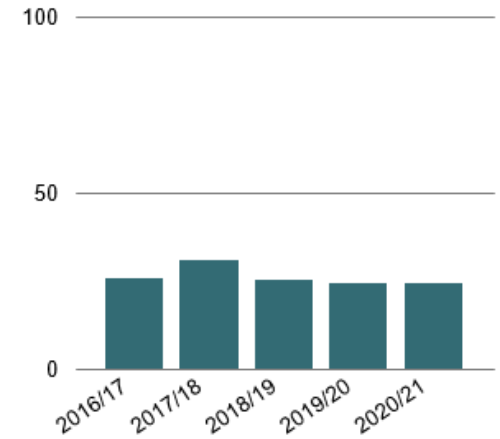
Year	5 or more
2016/17	25.94
2017/18	31.17
2018/19	25.54
2019/20	24.29
2020/21	24.47

Appendix 3 – Glenrothes High School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Glenrothes High School

Glenrothes High School ↧

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	386	427	813

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	6	5	11	8	7	3	**40**

Estate		
Year	Capacity	Capacity %
2020/21	941	86.40

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 is taken from the annual Healthy Living Survey and the annual pupil census.

Glenrothes High School				
2016/17	2017/18	2018/19	2019/20	2020/21
22.60	22.40	20.00	20.50	21.40

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

Glenrothes High School ⤓

SIMD   **Number of Pupils per SIMD Decile (2020/21)**
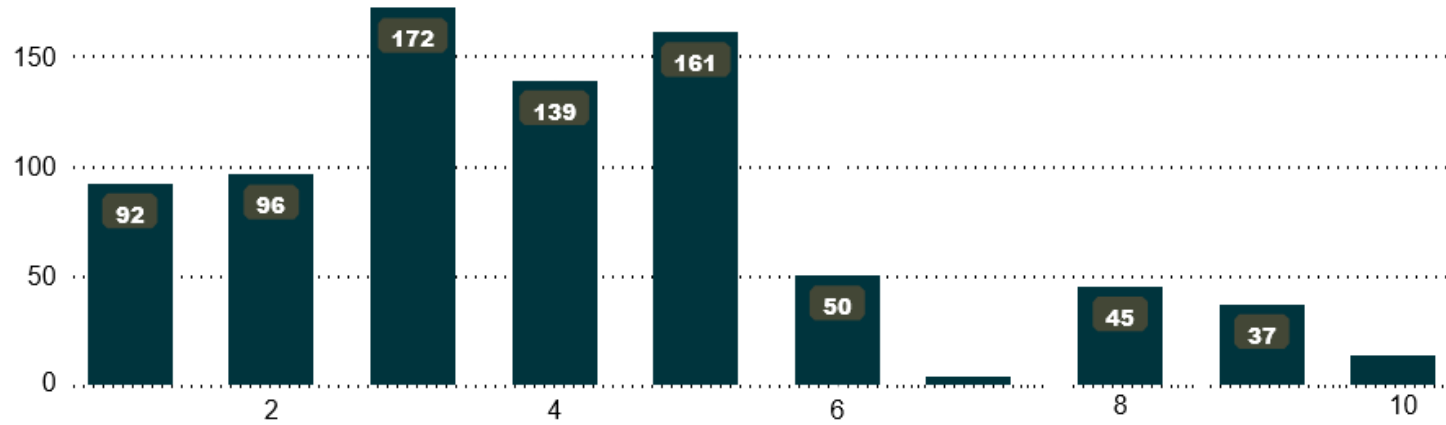
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	92	96	172	139	161	50	4	45	37	14	810

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Glenrothes High School ⌄

Poverty Percentage - Percentage of children (under 16) in poverty
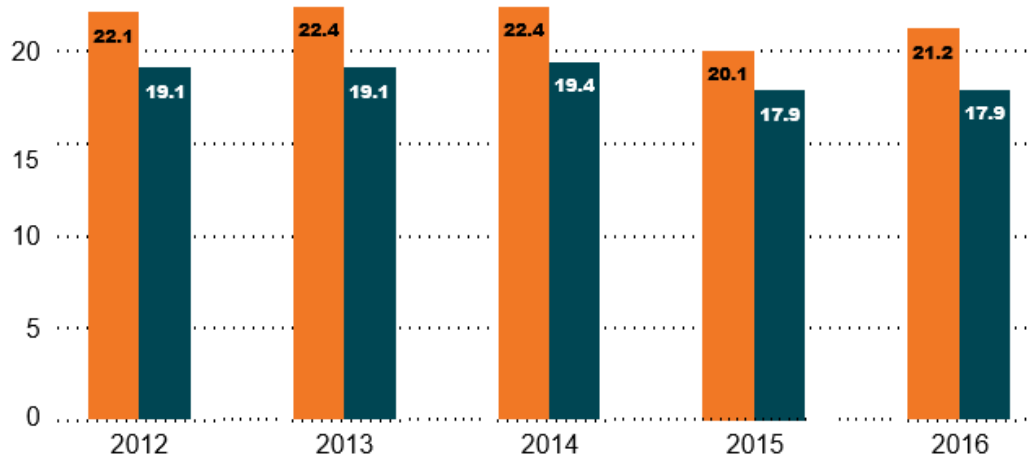
Year	School Poverty Rate %	Fife Poverty Rate %
2012	22.1	19.1
2013	22.4	19.1
2014	22.4	19.4
2015	20.1	17.9
2016	21.2	17.9

Legend: School (orange), Fife (dark teal)

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	87	87	93	87	79

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	60	55	60	56	63

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

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Glenrothes High School ⤓

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	Glenrothes High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	91.75	90.42	90.99	88.69	91.53	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	6.38	7.67	7.32	8.63	5.07	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	1.83	1.89	1.66	2.64	3.37	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
Temporary Exclusions													
Number of Exclusions per 1000 pupils	24	29	13	30	22	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	33	45	16	49	47	98	68	30	41	48	119	109	0
LAC Temporary Exclusions													
Number of Exclusions per 1000 pupils	1	8	1	1	4	2	4	1	3	3			
Days Excluded per 1000 pupils	1	15	1	4	6	4	10	3	6	6			

Glenrothes High School ⌄

Level of English & Additional Support Needs

The following information is taken from the September 2020 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	2
Developing Competence	6
Competent	19
Fluent	14
English as a "first language"	765
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	27
Bereavement	2
Communication Support Needs	2
Deafblind	0
Dyslexia	110

Student Need Category	No. of Pupils with Need
English as an additional language	37
Family issues	5
Hearing impairment	6
Interrupted learning	3
Language or speech disorder	13
Learning disability	13
Looked after	17
Mental health problems	22
More able pupil	2
Other	5
Other moderate learning difficulty	45
Other specific learning difficulty (e.g. numeric)	21
Physical health problem	36
Physical or motor impairment	25
Risk of exclusion	0
Social, emotional and behavioural difficulty	84
Substance misuse	0
Visual impairment	9
Young carer	24

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Glenrothes High School ⬇

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	140	154	128

Glenrothes High School %			
	2017/18	2018/19	2019/20
Positive %	95.0	91.6	92.2
Higher Education %	40.7	44.8	39.1
Further Education %	33.6	32.5	40.6
Training %	0.7	1.3	3.1
Employment %	20.0	12.3	9.4
Activity Agreements %			
Personal Skills Development %		0.65	
Unemployed %	5.0	7.8	7.0
Unemployed Seeking %	2.1	3.9	6.3
Unemployed Not Seeking %	2.9	3.9	0.8
Unknown %		0.6	0.8

	2017/18	2018/19	2019/20
	3532	3635	3404

Fife %			
Category	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

	2017/18	2018/19	2019/20
	49707	49717	47435

National %			
Category	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

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Glenrothes High School

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	140	154	128

	2017/18	2018/19	2019/20
	9824	9920	9223

Glenrothes High School %			
	2017/18	2018/19	2019/20
Positive %	95.0	91.6	92.2
Higher Education %	40.7	44.8	39.1
Further Education %	33.6	32.5	40.6
Training %	0.7	1.3	3.1
Employment %	20.0	12.3	9.4
Activity Agreements %			
Personal Skills Development %		0.65	
Unemployed %	5.0	7.8	7.0
Unemployed Seeking %	2.1	3.9	6.3
Unemployed Not Seeking %	2.9	3.9	0.8
Unknown %		0.6	0.8

South East Collaborative %			
Category	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

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Glenrothes High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	92.31	71.43	81.58	83.78	78.05
2	84.31	87.50	88.68	88.14	86.67
3	92.31	100.00	83.87	94.12	100.00
4	100.00	100.00	66.67	100.00	100.00
5	89.47	80.00	100.00	93.33	88.89
Total	**89.61**	**88.00**	**86.90**	**89.26**	**87.40**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	46.15	42.86	52.63	59.46	36.59
2	54.90	58.93	73.58	61.02	51.11
3	74.36	74.29	48.39	70.59	68.18
4	83.33	33.33	66.67	50.00	80.00
5	63.16	60.00	85.00	73.33	88.89
Total	**59.74**	**60.00**	**64.14**	**63.76**	**54.33**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	84.62	76.19	76.32	81.08	73.17
2	86.27	78.57	86.79	83.05	86.67
3	92.31	91.43	80.65	91.18	95.45
4	100.00	100.00	66.67	75.00	100.00
5	84.21	90.00	95.00	93.33	88.89
Total	**87.66**	**83.20**	**83.45**	**85.23**	**85.04**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	56.41	42.86	50.00	54.05	41.46
2	47.06	46.43	60.38	55.93	57.78
3	71.79	45.71	38.71	61.76	81.82
4	66.67	66.67	66.67	50.00	90.00
5	52.63	70.00	80.00	73.33	88.89
Total	**57.14**	**48.00**	**55.86**	**58.39**	**61.42**
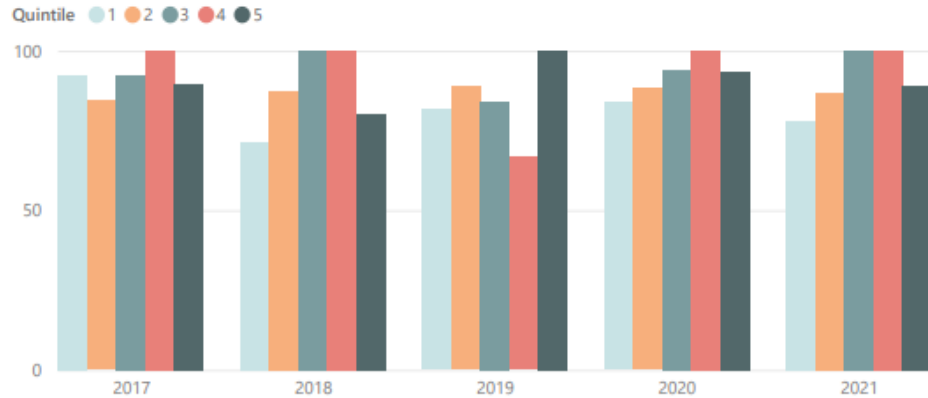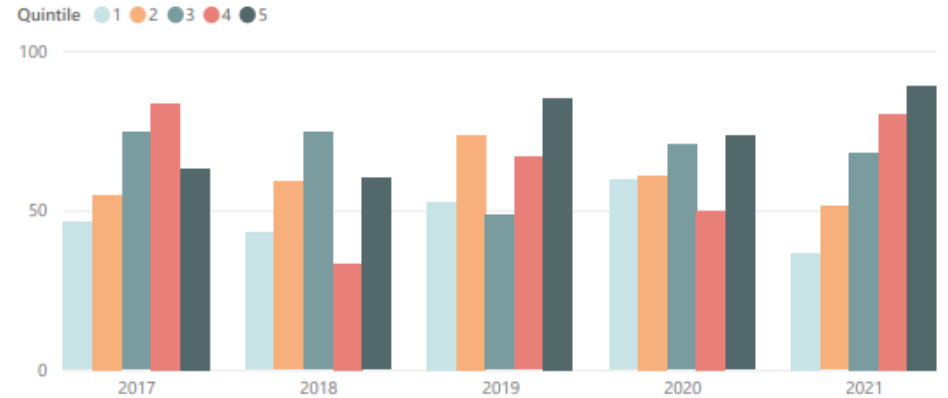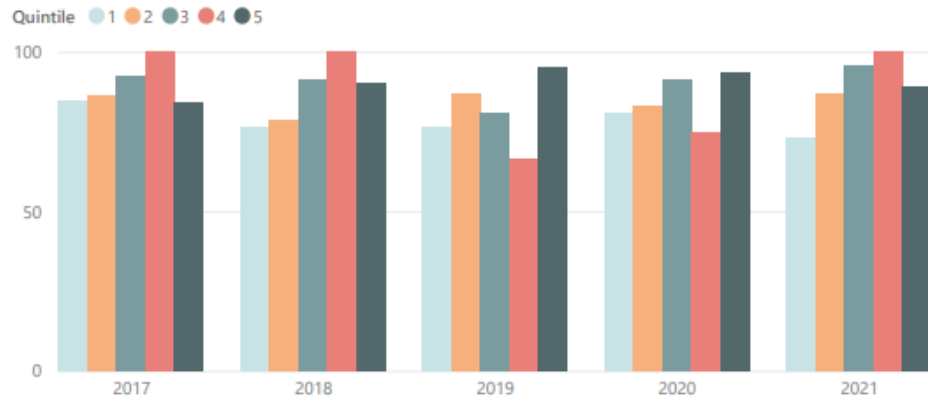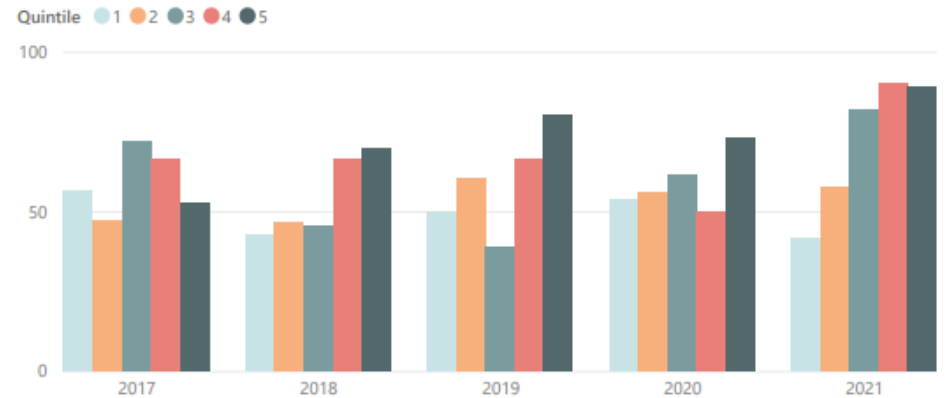
Glenrothes High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	82.93	91.67	70.83	80.00	79.31
2	92.54	82.69	89.29	87.72	89.29
3	86.36	92.68	100.00	87.10	91.67
4	100.00	100.00	100.00	66.67	100.00
5	100.00	88.89	87.50	100.00	90.00
Total	**89.71**	**89.03**	**88.98**	**86.99**	**89.26**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	60.98	61.11	54.17	62.86	65.52
2	71.64	65.38	75.00	75.44	71.43
3	70.45	78.05	88.57	51.61	77.78
4	57.14	87.50	50.00	66.67	83.33
5	93.75	72.22	62.50	85.00	80.00
Total	**70.29**	**69.68**	**73.23**	**68.49**	**73.83**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	87.80	83.33	70.83	77.14	75.86
2	86.57	86.54	83.93	85.96	85.71
3	88.64	92.68	97.14	77.42	88.89
4	100.00	100.00	100.00	66.67	94.44
5	100.00	83.33	87.50	95.00	90.00
Total	**89.14**	**87.74**	**85.83**	**82.88**	**85.91**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	60.98	63.89	45.83	57.14	58.62
2	67.16	53.85	58.93	68.42	58.93
3	65.91	78.05	68.57	48.39	58.33
4	85.71	87.50	75.00	66.67	83.33
5	93.75	66.67	75.00	85.00	70.00
Total	**68.57**	**65.81**	**60.63**	**63.70**	**62.42**

