

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 the meeting of City of Dunfermline Area Committee of 25th January, 2022. 3 - 4
4. **AREA ROADS PROGRAMME 2021/22** – Report by the Head of Asset, Transportation & Environment. 5 - 12
5. **SCHOOL ATTAINMENT AND PERFORMANCE** – Report by the Executive Director - Education and Children. 13 - 148
6. **ABBEYVIEW COMMUNITY HUB FACILITY UPDATE** – Report by the Head of Communities and Neighbourhood Services. 149 - 185
7. **LOCAL COMMUNITY PLANNING AREA BUDGET REQUEST - DULOCH WOODS** – Report by the Head of Communities and Neighbourhood Services. 186 - 199
8. **LOCAL COMMUNITY PLANNING AREA BUDGET REQUEST - TOUCH COMMUNITY-LED REGENERATION PROJECT** – Report by the Head of Housing Services. 200 - 219
9. **LOCAL COMMUNITY PLANNING AREA BUDGET REQUEST - TACKLING POVERTY AND PREVENTING CRISIS** – Report by the Head of Communities and Neighbourhood Services. 220 - 231
10. **PLAN 4 DUNFERMLINE: THE LOCAL COMMUNITY PLAN** – Report by the Head of Communities and Neighbourhood Services. 232 - 235
11. **PROPERTY TRANSACTIONS** – Report by the Head of Asset, Transportation & Environment. 236 - 238

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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15 March, 2022

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THE FIFE COUNCIL - CITY OF DUNFERMLINE AREA COMMITTEE – REMOTE MEETING

25th January, 2022

9.30 a.m. – 10.55 a.m.

PRESENT: Councillors Helen Law (Convener), James Calder, Gavin Ellis, Derek Glen, Jean Hall Muir, Jim Leishman, Ross Paterson, David J Ross and Fay Sinclair.

ATTENDING: Sarah Else, Education Manager, Christopher McKay, Depute Headteacher (St Columba's High School), Kirsty O'Connor, Headteacher (St Kenneth's RC Primary School), Debbie Broadley, Headteacher (Pitreavie Primary School and Fiona Hall, Headteacher (Cairneyhill Primary School); Peter Corbett, Lead Officer Economy, and Sunil Varu, Economy Adviser (Town Centre Development), Economy, Planning & Employability Services; Andrew Gallacher, Community Manager - City of Dunfermline, Communities and Neighbourhoods; and Emma Whyte, Committee Officer, Legal & Democratic Services.

APOLOGIES FOR ABSENCE: Councillors Ian Ferguson and Garry Haldane.

292. DECLARATIONS OF INTEREST

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

293. MINUTE

The Committee considered the minute of the meeting of City of Dunfermline Area Committee of 30th November, 2021.

Decision

The Committee agreed to approve the minute.

294. PUPIL EQUITY FUND

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

Decision

The Committee agreed to:-

(1)/

2022 CODAC 114

- (1) note the contents of the report;
- (2) note the aim of the interventions;
- (3) note the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap; and
- (4) link directly with individual schools for further information as required.

295. LOCAL ECONOMIC PROFILE - DUNFERMLINE 2021

The Committee considered a report by the Head of Business and Employability which provided members with an annual overview of the local economic profile for each of the seven local committee areas.

Decision

The Committee:-

- (1) considered and commented on the issues raised from the analysis in the report; and
- (2) recognised the ongoing economic impact and uncertainty resulting from the global Covid-19 pandemic and recent UK exit from the European Union.

Councillor Ellis left the meeting during consideration of the above item.

296. PROPERTY TRANSACTIONS

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

Decision

The Committee noted the contents of the report.

297. CITY OF DUNFERMLINE AREA COMMITTEE FORWARD WORK PROGRAMME

Decision

The Committee noted the City of Dunfermline Area Committee Forward Work Programme.

22nd March 2022
Agenda Item No. 4

Area Roads Programme 2022-23

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

Wards Affected: 2, 3 & 4

Purpose

The purpose of this report is to identify the projects which are proposed for inclusion in the 2022-23 Area Roads Programme for the City of Dunfermline committee area.

Recommendation(s)

Committee is asked to:

- i. Approve the report and appendices 1-3;
- ii. Delegate authority to the Head of Assets, Transportation & Environment to manage the lists of Category 1 and 2 projects in line with the available resources/funding as the programme develops, in consultation with the Area Convener and Vice-Convener;
- iii. Note Appendices 4 & 5.

Resource Implications

The Area Roads Programme is funded from capital and revenue and some ring-fenced budgets. Programmes of work will be adjusted, if required, to ensure that expenditure remains within the Service budget.

Legal & Risk Implications

There are no known legal implications. There is a risk that if capital budgets require to be reduced, we will be unable to deliver all the Area Roads Programme priorities.

Impact Assessment

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

Consultation

Committee has been consulted through meetings with Members in the development of the lists of projects.

1.0 Background

- 1.1 The operation, management and maintenance of a safe and efficient transportation network has a major impact on the Fife economy and the quality of life of residents. Delivering transportation projects at local level underpins the priorities of the Fife Council Plan. Roads & Transportation has a key supporting role in relation to promoting a sustainable society, improving quality of life in local communities and growing a vibrant economy. Roads and Transportation Services also provides support to activities which are part of reforming Fife's public services.
- 1.2 The programme has been developed through the assessment and prioritisation of schemes identified by the processes below which follow the guidance identified in Table 5 of the Scheme of Decentralisation and Area Budgets approved by the Executive Committee on 17 November 2015: -
- Feedback from meetings with Elected Members,
 - Scheduled inspections, technical surveys, assessments and interrogation of maintenance management systems,
 - Suggestions received from Elected Members, Community Councils and the public.
- 1.3 At its meeting on 1st February 2018 the Economy, Tourism, Strategic Planning & Transportation Committee approved a methodology for allocating devolved budgets (2018, ETSP&T, 13 para 24 refers). The methodology can be summarised as follows: -
- The Area Committees determine local priorities for carriageway projects based on an Area Committee budget allocation commensurate with the Road Condition Index, as reported annually to the ETSP&T Committee,
 - Local priorities for footway projects are decided based on an Area Committee budget allocation commensurate with the proportion of urban footway mileage,
 - The remaining Road Safety & Traffic Management budget, combined with any available Cycling, Walking & Safer Streets grant funding aligned to safer streets, is allocated to local priorities based on and Area Committee budget commensurate with population numbers,
 - The foregoing is managed and reported via the relevant Area Roads Programme.
- 1.4 The current capital plan includes a budget of £8.25m in 2022-23, to be split 80% for carriageways and 20% for footways.

For the City of Dunfermline committee area, the budgets for 2022-23 are as shown below: -

Devolved Budget	2022-23 Allocation
Carriageways	£403k
Footways	£244k
Road Safety & Traffic Management	£107k

- 1.5 The level of capital resource allocated for carriageways and footways is concerning for future road condition. However, the Council reviews the capital plan every 2-3 years so there will be opportunities to consider additional investment going forward.

2.0 Issues and Options

- 2.1 Appendices 1-3 provide a detailed list of the proposed Area Roads Programme projects for budgets devolved to area committee. Category 1 schemes are committed to the programme dependent on available funding. Category 2 schemes will be promoted into the programme should any of the Category 1 schemes need to be deferred or additional funding becomes available.
- 2.2 An on-line system will be put in place to show how the carriageways and footways programme is progressing throughout the year.
- 2.3 Appendices 4 and 5 provide information on lighting and structures works. These budgets are not devolved to area committees, but the works locations are provided for information.

3.0 Conclusions

- 3.1 The attached appendices show the proposed 2022-23 Area Roads Programme for the City of Dunfermline Committee area. The type of works, work location and provisional estimates are provided for each project.

List of Appendices

1. Carriageway Schemes
2. Footway Schemes
3. Traffic Management & Road Safety
4. Lighting
5. Structures

Report Contact

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**City of Dunfermline Area Committee
Carriageway Scheme List for 2022-23**

CAT1	To be approved by Committee for delivery in 2022-23
CAT2	To be approved by committee as 'reserve' schemes which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.

Available Carriageways Budget

£403,000

Ward	Ward Name	Town	Road Class	Street	Location	Value	Running Total	Cat
3	Dunfermline Central	Crossford	A	A994 Main Street	Lundin Road to Meadowend incl junctions with Knockhouse and Waggon Road	£ 154,000	£ 154,000	1
4	Dunfermline South	Dunfermline	U	Skye Road	Allan Crescent to Clunie Road	£ 43,366	£ 197,366	1
2	Dunfermline North	Kingseat	B	B912 Main Street	West Gateway to North Gateway	£ 219,835	£ 417,201	1
3	Dunfermline Central	Dunfermline	U	Izatt Avenue	A823 Hospital Hill to Keir Hardie Terrace	£ 71,813		2
3	Dunfermline Central	Dunfermline	U	Alexandra Street	From Arthur St to Victoria St	£ 44,338		2
2	Dunfermline North	Rural	C	C37 Cuddyhouse Road	Keirsbeath Court East for 500m	£ 114,869		2
2	Dunfermline North	Rural	C	C54 Kingseat Road	Main Street to Lochwood Park	£ 27,668		2

**City of Dunfermline Area Committee
Footway Scheme List for 2022-23**

CAT1	To be approved by Committee for delivery in 2022-23
CAT2	To be approved by committee as 'reserve' schemes which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.

Available Footways Budget £244,165

Ward	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
2	Dunfermline North	Dunfermline	C53 Townhill Road	From Robertson Road to Build-out	Footway	£ 21,879	£ 21,879	1
2	Dunfermline North	Dunfermline	B9155 Baldridgeburn	Sections of Mill Street to Rumblingwell	Footway	£ 64,565	£ 86,444	1
3	Dunfermline Central	Dunfermline	Golfdrum Street	Full length	Footway	£ 95,606	£ 182,050	1
3	Dunfermline Central	Dunfermline	A907 Halbeath Road	West end of Main Stand (DFC)	Footway	£ 25,700	£ 207,750	1
4	Dunfermline South	Dunfermline	Turnbull Grove	Full length	Footway	£ 39,939	£ 247,689	1
4	Dunfermline South	Dunfermline	St Lawrence Street	Full length (except o/s no's 31 & 33)	Footway	£ 123,203		2
3	Dunfermline Central	Dunfermline	Woodmill Place	Footpaths on south side	Footway	£ 14,900		2
3	Dunfermline Central	Dunfermline	Milton Green	End of Footway at No 26 to end of Property No 40	Footway	£ 25,962		2

City of Dunfermline Area Committee
Roads Safety & Traffic Management Scheme List for 2022-23

APPENDIX 3

CAT1	To be approved by Committee for delivery in 2022-23
CAT2	To be approved by committee as 'reserve' schemes which can be promoted to CAT1 if an approved CAT1 scheme cannot be delivered.

Available Budget £106,650

Ward	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
4	Dunfermline South	Dunfermline	Birrel Drive		Replace give and take build-outs with speed cushions	£ 30,000	£ 30,000	1
3	Dunfermline Central	Crossford	Waggon Road	Glendevon Farm	New Footway	£ 25,000	£ 55,000	1
3	Dunfermline Central	Dunfermline	Kellock Avenue		Raised table crossing	£ 15,000	£ 70,000	1
4	Dunfermline South	Dunfermline	Pitcorthie Drive		Replace build-outs with raised tables / speed cushions	£ 35,000	£ 105,000	1
3	Dunfermline Central	Crossford	A994 Main Street		Gateway / traffic calming	£ 10,000		2

**City of Dunfermline Committee Area
Lighting Scheme List 2022-23**

CAT1	For delivery in 2022-23
CAT2	'Reserve' schemes which can be promoted to CAT1 if a CAT1 scheme cannot be delivered.

Ward No.	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
3	Dunfermline Central	Crossford	Waggon Road, Meadow View, Pitfirrane Park, Abbey View, Keavil Place		Lighting	£ 100,000	£ 100,000	1
4	Dunfermline South	Dunfermline	Nith St, Cleish Pl, Mackie Pl, Lomond Cres, Tinto Pl, Dee Pl, Tweed St		Lighting	£ 95,000	£ 195,000	1
4	Dunfermline South	Dunfermline	Calaisburn Place paths		Lighting	£ 12,500	£ 207,500	1
4	Dunfermline South	Dunfermline	Pitcorthie Phase 1	Elm Grove, Sycamore Grove, Spruce Grove, Cypress Grove, Larch Grove, Beech Groove, Cedar Grove, Juniper Grove, Walnut Grove	Lighting	£ 62,500		2
3	Dunfermline Central	Dunfermline	Abbey Park Place		Lighting	£ 17,500		2
4	Dunfermline South	Dunfermline	Pitcorthie Phase 2	Willow Grove, Oak Grove, Chestnut Grove, Fir Grove, Hazel Grove, Pine Grove	Lighting	£ 42,500		2

**City of Dunfermline Area Committee
Structures Scheme List for 2022-23**

CAT1	For delivery in 2022-23
CAT2	'Reserve' schemes which can be promoted if a CAT1 scheme cannot be delivered.

Ward	Ward Name	Town	Street	Location	Scheme Type	Value	Running Total	Cat
3	Dunfermline Central	Dunfermline	Under A907 Glen Bridge	Under Glen Bridge	Landslip Stabilisation + Footway Replacement	£ 250,000	£ 250,000	1
2	Dunfermline North	Dunfermline	Buffies Brae	Buffies Brae Viaduct	Principal Inspection	£ 20,000	£ 270,000	1
3	Dunfermline Central	Dunfermline	A823 St Margaret's Drive	Carnegie Footbridge	Joint Repairs	£ 30,000		2
3	Dunfermline Central	Dunfermline	A823 St Margaret's Drive	Central Underbridge (Underpass)	Joint Repairs	£ 30,000		2

22nd March, 2022

Agenda Item No. 5

School Attainment and Achievement Report

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

Wards Affected: 1, 2, 3, 4, 5, 7 & 8.

Purpose

This report provides the Area Committee with a summary report on 2020-2021 School Attainment across the secondary and primary schools serving the area. Details of how to access School Standards and Quality Reports and Recovery / Improvement Plans are also provided for primary and secondary schools across the area in the appendices.

Recommendation(s)

The Committee: -

- (1) are encouraged to engage directly with local schools to find out more about School Attainment and Achievement;
- (2) are asked to note the details contained within this report in relation to the nature of this year's report due to the impact of the COVID 19 pandemic;
- (3) are asked to note the information provided in the enclosed secondary schools' reports;

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

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

Consultation

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

1.0 Background

- 1.1 Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than 2020 and, separately, 2021. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches – Insight Sept 2021.
- 1.2 In addition, due to the COVID 19 pandemic, for Session 2020 - 2021 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in S3.
- 1.3 As a result, this year's report does not contain attainment trend data for BGE data in secondary schools.
- 1.4 All schools have continued to monitor the progress of all learners. As children and young people return to school after lockdowns, tracking of progress continues to be a priority.
- 1.5 This year's report provides a list of schools in the local area and a link to where school Standards and Quality Reports 2012-21 and School Improvement Plans 2021-22 can be accessed. (Appendix 3) These provide details of progress in schools and priorities for improvement.
- 1.6 For secondary schools details of school context, the trends in the School Leavers Destination Report for the last three years and data on attainment of leavers for 2019-20 are included.
- 1.7 The SQA attainment of young people in Session 2020-21 was based on the Alternative Certification Model (ACM) and supported by Fife Guidance for Practitioners.

2.0 School Performance

- 2.1 The attached reports on primary school attainment for the Dunfermline High School, Queen Anne High School, St Columba's RC High School and Woodmill High School clusters (Appendices 8, 9, 10 & 11.) provide details of CfE declarations in literacy and numeracy. It is worth noting that the primary data is the collated results of P1, P4 and P7. All children are included in the percentages - children with additional support needs in mainstream classes and where schools have Additional Support Classes or a Department of Additional Support Needs, these children are also included.
- 2.2 These tables provide percentages of young people attaining the recommended level in P1, P4 and P7 from SIMD 1 & 2 (Quintile 1), SIMD (Quintiles 2, 3 and 4) and SIMD 9 & 10 (Quintile 5) in Literacy and Numeracy.
- 2.3 Further tables give percentages of young people who are Free School Meal Registered (FMR) or are Looked after Children (LAC).
- 2.4 A summary of key practice on Covid Recovery, Ensuring Equity, Health and Well Being and Employability is included for each cluster (Appendices 12, 13, 14 & 15.)

- 2.5 The reports for secondary schools serving young people from the local area are contained within (Appendices 4, 5, 6 & 7.)
- 2.6 These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.
- 2.7 Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.
- 2.8 Positive destinations include Higher Education, Further Education, Training, Employment, Personal Skills Development and Activity Agreements.
- 2.9 Activity Agreements now encapsulated within the Personal Skills Development category are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.
- 2.10 Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.
- 2.11 Five-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy in S4, S5 and S6. This shows the percentage of the young people in each year group who achieved these levels of qualification from 2015 - 2016 through to 2020-2021.
- 2.12 Five year trends are given for the percentage of young people in S4 who gained at least one SCQF level 5 (National 5) qualification, S5 who gained at least one or four SCQF level 6 (Higher) qualifications and S6 who gained at least one, three, four or five SCQF level 6 qualifications.

3.0 SQA Qualifications 2022

- 3.1 All exams for SQA Qualifications were cancelled for Session 2020-21. Qualifications were determined using the Alternative Certification Model <https://www.sqa.org.uk/sqa/96760.html>
- 3.2 The SQA have produced guidance for the 2021-22 diet of exams which details changes to course content and possible scenarios that may be implemented dependent on public health advice. <https://www.sqa.org.uk/sqa/96904.html>

4.0 Conclusions

- 4.1 Due to the impact of COVID 19 we have been unable to provide School Attainment and Achievement Reports in exactly the same format as previous years.
- 4.2 This report and the appendices provide elected members with details of attainment and activity across schools in the local area.

List of Appendices

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

Appendix 2 – Dunfermline High School Report

Appendix 3 – Queen Anne High School Report

Appendix 4 – St Columba's RC School Report

Appendix 5 – Woodmill High School Report

Appendix 6 – Dunfermline High Cluster Report

Appendix 7 – Queen Anne High Cluster Report

Appendix 8 – St Columba's RC High Cluster Report

Appendix 9 – Woodmill High Cluster Report

Appendix 10 – Dunfermline High Cluster Summary of Activities

Appendix 11 – Queen Anne High Cluster Summary of Activities

Appendix 12 – St Columba's RC High Cluster Summary of Activities

Appendix 13 – Woodmill High Cluster Summary of Activities

Background Papers

None.

Report Contact

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Appendix 1 – 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 Canmore Primary School

Masterton primary School Limekilns Primary School

St Leonard’s Primary School Pitreavie Primary School

Inverkeithing High School

Camdean primary School Aberdour Primary School

Donibristle Primary School Dalgety Bay Primary School

Kings Road Primary School Inverkeithing Primary School

Park Road Primary School North Queensferry Primary School

Queen Anne High School

Blairhall Primary School Bellyeoman Primary School

Carnock Primary School Cairneyhill Primary School

Culross Primary School Crossford Primary School

McLean Primary School

Inzievar Primary School

Pittencrieff Primary School

Milesmark Primary School

Torryburn Primary School

Saline Primary School

Tulliallan Primary School

Townhill Primary School

St Columba's RC High School

St Bride's RC Primary School

St Joseph's RC Primary School

Holy Name RC Primary School

St Margaret's RC Primary School

St John's RC Primary School

St Serf's RC Primary School

St Kenneth's RC Primary School

Woodmill High School

Duloch Primary School

Carnegie Primary School

Touch Primary School

Lynburn Primary School

Link to Standards and Quality Reports and School Improvement Plans

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



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Dunfermline High School



School

Dunfermline High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	818	770	1588

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

Estate		
Year	Capacity	Capacity %
2020/21	1750	90.74

Percentage of pupils with FMR

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

Dunfermline High School				
2016/17	2017/18	2018/19	2019/20	2020/21
13.50	13.10	13.50	12.30	11.60

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

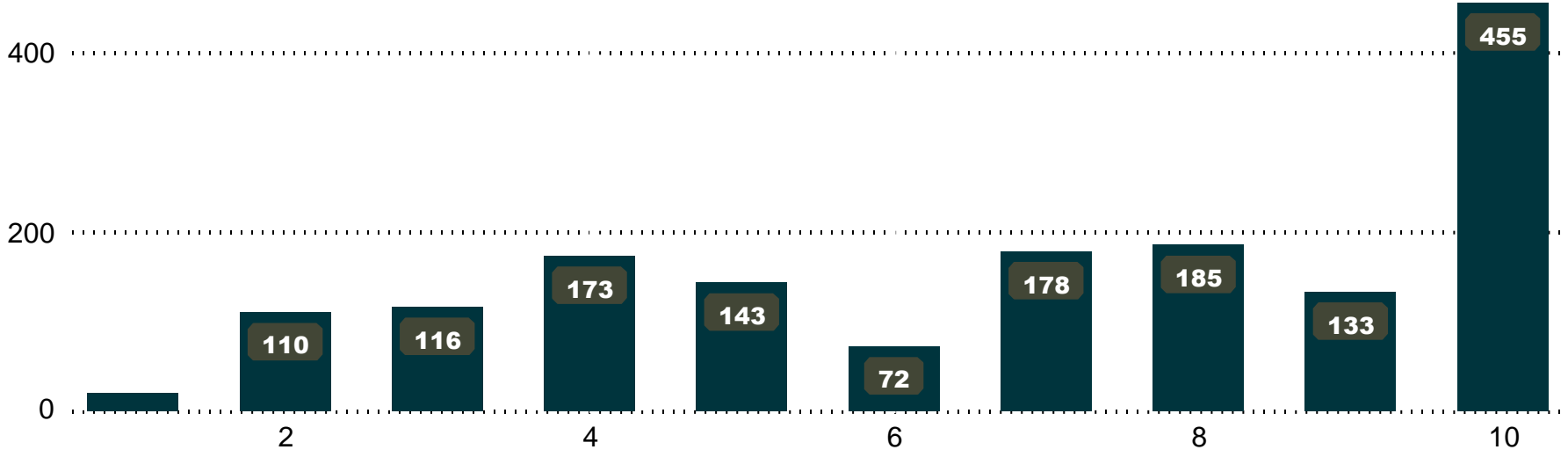
National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

School

Dunfermline High School ↓

SIMD

Number of Pupils per SIMD Decile (2020/21)



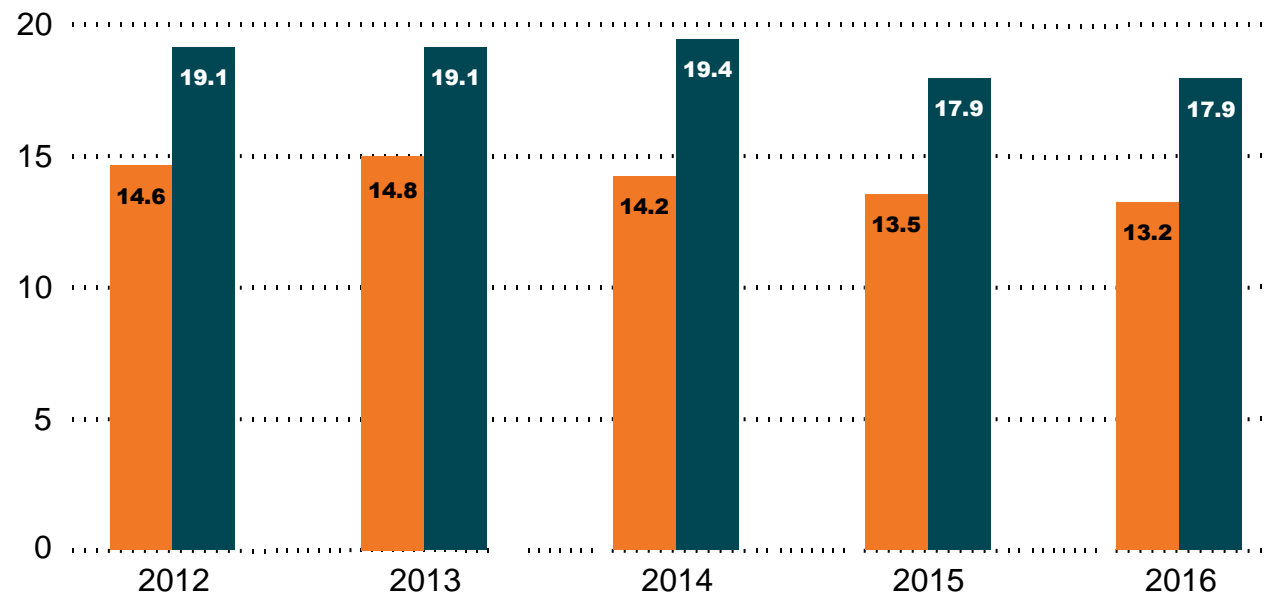
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	20	110	116	173	143	72	178	185	133	455	1585

School

Dunfermline High School

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



■ School
■ Fife

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	79	86	83	79	79
Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	68	73	66	63	69

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84
Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	66	67	63	67



Attendance & Exclusions

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

Attendance and Absences percentages

	Dunfermline High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	91.98	91.99	91.15	89.50	92.03	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	4.74	4.99	5.90	6.15	4.59	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	3.21	2.93	2.90	4.32	3.37	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00

Temporary Exclusions

Number of Exclusions per 1000 pupils

Dunfermline High School	54	39	15	14	13	Fife	43	31	14	21	21	National	50	48	0
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Days Excluded per 1000 pupils

Dunfermline High School	145	98	35	31	28	Fife	98	68	30	41	48	National	119	109	0
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LAC Temporary Exclusions

Number of Exclusions per 1000 pupils

Dunfermline High School	0	4	3	2	1	Fife	2	4	1	3	3
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Days Excluded per 1000 pupils

Dunfermline High School	0	9	6	4	1	Fife	4	10	3	6	6
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School

Dunfermline High School



Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	4
Early Acquisition	2
Developing Competence	28
Competent	14
Fluent	43
English as a "first language"	1497
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	23
Bereavement	2
Communication Support Needs	2
Deafblind	0
Dyslexia	118

Student Need Category	No. of Pupils with Need
English as an additional language	57
Family issues	24
Hearing impairment	17
Interrupted learning	6
Language or speech disorder	19
Learning disability	10
Looked after	11
Mental health problems	4
More able pupil	25
Other	27
Other moderate learning difficulty	43
Other specific learning difficulty (e.g. numeric)	37
Physical health problem	48
Physical or motor impairment	25
Risk of exclusion	0
Social, emotional and behavioural difficulty	117
Substance misuse	0
Visual impairment	11
Young carer	24

School

Dunfermline High School



Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 275 294 262

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

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

Dunfermline High School %

	2017/18	2018/19	2019/20
Positive %	92.7	96.6	93.9
Higher Education %	41.1	38.4	40.5
Further Education %	29.1	33.3	34.0
Training %	4.7	4.8	5.3
Employment %	16.4	19.7	13.7
Activity Agreements %	0.7		
Personal Skills Development %		0.34	0.38
Unemployed %	6.5	3.4	6.1
Unemployed Seeking %	5.5	2.0	4.6
Unemployed Not Seeking %	1.1	1.4	1.5
Unknown %	0.7		

Fife %

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

National %

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

School	
Dunfermline High School	↓

Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 275 294 262

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

Dunfermline High School %			
	2017/18	2018/19	2019/20
Positive %	92.7	96.6	93.9
Higher Education %	41.1	38.4	40.5
Further Education %	29.1	33.3	34.0
Training %	4.7	4.8	5.3
Employment %	16.4	19.7	13.7
Activity Agreements %	0.7		
Personal Skills Development %		0.34	0.38
Unemployed %	6.5	3.4	6.1
Unemployed Seeking %	5.5	2.0	4.6
Unemployed Not Seeking %	1.1	1.4	1.5
Unknown %	0.7		

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

School
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	88.89	86.67	87.50	92.31	90.91
2	92.31	95.38	97.73	96.49	98.55
3	96.55	96.92	93.10	92.00	98.08
4	100.00	90.16	98.72	93.51	96.00
5	100.00	100.00	98.90	100.00	97.87
Total	96.62	95.20	97.13	95.73	96.90

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	77.78	73.33	50.00	69.23	48.48
2	66.67	81.54	75.00	73.68	71.01
3	65.52	76.92	56.90	72.00	75.00
4	89.23	63.93	78.21	66.23	74.67
5	94.81	95.38	83.52	92.45	90.43
Total	79.39	79.34	74.19	77.44	75.85

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	94.44	73.33	75.00	100.00	90.91
2	96.15	84.62	97.73	98.25	98.55
3	100.00	89.23	91.38	93.33	96.15
4	98.46	83.61	94.87	93.51	94.67
5	100.00	96.92	98.90	100.00	96.81
Total	98.31	87.82	95.34	96.65	95.98

% Level 5 Numeracy

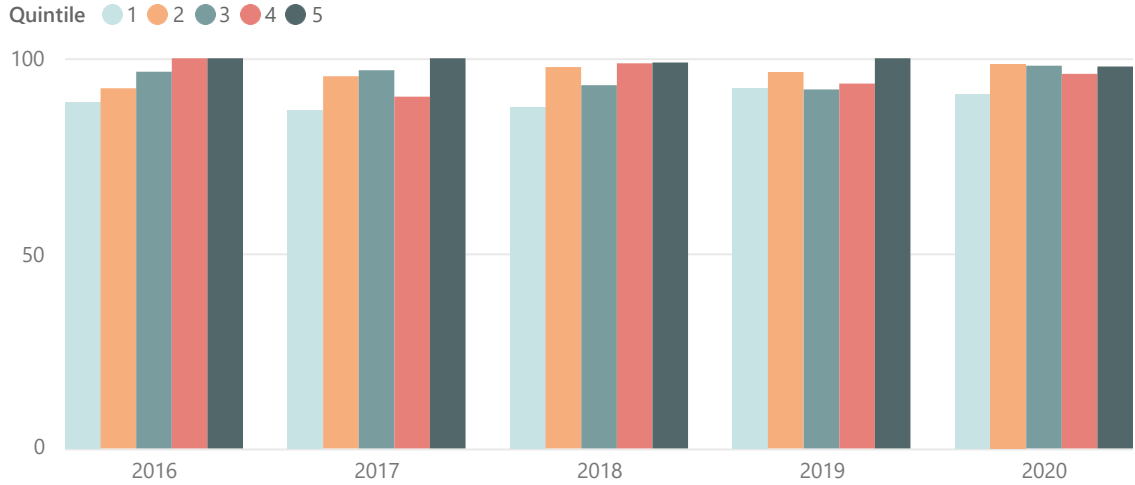
Quintile	2016	2017	2018	2019	2020
1	61.11	40.00	37.50	46.15	39.39
2	58.97	63.08	61.36	63.16	50.72
3	67.24	73.85	51.72	62.67	63.46
4	84.62	55.74	67.95	61.04	61.33
5	94.81	86.15	78.02	81.13	84.04
Total	75.68	68.27	65.95	67.68	63.78

School

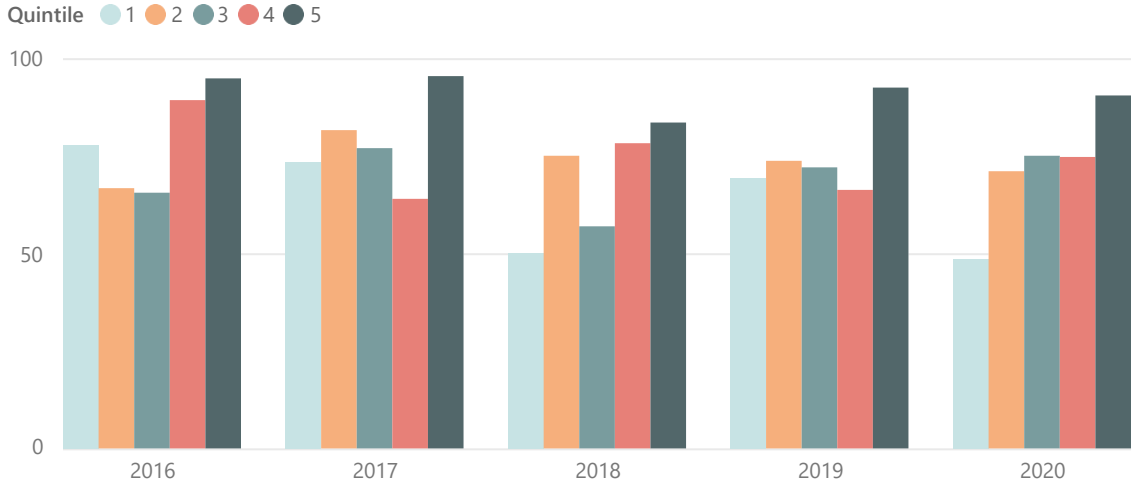
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy Graphs

