

Education & Children's Services Sub-Committee

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



Friday, 28th January, 2022 - 2.00 p.m.

AGENDA

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- | | | |
|----|---|---------|
| 1. | APOLOGIES FOR ABSENCE | |
| 2. | DECLARATIONS OF INTEREST – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage. | |
| 3. | MINUTE – Minute of Meeting of Education and Children's Services Sub-Committee of 9th November, 2021. | 3 – 5 |
| 4. | MINUTES OF EDUCATION APPOINTMENT COMMITTEE – Minutes of Education Appointment Committee of 26th October and 24th November, 2021. | 6 – 7 |
| 5. | NATIONAL HEALTH & WELLBEING CENSUS – Report by the Executive Director - Education & Children's Services. | 8 – 35 |
| 6. | INSPECTION OUTCOMES – Report by the Executive Director - Education & Children's Services. | 36 – 44 |
| 7. | EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE FORWARD WORK PROGRAMME | 45 – 47 |

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.

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21st January, 2022

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

9th November, 2021

10.10 a.m. – 10.55 a.m.

PRESENT: Councillors Linda Erskine (Vice-Convener), James Calder, Bobby Clelland, Dave Dempsey, Ian Ferguson, Gary Guichan, Andy Heer, Helen Law, Kathleen Leslie, Rosemary Liewald, Ross Paterson, Fay Sinclair, Alistair Suttie, Derek Glen (substitute for Councillor Craig Walker), Lea McLelland (substitute for Councillor Julie Ford) and Mr. William Imlay.

ATTENDING: Carrie Lindsay, Executive Director, Education & Children's Services; Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support); Avril Graham, Sustainable Estate Officer; Gillian Johnston, Project Manager (Early Learning and Childcare); Stewart Westwater, Headteacher, Education & Children's Services; and Diane Barnet, Committee Officer, Legal & Democratic Services.

APOLOGIES FOR ABSENCE: Mr. Alastair Crockett and Mr. George Haggarty

Prior to the start of business, the Vice-Convener, on behalf of the Sub-Committee, extended best wishes for a speedy recovery to the Convener, Councillor Craig Walker. Councillor Erskine, in the absence of the Convener, thereafter took the Chair for this meeting.

Councillor Erskine also welcomed Councillors Glen and McLelland to the meeting, substituting for Councillors Walker and Ford respectively.

233. DECLARATIONS OF INTEREST

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

234. MINUTE

The Sub-Committee considered the minute of meeting of the Education and Children's Services Sub-Committee of 7th September, 2021.

Decision

The Sub-Committee agreed to approve the minute.

235. MINUTES

The Sub-Committee considered the minutes of meetings of the Education Appointment Committee of 24th, 29th and 30th September and 4th October, 2021.

Decision/

Decision

The Sub-Committee noted the minutes.

236. REVIEW OF THE MOTHBALLING OF MILTON OF BALGONIE PRIMARY SCHOOL

The Sub-Committee considered a report by the Executive Director, Education and Children's Services providing the outcome of the formal review of the mothballing of Milton of Balgonie Primary School.

Decision

The Sub-Committee agreed:-

- (1) to continue with the existing mothballing arrangements for Milton of Balgonie Primary School;
- (2) that, during the mothballing period, any children wishing to enrol at Milton of Balgonie Primary School would continue to be offered a place at Coaltown of Balgonie Primary School and provided with free transport if they met the distance criteria; and
- (3) that a further review by the Education Service would take place in June 2022, reporting the outcomes to the earliest relevant and available Committee of the Council thereafter.

237. EARLY LEARNING AND CHILDCARE – ADMISSIONS

The Sub-Committee considered a report by the Executive Director, Education and Children's Services providing the results of the 2020/21 Early Learning and Childcare (ELC) Consultation and an update on future consultation relating to – amending the priority criteria within the ELC Admissions Policy; providing further detail regarding the decision that the Education Service agreed discretionary deferrals delivered through a partner provider; and detailing the deferral process from the initial application through to decision.

Decision

The Sub-Committee:-

- (1) noted the outcomes of the ELC Consultation, detailed in Appendix 1 of the report, and that they would be reflected in the ELC offer and Admissions process for 2022/23;
- (2) agreed that use of the biennial ELC Consultation was the most appropriate mechanism to consult with parents/carers regarding any change to application priority levels within the ELC Admissions Policy;
- (3) noted the action taken in response to the Scottish Government invite for notes of interest in the P1 Deferral Pilot and agreed that officers progress with the work required to deliver the pilot, as Fife Council had now been invited to become a funded pilot authority for 2022-23; and
- (4)/

2021 ECS 101

- (4) noted the P1 deferral process, from the initial application through to decision.

238. EDUCATION & CHILDREN'S SERVICES SUB-COMMITTEE FORWARD WORK PROGRAMME

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

Decision

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

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

26 October 2021

9.00am – 11.30am

PRESENT: Councillors Rosemary Liewald, Mary Lockhart, Shelagh McLean,
Head of Service, Lesley Henderson, Education Manager, Claire
Gaffney, Parent Representative, Emma Rae, Parent
Representative.

149. **EXCLUSION OF PUBLIC AND PRESS**

Decision

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

150. **HEADTEACHER – TREETOPS FAMILY NURTURE CENTRE**

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

Decision

Agreed to recommend the appointment of Lynn Berry, currently Acting Headteacher at Treetops Family Nurture Centre, Inverkeithing.

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

24 November 2021

12.00pm – 15.30pm

PRESENT: Councillors Colin Davidson, Alistair Suttie, Angela Logue, Head of Service, Sarah Else, Education Manager, Emma Baillie, Parent Council.

151. EXCLUSION OF PUBLIC AND PRESS

Decision

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

152. HEADTEACHER – LEUCHARS PRIMARY SCHOOL

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

Decision

Agreed to recommend the appointment of Richard Teall, previously Headteacher at Killin and Crainlarich Primary Schools, Stirling .

28 January 2022

Agenda Item No.5

National Health & Wellbeing Census

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

Wards Affected: All

Purpose

To inform Elected Members of the arrangements in place for Fife Council to undertake the Scottish Government National Health and Wellbeing Census and to respond to the decision of Fife Council by providing information on the proposed content and processes associated with implementation, for decision.

Recommendation(s)

It is recommended that members:

- (1) note the reasons for implementing the National Health & Wellbeing Census in Fife.
- (2) note the overall range of key themes included within the questions.
- (3) agree the range of age-appropriate questions that children and young people will be asked.
- (3) note the Data Protection arrangements and that data about children and young people will be collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area.

Resource Implications

Officer and staff time will be required to undertake the National Health & Wellbeing Census in Fife. However, there are no direct resource implications relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not undertake a survey, the Fife specific data will not be available to the Authority to help us to understand the wellbeing and needs of our children and young people or to inform our work to improve services for children and families.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose introduction of a policy or a change to existing policy.

Consultation

Consultation with young people and the adults around them is a constant feature of our Our Minds Matter work. This pupil survey will be a key aspect of this.

1.0 Background

- 1.1 At its meeting of 2nd December, 2021, Fife Council:
- a. noted the proposed Scottish Government Health & Wellbeing Survey
 - b. noted the controversial and inappropriate nature of some of the questions therein
 - c. noted that at least one other council has declined to use this survey on the grounds that other pre-existing surveys render it unnecessary
 - d. agreed to postpone Fife Council's participation in the survey until the Education and Children Services Sub-Committee can consider a report on the survey covering the following matters: -
 - 1) why this survey is necessary in Fife
 - 2) what questions will be asked of which year groups in schools
 - 3) who will see any data collected
 - 4) what use will be made of that data
 - 5) what data protection measures will be in place

2.0 Issues and Options

- 2.1 **Why this survey is necessary in Fife**
- 2.1.1 Plans have been developed to implement the Scottish Government National Health and Wellbeing Census with Fife young people in the target range, during school session 2021/22. This will be the first opportunity we have had to use the survey, as implementation was delayed nationally due to the COVID pandemic.
- 2.1.2 This census is designed to help us to promote and/or improve the well-being of children and young people in Fife, which is a specified duty within the Local Government in Scotland Act 2003. The results of the census will help us to understand the wellbeing and needs of children and young people in Fife and will inform our work to improve services for children and families. Gathering this information is especially important, at this time, to help us to form an accurate picture of young people's wellbeing after the pandemic and to help us to plan to support their recovery.
- 2.1.3 The content of the census was developed (across several years, for use across Scotland) by representatives and experts across academia with extensive experience in conducting Health and Wellbeing research with children and young people. This group included representation from Education Scotland, Local Authorities and schools. NHS experts from Greater Glasgow and Clyde Health board were involved in the production of the Relationships, Sexual Health and Parenthood (RSHP) materials.