SQA Attainment - S4 Literacy & Numeracy Graphs

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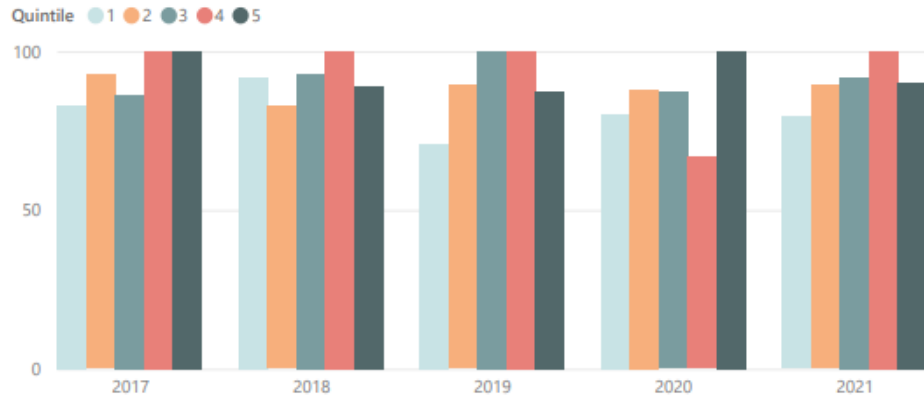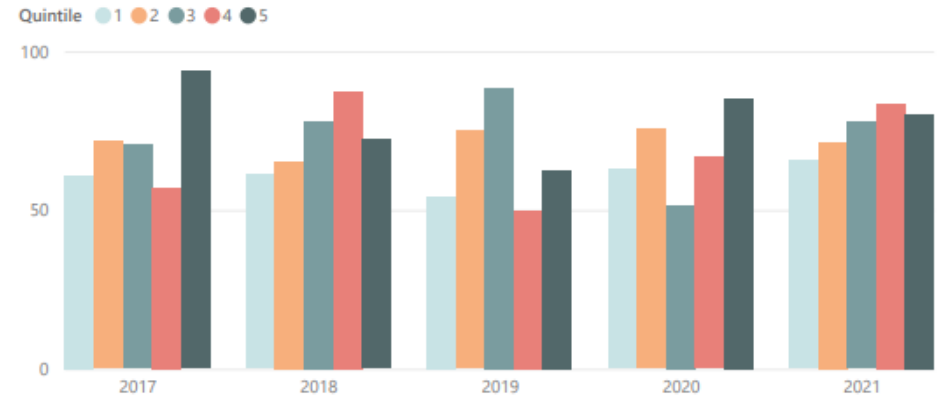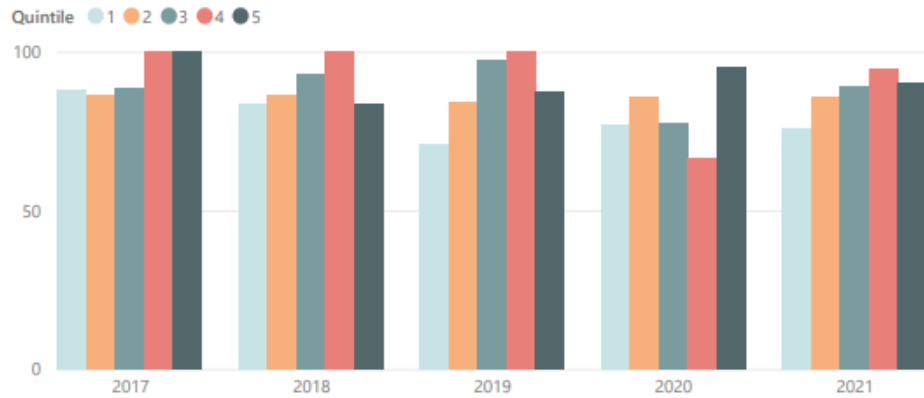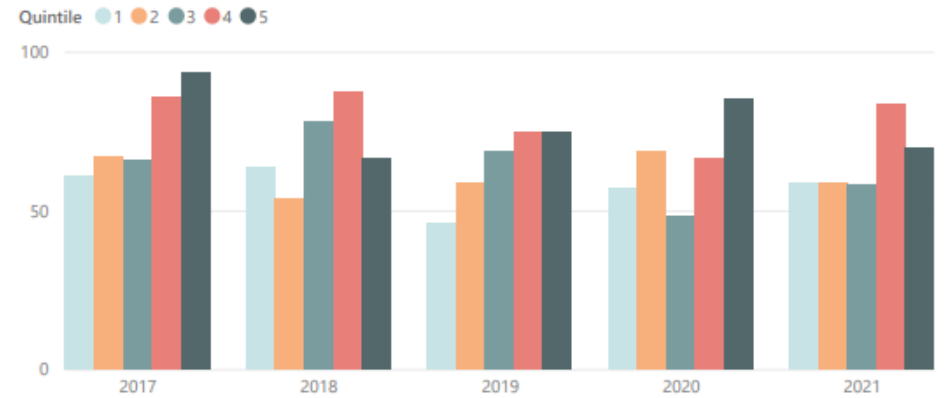
SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	66.67	83.33	97.06	71.43	78.13
2	83.02	92.54	83.64	89.09	87.72
3	94.23	86.05	92.68	100.00	90.32
4	60.00	100.00	100.00	100.00	90.00
5	93.33	100.00	88.89	87.50	88.24
Total	**84.93**	**89.77**	**90.32**	**88.46**	**86.39**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	61.90	61.90	64.71	57.14	59.38
2	56.60	71.64	70.91	74.55	75.44
3	69.23	72.09	78.05	88.24	54.84
4	40.00	57.14	100.00	60.00	90.00
5	66.67	94.12	77.78	62.50	70.59
Total	**62.33**	**71.02**	**73.55**	**73.08**	**68.03**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	71.43	88.10	82.35	71.43	75.00
2	83.02	86.57	87.27	83.64	85.96
3	88.46	88.37	92.68	97.06	80.65
4	80.00	100.00	100.00	100.00	90.00
5	93.33	100.00	83.33	87.50	82.35
Total	**84.25**	**89.20**	**87.74**	**85.38**	**82.31**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	61.90	61.90	61.76	57.14	56.25
2	62.26	70.15	58.18	61.82	68.42
3	75.00	65.12	78.05	67.65	54.84
4	80.00	85.71	85.71	80.00	80.00
5	73.33	94.12	72.22	75.00	76.47
Total	**68.49**	**69.89**	**67.10**	**63.85**	**64.63**
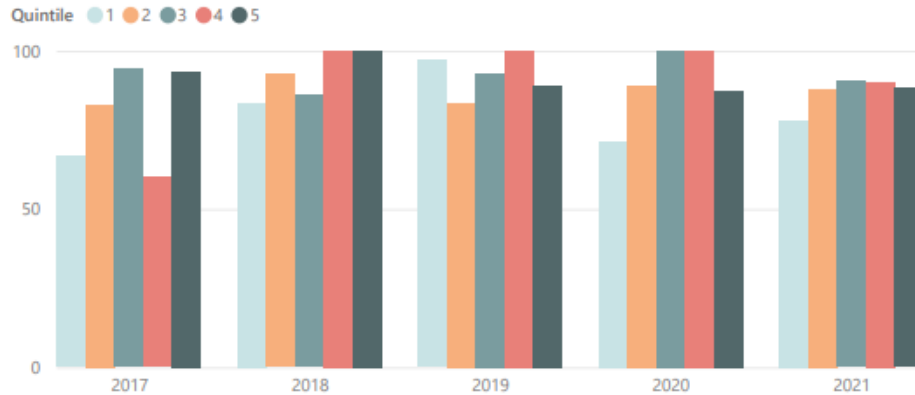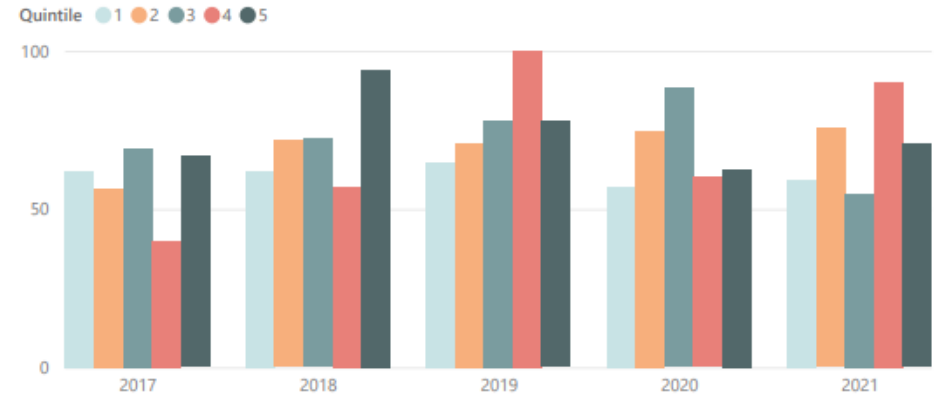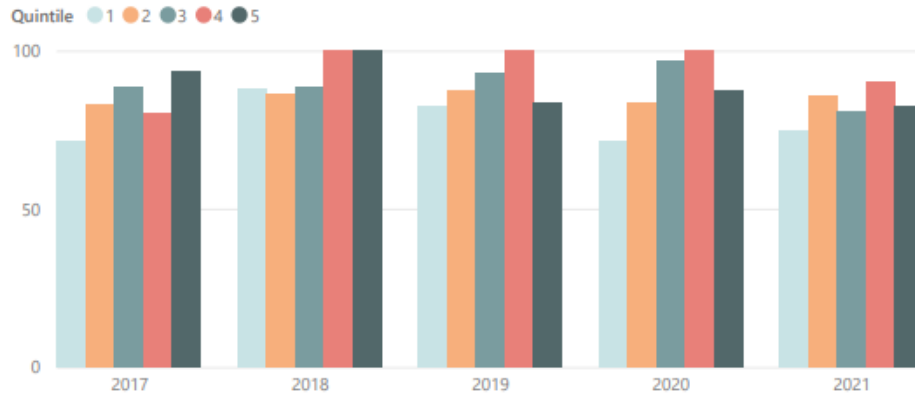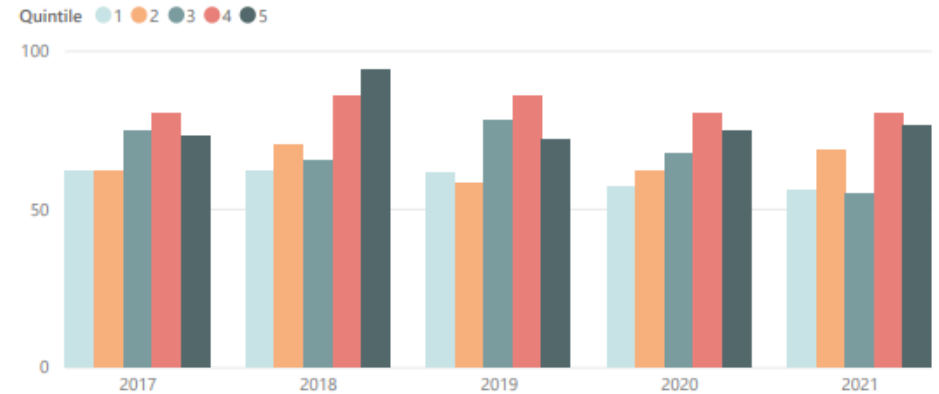
Glenrothes High School ↧

Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.