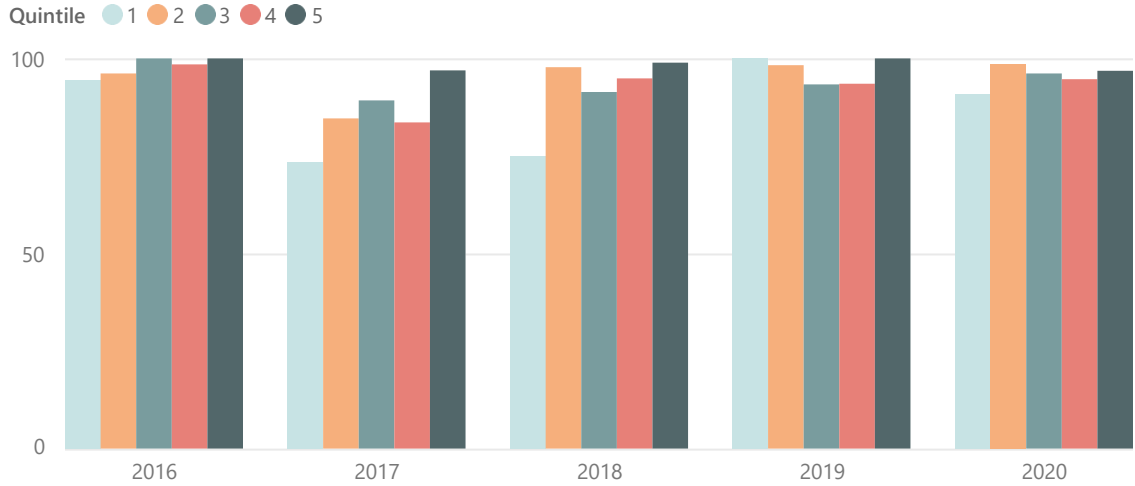
AA S4 Level 4 Literacy by Year



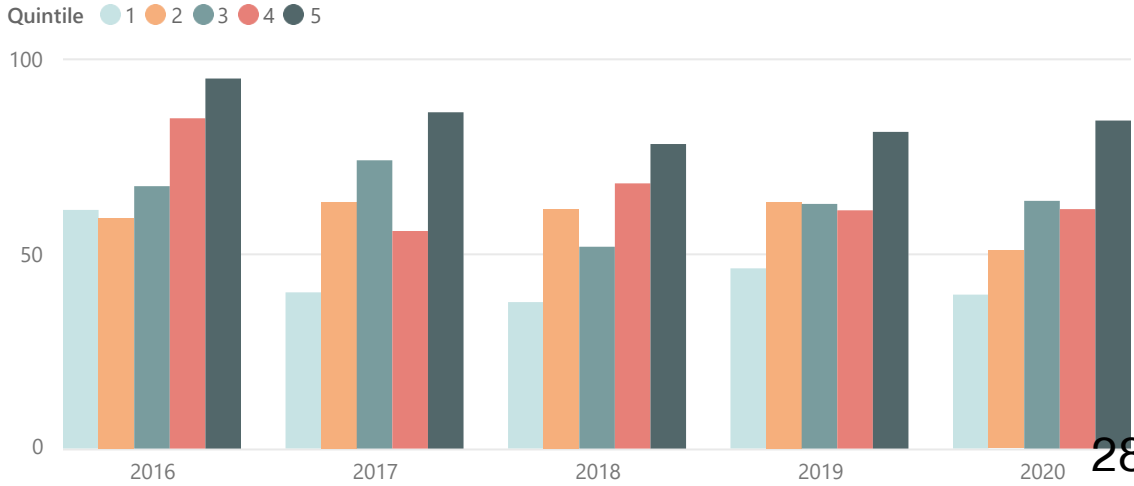
AA S4 Level 5 Literacy by Year



AA S4 Level 4 Numeracy by Year



AA S4 Level 5 Numeracy by Year



School
Dunfermline High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	82.35	95.00	92.86	87.50	94.12
2	98.18	93.42	96.92	97.67	98.41
3	91.67	95.16	96.83	93.44	92.65
4	96.36	100.00	91.67	98.72	94.94
5	96.10	100.00	98.59	98.90	99.07
Total	94.70	96.96	95.97	97.15	96.41

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	64.71	85.00	64.29	62.50	70.59
2	74.55	75.00	84.62	79.07	77.78
3	71.67	72.58	82.54	75.41	79.41
4	92.73	93.33	73.33	84.62	73.42
5	93.51	96.15	95.77	91.21	97.20
Total	82.58	84.46	83.52	83.27	82.93

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	76.47	100.00	85.71	87.50	100.00
2	96.36	94.74	95.38	97.67	96.83
3	86.67	98.39	92.06	90.16	92.65
4	96.36	98.33	85.00	94.87	94.94
5	98.70	100.00	97.18	98.90	99.07
Total	93.56	97.97	92.31	95.37	96.41

% Level 5 Numeracy

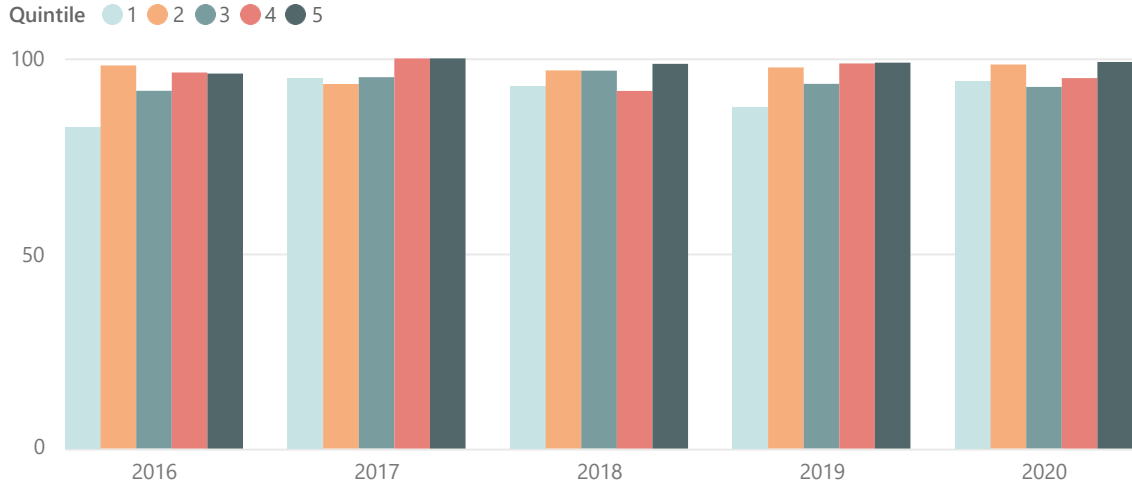
Quintile	2016	2017	2018	2019	2020
1	47.06	65.00	42.86	62.50	70.59
2	47.27	59.21	67.69	74.42	68.25
3	60.00	67.74	80.95	63.93	72.06
4	74.55	86.67	66.67	83.33	70.89
5	87.01	93.59	92.96	84.62	92.52
Total	67.42	76.01	75.82	77.58	77.54

School

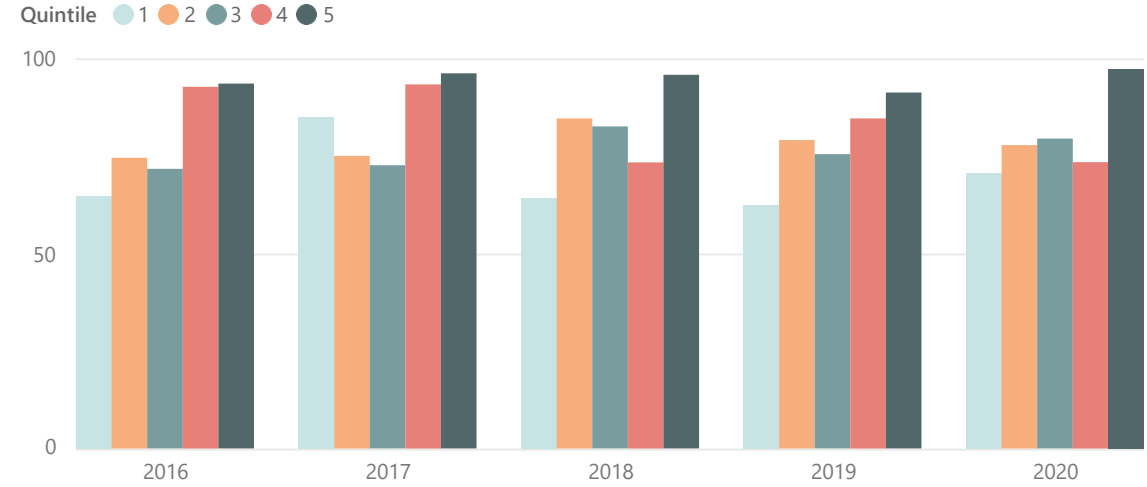
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy Graphs

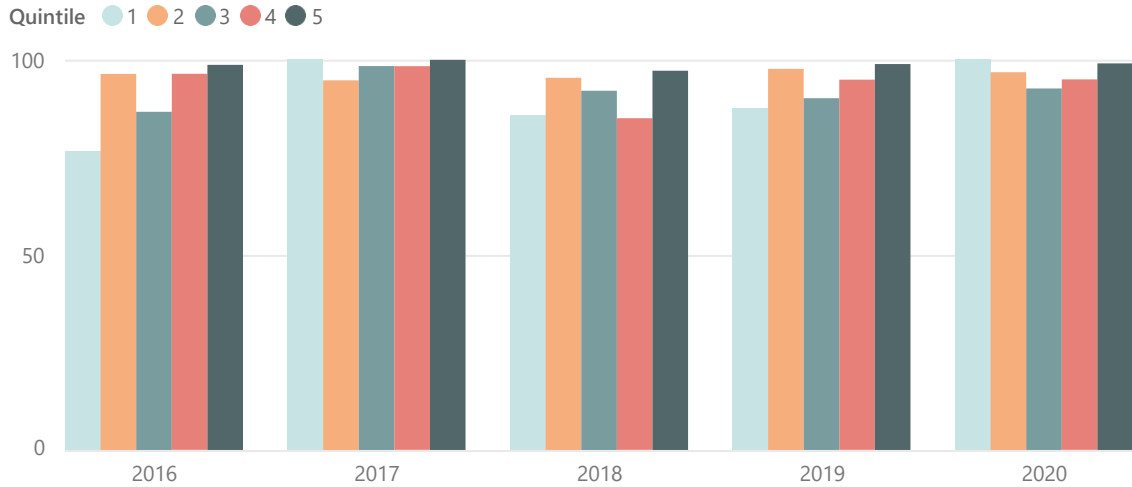
AA S5 Level 4 Literacy by Year



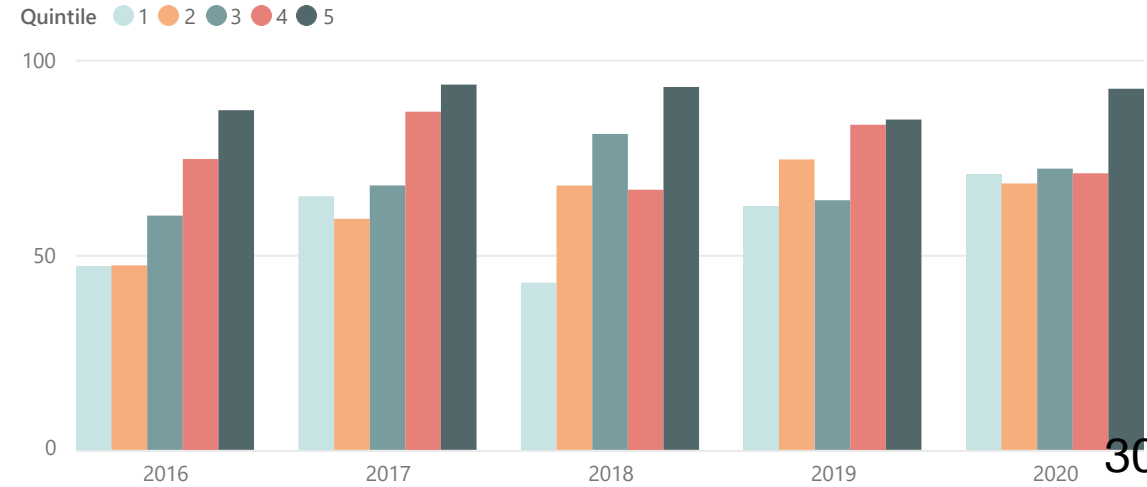
AA S5 Level 5 Literacy by Year



AA S5 Level 4 Numeracy by Year



AA S5 Level 5 Numeracy by Year



% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	95.45	80.00	95.45	92.86	90.91
2	96.43	100.00	93.42	95.52	97.92
3	100.00	91.80	96.67	95.38	92.16
4	94.23	92.98	100.00	91.53	98.72
5	100.00	96.15	100.00	98.63	98.91
Total	98.01	94.34	97.31	95.32	97.14

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	68.18	60.00	86.36	64.29	72.73
2	83.93	75.93	75.00	83.58	81.25
3	81.82	72.13	71.67	81.54	70.59
4	86.54	89.47	93.33	72.88	84.62
5	94.68	93.59	97.47	95.89	91.30
Total	86.05	82.26	84.85	83.09	83.21

% Level 4 Numeracy

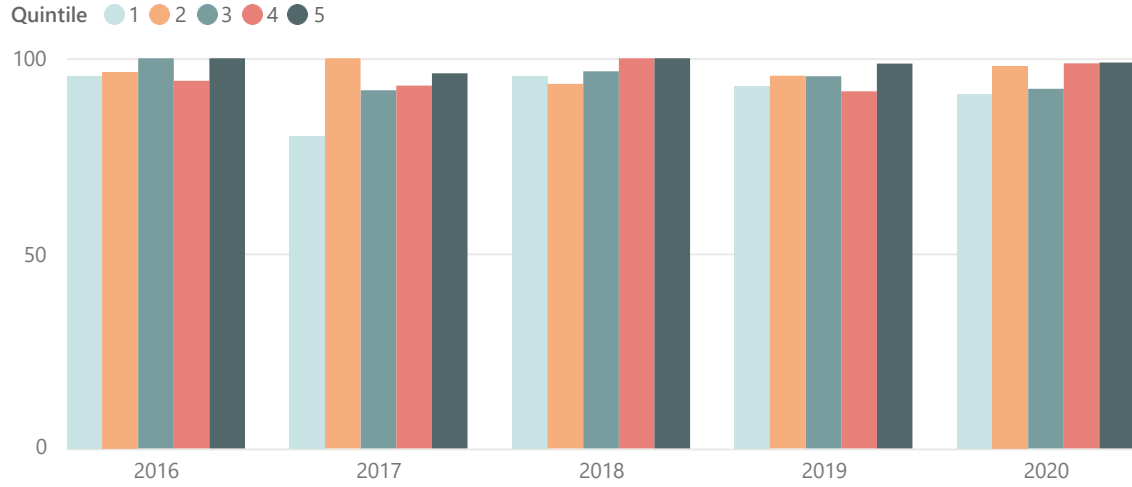
Quintile	2016	2017	2018	2019	2020
1	100.00	73.33	100.00	85.71	90.91
2	98.21	96.30	94.74	94.03	97.92
3	98.70	86.89	98.33	89.23	88.24
4	96.15	94.74	98.33	84.75	94.87
5	98.94	98.72	100.00	97.26	98.91
Total	98.34	93.21	97.98	91.37	95.36

% Level 5 Numeracy

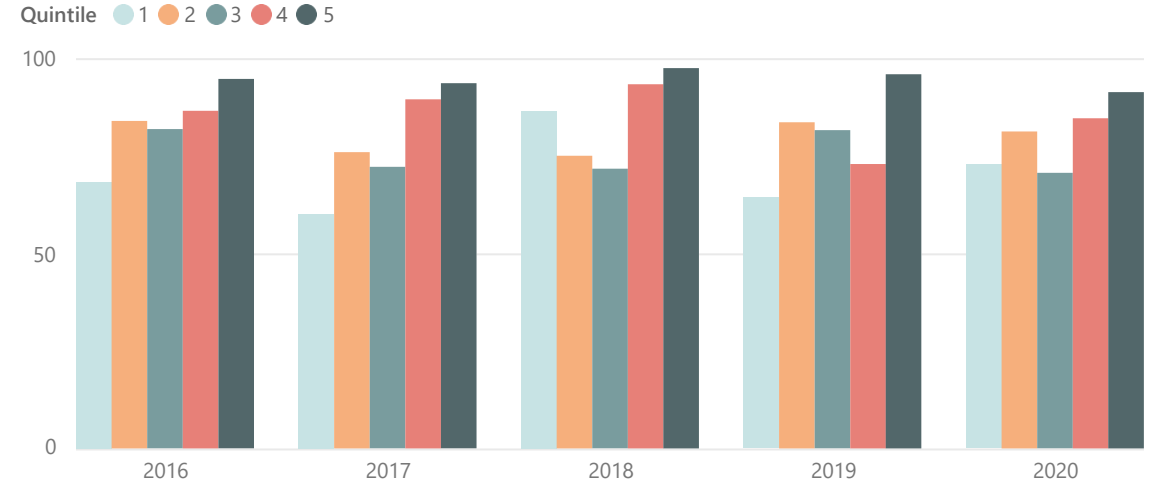
Quintile	2016	2017	2018	2019	2020
1	54.55	60.00	63.64	42.86	72.73
2	53.57	46.30	60.53	70.15	79.17
3	59.74	57.38	68.33	80.00	58.82
4	82.69	75.44	86.67	66.10	82.05
5	73.40	87.18	93.67	93.15	84.78
Total	66.45	67.92	76.43	76.26	77.86



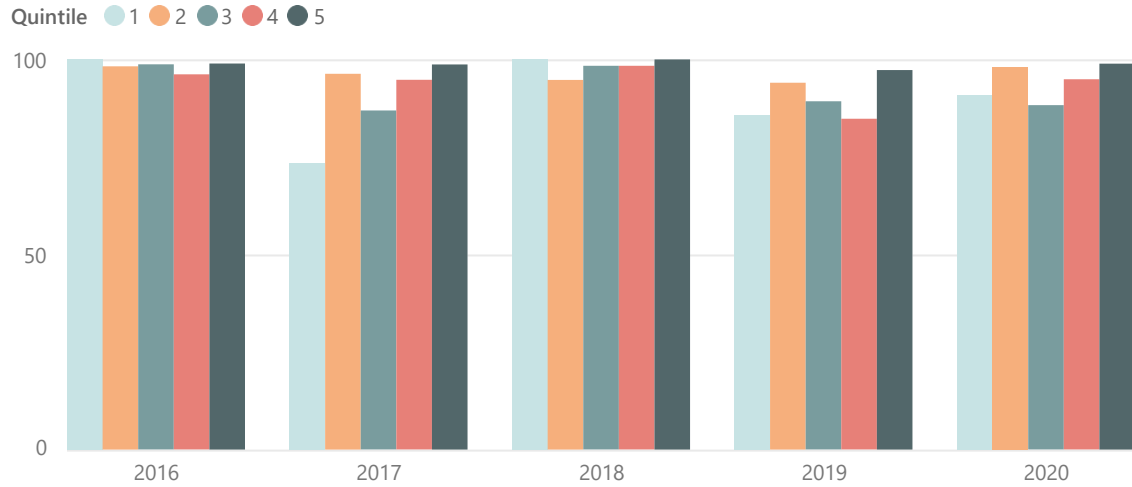
AA S6 Level 4 Literacy by Year



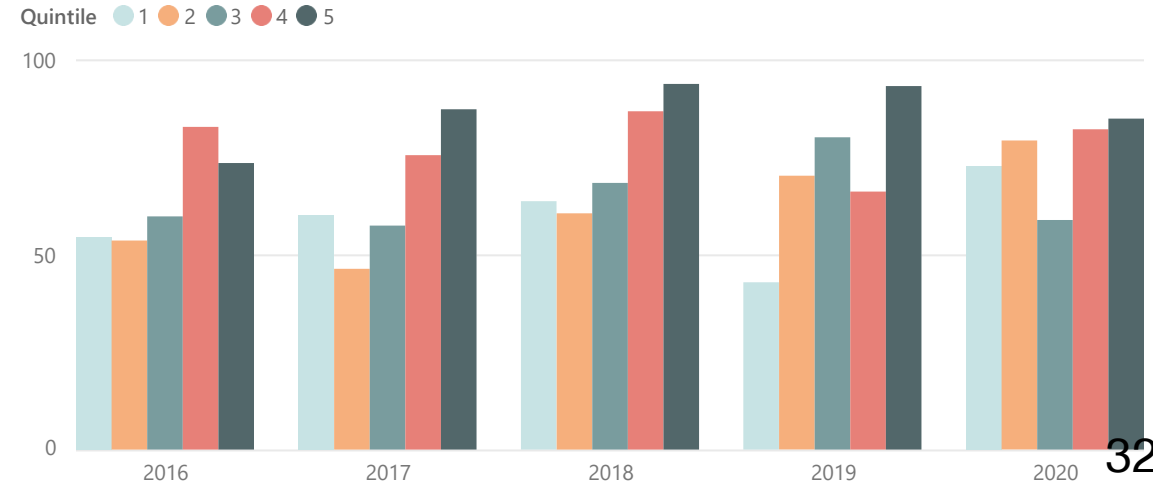
AA S6 Level 5 Literacy by Year



AA S6 Level 4 Numeracy by Year



AA S6 Level 5 Numeracy by Year



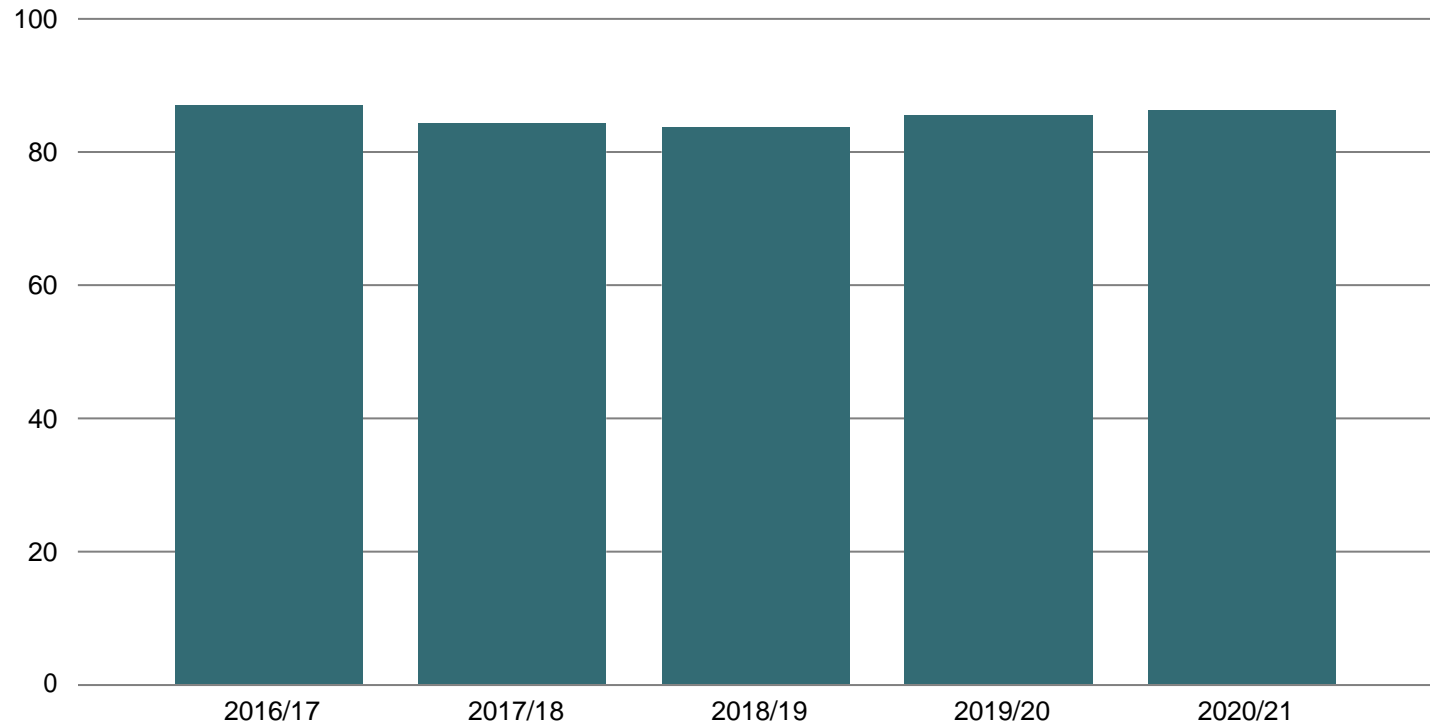
School

Dunfermline High School

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



Year	1 or more
2016/17	86.82
2017/18	84.13
2018/19	83.51
2019/20	85.37
2020/21	86.07

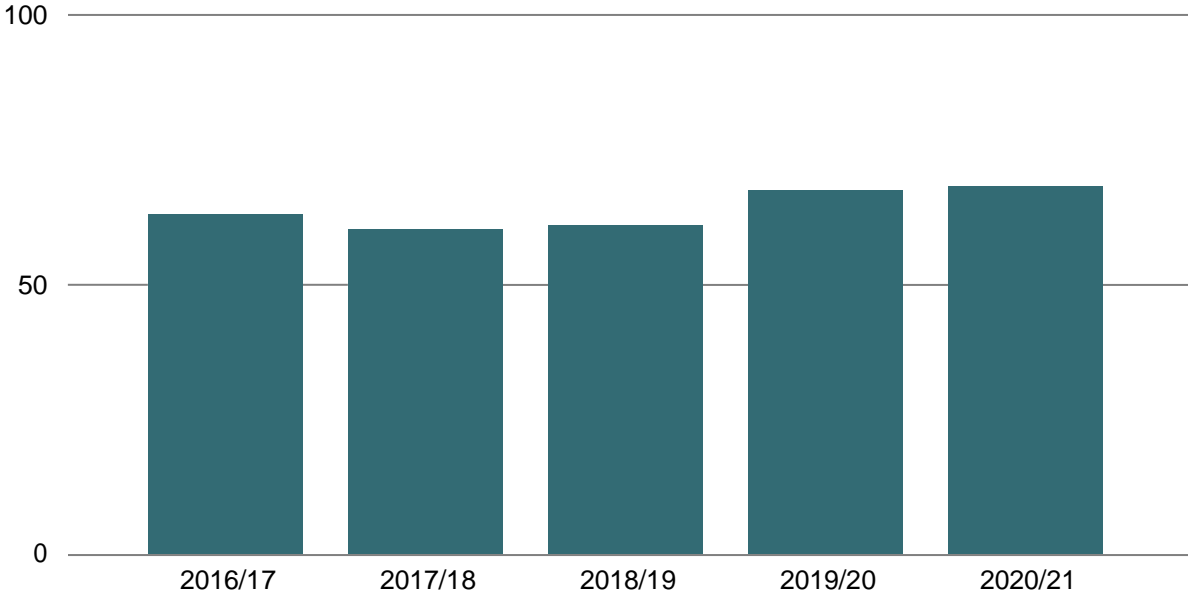
School

Dunfermline High School

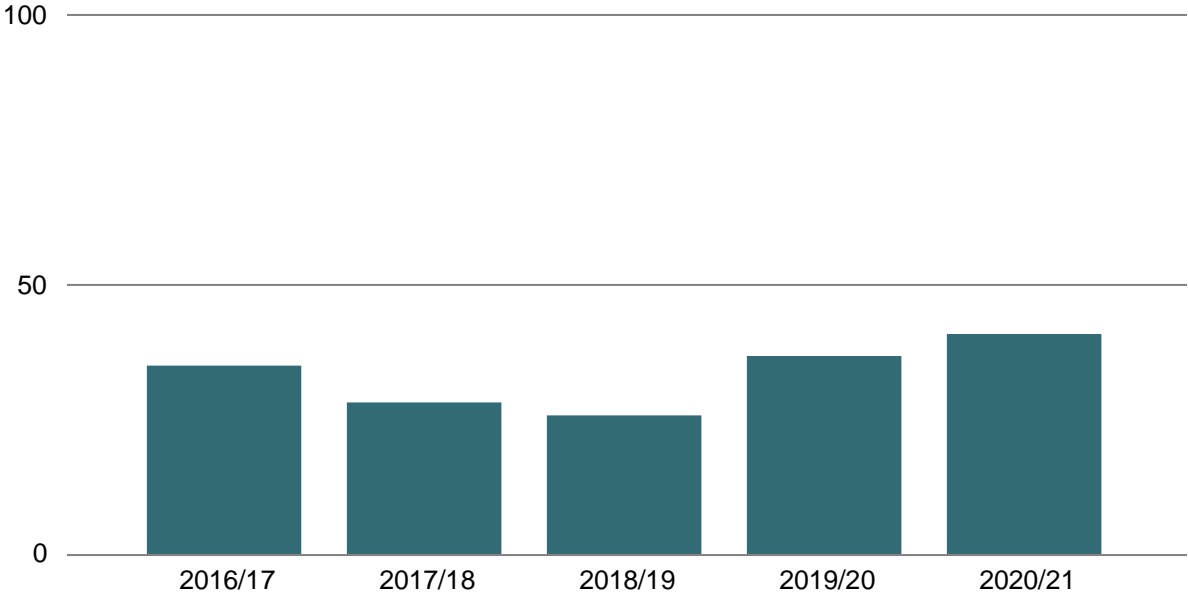
Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)



S5 - 4 or more at National 6 (%)



Year	1 or more
2016/17	62.88
2017/18	60.14
2018/19	60.81
2019/20	67.26
2020/21	67.96

Year	4 or more
2016/17	34.85
2017/18	28.04
2018/19	25.64
2019/20	36.65
2020/21	40.72

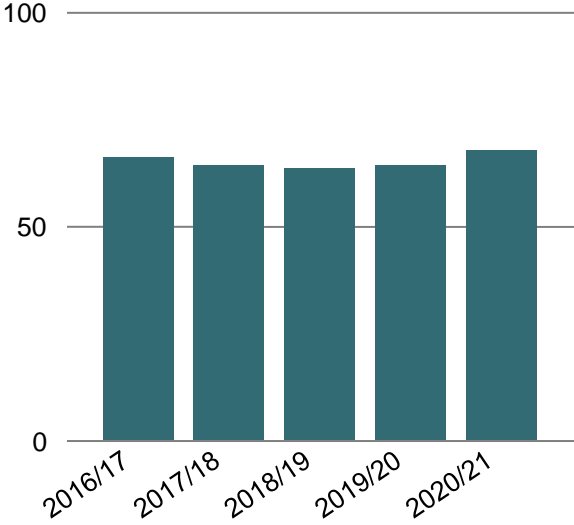
School

Dunfermline High School ↓

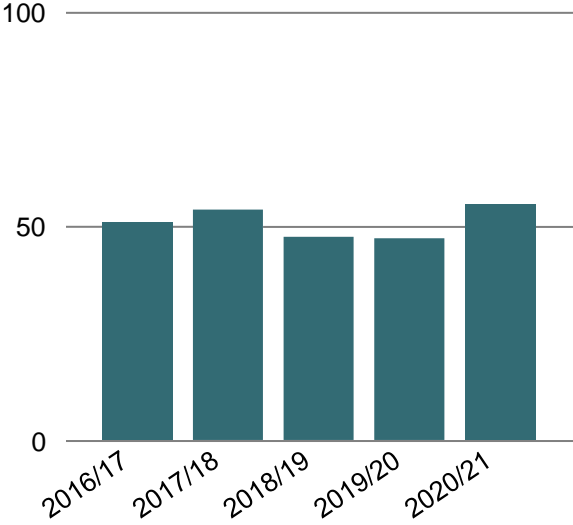
Attainment for the S6 cohort

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

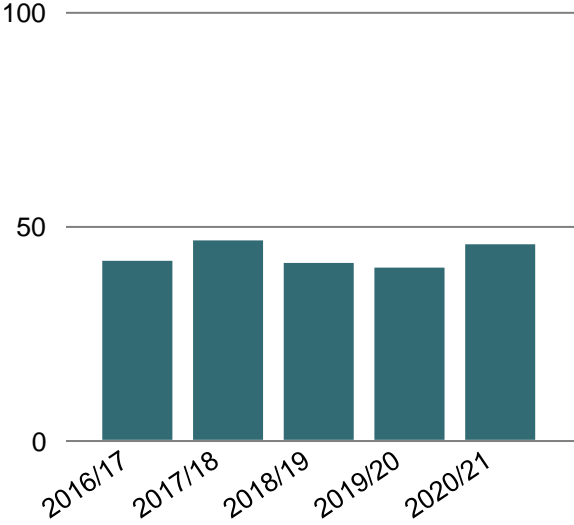
S6 - 1 or more at National 6 (%)



