

Wednesday, 21st April, 2021 - 9.30 a.m.

DRAFT AGENDA

Page Nos.

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 South and West Fife Area Committee of 3rd March, 2021. 3 – 7
4. **SCHOOL ATTAINMENT AND ACHIEVEMENT REPORT** – Report by the Executive Director (Education and Children's Services). 8 – 81
5. **REPORT ON ROSYTH FC AND SUPERMARKET PROPOSAL** – Report by the Head of Assets, Transportation and Environment. 82 – 86
6. **AREA CAPITAL BUDGET REQUEST - NORTH QUEENSFERRY TOILET** – Report by the Head of Communities and Neighbourhoods Service. 87 – 88
7. **NORTH QUEENSFERRY LOCAL ACTION PLAN** – Report by the Head of Communities and Neighbourhoods Service. 89 – 93
8. **SUPPORTING THE LOCAL COMMUNITY PLAN - SOUTH EAST INVERKEITHING REGENERATION - PROGRESS REPORT** – Joint report by the Head of Housing Services and Head of Communities and Neighbourhoods Service. 94 – 97
9. **GRASSLAND MANAGEMENT STRATEGY** – Report by the Head of Assets, Transportation and Environment. 98 – 108
10. **PROPERTY TRANSACTIONS** – Report by the Head of Assets, Transportation and Environment. 109 – 110
11. **SOUTH AND WEST FIFE AREA COMMITTEE FORWARD WORK PROGRAMME 2021** 111 - 112

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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14th April, 2021.

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THE FIFE COUNCIL - SOUTH AND WEST FIFE AREA COMMITTEE – REMOTE MEETING

3rd March, 2021.

9.30 a.m. – 11.25 a.m.

PRESENT: Councillors Alice McGarry (Convener), David Barratt, Bobby Clelland, Dave Coleman, Dave Dempsey, Sharon Green-Wilson, Mino Manekshaw, Tony Orton and Kate Stewart.

ATTENDING: Ross Speirs, Service Manager (Structural Services), Phil Clarke, Lead Consultant, Traffic Management (South Fife), Rick Haynes, Lead Consultant (Flooding, Shoreline and Harbours) and Neil Watson, Lead Consultant (Roads and Lighting Asset Management), Assets, Transportation and Environment; Alastair Mutch, Community Manager (South and West Fife), Mandy MacEwan, Team Manager (Community Development) and Lisa Hemphill, Local Development Officer, Communities and Neighbourhoods Service; and Michelle McDermott, Committee Officer, Legal and Democratic Services, Finance and Corporate Services.

APOLOGY FOR ABSENCE: Councillor Andrew Verrecchia.

ALSO IN ATTENDANCE: Mr. Stephen Ritchie, Ministry of Defence (Defence Infrastructure Organisation) and Dr. Paul Dale, Scottish Environmental Protection Agency (SEPA) (for para. 260 only); and Mr. Ben Bickle, Strategic Planner, Scottish Water (for para. 263 only).

258. DECLARATIONS OF INTEREST

- Councillor Dave Coleman declared an interest at para. 260 – Radiation Monitoring at Dalgety Bay – as he worked for a company that was tendering to Balfour Beatty, the main contractor dealing with the radiation works at Dalgety Bay.
- Councillors Kate Stewart and Mino Manekshaw declared an interest at para. 264 – South and West Fife Area Local Community Plan – Plan4South and West Fife Area – being part of the group relating to the Accused Witches Trail.

259. MINUTE

The Committee considered the minute of the South and West Fife Area Committee meeting of 13th January, 2021.

Decision

The Committee agreed to approve the minute.

260. RADIATION MONITORING AT DALGETY BAY

Stephen Ritchie, Ministry of Defence (DIO) advised that the project was moving forward and that the contractor, Balfour Beatty, were currently engaged with local stakeholders/

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stakeholders, Dalgety Bay Sailing Club, the local authority and SEPA. It was noted that the licence application paperwork was in place and continued to be taken forward by Balfour Beatty and their specialist sub-contractor.

Mr. Ritchie advised that over the next two weeks a lot of activity would be undertaken within the area with cabins arriving and fences being erected but it was noted that the project was moving forward as planned. Mr. Ritchie, however, advised that some issues still required to be resolved relating to the SEPA licence and discussions were ongoing in this regard. It was noted that monitoring of the beach continued to be carried out with some restrictions in place due to Covid but the intention was that, in the areas that were not currently being used as remediation areas, the MoD would continue to monitor the areas outwith that and report back to SEPA.

Dr. Paul Dale, SEPA, advised that no formal licence application had been made, as yet, by Balfour Beatty to undertake the necessary remediation works on site. SEPA were, however, in discussions with Balfour Beatty and their sub-contractors on a fortnightly basis to work through the process to progress the necessary paperwork. Dr. Dale pointed out that the normal determination time, once a licence application was made, was four months but that SEPA would do everything they could, once the licence application was made, to ensure that the process could be undertaken as expeditiously as possible as SEPA were required to undertake certain processes on the application before works could start on site.

Decision

The Committee thanked Mr. Ritchie and Mr. Dale for their detailed updates and continued support.

261. CRAIGLEITH AVENUE AREA, INVERKEITHING - WAITING RESTRICTIONS

The Committee considered a report by the Head of Assets, Transportation and Environment seeking agreement for the introduction of waiting prohibition regulations in Craigleith Avenue, Craigleith Wynd, Gray Place, Spencerfield Road and Spittalfield Road, Inverkeithing.

Decision

The Committee, in the interests of road safety:-

- (1) agreed to the promotion of a Traffic Regulation Order (TRO) to amend the restrictions as detailed in Drawing Nos. TRO/21/05 Before N, After N, Before S and After S, with all ancillary procedures; and
- (2) authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

262. AREA ROADS PROGRAMME 2021/22

The Committee considered a report by the Head of Assets, Transportation and Environment seeking approval of the projects for inclusion in the Area Roads Programme for the South and West Fife Committee area for delivery in the 2021/22 financial year.

Decision/

Decision

The Committee:-

- (1) approved the report and Appendices 1-3;
- (2) delegated authority to the Head of Assets, Transportation and Environment to manage the lists of Category 1 and 2 projects in line with the available resources/funding as the programme developed, in consultation with the Area Convener and Ward members; and
- (3) noted Appendices 4 and 5.

263. UPDATE ON DUNFERMLINE AND IRON MILLS BAY INTEGRATED CATCHMENT STUDY AND LADE BRAES, DALGETY BAY

The Committee considered a report by the Head of Assets, Transportation and Environment updating members on the status of the Dunfermline and Iron Mills Bay Integrated Catchment Study (ICS) and flooding at Lade Braes, Dalgety Bay in response to motions submitted to the Area Committee on 25th November, 2020 and 13th January, 2021.

Decision

The Committee:-

- (1) noted that the Dunfermline and Iron Mills Bay Integrated Catchment Study (ICS) was led and managed by Scottish Water;
- (2) noted the use of the Integrated Catchment as a supporting study to future mitigation measures to be progressed separately and jointly by Scottish Water and Fife Council; and
- (3) noted the progression of a design solution for the flooding at Lade Braes, Dalgety Bay.

264. SOUTH AND WEST FIFE AREA LOCAL COMMUNITY PLAN - PLAN4SOUTH AND WEST FIFE AREA

The Committee considered a report by the Head of Communities and Neighbourhoods Service updating members on progress and changes made to the Local Community Plan (LCP) to align with the current Reform and Recovery Priorities which were built on recovery planning work across the partnership in the context of the Covid-19 pandemic.

Decision

The Committee:-

- (1) noted the efforts to actively develop projects under the agreed Plan4Fife Themes; and
- (2) agreed to continue to support the Plan4South and West Fife as it adapted and changed to focus on Recovery and Reform.

The/

The meeting adjourned at 10.55 a.m. and reconvened at 11.10 a.m.

265. PROPERTY TRANSACTIONS

Decision

The Committee noted the contents of a report by the Head of Assets, Transportation and Environment advising on action taken under delegated powers in relation to property transactions in the South and West Fife Committee Area.

266. SOUTH AND WEST FIFE AREA COMMITTEE FORWARD WORK PROGRAMME 2021

Decision

The Committee noted the Forward Work Programme which would be further updated as appropriate.

267. NOTICE OF MOTION

In terms of Standing Order No. 8.1(1), the following Notice of Motion was submitted:-

Councillor Tony Orton, seconded by Councillor Sharon Green-Wilson, moved that:-

"Committee notes the decision of the West Planning Committee 11 April 2018 considering the Supermarket Development in Rosyth condition (17/01554/FULL).

3. No work shall commence on the development of the retail store which will preclude, prevent or limit the use of the existing football pitch until a signed, binding contract has been submitted to the Council that demonstrates the replacement pitch will be constructed. The contract shall clearly set out the expected timescales for the new pitch to be completed. A phasing plan shall also be submitted that sets out the timing of the construction of the hereby approved retail store and delivery of the replacement football pitch (17/01553/FULL). For the avoidance of doubt, the phasing plan shall include, but not limited to, when the existing pitch will cease to be available for football matches, the anticipated opening date for the store and the anticipated date the replacement pitch will be available for football matches. Works shall only commence on the erection of the retail store (for the avoidance of doubt, this excludes works which do not inhibit the use of the existing football pitch) once the Council have confirmed in writing that the phasing plan and evidence that the replacement football pitch will be delivered are acceptable.

Reason: To ensure that the alternative outdoor sports facility is provided.

Additionally, Committee notes the decision of the Education & Children's Services Sub Committee of 3 November 2020 to build the replacement High School on the Fleet Grounds in Rosyth. Moreover, Committee notes the effect that the decision to build the replacement High School in Rosyth is having on the ability to progress the following planning applications:

17/01553/FULL/

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17/01553/FULL - Erection of new football pitch with changing rooms, fencing, parking and associated works | Football Pitch Peasehill Gait Rosyth Fife

17/01554/FULL - Demolition of existing buildings, erection of a retail unit (Class 1) with associated access improvements, service area, parking, taxi parking and associated works.

20/00373/FULL - Demolition of existing buildings, erection of a retail unit (Class 1) with associated access improvements, service area, parking, taxi parking and associated works (Section 42 to remove condition 3 of 17/01554/FULL to provide a replacement football pitch) | The Yard Public House Admiralty Road Rosyth Dunfermline Fife KY11 2BN

Consequently, based upon the understanding that the new High School is unlikely to be completed until 2026, Committee requests that officers in the Council's property services team use their best endeavours to work with the applicants/landowners to ensure that the above planning applications (that have been approved by Elected Representatives) are progressed as expeditiously as possible.

Committee requests a report at the earliest opportunity on those discussions and giving best estimates of the timescales required to complete implementation of the planning conditions".

Decision

The motion was unanimously agreed.

Alastair Mutch, Community Manager provided a brief update on the position advising that discussions were ongoing with Rosyth Football Club, South West Fife Community Sports Partnership and colleagues from Property Services.

It was noted that Council officers had agreed to meet with both parties on a monthly basis involving elected members. Alastair Mutch advised that this was a very complex situation with a number of options being considered in relation to the site, fleet grounds and the recreational park site and a positive solution required to be found as both organisations provided an invaluable service to the local community both in support of football and sporting activity for children and young people but also the wider provision that the facility provided.

It was noted that discussions would be ongoing to come to a solution that suited all parties concerned.

21st April, 2021.
Agenda Item No. 4

School Attainment and Achievement Report

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

Wards Affected: 1, 5 and 6

Purpose

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

Recommendation(s)

The Committee: -

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

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

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

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

2.0 Secondary School Reports

- 2.1 The reports for secondary schools serving young people from the local area are contained within Appendices 3 onwards.
- 2.2 These provide details of the school context including FMR (Free Meal Registration), SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs and Staying on Rates.
- 2.3 Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.
- 2.4 Positive destinations include Higher Education, Further Education, Training, Employment and Activity Agreements.

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

3.0 Alternative Certification Model for SQA Qualifications 2021

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

4.0 Conclusions

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

List of Appendices

1. Appendix 1 – Fife Guidance for “SQA Estimates for Candidates for Session 2019-20”
2. Appendix 2 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.
3. Appendix 3 – Dunfermline High School Report
4. Appendix 4 – Inverkeithing High School Report
5. Appendix 5 – Queen Anne High School Report
6. Appendix 6 – St Columba's RC High School Report
7. Appendix 7 – Woodmill High School Report

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

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1.0 Introduction and Background

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

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

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

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

SQA have provided a timeline of support as detailed below:

20 April 2020

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

27 April 2020

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

Week beginning 4 May 2020

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

Week beginning 11 May 2020

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

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

“Step 1 - Estimates

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

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

Step 2 - Awarding

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

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

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

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

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

Step 3 - Results and Certification

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

Step 4 - Appeals

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

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

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

2.0 National, Higher and Advanced Higher Qualifications

SQA Guidance can be accessed at [Information for centres - Producing Estimates](#)

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

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

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

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

SQA have indicated they will use estimates to:

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

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

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

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

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

3.0 Data Provided by the Local Authority

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

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

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

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

4.0 Estimating Grades – Guidelines for Practitioners: Section 1

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

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

4.1: Production of Estimates – General Guidance

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

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

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

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

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

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

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

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

SQA have advised:

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

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

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

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

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

Implicit Bias

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

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

4.2: Production of Estimates – Refined bands:

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

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

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

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

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

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

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

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

Band 2 and 7 estimates

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

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

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

4.3: Production of Estimates – Rank ordering of candidates:

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

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

4.4: Production of Estimates – Information Required by SQA

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

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

4.5: Production of Estimates – Band 9 National 5 Candidates

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

4.6: Production of Estimates – The Role of SLT

SLT should:

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

In addition, SLT should:

- consider the relative ability of this year’s S4 cohort in comparison to last year’s cohort and to previous cohorts, based on available assessment results. This may include the SNSA data provided by the Local Authority and other baseline assessment data available at school level (e.g. MidYIS).
- for S5 and S6, consider prior attainment, National Qualifications Progression Statistics and other baseline assessment data available at school level to consider the relative ability of this year’s S5 and S6 cohorts.
- consider any school circumstances which have a bearing on attainment at whole school or subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.
- Using all available data and taking into consideration school circumstances, provide all teachers and PTC/PT with guidance on the parameters for estimates for Session 2020 compared to the previous three sessions.

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

- This guidance
- The data provided by the Local Authority in relation to three-year trends for grades for subjects and levels
- The data provided by the Local Authority in relation to subjects and levels and three-year trends for Estimates to Actual

- National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at <https://www.sqa.org.uk/sqa/90765.html>
- Advice on how the relative “ability” of this year’s S4, S5 and S6 cohorts based on BGE CfE declarations and standardised assessment data i.e. SNSA, MidYIS, etc. should be factored into estimates

SLT should:

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

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

PTC/PT should:

- read this guidance and seek clarification on any points from their identified link SLT member.
 - maintain regular contact with their identified link SLT member throughout the period estimates are being considered, finalised and submitted to SQA.
 - check all staff are aware of the importance of this session’s estimates and provide support and guidance for all staff.
 - check all staff are aware of the new bandings to be used for estimates and the SQA advice provided in this guidance.
 - check all staff are aware of the need to rank order candidates and the SQA advice provided in this guidance.
 - ensure all staff are aware of the wide range of evidence that can be considered when generating estimates by discussing the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** and agreeing which evidence should be used for each subject, including the use of any prior attainment data and standardised baseline assessment data.
 - discuss with staff how to record consideration of evidence for each candidate e.g. whether completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** would be helpful in supporting decision making and potential future “appeals” or another method of recording would be more useful. PTC/PT should liaise with identified SLT member to confirm what method of recording evidence will be used.
 - agree method of recording consideration of evidence for each candidate with staff.
 - discuss the data provided by the Local Authority for three-year trends for grades for subject and levels, Estimates to Actual for the last three years and National Qualification Progression Statistics for their subjects with staff.
 - provide guidance to staff on the parameters for estimates for Session 2020 compared to the previous three sessions.
- agree with staff the method for rank ordering candidates within classes and across classes at each subject and level. (For example: which evidence should be used to rank order candidates with the same band in different classes).

- consider any circumstances which have a bearing on attainment at subject level e.g. changes to courses offered, verification not being accepted, changes to staffing, staff absences, etc.

PTC/PT should check all teachers have access to:

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

PTC/PT should:

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

4.8: Production of Estimates – The Role of the Teacher

The teacher should:

- ensure they keep up to date with all guidance provided by their SLT and PTC/PT in relation to estimates for Session 2020.
- maintain regular contact with their PTC/PT throughout the period estimates are being considered, finalised and submitted to SQA.
- ensure they understand the new bandings to be used for estimates and the SQA advice provided in this guidance.
- ensure they understand the need to rank order candidates and the SQA advice provided in this guidance.
- be aware of the wide range of evidence that can be considered when generating estimates following discussion of the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** with their PTC/PT.

use a wide range of evidence when considering estimates for each individual candidate, including prior attainment, standardised baseline assessment data, National Qualifications Progression Statistics, demonstrated attainment, inferred attainment and any exceptional personal circumstances.