S4 - 1 or more at National 5 (%)
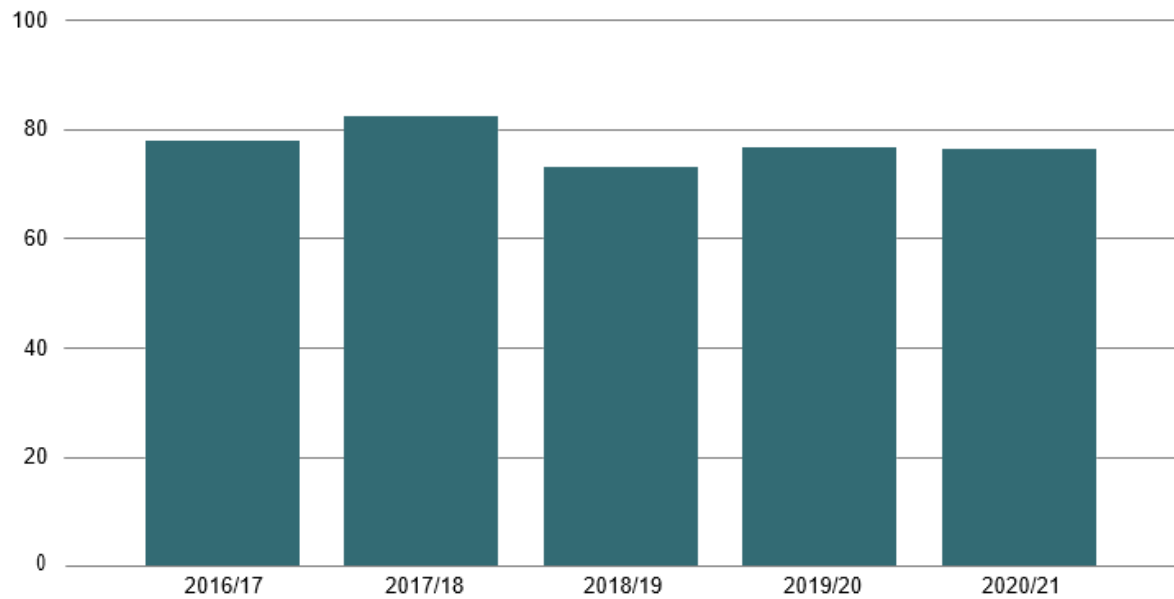
Year	1 or more
2016/17	77.92
2017/18	82.40
2018/19	73.10
2019/20	76.51
2020/21	76.38

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Glenrothes High School ↧

Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)

S5 - 4 or more at National 6 (%)
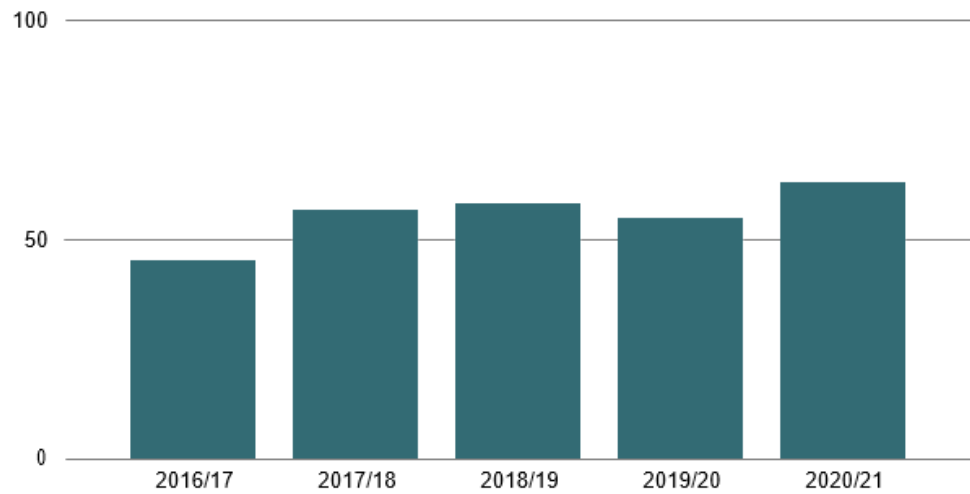
Year	1 or more
2016/17	45.14
2017/18	56.77
2018/19	58.27
2019/20	54.79
2020/21	63.09
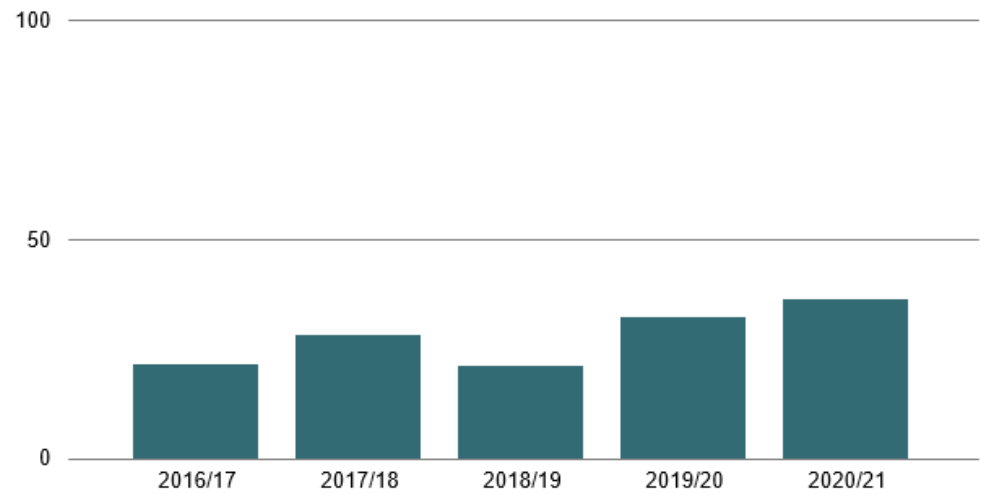
Year	4 or more
2016/17	21.71
2017/18	28.39
2018/19	21.26
2019/20	32.19
2020/21	36.24

Glenrothes High School

Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.
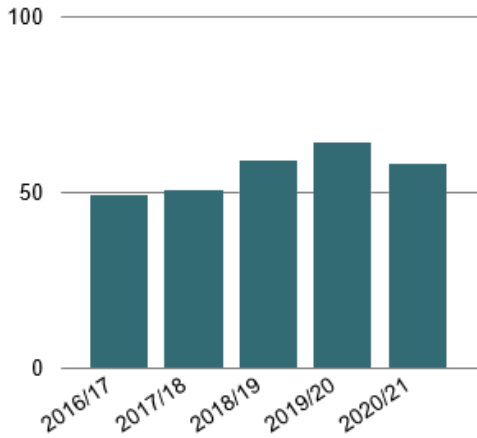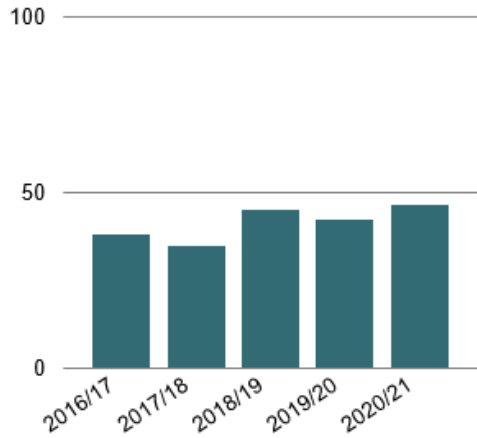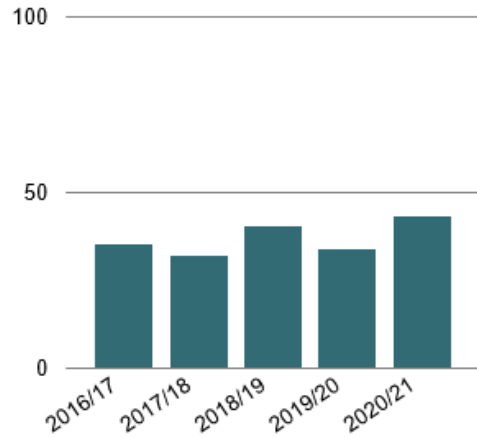
S6 - 1 or more at National 6 (%)
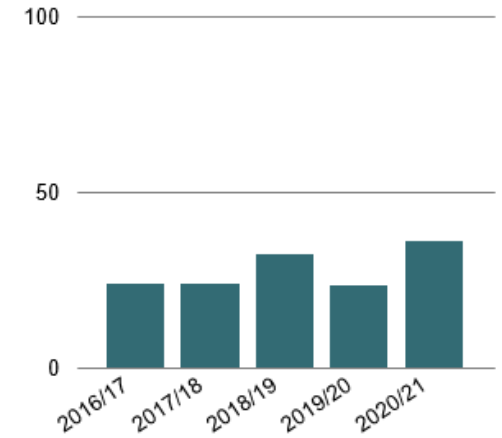
Year	1 or more
2016/17	48.97
2017/18	50.58
2018/19	59.21
2019/20	64.06
2020/21	58.22

S6 - 3 or more at National 6 (%)

Year	3 or more
2016/17	37.93
2017/18	34.88
2018/19	44.74
2019/20	42.19
2020/21	46.58

S6 - 4 or more at National 6 (%)

Year	4 or more
2016/17	35.17
2017/18	31.98
2018/19	40.13
2019/20	33.59
2020/21	43.15

S6 - 5 or more at National 6 (%)

Year	5 or more
2016/17	24.14
2017/18	23.84
2018/19	32.24
2019/20	23.44
2020/21	36.30

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Appendix 4 – Glenwood High School Report

Education & Children's Services
Improving life chances for all

Fife
COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Glenwood High School

Glenwood High School ⤓

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	402	432	834

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	5	4	0	0	0	0	**9**

Estate		
Year	Capacity	Capacity %
2020/21	1324	62.99

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 is taken from the annual Healthy Living Survey and the annual pupil census.

Glenwood High School				
2016/17	2017/18	2018/19	2019/20	2020/21
24.50	22.40	23.40	25.70	27.50

Fife				
2016/17	2017/18	2018/19	2019/20	2020/21
17.00	16.40	16.40	17.10	17.90

National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

School

Glenwood High School ⬇

SIMD **Number of Pupils per SIMD Decile (2020/21)**
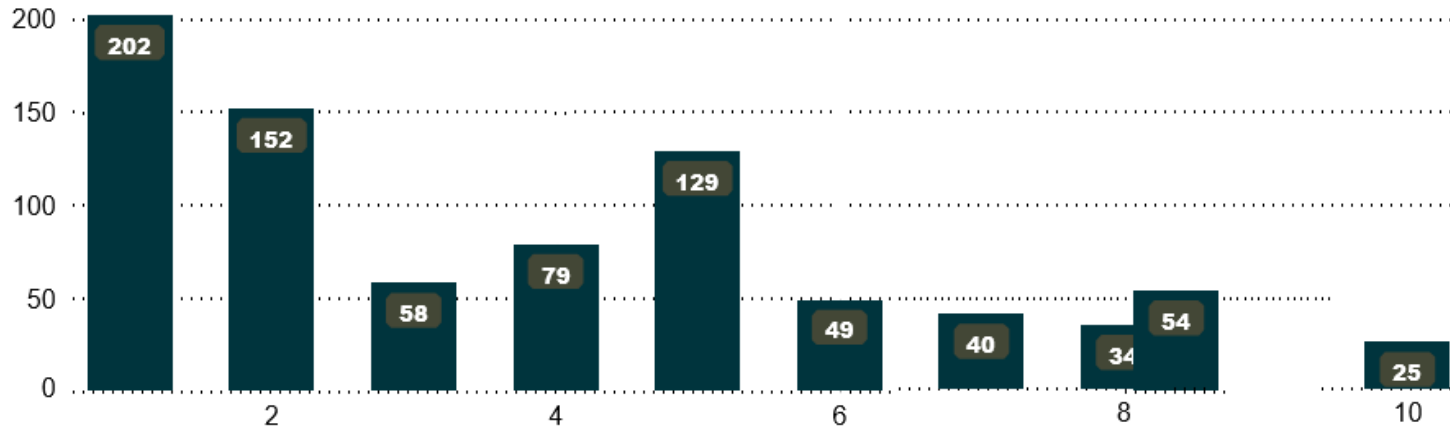
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	202	152	58	79	129	49	40	34	54	25	822