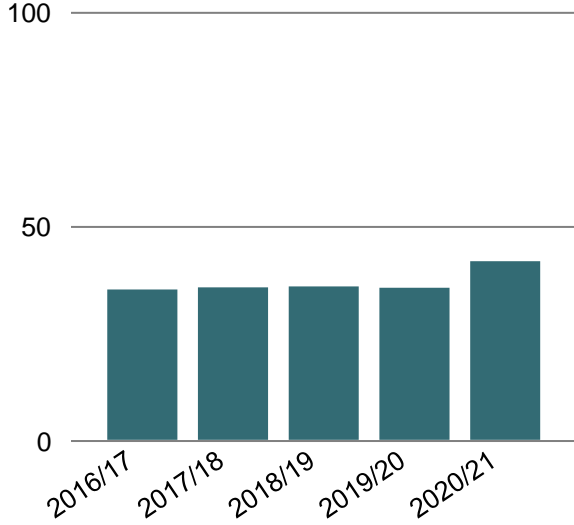
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2016/17	65.89
2017/18	64.02
2018/19	63.48
2019/20	64.13
2020/21	67.63

Year	3 or more
2016/17	50.84
2017/18	53.79
2018/19	47.44
2019/20	47.10
2020/21	55.04

Year	4 or more
2016/17	41.81
2017/18	46.59
2018/19	41.30
2019/20	40.22
2020/21	45.68

Year	5 or more
2016/17	35.12
2017/18	35.61
2018/19	35.84
2019/20	35.51
2020/21	41.73



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Inverkeithing High School



School

Inverkeithing High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	687	667	1354

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2020/21	6	0	0	0	0	0	6	

Estate		
Year	Capacity	Capacity %
2020/21	1634	82.86

Percentage of pupils with FMR

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

Inverkeithing High School				
2016/17	2017/18	2018/19	2019/20	2020/21
10.80	8.30	8.40	10.60	11.20

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

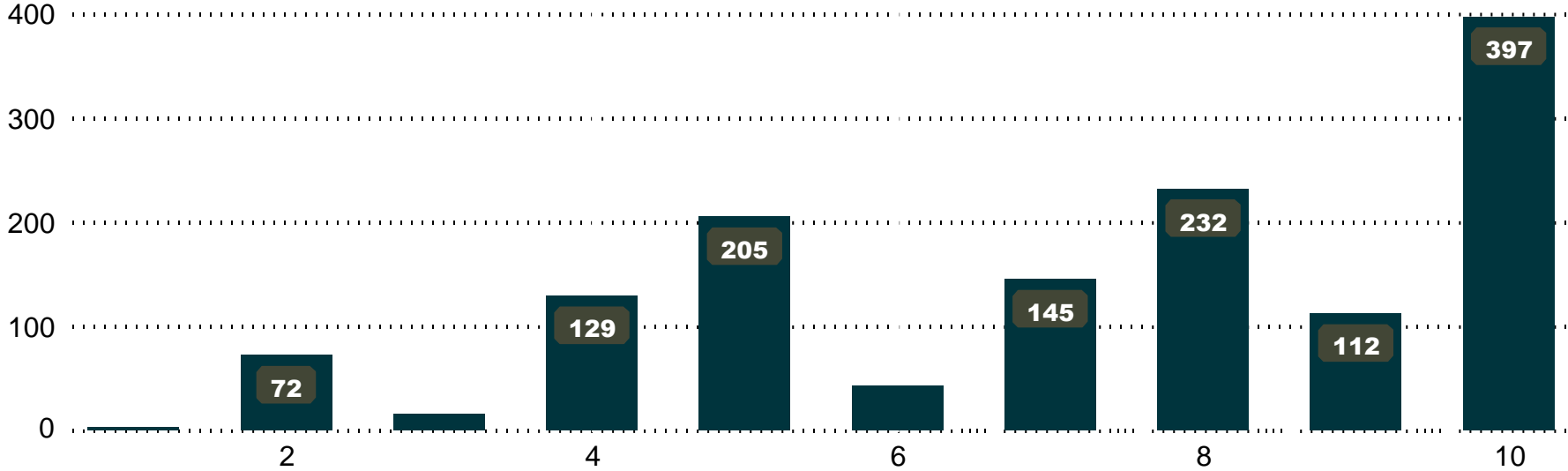
National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

School

Inverkeithing High School

SIMD

Number of Pupils per SIMD Decile (2020/21)



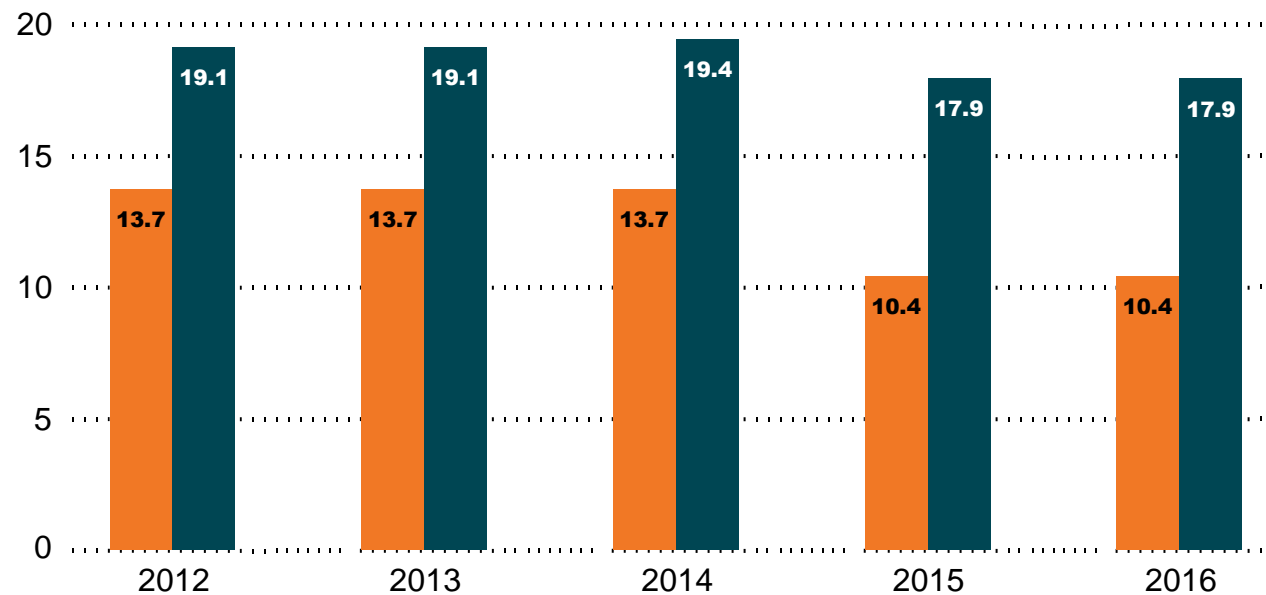
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	3	72	16	129	205	43	145	232	112	397	1354

School

Inverkeithing High School

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



■ School
■ Fife

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	87	85	80	86	71
S6	74	72	78	69	70

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84
S6	70	66	67	63	67



Attendance & Exclusions

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

Attendance and Absences percentages

	Inverkeithing High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	92.62	93.24	92.30	90.04	92.47	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	5.64	5.21	5.43	6.92	4.91	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	1.71	1.53	2.23	2.98	2.60	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00

Temporary Exclusions

Number of Exclusions per 1000 pupils

	26	25	13	36	18	43	31	14	21	21	50	48	0
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Days Excluded per 1000 pupils

	68	53	22	66	43	98	68	30	41	48	119	109	0
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LAC Temporary Exclusions

Number of Exclusions per 1000 pupils

	1	0	0	2	1	2	4	1	3	3			
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Days Excluded per 1000 pupils

	2	0	0	5	1	4	10	3	6	6			
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School

Inverkeithing High School



Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	2
Early Acquisition	4
Developing Competence	0
Competent	8
Fluent	16
English as a "first language"	1324
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	28
Bereavement	10
Communication Support Needs	0
Deafblind	0
Dyslexia	144

Student Need Category	No. of Pupils with Need
English as an additional language	21
Family issues	14
Hearing impairment	7
Interrupted learning	4
Language or speech disorder	10
Learning disability	5
Looked after	15
Mental health problems	2
More able pupil	0
Other	12
Other moderate learning difficulty	20
Other specific learning difficulty (e.g. numeric)	35
Physical health problem	39
Physical or motor impairment	26
Risk of exclusion	13
Social, emotional and behavioural difficulty	187
Substance misuse	7
Visual impairment	14
Young carer	13

School

Inverkeithing High School



Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 198 215 199

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

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

Inverkeithing High School %

	2017/18	2018/19	2019/20
Positive %	91.9	94.9	92.0
Higher Education %	49.0	45.1	43.2
Further Education %	27.8	26.5	29.6
Training %		2.3	3.5
Employment %	14.1	19.5	15.6
Activity Agreements %	0.5		
Personal Skills Development %			
Unemployed %	7.6	5.1	8.0
Unemployed Seeking %	6.1	3.7	5.0
Unemployed Not Seeking %	1.5	1.4	3.0
Unknown %	0.5		

Fife %

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

National %

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

School

Inverkeithing High School



Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 198 215 199

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

Inverkeithing High School %

	2017/18	2018/19	2019/20
Positive %	91.9	94.9	92.0
Higher Education %	49.0	45.1	43.2
Further Education %	27.8	26.5	29.6
Training %		2.3	3.5
Employment %	14.1	19.5	15.6
Activity Agreements %	0.5		
Personal Skills Development %			
Unemployed %	7.6	5.1	8.0
Unemployed Seeking %	6.1	3.7	5.0
Unemployed Not Seeking %	1.5	1.4	3.0
Unknown %	0.5		

South East Collaborative %

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

School
Inverkeithing High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	95.24	100.00	72.73	96.30	100.00
2	100.00	100.00	92.31	90.00	91.67
3	100.00	95.45	92.50	93.48	100.00
4	95.65	96.00	97.30	96.15	93.88
5	100.00	98.00	95.10	100.00	98.97
Total	99.04	97.54	93.60	97.27	97.24

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	47.62	66.67	36.36	48.15	57.14
2	87.50	68.42	76.92	30.00	66.67
3	72.73	75.00	80.00	54.35	72.73
4	86.96	76.00	83.78	76.92	85.71
5	98.21	95.00	86.27	88.29	90.72
Total	86.06	83.74	81.28	72.27	82.03

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	100.00	93.33	100.00	85.19	64.29
2	100.00	100.00	100.00	80.00	66.67
3	97.73	95.45	92.50	91.30	81.82
4	95.65	92.00	100.00	96.15	89.80
5	100.00	98.00	98.04	95.50	96.91
Total	99.04	96.55	97.54	92.73	87.56

% Level 5 Numeracy

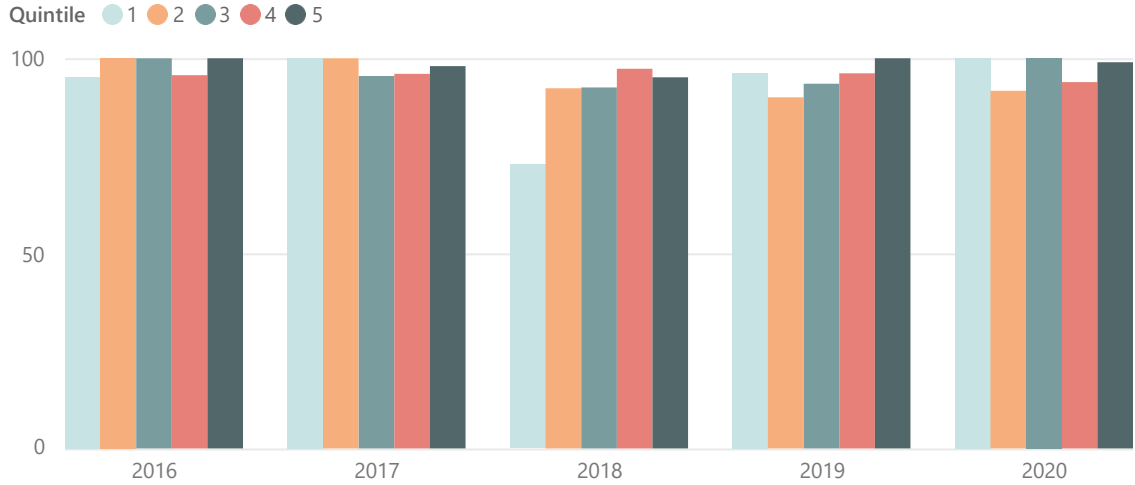
Quintile	2016	2017	2018	2019	2020
1	42.86	53.33	45.45	22.22	21.43
2	75.00	63.16	61.54	30.00	25.00
3	72.73	47.73	70.00	21.74	18.18
4	91.30	72.00	81.08	50.00	38.78
5	96.43	85.00	79.41	72.07	58.76
Total	84.62	70.94	74.88	50.91	41.94

School

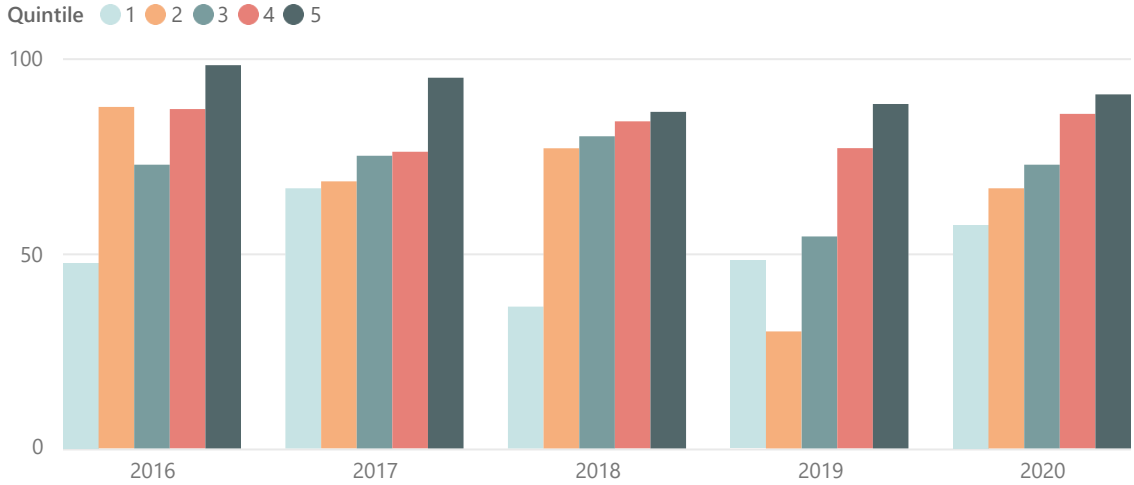
Inverkeithing High School

SQA Attainment - S4 Literacy & Numeracy Graphs

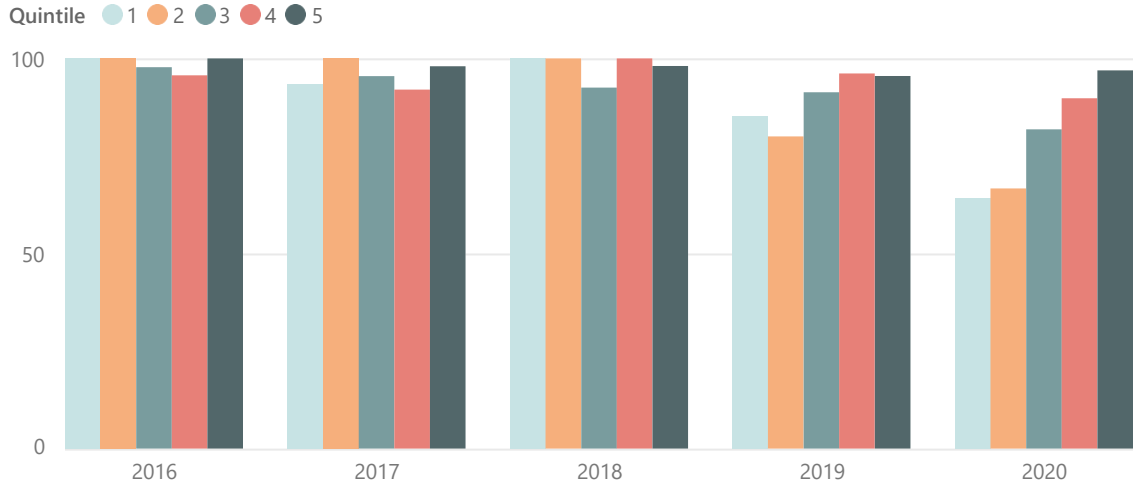
AA S4 Level 4 Literacy by Year



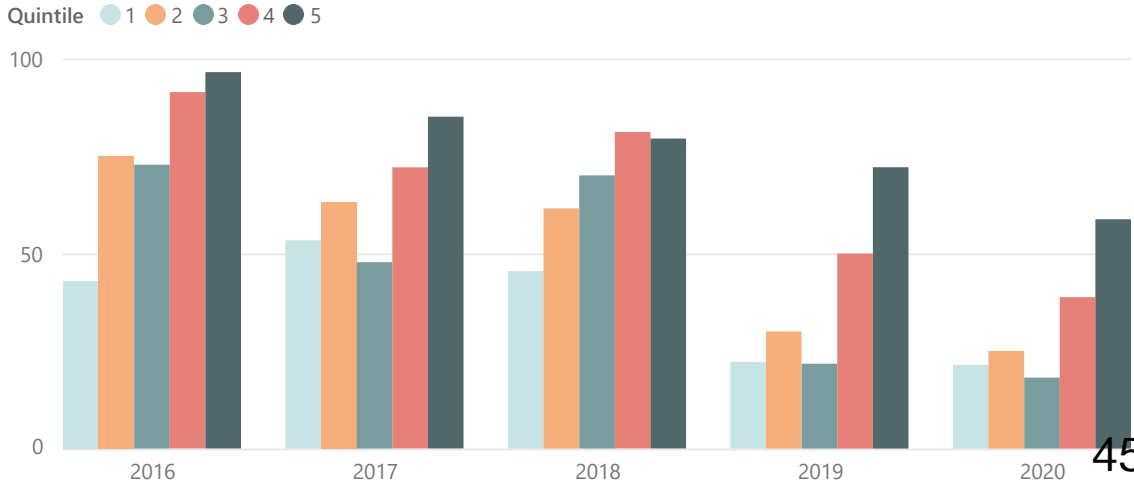
AA S4 Level 5 Literacy by Year



AA S4 Level 4 Numeracy by Year



AA S4 Level 5 Numeracy by Year



School
Inverkeithing High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	88.89	94.44	100.00	100.00	95.83
2	100.00	100.00	100.00	100.00	85.71
3	100.00	100.00	95.12	97.50	94.44
4	96.67	96.15	96.43	100.00	97.96
5	99.12	100.00	98.96	98.02	100.00
Total	98.16	99.04	97.99	98.54	97.26

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	66.67	61.11	64.29	66.67	50.00
2	76.92	87.50	80.00	83.33	57.14
3	83.72	77.78	82.93	87.50	66.67
4	90.00	96.15	78.57	87.80	85.71
5	95.58	99.11	96.88	93.07	89.58
Total	88.94	90.43	87.44	88.83	78.54

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	83.33	100.00	92.86	91.67	83.33
2	100.00	100.00	100.00	100.00	85.71
3	97.67	97.78	97.56	95.00	94.44
4	96.67	96.15	92.86	100.00	95.92
5	99.12	100.00	98.96	98.02	95.83
Total	97.24	99.04	97.49	97.57	93.61

% Level 5 Numeracy

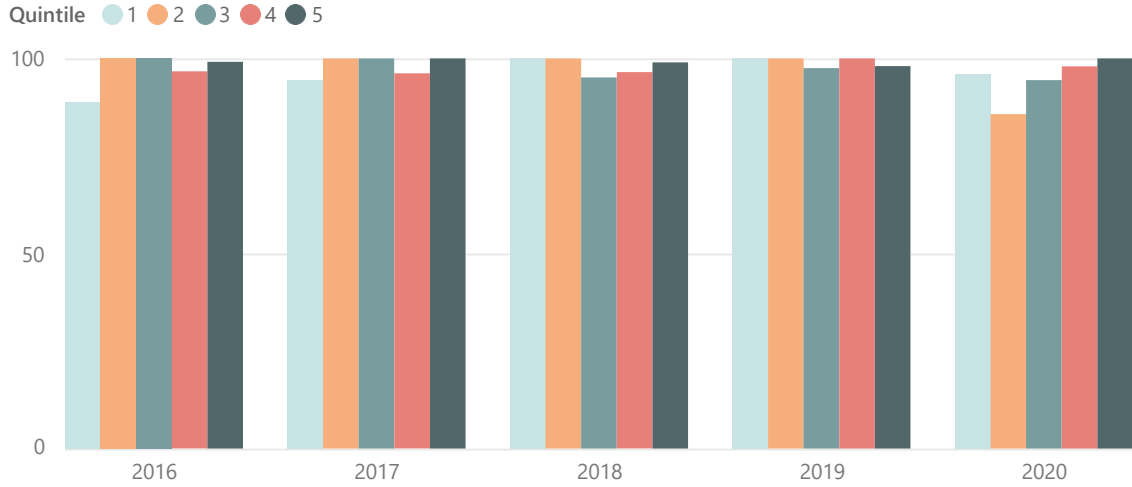
Quintile	2016	2017	2018	2019	2020
1	50.00	44.44	50.00	41.67	20.83
2	69.23	75.00	60.00	66.67	28.57
3	83.72	73.33	51.22	70.00	33.33
4	83.33	84.62	71.43	80.49	57.14
5	93.81	96.43	87.50	79.21	72.92
Total	85.25	84.69	72.36	74.76	54.34

School

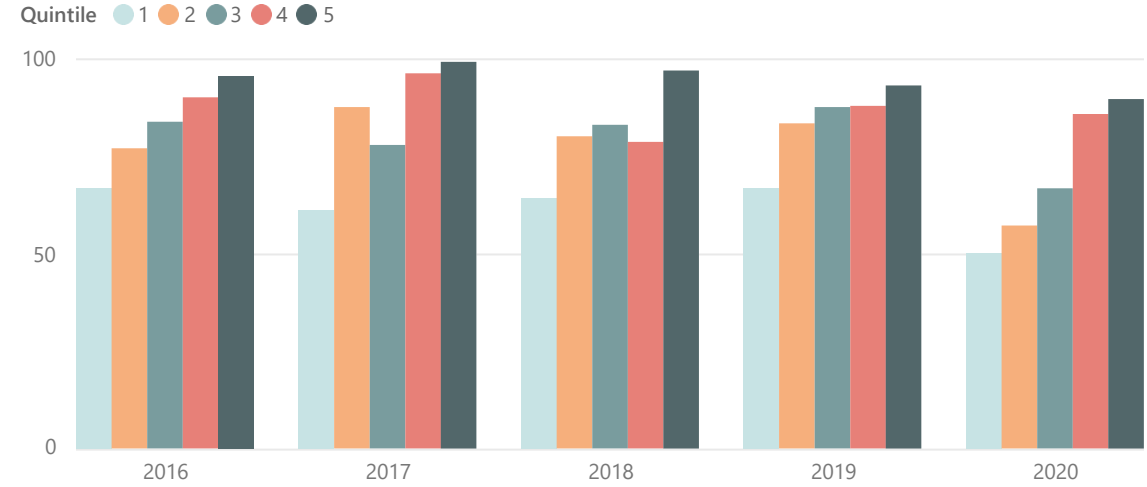
Inverkeithing High School

SQA Attainment - S4 Literacy & Numeracy Graphs

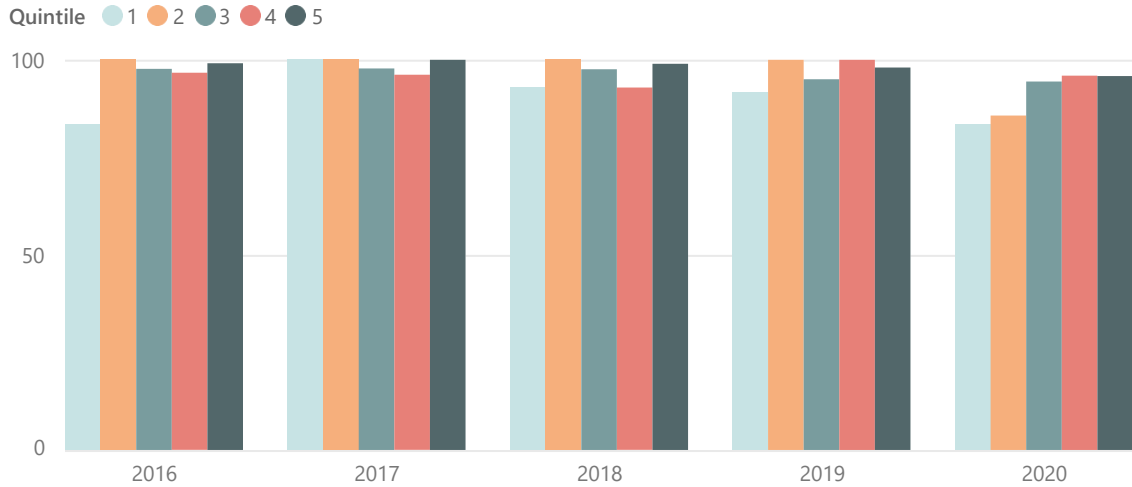
AA S5 Level 4 Literacy by Year



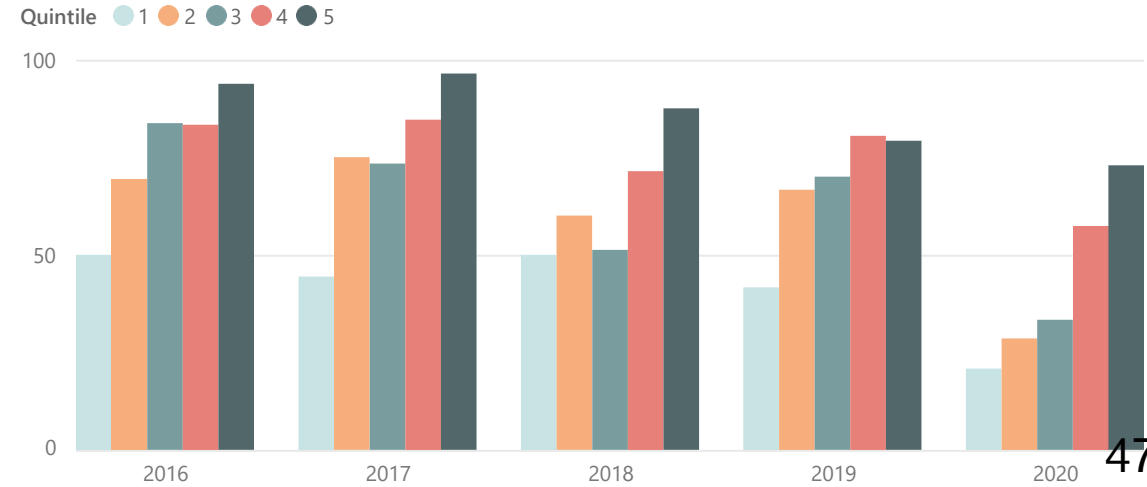
AA S5 Level 5 Literacy by Year



AA S5 Level 4 Numeracy by Year



AA S5 Level 5 Numeracy by Year



% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

Quintile	2016	2017	2018	2019	2020
1	82.14	88.24	94.74	100.00	100.00
2	96.30	100.00	100.00	100.00	100.00
3	88.24	100.00	95.83	95.12	97.30
4	100.00	96.77	95.83	96.55	100.00
5	98.25	98.21	100.00	98.96	97.78
Total	94.92	97.71	98.09	98.00	98.56

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

Quintile	2016	2017	2018	2019	2020
1	28.57	64.71	63.16	66.67	66.67
2	51.85	78.57	88.89	84.21	84.62
3	76.47	86.36	77.08	82.93	86.49
4	81.82	90.32	95.83	79.31	91.07
5	92.98	94.64	100.00	96.88	93.33
Total	76.69	88.99	90.43	88.00	89.42

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

Quintile	2016	2017	2018	2019	2020
1	82.14	88.24	100.00	93.33	91.67
2	96.30	100.00	100.00	100.00	92.31
3	88.24	97.73	95.83	97.56	94.59
4	96.97	96.77	95.83	89.66	100.00
5	98.25	98.21	100.00	98.96	97.78
Total	94.49	97.25	98.56	97.00	97.12

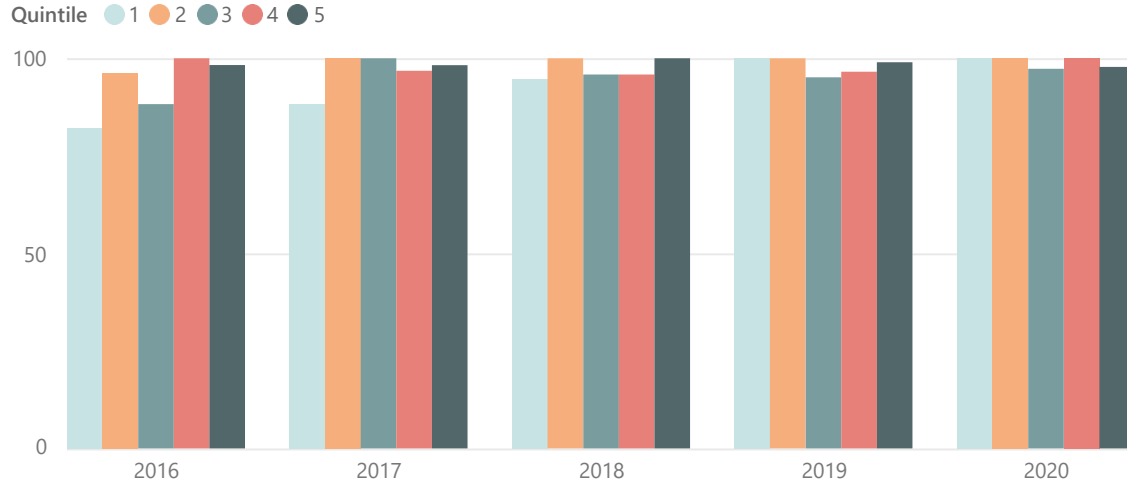
% Level 5 Numeracy

Quintile 2016 2017 2018 2019 2020

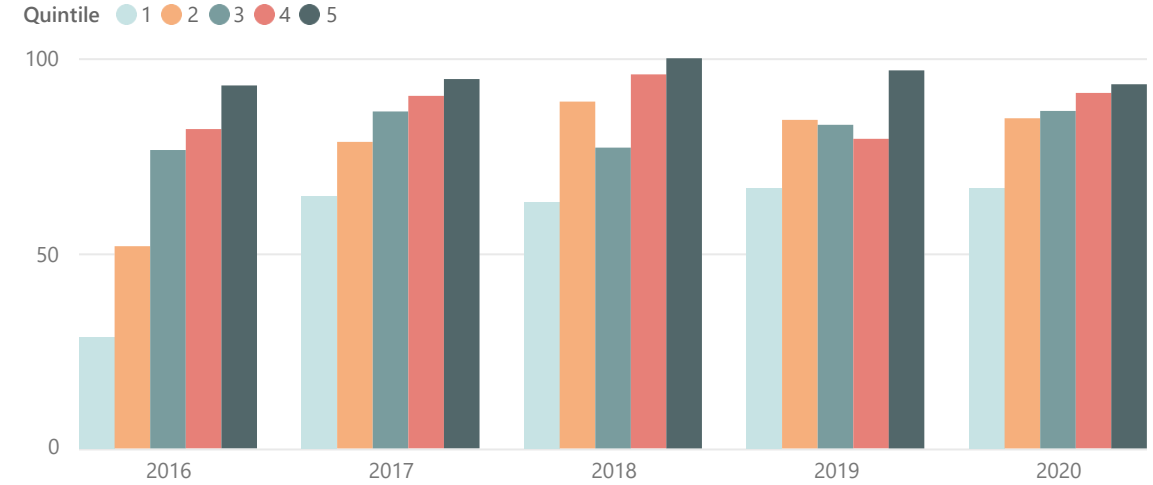
Quintile	2016	2017	2018	2019	2020
1	39.29	52.94	47.37	46.67	41.67
2	66.67	71.43	88.89	68.42	61.54
3	70.59	84.09	75.00	51.22	67.57
4	81.82	83.87	83.33	68.97	82.14
5	89.47	92.86	96.33	86.46	80.00
Total	77.12	85.32	85.17	72.00	75.00