- use the agreed method of recording consideration of evidence for each candidate e.g. The completion of the “**Candidate Potential Evidence Checklist**” attached to this Guidance as **Appendix 2** or another method agreed with the PTC/PT.

- use the guidance on the parameters for estimates for Session 2020 compared to the previous three sessions provided by the PTC/PT.
- Follow the **steps below from SQA advice**
 - 1 Determine the grade and band as you normally do.
 - 2 Refine your judgement and place your candidates into subdivisions of the existing bands to give refined bands.
 - 3 Rank order your candidates within each refined band.
- use the agreed method for rank ordering candidates within classes and across classes at each subject and level.
- ensure estimates for each candidate are submitted to the PTC/PT to meet the “**Suggested Timelines**” attached to this Guidance as **Appendix 3**.

5.0 Estimating Grades – Guidelines for Practitioners: Section 2

5.1: Quality Assurance of Estimates – General Guidance

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

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

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

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

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

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

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

- If not, what evidence do we have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- What are the estimates for the candidates in other cognate subjects?
- Is the overall ranking of candidates across the subject fair?

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

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

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

5.4: Quality Assurance of Estimates – The Role of SLT

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

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

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

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

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

- Do overall school results correlate with previous attainment results?

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

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

6.0 How to submit estimates

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

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

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

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

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

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

Potential Evidence Checklist

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

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

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

Candidate Potential Evidence Checklist

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

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

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

Suggested Timelines

Week Beginning	Suggested Deadlines	Person(s) responsible
Monday 20 th April 2020	<p>Monday 20th April – provide guidance on production of estimates.</p> <p>Monday 20th April – provide schools with Groupcall message for parents/carers.</p> <p>Tuesday 21st April - provide schools with “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”.</p> <p>Tuesday 21st April - provide schools with data.</p> <p>Thursday 23rd April – discuss guidance and datasets with Secondary Headteachers.</p> <p>Friday 24th April - issue “Fife Guidance on SQA Qualifications for Candidates 2020”, datasets, National Qualifications Progression Statistics for National 4 – National 5, National 5 to Higher and Higher to Advanced Higher available at https://www.sqa.org.uk/sqa/90765.html and school advice regarding processes and timelines to all PTC /PT and teachers.</p> <p>Consider cohort data trends in the Power BI Attainment Report for October 2019.</p>	<p>SQA</p> <p>Maria Lloyd</p> <p>Lynn Porter</p> <p>Stuart Booker</p> <p>Secondary Headteachers' Collaborative</p> <p>Headteachers</p> <p>School SLT</p>
Monday 27 th April 2020	<p>Ensure teachers have read and understand “Fife Guidance on SQA Qualifications and Estimates for Candidates 2020”</p> <p>Discuss expectations regarding estimates, banding and rank order of candidates with staff.</p> <p>SQA online course on bands and</p>	<p>PTC/PT</p> <p>PTC/PT</p> <p>SQA</p>

	<p>ranking available</p> <p>Ensure teachers have access to data on three-year trends and National Qualification Progression Rates for their subject(s)</p> <p>Thursday 30th April - Teacher estimates and rank order to PTC/PT.</p>	<p>PTC/PT</p> <p>Teachers</p>
Monday 4 th May 2020	<p>Monday 4th May - candidates estimated at a band 9 are also entered for National 4 where there is evidence to support qualification.</p> <p>Thursday 7th May - Subject estimates submitted to SLT by PTC/PT.</p> <p>SQA provide data to schools</p>	<p>PTC/PT School SLT</p> <p>PTC/PT</p> <p>SQA</p>
Monday 11 th May 2020	<p>Friday 15th May - Requests for Local Authority Consideration submitted to Maria Lloyd.</p> <p>SQA Connect available for entry of refined bands and rank ordering of candidates</p>	<p>Headteachers</p> <p>SQA</p>
Monday 18 th May 2020	<p>Friday 22nd May - all unit passes submitted to SQA.</p> <p>Friday 22nd May - return of all Requests for Local Authority Consideration to schools.</p>	<p>SLT</p> <p>Maria Lloyd</p>
Monday 25 th May 2020	<p>Friday 29th May - all estimates submitted to SQA.</p>	<p>SLT</p>
Monday 3 rd August 2020	<p>Tuesday 4th August – candidates receive results</p>	<p>SQA</p>
To be confirmed	<p>Free appeals service</p>	<p>SQA</p>

Request for Local Authority Consideration Checklist

School

Subject and Level

Headteacher submits to Maria Lloyd, Head of Service

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

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

Schools By Cluster

Dunfermline High School
Commercial Primary School
Masterton primary School
St Leonard's Primary School

Canmore Primary School
Limekilns Primary School
Pitreavie Primary School

Inverkeithing High School
Camdean primary School
Donibristle Primary School
Kings Road Primary School
Park Road Primary School

Aberdour Primary School
Dalgety Bay primary School
Inverkeithing Primary School
North Queensferry Primary School

Queen Anne High School
Blairhall Primary School
Carnock Primary School
Culross Primary School
McLean Primary School
Pittencrieff Primary School
Torryburn Primary School
Tulliallan Primary School

Bellyeoman Primary School
Cairneyhill Primary School
Crossford Primary School
Inzievar Primary School
Milesmark Primary School
Saline Primary School
Townhill Primary School

St Columba's RC High School
St Bride's RC Primary School
St Joseph's RC Primary School
St Margaret's RC Primary School

Holy Name RC Primary School
St John's RC Primary School
St Kenneth's RC Primary School
St Serf's RC Primary School

Woodmill High School
Duloch Primary School
Touch Primary School

Carnegie Primary School
Lynburn Primary School

Links

- Standards and Quality Reports - <https://www.fife.gov.uk/education/standards-and-quality-reports>
- Recovery/Improvement Plans - <https://www.fife.gov.uk/education/recovery-improvement-plans>



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Dunfermline High School



School

Dunfermline High School

School Context

School Roll - from the September 2019/20 census.

School Roll

Year	Female	Male	Total
2019/20	818	760	1578

DAS Roll

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

Estate

Year	Capacity	Capacity %
2019/20	1750	90.17

Percentage of pupils with FMR

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

Dunfermline High School

2015/16	2016/17	2017/18	2018/19	2019/20
11.70	13.50	13.10	13.50	12.30

Fife

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

National

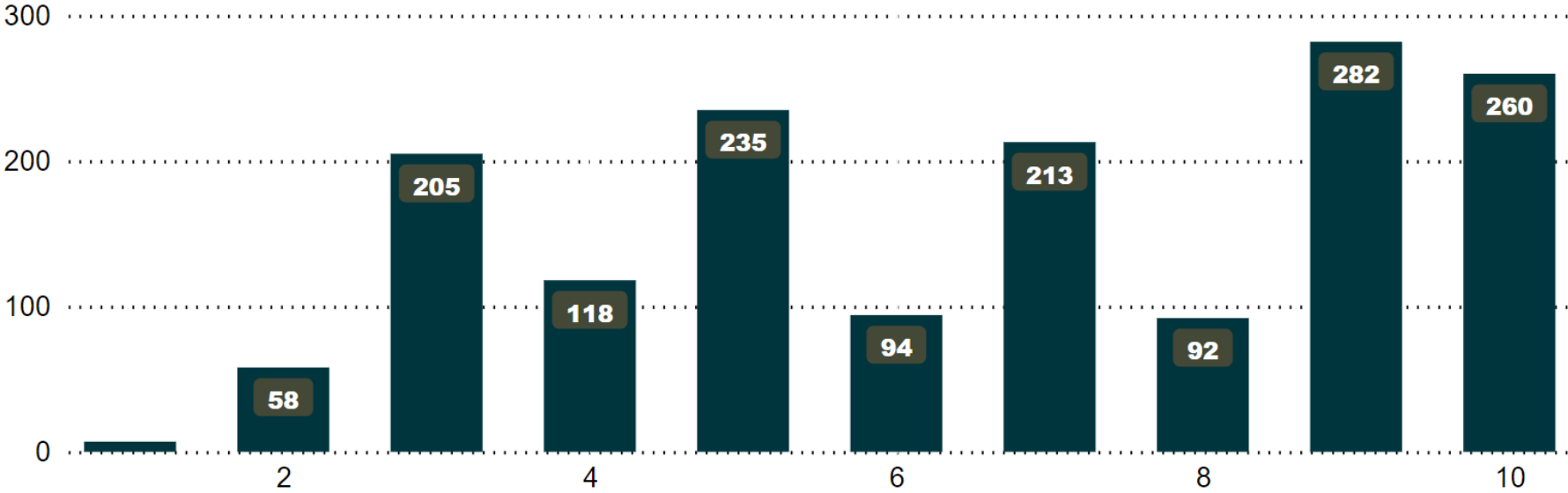
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Dunfermline High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



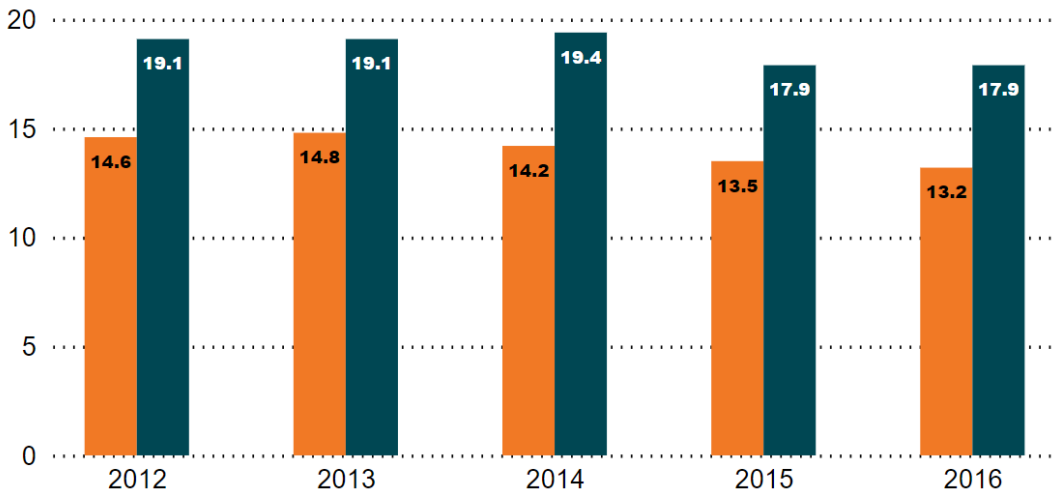
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	7	58	205	118	235	94	213	92	282	260	1564

School

Dunfermline High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	14.6	19.1
2013	14.8	19.1
2014	14.2	19.4
2015	13.5	17.9
2016	13.2	17.9

Staying on Rates

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

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

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	79	86	83	79
Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	66	68	73	66	63

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85
Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	70	66	67	63

School

Dunfermline High School

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Dunfermline High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	93.13	91.98	91.99	91.15	89.50	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	5.70	4.74	4.99	5.90	6.15	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.09	3.21	2.93	2.90	4.32	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	67	48	64	32	14	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	133	126	162	81	31	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	7	2	5	2	2	5	3	3	2	3		
Days Excluded per 1000 pupils	16	5	14	5	4	10	6	7	4	6		

School

Dunfermline High School

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	5
Early Acquisition	
Developing Competence	19
Competent	8
Fluent	35
English as a "first language"	1507
Limited Communication	0
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	22
Bereavement	0
Communication Support Needs	
Deafblind	0
Dyslexia	116

Student Need Category	No. of Pupils with Need
English as an additional language	49
Family issues	22
Hearing impairment	18
Interrupted learning	
Language or speech disorder	15
Learning disability	11
Looked after	14
Mental health problems	
More able pupil	25
Other	19
Other moderate learning difficulty	43
Other specific learning difficulty (e.g. numeric)	47
Physical health problem	44
Physical or motor impairment	26
Risk of exclusion	0
Social, emotional and behavioural difficulty	120
Substance misuse	0
Visual impairment	9
Young carer	33

Key

 Data has been suppressed due to small numbers

School

Dunfermline High School

Initial Leaver Destinations

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

275 275 294

2016/17 2017/18 2018/19

3761 3532 3635

2016/17 2017/18 2018/19

51300 49748 49760

Dunfermline High School %			
	2016/17	2017/18	2018/19
Positive %	95.6	92.7	96.3
Higher Education %	42.2	41.1	38.4
Further Education %	33.1	29.1	33.3
Training %	1.8	4.7	4.8
Employment %	17.8	16.4	19.7
Activity Agreements %		0.7	
Unemployed %	4.4	6.5	3.4
Unemployed Seeking %	3.6	5.5	2.0
Unemployed Not Seeking %	0.7	1.1	1.4
Unknown %		0.7	

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

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

School

Dunfermline High School

Initial Leaver Destinations

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

275 275 294

2016/17 2017/18 2018/19

10031 9824 9920

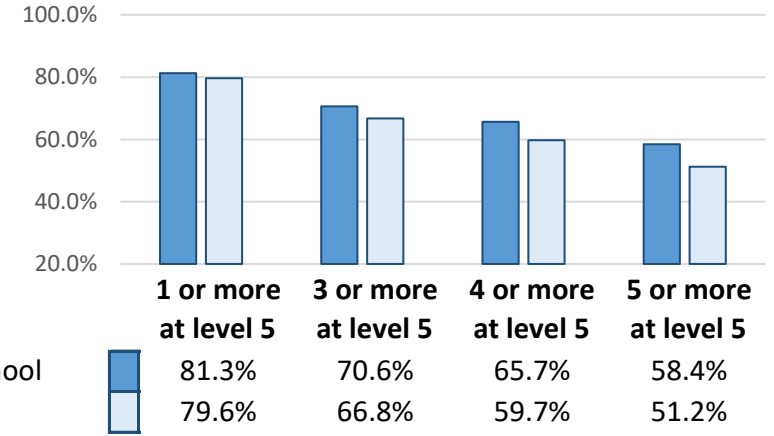
Dunfermline High School %			
	2016/17	2017/18	2018/19
Positive %	95.6	92.7	96.3
Higher Education %	42.2	41.1	38.4
Further Education %	33.1	29.1	33.3
Training %	1.8	4.7	4.8
Employment %	17.8	16.4	19.7
Activity Agreements %		0.7	
Unemployed %	4.4	6.5	3.4
Unemployed Seeking %	3.6	5.5	2.0
Unemployed Not Seeking %	0.7	1.1	1.4
Unknown %		0.7	

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

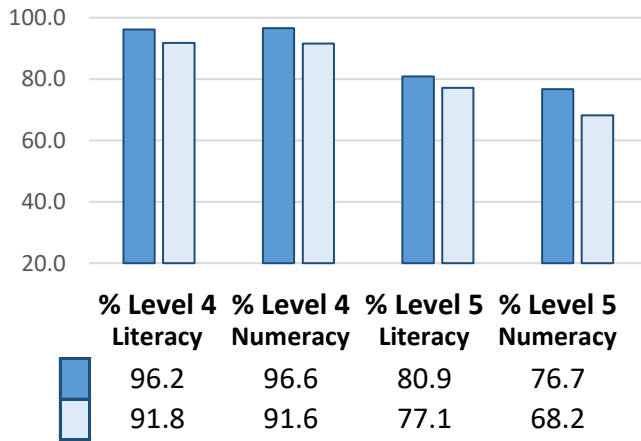
Dunfermline High School

Attainment of school leavers in 2019/20

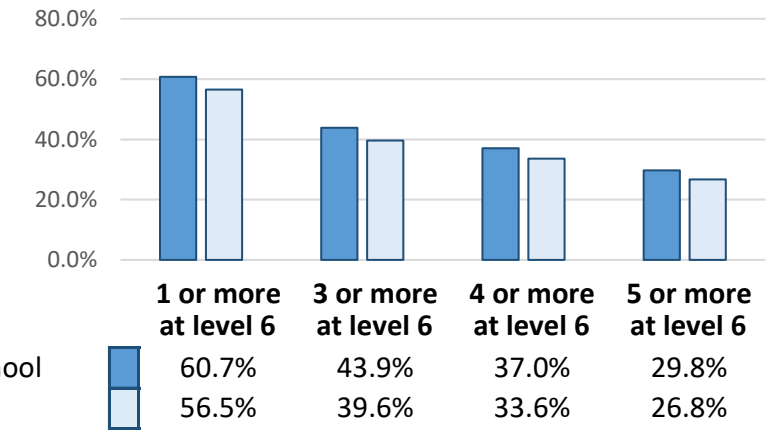
SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20



SCQF level 6 (Grade A-C pass)



Dunfermline High School
Fife

Dunfermline High School
Fife



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Inverkeithing High School



School

Inverkeithing High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	619	616	1235

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

Estate		
Year	Capacity	Capacity %
2019/20	1634	75.58

Percentage of pupils with FMR

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

Inverkeithing High School				
2015/16	2016/17	2017/18	2018/19	2019/20
9.30	10.80	8.30	8.40	10.60