- 2.1.4 The questionnaires which make up the census have been ethically approved by independent researchers within the Scottish Government.
- 2.1.5 The questions asked vary according to the age of the children, and the Scottish Government has confirmed that these questions are age appropriate. Pupils will be supported in school if they wish to take part.
- 2.1.6 A range of other surveys has, in the past, been used with groups of Fife young people. This has included:
- Fife's PupilWise Survey – designed to seek young people's views of their school experience.
 - The Schools Health and Wellbeing (SHINE) network survey, which aims to support schools in understanding young people's wellbeing needs with a focus on mental health.
 - The Scottish Schools Adolescent Lifestyle and Substance Use (SALSUS) Survey. The most recent data from this survey was collated in 2018. SALSUS has now been superseded by the National Health and Wellbeing Census.
- 2.1.7 There is no suitable alternative, equivalent survey available for use across Scottish Education which covers the breadth of topics offered by the census.

2.2 Questions

- 2.2.1 The plan is that Primary 5 – S6 children and young people will be invited to fill in an optional online health and wellbeing survey during this academic year. The questionnaire will be completed during school time, taking around 20-40 minutes depending on the age of the child. Completing this survey in school ensures that young people will receive support if they have any questions or concerns around the survey.
- 2.2.2 Initially, the timeline for the surveys to be implemented in Fife was planned as follows:
- S4 -S6 Young People – Pre Christmas
 - S1- S3 Young People and P5-P7 Young people – January to March.
- (S4-S6 young people were to be invited to share their views via the survey before Christmas so that this would not overlap with their preparations for prelims and exams between January and May. Some secondary schools, where assessments with S4-S6 pupils had been planned before Christmas, were due to administer the survey post-Christmas.)
- 2.2.3 The March deadline for completion was to ensure that the aggregated results, produced from the census, could be shared with Fife schools to feed effectively into their improvement planning process, which informs plans for the following school session and beyond.
- 2.2.4 The census includes questions relating to:
- Physical Activity
 - Health
 - Emotional Wellbeing
 - Sleep
 - Eating Habits

- Social Media Use
- Bullying
- Family
- Substance Use (Secondary Only)

2.2.5 A range of key themes are included within the questions. Children and young people will be asked questions that cover a wide range of topics as summarised in the following table:

<ul style="list-style-type: none"> • attitudes to school • perceptions of achievement • perceptions on the pressure of schoolwork • physical activity/exercise • eating behaviours • general health • general wellbeing (life satisfaction) • physical or mental health condition 	<ul style="list-style-type: none"> • sleep pattern • feeling of discrimination • relationship with peers • self-perception (body image) • experience of social media and being online • relationships with family / environment • relationships with parents/carers • resilience 	<ul style="list-style-type: none"> • involvement in decision making • involvement in positive activities • caring responsibilities • experience of bullying • aspirations and career planning • involvement in positive activities • sedentary behaviour • perception on places to play
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2.2.6 Some topics are only asked of certain groups of young people:

<p><i>At S2 and above:</i></p> <ul style="list-style-type: none"> mental wellbeing use of alcohol use of tobacco 	<p><i>At S4 and above:</i></p> <ul style="list-style-type: none"> use of drugs relationships and sexual health
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2.2.7 The questions asked vary under the different themes, according to the age of the young person taking the survey. A list of these questions is provided in Appendix 1. Red shaded areas indicate where questions are **not** asked to particular year groups of children.

2.2.8 The question path also varies in some places depending on the answers given by the children. An example of this in the Sexual Health section is outlined in Appendix Two.

2.3 Data protection measures and Use of data

2.3.1 The individual data about children and young people is being collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area.

2.3.2 This information about children and young people will help us to:

- plan and deliver better policies for the benefit of Fife's children and families, or specific groups
- better understand some of the factors which influence the outcomes for children
- target resources better
- enhance the quality of research to improve the lives of people in Fife

- provide a window on society

- 2.3.3 All information will be highly confidential and secure. Information that allows individual children or young people to be identified will not be published, or made publicly available, nor will data be routinely used to take any direct actions for individual children and young people as a result of the information they provide.
- 2.3.4 No one other than a very small team of analysts and IT support staff within each local authority will see the answers provided by children and young people. These staff are trained to keep data safe, confidential and anonymous. Children and young people will not be asked to type their name into the survey. Their answers will be stored securely, and their schools, teachers or parents/carers will not see any of the answers provided by individual children and young people.
- 2.3.5 However, we have Child Protection responsibilities and if analysts see anything in the answers provided by a child/children or young people that raises concerns, they may need to do something to help protect these individuals. This would be the only circumstance in which the identity of an individual child or young person would be sought. This would be done by identifying these individuals from a separate database that holds the names of children and young people together with their Scottish Candidate Number, which we will have access to as a local authority. This will not happen very often, so it is highly unlikely that anyone will contact children, young people or their families.

2.4 Sexual Health Section

- 2.4.1 We recognise that the Sexual Health section of the report has been of particular interest when reflecting upon the content of the census.
- 2.4.2 In reviewing this section it may be useful to consider the reason for asking these questions within the context of Young People's Sexual Health.
- 2.4.3 Teenage pregnancy rates are gradually being reduced in Scotland. In Fife, the rates have reduced significantly since 2010 but remain higher than many other local authority areas. The most recent public health data shows that Fife is the fifth highest council area in terms of teenage pregnancies.
- 2.4.4 Unplanned pregnancies, HIV, Hepatitis and sexually transmitted infections remain significant public health concerns.
- 2.4.5 Local data on key factors such as pregnancies, terminations, STIs and blood borne viruses is limited (often time-lagged due to the process required to verify data) and primarily focused on treatment and outcome data. For example, the most recent Public Health data in this area dates back to 2019 published in 2021.
- 2.4.6 Information on the risk-taking behaviours that can lead to these health concerns, more targeted and preventative actions, is scarce and often difficult to gather. This gap in data is of particular concern as the impacts of the pandemic are not fully understood yet. Young people may need us to modify some of our supports and practices to respond better to their needs.
- 2.4.7 Sexual Health responses garnered via the HWB Census questions would help us to develop a more rounded understanding of the range of Fife young people's sexual experiences and behaviours and the ways in which they might benefit from access to further layers of information or supports.

3.0 Potential Next Steps

- 3.1 Local authorities have scope to make modifications to the content of the survey but must give careful consideration if undertaking this as alterations will affect a) the ability to compare results across Scotland and b) the young people's experience of the survey. Individual questions can be removed, or altered, and additional questions can be added.
- 3.2 To address the queries in relation to the Sexual Health section there is an option to make some modifications to that section. For example, two additional questions could be inserted after the initial two questions of that section, which are about healthy relationships. As follows:

Current Question One:

Currently Have a Boyfriend/Girlfriend

Do you currently have a boyfriend/girlfriend?

Current Question Two:

Healthy Relationships

Does your current boyfriend/girlfriend do any of the following things?

- Makes you feel safe and respected?
- Encourages you to do something you enjoy?
- Constantly checks where you are?
- Puts you down when you are together or in front of other people?
- Comments negatively on how you dress?
- Tries to or limits the time you spend with friends?
- Puts pressure on you to do sexual things?

Optional New Question a:

Have you had any sexual experiences with a boyfriend or girlfriend?

- Prefer not to say

- No

- Yes

Optional New Question b:

Would you be willing to answer any questions about your sexual experiences?

- No

- Yes

- 3.3. The aim of introducing these additional questions would be to introduce more filtering stages to the flow of questions which young people experience. This would in effect mean that young people who preferred not to be asked these questions or who had no sexual experience would not be asked the subsequent questions in this section.

4.0 Conclusions

- 4.1 Plans are currently paused to implement the Scottish Government National Health and Wellbeing Census with Fife young people in the target range during school session 2021/22. Modifications are possible to the implementation plans.
- 4.2 A range of key themes are included within the questions. Children and young people will be asked questions that cover a wide range of topics, with some topics only asked of certain groups of young people.
- 4.3. All information will be confidential and secure and collected for statistical and research purposes only.