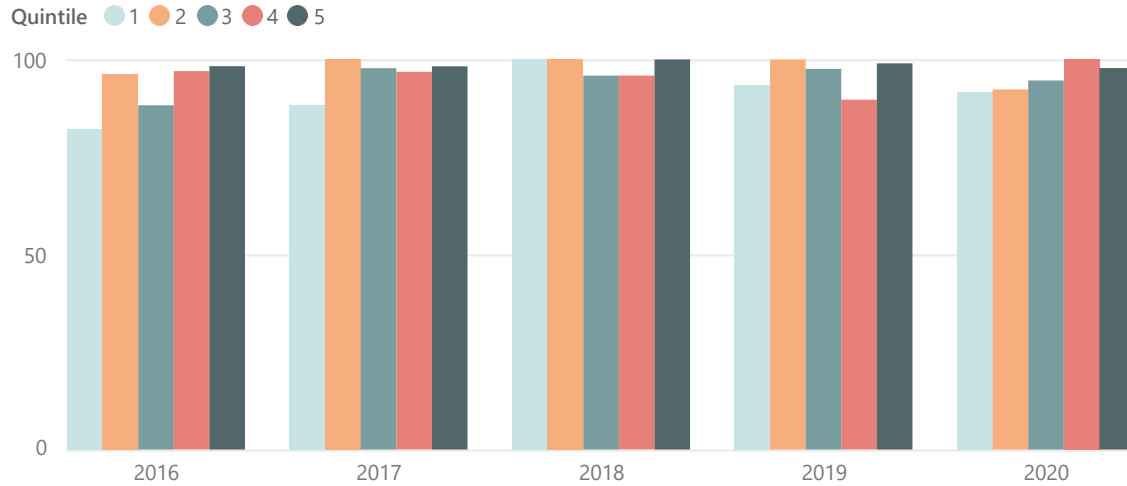
AA S6 Level 4 Literacy by Year



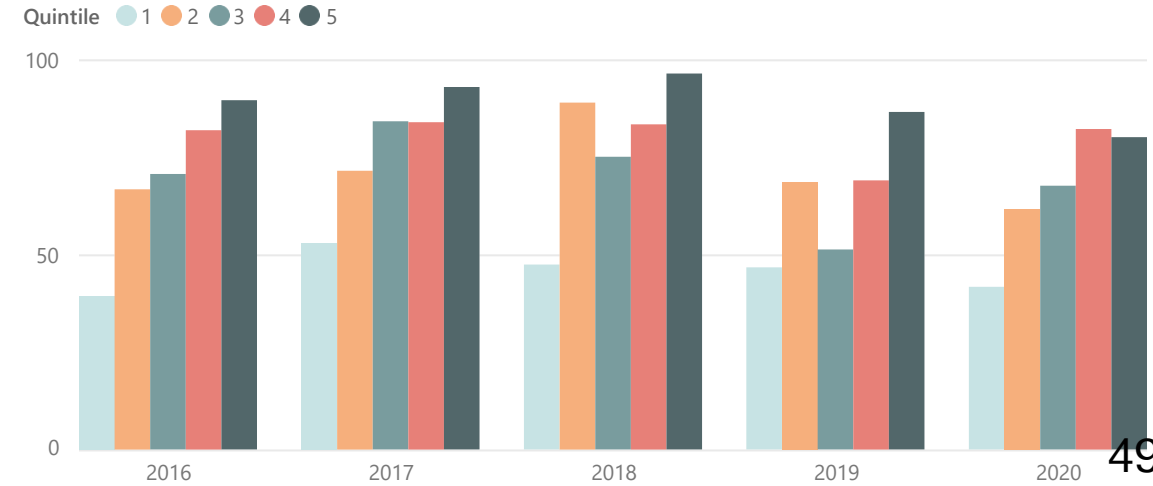
AA S6 Level 5 Literacy by Year



AA S6 Level 4 Numeracy by Year



AA S6 Level 5 Numeracy by Year



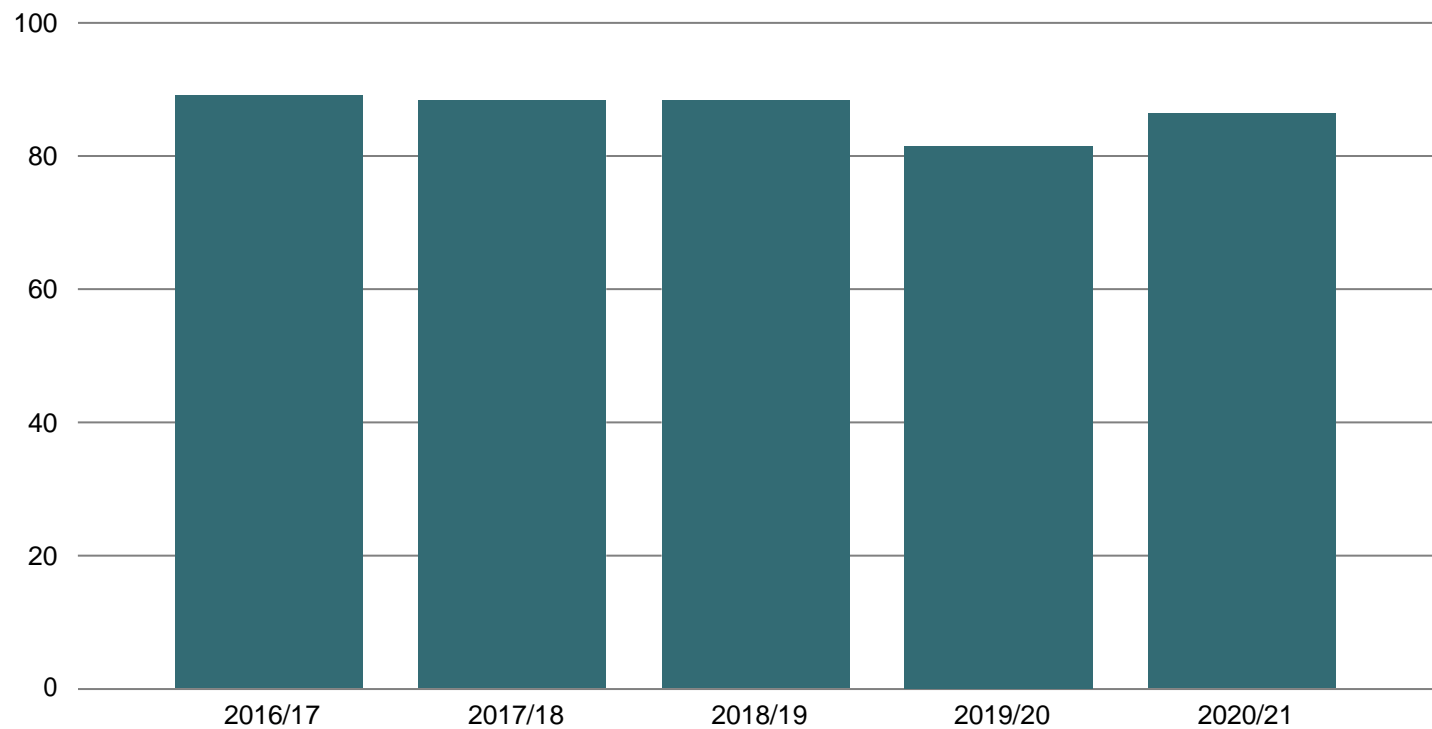
School

Inverkeithing High School

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



Year	1 or more
2016/17	88.94
2017/18	88.18
2018/19	88.18
2019/20	81.36
2020/21	86.18

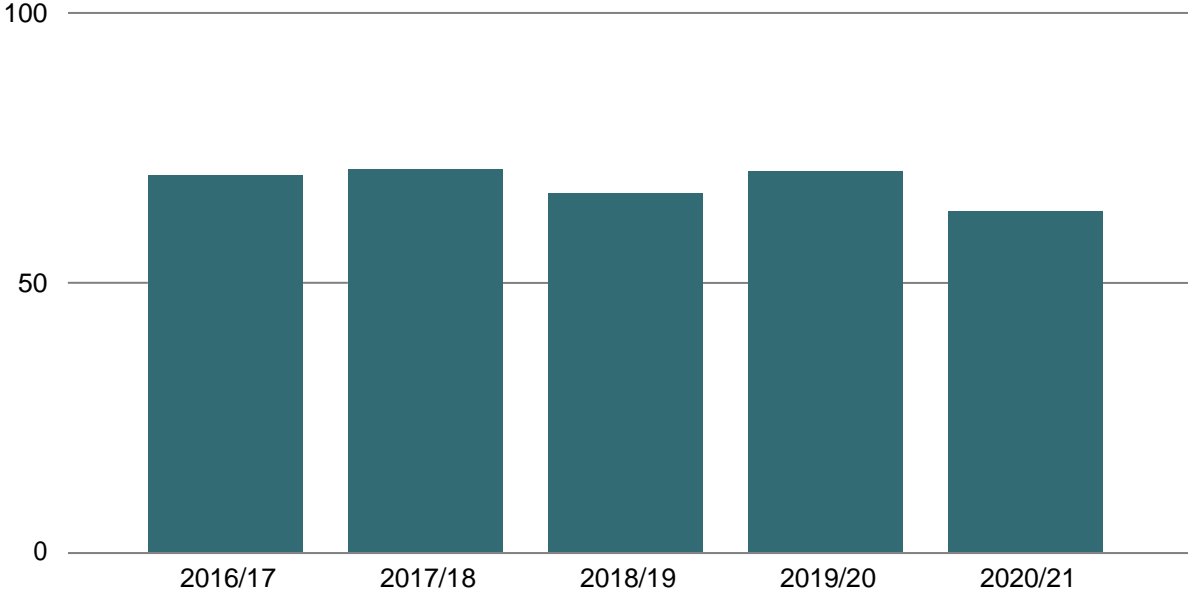
School

Inverkeithing High School

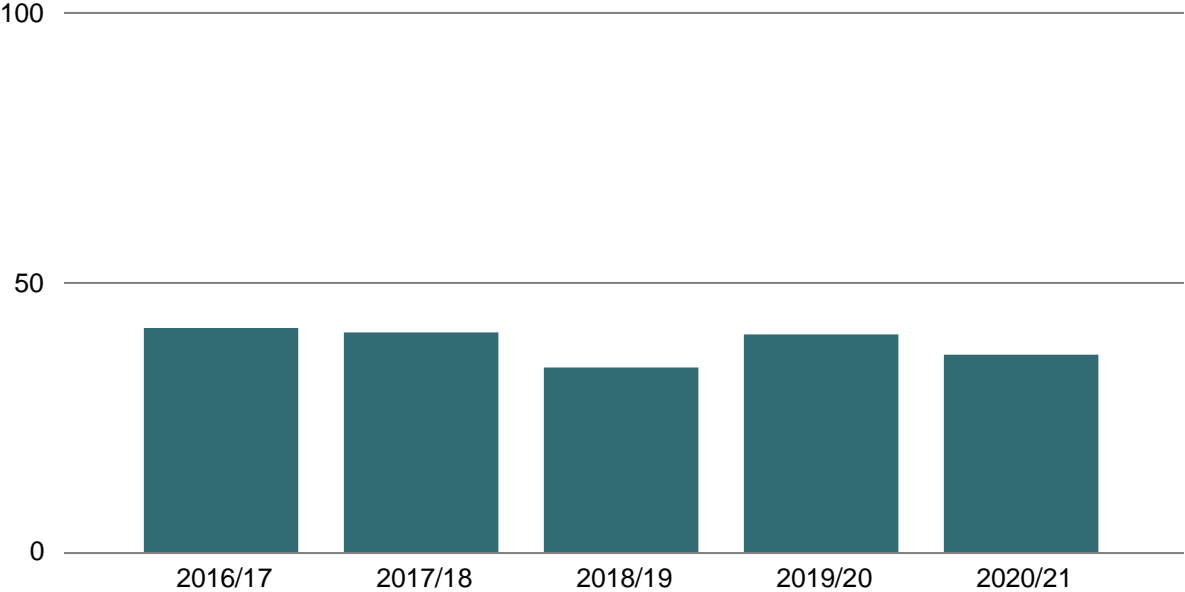
Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)



S5 - 4 or more at National 6 (%)



Year	1 or more
2016/17	69.59
2017/18	70.81
2018/19	66.33
2019/20	70.39
2020/21	63.01

Year	4 or more
2016/17	41.47
2017/18	40.67
2018/19	34.17
2019/20	40.29
2020/21	36.53

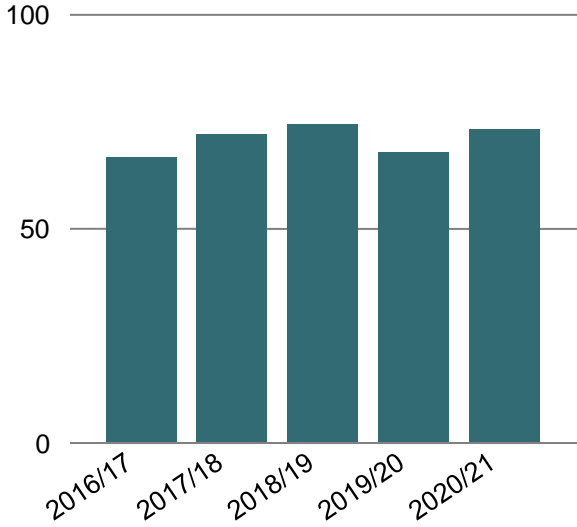
School

Inverkeithing High School

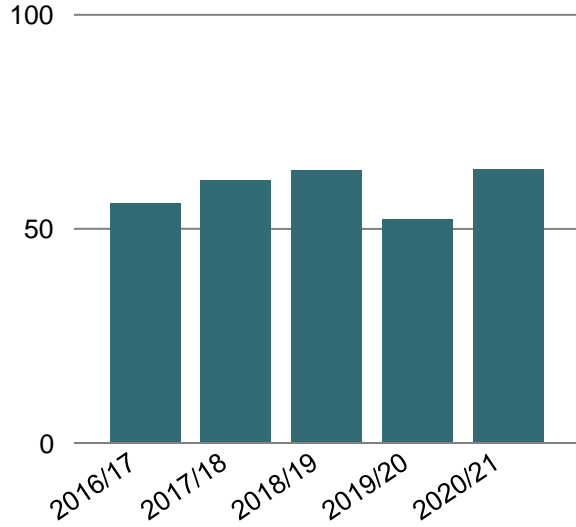
Attainment for the S6 cohort

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

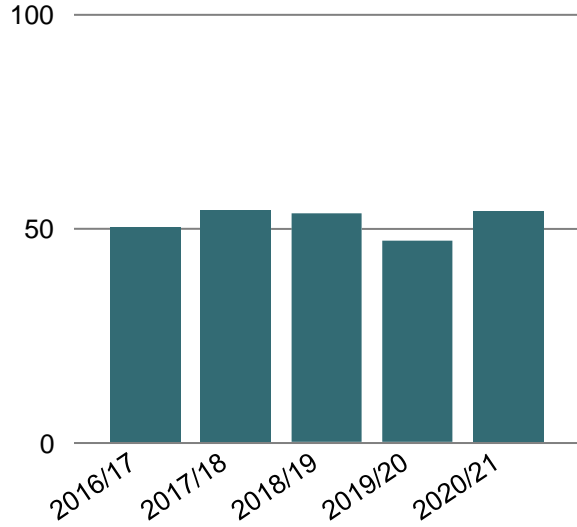
S6 - 1 or more at National 6 (%)



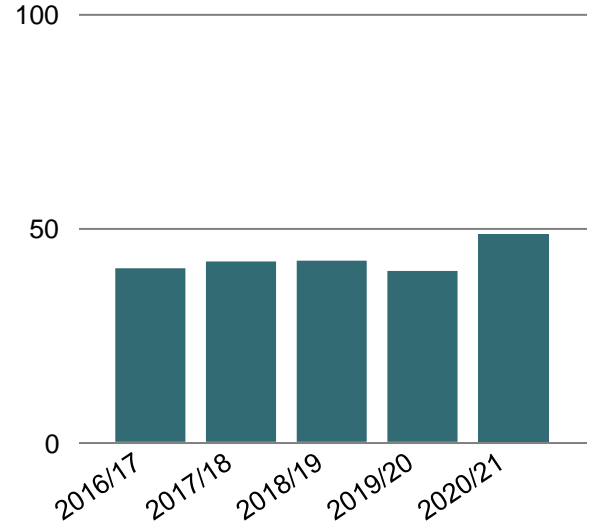
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2016/17	66.38
2017/18	71.76
2018/19	74.04
2019/20	67.68
2020/21	73.04

Year	3 or more
2016/17	55.60
2017/18	61.11
2018/19	63.46
2019/20	52.02
2020/21	63.73

Year	4 or more
2016/17	50.00
2017/18	54.17
2018/19	53.37
2019/20	46.97
2020/21	53.92

Year	5 or more
2016/17	40.52
2017/18	42.13
2018/19	42.31
2019/20	39.90
2020/21	48.53



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Queen Anne High School



School

Queen Anne High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	886	915	1801

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2020/21	9	6	12	10	7	5	49	

Estate		
Year	Capacity	Capacity %
2020/21	2050	87.81

Percentage of pupils with FMR

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

Queen Anne High School				
2016/17	2017/18	2018/19	2019/20	2020/21
12.20	12.80	11.70	12.40	13.30

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

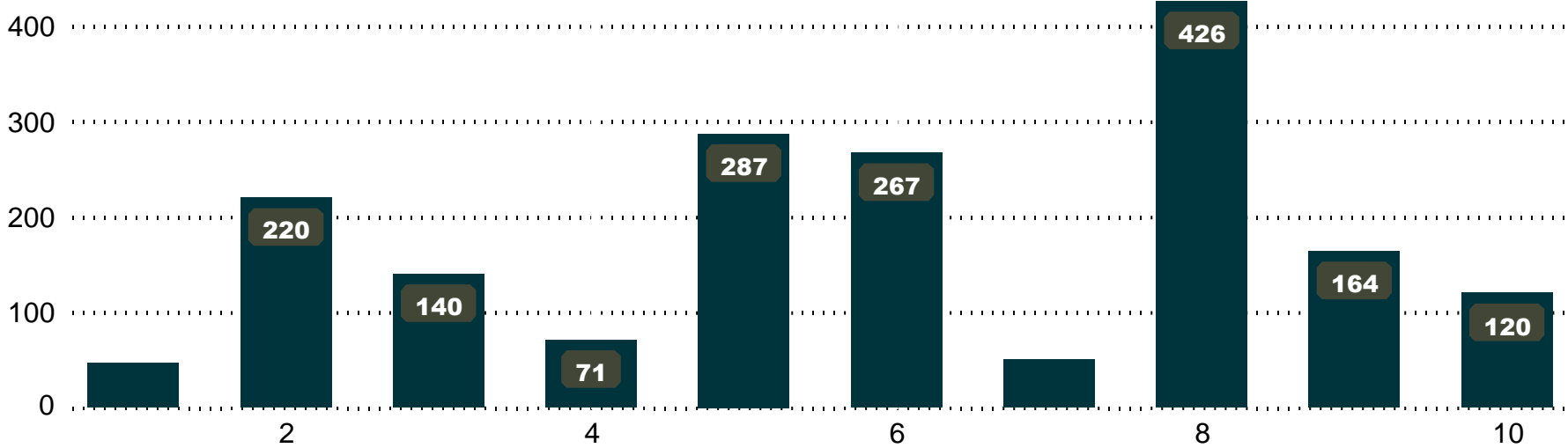
National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

School

Queen Anne High School ↓

SIMD

Number of Pupils per SIMD Decile (2020/21)



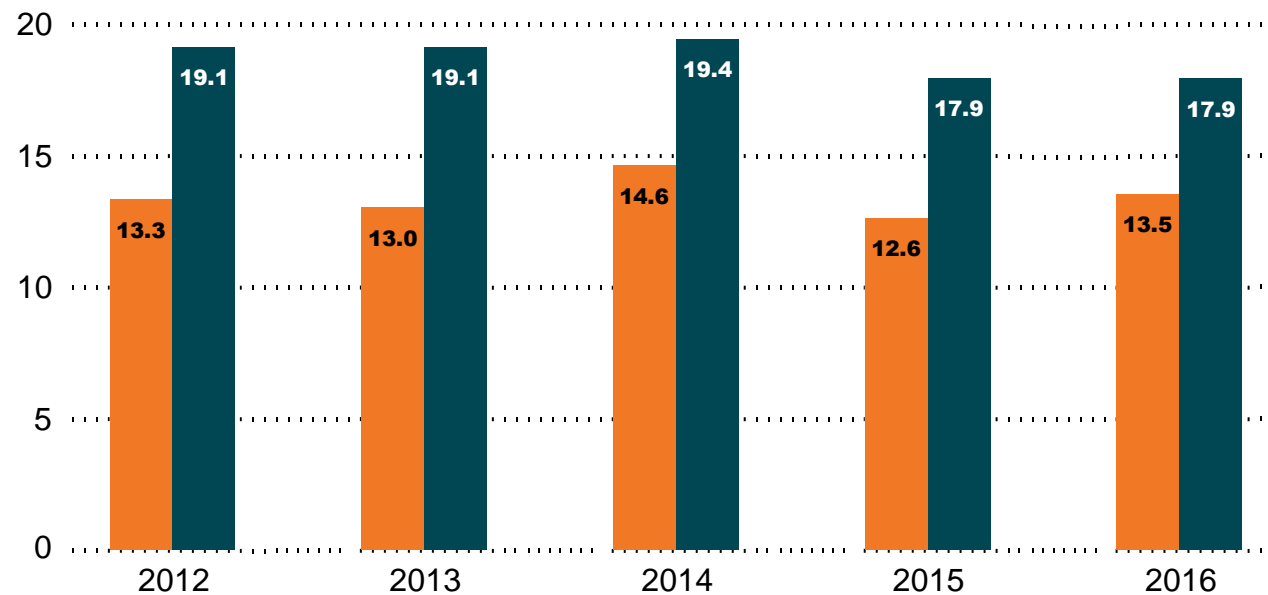
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	47	220	140	71	287	267	50	426	164	120	1792

School

Queen Anne High School

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



■ School
■ Fife

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	79	83	90	87	88
S6	72	72	72	62	69

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84
S6	70	66	67	63	67



Attendance & Exclusions

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

Attendance and Absences percentages

	Queen Anne High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	91.78	91.64	91.29	89.79	91.82	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	4.14	5.40	4.98	5.09	3.56	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	4.07	2.96	3.73	5.12	4.61	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00

Temporary Exclusions

Number of Exclusions per 1000 pupils

Queen Anne High School	6	4	4	3	7	Fife	43	31	14	21	21	National	50	48	0
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Days Excluded per 1000 pupils

Queen Anne High School	6	6	12	5	16	Fife	98	68	30	41	48	National	119	109	0
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LAC Temporary Exclusions

Number of Exclusions per 1000 pupils

Queen Anne High School	0	0	1	1	0	Fife	2	4	1	3	3
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Days Excluded per 1000 pupils

Queen Anne High School	0	0	7	1	0	Fife	4	10	3	6	6
------------------------	---	---	---	---	---	------	---	----	---	---	---

School

Queen Anne High School

Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	8
Early Acquisition	3
Developing Competence	9
Competent	11
Fluent	29
English as a "first language"	1741
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	52
Bereavement	19
Communication Support Needs	14
Deafblind	0
Dyslexia	201

Student Need Category	No. of Pupils with Need
English as an additional language	45
Family issues	32
Hearing impairment	19
Interrupted learning	238
Language or speech disorder	32
Learning disability	36
Looked after	38
Mental health problems	71
More able pupil	8
Other	38
Other moderate learning difficulty	63
Other specific learning difficulty (e.g. numeric)	63
Physical health problem	98
Physical or motor impairment	56
Risk of exclusion	8
Social, emotional and behavioural difficulty	153
Substance misuse	13
Visual impairment	13
Young carer	29

School	
Queen Anne High School	↓

Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 251 287 247

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

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

Queen Anne High School %			
	2017/18	2018/19	2019/20
Positive %	92.0	97.6	93.5
Higher Education %	40.2	46.7	47.0
Further Education %	27.5	26.5	29.6
Training %	3.6	2.4	2.4
Employment %	18.7	20.9	14.6
Activity Agreements %	1.2		
Personal Skills Development %			
Unemployed %	7.6	2.1	5.3
Unemployed Seeking %	6.8	1.7	4.5
Unemployed Not Seeking %	0.8	0.3	0.8
Unknown %	0.4	0.3	1.2

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

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

School
Queen Anne High School ↓

Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 251 287 247

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

Queen Anne High School %			
	2017/18	2018/19	2019/20
Positive %	92.0	97.6	93.5
Higher Education %	40.2	46.7	47.0
Further Education %	27.5	26.5	29.6
Training %	3.6	2.4	2.4
Employment %	18.7	20.9	14.6
Activity Agreements %	1.2		
Personal Skills Development %			
Unemployed %	7.6	2.1	5.3
Unemployed Seeking %	6.8	1.7	4.5
Unemployed Not Seeking %	0.8	0.3	0.8
Unknown %	0.4	0.3	1.2

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

School
Queen Anne High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

1	92.31	86.84	81.82	90.32	87.50
2	92.31	94.59	81.82	87.88	86.67
3	92.19	86.36	87.18	93.81	90.00
4	95.45	95.89	85.71	97.01	94.95
5	98.61	98.55	95.45	97.18	91.18
Total	94.64	92.93	87.46	94.31	90.77

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

1	56.41	42.11	60.61	25.81	39.58
2	82.05	75.68	54.55	60.61	51.11
3	70.31	66.67	69.23	65.98	63.64
4	83.33	79.45	75.32	80.60	60.61
5	90.28	89.86	90.91	83.10	64.71
Total	78.21	73.50	73.17	68.56	57.74

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

1	89.74	78.95	93.94	83.87	83.33
2	89.74	91.89	87.88	87.88	86.67
3	92.19	89.39	94.87	91.75	89.09
4	100.00	94.52	90.91	95.52	94.95
5	100.00	94.20	98.48	95.77	91.18
Total	95.36	90.81	93.73	92.31	89.88

% Level 5 Numeracy

Quintile 2016 2017 2018 2019 2020

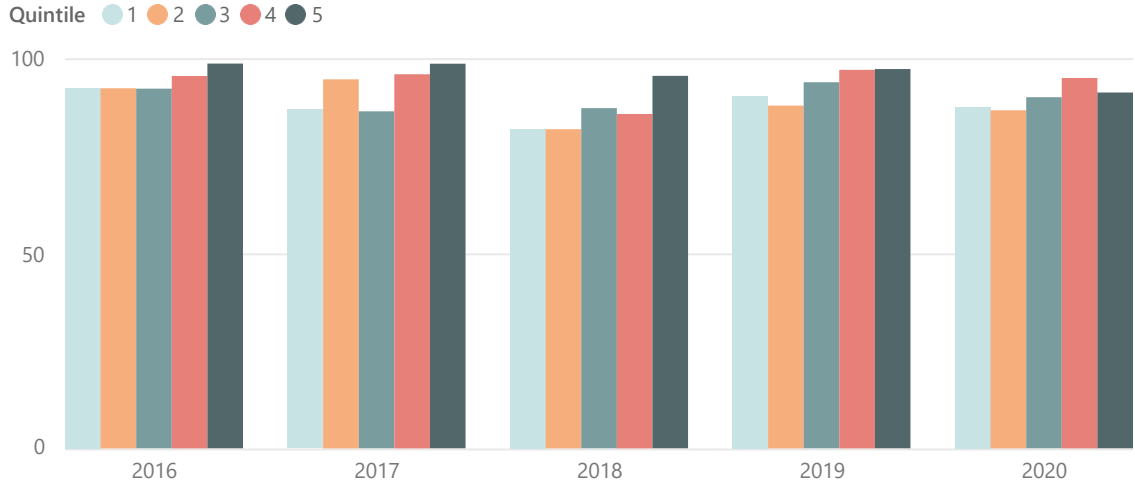
1	35.90	23.68	45.45	38.71	31.25
2	46.15	43.24	48.48	51.52	53.33
3	43.75	54.55	58.97	52.58	57.27
4	65.15	58.90	68.83	73.13	59.60
5	65.28	65.22	84.85	80.28	67.65
Total	53.57	52.65	64.81	62.21	54.76