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

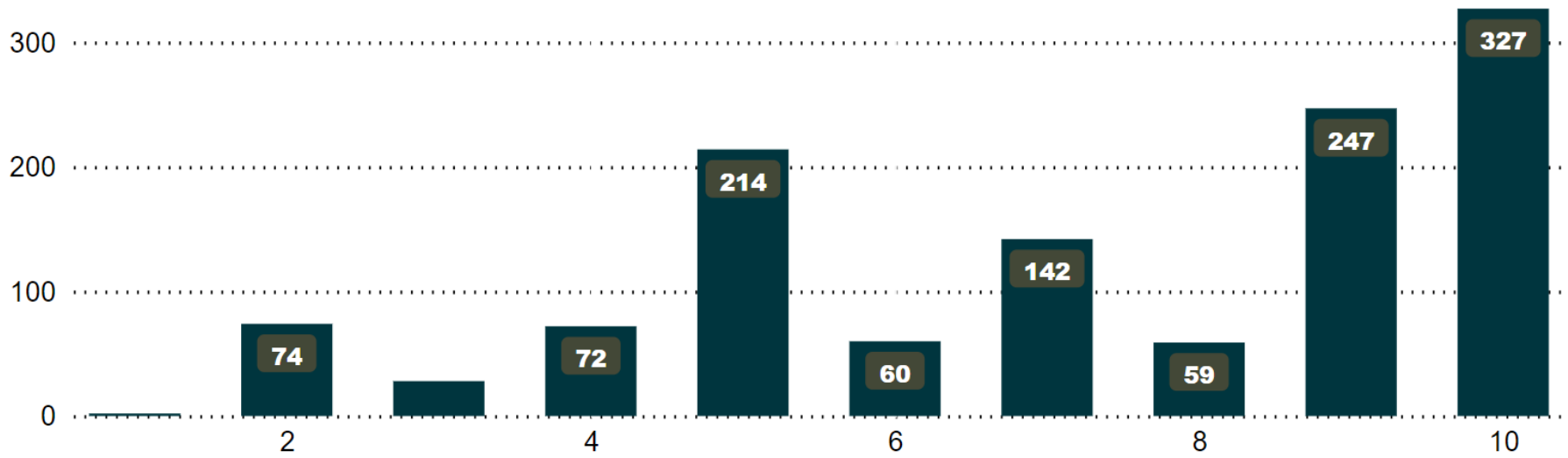
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Inverkeithing High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



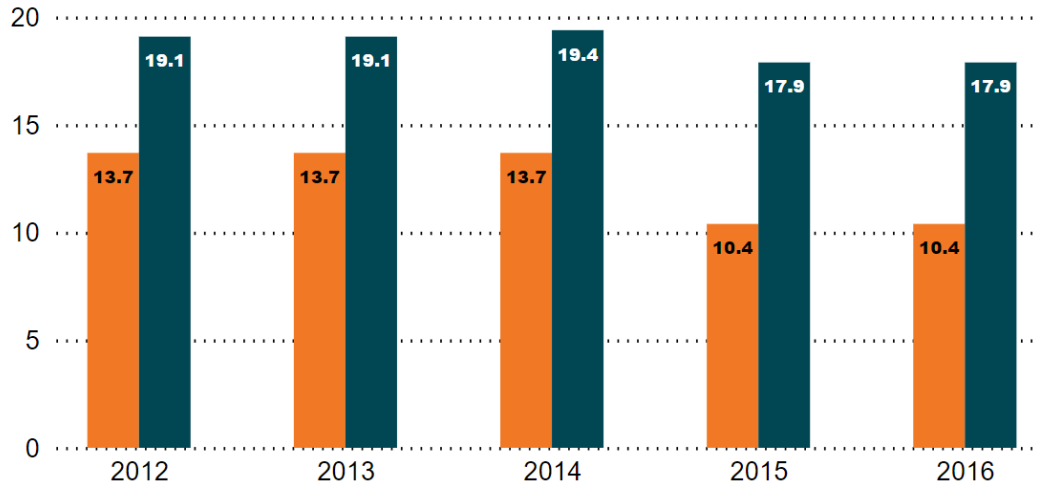
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	2	74	28	72	214	60	142	59	247	327	1225

School

Inverkeithing High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	13.7	19.1
2013	13.7	19.1
2014	13.7	19.4
2015	10.4	17.9
2016	10.4	17.9

Staying on Rates

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

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	87	85	80	86
S6	75	74	72	78	69

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85
S6	67	70	66	67	63

School

Inverkeithing High School

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Inverkeithing High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	92.73	92.62	93.24	92.30	90.04	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	5.42	5.64	5.21	5.43	6.92	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	1.82	1.71	1.53	2.23	2.98	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	15	21	19	34	36	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	40	49	40	83	66	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	0	1	3	2	2	5	3	3	2	3		
Days Excluded per 1000 pupils	0	2	7	3	5	10	6	7	4	6		

School

Inverkeithing High School

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	0
Early Acquisition	5
Developing Competence	<input type="text"/>
Competent	<input type="text"/>
Fluent	13
English as a "first language"	1208
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	19
Bereavement	11
Communication Support Needs	0
Deafblind	0
Dyslexia	128

Key

Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	20
Family issues	8
Hearing impairment	6
Interrupted learning	<input type="text"/>
Language or speech disorder	6
Learning disability	<input type="text"/>
Looked after	16
Mental health problems	<input type="text"/>
More able pupil	0
Other	10
Other moderate learning difficulty	16
Other specific learning difficulty (e.g. numeric)	30
Physical health problem	29
Physical or motor impairment	23
Risk of exclusion	22
Social, emotional and behavioural difficulty	179
Substance misuse	8
Visual impairment	10
Young carer	7

School

Inverkeithing High School

Initial Leaver Destinations

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

230 198 215

2016/17 2017/18 2018/19

3761 3532 3635

2016/17 2017/18 2018/19

51300 49748 49760

Inverkeithing High School %			
	2016/17	2017/18	2018/19
Positive %	93.0	91.9	94.9
Higher Education %	42.6	49.0	45.1
Further Education %	24.8	27.8	26.5
Training %	1.3		2.3
Employment %	23.0	14.1	19.5
Activity Agreements %	1.3	0.5	
Unemployed %	6.5	7.6	5.1
Unemployed Seeking %	6.1	6.1	3.7
Unemployed Not Seeking %	0.4	1.5	1.4
Unknown %	0.4	0.5	

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

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

School

Inverkeithing High School

Initial Leaver Destinations

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

230 198 215

2016/17 2017/18 2018/19

10031 9824 9920

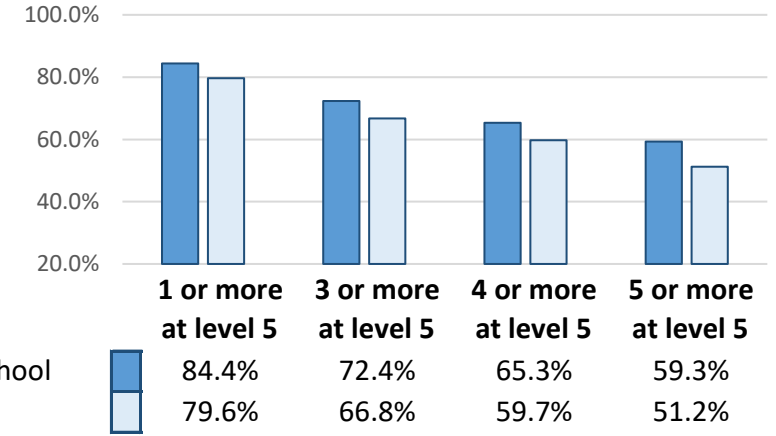
Inverkeithing High School %			
	2016/17	2017/18	2018/19
Positive %	93.0	91.9	94.9
Higher Education %	42.6	49.0	45.1
Further Education %	24.8	27.8	26.5
Training %	1.3		2.3
Employment %	23.0	14.1	19.5
Activity Agreements %	1.3	0.5	
Unemployed %	6.5	7.6	5.1
Unemployed Seeking %	6.1	6.1	3.7
Unemployed Not Seeking %	0.4	1.5	1.4
Unknown %	0.4	0.5	

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

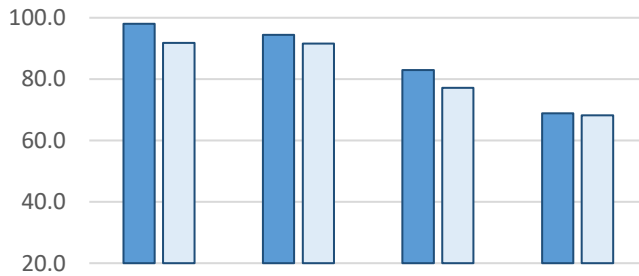
Inverkeithing High School

Attainment of school leavers in 2019/20

SCQF level 5 (Grade A-C pass)



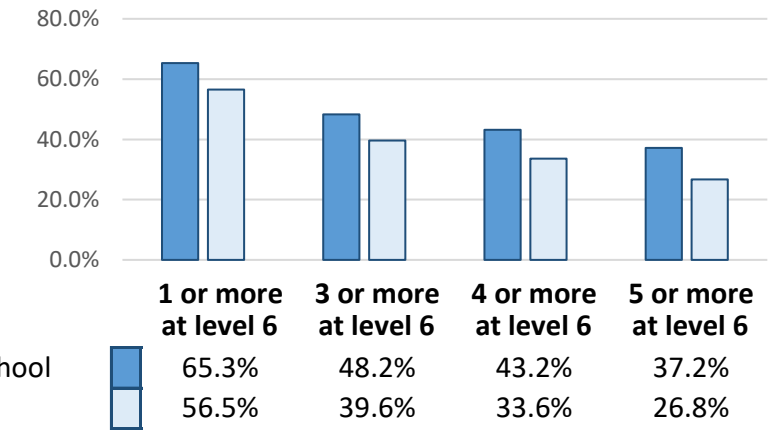
Literacy & Numeracy of school leavers in 2019/20



Inverkeithing High School
Fife

	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Inverkeithing High School	98.0	94.5	82.9	68.8
Fife	91.8	91.6	77.1	68.2

SCQF level 6 (Grade A-C pass)



Inverkeithing High School
Fife



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Queen Anne High School



School

Queen Anne High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	830	862	1692

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	12	9	9	10	0	0	40	

Estate		
Year	Capacity	Capacity %
2019/20	2050	82.54

Percentage of pupils with FMR

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

Queen Anne High School				
2015/16	2016/17	2017/18	2018/19	2019/20
11.80	12.20	12.80	11.70	12.40

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

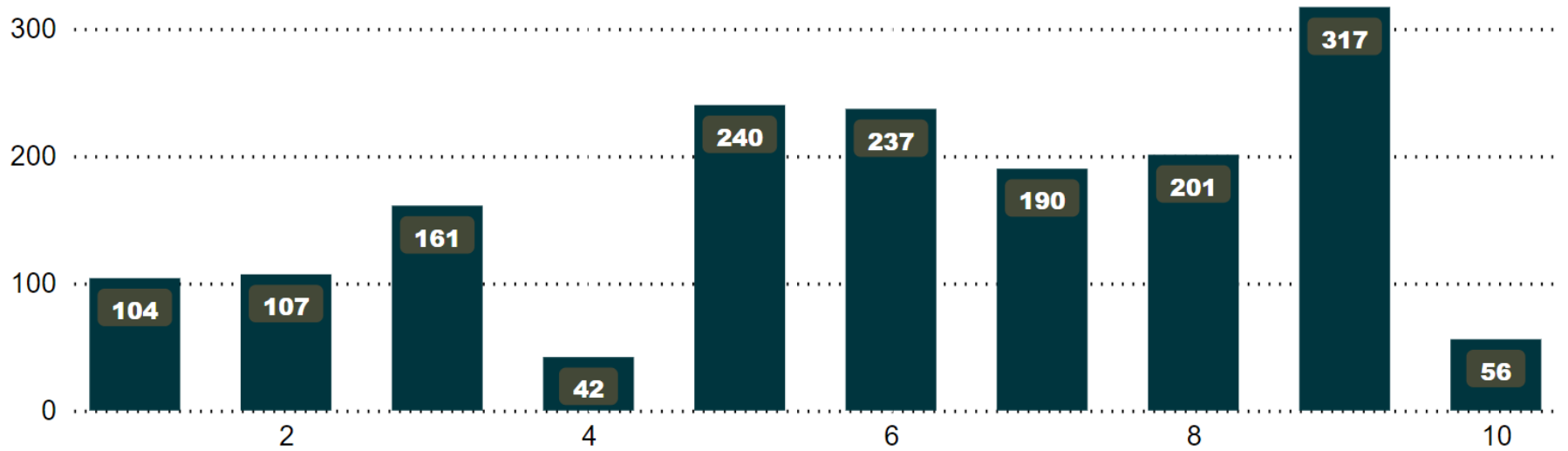
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Queen Anne High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



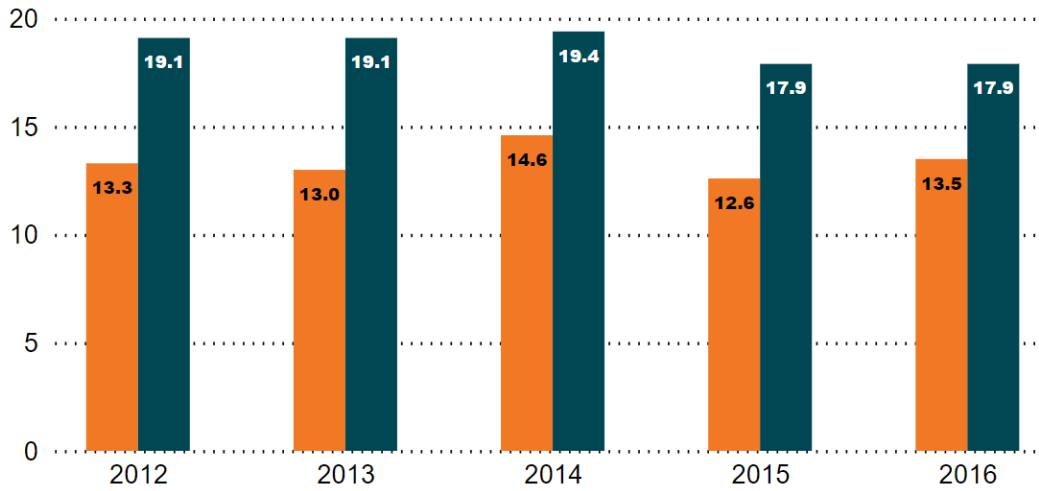
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	104	107	161	42	240	237	190	201	317	56	1655

School

Queen Anne High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	13.3	19.1
2013	13.0	19.1
2014	14.6	19.4
2015	12.6	17.9
2016	13.5	17.9

Staying on Rates

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

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	89	79	83	90	87

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	71	72	72	72	62

Fife

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

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

School

Queen Anne High School

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Queen Anne High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	93.00	91.78	91.64	91.29	89.79	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	3.59	4.14	5.40	4.98	5.09	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	3.35	4.07	2.96	3.73	5.12	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	43	9	6	4	3	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	119	13	7	12	5	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	1	0	0	1	1	5	3	3	2	3		
Days Excluded per 1000 pupils	1	0	0	6	1	10	6	7	4	6		

School

Queen Anne High School

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	<input type="text"/>
Early Acquisition	<input type="text"/>
Developing Competence	8
Competent	12
Fluent	17
English as a "first language"	1645
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	42
Bereavement	8
Communication Support Needs	9
Deafblind	0
Dyslexia	193

Key

Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	36
Family issues	18
Hearing impairment	15
Interrupted learning	17
Language or speech disorder	30
Learning disability	33
Looked after	32
Mental health problems	25
More able pupil	5
Other	17
Other moderate learning difficulty	62
Other specific learning difficulty (e.g. numeric)	58
Physical health problem	100
Physical or motor impairment	52
Risk of exclusion	11
Social, emotional and behavioural difficulty	142
Substance misuse	0
Visual impairment	10
Young carer	17

School	
Queen Anne High School	▼

Initial Leaver Destinations

No. of Leavers 2016/17 2017/18 2018/19
 290 251 287

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

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

Queen Anne High School %			
	2016/17	2017/18	2018/19
Positive %	93.8	92.0	97.6
Higher Education %	41.0	40.2	46.7
Further Education %	27.9	27.5	26.5
Training %	1.0	3.6	2.4
Employment %	21.4	18.7	20.9
Activity Agreements %	0.7	1.2	
Unemployed %	5.5	7.6	2.1
Unemployed Seeking %	4.5	6.8	1.7
Unemployed Not Seeking %	1.0	0.8	0.3
Unknown %	0.7	0.4	0.3

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

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

School

Queen Anne High School

Initial Leaver Destinations

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

290 251 287

2016/17 2017/18 2018/19

10031 9824 9920

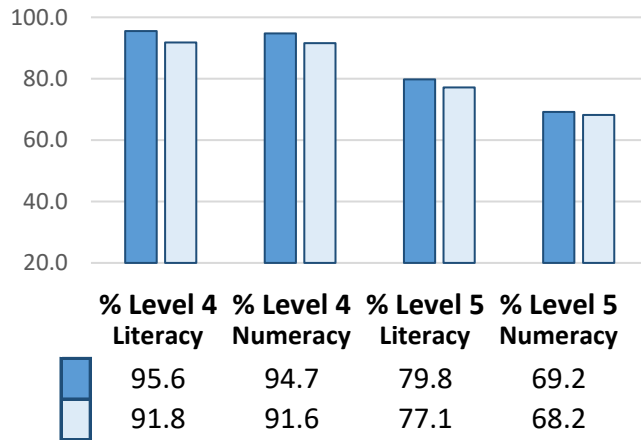
Queen Anne High School %			
	2016/17	2017/18	2018/19
Positive %	93.8	92.0	97.6
Higher Education %	41.0	40.2	46.7
Further Education %	27.9	27.5	26.5
Training %	1.0	3.6	2.4
Employment %	21.4	18.7	20.9
Activity Agreements %	0.7	1.2	
Unemployed %	5.5	7.6	2.1
Unemployed Seeking %	4.5	6.8	1.7
Unemployed Not Seeking %	1.0	0.8	0.3
Unknown %	0.7	0.4	0.3