List of Appendices

1. Equality Impact Assessment Summary Report
2. National Health & Wellbeing Census - Survey Questions
3. Sexual Health Section – Diagram of Progression Through Questions

Background Papers

The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973: - None

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Equality Impact Assessment Summary Report

<p>Which Committee report does this IA relate to (specify meeting date)?</p> <p>Education & Children's Services Sub Committee</p> <p>28 January 2022</p>
<p>What are the main impacts on equality?</p> <p>None. The report seeks approval to undertake a survey of groups of children & young people.</p> <p>The survey is voluntary and will be offered to all children & young people within the relevant age groups, across all education sectors, with any support for completion provided, as necessary.</p>
<p>What are the main recommendations to enhance or mitigate the impacts identified?</p> <p>N/A</p>
<p>If there are no equality impacts on any of the protected characteristics, please explain.</p> <p>The report seeks approval to undertake a survey aimed at all young people within the relevant age groups.</p> <p>Questions are age specific and support is available to ensure all can/have the opportunity to take part.</p>
<p>Further information is available from: Name / position / contact details:</p> <p>Shelagh McLean</p> <p>Head of Education & Children's Services</p> <p>Shelagh.mclean@fife.gov.uk</p>

Appendix 2 – Census Questions

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Alcohol	Where drink alcohol	When you drink alcohol, where are you USUALLY? YOU CAN CROSS MORE THAN ONE BOX IF THIS APPLIES TO YOU In a pub or bar In a club or disco At a party with friends At my home At someone else's home Out on the street, in a park or other outdoor area Somewhere else	N	N	N	N	N	N	N	N	N	Y
Alcohol	Allowed to drink alcohol at home	Do your parents/carers allow you to drink alcohol at home? Yes, always Yes, sometimes No, never Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Alcohol	Who buys alcohol	The last time someone bought you alcohol, who was it? No one has ever bought me alcohol My brother or sister A friend of my own age A friend older than me A friend younger than me My boyfriend/girlfriend My mother, father or carer My father's partner or mother's partner Someone I knew of, but didn't know personally A stranger Someone else Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Alcohol	Where and how buy alcohol	Where do you USUALLY get your alcohol from? I buy it in a pub or bar I buy it in a club or disco I buy it from an off-licence I buy it from a shop I buy it from a supermarket I buy it from a website / online / internet I get it from a friend I get it from a relative From home (either with or without permission) Some other way Prefer not to say	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Alcohol	Frequency of drinking alcohol, by type	At present, how often do you drink anything alcoholic, such as beer, wine or spirits? Try to include even those times when you only drink a small amount. Please tick one circle for each line Every day Every week Every month Rarely Never Beer or lager Wine or champagne Alcopops (like Smirnoff Ice, Bacardi Breezer, WKD) Spirits (like whisky, vodka) Cider Fortified (strong) wine like sherry, martini, port, Buckfast Any other drink that contains alcohol	N	N	N	N	N	N	N	N	N	Y
Alcohol	Frequency of drinking alcohol	How often do you USUALLY have an alcoholic drink? More than once a week About once a week About once a fortnight About once a month Only a few times a year I never drink alcohol now	N	N	N	N	Y	N	Y	N	N	N
Area factors	Feeling safe when out in area	Generally speaking, I feel safe in the area where I live... Always Most of the time Sometimes Rarely or Never Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Area factors	Agreeing that you live in a good place	Do you think that the area in which you live is a good place to live? Yes, it's good It's OK No, it's not good Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Aspirations and career planning	Wanting to remain in education post 16	Now looking ahead, when do you think you want to leave school / full time education? I want to leave school as soon as I can (e.g. at the end of S4) I want to continue with my full time education (e.g stay on into S5 or go to college) I'm not sure at the moment Prefer not to say	N	N	Y	Y	Y	Y	Y	N	N	N
Aspirations and career planning	Expected destination on leaving school	What do you think you will be doing as soon as you leave secondary education (usually in S4, S5 or S6)? Prefer not to say University Further Education College Apprenticeship or Trade Youth Training or Skill Seekers Employment Unemployed Don't know Other	N	N	N	Y	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Attitudes to school	Enjoying learning at school	<p>And now some questions about your life at school and what you think you will do when you leave school.</p> <p>Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence.</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say</p> <p>I enjoy learning new things I feel like I have a choice in what I am learning at school Getting an education is important to me My teachers listen to what I have to say I have an adult to talk to at school if I am worried about something.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Attitudes to school	Looking forward to school	<p>Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence.</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say</p> <p>I feel like my teachers treat me fairly My parents (or carers) really care about my education I feel confident to speak up in class, ask questions and share my opinion Most of the time, I am happy at school I feel positive about my future.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Bullying others	Bullying of other pupils in last month	<p>How often have you taken part in bullying another pupil(s) at school in the past couple of months? Not at all / Once or twice / Around two or three times a month / Once a week / Several times a week / Prefer not to say.</p>	Y	Y	Y	Y	Y	Y	N	N	N	N
Bullying others	Cyberbullying of other pupils in last few month	<p>In the past couple of months, how often have you taken part in online bullying (e.g. sent mean instant messages, email or text messages, wall postings, created a website making fun of someone, posted unflattering or inappropriate pictures online without permission or shared them with others)?</p> <p>I have not bullied another person online in the past couple of months It has happened once or twice Two or three times a month About once a week Several times a week Prefer not to say</p>	N	N	N	Y	Y	Y	N	N	N	N
Caring responsibilities	Disability, long-term illness or health problem of co-habiting family member	<p>Does anyone who you live with have any of the following? PLEASE TICK ALL THAT APPLY. PLEASE LEAVE BLANK IF YOU PREFER NOT TO SAY</p> <p>A disability A long-term illness A mental health problem None of the above</p>	N	N	N	Y	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Caring responsibilities	Caring responsibilities	Do you care for, or look after, someone? For example, because they have a disability, an illness, a drug or alcohol problem, a mental health problem, or problems related to old age. Yes No Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Caring responsibilities	Frequency of providing care	Do you help care for, or look after them.....? Every day A couple of times a week Once in a while Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Drugs	Ever taken drugs	We would now like to ask you some questions about drugs. By "drugs" we mean illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you. We don't mean medicines that your doctor prescribed you or that you can buy in the pharmacy/chemist. Have you ever taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you? Yes No Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Drugs	Frequency of use of drugs	How often do you use drugs? I have only taken drugs once I used to take drugs sometimes but I don't take them anymore I take drugs a few times a year I take drugs once or twice a month I take drugs at least once a week or more Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Drugs	Taken drugs in the last year	Have you taken any drugs in the last year? Yes No Prefer not to say	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4	
Drugs	Type of drug taken in last year	Which (if any) of these drugs have you taken in the last year? Please tick ALL that apply or leave blank if none apply or you prefer not to say. Cannabis (Weed, Skunk, Green, Hash, Blow, Joints, Marijuana) Gas, Glue or Other Solvents Amphetamines (Speed, Whizz, Sulph, Paste) Ecstasy (E, Eccies, XTC, Pills) Cyroban (Cy, Cyber, CBan) Benzos (Valium, Vallies, Blues, Whites, Yellows, Xanax) Heroin (Smack, Kit, H, Brown, Skag) Magic Mushrooms (Shrooms) Methadone (Physeptone, Meth) MDMA crystals/crystals (Mandy, Molly, Madman) Cocaine (Coke, Charlie, C, Proper, Council) Anabolic Steroids (Roids) Unknown White Powders (Gear) Ketamine (Ket, K) Synthetic Cannabinoids (SPICE, RedExodus, Mamba) LSD (Acid, Blotters) 2C (2CB, 2CI, 2CE) Diet Pills Tanning Pills Other drugs including prescription drugs not prescribed to you	N	N	N	N	N	N	N	N	N	N	Y
Eating behaviours	How often eat breakfast - weekdays	How often do you usually have breakfast on weekdays (more than a glass of milk or fruit juice)? I never have breakfast during weekdays One or two days Three or four days Every day Prefer not to say	Y	Y	Y	Y	Y	Y	N	Y	Y	N	
Eating behaviours	How often eat breakfast - weekends	How often do you usually have breakfast at weekends (more than a glass of milk or fruit juice)? I never have breakfast during the weekend I usually have breakfast on only one day of the weekend (Saturday or Sunday) I usually have breakfast on both days of the weekend (Saturday and Sunday) Prefer not to say	Y	Y	Y	Y	Y	Y	N	Y	Y	N	
Eating behaviours	Frequency of eating or drinking various foods	How often do you usually eat or drink... Please tick one circle for each line or leave blank if you prefer not to say Never Once a week or less 2-4 days a week 5-6 days a week At least once a day Fruit Vegetables Fruit juice or smoothies Sweets or chocolate Cakes or biscuits Crisps Chips or fried potatoes Water Coke or other soft drinks that contain sugar Energy drinks (e.g. Red Bull, Lucozade, Monster)	Y	Y	Y	Y	Y	Y	N	Y	Y	N	