Poverty Percentage - Percentage of children (under 16) in poverty
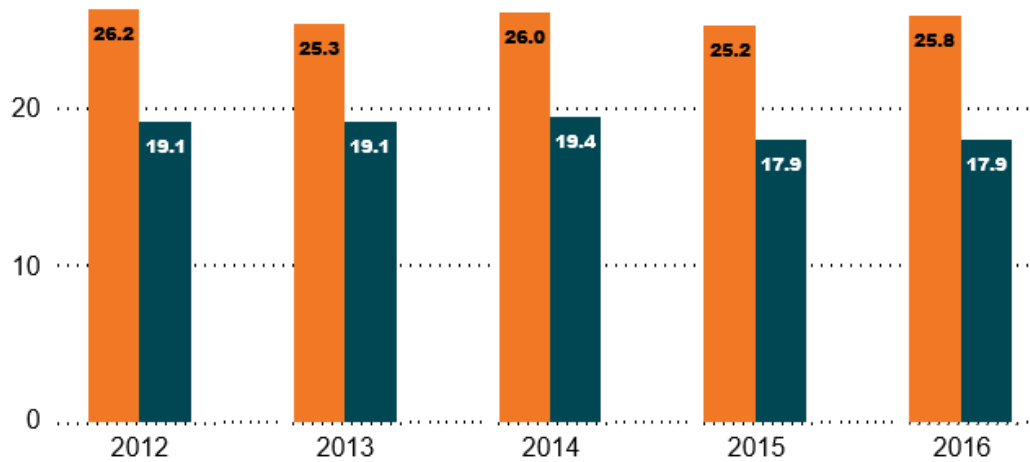
Year	School Poverty Rate %	Fife Poverty Rate %
2012	26.2	19.1
2013	25.3	19.1
2014	26.0	19.4
2015	25.2	17.9
2016	25.8	17.9

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	97	74	78	78	85

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	76	54	42	63	68

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67

Glenwood High School ⌄

Attendance & Exclusions

The following attendance and exclusion figures have been taken from the annual Attendance, Absence and Exclusions (AAE) return. The figures from 2020/21 onward are post quality assurance checked and will therefore vary slightly from those reported in September.

Attendance and Absences percentages	Glenwood High School						Fife						National		
	2016/17	2017/18	2018/19	2019/20	2020/21		2016/17	2017/18	2018/19	2019/20	2020/21		2014/15	2016/17	2018/19
Attendance %	89.64	88.49	89.64	89.18	90.83		90.69	90.26	90.17	88.84	91.06		88.50	91.20	90.10
Authorised Absence %	6.93	6.73	6.87	7.45	7.05		5.60	5.87	5.74	6.30	4.71		5.30	5.30	0.00
Unauthorised Absence %	3.40	4.75	3.46	3.35	2.10		3.66	3.82	4.05	4.82	4.20		2.80	3.40	0.00
Temporary Exclusions															
Number of Exclusions per 1000 pupils	25	22	11	16	13		43	31	14	21	21		50	48	0
Days Excluded per 1000 pupils	58	34	21	29	26		98	68	30	41	48		119	109	0
LAC Temporary Exclusions															
Number of Exclusions per 1000 pupils	7	5	1	2	0		2	4	1	3	3				
Days Excluded per 1000 pupils	20	8	4	7	0		4	10	3	6	6				

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Glenwood High School   ⤓

Level of English & Additional Support Needs

The following information is taken from the September 2020 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	1
Early Acquisition	4
Developing Competence	0
Competent	2
Fluent	31
English as a "first language"	796
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	24
Bereavement	40
Communication Support Needs	6
Deafblind	0
Dyslexia	110

Student Need Category	No. of Pupils with Need
English as an additional language	34
Family issues	52
Hearing impairment	12
Interrupted learning	94
Language or speech disorder	13
Learning disability	4
Looked after	25
Mental health problems	76
More able pupil	3
Other	0
Other moderate learning difficulty	41
Other specific learning difficulty (e.g. numeric)	68
Physical health problem	67
Physical or motor impairment	17
Risk of exclusion	4
Social, emotional and behavioural difficulty	41
Substance misuse	1
Visual impairment	4
Young carer	37

Glenwood High School

Initial Leaver Destinations

No. of Leavers	2017/18	2018/19	2019/20
	174	115	138

Glenwood High School %			
	2017/18	2018/19	2019/20
Positive %	91.4	96.5	92.8
Higher Education %	29.3	23.5	34.1
Further Education %	42.5	47.0	41.3
Training %	2.3	7.0	4.3
Employment %	14.4	18.3	12.3
Activity Agreements %	1.7		
Personal Skills Development %			
Unemployed %	8.6	3.5	6.5
Unemployed Seeking %	5.7	0.9	4.3
Unemployed Not Seeking %	2.9	2.6	2.2
Unknown %			0.7

No. of Leavers	2017/18	2018/19	2019/20
	3532	3635	3404

Fife %			
Category	2017/18	2018/19	2019/20
Positive	92.8	94.4	91.9
Higher Education	36.5	37.1	37.7
Further Education	32.9	33.2	35.7
Training	2.0	3.7	3.9
Employment	18.4	19.6	13.7
Activity Agreements	2.0	0.0	0.0
Personal Skills Development	0.5	0.3	1.3
Unemployed	6.5	5.2	6.9
Unemployed Seeking	5.0	3.7	4.9
Unemployed Not Seeking	1.6	1.5	2.0
Unknown	0.6	0.4	0.4

No. of Leavers	2017/18	2018/19	2019/20
	49707	49717	47435

National %			
Category	2017/18	2018/19	2019/20
Positive	94.6	95.0	93.4
Higher Education	41.1	40.3	44.2
Further Education	26.5	27.3	28.1
Training	1.9	3.5	3.7
Employment	22.7	22.9	16.2
Activity Agreements	1.2	0.0	0.0
Personal Skills Development	0.4	0.5	0.7
Unemployed	5.0	4.5	6.0
Unemployed Seeking	3.7	3.1	4.1
Unemployed Not Seeking	1.3	1.4	1.8
Unknown	0.4	0.4	0.8

Glenwood High School

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	174	115	138

Glenwood High School %			
	2017/18	2018/19	2019/20
Positive %	91.4	96.5	92.8
Higher Education %	29.3	23.5	34.1
Further Education %	42.5	47.0	41.3
Training %	2.3	7.0	4.3
Employment %	14.4	18.3	12.3
Activity Agreements %	1.7		
Personal Skills Development %			
Unemployed %	8.6	3.5	6.5
Unemployed Seeking %	5.7	0.9	4.3
Unemployed Not Seeking %	2.9	2.6	2.2
Unknown %			0.7

	2017/18	2018/19	2019/20
No. of Leavers	9824	9920	9223

South East Collaborative %			
Category	2017/18	2018/19	2019/20
Positive	93.9	94.9	92.7
Higher Education	38.6	38.6	40.7
Further Education	27.4	28.2	30.7
Training	2.1	3.0	3.4
Employment	23.6	24.0	16.9
Activity Agreements	1.5	0.0	
Personal Skills Development	0.0	0.2	0.7
Unemployed	5.8	4.9	6.6
Unemployed Seeking	4.4	3.3	4.5
Unemployed Not Seeking	1.4	1.5	2.1
Unknown	0.3	0.5	0.5

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	89.06	92.11	98.61	100.00	98.39
2	89.29	93.94	96.67	93.55	100.00
3	92.31	96.15	95.83	96.55	93.33
4	90.91	100.00	100.00	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**90.37**	**94.12**	**97.90**	**97.54**	**97.84**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	29.69	51.32	61.11	54.55	59.68
2	42.86	54.55	63.33	61.29	59.09
3	61.54	57.69	58.33	89.66	63.33
4	72.73	88.89	85.71	76.92	63.64
5	66.67	77.78	70.00	100.00	92.86
Total	**43.70**	**56.86**	**62.94**	**68.85**	**64.03**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	84.38	89.47	98.61	100.00	98.39
2	92.86	81.82	100.00	93.55	100.00
3	80.77	92.31	95.83	96.55	96.67
4	90.91	100.00	100.00	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**86.67**	**89.54**	**98.60**	**97.54**	**98.56**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	34.38	43.42	48.61	47.73	61.29
2	39.29	51.52	70.00	54.84	50.00
3	50.00	53.85	70.83	72.41	63.33
4	72.73	77.78	85.71	92.31	54.55
5	50.00	100.00	80.00	100.00	78.57
Total	**42.22**	**52.29**	**60.84**	**62.30**	**61.15**

Glenwood High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	86.36	91.67	92.31	100.00	100.00
2	89.19	92.86	93.55	96.67	92.31
3	93.94	92.86	96.00	95.83	96.00
4	100.00	90.91	100.00	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**90.45**	**92.48**	**94.12**	**98.60**	**97.56**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	48.48	61.67	66.67	78.38	60.87
2	67.57	64.29	80.65	83.33	65.38
3	75.76	67.86	72.00	79.17	88.00
4	66.67	81.82	88.89	100.00	100.00
5	100.00	66.67	100.00	85.71	90.91
Total	**63.69**	**65.41**	**73.86**	**81.12**	**74.80**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	93.94	85.00	89.74	100.00	97.83
2	91.89	92.86	87.10	100.00	92.31
3	93.94	85.71	92.00	95.83	96.00
4	100.00	90.91	100.00	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**94.27**	**87.97**	**90.85**	**99.30**	**96.75**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	43.94	36.67	52.56	62.16	47.83
2	59.46	39.29	58.06	73.33	53.85
3	69.70	57.14	64.00	83.33	68.00
4	77.78	81.82	88.89	87.50	93.33
5	91.67	66.67	90.00	85.71	90.91
Total	**58.60**	**46.62**	**60.13**	**70.63**	**62.60**

School

Glenwood High School ▾

SQA Attainment - S4 Literacy & Numeracy Graphs

S5 Level 4 Literacy by Year

Quintile ●1 ●2 ●3 ●4 ●5
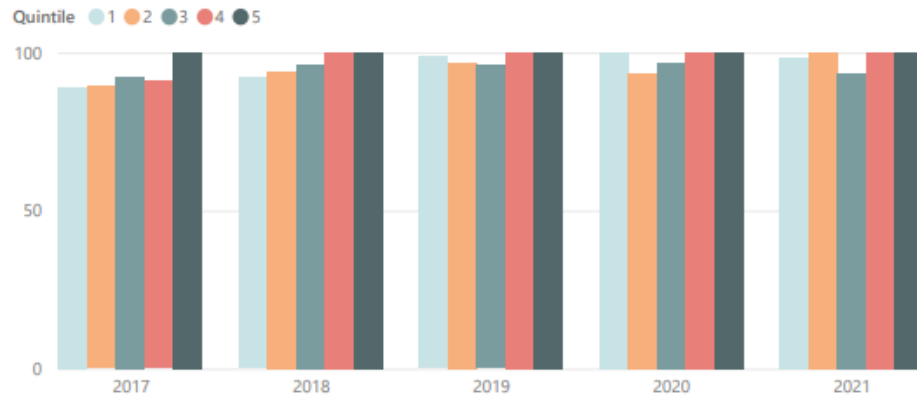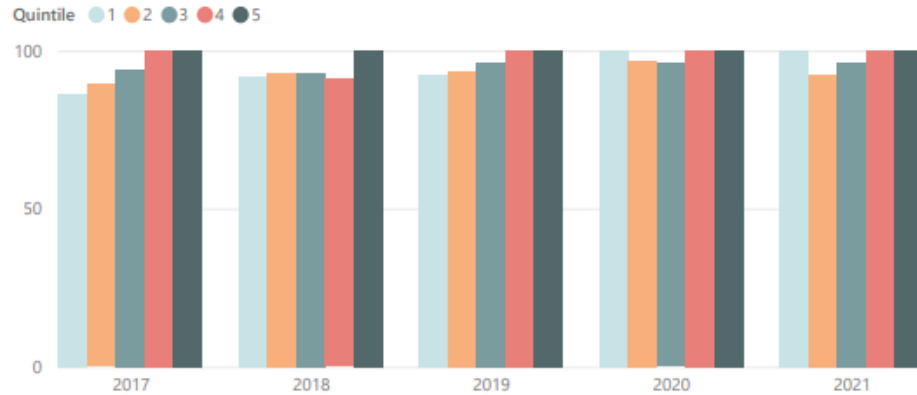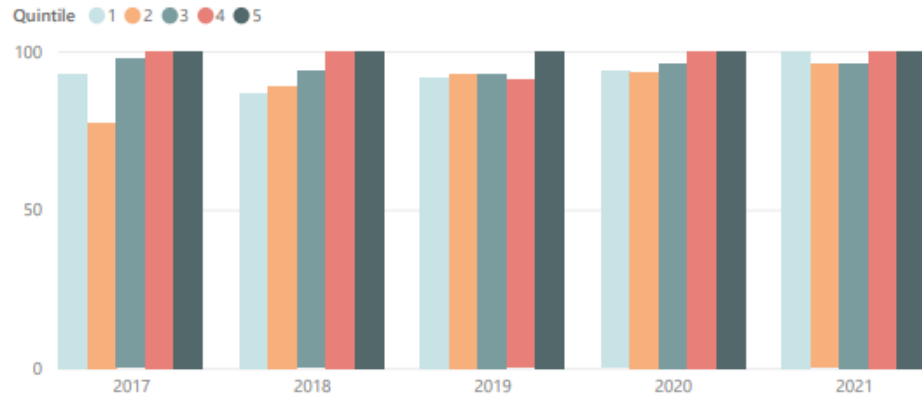
S5 Level 5 Literacy by Year