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

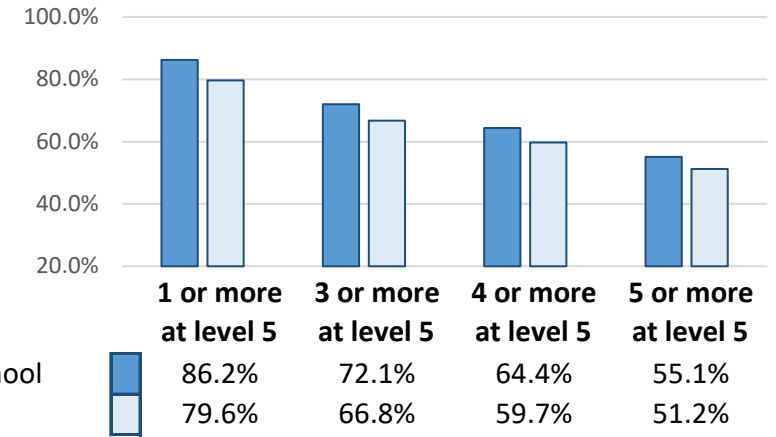
Queen Anne High School

Attainment of school leavers in 2019/20

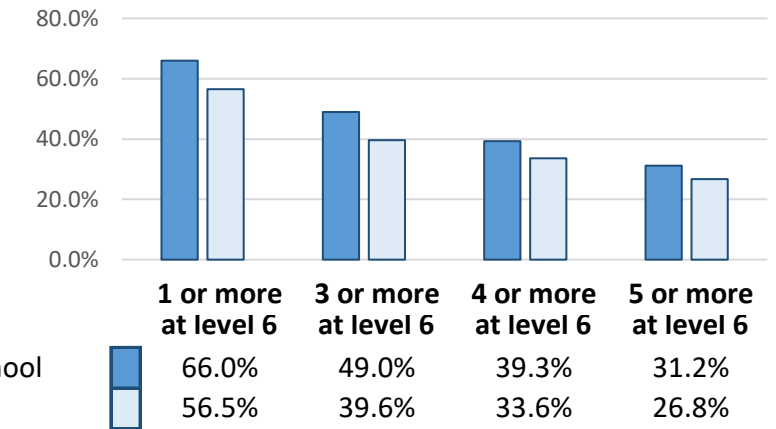
Literacy & Numeracy of school leavers in 2019/20



SCQF level 5 (Grade A-C pass)



SCQF level 6 (Grade A-C pass)





Whole School Social Context and Attainment and Achievement Report

Session 2019-20

St Columba's R C High School



School

St Columba's R C High School

School Context

School Roll - from the September 2019/20 census.

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

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

Estate		
Year	Capacity	Capacity %
2019/20	1069	80.54

Percentage of pupils with FMR

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

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

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

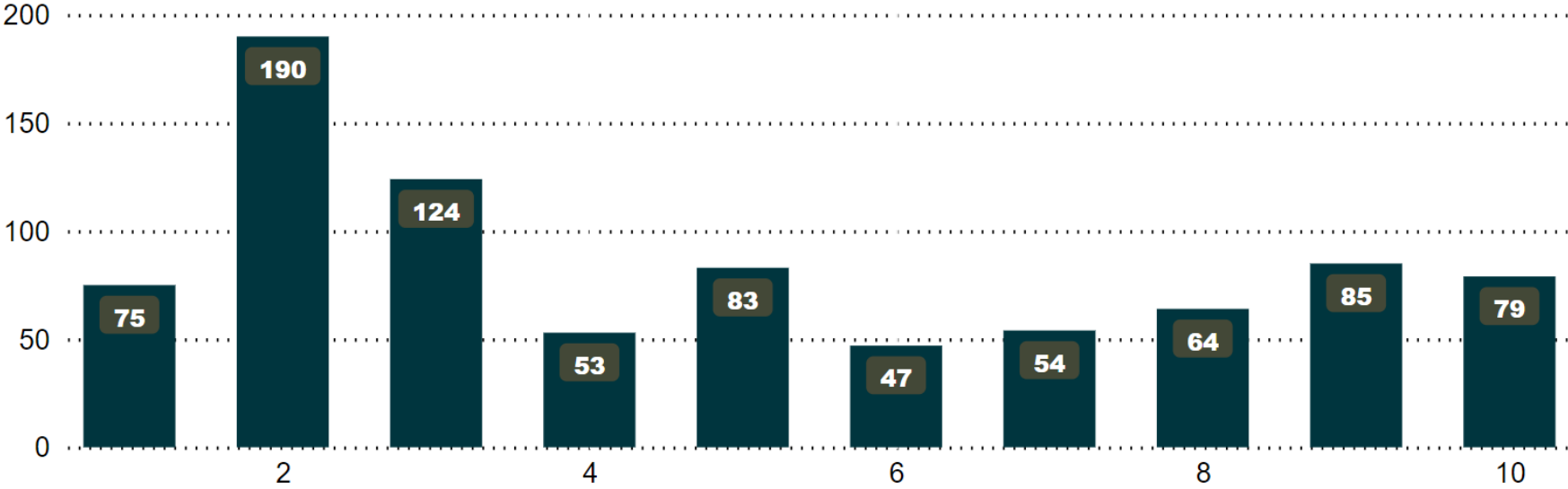
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

St Columba's R C High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



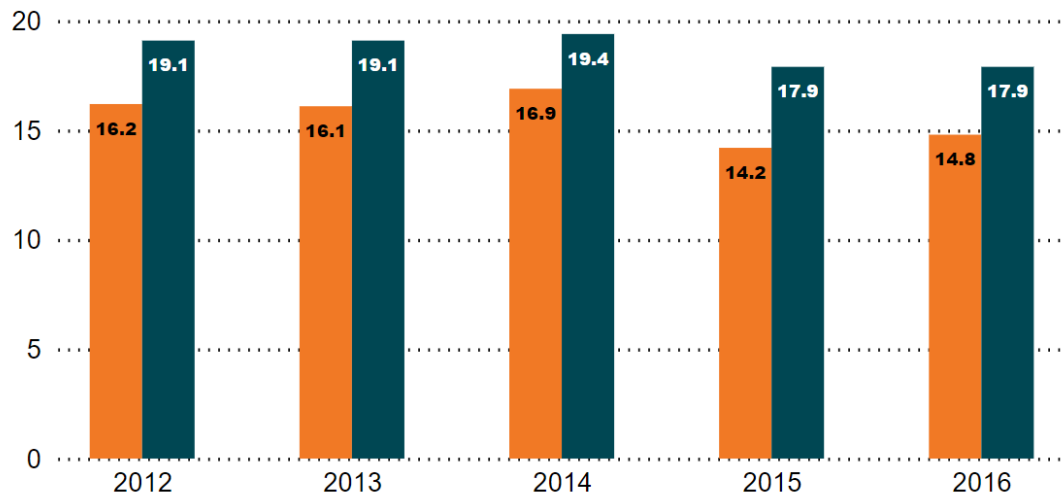
SIMD

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

School

St Columba's R C High School

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



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

Staying on Rates

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

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	80	78	80	88	90
S6	69	82	73	68	63

Fife

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	84	86	85
S6	67	70	66	67	63

School

St Columba's R C High School

Attendance & Exclusions

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

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

School

St Columba's R C High School

Level of English & Additional Support Needs

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

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

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

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

Key

 Data has been suppressed due to small numbers

School

St Columba's R C High School

Initial Leaver Destinations

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

164 155 155

2016/17 2017/18 2018/19

3761 3532 3635

2016/17 2017/18 2018/19

51300 49748 49760

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

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

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

School
St Columba's R C High School ▼

Initial Leaver Destinations

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

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

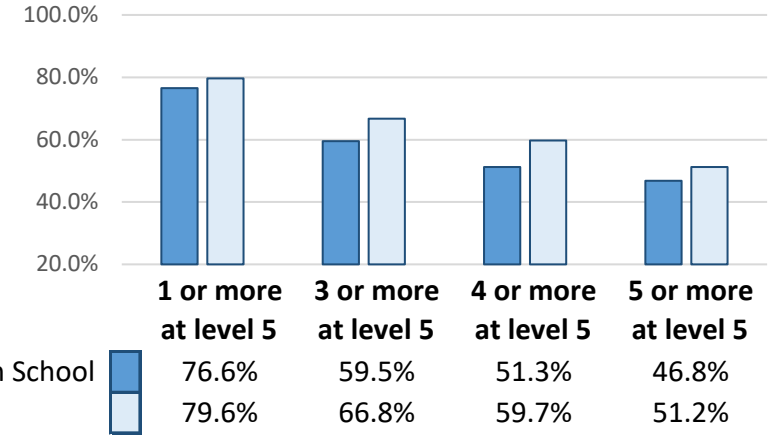
St Columba's R C High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.0	96.1
Higher Education %	27.4	29.7	29.7
Further Education %	37.2	31.0	45.2
Training %	3.7	3.9	5.8
Employment %	22.6	24.5	15.5
Activity Agreements %	3.0	1.3	
Unemployed %	6.1	9.0	3.9
Unemployed Seeking %	5.5	8.4	3.2
Unemployed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

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

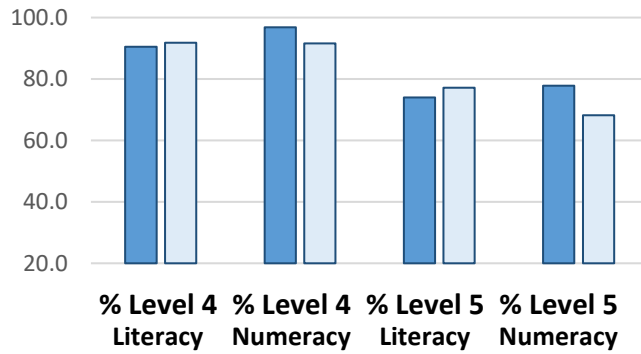
St Columba's R C High School

Attainment of school leavers in 2019/20

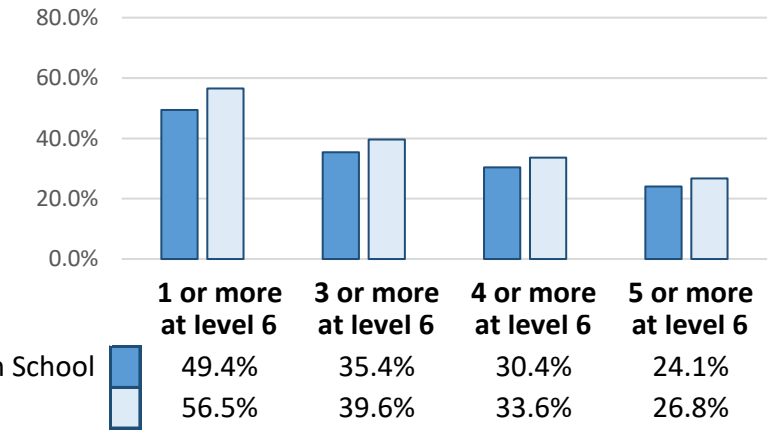
SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20



SCQF level 6 (Grade A-C pass)



St Columba's R C High School
Fife

St Columba's R C High School
Fife



Education & Children's Services
Improving life chances for all



Whole School Social Context and Attainment and Achievement Report

Session 2019-20

Woodmill High School



School

Woodmill High School

School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	667	728	1395

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	Total
2019/20	8	11	9	9	15	13	65

Estate		
Year	Capacity	Capacity %
2019/20	1445	96.54

Percentage of pupils with FMR

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

Woodmill High School				
2015/16	2016/17	2017/18	2018/19	2019/20
12.80	13.00	12.00	11.70	12.20

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

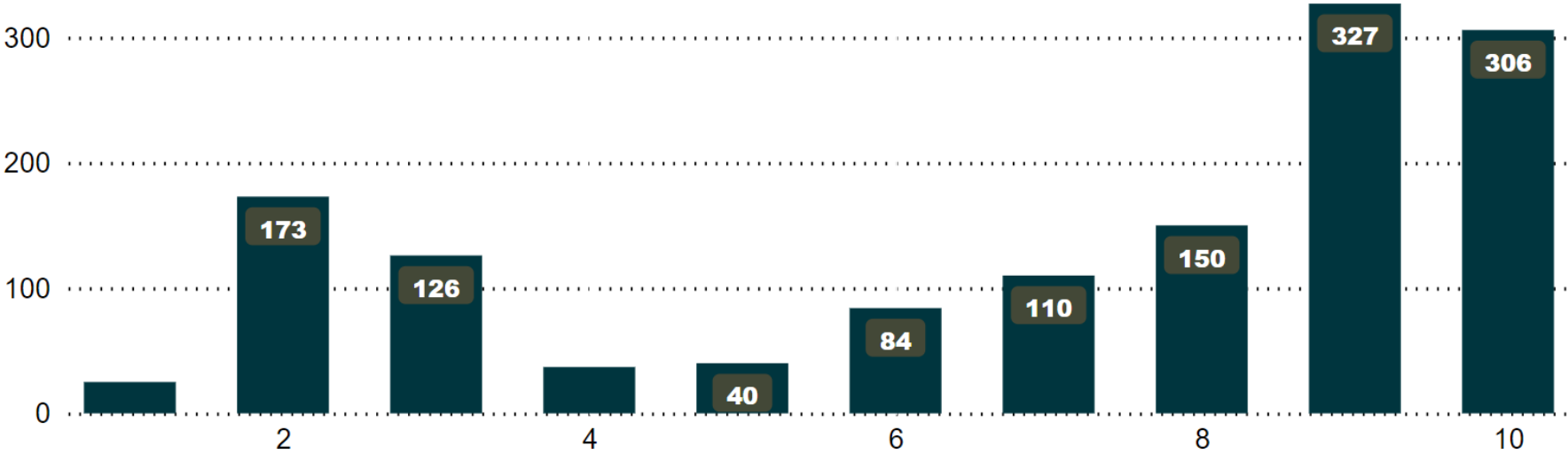
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Woodmill High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



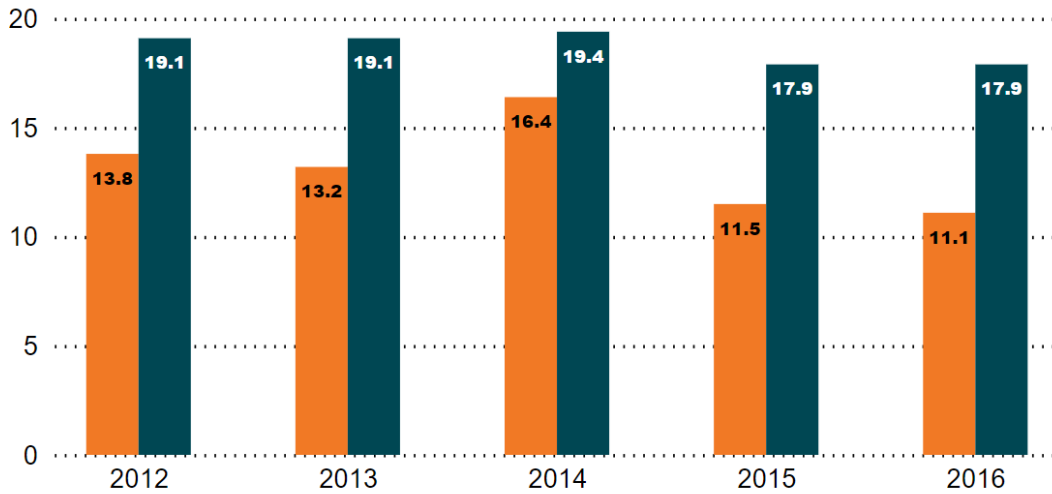
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	25	173	126	37	40	84	110	150	327	306	1378

School

Woodmill High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	13.8	19.1
2013	13.2	19.1
2014	16.4	19.4
2015	11.5	17.9
2016	11.1	17.9

Staying on Rates

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

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

School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	84	84	83	88	90

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	63	63	72	71	76

Fife

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

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

School

Woodmill High School

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Woodmill High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
Attendance %	91.46	90.90	90.68	91.35	89.97	91.61	90.69	90.26	90.17	88.84	88.50	91.20
Authorised Absence %	5.10	4.96	4.98	4.46	4.10	5.83	5.60	5.87	5.74	6.30	5.30	5.30
Unauthorised Absence %	3.38	4.07	4.26	4.14	5.91	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	42	50	52	39	16	47	42	40	30	21	50	48
Days Excluded per 1000 pupils	111	127	123	75	30	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
Number of Exclusions per 1000 pupils	11	8	11	1	0	5	3	3	2	3		
Days Excluded per 1000 pupils	29	19	24	3	0	10	6	7	4	6		