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Eating behaviours	Frequency of eating main meals with family	How often do you and the people you live with usually have meals together? 1 Every day 2 Most days 3 About once a week 4 Less than once a week 5 Never 6 Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Feeling Hungry / Economic inclusion (poverty)	Being hungry	Some children and young people go to school or to bed hungry. How often does this happen to you? 1 O Always 2 O Often 3 O Sometimes 4 O Never 5 O Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Experience of Bullying and fighting	Bullied in last year	Have you been bullied in the last year? Yes / No / Prefer not to say	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Location of bullying	Where have you been bullied? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY. At school / Somewhere else (including on the way to and home from school) / Online/Social media/Gaming platform	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Ways in which bullied in person or online/social media	If yes – how were you bullied? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY In person Name calling Rumours spread Hurtful comments Threats Pictures or videos of you shared with others Embarassed or made to feel foolish Physically hurt	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Frequency of being cyber bullied, recent	How often do other children pick on you by sending emails, through messaging or posting somethingonline? Most days About once a week About once a month Every few months Never Prefer not to say	N	N	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Reporting of bullying	Did you report the bullying to anyone? Yes / No / Prefer not to say	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Outcome of reporting of bullying	Did reporting the bullying to anyone.....? Make the situation better / Make the situation worse / Nothing changed / Prefer not to say	Y	Y	Y	Y	Y	Y	N	N	N	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Family relationships/environment	Enjoyment of being with family	How often do you enjoy being with the people you live with? 1. Always 2. Often 3. Sometimes 4. Never 5. Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Family relationships/environment	Confiding in a family member, friend, neighbour, medical professional, social worker or trusted adult - part 1	How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say Easy Difficult Does not apply to me Friend(s) Mum / female carer Dad / male carer Brother(s) / Sister(s) Counsellor (someone who is trained to listen and give you advice about your problems or help you manage your feelings) GP or Nurse Teacher(s)	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Family relationships/environment	Confiding in a family member, friend, neighbour, medical professional, social worker or trusted adult - part 2	How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say Easy Difficult Does not apply to me Neighbour(s) Youth Worker Other family members (e.g. grandparent(s)) Social Worker Another adult you trust Club or Group leader (e.g. sports coach, girl guides, boys brigade, scouts, etc.)	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Gambling	Spending money on gambling activities	Have you spent any of YOUR money on any of the following in the last month? We want to know about games you played yourself. PLEASE READ THE LIST CAREFULLY AND SELECT ALL OF THE ACTIVITIES THAT YOU HAVE TAKEN PART IN, OR LEAVE BLANK IF YOU PREFER NOT TO SAY Taking part in a lottery for example National Lottery Lotto (the main National lottery draw), Health Lottery, Postcode Lottery, Scratchcards, Euromillions, Thunderball, Hotpicks Personally placing a bet at a betting shop for example visiting a bookies to bet on football or horse racing Gambling websites or apps where you can win real money or other prizes for example poker, casino games, bingo, betting on sport or racing Fruit machines (puggies, slot machines) at an arcade, pub or club Private betting with friends for example playing cards or placing a private bet for money on the outcome of an event Bingo at a bingo club or somewhere else, for example social club, holiday park Visiting a betting shop to play gaming machines Visiting a casino to play casino games Any other type of gambling None of the above	N	N	N	N	N	Y	N	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
General health	Scale rating of general health	In general how would you say your health is? 1 Excellent 2 Good 3 Fair 4 Poor 5 Prefer not to say.	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
General wellbeing (life satisfaction)	From Huebner Student's life satisfaction scale, 3-item	Please say how much you agree or disagree with each of the sentences. Please tick one circle for each question. My life is just right I wish I had a different kind of life I have what I want in life Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Involvement in decision making overall	Perception that views are listened to and taken into account in decision	These next questions ask you about adults, such as your parents/carers, grandparents, teachers, youth workers, sports coaches, Scouts/ Guides leaders. Agree Neither agree nor disagree Disagree Don't know How much do you agree or disagree with the following statements? A Adults are good at listening to what I say B Adults are good at taking what I say into account	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Long term health condition	Physical or mental health condition or long term illness	Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more? Yes No Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Mental health	WEMWBS (validated wellbeing scale, 14 items): mean score	WEMWBS Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks. None of the time Rarely Some of the time Often All of the time I've been feeling optimistic about the future I've been feeling useful I've been feeling relaxed I've been feeling interested in other people I've had energy to spare I've been dealing with problems well I've been thinking clearly	N	N	N	N	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Mental health	WEMWBS (validated wellbeing scale, 14 items): mean score	<p>WEMWBS Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.</p> <p>None of the time Rarely Some of the time Often All of the time</p> <p>I've been feeling good about myself I've been feeling close to other people I've been feeling confident I've been able to make up my own mind about things I've been feeling loved I've been interested in new things I've been feeling cheerful</p>	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 1	<p>The next set of questions ask you about how you feel and things that you do, to help understand your strengths and difficulties (on separate page)</p> <p>For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.</p> <p>Please tick one circle on each line.</p> <p>a) I try to be nice to other people. I care about their feelings b) I am restless, I cannot stay still for long c) I get a lot of headaches, stomach-aches or sickness d) I usually share with others (food, games, pens etc.) e) I get very angry and often lose my temper</p>	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 2	<p>For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.</p> <p>Please tick one circle on each line.</p> <p>a) I am usually on my own. I generally play alone or keep to myself b) I usually do as I am told c) I worry a lot d) I am helpful if someone is hurt, upset or feeling ill e) I am constantly fidgeting or squirming</p>	N	N	N	N	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 3	For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I have one good friend or more b) I fight a lot. I can make other people do what I want c) I am often unhappy, downhearted or tearful d) Other people my age generally like me e) I am easily distracted, I find it difficult to concentrate	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 4	For each item please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I am nervous in new situations. I easily lose confidence b) I am kind to younger children c) I am often accused of lying or cheating d) Other children or young people pick on me or bully me e) I often volunteer to help others (parents, teachers, children)	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 5	For each item please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I think before I do things b) I take things that are not mine from home, school or elsewhere c) I get on better with adults than with people my own age d) I have many fears, I am easily scared e) I finish the work I'm doing. My attention is good	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	WEMWBS / Stirling wellbeing scale for younger children	Below are some sentences about yourself. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence or leave blank if you prefer not to say. Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree In general, I like who I am I am proud of the things I can do When I do something, I try my hardest I feel like I can make decisions in my life Generally, I feel cheerful and I am in a good mood There are lots of things that I worry about in my life Even if I'm having a difficult time, I feel like I will be OK	Y	Y	Y	Y	N	N	N	N	N	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Mental health	Frequency of feeling confident	Over the past 2 weeks how often have you been feeling confident? None of the time / Rarely / Some of the time / Often / All of the time.	Y	Y	Y	Y	N	N	N	N	N	N
Mental health	Loneliness	How often do you feel lonely? Hardly ever or never Some of the time Often Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Peer relations	Number of close friends	How many close friends would you say you have? None One Two Three or more Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Peer relations	Peers support, sharing, fun	Below are some sentences about your relationship with your friends. Please say whether you agree or disagree with each sentence. Please tick one circle for each question or leave blank if you prefer not to say Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree I have a lot of fun with my friends I am confident in sharing my opinions with my friends My friends treat me well I feel my friends make me do things I don't want to do	Y	Y	Y	Y	Y	Y	N	N	N	N