School

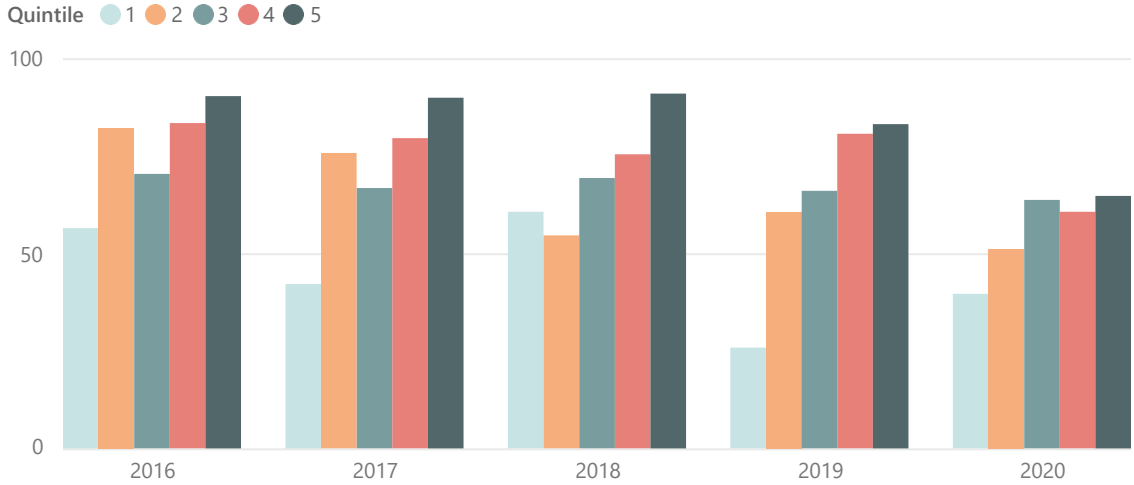
Queen Anne High School

SQA Attainment - S4 Literacy & Numeracy Graphs

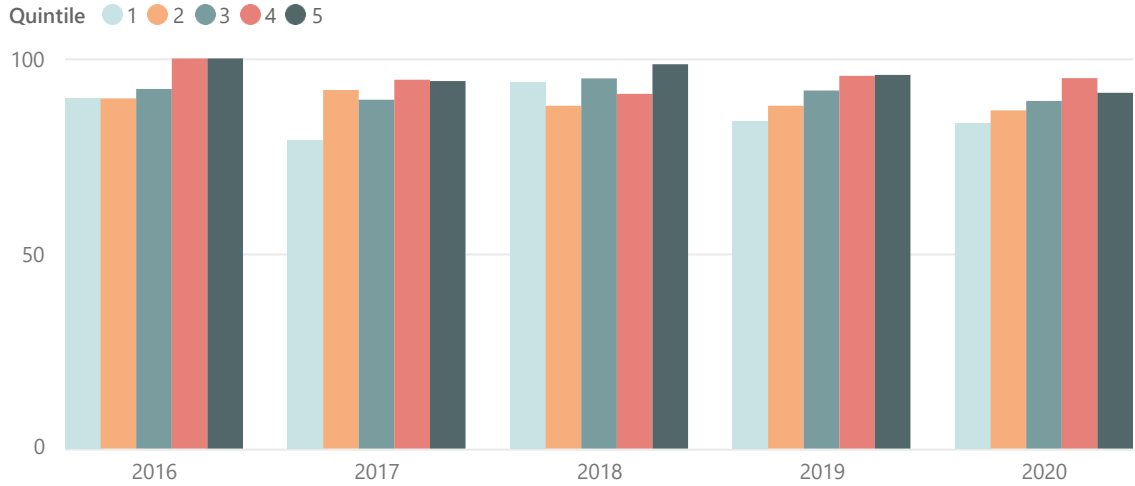
AA S4 Level 4 Literacy by Year



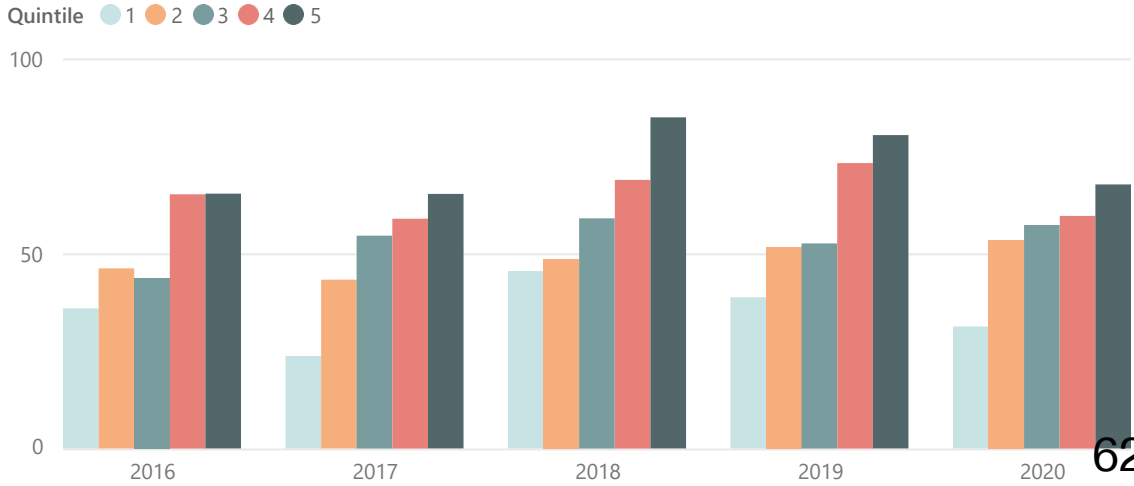
AA S4 Level 5 Literacy by Year



AA S4 Level 4 Numeracy by Year



AA S4 Level 5 Numeracy by Year



School
Queen Anne High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	88.37	92.50	91.89	86.11	93.33
2	94.59	92.86	97.50	87.88	89.47
3	98.65	95.16	84.38	90.79	94.06
4	92.31	100.00	95.77	88.31	98.68
5	98.21	100.00	97.22	97.01	95.00
Total	94.91	96.83	93.31	90.66	94.75

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	62.79	75.00	54.05	72.22	53.33
2	72.97	85.71	80.00	66.67	68.42
3	90.54	80.65	70.31	75.00	74.26
4	87.69	88.73	83.10	79.22	90.79
5	94.64	95.65	91.67	94.03	85.00
Total	84.00	86.27	78.17	79.24	77.70

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	79.07	92.50	78.38	94.44	93.33
2	89.19	92.86	95.00	90.91	81.58
3	95.95	90.32	89.06	94.74	92.08
4	90.77	100.00	92.96	93.51	96.05
5	98.21	100.00	97.22	100.00	93.33
Total	91.64	95.77	91.55	95.16	92.13

% Level 5 Numeracy

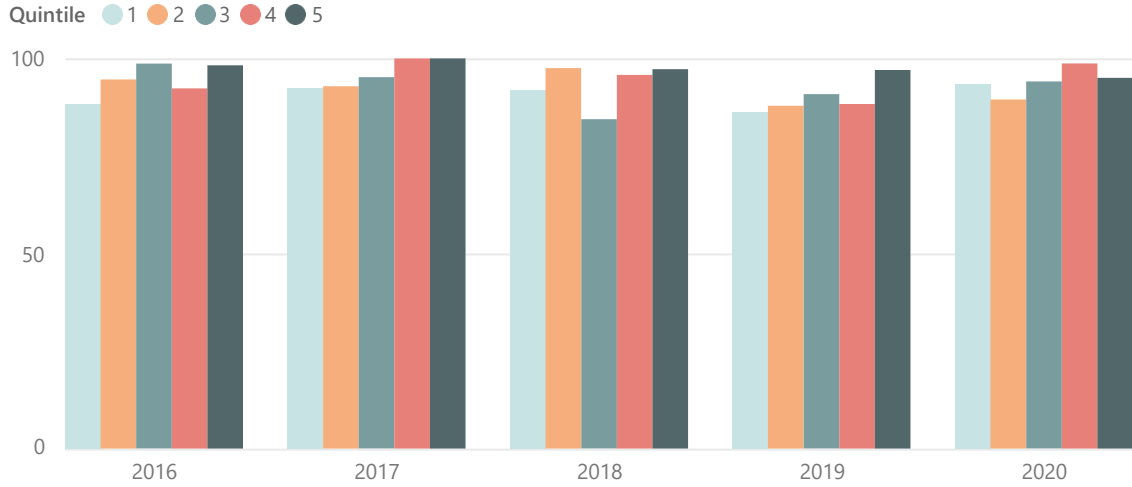
Quintile	2016	2017	2018	2019	2020
1	34.88	42.50	32.43	52.78	50.00
2	48.65	52.38	65.00	57.58	47.37
3	70.27	51.61	53.13	63.16	57.43
4	69.23	73.24	61.97	74.03	85.53
5	82.14	68.12	83.33	89.55	76.67
Total	64.00	59.86	61.97	70.24	66.23

School

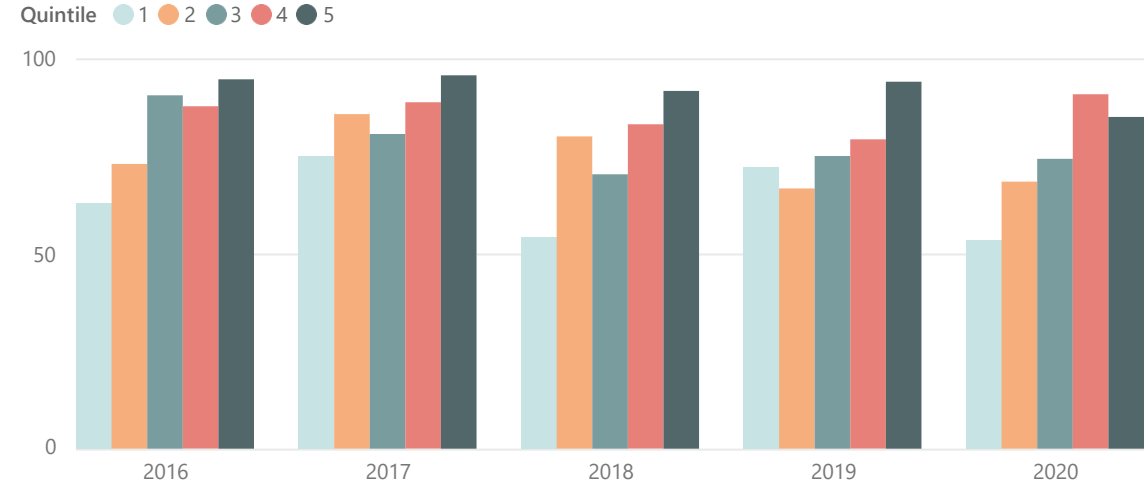
Queen Anne High School

SQA Attainment - S4 Literacy & Numeracy Graphs

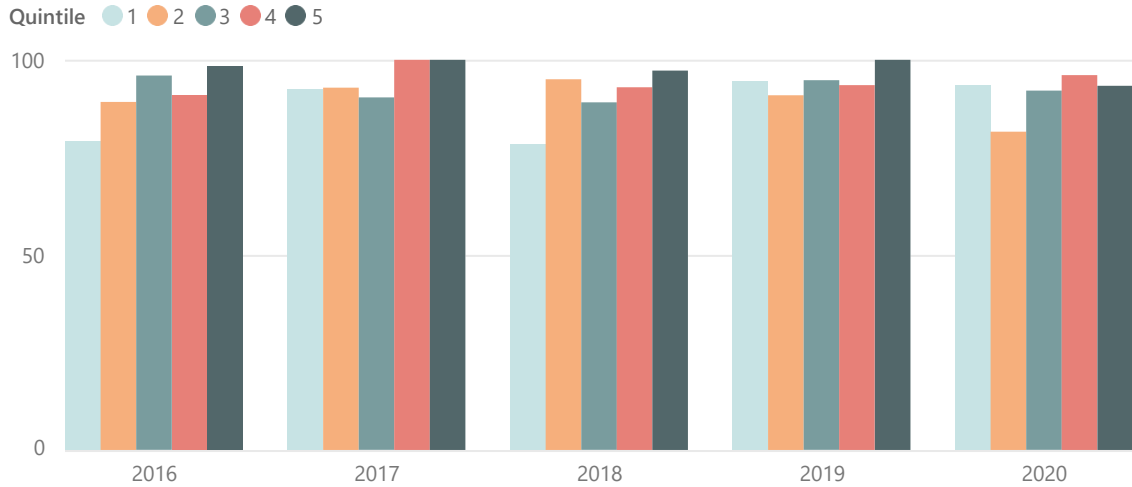
AA S5 Level 4 Literacy by Year



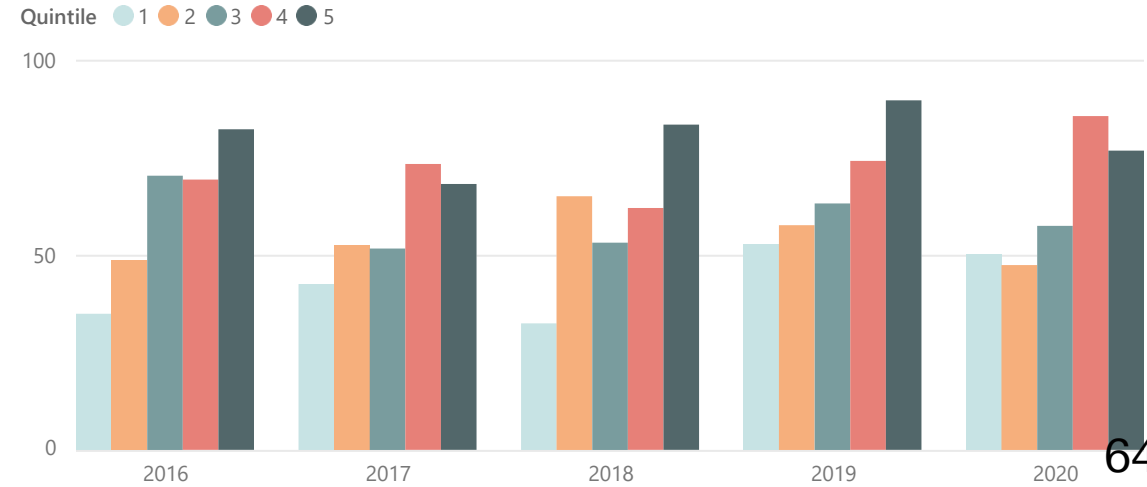
AA S5 Level 5 Literacy by Year



AA S5 Level 4 Numeracy by Year



AA S5 Level 5 Numeracy by Year



% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

1	90.00	88.64	92.50	91.89	90.48
2	97.44	94.59	93.02	97.44	86.21
3	95.59	98.65	95.31	86.36	93.06
4	98.77	92.19	100.00	95.83	89.01
5	100.00	96.61	100.00	97.18	96.23
Total	97.20	94.60	96.83	93.68	91.29

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

1	83.33	79.55	92.50	83.78	95.24
2	87.18	89.19	93.02	94.87	89.66
3	94.12	95.95	90.63	89.39	94.44
4	95.06	90.63	100.00	93.06	94.51
5	97.06	96.61	100.00	97.18	100.00
Total	93.01	91.37	95.77	92.28	95.12

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

1	76.67	65.91	77.50	54.05	76.19
2	76.92	75.68	86.05	82.05	62.07
3	88.24	91.89	79.69	71.21	75.00
4	91.36	87.50	88.41	86.11	82.42
5	95.59	93.22	95.59	91.55	90.57
Total	88.11	84.89	86.27	79.30	79.09

% Level 5 Numeracy

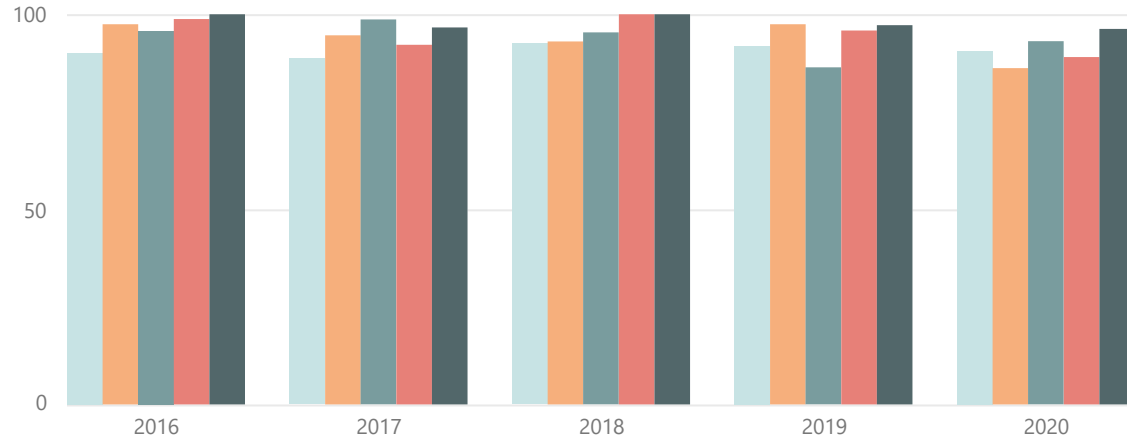
Quintile 2016 2017 2018 2019 2020

1	53.33	36.36	52.50	32.43	57.14
2	66.67	51.35	55.81	64.10	55.17
3	76.47	70.27	53.13	56.06	65.28
4	82.72	68.75	76.81	66.67	76.92
5	83.82	81.36	69.12	83.10	88.68
Total	76.22	64.39	63.03	63.51	71.08



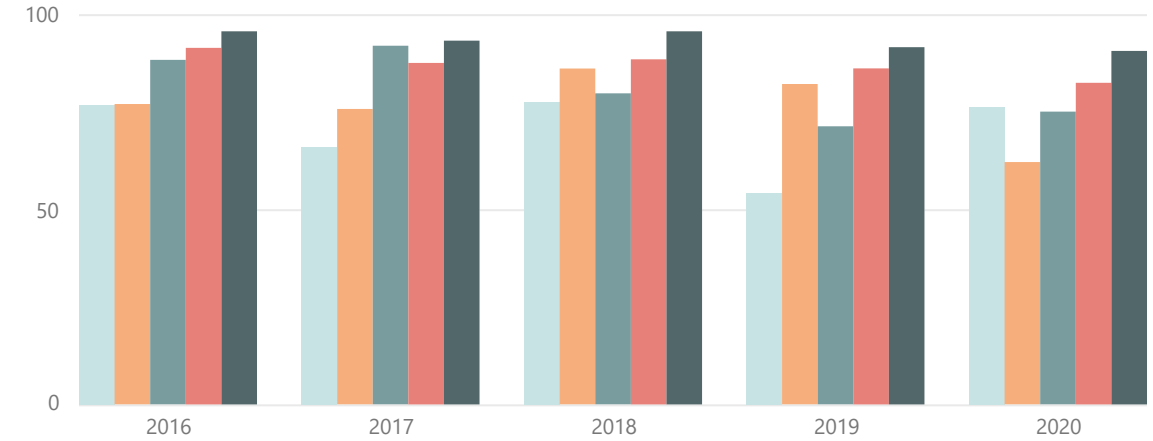
AA S6 Level 4 Literacy by Year

Quintile 1 2 3 4 5



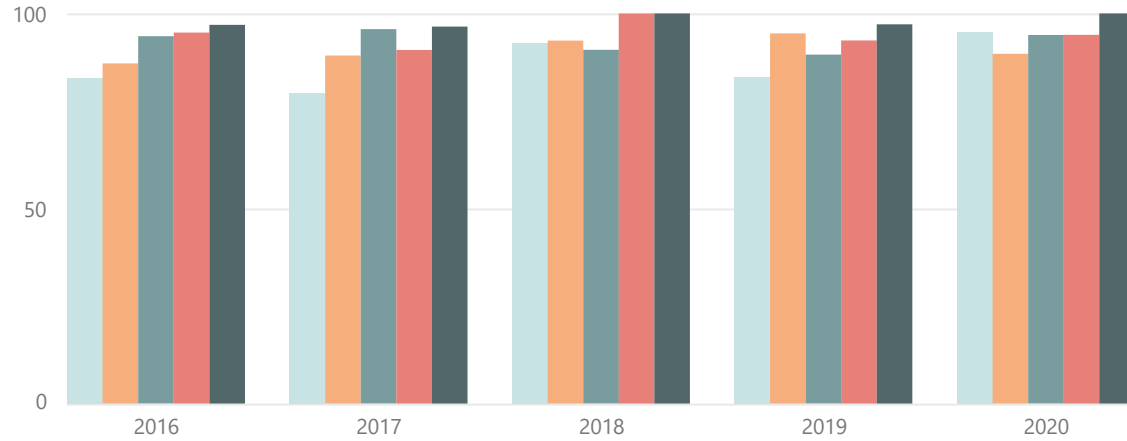
AA S6 Level 5 Literacy by Year

Quintile 1 2 3 4 5



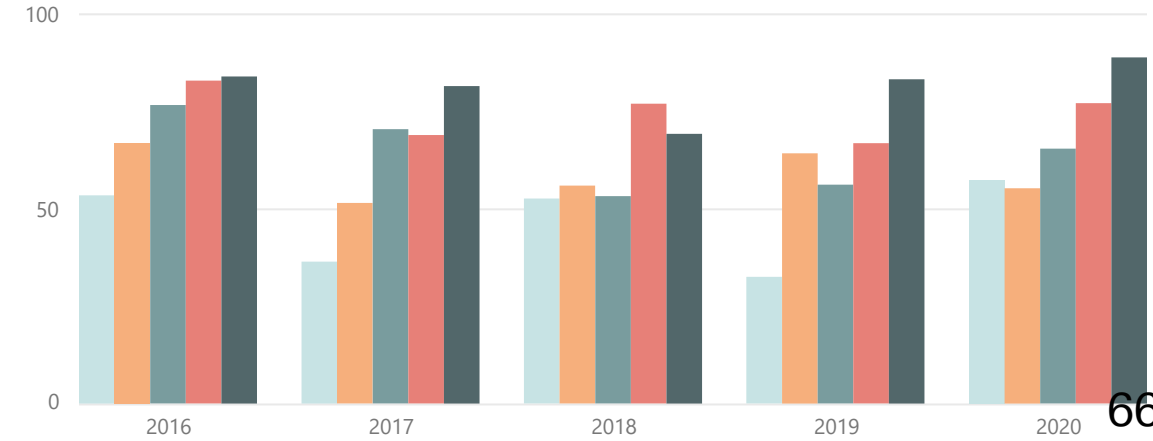
AA S6 Level 4 Numeracy by Year

Quintile 1 2 3 4 5



AA S6 Level 5 Numeracy by Year

Quintile 1 2 3 4 5



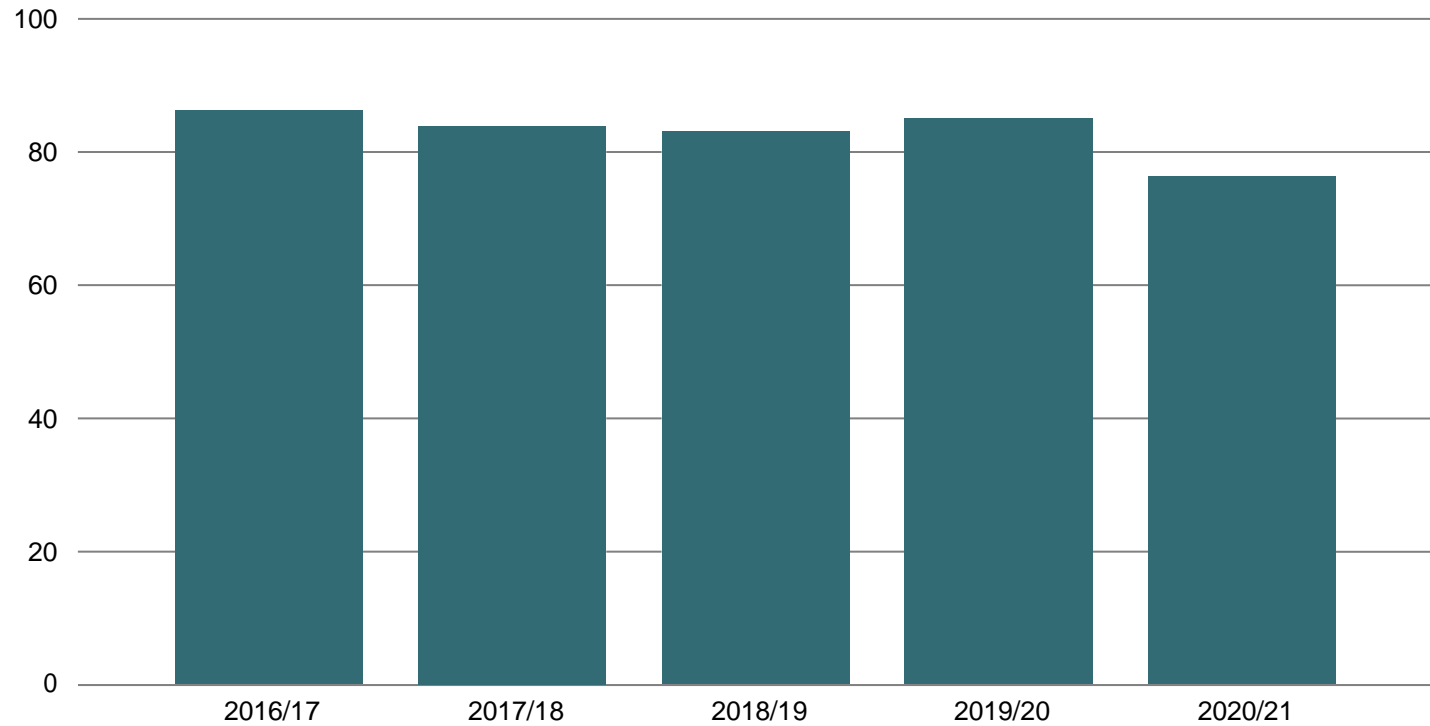
School

Queen Anne High School ↓

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



Year	1 or more
2016/17	86.07
2017/18	83.75
2018/19	82.93
2019/20	84.95
2020/21	76.19

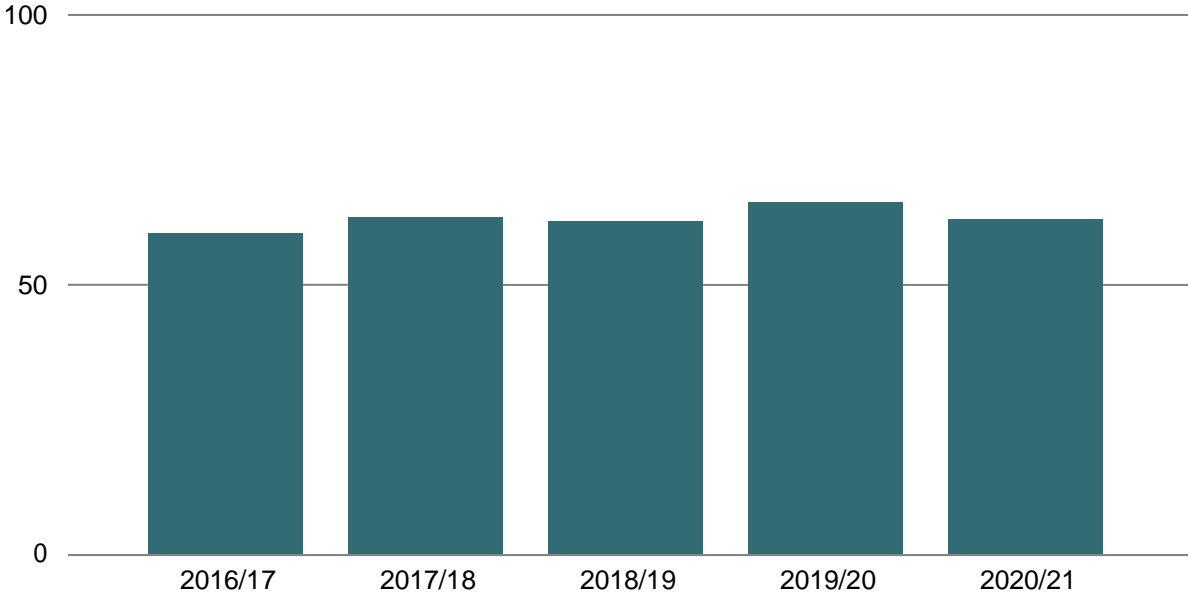
School

Queen Anne High School

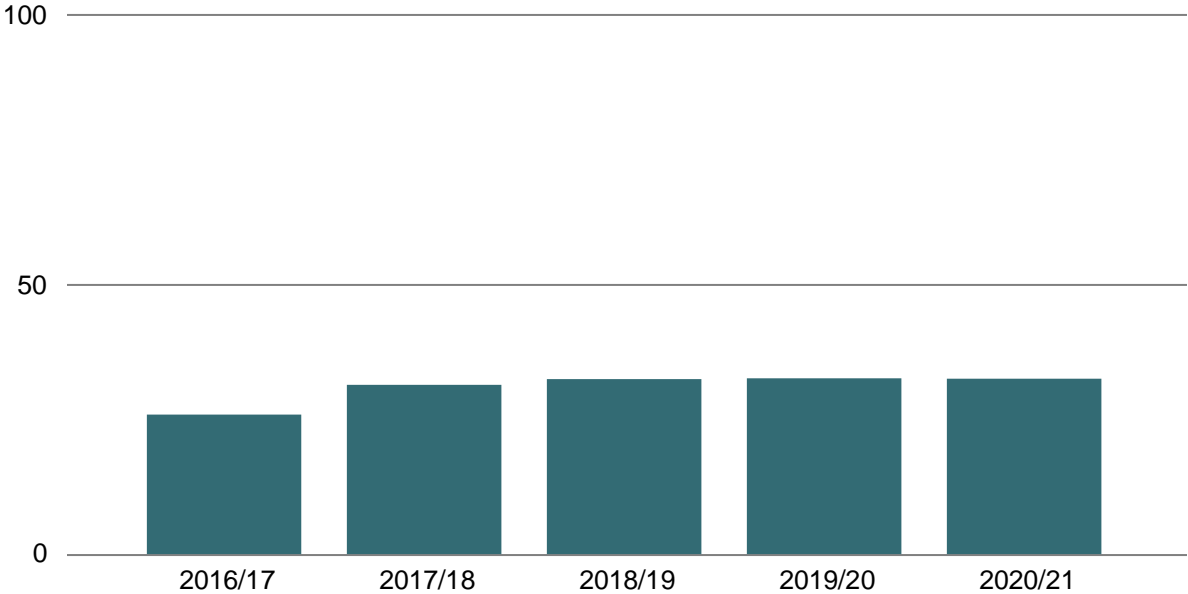
Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)



S5 - 4 or more at National 6 (%)



Year	1 or more
2016/17	59.27
2017/18	62.32
2018/19	61.62
2019/20	65.05
2020/21	61.97

Year	4 or more
2016/17	25.82
2017/18	31.34
2018/19	32.39
2019/20	32.53
2020/21	32.46

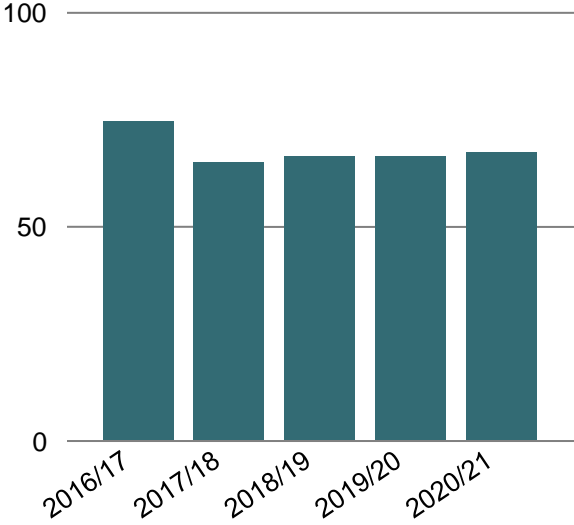
School

Queen Anne High School ↓

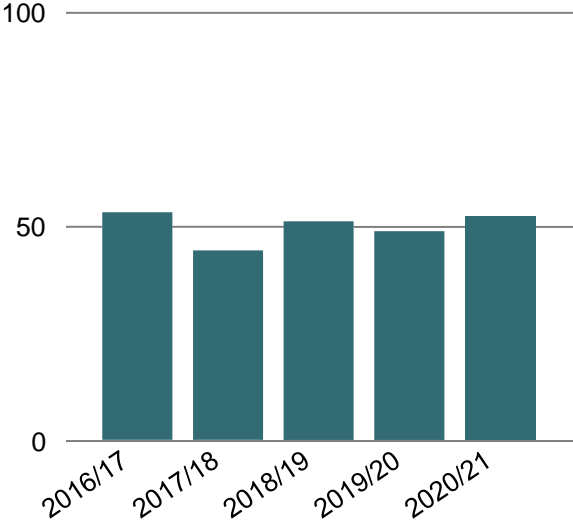
Attainment for the S6 cohort

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

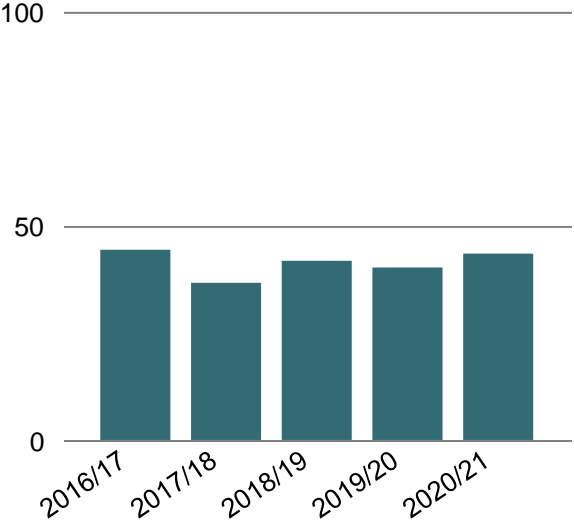
S6 - 1 or more at National 6 (%)



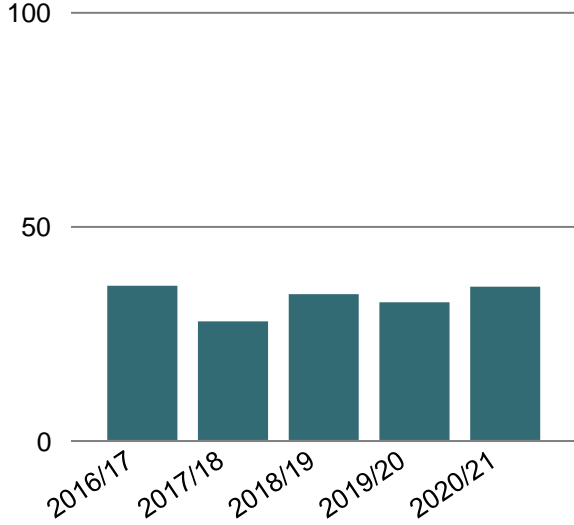
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2016/17	74.48
2017/18	64.75
2018/19	66.31
2019/20	66.08
2020/21	67.02