School

Woodmill High School

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	5
Early Acquisition	<input type="text"/>
Developing Competence	<input type="text"/>
Competent	12
Fluent	15
English as a "first language"	1357
Limited Communication	0
Not Assessed	<input type="text"/>

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	36
Bereavement	<input type="text"/>
Communication Support Needs	10
Deafblind	0
Dyslexia	99

Key

Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	30
Family issues	28
Hearing impairment	10
Interrupted learning	7
Language or speech disorder	26
Learning disability	26
Looked after	31
Mental health problems	5
More able pupil	<input type="text"/>
Other	15
Other moderate learning difficulty	36
Other specific learning difficulty (e.g. numeric)	44
Physical health problem	35
Physical or motor impairment	38
Risk of exclusion	<input type="text"/>
Social, emotional and behavioural difficulty	114
Substance misuse	0
Visual impairment	9
Young carer	9

School

Woodmill High School

Initial Leaver Destinations

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

193 199 210

2016/17 2017/18 2018/19

3761 3532 3635

2016/17 2017/18 2018/19

51300 49748 49760

Woodmill High School %

	2016/17	2017/18	2018/19
Positive %	92.7	90.5	95.2
Higher Education %	30.6	34.2	45.7
Further Education %	34.7	31.2	33.8
Training %	2.6	1.5	5.2
Employment %	20.2	20.1	10.5
Activity Agreements %	4.1	3.5	
Unemployed %	6.7	8.0	4.8
Unemployed Seeking %	4.7	4.5	2.9
Unemployed Not Seeking %	2.1	3.5	1.9
Unknown %	0.5	1.5	

Fife %

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

National %

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

School

Woodmill High School

Initial Leaver Destinations

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

193 199 210

2016/17 2017/18 2018/19

10031 9824 9920

Woodmill High School %

	2016/17	2017/18	2018/19
Positive %	92.7	90.5	95.2
Higher Education %	30.6	34.2	45.7
Further Education %	34.7	31.2	33.8
Training %	2.6	1.5	5.2
Employment %	20.2	20.1	10.5
Activity Agreements %	4.1	3.5	
Unemployed %	6.7	8.0	4.8
Unemployed Seeking %	4.7	4.5	2.9
Unemployed Not Seeking %	2.1	3.5	1.9
Unknown %	0.5	1.5	

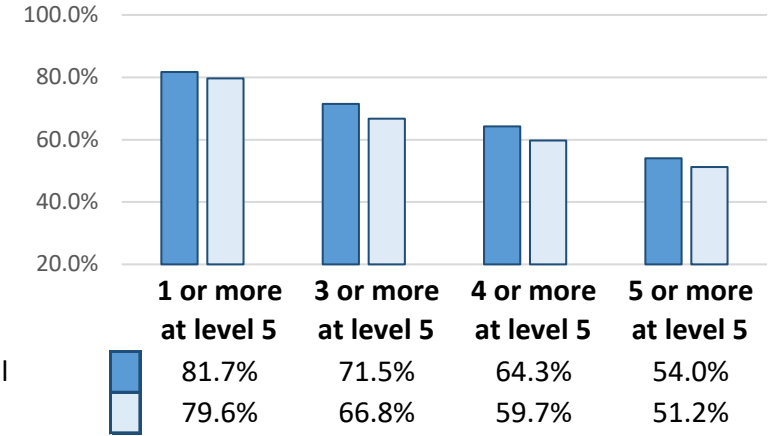
South East Collaborative %

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

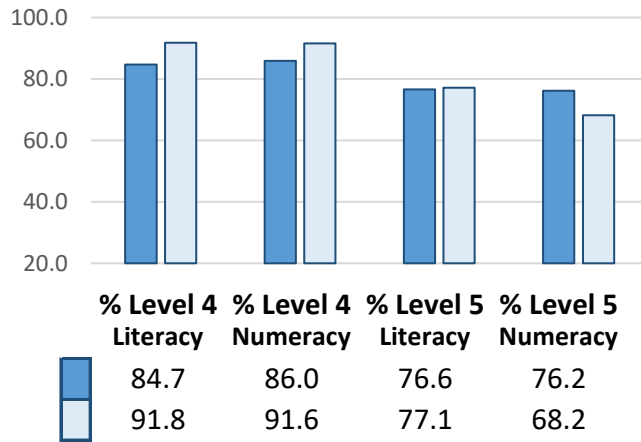
Woodmill High School

Attainment of school leavers in 2019/20

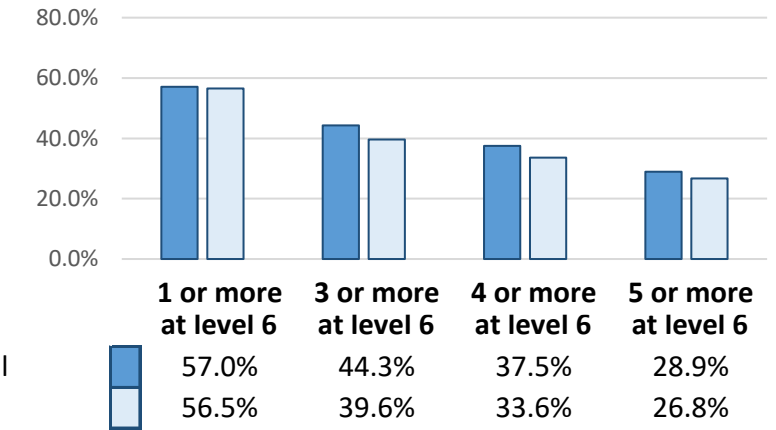
SCQF level 5 (Grade A-C pass)



Literacy & Numeracy of school leavers in 2019/20



SCQF level 6 (Grade A-C pass)



Woodmill High School
Fife

Woodmill High School
Fife

21st April, 2021.
Agenda Item No. 5

Report on Rosyth FC and Supermarket Proposal

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

Wards Affected: 1, 5 and 6

Purpose

The purpose of this report is to provide members with an update in response to the Motion approved by Committee on 3rd March, 2021.

Recommendation(s)

The Committee is asked to consider and comment on the contents of this report.

Resource Implications

None.

Legal & Risk Implications

There are no legal or risk implications arising from this report. Though Committee Members should refrain from expressing any view which may be construed as pre-determining any future planning application(s) in which the Council, as Planning Authority, may require to consider and determine in respect of the development

Impact Assessment

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

Consultation

None.

1.0 Background

- 1.1 The motion approved at the March Committee meeting relates to a number of related but legally unconnected issues; a proposed retail development by private sector developer which may also allow the Council to secure new build housing on adjacent land, the creation of replacement Inverkeithing High School, the provision of a football pitch and identification of a base for Rosyth FC. Plan 1 illustrates the location of the Fleet grounds site and Recreation Park.
- 1.2 Mactaggart & Mickel (M&M) own the site of the former “Yard“ public house at Admiralty Road, Rosyth. M&M applied for and secured planning consent for the development of a supermarket on an enlarged site which included not only land they own, but some neighbouring land owned by the Council; a football pitch known as Recreation Park. The extent of the respective ownerships is illustrated in the Appendix (plan 2).
- 1.3 The loss of the existing pitch to the proposed development resulted in a condition being inserted within the planning consent for the supermarket, requiring the letting of a contract to construct a replacement football pitch at the Fleet Grounds. This obligation was included in conditional missives agreed with M&M for the purchase of the cross hatched area of the FC site.
- 1.4 At the time of the planning application, Recreation Park was leased to Rosyth FC with an option for either party to terminate on giving appropriate written notice. The condition of the club’s buildings at Recreation Park was poor and required investment and in April 2018 the club relocated to the Fleet Grounds to use the synthetic turf pitch and the adjacent changing facilities. The club arranged this direct with South West Fife Community Sports Partnership (SWFCSP), the Council tenant of the Fleet Grounds.
- 1.5 As the club were no longer in occupation, to avoid rent being due and to regularise the matters the lease of Recreation Park was terminated by the Council at 30th September, 2018 with the club’s agreement.

2.0 Current position

- 2.1 Although conditional missives for the sale of part of Recreation Park lapsed in August 2019, M&M retain ownership of the frontage to the proposed site and they remain keen to construct the retail development which has been delayed by the inability to satisfy the planning obligation to construct a replacement pitch.
- 2.2 As a result of delays, M&M would like to vary the existing planning conditions and have sought to substitute the requirement to construct a football pitch with a “Section 69” agreement which enables them to make a financial payment in order to purify the planning condition. This has been rejected by Planning Officers to date as the Council estimate of the cost of providing a replacement football facility was greater than the sum offered.
- 2.3 The creation of a pitch at Fleet grounds has been affected by the selection of the Fleet Grounds as the location for the replacement Inverkeithing HS, this decision has at best impacted the timing and at worst potentially precluded the creation of a replacement football ground at that location.

3.0 Next steps and options

- 3.1 Balancing the competing interests, differing priorities and potentially conflicting timescales for proposals is challenging and it is important that communication between the parties continues. It is considered that there are considerable benefits from each of the proposals and efforts need to be made to secure the optimal outcome for the Council and the community.
- 3.2 With the location of the High School and the retail development fixed, the more flexible floating component is the provision of the pitch and the accommodation of Rosyth FC, to that end consideration is currently being given to a number of options;
- a) There is potential for the inclusion of the club's activities at the new secondary school on a non-exclusive basis as part of a community school leisure provision. The replacement school will accommodate 2000 pupils and will include extensive sports facilities. The new school will be a full community use facility and the Council would be keen to work with SWFCSP and other stakeholders to maximise the benefits of the investment. The timing associated with the provision of the facilities is problematic.
 - b) The Club could be offered the opportunity to return to Recreation Park. This option has a number of significant issues, as part of the land previously utilised by the club is now owned by M&M. A new access, parking and club house would require to be constructed. Not only would there be a need for statutory consents (which is not assured and would affect timing) but the funding of the necessary works may prove challenging as there would be no planning gain monies available. There is also the adverse knock-on impact to the Council and the community with the loss of the proposed investment in retail facilities and residential development in the town, in addition to the financial impact.
 - c) More positively an alternative site in Rosyth that can accommodate Rosyth FC has been identified and there is a prospect of the Club reaching agreement with the third party owner and relocating to that site. If agreement is reached, this may prove to be the option that offers the quickest solution and best fit to the Club's needs allowing early establishment with no adverse effect on the school or the proposed retail scheme. Discussions between the parties are ongoing and remain commercially confidential.
- 3.3 This final option is encouraging and holding advantages over the others. Consequently, it is considered that the parties be afforded time to reach agreement. Were that not to come to pass the Council, M&M and the Club will endeavour to find a solution. Engagement will continue over the coming months with a view to securing a satisfactory outcome.

4.0 Conclusion

- 4.1 Committee is invited to discuss the contents of this report.

List of Appendices

1. Site plans

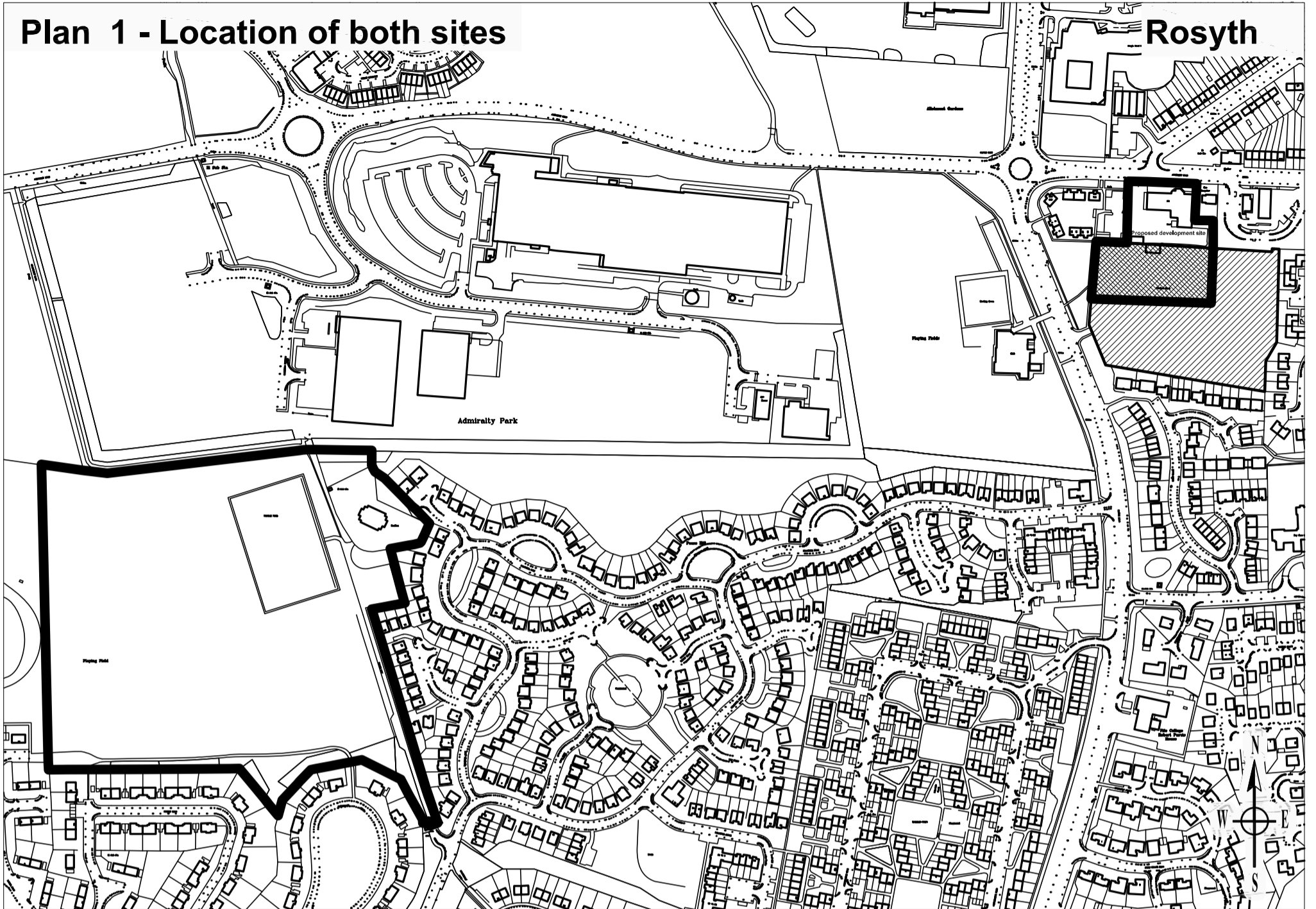
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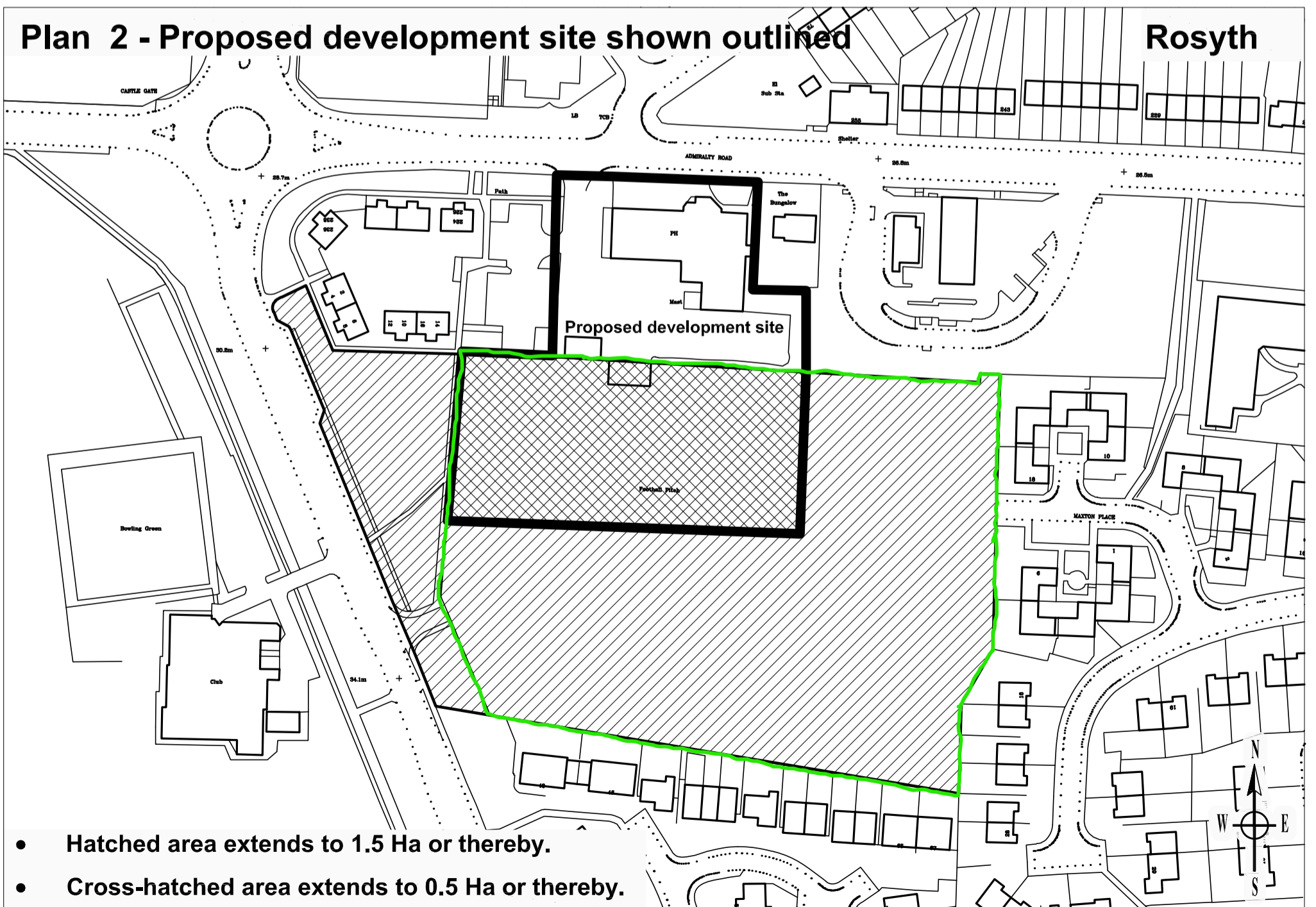
Tel. 03451 55555 Ext 440498

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Plan 1 - Location of both sites



Plan 2 - Proposed development site shown outlined



- Hatched area extends to 1.5 Ha or thereby.
- Cross-hatched area extends to 0.5 Ha or thereby.