Peer relations	Peers support and contentment with friends	Below are some sentences about your relationship with your friends. Please say how much you agree or disagree with each sentence. Please tick one circle for each question or leave blank if you prefer not to say Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree If a friend was being bullied, I would help them or tell someone who would help them My friends will help me if I need it I am happy with the friends that I have Most of the time, I have enough money to do the same things as my friends I feel supported by my friends	Y	Y	Y	Y	Y	Y	N	N	N	N
Peer relations	Feeling left out of things	How often do you feel left out of things? Hardly ever or never Sometimes Often or always Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Physical activity/exercise	Amount of physical activity yesterday	For this next question, add up all the time you spent doing physical activity yesterday? None Less than half an hour Between half an hour and 1 hour 1 to 2 hours 2 hours or more Prefer not to say.	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Physical activity/exercise	Frequency of exercise so out of breath or sweaty at home / out of school	How often do you usually do any physical activity in your free time (outside school hours) so much that you get out of breath or sweat? Every day 4 to 6 times a week 2 to 3 times a week Once a week At least once a month but not every week Less than once a month Never Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Play	Places to play outdoors	Are there places near where you live where you can play outdoors? Yes - lots Yes - some No Prefer not to say	Y	Y	Y	Y	Y	N	N	N	N	N
Positive activities	Activities taken part in such as youth, religious, voluntary groups	Which, if any, of these things have you done in the last year? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY Taken part in the buddying/mentoring programme at school Done voluntary work Taken part in a charity event Taken part in a drama / acting / singing / dancing group Taken part in a religious activity (e.g. Church service, Scripture Union, Quran classes) Attended a youth organisation (e.g. Boys or Girls Brigade, Scouts, Girl Guides, etc.) Duke of Edinburgh Sports clubs None of the above	N	N	N	Y	Y	Y	N	N	N	N
Pressure of school work	Feeling strained or pressured by schoolwork	How pressured (stressed) do you feel by the schoolwork you have to do? 1 Not at all 2 A little 3 Some 4 A lot 5 Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Resilience	Even if having a difficult time, feeling OK	Please say how much you agree or disagree with this sentence: "Even if I am having a difficult time, I feel like I will be OK." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say	N	N	N	N	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Resilience	Presence of trusted adult	Do you have an adult in your life who you can trust and talk to about any personal problems? 1 No, I don't 2 Yes, I sometimes do 3 Yes, I always do 4 Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sedentary behaviour	Amount of free time spent sitting	Outside school hours, how many hours a day do you usually spend sitting (e.g. watching TV, using a computer or mobile phone, travelling in a car or by bus, sitting and talking, eating, studying)? Please be aware that if activities take place at the same time (e.g. watching TV whilst talking) these only count once. Please tick one circle for weekdays and one circle for weekend 1 <input type="radio"/> None at all 2 <input type="radio"/> About half an hour a day 3 <input type="radio"/> About 1 hour a day 4 <input type="radio"/> About 2 hours a day 5 <input type="radio"/> About 3 hours a day 6 <input type="radio"/> About 4 hours a day 7 <input type="radio"/> About 5 hours a day 8 <input type="radio"/> About 6 hours a day 9 <input type="radio"/> About 7 hours or more a day	N	N	N	Y	Y	Y	Y	Y	Y	N
Self perception (body image)	Happy with looks and body image	Please say how much you agree or disagree with this sentence: "I am happy with my body and the way I look." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Self perception (body image)	How body and looks affect how I feel	Please say how much you agree or disagree with this sentence: "My body and the way I look affects how I feel about myself." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Sexual health	Currently have a boyfriend/girlfriend	Do you currently have a boyfriend/girlfriend? Yes No Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Sexual health	Healthy Relationships	Does your current boyfriend/girlfriend do any of the following things? Please tick one box on each line Often Quite often Occasionally Never Prefer not to say Makes you feel safe and respected? Encourages you to do something you enjoy? Constantly checks where you are? Puts you down when you are together or in front of other people? Comments negatively on how you dress? Tries to or limits the time you spend with friends? Puts pressure on you to do sexual things?	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Sexual experience	People have varying degrees of sexual experience. How much, if any, sexual experience have you had? None Small amount (e.g. kissing, some intimate touching on top of clothes) Some experiences but no sexual intercourse (e.g. touching intimately underneath clothes or without clothes on) More experiences, including oral sex Vaginal or anal sex Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Condom use, last time	The most recent time you had vaginal or anal sex (penetrative sex), did you or the other person use a condom? This question does not apply to me Yes No Don't know Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Contraception use, last time	The most recent time you had penetrative vaginal sex, did you or the other person use anything to prevent pregnancy? This question does not apply to me Yes No Don't know Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Type of regular, reliable contraception, last time	The most recent time you had penetrative vaginal sex, which of these forms of contraception did you or the other person use to prevent pregnancy? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF NONE APPLY OR YOU PREFER NOT TO SAY Condom Implant Hormonal coil (intrauterine system or hormonal coil) Non-hormonal coil (intrauterine device, IUD) Injection (e.g. "the jag") Contraceptive pill Hormonal patch Vaginal ring	N	N	N	N	N	N	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Sexual health	Type of other, less reliable contraception, last time	The most recent time you had penetrative vaginal sex, did you or the other person use any of the following to try to prevent pregnancy? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF NONE APPLY OR YOU PREFER NOT TO SAY Fertility app Withdrawal (e.g. pulling out) Emergency contraception Something else Don't know	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Penetrative sex	Have you had vaginal or anal sex (penetrative sex) more than once? Yes No Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Condom use, first time	The first time you had penetrative sex, did you or the other person use a condom? This question does not apply to me. Yes No Don't know Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Age of first sexual intercourse	How old were you when you had sex for the first time? 13 years old or younger 14 years old 15 years old 16 years old or older Don't know Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	First sexual intercourse; attitude and regret	When you first had sex, would you personally say: You wanted it to happen earlier You wanted it to happen at that time You would rather have had it later You did not ask yourself that Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Fist sexual intercourse; influence of drink or drugs	Did you drink alcohol or use drugs before you had sex for the first time? Yes No I do not remember Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Attitudes to relationships	Which of the following best describes you....?? Please tick one circle on each line Doesn't apply to me Fully agree Agree Disagree Totally disagree Prefer not to say I find it easy to say 'no' to having sexual experiences I don't want I find it easy to ask for help regarding sexual health issues I find it easy to get information on sexual health I find it easy to say what I want in relationships	N	N	N	N	N	N	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Sleep	Bedtime on school night	When do you usually go to bed if you have to go to school the next morning? Before 9.00 pm At 9.00 pm or later, but before 10.00 pm At 10.00 pm or later, but before 11.00 pm At 11.00 pm or later, but before midnight At midnight or later, but before 1.00 am At 1.00 am or later, but before 2.00 am At 2.00 am or later Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sleep	Wake up time on a school day	When do you usually wake up on school mornings? Before 05.00a.m.; At 5:00 a.m. or later but before 6:00 a.m.; At 06.00 a.m. or later but before 7.00 a.m.; At 7:00 a.m. or later but before 8:00 a.m.; At 08.00 a.m. or later; Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sleep	Amount of sleep	How many hours sleep did you have last night? Less than 3 hours 3 to 5 hours 6 to 8 hours 9 to 11 hours 12 to 14 hours 15 hours or more Prefer not to say.	N	N	N	Y	Y	Y	Y	Y	Y	N
Smoking	Smoking status	Now read the following statements carefully and select the option which best describes you I have never smoked I have only ever tried smoking once I used to smoke sometimes but I never smoke a cigarette now I sometimes smoke cigarettes now but I don't smoke as many as one a week I usually smoke between one and six cigarettes a week I usually smoke more than six cigarettes a week Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Smoking	Use of e-cigarettes, and frequency	Now read the following statements carefully and tick the box next to the ONE which best describes you. I have never used an e-cigarette / vape I used to use e-cigarettes / vapes but don't use them anymore I have tried an e-cigarette / vape once I have tried e-cigarettes / vapes a few times I use e-cigarettes / vapes sometimes, but no more than once a month I use e-cigarettes / vapes once a week or more Prefer not to say	N	N	N	N	N	N	N	N	N	Y