Year	3 or more
2016/17	53.15
2017/18	44.24
2018/19	51.06
2019/20	48.76
2020/21	52.28

Year	4 or more
2016/17	44.41
2017/18	36.69
2018/19	41.84
2019/20	40.28
2020/21	43.51

Year	5 or more
2016/17	36.01
2017/18	27.70
2018/19	34.04
2019/20	32.16
2020/21	35.79



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

St Columba's R C High School



School
St Columba's R C High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	416	456	872

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2020/21	0	0	0	0	0	0	0	

Estate		
Year	Capacity	Capacity %
2020/21	1069	81.57

Percentage of pupils with FMR

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

St Columba's R C High School				
2016/17	2017/18	2018/19	2019/20	2020/21
18.80	19.20	18.50	17.50	19.70

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

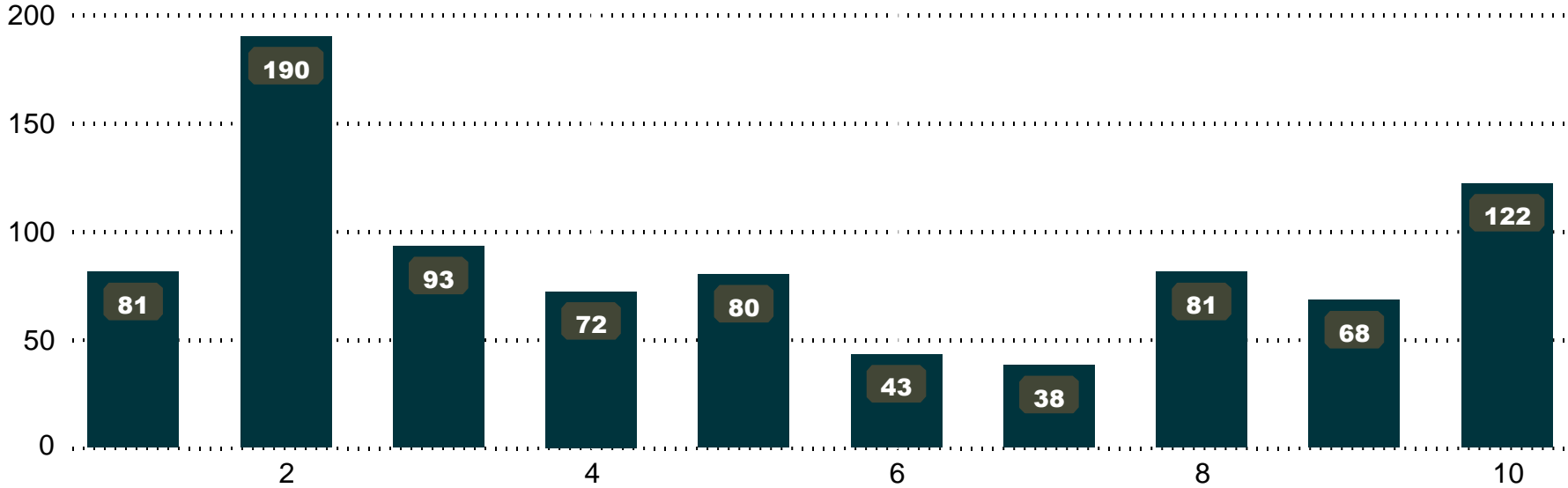
National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

School

St Columba's R C High School

SIMD

Number of Pupils per SIMD Decile (2020/21)



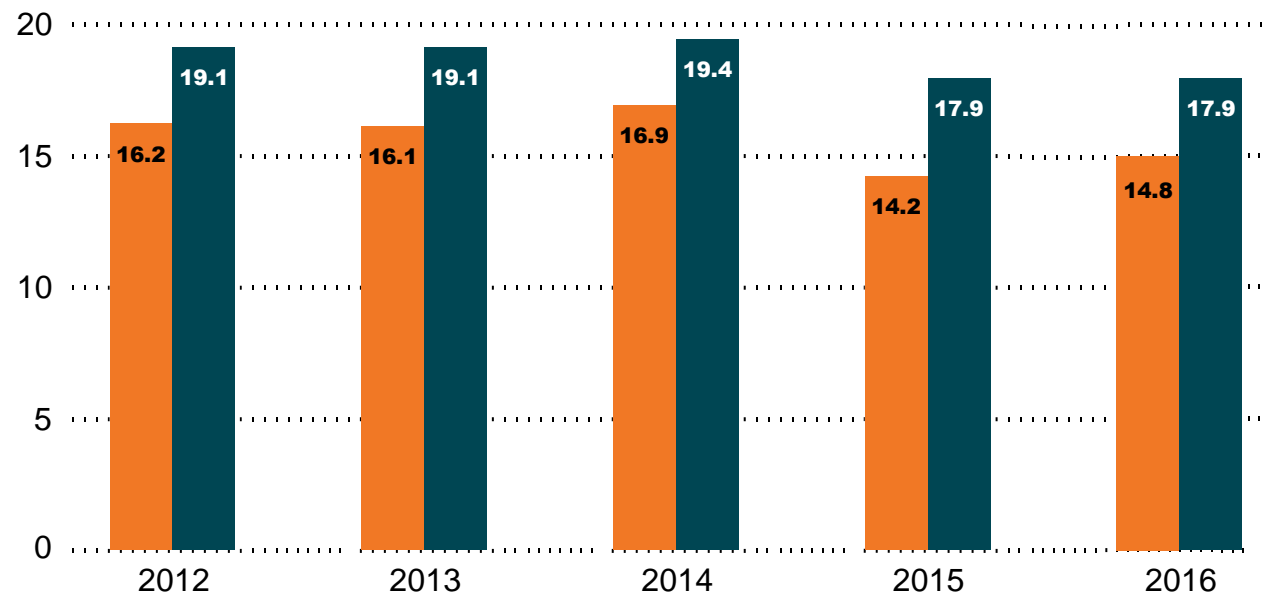
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	81	190	93	72	80	43	38	81	68	122	868

School

St Columba's R C High School

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



■ School
■ Fife

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	78	80	88	90	83
S6	82	73	68	63	61

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84
S6	70	66	67	63	67



Attendance & Exclusions

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

Attendance and Absences percentages

	St Columba's R C High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	89.34	88.66	89.63	87.46	91.02	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	7.24	7.30	6.92	7.16	5.42	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	3.23	3.92	3.33	5.28	3.50	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00

Temporary Exclusions

Number of Exclusions per 1000 pupils

108	64	40	65	56	43	31	14	21	21	50	48	0
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Days Excluded per 1000 pupils

308	142	82	120	103	98	68	30	41	48	119	109	0
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LAC Temporary Exclusions

Number of Exclusions per 1000 pupils

0	10	0	3	4	2	4	1	3	3
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Days Excluded per 1000 pupils

0	24	0	9	7	4	10	3	6	6
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School

St Columba's R C High School

Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	10
Early Acquisition	4
Developing Competence	16
Competent	31
Fluent	24
English as a "first language"	784
Limited Communication	3
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	12
Bereavement	7
Communication Support Needs	4
Deafblind	0
Dyslexia	124

Student Need Category	No. of Pupils with Need
English as an additional language	64
Family issues	25
Hearing impairment	7
Interrupted learning	3
Language or speech disorder	9
Learning disability	4
Looked after	9
Mental health problems	3
More able pupil	0
Other	24
Other moderate learning difficulty	25
Other specific learning difficulty (e.g. numeric)	16
Physical health problem	35
Physical or motor impairment	14
Risk of exclusion	2
Social, emotional and behavioural difficulty	43
Substance misuse	1
Visual impairment	10
Young carer	23

School

St Columba's R C High School



Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 155 155 158

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

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

St Columba's R C High School %

	2017/18	2018/19	2019/20
Positive %	91.0	96.1	96.2
Higher Education %	29.7	29.7	34.8
Further Education %	31.0	45.2	44.3
Training %	3.9	5.8	3.8
Employment %	24.5	15.5	12.7
Activity Agreements %	1.3		
Personal Skills Development %			
Unemployed %	9.0	3.9	2.5
Unemployed Seeking %	8.4	3.2	1.9
Unemployed Not Seeking %	0.6	0.6	0.6
Unknown %			1.3

Fife %

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

National %

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

School

St Columba's R C High School



Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 155 155 158

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

St Columba's R C High School %

	2017/18	2018/19	2019/20
Positive %	91.0	96.1	96.2
Higher Education %	29.7	29.7	34.8
Further Education %	31.0	45.2	44.3
Training %	3.9	5.8	3.8
Employment %	24.5	15.5	12.7
Activity Agreements %	1.3		
Personal Skills Development %			
Unemployed %	9.0	3.9	2.5
Unemployed Seeking %	8.4	3.2	1.9
Unemployed Not Seeking %	0.6	0.6	0.6
Unknown %			1.3

South East Collaborative %

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

School
St Columba's R C High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

1	98.44	94.00	86.96	87.04	95.65
2	96.77	90.91	92.00	87.10	100.00
3	100.00	96.30	93.10	100.00	96.00
4	100.00	85.00	95.83	80.95	90.48
5	100.00	92.00	96.67	94.12	95.12
Total	98.80	92.26	92.21	89.38	95.71

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

1	62.50	64.00	63.04	53.70	34.78
2	74.19	66.67	72.00	61.29	43.33
3	76.92	62.96	58.62	80.00	64.00
4	86.96	70.00	83.33	61.90	66.67
5	91.30	88.00	90.00	88.24	92.68
Total	74.25	69.03	72.08	66.88	59.51

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

1	98.44	94.00	91.30	96.30	100.00
2	96.77	90.91	96.00	96.77	100.00
3	100.00	92.59	96.55	100.00	100.00
4	100.00	85.00	100.00	85.71	100.00
5	100.00	92.00	96.67	100.00	97.56
Total	98.80	91.61	95.45	96.25	99.39

% Level 5 Numeracy

Quintile 2016 2017 2018 2019 2020

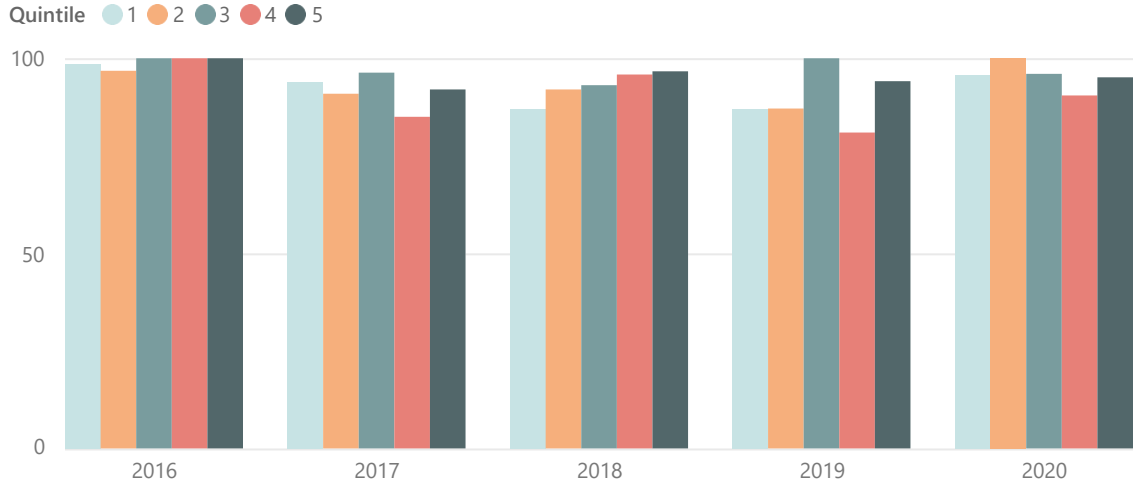
1	42.19	44.00	60.87	64.81	56.52
2	70.97	42.42	64.00	64.52	63.33
3	69.23	48.15	62.07	95.00	84.00
4	60.87	55.00	79.17	71.43	85.71
5	91.30	76.00	83.33	88.24	90.24
Total	61.08	50.97	68.83	74.38	74.23

School

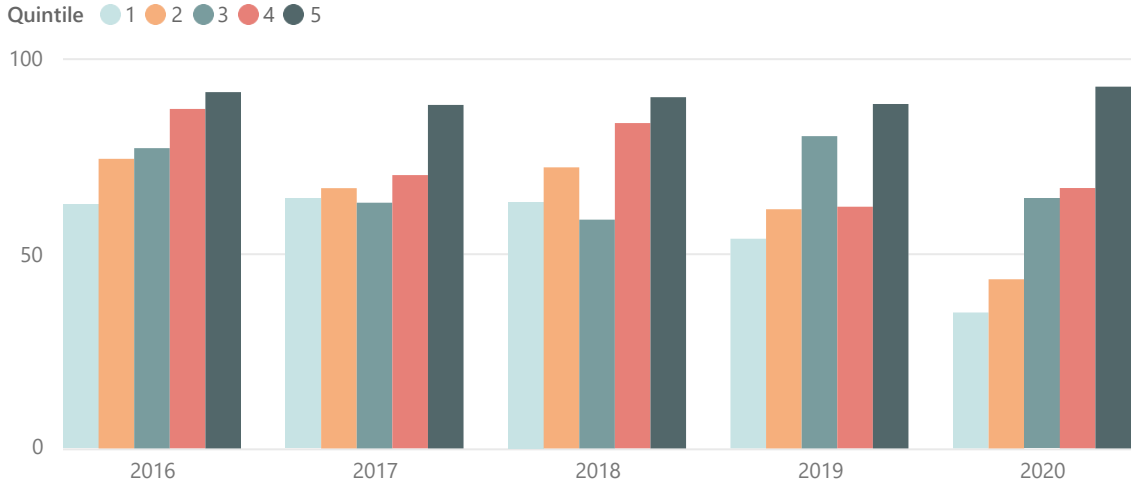
St Columba's R C High School

SQA Attainment - S4 Literacy & Numeracy Graphs

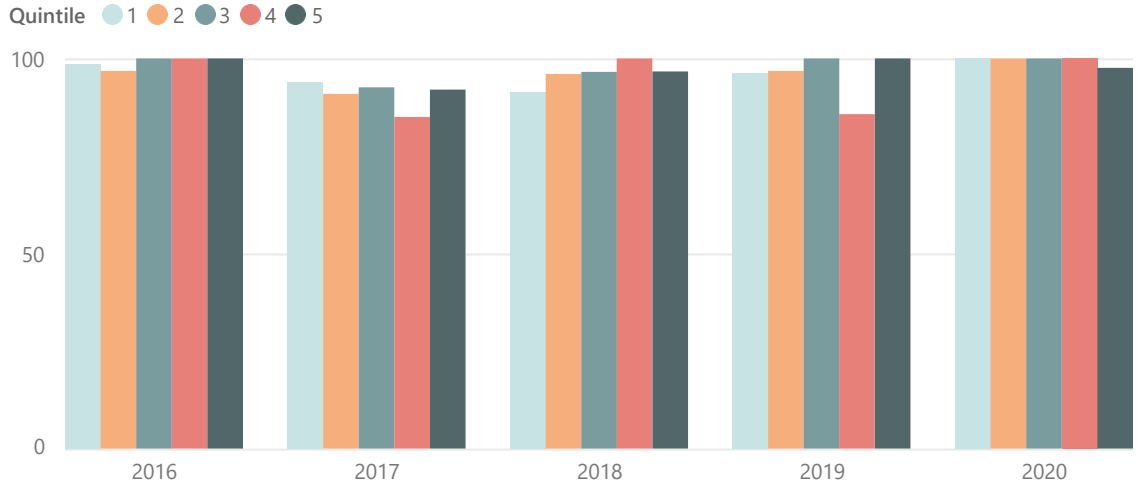
AA S4 Level 4 Literacy by Year



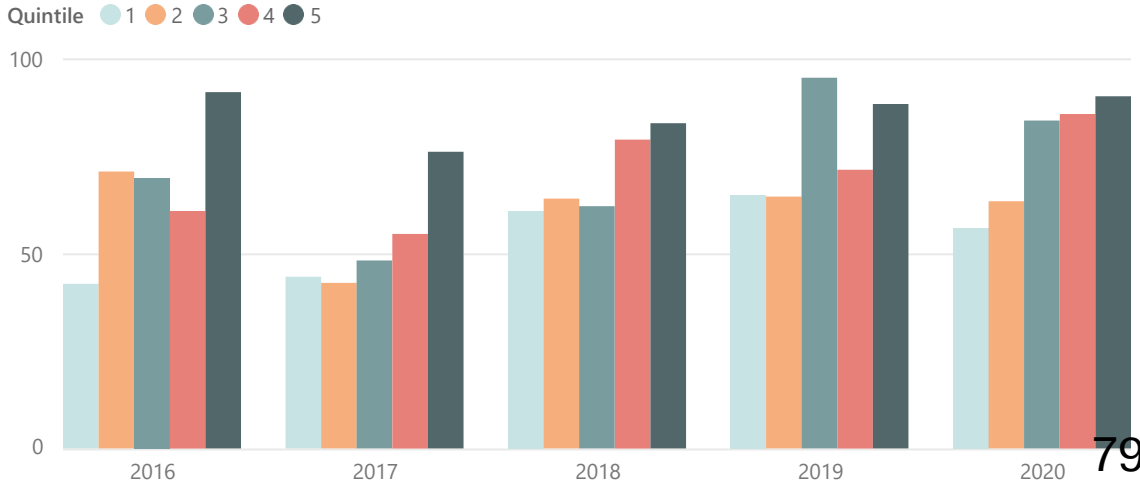
AA S4 Level 5 Literacy by Year



AA S4 Level 4 Numeracy by Year



AA S4 Level 5 Numeracy by Year



School
St Columba's R C High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	81.48	98.39	96.00	85.11	89.29
2	100.00	93.94	90.32	100.00	90.32
3	92.59	100.00	96.15	92.86	100.00
4	94.44	100.00	85.00	95.83	84.00
5	100.00	100.00	92.00	96.88	93.10
Total	92.07	98.24	92.76	92.90	90.74

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	53.70	66.13	74.00	65.96	58.93
2	85.71	78.79	77.42	87.50	74.19
3	81.48	88.89	73.08	78.57	90.48
4	88.89	91.67	70.00	91.67	80.00
5	91.89	87.50	92.00	90.63	86.21
Total	76.22	78.82	76.97	80.65	74.07

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	85.19	98.39	96.00	93.62	94.64
2	96.43	96.97	96.77	100.00	93.55
3	88.89	100.00	96.15	96.43	100.00
4	100.00	100.00	85.00	100.00	88.00
5	97.30	100.00	92.00	96.88	100.00
Total	92.07	98.82	94.08	96.77	95.06

% Level 5 Numeracy

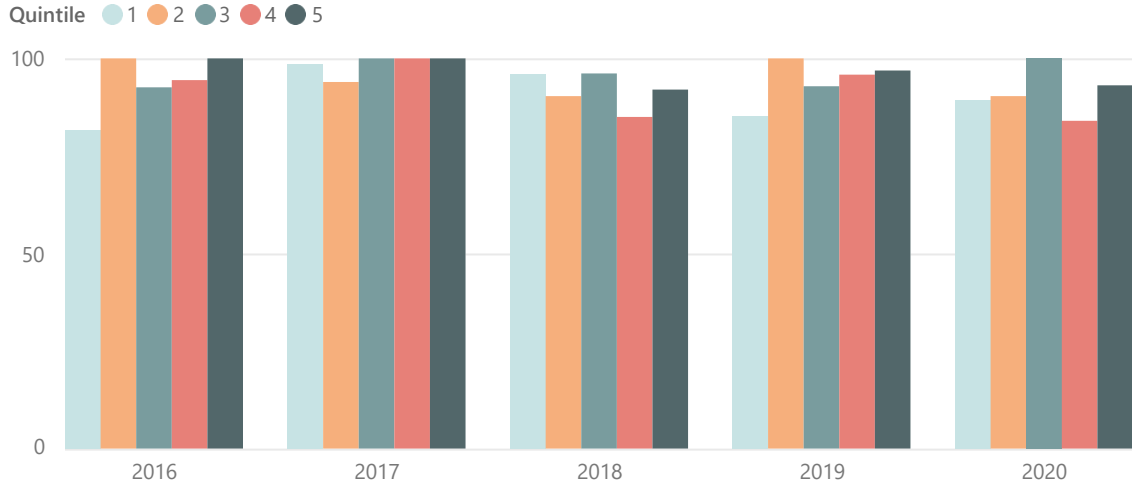
Quintile	2016	2017	2018	2019	2020
1	48.15	64.52	60.00	72.34	71.43
2	78.57	81.82	77.42	79.17	77.42
3	74.07	77.78	73.08	82.14	95.24
4	94.44	79.17	60.00	91.67	80.00
5	89.19	95.83	92.00	90.63	89.66
Total	71.95	76.47	71.05	81.94	80.25

School

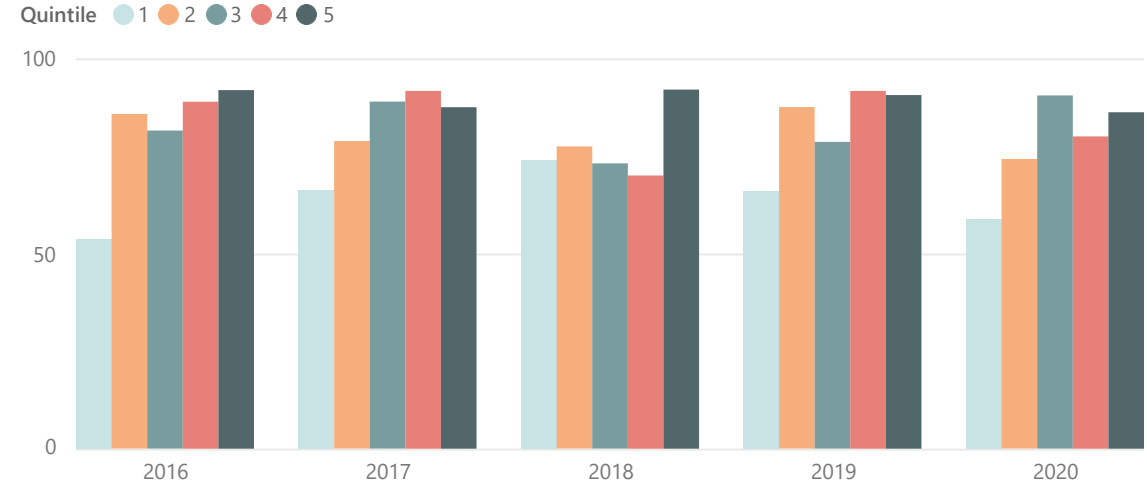
St Columba's R C High School

SQA Attainment - S4 Literacy & Numeracy Graphs

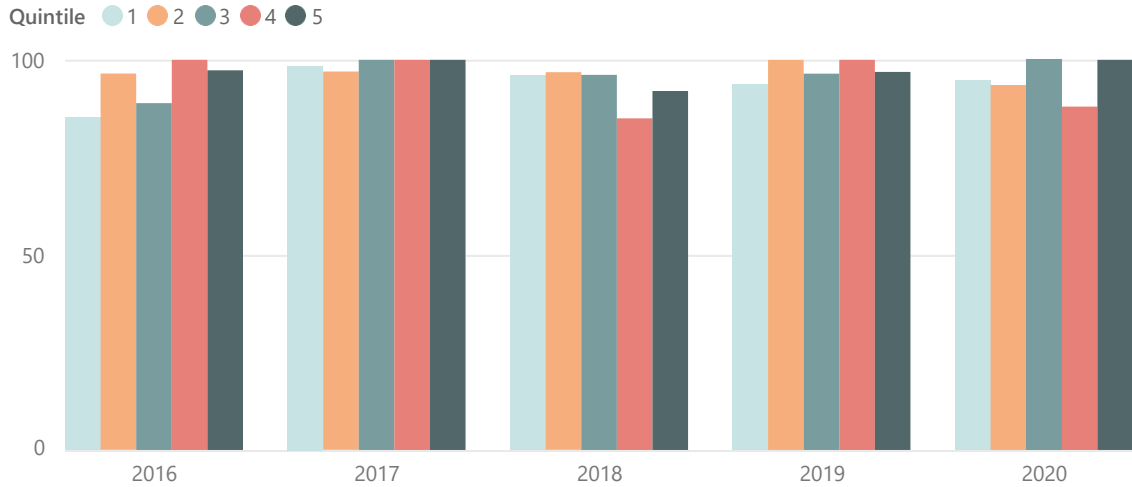
AA S5 Level 4 Literacy by Year



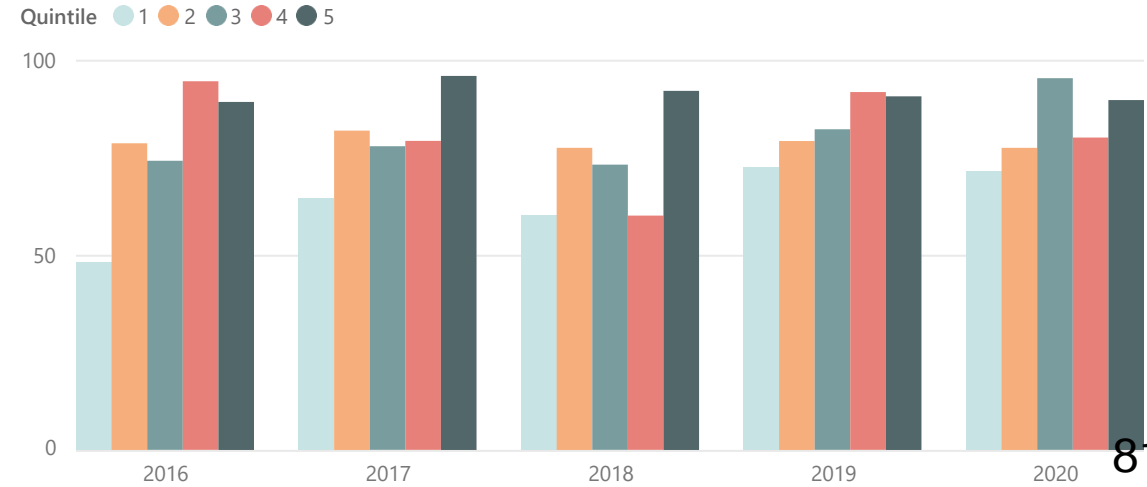
AA S5 Level 5 Literacy by Year



AA S5 Level 4 Numeracy by Year



AA S5 Level 5 Numeracy by Year



% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

1	89.80	81.48	98.33	96.00	85.42
2	82.76	100.00	96.97	90.63	100.00
3	85.19	92.59	100.00	96.15	92.31
4	100.00	94.44	100.00	84.21	95.24
5	94.12	94.74	96.30	88.89	97.22
Total	89.61	90.85	98.25	92.21	92.90

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

1	57.14	55.56	65.00	74.00	66.67
2	58.62	85.19	78.79	78.13	87.50
3	66.67	81.48	90.00	73.08	76.92
4	100.00	88.89	90.48	68.42	90.48
5	91.18	86.84	85.19	88.89	91.67
Total	70.78	75.61	78.36	76.62	80.65

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

1	89.80	85.19	98.33	96.00	93.75
2	86.21	96.30	96.97	96.88	100.00
3	85.19	88.89	100.00	92.31	96.15
4	100.00	100.00	100.00	84.21	100.00
5	94.12	94.74	96.30	88.89	97.22
Total	90.26	91.46	98.25	92.86	96.77

% Level 5 Numeracy

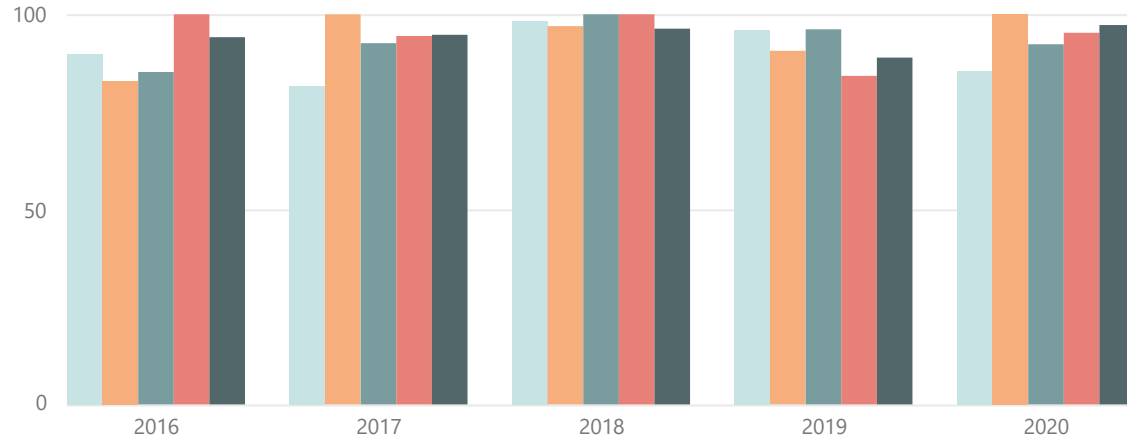
Quintile 2016 2017 2018 2019 2020

1	48.98	50.00	63.33	60.00	72.92
2	41.38	77.78	81.82	78.13	79.17
3	59.26	74.07	80.00	69.23	80.77
4	86.67	94.44	76.19	57.89	90.48
5	82.35	86.84	92.59	88.89	91.67
Total	60.39	71.95	76.02	70.13	81.94