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21st April, 2021.

Agenda Item No. 6

Area Capital Budget Request – North Queensferry Toilet

Report by: Paul Vaughan, Head of Communities and Neighbourhoods Service

Wards Affected: Ward 6

Purpose:

To seek agreement from the Area Committee to allocate funds from the Area Capital Budget 2017-19.

Recommendation(s)

The Committee is asked to agree to a contribution of £74,000 from the Area Capital Budget for the provision of a public toilet in North Queensferry.

Resource Implications

There is sufficient funding available in the Area Capital Budget should this contribution be agreed.

Legal & Risk Implications

There is a risk that the final costs of this project exceed the allocation identified from the Area Capital budget. If this is the case, then any shortfall will be met from the Local Community Planning budget 2021-22, Ward 6 allocation.

Impact Assessment

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

Consultation

Elected members in Ward 6 have proposed and agreed the recommended work. North Queensferry Community Council and Ward 6 members have been consulted on a number of designs and styles of facility.

1.0 Background

- 1.1 The criteria for spend from the Area Capital Budget requires approval from the Area Committee.
- 1.2 The process also requires a capital project proposal and business case to be produced for this project and submitted to Finance. Officers are presently working on this.
- 1.3 Colleagues within Finance have confirmed that the Area Capital Budget 2017-2019 is still available.

2.0 Project Information

- 2.1 The public toilet at the Battery Road car park, North Queensferry was removed by Fife Council a number of years ago. This was due to underuse and increasing costs. Since then, a number of community groups and Ward Councillors have raised concerns that there is no public convenience for visitors arriving in the village. Fife Council has come under some pressure to provide a facility.
- 2.2 In July 2015, the Forth Rail Bridge was designated a World Heritage Site. This has, in turn, impacted on the number of visitors to North Queensferry. Whilst some local businesses have accommodated visitors by letting them utilise their toilet facilities, this option is not always available at certain times of the day and week.
- 2.3 A number of designs and styles of toilet facility have been shared and considered by Ward 6 Councillors. Councillors have shared some of these designs with North Queensferry Community Council.
- 2.4 Indicative costs for the design, supply and delivery of a single cubicle DDA compliant facility including VAT is £54,128. Installation and ground preparation costs will have to be added. It is on this basis that the request for area capital funding of £74,000 is allocated to support this project. Any additional capital costs will be met from the Local Community Planning budget 2021-22, Ward 6 allocation. The necessary processes will be followed for this funding if it is required.

3.0 Conclusions

- 3.1 This project will address work that is necessary and, if not undertaken, could potentially generate wider issues.
- 3.2 As noted, the allocation will be used along with Local Community Planning budget if required to meet the final cost of this project.
- 3.3 This projects help support the Local Community Planning theme of Thriving Places.

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North Queensferry Local Action Plan

Report by: Paul Vaughan, Head of Communities and Neighbourhoods Service

Wards Affected: Ward 6

Purpose

To update members on progress and necessary changes made to the delivery timeline of the North Queensferry Local Action Plan (NQLAP).

Recommendation(s)

Members are asked to:

- (i) support the change in the original timeline for the NQLAP; and
- (ii) note the preparatory work and community engagement already undertaken.

Resource Implications

Experience from the COVID-19 pandemic suggests that there is a need to continuously review and amend the proposed timeline for the community consultations and the development and delivery of the NQLAP. Government restrictions and guidelines have changed dramatically since the initial proposal presented to Area Committee on 7th October, 2020.

Legal & Risk Implications

There are no known legal and risk implications.

Impact Assessment

No impact assessment is required for this briefing report.

Consultation

The South and West Fife Area Committee have received the final report requesting the development of a NQLAP. Officers from the CD Team met with Ward 6 Councillors to provide a brief on the project and to obtain more information on the area. Officers have met with the Vice Chair of North Queensferry Community Council to provide a brief on the project and to obtain their support with the community consultations. Officers have met with the Headteacher of the local primary school to discuss the various options of engaging with the children to ensure that they are involved in the community consultations and the development and delivery of relevant future initiatives in the village.

1.0 Background

- 1.1 The core purpose of the project is to employ a 'charrette-style' approach in collaboration with the local community, to develop a 'place-based' Local Action Plan for the village. It is intended that this will lay out a shared vision and a deliverable land-use strategy to shape community decision making and investment. The overarching Local Action Plan will also ensure a coherent approach is taken to the inter-relationship between key sites to better support the social, economic, and physical regeneration needs of the village and its residents.
- 1.2 The vision and goals for the place-based NQLAP will be developed by local people. The community will play a key role in establishing a community vision to take the action plan forward and ensure they are at the heart of any design and delivery making processes. The NQLAP will include short, medium, and long-term objectives and may contribute towards the development of a Neighbourhood Plan in the future.
- 1.3 Through collaborative, inclusive consultations, participation opportunities will capture local people's ideas, aspirations and concerns for the future land-use and place-based development within North Queensferry. Most importantly, these inputs will be used to influence the development of a realistic and deliverable Local Action Plan as determined by residents.

2.0 Context and Issues

- 2.1 Officers from the Communities and Neighbourhoods Service Community Development Team will provide support to the community to develop their understanding of place, build their skills and confidence whilst facilitating workshops to capture resident's views.
- 2.2 The approaches used may change depending on Government restrictions. There are many feasible alternative on-line approaches that can be used. Alternatives may include on-line focus groups, the use of Survey monkey / google forms to do a local consultation. Use of QR codes to give people quick access to a questionnaire (Place Standard).
- 2.3 Officers involved in the project are mindful that an online only approach would only engage those with a certain digital skill level. They have concluded that face to face engagement should also occur in tandem ensuring all who wish to take part have the opportunity to do so.
- 2.4 At Area Committee in October 2020, it was proposed that the timeline for this project would be community engagement to commence in January 2021 with a draft report to be presented in June 2021. This has changed due to Government restrictions which were put in place in January 2021.?

3.0 Progress

- 3.1 Officers have developed a Timeline (appendix 1) and a Consultation Programme (appendix 2) with more detail on progress made and future development. These documents are fluid and will continue to be amended when changes occur.

- 3.2 Officers from the Community Development Team have contacted local community groups, the Community Council and the local schools to discuss community engagement methods and how officers and community group members can reach as many residents as possible.
- 3.3 An article was produced for the Ferry Newsletter which was distributed to all households in North Queensferry in January. A request was made in this article for volunteers to assist with the community engagement process and/or become a member of a steering group for the project.
- 3.4 Officers have provided a brief and attended the South and West Fife Place Leadership Group and have established connections with relevant partners.
- 3.5 The Community Development Team have developed a 2-hour training session on the use of the Place Standard Tool which will be delivered in April to officers from Housing and Safer Communities and residents from North Queensferry who will be involved with the community consultation.

4.0 Conclusions

- 4.1 The work outlined above represents a co-ordinated approach to the development of the NQLAP.
- 4.2 Officers will continue to meet with the Community Manager on a fortnightly basis to update on progress and work undertaken.
- 4.3 Officers will continue to monitor the current Government restrictions to ensure that all community consultations are undertaken safely, and dates changed if restrictions change.
- 4.4 The new proposed timeline for community consultations and the draft report will now run from March 2021 – September 2021.

List of Appendices

1. Timeline
2. Consultation Programme

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December 2020	<ul style="list-style-type: none"> Article to be completed for Ferry Newsletter - Complete Contact to be made with local primary school and high school - Complete Arrangement made with local shopkeeper to collate responses from newsletter - Complete
January 2021	<ul style="list-style-type: none"> Responses from newsletter to be collated and interested community members contacted - Complete Production of Communication Strategy - Complete
February 2021	<ul style="list-style-type: none"> Officers to meet to discuss options of community engagement - Complete Briefing to Place Leadership Team detailing project and request support from partners - Complete Meet with Coryn Barklay to discuss Consul - Complete Meeting with Vice Chair of North Queensferry Community Council detailing project - Complete
March 2021	<ul style="list-style-type: none"> Officers briefing - Complete Consultation Timeline developed - Complete Meeting with Karen Stewart (Forth Bridges Tourism Manager) to discuss project and how we can link in - Complete Officers to develop prompts for the PST - Complete Contact officers to obtain Land Ownership Maps, Aerial Photography, Core Paths and Cycle Route Maps, Green Network and Infrastructure Maps, Local Landscape Areas, Accident Stats - In Process Provide update on project to local Facebook Pages and for Community Notice Board - In Process
April 2021	<ul style="list-style-type: none"> Attend North Queensferry Community Council Meeting Targeted 1-1 engagement sessions using giant map building an outline vision without pre-empting outcomes, engaging with local businesses, schools and youth provision Train Housing Officers, Safer Communities Officers and Volunteers to use the Place Standard Tool Officers to develop materials and programme for workshops
May 2021	<ul style="list-style-type: none"> Place Standard Questionnaire - Doorstep Consultation and online consultation Drop-in workshops - early afternoon and evening - May be outside using marquee or in community centre
June 2021	<ul style="list-style-type: none"> Drop-in workshops - early afternoon and evening - May be outside using marquee or in community centre Online Consultation
July 2021	<ul style="list-style-type: none"> Drop-in workshops - early afternoon and evening - May be outside using marquee or in community centre Online Consultation
August 2021	<ul style="list-style-type: none"> Officers to write up NQLAP
September 2021	<ul style="list-style-type: none"> Drop-in feedback workshops - early afternoon and evening - May be outside using marquee or in community centre Online Feedback

North Queensferry Local Action Plan Consultation Timeline

May 2021 - Over 2 weeks	“Setting the Scene”	Place Standard Questionnaire	Doorstep Consultation
End May 21	“Vision to Reality”	Drop-In 3pm-4pm Workshop 7pm-9pm	North Queensferry Community Centre
June 2021	“Making it Happen”	Drop-In 3pm-4pm Workshop 7pm-9pm	North Queensferry Community Centre
End June 21	“Walk In”	Drop-In 3pm-4pm Workshop 7pm-9pm	North Queensferry Community Centre
July 2021	“Initial Results”	Drop-In 3pm-4pm Workshop 7pm-9pm	North Queensferry Community Centre
September 2021	“NQLAP Final Report”	Drop-In 3pm-4pm Workshop 7pm-9pm	North Queensferry Community Centre

There will be three distinct phases for the consultation process.

Pre-Consultation – Targeted 1-1 engagement sessions using giant map building an outline vision without pre-empting outcomes, engaging with local businesses, schools and youth provision.

Consultation – Doorstep using Place Standard Tool which will be placed into themes. 1-2 themes will be used at each door alternating the differing themes at the doors. Officers and volunteers will go to every door late afternoon/early evening - officers will revisit an address once if residents are not in. Multi day and evening sessions with focussed workshops, online engagement.

Post-Consultation – Moving from exploring ideas to deliverable proposals.

Consultation Dates

Immediately after each public workshop, a summary of the discussion and images of the outputs will be posted on local social media sites and notice boards. Comments would be invited.

Online Consultation Dates

May 2021	“Setting the Scene”	Place Standard Questionnaire	Consul
End May 2021	“Let's Talk...About?”	Narrowing Priorities	Consul
June 2021	“Let's Talk...About?”	Narrowing Priorities	Consul
July 2021	“Initial Results”	Who will make things happen? Where will resources come from?	Consul
September 2021	“Let's Talk...About NQLAP Final Report”		Consul

21st April, 2021.
Agenda Item No. 8

Supporting the Local Community Plan - South East Inverkeithing Regeneration – Progress Report

Report by: John Mills, Head of Housing Services and Paul Vaughan, Head of
Communities and Neighbourhoods Service

Wards Affected: 6

Purpose

The purpose of this report is to advise members of progress with the regeneration of South East (SE) Inverkeithing.

Recommendation

The Committee is requested to comment on the work undertaken so far with the regeneration of SE Inverkeithing.

Resource Implications

Funding from existing Housing Revenue Account (HRA) budgets were available to support the initial costs of the project and the redevelopment of the shopping facility. Funding for the redevelopment of Fraser Avenue has been sourced by Kingdom Housing Association. £50,000 of funding from the Local Community Planning Budget has previously been approved by this Committee to support projects overseen by the Neighbourhood Partnership.

Legal & Risk Implications

There are no specific 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

Members of the local community and Ward 6 Councillors continue to be consulted.

1.0 Background

- 1.1 In August 2013, the Executive Committee approved proposals to bring forward the initial stages required towards the regeneration of the SE Inverkeithing area. The regeneration of SE Inverkeithing is identified as a key action in the South and West Fife Local Community Plan.
- 1.2 The Area Committee last received an update on progress at its meeting in October 2020. The following report advises of the progress since that time.

2.0 Progress – April – September 2020

Neighbourhood Partnership

- 2.1 The Neighbourhood Partnership allows the community, services and organisations to come together to have a say in and influence the physical, social and economic regeneration of the area. The partnership's main role is to support the delivery of the Neighbourhood Plan's priorities.
- 2.2 All three groups have been amalgamated into the Community Connections Group (CCG). This working group will continue to drive forward the Neighbourhood Plan and the Community Benefits action plan in a coherent way.
- 2.3 The Local Development Officer for Communities (LDO) will include a summary of actions/issues raised on their report which will be presented at the Project Implementation Board Meetings (PIB).
- 2.4 The CCG have allocated time slots available on request for LDO (Housing), Fife Works and children and young people from the local schools.
- 2.5 Actions from the PIB are discussed as well as communications/publicity for up and coming events at the CCG. The group have still not met yet as there are no new initiatives being developed due to current restrictions.
- 2.6 Community engagement and consultation is at the core of the programme. The LDO is continuing to engage with residents who come along to the pantry on a weekly basis.

Neighbourhood Partnership Community Connections Group

- 2.7 Community Connections Group: This group was working to achieve priorities identified in the Inverkeithing Neighbourhood Plan. Some of the previous projects are currently not taking place due to Government restrictions, however there is an aspiration that the projects will be started again when it is safe to do so.
 - 2.7.1 Inverkeithing Pantry – This was started up last June with the support of Inverkeithing Trust and Community Use. The aim was to alleviate any pressure to the local Foodbank and to encourage community connections. This is open for anyone in the community to come along to. This project is now being managed by Inverkeithing Trust with the support of the LDO. On average 90 bags are given out/delivered each week. The volunteers receive surplus food from several local shops and supermarkets and have linked up with EATS Rosyth who provide 60 cooked meals each week for the pantry.

- 2.7.2 Friday Nights at the Wing – Officers are continuing to have conversations on the future development of the programme for the Wing on a Friday night. Officers are unsure when this will begin again and are looking at future funding for Youth 1st to provide targeted youth work.
- 2.7.3 Stitching Together - The Training Officer for the Inverkeithing Heritage Regeneration Project is in contact with the Knitting Group and the Sewing Group, both groups are keen to be involved in the community tapestry project for the Town House.
- 2.7.3 Community Connectors - The LDO has several new community connectors who come along to the pantry. The idea behind Community Connectors is to recruit local people to promote any events, consultations, activities that may be running in the area by speaking with neighbour/friends, etc. The LDO works closely with the community connectors to coordinate place-based activities that run in the local area. Local people are encouraged to share and develop their ideas of possible community initiatives.
- 2.7.4 Inverkeithing Masterplan / Neighbourhood Plan – Inverkeithing Community Development Group have now become a registered SCIO and are now known as Inverkeithing Trust. The LDO has kept in touch with the Trust members during the pandemic. The Trust are involved in several key priorities that were identified in the Neighbourhood Plan. They are presently running the Pantry, looking at developing a wetland area in Inverkeithing, are involved in discussions with Fife Council regarding re-wilding projects and are looking to develop the Friary Playpark.
- 2.7.5 Inverkeithing Group Support – The LDO has continued to provide support to local community groups during this pandemic. Most of the contact has been through emails due to the current restrictions.
- 2.7.6 Other Projects out with the SEIR Area – The LDO has been working to promote effective social regeneration by involving the wider community of Inverkeithing. The rationale for this was to increase community engagement and participation for the whole community in order to avoid creating a silo in the new regeneration site. This has involved supporting numerous projects such as the Inverkeithing Heritage Regeneration Programme, meetings for this have continued to be held online.