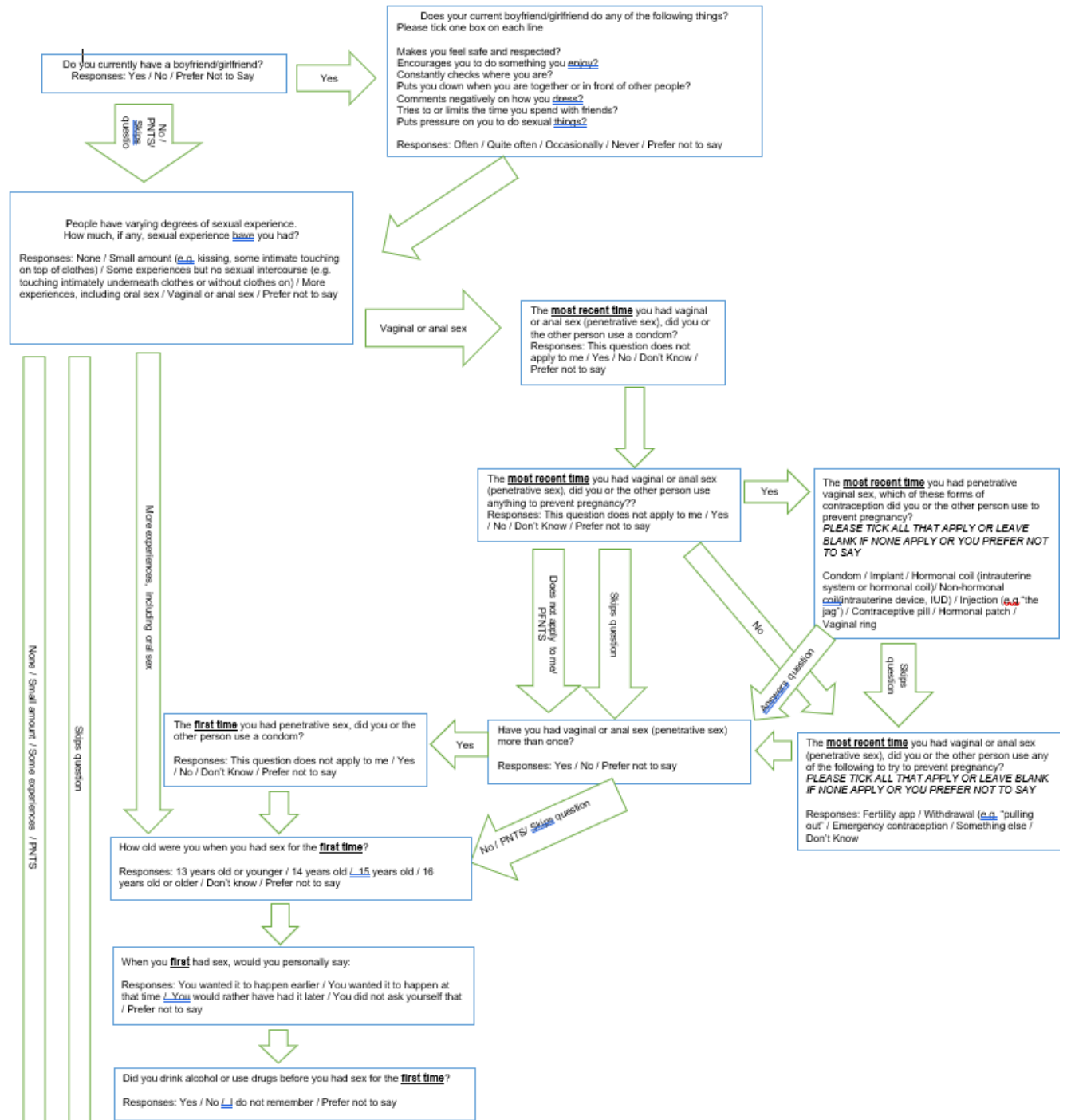
Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4	
Smoking	Source of cigarettes	<p>How do you usually get your cigarettes/tobacco?</p> <p>Please tick more than one box if you OFTEN get cigarettes/tobacco from different people or places. Please leave blank if you prefer not to say.</p> <p>I buy them from a supermarket I buy them from a newsagent, tobacconist or a sweet shop I buy them from a garage shop I buy them from a van, such as an ice cream van or burger van I buy them from some other type of shop I buy them from a street market I buy them from the internet I buy cigarettes/tobacco from friends or relatives I buy cigarettes/tobacco from someone else I ask someone else under the age of 18 to buy me cigarettes/tobacco I ask an adult I know to buy me cigarettes/tobacco I ask an adult I don't know to buy me cigarettes/tobacco Friends give me cigarettes/tobacco My brother or sister gives me cigarettes/tobacco My mother, father or carer gives me cigarettes/tobacco I take cigarettes/tobacco without asking I get cigarettes/tobacco in some other way</p>	N	N	N	N	N	N	N	N	N	N	Y
Smoking	Source of e-cigarettes	<p>How do you usually get your e-cigarettes/vapes/refills?</p> <p>Please tick more than one box if you OFTEN get e-cigarettes/vapes/refills from different people or places. Please leave blank if you prefer not to say.</p> <p>I buy them from a supermarket I buy them from a newsagent, tobacconist, vape shop or a sweet shop I buy them from a garage shop I buy them from a van, such as an ice cream van or burger van I buy them from some other type of shop I buy them from a street market I buy them from the internet I buy e-cigarettes/refills from friends or relatives I buy e-cigarettes/refills from someone else I ask someone else under the age of 18 to buy me e-cigarettes/refills I ask an adult I know to buy me e-cigarettes/refills I ask an adult I don't know to buy me e-cigarettes/refills Friends give me e-cigarettes/refills My brother or sister gives me e-cigarettes/refills My mother, father or carer gives me e-cigarettes/refills I take e-cigarettes/refills without asking I get e-cigarettes/refills in some other way</p>	N	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Smoking	Attempts to buy cigarettes / tobacco	In the last 4 weeks, have you bought or tried to buy cigarettes/tobacco from any kind of shop, supermarket or van? Yes – I bought cigarettes/tobacco from a shop, supermarket or van Yes – I tried to buy cigarettes/tobacco from a shop, supermarket or van but was refused No – I did not buy or try to buy cigarettes/tobacco from a shop, supermarket or van No – I have never tried to buy cigarettes/tobacco from a shop, supermarket or van	N	N	N	N	N	N	N	N	N	Y
Smoking	Cigarettes over past 7 days	How many cigarettes (if any) did you smoke on average each day in the last 7 days? o None o 1-2 o 3-4 o 5-6 o 7-8 o 9-10 o More than 10	N	N	N	N	N	N	N	N	N	Y
Smoking	Frequency of smoking tobacco	How often do you smoke tobacco at present? Every day At least once a week, but not every day Less than once a week I do not smoke Prefer not to say	N	N	N	N	Y	N	Y	N	N	N
Smoking	Frequency of e-cigarettes	How often do you use e-cigarettes / vape at present? Every day At least once a week, but not every day Less than once a week I do not use e-cigarettes / vape Prefer not to say	N	N	N	N	Y	N	Y	N	N	N
Social media and online experience	Access to the internet	Do you have access to the internet at home, on a phone, or another device? Yes No Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Social media and online experience	Amount of freetime spent on electronic devices	In your free time, how long do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE box for each line or leave blank if you prefer not to say. Weekdays Weekends None at all Some of the time (up to 2 hours a day) Quite a bit of the time (3 or more hours a day)	Y	Y	Y	N	N	N	N	N	N	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Social media and online experience	Amount of freetime spent on electronic devices	<p>In your free time, how many hours a day do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE box for each line or leave blank if you prefer not to say. Weekdays Weekends</p> <p>None at all About half an hour a day About 1 hour a day About 2 hours a day About 3 hours a day About 4 hours a day About 5 hours a day About 6 hours a day About 7 or more hours a day</p>	N	N	N	Y	Y	Y	Y	Y	Y	N
Social media and online experience	Type of online activity	<p>Which of the following activities have you done online in the last 2 weeks, even if not very often?</p> <p>Please select ALL the answers that apply or skip this question if you do not go online or prefer not to say</p> <p>Watching videos online Playing games online Listening to music online Looking things up to help with schoolwork Updating your pictures, status or 'story' on social media Browsing other people's pictures, status or 'stories' on social media Messaging, chatting or video-chatting using social media (such as WhatsApp or Snapchat) Something else</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Social media and online experience	Impact of social media on feelings and behaviour	<p>We are interested in your experience with social media. The term social media refers to social network sites (e.g. Facebook, Instagram) and instant messengers (e.g. WhatsApp, Snapchat, Skype, Facebook messenger). During the past year, have you..... Yes No Prefer not to say</p> <p>.....regularly found that you can't think of anything but the moment that you will be able to use social media again?regularly felt dissatisfied because you wanted to spend more time on social media?often felt bad when you could not use social media?tried to spend less time on social media, but failed?regularly neglected other activities (e.g. hobbies, sport) because you wanted to use social media?regularly had arguments with others because of your social media use?regularly lied to your parents or friends about the amount of time you spend on social media?often used social media to escape from negative feelings?had serious conflict with your parents, brother(s) or sister(s) because of your social media use?</p>	N	N	N	Y	Y	Y	N	Y	Y	N