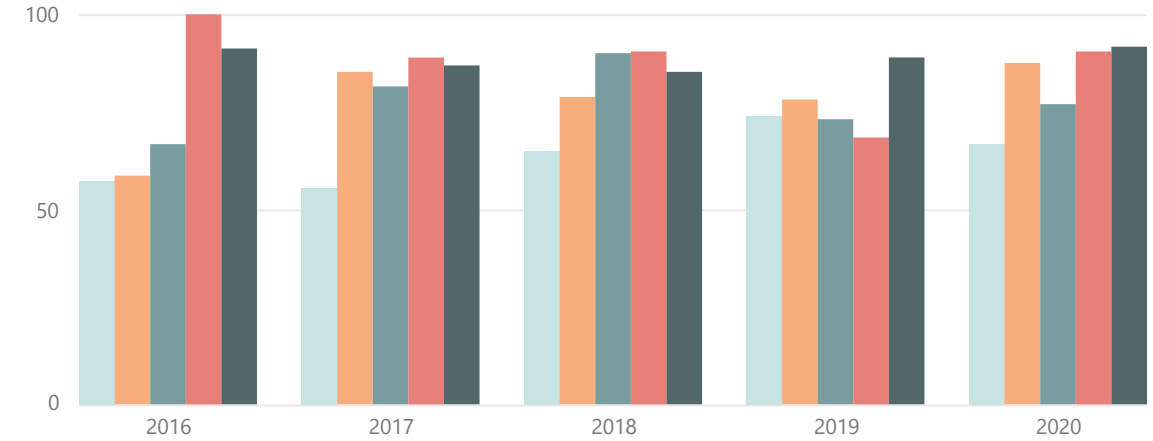
AA S6 Level 4 Literacy by Year

Quintile 1 2 3 4 5



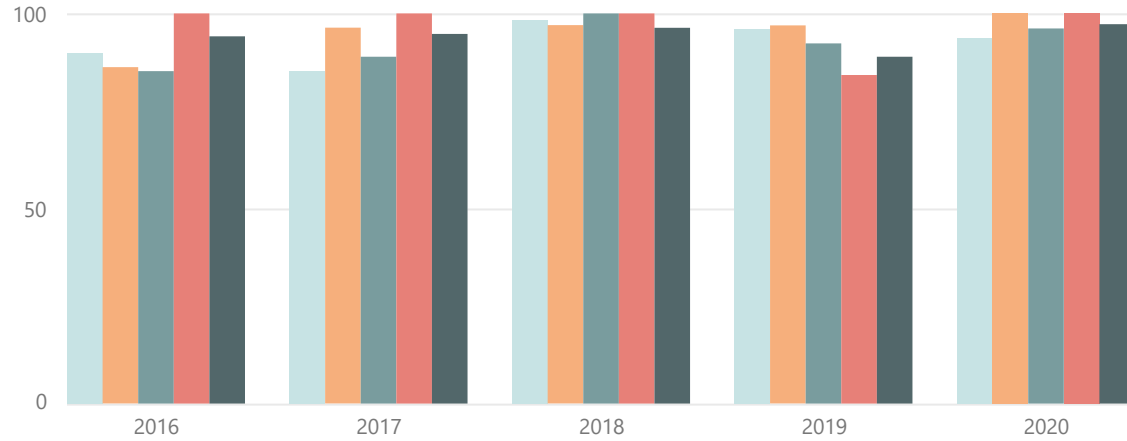
AA S6 Level 5 Literacy by Year

Quintile 1 2 3 4 5



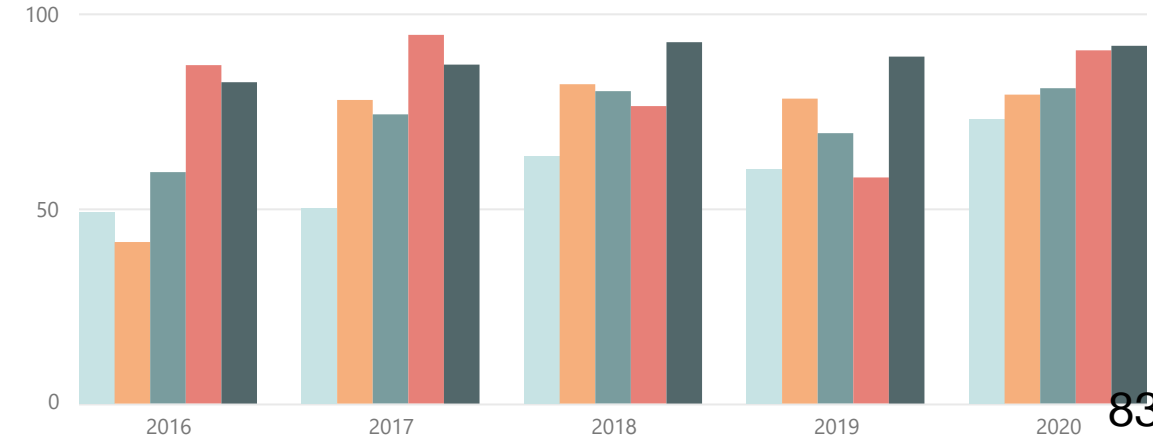
AA S6 Level 4 Numeracy by Year

Quintile 1 2 3 4 5



AA S6 Level 5 Numeracy by Year

Quintile 1 2 3 4 5



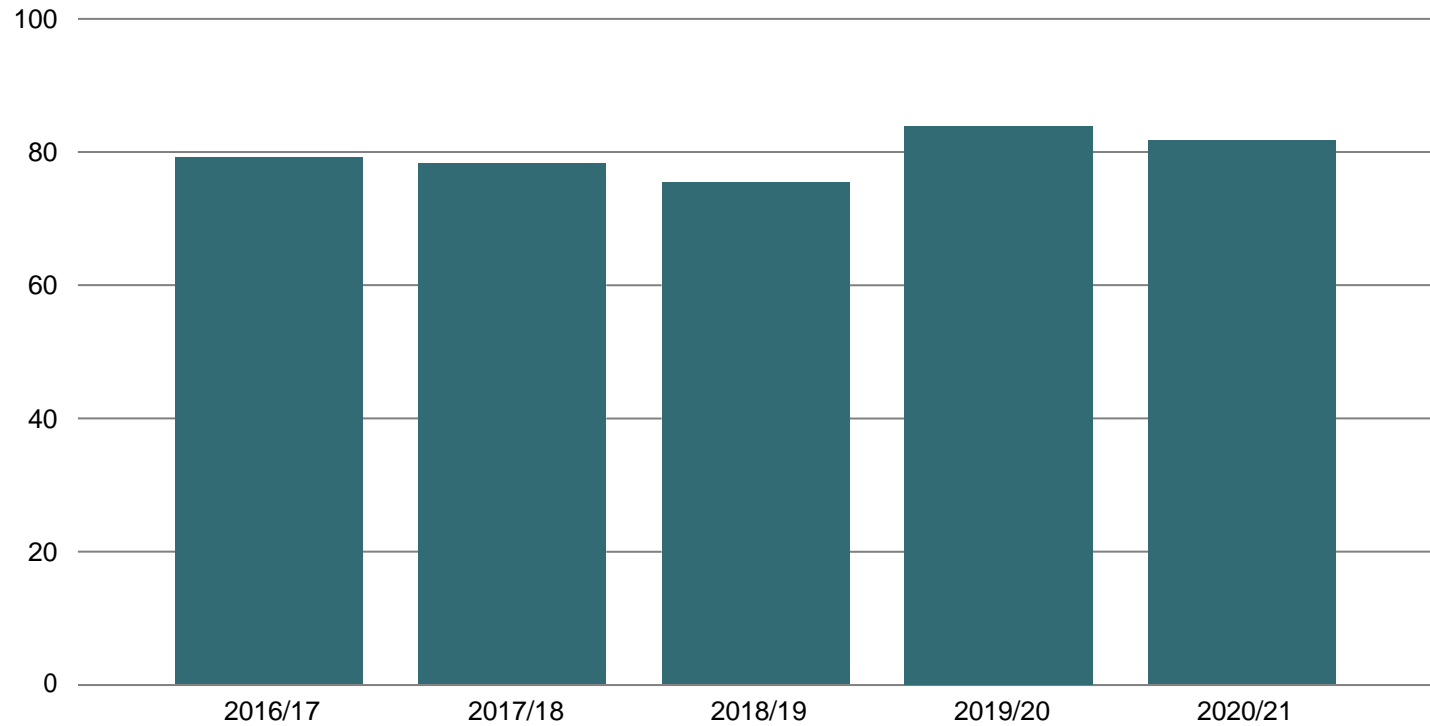
School

St Columba's R C High School

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



Year	1 or more
2016/17	79.04
2017/18	78.06
2018/19	75.32
2019/20	83.75
2020/21	81.60

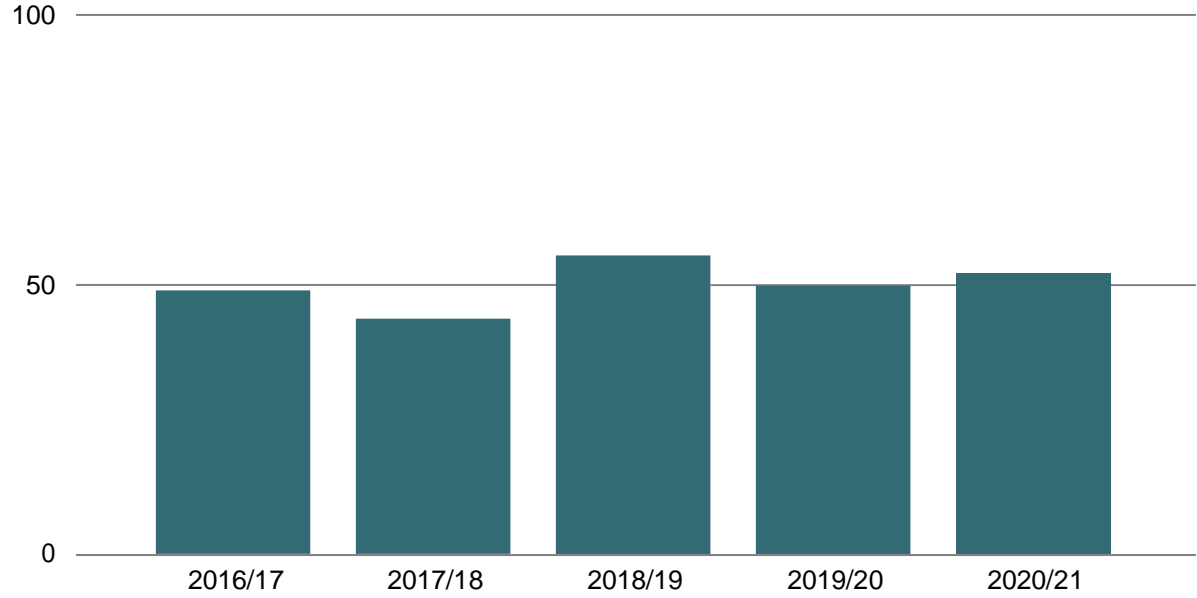
School

St Columba's R C High School ↓

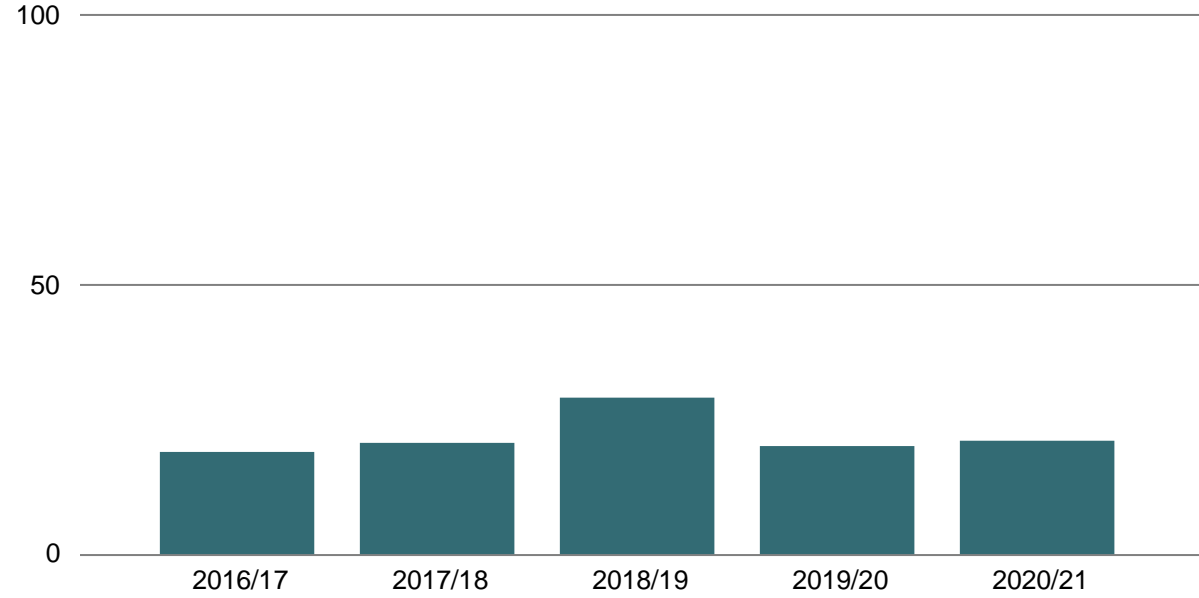
Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)



S5 - 4 or more at National 6 (%)



Year	1 or more
2016/17	48.78
2017/18	43.53
2018/19	55.26
2019/20	49.68
2020/21	51.85

Year	4 or more
2016/17	18.90
2017/18	20.59
2018/19	28.95
2019/20	20.00
2020/21	20.99

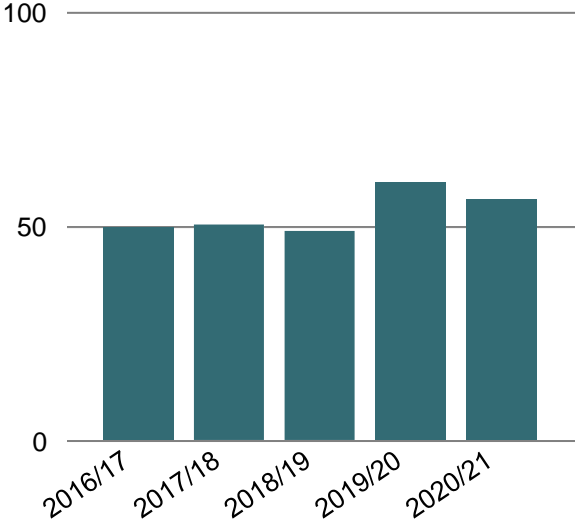
School

St Columba's R C High School

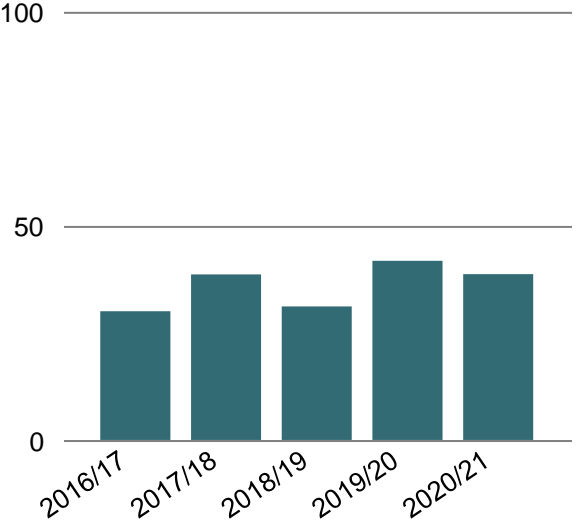
Attainment for the S6 cohort

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

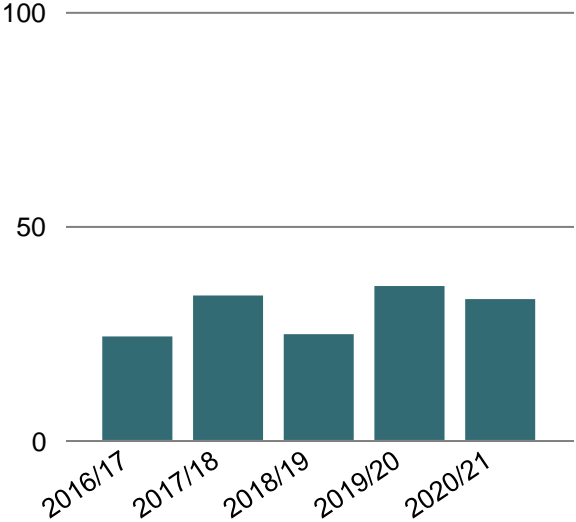
S6 - 1 or more at National 6 (%)



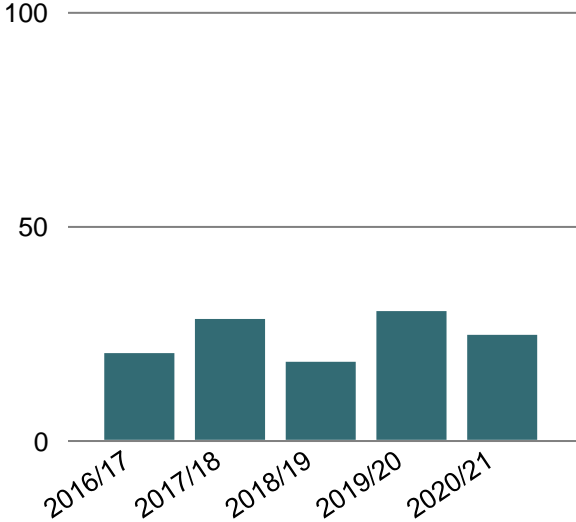
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2016/17	49.67
2017/18	50.31
2018/19	48.82
2019/20	60.13
2020/21	56.13

Year	3 or more
2016/17	30.07
2017/18	38.65
2018/19	31.18
2019/20	41.83
2020/21	38.71

Year	4 or more
2016/17	24.18
2017/18	33.74
2018/19	24.71
2019/20	35.95
2020/21	32.90

Year	5 or more
2016/17	20.26
2017/18	28.22
2018/19	18.24
2019/20	30.07
2020/21	24.52



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Woodmill High School



School

Woodmill High School

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	669	705	1374

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2020/21	7	7	11	9	8	6	48	

Estate		
Year	Capacity	Capacity %
2020/21	1445	95.02

Percentage of pupils with FMR

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

Woodmill High School				
2016/17	2017/18	2018/19	2019/20	2020/21
13.00	12.00	11.70	12.20	13.80

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

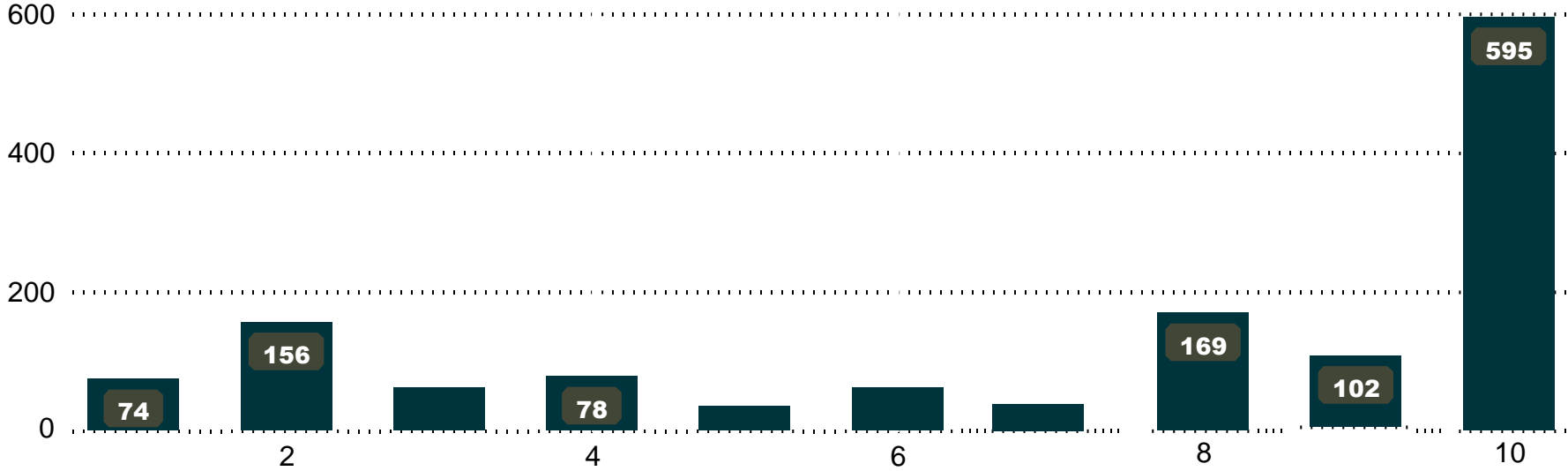
National				
2016/17	2017/18	2018/19	2019/20	2020/21
14.10	14.40	14.00	15.00	17.00

School

Woodmill High School ↓

SIMD

Number of Pupils per SIMD Decile (2020/21)



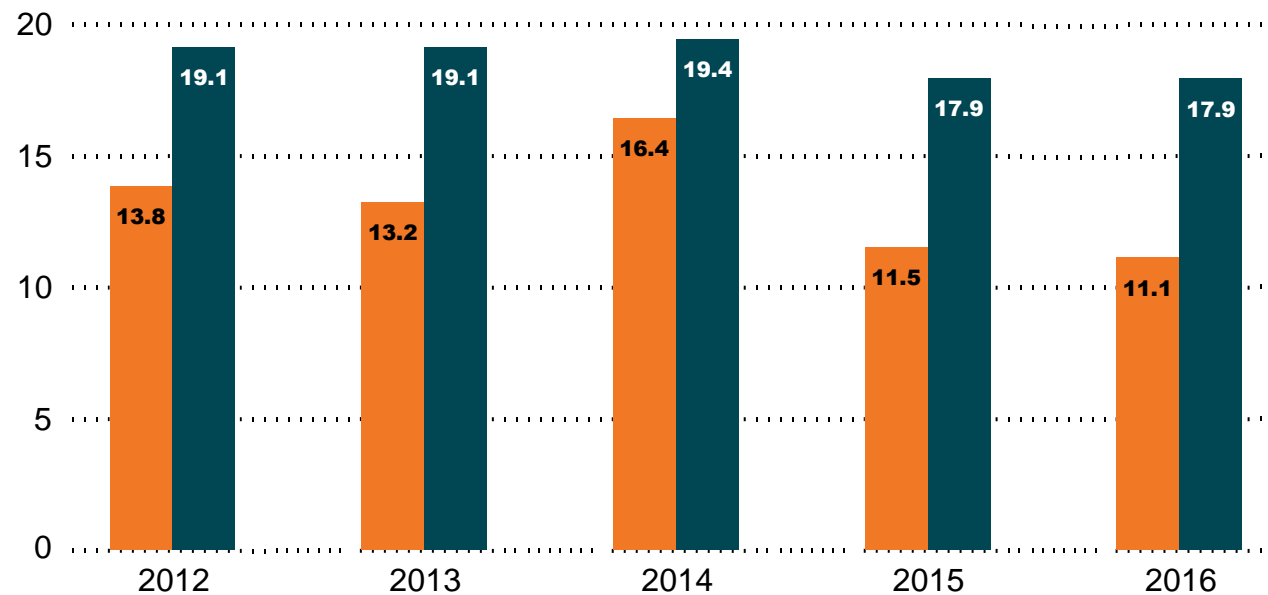
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	74	156	61	78	35	62	38	169	102	595	1370

School

Woodmill High School

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



■ School
■ Fife

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	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	83	88	90	87
S6	63	72	71	76	72

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84
S6	70	66	67	63	67

School

Woodmill High School

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Woodmill High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	90.90	90.68	91.36	89.97	92.55	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	4.96	4.98	4.46	4.10	3.14	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	4.07	4.26	4.14	5.91	4.29	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
<u>Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	58	27	20	16	15	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	137	57	37	30	36	98	68	30	41	48	119	109	0
<u>LAC Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	0	6	1	0	0	2	4	1	3	3			
Days Excluded per 1000 pupils	0	12	1	0	0	4	10	3	6	6			

School

Woodmill High School

Level of English & Additional Support Needs

The following information is taken from the September 2020 Pupil Census return. The tables show every pupil's level of English and any additional support needs recorded for all pupils on the school roll.

Level of English	No. of Pupils
New to English	5
Early Acquisition	2
Developing Competence	3
Competent	26
Fluent	20
English as a "first language"	1316
Limited Communication	0
Not Assessed	2

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	41
Bereavement	4
Communication Support Needs	5
Deafblind	0
Dyslexia	108

Student Need Category	No. of Pupils with Need
English as an additional language	47
Family issues	31
Hearing impairment	10
Interrupted learning	25
Language or speech disorder	27
Learning disability	21
Looked after	23
Mental health problems	22
More able pupil	1
Other	12
Other moderate learning difficulty	25
Other specific learning difficulty (e.g. numeric)	37
Physical health problem	42
Physical or motor impairment	47
Risk of exclusion	4
Social, emotional and behavioural difficulty	121
Substance misuse	0
Visual impairment	10
Young carer	11

School	
Woodmill High School	↓

Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 199 210 235

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

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

Woodmill High School %			
	2017/18	2018/19	2019/20
Positive %	90.5	95.2	92.3
Higher Education %	34.2	45.7	43.0
Further Education %	31.2	33.8	29.8
Training %	1.5	5.2	5.1
Employment %	20.1	10.5	13.2
Activity Agreements %	3.5		
Personal Skills Development %			0.43
Unemployed %	8.0	4.8	5.1
Unemployed Seeking %	4.5	2.9	2.1
Unemployed Not Seeking %	3.5	1.9	3.0
Unknown %	1.5		2.6

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

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

School	
Woodmill High School	↓

Initial Leaver Destinations

No. of Leavers 2017/18 2018/19 2019/20
 199 210 235

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

Woodmill High School %			
	2017/18	2018/19	2019/20
Positive %	90.5	95.2	92.3
Higher Education %	34.2	45.7	43.0
Further Education %	31.2	33.8	29.8
Training %	1.5	5.2	5.1
Employment %	20.1	10.5	13.2
Activity Agreements %	3.5		
Personal Skills Development %			0.43
Unemployed %	8.0	4.8	5.1
Unemployed Seeking %	4.5	2.9	2.1
Unemployed Not Seeking %	3.5	1.9	3.0
Unknown %	1.5		2.6

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

School
Woodmill High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

1	57.50	65.52	71.79	64.10	91.49
2	70.00	68.00	75.00	80.56	83.33
3	76.32	88.46	84.00	92.00	83.33
4	86.96	75.56	87.76	92.59	97.06
5	96.05	96.43	93.44	93.59	96.55
Total	80.87	84.81	85.98	86.21	93.89

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

1	35.00	27.59	35.90	38.46	42.55
2	56.67	48.00	33.33	44.44	33.33
3	57.89	57.69	48.00	72.00	66.67
4	78.26	60.00	69.39	68.52	82.35
5	88.16	87.50	85.25	85.90	84.14
Total	67.83	67.51	64.94	65.95	70.99

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

1	60.00	55.17	76.92	76.92	89.36
2	83.33	84.00	77.78	77.78	87.50
3	78.95	88.46	68.00	96.00	83.33
4	91.30	75.56	81.63	88.89	97.06
5	96.05	97.32	87.70	93.59	95.86
Total	84.35	85.65	81.92	87.50	93.51

% Level 5 Numeracy

Quintile 2016 2017 2018 2019 2020

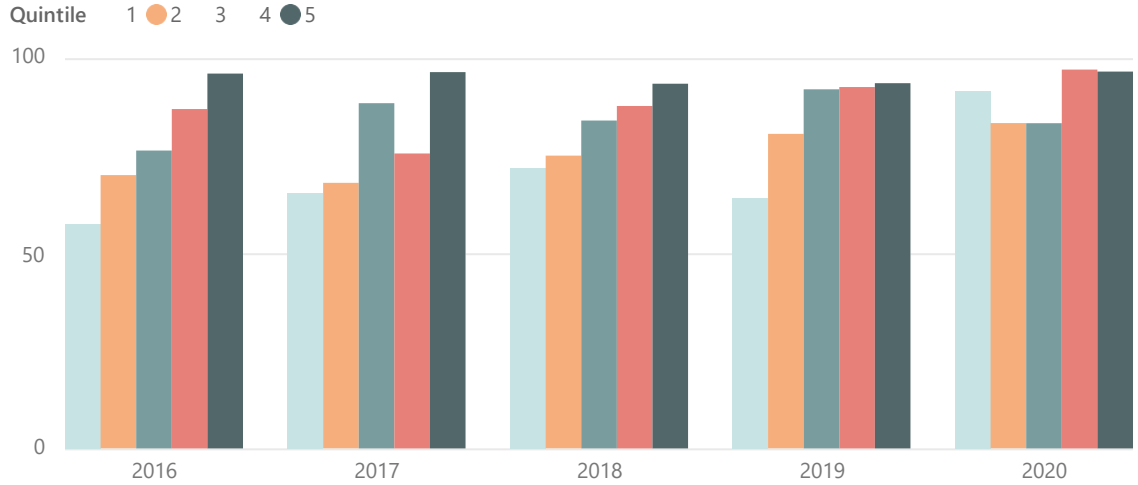
1	30.00	48.28	58.97	28.21	57.45
2	36.67	68.00	25.00	30.56	50.00
3	50.00	84.62	48.00	64.00	58.33
4	67.39	75.56	69.39	64.81	85.29
5	84.21	95.54	77.87	78.21	90.34
Total	59.57	81.86	63.84	57.76	78.63

School

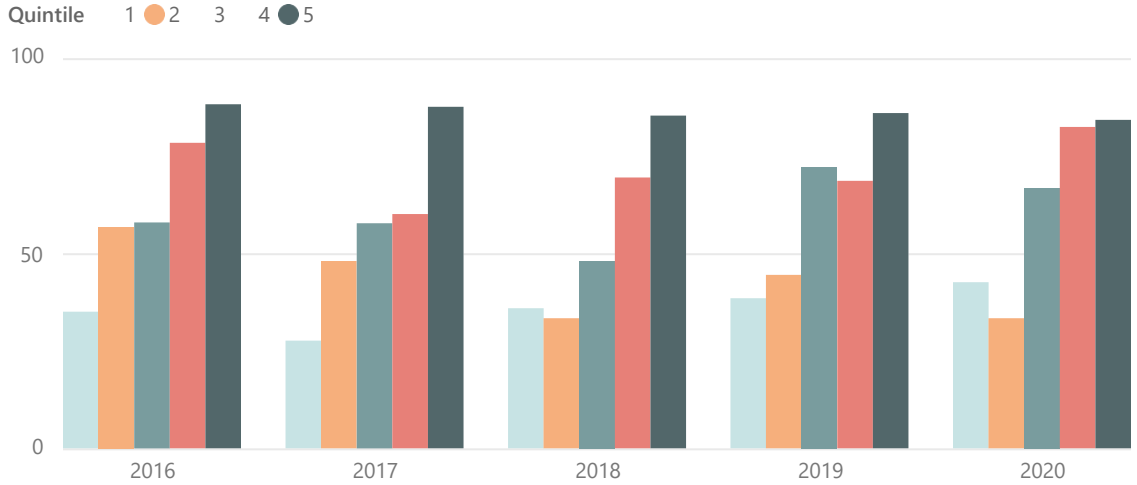
Woodmill High School

SQA Attainment - S4 Literacy & Numeracy Graphs

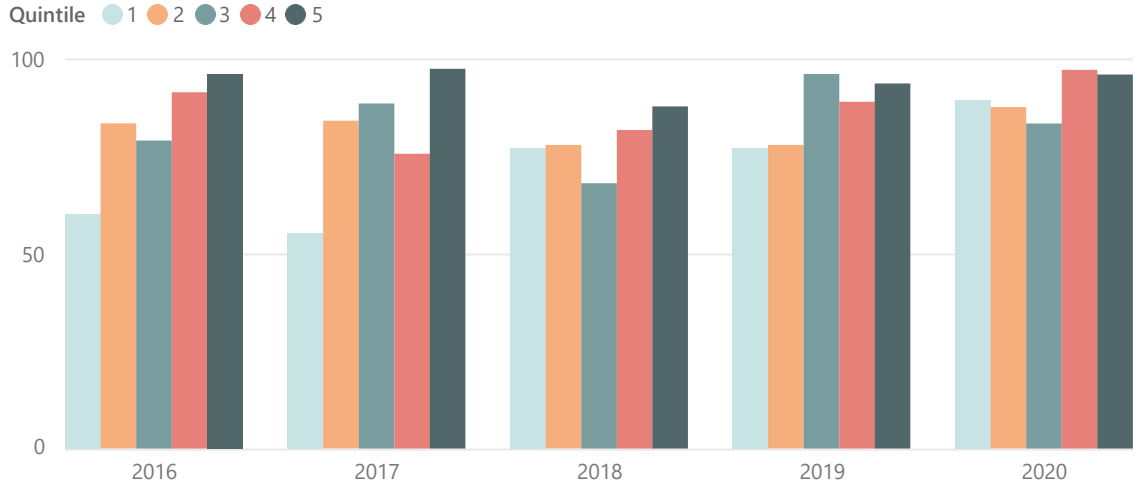
AA S4 Level 4 Literacy by Year



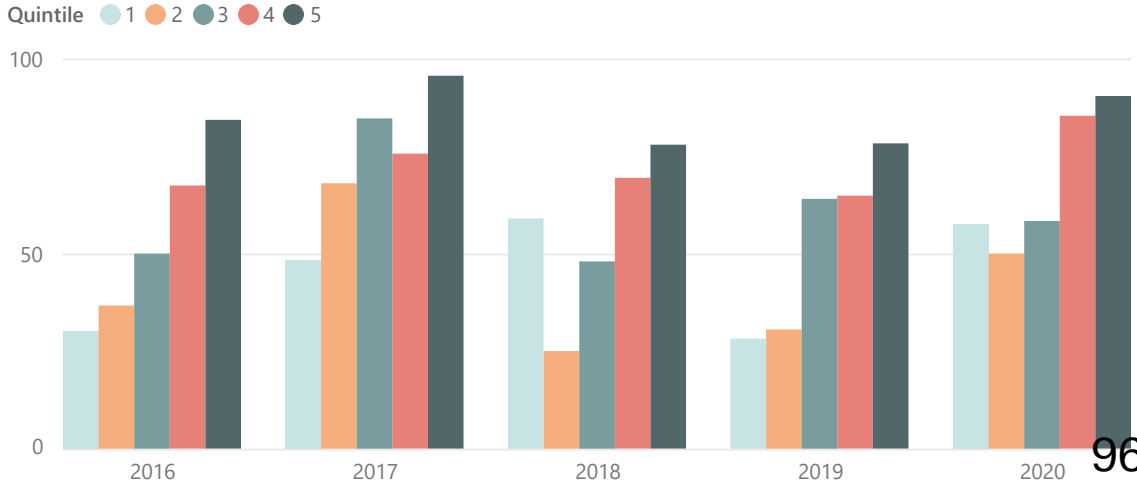
AA S4 Level 5 Literacy by Year



AA S4 Level 4 Numeracy by Year



AA S4 Level 5 Numeracy by Year



School
Woodmill High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile 2016 2017 2018 2019 2020