Quintile ●1 ●2 ●3 ●4 ●5
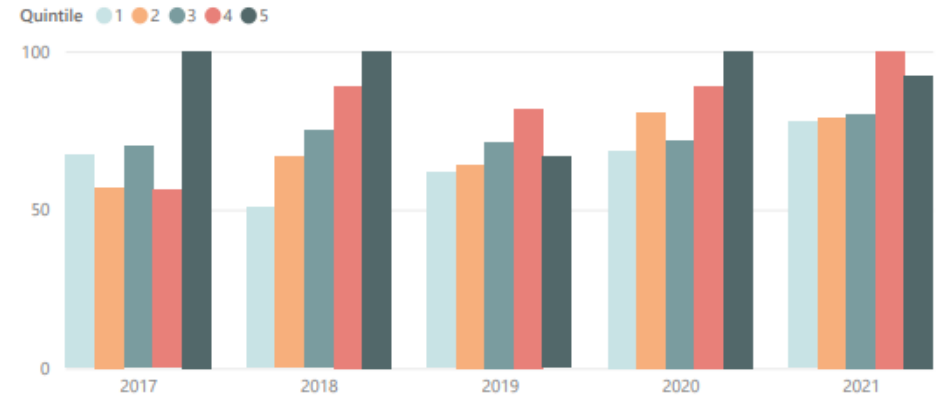
S5 Level 4 Numeracy by Year

Quintile ●1 ●2 ●3 ●4 ●5

S5 Level 5 Numeracy by Year

Quintile ●1 ●2 ●3 ●4 ●5

Glenwood High School

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	92.73	86.96	91.67	93.75	100.00
2	77.27	88.89	92.86	93.55	95.83
3	97.50	93.75	92.86	96.00	96.00
4	100.00	100.00	90.91	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**90.63**	**90.57**	**92.48**	**94.84**	**98.60**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	67.27	50.72	61.67	68.75	77.78
2	56.82	66.67	64.29	80.65	79.17
3	70.00	75.00	71.43	72.00	80.00
4	56.25	88.89	81.82	88.89	100.00
5	100.00	100.00	66.67	100.00	92.31
Total	**65.00**	**65.41**	**66.17**	**74.84**	**81.12**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	94.55	94.20	85.00	90.00	100.00
2	97.73	91.67	92.86	87.10	100.00
3	100.00	93.75	85.71	92.00	96.00
4	100.00	100.00	90.91	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**97.50**	**94.34**	**87.97**	**90.97**	**99.30**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	60.00	43.48	38.33	55.00	65.28
2	50.00	58.33	39.29	58.06	70.83
3	72.50	71.88	57.14	64.00	80.00
4	62.50	88.89	81.82	88.89	88.89
5	80.00	92.31	66.67	90.00	84.62
Total	**61.25**	**59.12**	**47.37**	**61.29**	**72.03**

Attainment for the S4 cohort

Five year trend for 1 or more passes at National 5 for the school in S4 as a percentage of the S4 cohort.

S4 - 1 or more at National 5 (%)

Year	1 or more
2016/17	74.07
2017/18	79.08
2018/19	79.72
2019/20	78.69
2020/21	83.45

Glenwood High School

Attainment for the S5 cohort

Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)
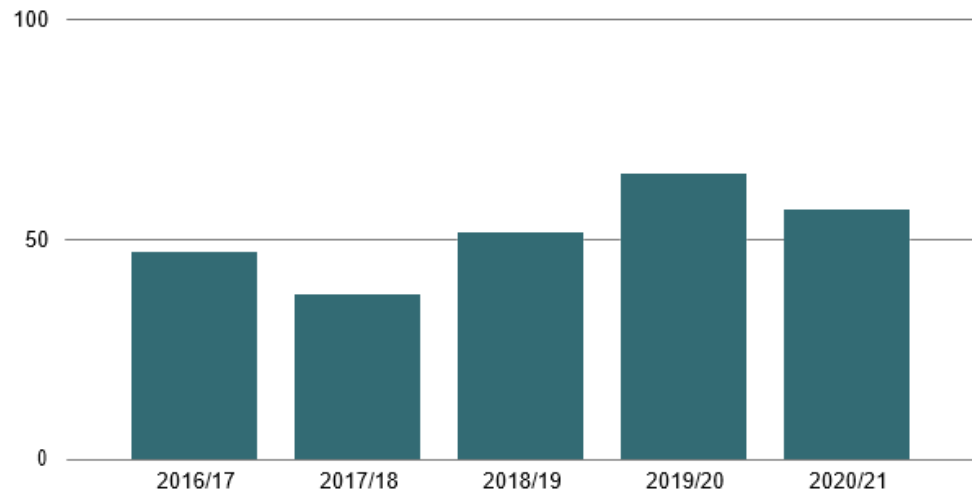
Year	1 or more
2016/17	47.13
2017/18	37.59
2018/19	51.63
2019/20	65.03
2020/21	56.91

S5 - 4 or more at National 6 (%)
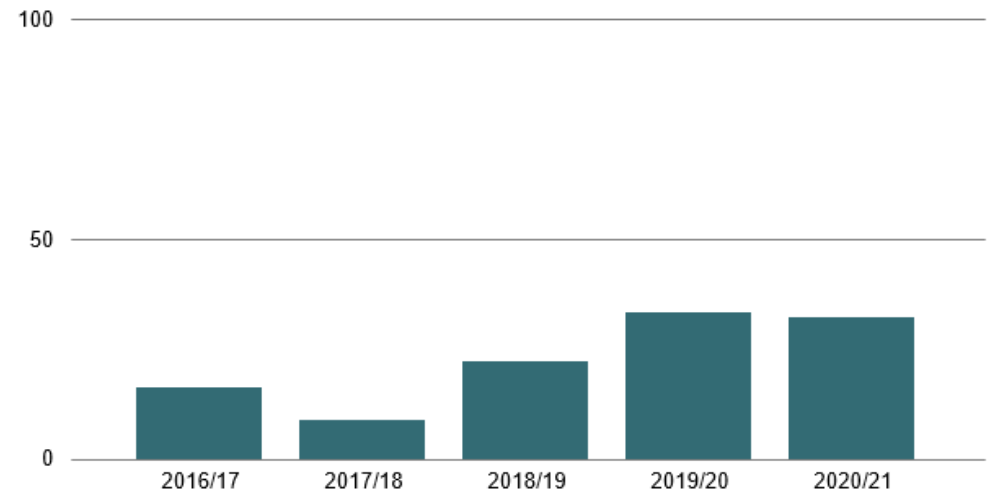
Year	4 or more
2016/17	16.56
2017/18	9.02
2018/19	22.22
2019/20	33.57
2020/21	32.52

85

Glenwood High School

Attainment for the S6 cohort

Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

S6 - 1 or more at National 6 (%)
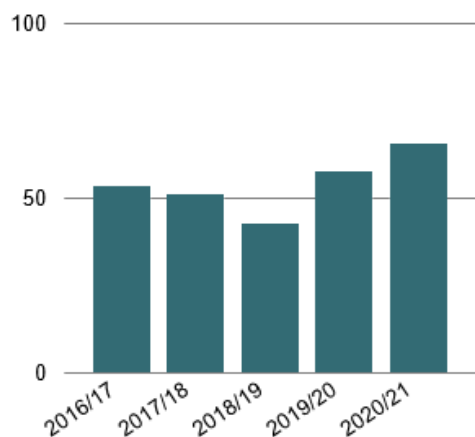
Year	1 or more
2016/17	53.16
2017/18	51.27
2018/19	42.86
2019/20	57.79
2020/21	65.49

S6 - 3 or more at National 6 (%)
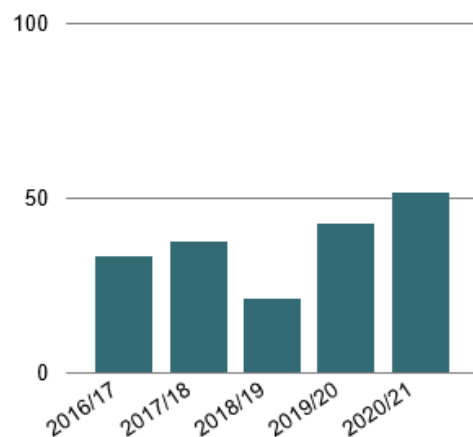
Year	3 or more
2016/17	33.54
2017/18	37.34
2018/19	21.05
2019/20	42.86
2020/21	51.41

S6 - 4 or more at National 6 (%)
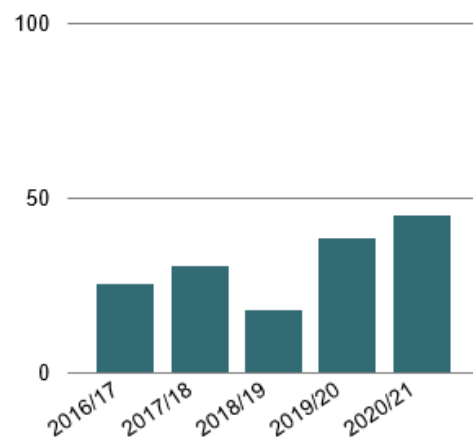
Year	4 or more
2016/17	25.32
2017/18	30.38
2018/19	18.05
2019/20	38.31
2020/21	45.07

S6 - 5 or more at National 6 (%)
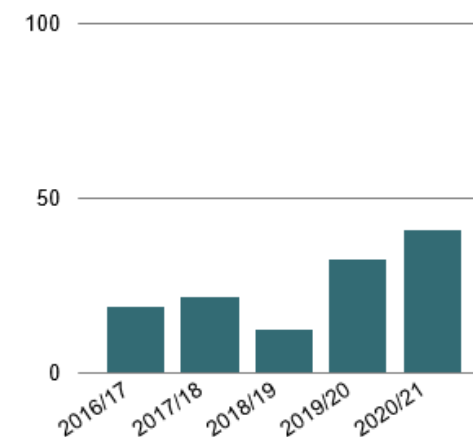
Year	5 or more
2016/17	18.99
2017/18	21.52
2018/19	12.03
2019/20	32.47
2020/21	40.85

Appendix 5 – Auchmuty High School Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Choose Cluster Here : Auchmuty

Use the drop-down menu at the top of the screen to choose a cluster.

Description of Tables and Charts

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy organisers, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy organisers, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Carleton PS	346	22.8%	0.9%	4.9	7	129	23	0	159
Coaltown of Balgonie PS	94	17.0%	3.2%	6.1	2	32	7	0	41
Markinch PS	284	10.6%	1.8%	6.7	4	112	5	0	121
Milton of Balgonie PS					0	0	0	0	0
Pitteuchar East PS	260	34.2%	1.5%	4.2	8	96	2	2	107
Pitteuchar West PS	290	20.0%	2.1%	5.4	8	78	29	1	115
Star PS	30	10.0%	0.0%	7.0	1	10	3	0	14
Thornton PS	191	35.1%	2.1%	3.7	16	54	1	3	75
Warout PS	175	46.3%	4.0%	1.8	55	13	0	0	68
Total	1670	25.3%	1.9%	4.8	101	524	70	6	700

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Achieved Percentages by SIMD Band, for Literacy organisers

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy organisers and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Carleton PS	85.7%	84.5%	95.7%	86.2%	85.7%	82.2%	95.7%	84.3%	85.7%	87.6%	95.7%	88.7%
Coaltown of Balgonie PS	50.0%	81.3%	71.4%	78.0%	50.0%	71.9%	71.4%	70.7%	100.0%	81.3%	85.7%	82.9%
Markinch PS	50.0%	77.7%	100.0%	77.7%	50.0%	72.3%	100.0%	72.7%	50.0%	87.5%	100.0%	86.8%
Milton of Balgonie PS	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
Pitteuchar East PS	50.0%	64.6%	100.0%	64.5%	50.0%	55.2%	100.0%	55.1%	62.5%	71.9%	100.0%	72.0%
Pitteuchar West PS	87.5%	71.8%	72.4%	73.0%	87.5%	61.5%	62.1%	63.5%	87.5%	76.9%	82.8%	79.1%
Star PS	0.0%	100.0%	66.7%	85.7%	0.0%	80.0%	33.3%	64.3%	0.0%	80.0%	66.7%	71.4%
Thornton PS	43.8%	79.6%	100.0%	69.3%	25.0%	61.1%	100.0%	52.0%	56.3%	79.6%	100.0%	72.0%
Warout PS	41.8%	30.8%	0.0%	39.7%	49.1%	46.2%	0.0%	48.5%	67.3%	69.2%	0.0%	67.6%
Total	**49.5%**	**75.8%**	**82.9%**	**72.4%**	**50.5%**	**68.3%**	**77.1%**	**66.3%**	**67.3%**	**81.3%**	**88.6%**	**79.7%**