Appendix 3 - Sexual Health Questions Section

Diagram of Progression through questions



28 January 2022

Agenda Item No. 6

Inspection Outcomes

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

Wards Affected: ALL

Purpose

The purpose of this paper is to provide for the Education and Children's Services Committee an overview of the outcomes and key messages from school/early learning centre improvement work and Care Inspectorate Inspections

- Early Learning and Childcare (ELC) settings, Primary, Secondary and Special Schools
- Care Inspectorate within the Early Learning Centres
- Care Inspectorate within Residential Provision
- Care Inspectorate within Out of School/Creche Provision

Recommendation(s)

The Education and Children's Service Committee is asked to:

- Scrutinise the outcomes of the overview; and
- Note areas of success and progress, as well as the actions being taken to ensure continued improvement

Resource Implications

None

Legal & Risk Implications

There are no direct legal/risk implication arising from the report.

Impact Assessment

An impact assessment checklist is not required as this is a performance report.

Consultation

There was no specific consultation related to this report

1.0 Background

- 1.1 The *Care Inspectorate*, formerly known as the Care Commission, is the independent scrutiny and improvement body for care and children's services. It regulates and inspects Care Services, Early Learning and Childcare including nursery classes. The timetable for inspections is organised directly by the Care Inspectorate with no notice given to head teachers/managers and staff prior to the inspection beginning.
- 1.2 On 1st April 2018 Scotland's Health and Care Standards came into effect, replacing the National Care Standards. The Care Inspectorate is required, by law to consider the Health and Social Care Standards when making decisions during our inspections.

The headline outcomes are:

- I experience high quality care and support that is right for me
- I am fully involved in all decisions about my care and support
- I have confidence in the people who support and care for me
- I have confidence in the organisation providing my care and support
- I experience a high-quality environment if the organisation provides the premises

- 1.3 The grades awarded to services at inspections by the Care Inspectorate describe how well those services are performing against quality themes and statements. Inspectors use their professional knowledge and experience, along with the National Care Standards, to determine the most appropriate grades. The Quality themes until April 2019 were as follows:

- Quality of Care and Support
- Quality of Environment
- Quality of Staff
- Quality of Management and Leadership

Since the end of April 2019, the Care Inspectorate Quality indicators have been:

- How well do we support children and young people's wellbeing?
- How good is our leadership?
- How good is our staff team?
- How good is our setting?
- How well is our care and support planned?

Account is also taken of information and intelligence received on the performance of care services: from people who use them, the complaints process, and from notifications received from services about significant events that happen or any major change that affect the service delivered.

- 1.4 It is not uncommon for care services to see their grades change over time, either positively or negatively. Inspectors always inspected on the first Quality Statement in the Quality themes (Care and Support) and now on the first and last theme (How well do we support children and young people's wellbeing? and How well is our care and support planned?). They may then pick other selected additional Quality Statements based on where they judge the service has most room for improvement. It is therefore hard to measure one inspection against another. Continual improvement is

needed to raise the bar, and this is why services are required to undertake their own self-evaluation and improvement activity.

- 1.5 *Education Scotland* inspects in a range of educational establishments, including special schools, early learning and childcare, independent schools, primary schools, residential schools, and secondary schools. Inspections are designed to serve the core purpose of 'improving outcomes for all Scotland's Learners.' All Education Scotland Inspections have been paused since March 202 due to COVID 19.
- 1.6 Education Scotland announced in September 2021 that they would be re-starting external scrutiny activity in two Phases.

Phase 1 October – December 2021

Phase one will include a number of schools and settings who were awaiting the outcome of a further inspection following scrutiny activity before the pandemic. Education Scotland are aware that senior leaders, staff, practitioners, and learners have been working together to take forward a range of improvement activities. HMIE colleagues are keen to engage in discussion with senior leaders and staff about these improvements and also the steps being taken to support COVID-19 recovery.

National Thematic Inspections During this academic year, HMIE will carry out national thematic inspections focused on COVID-19 recovery.

The first three national thematic inspections will focus on the following themes:

- Approaches to supporting children's and young people's wellbeing
- Outdoor learning
- Local approaches to recovery

Phase 2 January 2022 onwards

Individual ELC and school inspections will resume from January 2022. HMIE will continue to take account of COVID-19 recovery and the context in which you have been working during the pandemic. As a result, for the remainder of this school year, inspections will focus on the four quality indicators (QIs) as required for the National Improvement Framework:

- QI 1.3 – leadership of change
- QI 2.3 – learning, teaching and assessment
- QI 3.1 – ensuring wellbeing, equality, and inclusion
- QI 3.2 – raising attainment and achievement

In addition, HMIE will continue to have a focus on safeguarding in each inspection.

HMIE will prioritise time to discuss the impact of the pandemic and the actions your school have in place to support recovery and improvement.

On 3rd December 2021 Education Scotland announced that taking the ongoing challenges settings and schools face dealing with COVID-19 and stakeholder views into account, HMIE will not resume the routine early learning and childcare and school inspection programme as originally planned.

From mid-February, if COVID-19 conditions allow, HMIE will carry out “recovery” visits to support the education sector as it continues to respond to the impact of the current pandemic. They will not report on specific quality indicators or give grades as part of the visit.

- 1.7 Throughout the last session we have continued to support all our establishments through a range of quality improvement processes with school leaders. These processes ensure we are aware of our establishment’s strengths and areas for development. This knowledge is gained from Virtual Learning Partnerships, Improvement Plans for Session 2021 - 2022, Standard and Quality Reports and attainment, attendance and exclusion data gathered from schools.
- 1.8 Also throughout the last session and into this session we have worked collaboratively with Education Scotland and ADES (Association of Directors of Education Scotland) to evaluate our strengths and areas for improvement with our own systems and processes.

2.0 Issues and Options

Education Scotland inspections of Fife Council establishments, session 2020 - 2021

- 2.1 There have been no Education Scotland Inspections throughout this session.

Care Inspectorate Inspections:

- 2.2 Between August 2020 and August 2021, 8 Early Years provisions were inspected by Care Inspectorate. These inspections were across early years provision within primary school and family nurture centres.

Evaluative grades for individual establishments are included in Appendix 1.

- 2.3 Between August 2020 and September 2020, 3 establishments were visited and inspected against Key Questions as stated in 1.3. May 2021 – August 2021 5 establishments were inspected and graded in line with Key Questions linked directly to managing and responding to COVID 19.

- 2.4 Throughout session 2019 – 2020, there were 0 out of school club and 0 creche inspections.

- 2.5 Between August 2020 and June 2021 there was one inspection within the Residential Home/Residential Child Care.

Evaluative grades for this individual establishment are included in Appendix 2.

- 2.6 As part of Phase 1 Education Scotland (Section 1.6) Freuchie Primary School and Beath High School engaged in return visits from HMIE in November 2021, following inspections that took place in 2019.

- 2.7 The outcome of the return visit to Freuchie Primary School was published on 14th December 2021 with HMIE concluding, ‘The school has made very good progress in taking forward all areas of improvement that were identified at the original inspection.’

2.8 The outcome of the return visit to Beath High School was published on 25th January 2022. It stated that staff focus during both periods of school closure was on ensuring that support was available for all young people. Health and wellbeing and mental resilience was a high priority. During the two periods of school closure, young people were well cared for by staff and their learning was supported and resources targeted at those most in need..

It was also recognised that relationships across the school, amongst pupils and with staff, have improved significantly.

Staff have addressed the areas for development from the original inspection successfully. As a result, Education Scotland will make no more visits to the school in connection with the original inspection.

2.9 Queen Anne High School, Beanstalk Family Nurture Centre and Calaiswood Special School participated in the national thematic inspection focussed on *Approaches to supporting children and young people's wellbeing*. We await the publication of the report for this national inspection.

2.10 The two other national thematic inspections – Outdoor Learning and Supporting Recovery did not involve any Fife establishments.

Other evidence of Improvement Support during Session 2020 -2021

2.11 During Session 2020 – 2021 Education Scotland worked collaboratively with the Local Authority, Clusters of Schools, and Individual schools to build capacity in the system and support improvement.

2.12 The following support was planned and delivered by Education Scotland colleagues collaboratively with Local Authority/Education Managers

- Waid Cluster Schools – High quality feedback
- External Scrutiny Primary Schools – Planning, Tracking and Monitoring
- Development of Curriculum – All Secondary Schools
- ASN Review – ASN Team
- Quality Improvement approaches to support recovery - Education Managers
- Early Years Engagement – All early year's settings
- Learning, Teaching and Assessment – St Andrews RC High School
- Follow up to Inspection Support – Freuchie Primary School
- Follow up to Inspection Support – Beath High School and Bell Baxter High School

2.13 This planned support provided opportunity for high quality professional dialogue for school leaders and supported recovery and improvement work in individual schools, across clusters and across Local Authority.

2.14 In September 2021, managers and officers from the Education Service engaged in a collaborative improvement approach with colleagues from ADES and Education Scotland. The focus of this collaborative improvement was to consider aspects of the approach taken in Fife to supporting and challenging our schools, school leaders and their teams, and the impact this is having on school improvement and outcomes for children/young people.