Housing Redevelopment

- 2.8.1 Phase 2 of the new build development includes 61 housing units and the main park area. Although Champion Homes have been experiencing longer lead in times and delays with materials as a result of Brexit and the global pandemic, Kingdom report that works have been progressing well and have confirmed a contract completion date of June 2022. They anticipate that approximately 29 units will be handed over to tenants by the end of this calendar year.
- 2.8.2 Demolition of the blocks in Phase 3 is still to be scheduled but will tie in with the new build programme and the rehousing of the remaining tenants. A meeting with all parties involved in the demolition process is due to take place at the end of April. This will be the final demolition phase, and once completed, will allow Kingdom to progress the third phase of new build development. Design works for this phase should take place in the next few months, followed by community consultation and a subsequent planning application during the summer.
- 2.8.3 Currently there are 8 tenants and 3 scatter flats remaining in use across 4 stairwells. 3 tenants are scheduled to move to Phase 2 of the Kingdom development and properties have been allocated to them within the development. The remaining

Kingdom Housing units will be allocated through the Fife Housing Register according to Kingdom's lettings policy. 4 tenants have chosen to be accommodated by Fife Council within the new Spencerfield development being built by Taylor Wimpey. The first phase has been delayed since October 2020, but it is expected that the first handover will now take place in early April.

- 2.8.4 In recent weeks there has been a spate of break-ins to the empty blocks, with copper piping and other fittings being removed. As a result, we have increased security measures, including intruder alarms at all empty blocks and twice-weekly walkabouts by the community caretaker.

3.0 Conclusions

- 3.1 The regeneration of SE Inverkeithing is progressing, despite setbacks due to the lockdown and subsequent restrictions. The few remaining tenants can now look forward to moving onto their new homes soon, whether that be with Kingdom Housing or with Fife Council.
- 3.2 Although wider community regeneration work has been severely hampered by Covid-19, it does continue albeit in new and different formats.

Background Papers

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

- South East Inverkeithing Regeneration – Progress Report, South West Fife Area Committee, 12 October 2016
- South East Inverkeithing Regeneration – Progress Report, South West Fife Area Committee, 20 April 2016
- South East Inverkeithing Regeneration – Progress Report, South West Fife Area Committee, 14 October 2015
- South East Inverkeithing Regeneration – Progress Report, South West Fife Area Committee, 22 April 2015
- South East Inverkeithing Regeneration – Progress Report, South West Fife Area Committee, 14 January 2015
- South East Inverkeithing Regeneration – Progress Report, South West Fife Area Committee, 24 September 2014
- Fraser Avenue Regeneration – Progress Report, South West Fife Area Committee, 11 June 2014
- Fraser Avenue Regeneration – Progress Report, South West Fife Area Committee, 19 March 2014
- Fraser Avenue Regeneration – Progress Report, South West Fife Area Committee, 15 January 2014
- *Fraser Avenue, Inverkeithing – Regeneration Approach*, Fife Council Executive Committee, 20 August 2013

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21st April, 2021.
Agenda Item No. 9

Grassland Management Strategy

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

Wards Affected: Wards 1, 5 and 6

Purpose

The purpose of this report is to inform the South and West Fife Area Committee of proposed changes to the management of grassland in the area and the outcome of the community consultation and engagement exercise.

Recommendation(s)

Following analysis of the results of a public consultation and engagement exercise on proposed changes to the management of grassland in the Area, the following recommendations are being made:

- (1) Ward 1 West Fife and Coastal Villages - Alternative grassland proposals are not accepted. Areas proposed will revert back to amenity grassland maintenance regime.
- (2) Ward 5 Rosyth – No alternative grassland proposal for this area. Amenity grassland maintenance regime will continue as is.
- (3) Ward 6 Inverkeithing and Dalgety Bay - Alternative grassland proposals are accepted.

Resource Implications

There are no additional resource implications arising from this report.

Legal & Risk Implications

There are no new 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

To ensure a fair, consistent and inclusive approach to the consultation and engagement exercise despite current restrictions, the consultation was carried out ensuring seven National Standards of Community were met (Inclusion, Support, Planning, Working Together, Methods, Communication and Impacts).

A community consultation and engagement exercise was undertaken from 16th November 2020 to 31st December 2020. The results of which are included in this report.

In light of the current social distancing measures in place to protect people against Covid-19 and control the spread of the virus, face-to-face consultation methods were not possible. To overcome these challenges, the Grounds Maintenance Service utilised a range of communication tools to ensure that the consultation was available to the broadest range of interested groups, including;

- Digital – Online Form and Questionnaire
- Digital – Digital conversation Tools inc. Consul
- Email - Direct Communication with Community Councils and Peoples panels
- Digital - On-line meetings
- Local Media – Information circulated to Radio and Newspaper outlets
- Non-Digital -Telephone – Dedicated Helpline set up
- Non-Digital -Traditional paper copies available on request
- Promotional signage - Signage positioned within all sites
- Direct Feedback from Elected Members, individuals and groups

1.0 Background

- 1.1 Since March 2020, the Grounds Maintenance Service have been greatly impacted by the 'lock down' restrictions and resource pressures have forced a rethink on our approach to grass cutting. These circumstances have meant that decisions were made without public consultation, however the feedback shows an encouraging level of environmental awareness. The Service wish to build on this enforced short-term plan with a longer-term grassland management strategy led by the community.

2.0 Issues and Options

2.1 Climate Change Agenda

- 2.1.1 The Fife climate emergency declaration in Fife on 26th September 2019 has focused the attention of Grounds Maintenance Service to design service provision that will help support Fife Council to meet the net-zero greenhouse gas emissions by 2045. A new grassland management approach will contribute to the Fife Environmental Partnership strategy outcomes below;

Reducing Carbon Emission;

- *More efficient use of resources (energy, waste and water)*
- *Encourage more sustainable transport including reducing the need to travel*
- *Ecosystems are used sustainably and strengthened*

Adapting to Climate Change

- *Places are adapting to cope with Climate change including land use*
- *People are adapting to cope with Climate Change*

2.1.2 The Grounds Maintenance Service have a significant opportunity within their activities to reduce carbon emissions. Through reducing our areas of intensive grass cutting programme the service can influence;

- Achieving our Climate Fife targets,
- Connecting people and communities with nature, improving our health and wellbeing,
- Opportunities for outdoor activities such as walking, viewing wildlife and mental wellbeing,
- Increase of biodiversity in our landscapes
- Increase opportunities for communities to be actively involved in adapting their local environments
- A 10% reduction of mechanical grass cutting – Reducing CO₂ levels (approximately 21,000kg of CO₂ annually across Fife).

Ward 1 Total Grass cut (m ²)	Proposed % of total grass to be managed differently – Ward 1	Total amount of hours grass cutting time reduced
657,164.61	0	0
Ward 5 Total Grass cut (m ²)	Proposed % of Total Grass to be managed differently -Ward 5	Total amount of hours grass cutting time reduced
590,619.56	0	0
Ward 6 Total Grass cut (m ²)	Proposed % of Total Grass to be managed differently -Ward 6	Total amount of hours grass cutting time reduced
874,682.14	38,168.45 (4.36 %)	45 Hrs

2.2 Grassland Management Strategy

2.2.1 There is increasing evidence and desire from our communities to manage our green assets differently. There is a growing understanding and recognition that open space in its natural state can support a variety of ecosystems and biodiversity. Managing grassland differently in this way reduces fuel use and air pollution and releases much needed resources for deployment on other priority grounds maintenance activities. The wellbeing value to local communities cannot be understated either. Studies in recent years have evidenced the mental health benefits for communities with access to natural green space environments.

2.2.2 The grassland management strategy will place significant emphasis on providing opportunity for local communities to engage and lead on how they wish their local greenspaces to be managed. The strategy will develop and flex as Services continue a dialogue with local communities and area leadership teams ensuring the Community led and Place leadership agenda is supported.

2.3 Alternative Grassland Management Approach

2.3.1 We know the UK has lost 97% of its flower-rich grassland over the past 70 years. This has resulted in a drastic decline of around two thirds of pollinating insects. Fife is the most heavily cultivated region in Scotland so we can make a difference and give our wildlife more of a chance by changing the way we manage our urban green spaces. These proposals are an opportunity to counter-act these declines.

2.3.2 The purpose of this sustainable grassland management approach is to develop the management our green assets and provide outcomes that meet Fife Council's Climate Change obligations. The Grounds maintenance Service have developed a management model for those areas of managed grasslands.

2.3.3 There are no identified financial savings to this change to the Grounds Maintenance operating model. We envisage the programme will be a cost neutral activity due to the change in operational activity to manage grasslands. Any potential reduction in man hours on cutting grass will be targeted to other priority grounds maintenance work. Further analysis will be undertaken once we capture all associated costs including the costs of new machinery to achieve the maintenance regime below;

Management of proposed sites	
Grass cutting	Frequency
'Cut and collect' will be the preferred option - this will reduce the fertility and growth of rank grasses. This will allow wildflowers to compete with grass, therefore allowing more wildflowers to flourish creating a botanically diverse meadow. Over time less cutting will be required which will look more attractive and provide good habitat for pollinators.	1 cut and lift per growing season.
Grass path network	
A network of access points and pathways will be cut through proposed areas. Consultation on location and width of path network required.	14 cuts per growing season.
Invasive weed Species	
All recognised invasive weed species will be treated as per Service control procedures.	As identified.
Litter and fly-tipping	
Litter and fly-tipping will be removed as per current procedures and resource availability.	As Identified.
Grass clippings	
Re-use of grass clippings will be the preferred option where possible. <ul style="list-style-type: none"> • Alternative fuel resource • Baled and removed. Could be used as hay • Compost -leave on site • Compost – alternative use (Growing Spaces) 	Once Annually.
Awareness of best practice	
Increase awareness for on-site/ground staff regularly and when new staff employed - to ensure that the management of land for biodiversity understood, promoted and carried out.	Awareness Programme developed.
Public awareness	
Promote Fife Council's activities related to biodiversity. Raise awareness of the wider importance of biodiversity and Climate Change in schools, community councils, businesses and other stakeholders in our communities. Provide a sign posting service to the work with our partner organisations e.g. Buglife, Learning through Landscapes, Butterfly Conservation, Friends of the Earth, Hedge Link, etc.	Local Biodiversity Action Plan.

2.4 Local Decision Making

- 2.4.1 The success of a grassland management strategy is dependent on communities deciding how they want to repurpose the land that the Grounds Maintenance Service attend in their areas. Front-line managers working collaboratively with Community Managers have shared the importance of environmental change with local stakeholders. A number of local communities and elected members have already indicated a desire to lead on alternative grassland management approaches in their local areas. This Community led approach will require a structure of support through Area Leadership teams and supporting agencies that can provide resources and expertise in the management of our green assets.
- 2.4.2 Grounds Maintenance Officers will work in partnership with Community Managers to facilitate groups who wish to develop or extend these proposals. Land management expertise will be available through our Climate Change Team and a range of partners who have a responsibility to support and deliver the priorities as defined by local communities.
- 2.4.3 As an example, Fife Council in partnership with, St Andrews University, Fife College, Fife Communities Climate action Network and Greener Kirkcaldy are leading the implementation of a Community tree planting strategy. This Project aims to support Fife Communities to plant more woodland by helping them identify suitable land and make decisions that will address their requirements for woods that mitigate climate change, support biodiversity, enhance the environment, support local economy and help adapt to our future climate.
- 2.4.4 Plans showing proposals in all wards have been presented as a baseline to develop opportunities. All plans are subject to amendment as community priorities change and this process will also be governed at an Area Committee level.

2.5 Public Consultation & Engagement

- 2.5.1 The consultation exercise ran for a period of 7 weeks from 16th November 2020 to 31st December 2020, and was publicised through elected members, community councils, social media, along with posters being displayed at sites which were affected by the proposals. Although an electronic response was encouraged through access to an on-line form, an option was also given for people to request a paper pack which contained the same information as what was available on-line, along with copies of the relevant maps, a paper form for completion and a return envelope.
- 2.5.2 The social media campaign was promoted on Facebook and Twitter. The following table is the cumulative total of the impact of Facebook posts on the Fife Council Facebook page from 16 November to 28 December 2020.

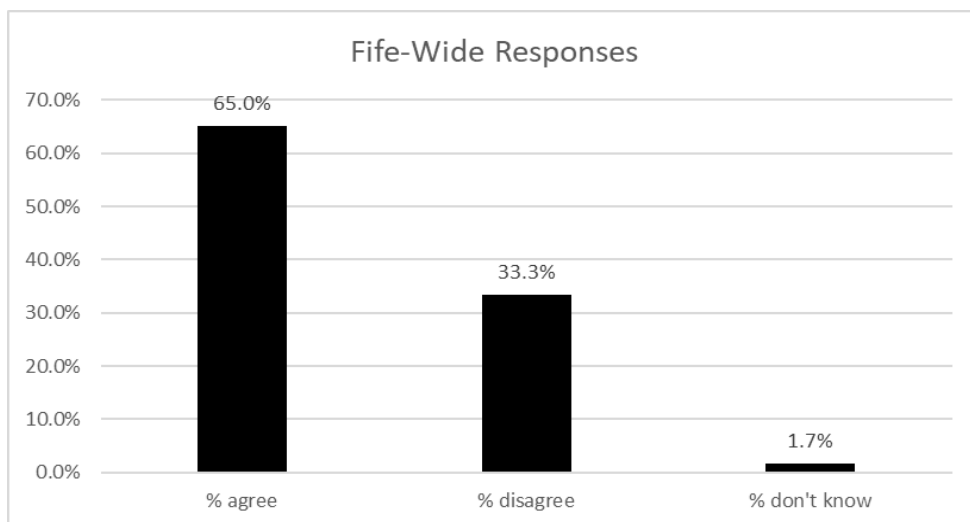
Reach	Engagement	Likes	Comments	Shares	Video views
128,256	8,744	204	127	183	15,835

- 2.5.3 The reach is the number of individuals who saw the posts. The engagement records the total number of people who interacted with the posts such as likes, comments, shares, checking the location or tagging another person in a post.
- 2.5.4 A video animation was created to explain the new grasslands management strategy and its benefits. The number of views indicates it was successful in engaging people with the consultation process.

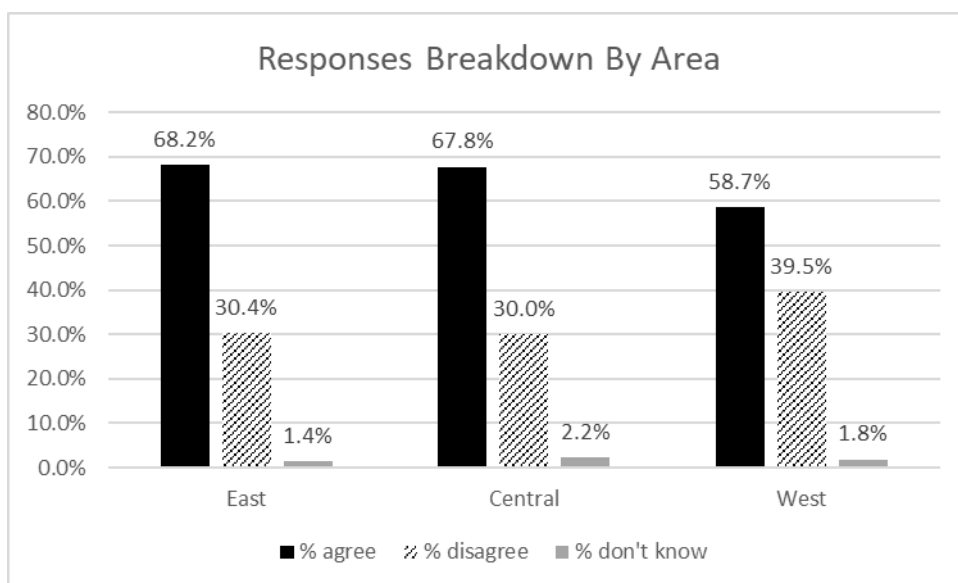
2.5.5 Respondents were also able to take part in an open discussion on grasslands management through the Let's Talk about Fife online participation platform, Consul. A total of 51 additional comments were received in this way.