Achieved Percentages by SIMD Band, for Numeracy organisers

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy organisers and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Carleton PS	71.4%	79.1%	95.7%	81.1%	85.7%	85.3%	95.7%	86.8%	85.7%	81.4%	95.7%	83.6%
Coaltown of Balgonie PS	50.0%	81.3%	85.7%	80.5%	50.0%	81.3%	85.7%	80.5%	50.0%	81.3%	85.7%	80.5%
Markinch PS	75.0%	74.1%	100....	75.2%	75.0%	74.1%	100.0%	75.2%	75.0%	74.1%	100.0%	75.2%
Milton of Balgonie PS	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	
Pitteuchar East PS	50.0%	65.6%	100....	64.5%	50.0%	67.7%	100.0%	66.4%	62.5%	71.9%	100.0%	71.0%
Pitteuchar West PS	100.0%	74.4%	79.3%	77.4%	100.0%	74.4%	79.3%	77.4%	100....	74.4%	79.3%	77.4%
Star PS	0.0%	80.0%	66.7%	71.4%	0.0%	80.0%	66.7%	71.4%	0.0%	80.0%	66.7%	71.4%
Thornton PS	31.3%	74.1%	100....	64.0%	31.3%	79.6%	100.0%	68.0%	31.3%	79.6%	100.0%	68.0%
Warout PS	38.2%	30.8%	0.0%	36.8%	38.2%	30.8%	0.0%	36.8%	38.2%	30.8%	0.0%	36.8%
Total	46.5%	73.3%	87.1%	70.6%	47.5%	75.8%	87.1%	72.6%	48.5%	75.6%	87.1%	72.6%

Free School Meal Registered

Table 4. Displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only since all P1 pupils receive Free School Meals.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	53.2%	40.4%	65.1%	46.8%	46.8%	47.7%	109

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. Displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	23.1%	23.1%	30.8%	23.1%	23.1%	23.1%	13

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   93.6

Fife % :   93.7

Number of Days of Exclusion

Cluster :   7

Fife :   409

Exclusion Percentage

Cluster % :   0.00

Fife % :   0.01

Broad General Education - Cluster Report
for Academic Year 20/21

Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automatically registered).

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

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Appendix 6 – Glenrothes High Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Choose Cluster Here : Glenrothes

Use the drop-down menu at the top of the screen to choose a cluster.

Description of Tables and Charts

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy organisers, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy organisers, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Caskieberran PS	266	33.8%	1.5%	3.2	48	57	2	1	107
Pitcoudie PS	339	27.4%	2.1%	4.1	41	100	12	2	153
Rimbleton PS	222	25.2%	5.4%	4.0	14	71	1	1	86
South Parks PS	227	23.8%	1.3%	4.9	8	100	4	1	112
Total	**1054**	**27.8%**	**2.5%**	**4.0**	**111**	**328**	**19**	**5**	**458**

Achieved Percentages by SIMD Band, for Literacy organisers

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy organisers and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Caskieberran PS	70.8%	68.4%	100.0%	70.1%	56.3%	64.9%	100.0%	61.7%	72.9%	75.4%	100.0%	74.8%
Pitcoudie PS	61.0%	75.0%	83.3%	71.9%	43.9%	61.0%	75.0%	57.5%	73.2%	82.0%	91.7%	80.4%
Rimbleton PS	64.3%	77.5%	100.0%	75.6%	57.1%	59.2%	100.0%	59.3%	57.1%	78.9%	100.0%	75.6%
South Parks PS	75.0%	75.0%	100.0%	75.9%	62.5%	74.0%	100.0%	74.1%	75.0%	83.0%	100.0%	83.0%
Total	**66.7%**	**74.4%**	**89.5%**	**73.1%**	**52.3%**	**65.2%**	**84.2%**	**62.9%**	**71.2%**	**80.5%**	**94.7%**	**78.8%**

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Achieved Percentages by SIMD Band, for Numeracy organisers

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy organisers and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Caskieberran PS	60.4%	70.2%	100....	66.4%	60.4%	70.2%	100.0%	66.4%	60.4%	70.2%	100.0%	66.4%
Pitcoudie PS	68.3%	77.0%	91.7%	75.8%	68.3%	81.0%	91.7%	78.4%	68.3%	82.0%	91.7%	79.1%
Rimbleton PS	50.0%	64.8%	100....	62.8%	50.0%	64.8%	100.0%	62.8%	50.0%	64.8%	100.0%	62.8%
South Parks PS	75.0%	80.0%	100....	80.4%	75.0%	84.0%	100.0%	83.9%	75.0%	83.0%	100.0%	83.0%
Total	**63.1%**	**74.1%**	**94.7%**	**72.3%**	**63.1%**	**76.5%**	**94.7%**	**74.0%**	**63.1%**	**76.5%**	**94.7%**	**74.0%**

Free School Meal Registered

Table 4. Displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only since all P1 pupils receive Free School Meals.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	62.0%	44.3%	74.7%	51.9%	54.4%	54.4%	79

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. Displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	57.1%	42.9%	71.4%	28.6%	28.6%	28.6%	7

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   92.8

Fife % :   93.7

Number of Days of Exclusion

Cluster :   9

Fife :   409

Exclusion Percentage

Cluster % :   0.00

Fife % :   0.01

Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automatically registered).

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

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Appendix 7 – Glenwood High Cluster Report

Broad General Education - Cluster Report
for Academic Year 20/21

Choose Cluster Here : Glenwood ⬇

Use the drop-down menu at the top of the screen to choose a cluster.

Description of Tables and Charts

Table 1 - displays roll and SIMD data for the cluster (with FMR % and LAC %), broken down by the individual Primary schools in the cluster.

Table 2 - shows attainment data for the Literacy organisers, split by three SIMD bands and broken down by the individual Primary schools.

Table 3 - shows attainment data for the Numeracy organisers, split by three SIMD bands and broken down by the individual Primary schools.

Tables 4 & 5 - display attainment data in the cluster for pupils marked as being Free school Meal Registered (FMR) and Looked After Children (LAC).

Table 6 - shows figures for attendance and exclusions for the cluster.

Charts 1 & 2 - compare FMR and LAC data for the cluster with the same FMR and LAC data for Fife, alongside the total data for the whole of Fife.

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Collydean PS	363	32.5%	2.8%	3.9	70	57	27	1	154
Kinglassie PS	203	25.1%	0.5%	4.6	2	76	0	1	78
Leslie PS	226	37.2%	6.2%	4.4	42	58	4	1	104
Newcastle PS	141	32.6%	0.7%	4.7	18	40	0	0	58
Southwood PS	242	46.3%	3.7%	1.9	114	10	0	0	124
Total	**1175**	**35.0%**	**3.0%**	**3.8**	**246**	**241**	**31**	**3**	**518**

Achieved Percentages by SIMD Band, for Literacy organisers

Table 2. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Literacy organisers and is broken down by the SIMD decile band indicated.

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Collydean PS	62.9%	70.2%	88.9%	70.1%	50.0%	63.2%	85.2%	61.0%	80.0%	87.7%	96.3%	85.7%
Kinglassie PS	100.0%	43.4%	0.0%	44.9%	100.0%	36.8%	0.0%	38.5%	100.0%	72.4%	0.0%	73.1%
Leslie PS	54.8%	44.8%	100.0%	51.0%	45.2%	41.4%	75.0%	44.2%	57.1%	50.0%	100.0%	54.8%
Newcastle PS	27.8%	60.0%	0.0%	50.0%	27.8%	47.5%	0.0%	41.4%	33.3%	75.0%	0.0%	62.1%
Southwood PS	41.2%	20.0%	0.0%	39.5%	42.1%	30.0%	0.0%	41.1%	54.4%	50.0%	0.0%	54.0%
Total	**49.2%**	**51.9%**	**90.3%**	**52.9%**	**44.3%**	**45.6%**	**83.9%**	**47.3%**	**61.0%**	**70.1%**	**96.8%**	**67.4%**

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Achieved Percentages by SIMD Band, for Numeracy organisers

Table 3. displays the percentage of key-stage pupils (P1, P4 and P7) who have achieved the appropriate level (or above) for their stage. This is for the three Numeracy organisers and is broken down by the SIMD decile band indicated.

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Collydean PS	60.0%	66.7%	88.9%	67.5%	60.0%	66.7%	88.9%	67.5%	60.0%	66.7%	88.9%	67.5%
Kinglassie PS	100.0%	46.1%	0.0%	47.4%	100.0%	46.1%	0.0%	47.4%	100....	46.1%	0.0%	47.4%
Leslie PS	40.5%	39.7%	75.0%	41.3%	52.4%	44.8%	75.0%	49.0%	52.4%	44.8%	75.0%	49.0%
Newcastle PS	33.3%	57.5%	0.0%	50.0%	38.9%	87.5%	0.0%	72.4%	44.4%	85.0%	0.0%	72.4%
Southwood PS	45.6%	40.0%	0.0%	45.2%	40.4%	10.0%	0.0%	37.9%	40.4%	30.0%	0.0%	39.5%
Total	**48.4%**	**51.0%**	**87.1%**	**51.9%**	**48.4%**	**56.0%**	**87.1%**	**54.2%**	**48.8%**	**56.4%**	**87.1%**	**54.6%**

Free School Meal Registered

Table 4. Displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only since all P1 pupils receive Free School Meals.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	40.3%	36.4%	48.8%	38.8%	38.8%	41.1%	129

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Fife :	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

Table 5. Displays the percentage of pupils marked as LAC who have achieved the appropriate level (or above) for their stage. For key stages P1, P4 and P7.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	30.8%	30.8%	53.8%	30.8%	30.8%	30.8%	13

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Fife :	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   92.3

Fife % :   93.7

Number of Days of Exclusion

Cluster :   26

Fife :   409

Exclusion Percentage

Cluster % :   0.01

Fife % :   0.01

Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automatically registered).

Attainment comparison for P1, P4 and P7 pupils, with pupils who are Looked After

Chart 2. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the LAC pupils in the cluster, the second shows the LAC pupils across Fife and the third shows the percentage for all Fife pupils. There are six individual graphs for each subject, across key stages P1, P4 and P7.

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Appendix 8 – Auchmuty High Cluster Summary of Activities

Name of Cluster:	Auchmuty Cluster	Cluster Chair: Jennifer Knussen (Pitteuchar East)

The following summary from AHS cluster primary schools give a summary of the good practice across the cluster. Examples of practice have been included from each school to give a representation of key strengths and next steps.

Covid Recovery
- Levels of engagement were tracked during school closure periods by all schools, ensuring that the remote learning provision was appropriate and learners were still engaged and supported in their learning.
- Expectations were agreed with staff within each school to ensure good practice. This included transferring the good practice during face-to-face learning to remote learning, timetables of consolidation/ revision as well as new learning created across a range of platforms.
- Schools across the cluster used either Seesaw or Teams as the main online learning platforms. These were decided in consultation with staff and based on feedback from parents and pupils from previous periods of school closure
- Teaching staff across the cluster ensured live interactions with varying formats took place with their class during the school closure period.
- All schools did their own format of a virtual assembly on a weekly/fortnightly basis ensuring a sense of school community was still very much at the heart of remote learning. Assembly focuses also ensured the Five Ways to Wellbeing and children's achievements and successes were celebrated.
- Specific data was gathered by all school to ensure Feedback from parents and pupils were considered and learning was adapted in each context to reflect the needs of the class, school community.
- Overall across the cluster the feedback from parents was very positive. Examples include:

In star Almost, all (94%) of families agreed they had received regular info regarding home learning

In Coaltown of Balgonie Most (90%) of families said that their child receives feedback on their work

In Markinch Most parents (84%) with pupils in P4-7 believed the school was working well to support the needs of learners. Pupil voice feedback was also reflected and provided schools with evidence to support learning and teaching moving forwards. Pupil voice feedback across the whole school in June was overall very positive with almost all (91%) of learners from P1-3 telling us that they were happy and well supported in school. –

Next steps
- Stretch Targets for each school give clear targeted information to support our improvement planning and targets for literacy and numeracy over the next 5 years to support a sustainable improvement journey. These improvements will be evidenced in each school's improvement plan.
- Pupil Equity funding will be planned for and identified through individual school plans to ensure the attainment gap continues to close
- Continue to articulate the plan4fife/plan4Glenrothes in next sessions cluster improvement plan

Equity
- The First Chances programme has continued through in school and remote learning periods. As a cluster we continue to collaborate with Fife College, Fife Council and St Andrews University across the cluster. Aims for this programme are: Access for pupils to positive destinations in FE or HE. (Long Term) - Breaking down barriers to learning. (Short to Medium Term) - Closing the attainment gap. (Short, Medium and Long Term). The Measurable Outcomes are to ensure pupils with barriers to learning access the programme - Increased academic attainment - Raised aspirations -Increased access to Further and Higher Education- Increased self-confidence with their studies and academic ability - Develop skills (drive, self-motivation, time keeping etc.) - Continued support for learners throughout their educational journey.