2.13 Key Themes explored through this work were:

- Self-Improving System
- Literacy and Numeracy
- Equity & Quality Improvement Capacity Building
- Learning, Teaching and Assessment Strategy

2.15 Summary of Feedback Received from Collaborative Improvement Model

Strengths

- Confident and empowered leaders within Fife establishments.
- School leaders have ownership of the system and supporting guidance which has evolved in line with national and local context.
- School leaders are actively seeking the support and the challenge that the system is designed to provide.
- Strong culture of Professional Learning supported by a comprehensive Professional Learning & Leadership framework.
- Online professional learning has broadened accessibility for staff across Fife.
- Commitment at LA level to building capacity in the use of improvement methodology to support improvement activity across the system.
- Workshop for Literacy & Conceptual Understanding in Numeracy programmes for leaders and practitioners are based on current research evidence and continue to be regularly reviewed and evaluated. Guidance is well used to support teachers to plan and assess high quality learning and teaching in literacy and numeracy.
- Schools were able to demonstrate they had a continued focus on the cost of the school day as well as closing the poverty related attainment gap.
- Learning with care strategy has moved at pace and this is supporting care experienced young people in schools.
- Promoting Playful Pedagogy is having a positive impact on attainment, transitions, and engagement of children in learning.
- Assessment and moderation networks have been revitalised.

Next steps

- Review aspects of the self-improving system where they may be inconsistencies in approaches that are perceived to be/or are weakening our system.
- Continue to strengthen connection between Professional Learning and Directorate priorities.
- Continue to support the use of Quality Improvement methodologies as fundamental approaches to addressing improvement priorities in schools and early learning centres.
- Build on strength of Pupil Equity Fund (Attainment Scotland Fund) networks to provide continued challenge to schools and to share good practice.
- Refresh renew and relaunch Learning, Teaching & Assessment Strategy and supporting materials, emphasising key features of high-quality learning, teaching and assessment that remain, developments in approaches during pandemic (digital), and also area of need that have increased that we will have a greater focus on.
- Continue to support schools in the development of guidance to share with parents/carers around the conceptual numeracy approach.
- Develop guidance on planning for progression in learning linked to playful pedagogy.

3.0 Conclusions

3.1 Evidence gathered on the performance of our establishments has looked different this session due to no formal Education Scotland Inspections and very few Care Inspectorate inspections. Our internal systems and external opportunities to work collaboratively both locally and nationally has provided strong evidence that our schools and early years settings are focused on improving outcomes for all children and young people.

3.2 Within Fife, we seek continuous and sustained improvement through the engagement and empowerment of school leaders. School leaders are supported and challenged through Learning Partnerships which have been established across all schools. Learning Partnerships:

- Focus on school improvement and improved outcomes for children and young people
- Support strong partnership working between school leadership teams as well as outcomes focussed collaboration
- Provide opportunities to share areas of good practice, expertise, strategies for improvement and offer challenge to achieve continuous improvement
- Support the further development of self-improving systems at local level

To ensure continued support and challenge for all establishments, our Learning Partnership process will continue through a hybrid approach – some visits face to face in school and some virtual activity.

3.3 We will continue to work in collaboration with schools/early years settings within Fife and across the broader South East Improvement Collaborative to continue to improve outcomes for all children and young people in all educational establishments.

3.4 Although prior to COVID inspection activity in schools and centres was increasing, some schools will not have been inspected for a considerable period of time. We cannot and do not wait on inspection activity alone to help secure continuous improvement. Working with professionals across Fife, the Directorate is seeking to ensure that schools and practitioners take increasing ownership for improving practice and, of course, improving outcomes for our children and young people. This is entirely consistent with the national direction of travel in terms of emphasising the importance of schools and Headteachers leading the improvement process through the empowerment agenda.

List of Appendices

1. Evaluative Grades for Care Inspectorate for Early Years Settings Session
2. Evaluative Grades for Care Inspectorate for Residential Settings

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Appendix 1 – Care Inspectorate – Early Years Settings

Service Name	Publication	Quality of care and support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership	Key questions linked to COVID
Gallatown Nursery	09/08/2021					5
Carnegie Primary School Nursery	22/06/2021					3
Rimbleton Primary School Nursery	25/05/2021					4
St Kenneth's RC Primary School Nursery	27/04/2021					5
Sunflower FNC	08/06/2021					5
Viewforth Nursery	21/09/2020		4		4	
Valley Primary School Nursery	27/08/2020	5		5		
Denend Primary School Nursery	24/08/2020	5			5	

3- adequate

4 – good

5 – very good

Appendix 2 – Care Inspectorate – Residential (Ramsey Gardens)

How well do we support children and young people's wellbeing? 5 - Very Good

1.1 Children and young people experience compassion, dignity, and respect 5 - Very Good

1.2 Children and young people get the most out of life 5 - Very Good

1.3 Children and young people's health benefits from their care and support they experience 5 - Very Good

How good is our leadership? 5 - Very Good

2.2 Quality assurance and improvement are led well 5 - Very Good

How good is our staff team? 5 - Very Good

3.3 Staffing levels are right and meet children and young people's needs, with staff working well together 5 - Very Good

How good is our setting? 5 - Very Good

4.3 Children and young people can be connected with and involved in the wider community 5 - Very Good

How well is our care planned? 4 - Good 5.1

Assessment and care planning reflects children and young people's needs and wishes 4 - Good

Education & Children's Services Sub-Committee of 1 March 2022			
Title	Service(s)	Contact(s)	Comments
Secondary School Staffwise Survey Update	Education and Children's Services	Neil Finnie, Murray Mcbain	Update since E&CS 11.02.20 - Minute Ref. Para. 168 of 2020.ECS.63. Results from May 2021 survey. Remove from FWP? Shelagh to confirm.
Childcare Services and Play Practice Development	Education and Children's Services	Shelagh McLean, Gary Peattie	ECS 03.11.20. Decision called-in to Scrutiny, 09.02.21 (Ref Para 36 of 2021.ECHSC.18/19); deferred to FC 25.02.21 (Ref Para 214 of 2021.FC.248/249). Referred back to Sub-Committee for further reports, including full business plan. Deferred from 09.11.21 meeting - Elected Member workshop(s) to be arranged in the interim (Shelagh).
Fife Corporate Parenting Board - 6-Monthly Update/Analysis	Education and Children's Services	Kathy Henwood, Lynn Gillies, Michael Scanlin	Para. 206 (4) of 2021.ECS.85 (16.03.21) refers. Mtg 18.08.21 to discuss proposed restructure. Unable to meet timescale for 09.11.21 meeting - Service to issue as a briefing note meantime. Consider at March meeting.
Education & Children's Services Sub-Committee Forward Work Programme			
Children's Services Inspection Update	Education and Children's Services	Kathy Henwood, Christine Moir	

Education & Children's Services Sub-Committee of 1 March 2022			
Title	Service(s)	Contact(s)	Comments
Chief Social Work Officer Annual Report	Education and Children's Services	Kathy Henwood	Deferred from 09.11.21 meeting to 01.03.22 meeting.
Our Minds Matter Update	Education and Children's Services	Rona Weir	Reference to be made to Community Mental Health.
Education & Children's Services Directorate Revenue Budget 2021-22 - Update	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Education & Children's Services Directorate Capital Investment Plan 2021-22: Progress Report	Education and Children's Services, Finance and Corporate Services	Alison Binnie	
Building Fife's Future	Education and Children's Services	Shelagh McLean	
Devolved School Management	Education and Children's Services	Shelagh McLean, Kevin Funnell-Ed	
Swimming - Fife Council Motion	Education and Children's Services	Rona Weir, Pamela Colburn	
Support for Voluntary Organisations (Grants to Third Sector Organisations)	Education and Children's Services	Kathy Henwood, Lynn Gillies, Christopher Campbell	

Unallocated			
Title	Service(s)	Contact(s)	Comments
Dunfermline North Catchment Review	Education and Children's Services	Shelagh McLean	Para. 88 of 2018.EChSC.52 refers - to carry out a catchment review in Dunfermline North.
Establishing the Walked Routes to Schools - Assessment	Education and Children's Services	Shelagh McLean, Neil Finnie, Murray Mcbain	E&CS 19.03.19, 2019 Para 116 - update one year from implementation in Aug '21, now Aug '23.
Workforce Planning	Education and Children's Services	Shelagh McLean	

Unallocated			
Title	Service(s)	Contact(s)	Comments
Positive Destinations Outcomes	Education and Children's Services	Stuart Booker, Karen Lees	Was due 01.03.22. Due to timescale of data released from Scottish Government, date to be advised.
Review of ASL Strategy - Update	Education and Children's Services	Maria Lloyd, Deborah Davidson, Vivienne Sutherland	Possibly March, 2022.
Positive Destination Outcomes	Education and Children's Services	Maria Lloyd, Stuart Booker	Outline work in this area including reform area work.
Digital Strategy	Education and Children's Services		