2.6 Fife-wide Consultation Responses

2.6.1 A total of 1480 responses to the consultation were received from all areas of Fife. Respondents were questioned on whether they agreed or disagreed with this proposed new method of managing some of the grassland areas in Fife. The Fife-wide results showed an overall positive response, with 65% of respondents agreeing to the proposal. The results are shown in the following graph:



2.6.2 The responses have been further broken down by area (East, Central and West Fife) and the results are shown in the following graph:



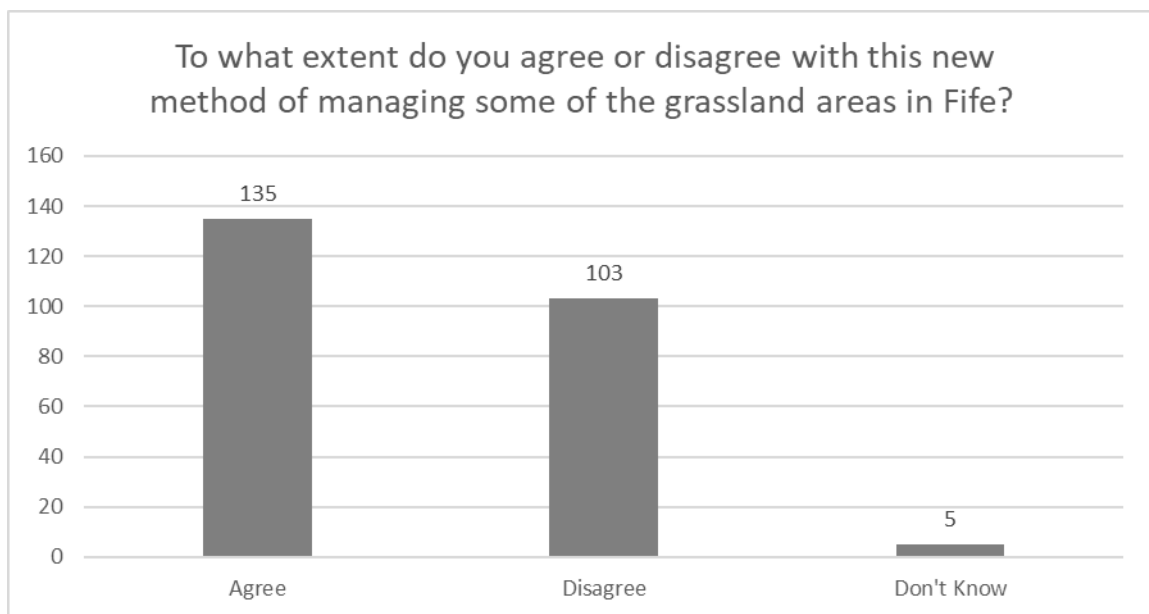
2.6.3 A full Ward breakdown showing the percentages of respondents who agreed/ disagreed with this new method of managing the grassland in Fife can be found in **Appendix 1**.

2.6.4 Participants of the consultation exercise were asked whether they were responding as an individual, elected member or on behalf of a local, community or voluntary group or organisation. The number of responses for each category is shown in the following table:

Fife-Wide Responder Type	
Individual	1403
Fife Councillor, MSP, MP, MEP	6
Local, community or voluntary group	71

2.7 South West Fife Committee Area Responses

2.7.1 A total of 243 responses were received from the South West Fife Area. The results are shown in the following graph:



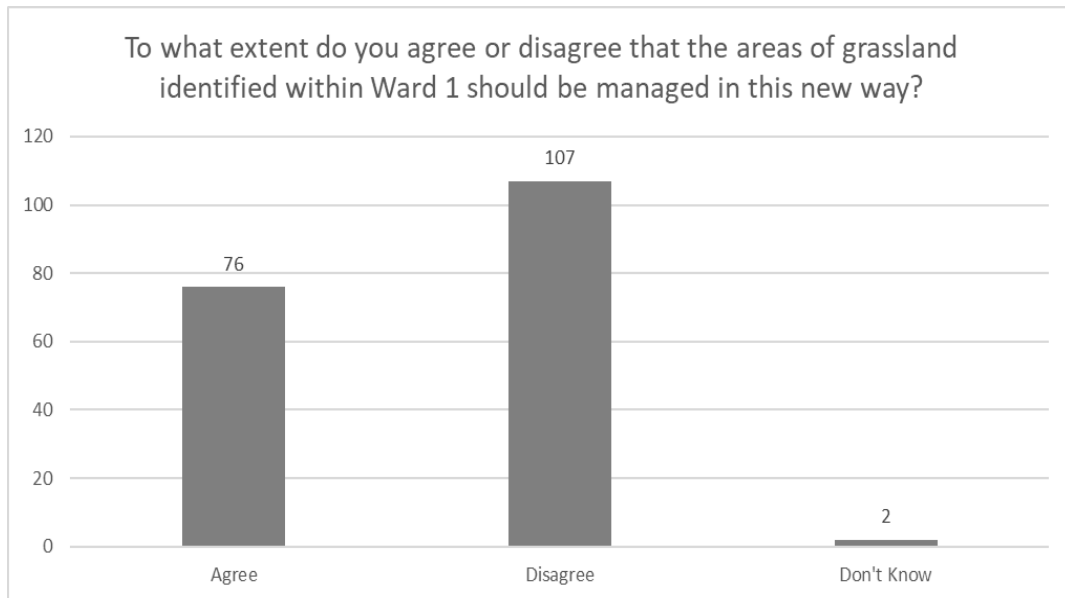
2.7.2 The detail of each individual response can be found via the following link: [Insert hyper-link to South West Fife Area Responses file.](#)

2.7.3 Maps of proposed sites are available at www.fife.gov.uk/grasslands. Participants of the public consultation were provided with the option of submitting a digital or non-digital response. Participants of the public consultation were provided with the option of submitting a digital or non-digital response. The response methods are shown in the following table:

South West Fife Committee Area Response Methods	
Paper packs issued	9
Paper responses received	3
Electronic responses received	240

2.8 Ward 1 - West Fife and Coastal Villages

2.8.1 A total of 185 responses were received from Ward 1. Participants were questioned on whether they agreed or disagreed that the areas of grassland identified within their own ward should be managed in this new way. The results are shown in the following graph:

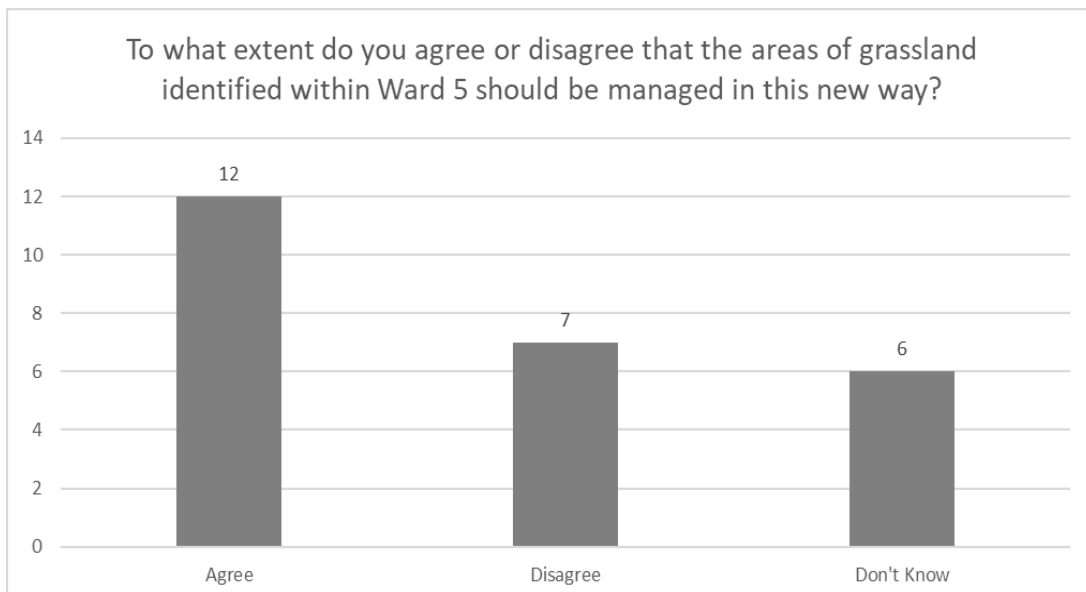


2.8.2 The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

Ward 1 - Responder Type	
Individual	179
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	6

2.9 Ward 5 – Rosyth Responses

2.9.1 There were no areas within Ward 5 included in the alternative grassland management proposal. However, a total of 25 responses were received from Ward 5. The results to this question are shown in the following graph.

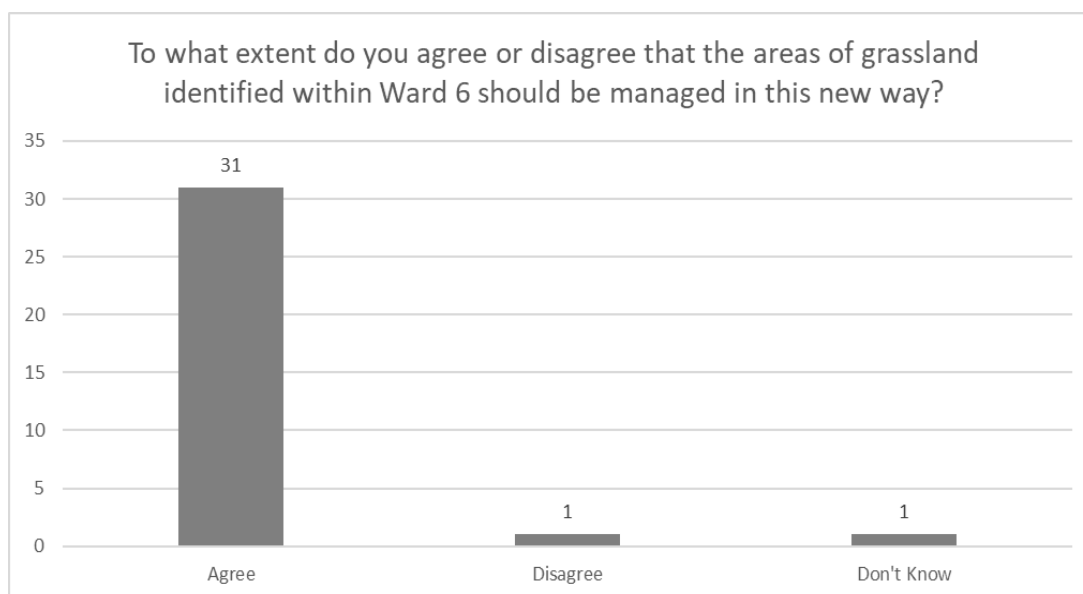


2.9.2 The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

Ward 5 - Responder Type	
Individual	24
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	1

2.10 Ward 6 – Inverkeithing and Dalgety Bay Responses

2.10.1 A total of 33 responses were received from Ward 6. The results to this question are shown in the following graph.



2.10.2 The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

Ward 6 - Responder Type	
Individual	30
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	3

2.11 Local, Community and Voluntary Group Responses

2.11.1 Local, Community and Voluntary Groups which took part in the consultation were:

Local Community & Voluntary Group	Response (Positive/Negative to proposal)
Blooming Lovely Dalgety Bay	1 Response - Positive
Carnock and Gowkhall Gala Committee	1 Response – Negative
Dalgety Community Trust	1 Response - Positive
Inverkeithing Trust	1 Response - Positive

Local Community & Voluntary Group	Response (Positive/Negative to proposal)
Limekilns and Charlestown Nature Conservation Group, supported by the LCPC Community Council, Floral Displays Group and Garden Club	1 Response – Negative
Low Valleyfield Community Council	1 Response - Positive
NatureScot	1 Response - Positive
Saline Environmental Group	1 Response - Positive
TAPICAG	1 Response – Negative
Unspecified	1 Response – Negative

3.0 Conclusions

- 3.1 243 responses were received relating to the South West Fife Committee area. Across the area 55.6% of individuals replied positively to the new grassland management strategy and 42.4% responded negatively to the proposal. Once broken down to Ward areas, the evidence suggests there is an appetite to develop a new grassland management regime in Ward 6. Alternatively, evidence suggests that the proposed new grassland management areas in Ward 1 is not acceptable to those who responded. There are no areas within Ward 5 included in the alternative grassland management proposal.

List of Appendices

1. Ward breakdown of respondents who agreed/disagreed with the new method of managing the grassland in Fife.

Report Contact

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Bankhead Central
Bankhead Park
Glenrothes

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Appendix 1

Ward breakdown of respondents who agreed/disagreed with the new method of managing the grassland in Fife:

	% agree	% disagree	% don't know
Ward 1. West Fife and Coastal Villages	47.6%	51.9%	0.5%
Ward 2. Dunfermline North	85.2%	14.8%	0.0%
Ward 3. Dunfermline Central	58.3%	36.1%	5.6%
Ward 4. Dunfermline South	75.4%	24.6%	0.0%
Ward 5. Rosyth	60.0%	24.0%	16.0%
Ward 6. Inverkeithing and Dalgety Bay	97.0%	3.0%	0.0%
Ward 7. Cowdenbeath	73.1%	26.9%	0.0%
Ward 8. Lochgelly, Cardenden and Benarty	31.5%	65.8%	2.7%
Ward 9. Burntisland, Kinghorn and Western Kirkcaldy	89.2%	8.1%	2.7%
Ward 10. Kirkcaldy North	60.0%	37.5%	2.5%
Ward 11. Kirkcaldy Central	59.5%	37.8%	2.7%
Ward 12. Kirkcaldy East	87.5%	12.5%	0.0%
Ward 13. Glenrothes West and Kinglassie	51.5%	48.5%	0.0%
Ward 14. Glenrothes North, Leslie and Markinch	69.8%	30.2%	0.0%
Ward 15. Glenrothes Central and Thornton	61.1%	30.6%	8.3%
Ward 16. Howe of Fife and Tay Coast	78.6%	20.0%	1.4%
Ward 17. Tay Bridgehead	53.6%	45.8%	0.6%
Ward 18. St Andrews	88.9%	11.1%	0.0%
Ward 19. East Neuk and Landward	59.3%	37.0%	3.7%
Ward 20. Cupar	80.7%	18.6%	0.7%
Ward 21. Leven, Kennoway and Largo	73.9%	26.1%	0.0%
Ward 22. Buckhaven, Methil and Wemyss Villages	62.1%	36.2%	1.7%
Fife Total	65.0%	33.3%	1.7%

21st April, 2021.

Agenda Item No. 10

Property Transactions

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

Wards Affected: 1, 5 and 6

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 Acquisitions

2.1.1 10 Cochrane Avenue, Inverkeithing

Date of Acquisition: 17 December 2020
Price: £115,000
Seller: William Duff & Elizabeth Duff

2.1.2 8 East Avenue, Blairhall

Date of Acquisition: 26 February 2021
Price: £85,000
Seller: Tracey Anne Grayson & Thomas Robert Philp

3.0 Conclusions

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

Report Contact

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Property Services – Estates
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16th June, 2021			
Title	Service(s)	Contact(s)	Comments
Traffic Regulation Order	Assets, Transportation and Environment	Phil Clarke	If required
Safer Communities Team Update Report	Communities and Neighbourhoods Service	Liz Watson	Annual report - Last update 12th August, 2020
Operational Briefing on Policing Activities within South and West Fife Area	Police Scotland	Chief Inspector Paul Dick / Community Inspector Stephen Kay / PS Scott Maxwell	Annual report - Last update 12th August, 2020
Scottish Fire and Rescue Service - South West Fife Area Local Operating Plan 2019 - Six Monthly Performance Report	Scottish Fire and Rescue Service	Station Commander Kerr Meekison	Annual report - Last update 12th August, 2020
Annual Report on Outcomes of Care Inspectorate Inspection and Grading Process	Health and Social Care	Fiona McKay / Alan Adamson	Annual report - Last update 12th August, 2020
Maintenance of Private Land by Private Landowners	Assets, Transportation and Environment	John Rodigan	
Area Housing Plan Update	Housing Services	Claire Mackinlay	Six monthly update - Last update 25th November, 2020.
Local Community Planning Budget Requests	Communities and Neighbourhoods	Mandy MacEwan	If required

Unallocated			
Title	Service(s)	Contact(s)	Comments
Future Provision of Cemeteries	Assets, Transportation and Environment	Liz Murphy	
Social Security Scotland Agency – Update	Social Security Scotland Agency	Lyndsey Maricic	As agreed at 24th April, 2019 meeting. Update to be provided later in the year – tbc.
Highlighting the Work of the Reducing Offending and Re-offending Partnership (ROAR)	Communities and Neighbourhoods Service	Kirstie Freeman	As agreed at 13th November, 2019 meeting (was due to be submitted in April, 2020 but meeting cancelled due to Covid-19)
Additional Nursery Hours Update	Education and Children’s Services	Shelagh McLean	As agreed at 4th March, 2020 meeting
Credit Union Update	Communities and Neighbourhoods Service / Credit Union	Alastair Mutch	Briefing or Committee presentation (tbc)
<i>Children’s Services Report</i>	<i>Education and Children’s Services</i>	<i>Lynne Garvey</i>	<i>No report submitted in 2020 – Agile Action Plan for Children’s Services in Fife was emailed to Conveners and Community Managers in September, 2020</i>
<i>Early Learning and Childcare</i>	<i>Education and Children’s Services</i>	<i>Jacqueline Price</i>	<i>Last update 2nd October, 2019. No report submitted in 2020. Jacqueline will advise on new date for submission.</i>
<i>Pupil Equity Fund</i>	<i>Education and Children’s Services</i>	<i>Sara Else</i>	<i>No report submitted in 2020 – A workshop with Headteachers to take place via Teams</i>