- All schools across the cluster received additional support through Additionality funding from the Scottish Government. This was in the form of digital support and additional staffing. Each school context used this additionality in an appropriate way for their context. Examples include:

In Thornton Our school was allocated 48 Chromebook devices and 10 internet dongles. We also purchased a further 6 Chromebooks to allow us to help as many families as possible. Our pupil engagement in remote learning increased by 12%, from 68% to 80% in the second period of remote learning due to children having access to these devices. The 1.0 FTE, allowed our PEF PT to become non-class committed to target intervention groups to raise attainment in literacy and support colleagues with the introduction of new literacy resources through team teaching. The impact of team teaching was upskilled other staff and increased their confidence in using the new resources. Our targeted intervention groups in P3/4 for most children has improved their reading skills. 27% of these children have progressed from being below expectations for reading to now achieving expected expectations or beyond. In P4/5 only 18 % of the learners were achieving their expected level or beyond for reading in August 2020. After intensive support, 82 % of the learners are now achieving their expected level or beyond.

In Pitteuchar East 40 chrome books were given to pupils to support learning. An audit was carried out by all staff to ensure every child in the school had access to a device, through which they could access our online learning on GLOW. This had a positive impact on children accessing learning. Only 2 of the children who received a chromebook did not use it to access learning on GLOW with the remaining 95% successfully engaging in online learning, with varying degrees of frequency.

In Carleton We were initially allocated .8 teacher in August, to assist with our recovery plan. Targeted groups and individuals were identified through class observations and consultation sessions with each member of teaching staff throughout term 1. We were then allocated a further .3 and used this to increase the hours of 2 members of existing staff to allow for the development of our nurture base, the roll out of Emotions works, and to support staff to build/develop and repair relationships with children in class. During terms 2, 3 and 4, our recovery staff worked with 27 pupils who were identified as requiring support in learning recovery (8% of school roll) A further 38 children (10.9% of school roll) were highlighted as in need of targeted emotional support through the use of kitbag, Emotion Works and the Educational Psychology resilience tool. We feel that the majority of the children would benefit from a more sustained period of support and intend to continue this into the new session, using existing and returning staff.

In Markinch From August 2020 – November 2021 we had an additional 0.4 FTE class teacher due to government additionality. We were allocated an NOT so this teacher released a more experienced class teacher who in turn gave additionality to our Sfl FTE. By doing this we were able to; Increase SfL support across the whole school by offering more learners specific literacy and numeracy support, offer Early Intervention support in P1 – Attainment in P1 evidences the success of this, SfL worked closely with CTs to look at outriders in classes and offered support strategies for in class support. In November we increased by another 0.3 FTE additionality which we again added to the SfL suite of support across the whole school. The digital devices ensured that 18 pupils were able to access learning at home during the period of school closure. A whole school survey was carried out to ensure fair distribution of devices went to the most needed. Online engagement for almost all of these 18 pupils was high during school closure.

In Warout In the first lockdown we had on average 33% engagement however during January-March 2021 we had engagement ranging from 75% to 90%. Probationer in P4 meant that a member of staff could be out of class as well as supporting our probationer in taking recovery groups in P4. Pupils were identified on return via assessment to see what gaps were needed or what challenge was needed for individual children/groups.

In John Fergus 13 pupils were identified to have gaps in their learning within their individual targets. The majority (8 pupils, 62%) of identified pupils achieved all the identified targets by March 2021, all of whom had 1 or 2 identified targets. 1 pupil achieved 2 of their 3 identified targets. All 4 pupils with all their targets identified to have gaps, had spent the majority of the session working from home for various reasons. 1 achieved 30% of identified targets, 2 achieved 50% of identified targets and 1, 88%. These were in direct correlation to their attendance in school.

In Pitteuchar West Our additional teacher had a focus on raising attainment in numeracy at second level. Initial assessments (White Rose maths) were carried out quickly and highlighted specific areas where pupils had misconceptions and a lack of confidence. This was mainly in place value, word problems and use of resources such as number lines to extend and support learning.

In COB Children's work and teacher assessment showed that most (8/9) of the children showed an improvement in using their plan to write and include the correct grammar and vocabulary. From children's work, most (3/5) of the children showed improvements in their ability to organise words into a category and also better able to spell words correctly. Most (6/8) children showed a better ability at correctly answer comprehension questions

Next steps
- Through robust tracking information across ours schools we will ensure that equitable support is provided to all learners though a range of support strategies
- Additionality in staff and digital devices will be targeted using specific data to ensure appropriate support is given to those that need it most, with a particular focus on closing the attainment gap
- The cost of the school day will be taken in to consideration at all times to ensure activities and experiences are equitable for all

Health and Wellbeing

In all schools, additional time has been given to children to explore feelings/ anxieties, especially returning after two lockdowns. A variety of approaches, staffing and experiences have been taken to provide wellbeing support for staff, pupils and parents:

In Pitteuchar East - Additional classroom support was provided by Early Years Officers to promote active learning/ Outdoor Learning and Play across the Early Years Most children surveyed (80%) felt their emotional health and wellbeing was well supported. Most (87%) felt they had benefitted from additional Outdoor Learning and almost all (95%) felt the flexible breaks had a positive impact on their learning.

In Markinch PS -P7 Shine Wellbeing results in Markinch PS evidenced boys felt their general health was in line with the Scottish average, with 28% indicating that they rated their General Health to be excellent. The girls were slightly below this with 75% indicating 'good'. In terms of the WHO-5 Wellbeing scale our girls were significantly higher than the National average, with 56% experiencing low mood and our boys were below the 22% national average, with only 19% indicating low mood. Our girls (71%) scored lower than the national average for 'liking school' whilst the boys (94%) scored higher than average. When asked about feeling 'pressured by schoolwork' the girls also scored higher than the national average with 53% saying that they feel a lot of pressure. The boys only reported 24% for this, which was lower than the national average. With regards to self-confidence, our boys were 83% 'always' or 'often' feeling so, whilst our girls indicated that 59% felt self-confident 'always' or 'often' and 41% felt this 'never' or 'hardly ever'.

Thornton PS - Girls in P7 have been targeted with the 'Our Girls Can' programme run by our School Support Assistant, to tackle anxiety, resilience and their perception of physical activities and sport, and how this can have a positive impact on your emotional wellbeing. Focussed learning around emotional wellbeing has taken place on a weekly basis in all classes through delivery of the resource, 'The Compassionate and Connected Classroom'. Across the school, most learners are able to talk about their own emotional wellbeing. They are also able to identify and empathise with the feelings of others. Most children are aware of ways in which they can self-regulate their emotions and have learned strategies to help for example: relaxation and breathing techniques. 75% of our parents and carers felt that their child was able to talk about their emotions. –

In Carleton PS A school Wellbeing champion was established in term 2 to investigate the 5 ways to wellbeing through a staff wellbeing lens. Carleton Walking Society group was created, with an aim of each member walking 10000 steps a day to increase physical and emotional wellbeing during the second lockdown. To promote a nurturing ethos across the school, calm boxes were established and rolled out for pupils to access more readily. Pupils completed the return to school questionnaire developed by the Educational Psychology team in term 1, and again in term 4, to assess the effectiveness of strategies to enhance wellbeing across the year.

Following check ins with parents, 4 referrals to the Family Support Service were made, with engagement of 3 families undertaken. 3 referrals to the school counsellor were made. Connection on social media has increased by approximately a quarter, with families and community reacting to posts uploaded, and sharing comments on a weekly basis.

In John Fergus PS 21 families in total accessed intensive support in 2020-21, with 4 supported all 4 terms, 6 for 3 terms, 5 for 2 terms and 6 for 1 term. This shows a need greater than the SIMD targeted pupils as it makes up 72% of our whole school population. 8 pupils (38% of those engaged with intensive support) received direct in class support that re-engaged almost all with their learning on return to school in August 20. Strategies put into place with class staff to support self-regulation and communication, allowed all to engage in learning longer and in a more focused manor within the first term. (see PEF evaluation)

In Coaltown of Balgonie all classes are using the emotion works approach; this is evident from informal classroom observation. This supports the children with their feelings and emotions and provides a consistent approach throughout the school. Data reveals that most (82%) children can identify all the different emotion works cogs. This provides children with a better understanding of their emotions, triggers and coping mechanism. Almost all (98%) of children reported that they can talk about their feelings in the school always , often or sometimes.

In Pitteuchar West PS The focus on Emotion Works scripting and the Compassionate and Connected classroom programme had led to pupils being better equipped to identify their emotions, sharing how they feel more openly and why they feel the way they do. This has been noted particularly in Primary 1 where restorative conversations are now led less by the adult. Pupils are observed using strategies and resources to self-regulate as well as to so-regulate their peers.

In Warout our PT Nurture completed a Wellbeing web for every child from P2 – P7. The results of these were formed into a Pareto chart and the following focus areas were identified. Following figures highlight out of the number of children scoring low in the highlighted well-being indicators. E.g. 11 out of 26 children in P3 feel they are NOT respected in school. The specific target area will change for each year group however the overall AIM for each class group will be:- There will be a 35% decrease in the pupil numbers scoring low for their identified well-being indicator. Each class had a whole class Focus and a target group supported by PT Nurture and the results were as follows. Green if they made their aim of 35% decrease in the pupil numbers scoring low for their identified well-being indicator.

Next steps across the cluster
We have a shared priority across the cluster this session which is evident in all school improvement plans. This has been feasible through the use of cluster funding from Our Minds Matter

- Our school communities will share an understanding of wellbeing where our learners will benefit from high quality wellbeing activities.
- Each child will be considered as an individual with his or her own needs, risks and rights. Children and young people will be active participants in these activities.
- By the end of session 2021-22, our aim is for all AHS Cluster Primary Schools will have achieved "Kitbag Ambassador School" status.

- Schools will also revisit HWB learning pathways to include the links to UNCRC, Emotional works and opportunities for pupils to continue to develop their emotional literacy and self-regulation.

Employability
- Foundation, Modern Apprentices and students are widely supported by every school and nursery within the cluster
- Identified next steps from previous year has meant that schools have prioritised making more links within their respective local communities, where possible and practical to develop DYW skills and allow children to see employment opportunities in their local community.
- STEM work remains a priority across the cluster. Auchmuty High School provide ambassadors in STEM fields to talk about potential careers.
- ASN department in AHS as well as John Fergus provided/sourced appropriate work placements for learners
- Schools and nurseries across the cluster have had a continual focus on DYW and developing context specific opportunities for learners.
- Examples of this include;

Pitteuchar East have been awarded STEM Nation Status by Education Scotland and STEM nation for the period 2021 – 2023. This is in recognition of outstanding work in STEM during the last few years.

In **Thornton PS** Primary 6 have been awarded with a Social Enterprise Start Up Award. They have taken part in Fife's Dragons' Den and set up a social enterprise in order to make money for charity. Due to this opportunity all children can now recognise the skills they need for work; including, social leadership, taking ownership, connecting and contributing.

Warout PS *looked at the work they have done round 2.2 the curriculum and also their work of the 4-part model to make sure they have a DYW skills framework of progression throughout the school that also links in with the career standards. They now have four Employability Skills Grids with the 4 main skills we are promoting of Resilience, Teamwork, Communication and Responsibility. Unfortunately, this year we were unable to hold our Career Fayre.*

Next Steps across the cluster:
- When covid restrictions allow, schools across the cluster will again encourage parents/carers to be supported as volunteers to give work experience to support employability.
- Schools will encourage parent volunteers in to classes to share their skills, knowledge and experiences in their field of work.
- School assemblies will have DYW focuses throughout the school session

Summary
- The shared improvement priority across all cluster schools remains a key driver across all schools
- Shared priorities ensure a high level of collegiate work ensuring all our schools are committed to moderating our practises and therefore leading to improvements in performance.
- Looking forwards we must ensure that our strong relationships and collegiate approach continue to raise achievement and attainment for our leaners.
- We remain committed to using additional funding through the Scottish Attainment Fund for targeted interventions to reduce the poverty related attainment gap.

Appendix 9 – Glenrothes High Cluster Summary of Activities

Name of Cluster: Glenrothes High School	Cluster Chair: Elaine Smith

Covid Recovery

- PEF used to increase staffing levels to support identified pupils, cohorts and year groups to raise attainment and support wellbeing.
- Wellbeing is at the heart of all schools' School Improvement Plans and the profile of wellbeing has been raised across the school.
- Focused and targeted groups for learning and teaching established in literacy and numeracy
- DAPL counselling available two days per week at GHS.
- Attendance Support Worker and extra admin time supporting attendance.
- Staff trained in 'Seasons for Growth'

Next steps
- **Continue to support staff, children and families through this difficult and ever-changing time.**

Equity

- Focus on the cost of the school day
- Addressing food poverty – Fare Share and universal breakfast provision.
- Poverty proofing the curriculum to ensure access for all young people to all subject areas
- ICT devices distributed to children and families to support home learning.

Next steps
- Continue to review and adapt plans as required and in line with changing circumstances

Health and Wellbeing
- GMWP wellbeing profiling tool used across all schools to support individual pupils and specifically P7 to S1 transition.
- PSAs across the cluster trained in GMWP wellbeing tool.
- Our Minds Matter funding used to offer the 'Free Range Project' to identified pupils across the cluster and support P7 transition to S1.
- 'Five Ways to Wellbeing' central to Health and Wellbeing learning and teaching across the cluster.
- Emotion Works, Treehouse and other wellbeing resources being used to support emotional wellbeing.
- New cluster Health and Wellbeing planners being used by all schools
- RSHP Planners and programme being used across the cluster to teach about Relationships, Sexual Health and Parenthood.
- Trained Mental Health Ambassadors in GHS.
- Kitbag being used across the cluster.

Next steps
- Roll out of Mental Health Ambassadors to primary settings.
- Peer mediation training for pupils across the cluster.

Employability
- Across the cluster, class teachers are planning enterprising experiences for children and young people that involve organising events and campaigns, setting up businesses and displays of knowledge.
- Focus on the promotion of key employability skills across the cluster e.g. communication, creativity, leadership.
- 'My World of Work' Ambassadors at GHS.
- 'My World of Work' being used for profiling in some schools.
- Alternative curriculum offerings at GHS e.g. HNCs and Foundation Apprenticeships and en route for GHS to be an SCQF Gold accredited school

Next Steps
- Once COVID restrictions allow, return to strong working relationships with businesses and organisations.
- Return to annual cluster Careers Fairs.

Summary
- All staff in schools are working really hard to keep our school communities safe and open during these extremely challenging and ever-changing times.
- There has been a real focus on the wellbeing of our school communities and an emphasis on children and young people's recovery learning.
- Staff morale and wellbeing within schools is low with many feeling overwhelmed due to depleted staffing levels. Staffing issues have had a major impact on the wellbeing of staff – more support required for frontline staff and SLTs in schools.
- Schools are operating under very difficult circumstances. We have had to work very hard to communicate key messages re COVID restrictions and mitigations.

Appendix 10 – Glenwood High Cluster Summary of Activities

Name of Cluster: Glenwood	Cluster Chair: Victoria Cobbett

Covid Recovery

The cluster continues to focus on supporting our children's mental wellbeing as a key priority for COVID recovery. PEF funding is being targeted in various ways to support children:

- Collydean Primary have surveyed pupils using the OMM framework to allow them to identify individual needs and provide targeted support.
- Kinglassie has appointed a teacher of Nurture who is non-class committed and targeting children displaying distressed behaviours.
- Southwood Primary have invested in "Emotion Works", a whole-school approach to emotional literacy. This will provide a universal support to complement the whole school approach to nurture already embedded through SAC funding.
- Leslie PS : survey issued focusing on emotional wellbeing of targeted children (completed by class teachers, parents and children), baseline data used to improve resilience and self-regulation. First initiative – introduction of regulation stations (Nursery to P7).
-

Next steps

Continue to closely monitor and support all of our learners to ensure that they are in the best possible position to access the curriculum. Build in opportunities to discuss good practice at cluster.

Equity

The schools across the cluster continue to focus on addressing gaps and missed learning through working with targeted groups and individual learners. The focus remains core Numeracy skills, Literacy skills across the school as well as Play-based Pedagogy in the Early Years.

 All schools have good community links with local charities and community groups. These key relationships and personal knowledge of family circumstances enable us to provide food parcels, clothing etc to the families in need, as well as signposting them to various supports. This work complements our own allocation of equity funding.

- Collydean has two teachers working on the above skills with targeted individuals and groups.
- Kinglassie's PT is targeting Literacy recovery in classes whose attainment have been most affected.
- Southwood have used SNSA data alongside standardised reading and spelling assessments to inform the model for improvement which is being used to raise attainment in writing in all classes. Teachers are using this approach to measure the impact of Robust Vocabulary and Shape Coding-thus informing next steps.
- Leslie Primary identified 'raising attainment' groups across the school, currently focussing on literacy to raise attainment, improve the timescale of those pupils in achieving national targets and add value to learning.
-

Next steps

Continue and further develop the use of data to ensure effective ad targeted support.

Health and Wellbeing

Emotional/mental wellbeing remains a high priority for the Glenwood cluster due to the high number of families living within SIMD 1 and 2. All of the cluster schools continue to invest considerable resources towards nurturing approaches to support this ongoing need. Schools are reflecting on the key messages from the Scottish Government publication: "Coronavirus (Covid-19) Children. Young People and Families -evidence summary June 2021" and consider how they can best support their school communities.

- Three of the cluster schools have engaged with Active Schools to provide Playground Leadership training for P6 pupils. This will encourage participation in physical activity as well as foster higher self-esteem for leaders.
- Leslie PS : working collaboratively with Active Schools in our extra-curricular programmes. Evaluation from staff and pupils has been exceptionally positive in stimulating both physical and mental wellbeing. Active Schools have highlighted Leslie PS as an example of good practice being shared across Fife.
- Southwood have implemented a lunchtime walking club for senior girls with the headteacher, this provides an opportunity to discuss anxieties as well as fostering good exercise habits.
- All schools have a model for nurture provision at universal, enhanced and targeted levels of intervention.

Next steps

- **Implement playground training into practice, building on the positive feedback for Leslie PS across the cluster.**

Employability

DYW skills have been a key cluster priority in the past which has been put on hold at present to allow for disproportionate focus on the recovery of Literacy and Numeracy. All schools continue to develop both the "softer" skills of leadership, communication and creativity through their wider curriculum delivery. Some schools re-considered their Curriculum Rationale in order to reflect current changes in the local employment sector and gaps in the workforce. Other life-skills linked to employability are being developed in various ways:

- Senior pupils at Kinglassie being encouraged to develop independence using their local café once per week-money handling, time-management etc.
- Senior Southwood pupils engaged with learning around COP 22 and took part in Clean Air day. They studied the causes of air pollution from industry and considered ways that this may be tackled by employers.
- Pupils at Southwood participated in writing job applications, identifying necessary skills and holding interviews for various positions in the school (e.g editor of the school newspaper)
- Southwood are planning our next "Maths in Context Day" where local businesses and professionals visit classes to demonstrate how they use maths in their work. Currently considering how this may work virtually-possibly through Teams.
- Younger classes in all schools look at "people who help us" and learn about various job roles and what they entail.

Next Steps

- Re-visit DYW as a future priority to ensure a clear and consistent progression of skills and opportunities.

Summary

As a cluster there is an ongoing focus on our children's wellbeing, taking account of our context and SIMD profile. Alongside this, the cluster continues to allocate disproportionate resourcing towards the recovery of basic Literacy and Numeracy skills as the gap has become more identifiable. We recognise the challenge of providing consistency of support during ongoing staff difficulties and pupil absence caused by Covid-19 infection and self-isolation but are using resources as creatively as possible to address this issue.

Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Fife Health & Social Care Partnership - Glenrothes Area Locality Planning Update	Health and Social Care	Fiona Mckay	GAC 29.11.17 - Min Ref Para 25 (2) refers. Briefing note 19.01.18. Expected 19.06.19. 2020/21 - locality work suspended due to COVID. Date to be advised.
Report of the Pupilwise & Parentwise Surveys	Education and Children's Services	Deborah Davidson	3-yearly surveys - due 2021. Previously considered 31.10.18. 2020/21 - due to COVID-19, Education unable to progress with surveys at this time. Update Jan '22 - surveys not yet undertaken.
Making Glenrothes a Living Wage Place: Update Report	Economy, Planning and Employability	Peter Corbett	Previously considered 06.03.19 - Para 107 refers. Date for update report to be advised.
Walking Routes to School - Outcome of Consultation	Education and Children's Services	Shelagh McLean	Member briefings issued on 21.08.19 and 22.01.20. Update delayed due to COVID-19 - date to be advised.
Presentation/Update - Community Hospital & Intermediate Care Beds Redesign	Health and Social Care		Presentation/update 21.08.19 (Karen Gibb/Dr Helen Hellewell). Advised Feb'20, awaiting outcome of Integration Transformation Board scrutiny process. Claire Dobson, Divisional General Manager West - leading (clairedobson@nhs.net). Work subsequently suspended due to COVID-19.

Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Riverside Park Improvement Plan 2020 - 2030 - Update	Communities and Neighbourhoods Service	Andrew Walker	Costings, improvements and repairs approved 04.03.20 - Para. 173 (4) of 2020.GAC.82 refers. Update expected 24.03.21. Ec Dev funding, Glenrothes area - £15k - to carry out feasibility work for the park requires to be spent or awarded by end March, 2021.
Corporate Parenting/Looked After Children	Education and Children's Services	Kathy Henwood, Caroline Morgan	To link with educational attainment, as agreed at GAC 04.03.20 - Para. 176. (3) of 2020.GAC.83 refers. TO BE CONSIDERED AT COMMITTEE AFTER THE MAY ELECTION.
Secure Care Pathway	Education and Children's Services	Kathy Henwood, Caroline Morgan	Including info on out of Fife/high cost placements - GAC 04.03.20 - Para. 176. (3) of 2020.GAC.83 refers.
Children's Services in Fife - Local Area Report (Glenrothes Area) (due 02/12/2020)	Education and Children's Services, Health and Social Care	Kathy Henwood, Caroline Morgan	Annual report - previously considered 09.10.19. Delayed due to COVID-19 - date to be advised.
Justice Social Work – Additional Funding	Education and Children's Services	Steve Hopton	Report considered at C&HS Sub-Committee, 26 May 2021. Reports to ACs.
Update - Glenrothes Flood Study		Rick Haynes, Ross Speirs	Para 234 (2) of 2021.GAC.108, Minute of 23.06.21 refers further report on the summary findings of the/

Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
			the Glenrothes Flood Study when concluded. Study due to conclude end June 2022. DATE TBC.
Alternative to TRO - 30 mph Speed Limit on B9130 Markinch	Communities, Assets, Transportation and Environment	Lesley Craig, Norman Laird	Objections to TRO not set aside at GAC on 01.12.21 - Para 245 refers. Committee agreed to consider a future report on alternatives following a charrette, eg, consulting with the community.
Glenrothes Area Housing Plan 2022/24	Housing Services	John Flaherty	Revised plan due 2022 - for the period 2022/24 - advised at GAC 01.12.21, Para 248 (2) refers.
Developer Contributions - Glenrothes Area	Economy, Planning and Employability	Kathleen Illingworth	Para 259 of GAC minute of 2 February 2022 refers. FOR INFO ONLY - to be issued as a briefing note now and in future.
Vacant/Derelict Land Fund - Glenrothes Area	Business and Employability	Ian Mccrory	Para 258 of GAC minute of meeting 2 February 2022 refers. Advised by Service to defer until SEPTEMBER 2022 at the earliest (to allow for the publication of the Fife Vacant and Derelict Land Report circa June/July which informs the Scotland-wide report).

30 March 2022

Agenda Item No.   12

PROPERTY TRANSACTIONS

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

Wards Affected: 13, 14 and 15

Purpose

The purpose of this report is to advise Members of action taken using the list of officer Powers in relation to property transactions.

Recommendation(s)

The Committee is asked to note the contents of this report.

Resource Implications

There are no resource implications arising from these transactions, as any expenditure is contained within the appropriate Service budget.

Legal & Risk Implications

There are no legal or risk implications arising from these transactions.

Impact Assessment

An EqIA is not required and is not necessary for the following reasons: the items in this report do not propose a change or revision to existing policies and practices.

Consultation

All consultations have been carried out in relation to this report.

1.0 Background

1.1   In dealing with the day to day business of the Council there are a number of matters relating to the purchase, disposal and leasing of property and of property rights. This report advises of those transactions dealt with under powers delegated to officials.

2.0 Transactions

2.1 Disposals
2.1.1 74sqm of additional ground at 24 Fyvie Green, Glenrothes
Date of Sale: 10 December 2021
Price: £4,100
Purchaser: David MacPherson

2.2 Leases by the Council – New Leases
2.2.1 Unit 14, Flemington Road, Glenrothes
Term: 3 Years from 2 August 2021
Rent: £10,059 per annum
Tenant: McDonald Water Storage Ltd

2.2.2 Unit 20, Flemington Road, Glenrothes
Term: 5 Years from 6 July 2021
Rent: £7,854.75 per annum
Tenant: Concepts Scotland Ltd

2.2.3 Unit 5, Queensway Phase 1, Flemington Road, Glenrothes
Term: 5 Years from 13 May 2021
Rent: £10,575 per annum
Tenant: MDM Creations Ltd

2.2.4 Unit 29, Fife Food and Business Centre, Southfield Industrial Estate, Glenrothes
Term: 3 Years from 1 June 2021
Rent: £18,000 per annum
Tenant: Scotstar Resin Limited

2.2.5 Unit 17, Flemington Road, Glenrothes
Term: 2 Years fro19 May 2021
Rent: £7,507.50 per annum
Tenant: Rumi Pod Ltd

2.2.6 Office 3, Fife Food Resource Base, Glenrothes
Term: 1 Year from 8 February 2021
Rent: £1,075 per annum
Tenant: Emma Gourley

3.0 Conclusions

3.1   These transactions are reported back in accordance with the List of Officers Powers.

List of Appendices

1.   N/A

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

Report Contact

Michael I McArdle
Lead Professional
Property Services – Estates
Bankhead Central
Bankhead Park
Glenrothes, KY7 6GH
Telephone   03451 555555 Ext No 440268
Email   Michael.mcardle@fife.gov.uk