1	75.00	60.00	70.37	71.05	67.39
2	67.74	67.74	68.97	74.29	90.63
3	68.97	73.68	89.66	84.00	89.47
4	87.88	86.96	79.55	88.46	95.35
5	96.05	94.81	96.36	94.40	94.62
Total	83.42	80.17	86.19	86.55	88.41

% Level 4 Numeracy

Quintile 2016 2017 2018 2019 2020

1	75.00	62.50	55.56	78.95	76.09
2	74.19	80.65	79.31	80.00	87.50
3	68.97	81.58	89.66	80.00	94.74
4	90.91	91.30	77.27	86.54	90.70
5	94.74	94.81	97.27	92.00	94.62
Total	84.46	84.48	85.77	86.55	89.27

% Level 5 Literacy

Quintile 2016 2017 2018 2019 2020

1	45.83	45.00	40.74	55.26	54.35
2	54.84	58.06	58.62	51.43	56.25
3	55.17	55.26	79.31	60.00	73.68
4	78.79	80.43	72.73	76.92	81.40
5	86.84	87.01	93.64	91.20	87.10
Total	70.47	69.40	77.82	75.64	74.25

% Level 5 Numeracy

Quintile 2016 2017 2018 2019 2020

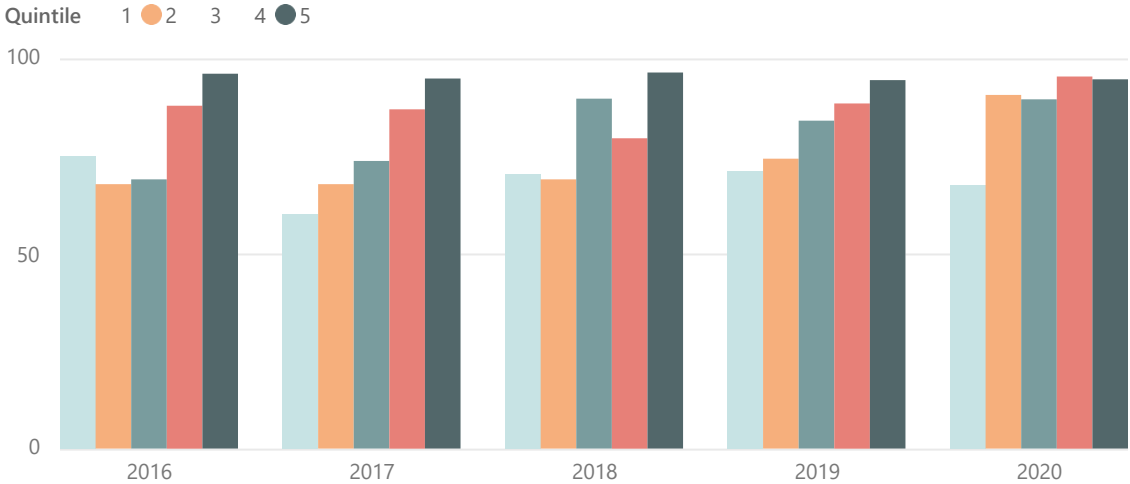
1	25.00	32.50	48.15	68.42	54.35
2	38.71	48.39	68.97	37.14	59.38
3	48.28	55.26	86.21	60.00	84.21
4	72.73	69.57	72.73	78.85	76.74
5	80.26	85.71	95.45	84.00	81.72
Total	60.62	63.36	81.59	72.73	72.53

School

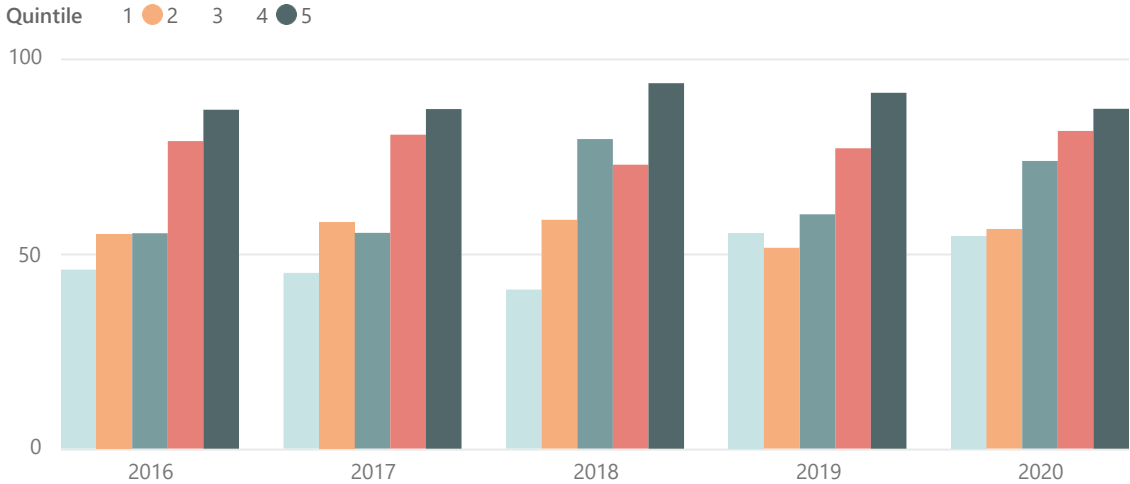
Woodmill High School

SQA Attainment - S4 Literacy & Numeracy Graphs

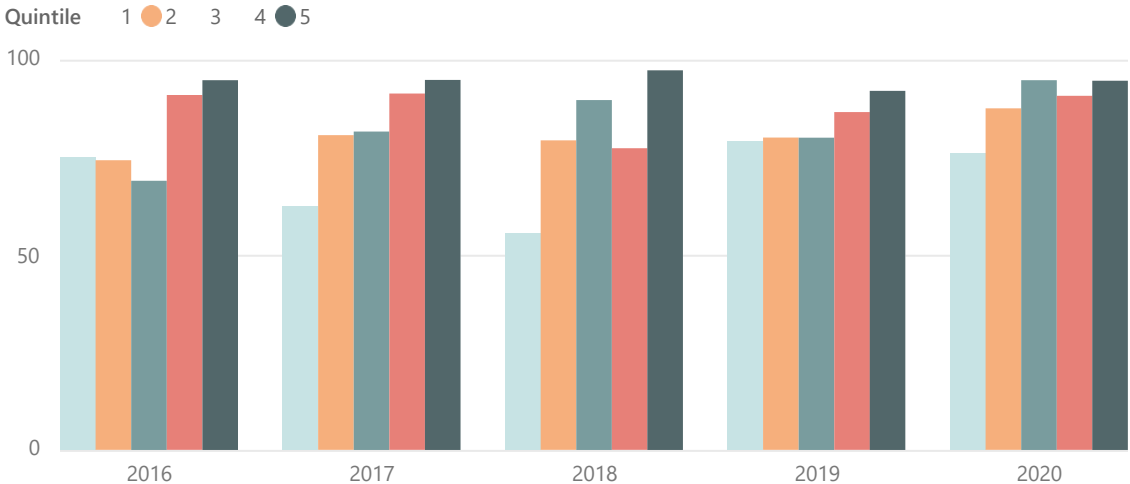
AA S5 Level 4 Literacy by Year



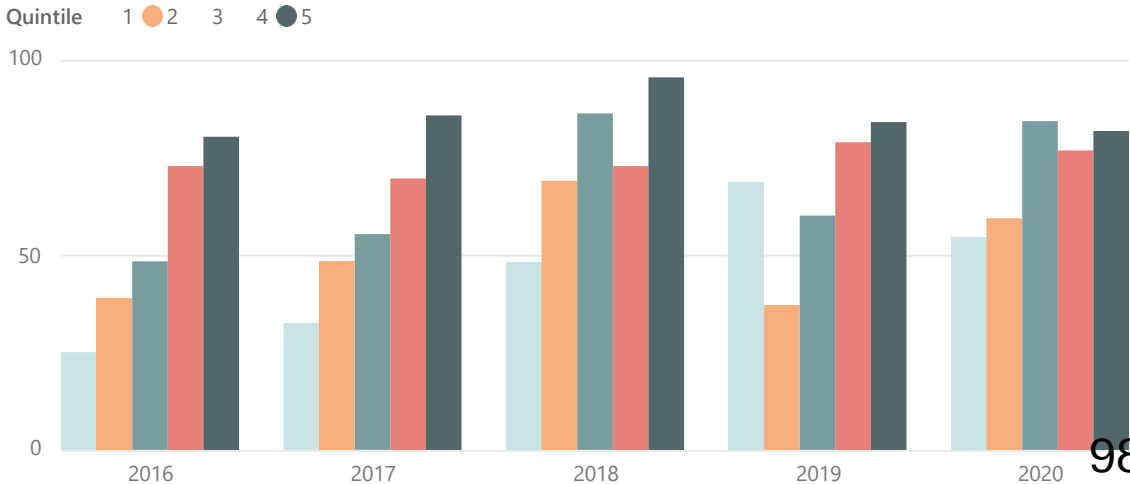
AA S5 Level 5 Literacy by Year



AA S5 Level 4 Numeracy by Year



AA S5 Level 5 Numeracy by Year



% Level 4 Literacy

Quintile	2016	2017	2018	2019	2020
1	85.42	75.00	61.90	70.00	70.27
2	63.41	68.75	70.97	68.97	75.68
3	72.00	67.86	73.68	86.67	84.00
4	73.91	88.24	87.23	79.07	85.29
5	91.25	96.00	94.94	96.33	94.37
Total	80.65	83.42	81.01	85.48	86.55

Quintile	2016	2017	2018	2019	2020
1	85.42	75.00	61.90	70.00	70.27
2	63.41	68.75	70.97	68.97	75.68
3	72.00	67.86	73.68	86.67	84.00
4	73.91	88.24	87.23	79.07	85.29
5	91.25	96.00	94.94	96.33	94.37
Total	80.65	83.42	81.01	85.48	86.55

% Level 5 Literacy

Quintile	2016	2017	2018	2019	2020
1	54.17	45.83	47.62	43.33	54.05
2	48.78	56.25	58.06	58.62	56.76
3	56.00	53.57	55.26	76.67	60.00
4	69.57	79.41	80.85	72.09	67.65
5	82.50	86.67	87.34	94.50	91.55
Total	65.44	70.47	70.04	77.59	76.00

Quintile	2016	2017	2018	2019	2020
1	54.17	45.83	47.62	43.33	54.05
2	48.78	56.25	58.06	58.62	56.76
3	56.00	53.57	55.26	76.67	60.00
4	69.57	79.41	80.85	72.09	67.65
5	82.50	86.67	87.34	94.50	91.55
Total	65.44	70.47	70.04	77.59	76.00

% Level 4 Numeracy

Quintile	2016	2017	2018	2019	2020
1	87.50	75.00	64.29	56.67	78.38
2	75.61	75.00	80.65	82.76	81.08
3	72.00	67.86	81.58	86.67	80.00
4	86.96	91.18	91.49	76.74	85.29
5	93.75	94.67	92.41	97.25	92.25
Total	85.71	84.46	83.97	85.48	86.91

Quintile	2016	2017	2018	2019	2020
1	87.50	75.00	64.29	56.67	78.38
2	75.61	75.00	80.65	82.76	81.08
3	72.00	67.86	81.58	86.67	80.00
4	86.96	91.18	91.49	76.74	85.29
5	93.75	94.67	92.41	97.25	92.25
Total	85.71	84.46	83.97	85.48	86.91

% Level 5 Numeracy

Quintile	2016	2017	2018	2019	2020
1	50.00	29.17	33.33	50.00	67.57
2	41.46	40.63	48.39	68.97	40.54
3	48.00	46.43	55.26	83.33	60.00
4	69.57	73.53	70.21	72.09	76.47
5	72.50	80.00	83.54	95.41	85.92
Total	58.53	61.14	62.87	80.91	73.82

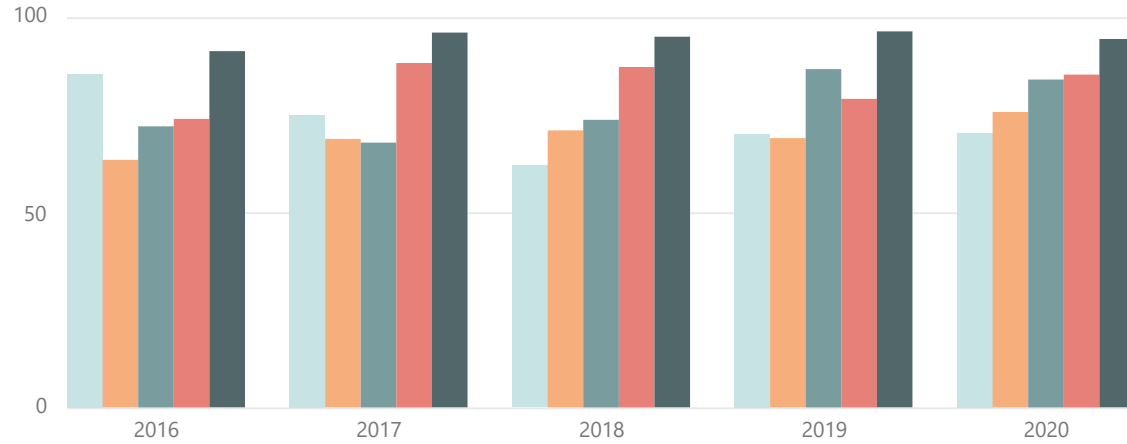
Quintile	2016	2017	2018	2019	2020
1	50.00	29.17	33.33	50.00	67.57
2	41.46	40.63	48.39	68.97	40.54
3	48.00	46.43	55.26	83.33	60.00
4	69.57	73.53	70.21	72.09	76.47
5	72.50	80.00	83.54	95.41	85.92
Total	58.53	61.14	62.87	80.91	73.82



SQA Attainment - S4 Literacy & Numeracy Graphs

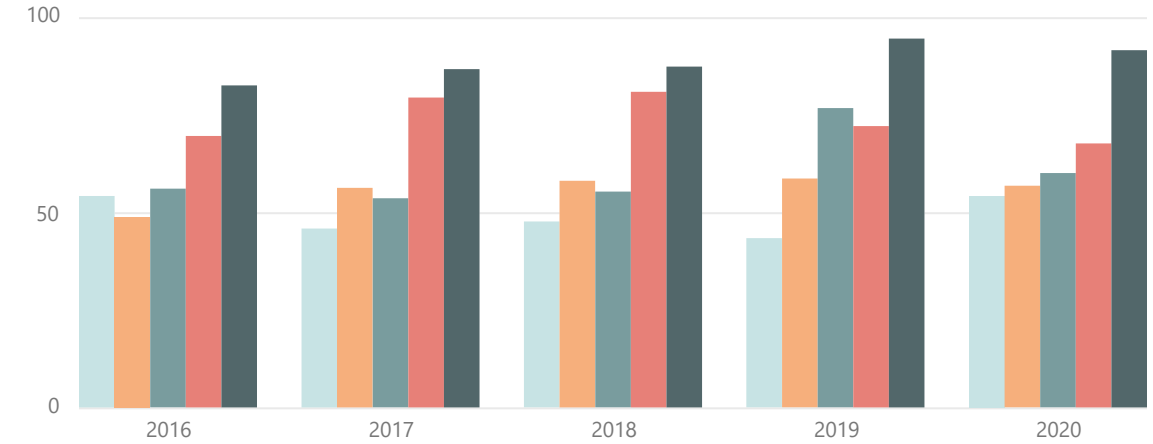
AA S6 Level 4 Literacy by Year

Quintile 1 2 3 4 5



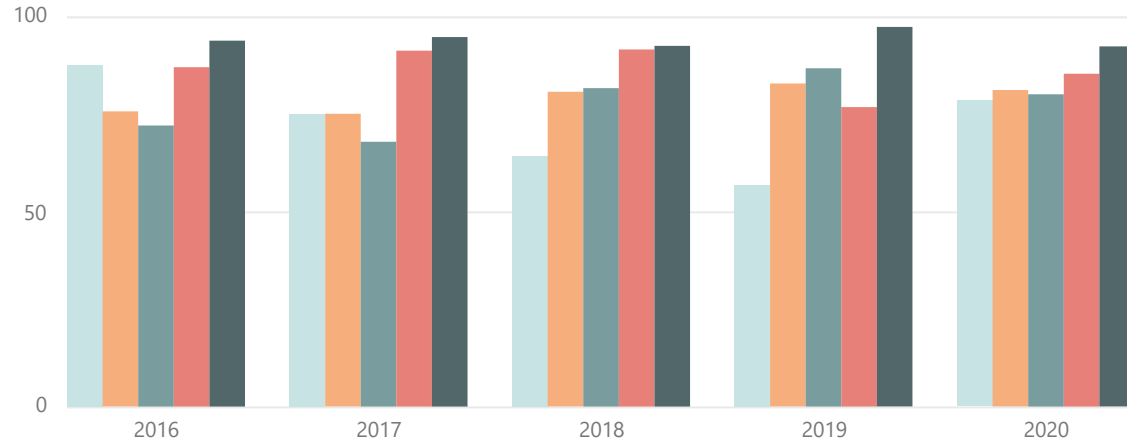
AA S6 Level 5 Literacy by Year

Quintile 1 2 3 4 5



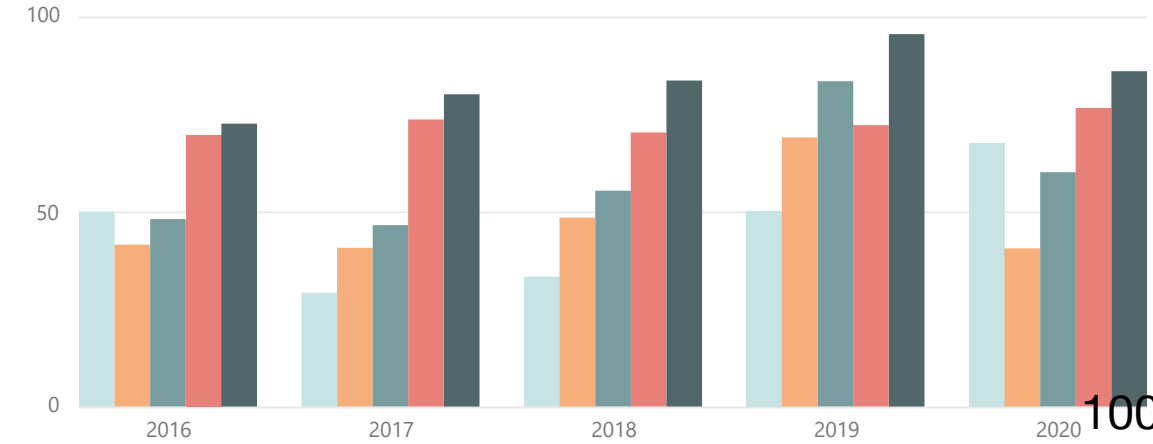
AA S6 Level 4 Numeracy by Year

Quintile 1 2 3 4 5



AA S6 Level 5 Numeracy by Year

Quintile 1 2 3 4 5



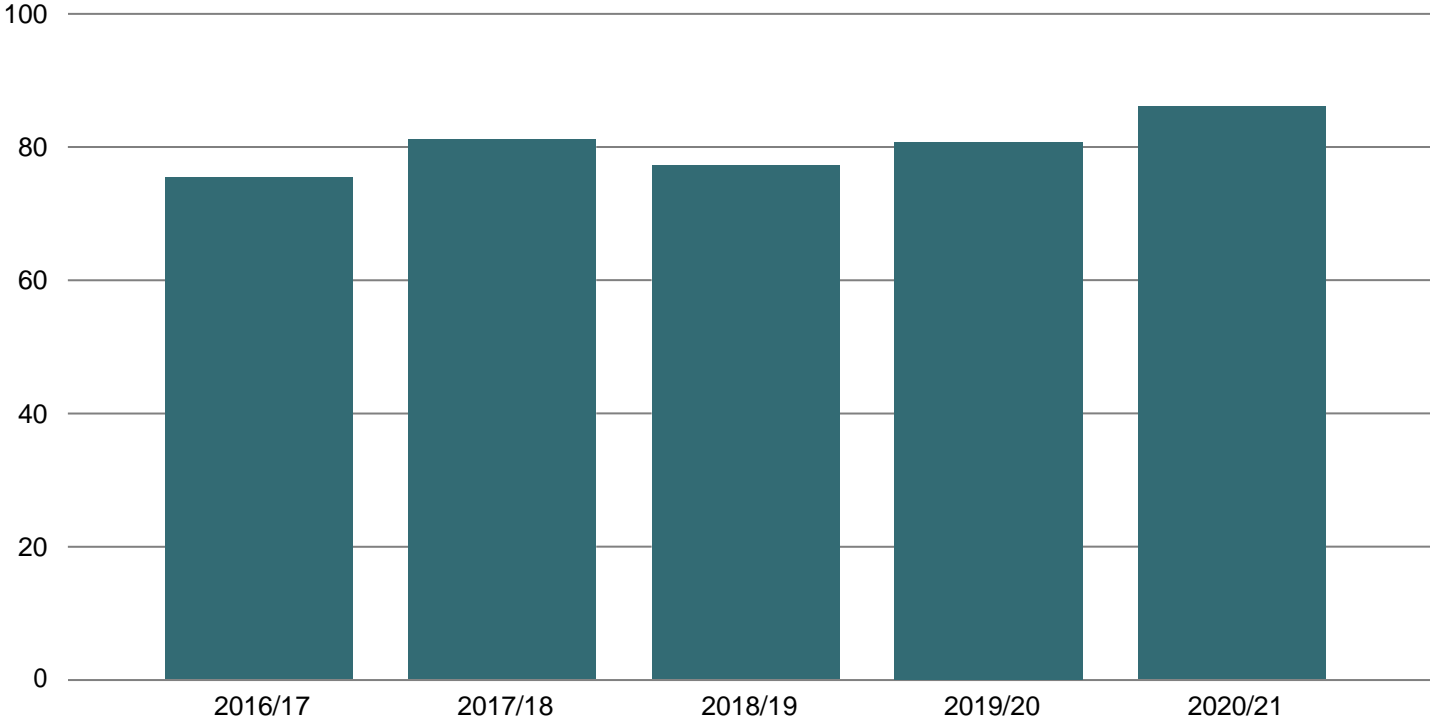
School

Woodmill High School

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



Year	1 or more
2016/17	75.22
2017/18	81.01
2018/19	77.12
2019/20	80.60
2020/21	85.88

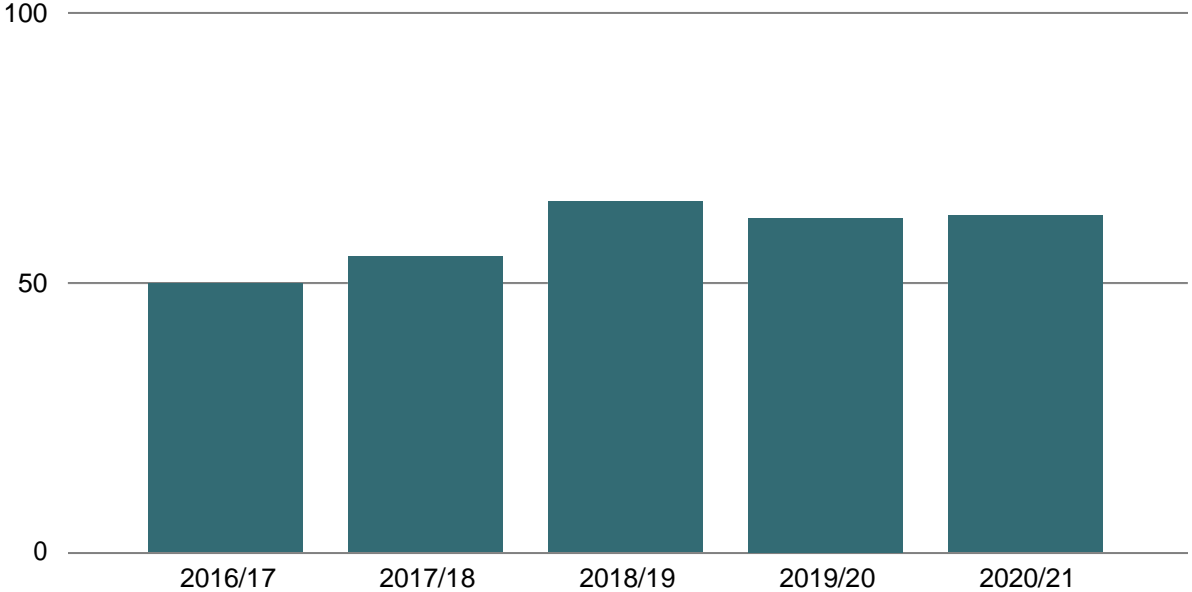
School

Woodmill High School

Attainment for the S5 cohort

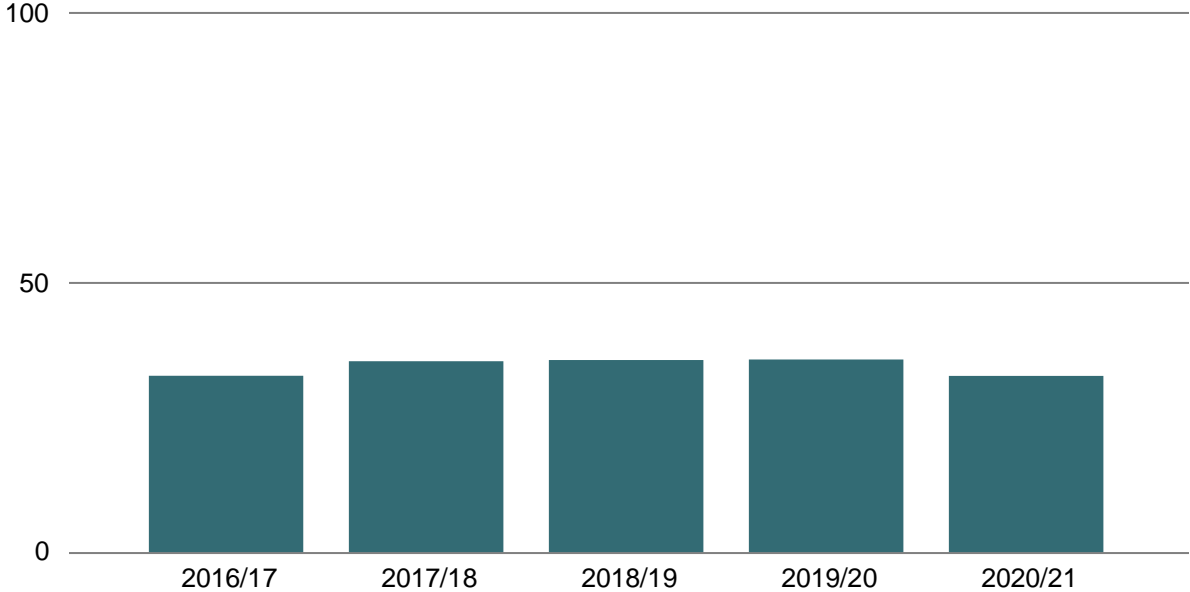
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



Year	1 or more
2016/17	49.74
2017/18	54.74
2018/19	64.85
2019/20	61.82
2020/21	62.23

S5 - 4 or more at National 6 (%)



Year	4 or more
2016/17	32.64
2017/18	35.34
2018/19	35.56
2019/20	35.64
2020/21	32.62

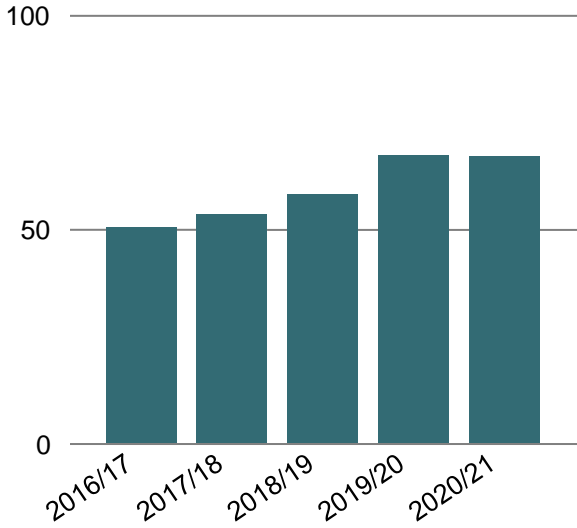
School

Woodmill High School ↓

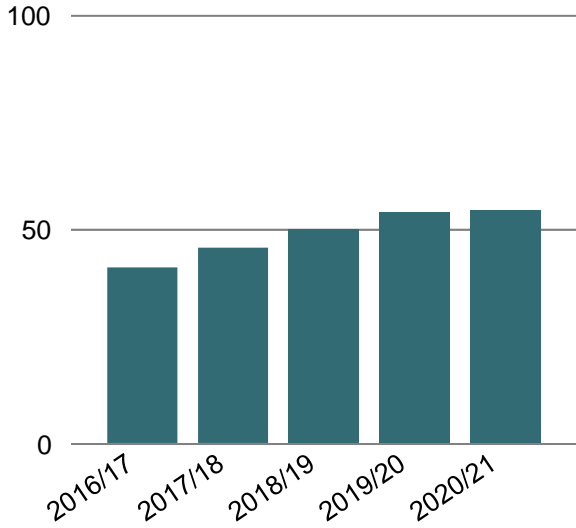
Attainment for the S6 cohort

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

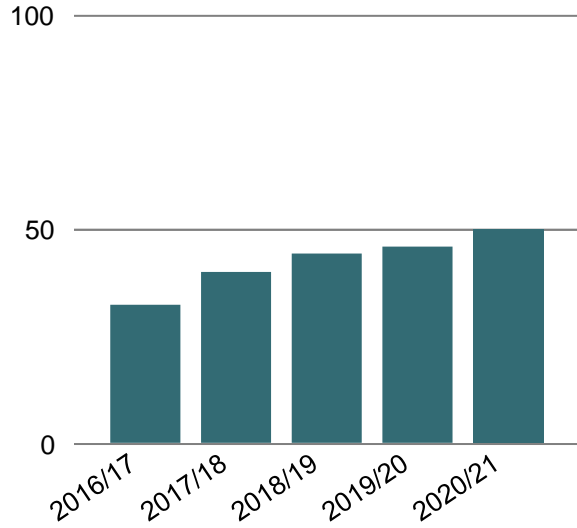
S6 - 1 or more at National 6 (%)



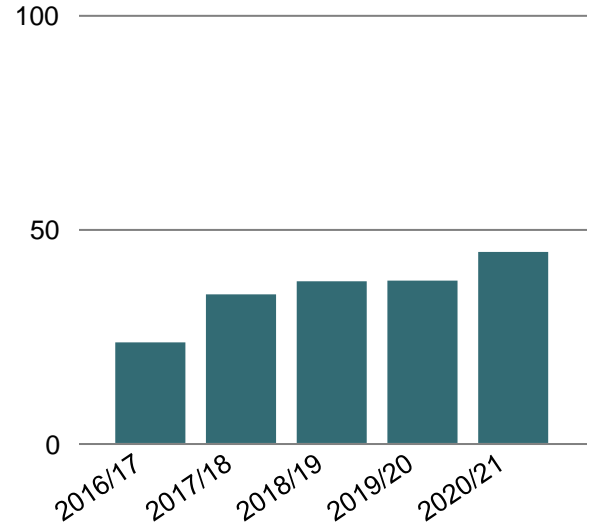
S6 - 3 or more at National 6 (%)



S6 - 4 or more at National 6 (%)



S6 - 5 or more at National 6 (%)



Year	1 or more
2016/17	50.23
2017/18	53.37
2018/19	57.94
2019/20	67.08
2020/21	66.91

Year	3 or more
2016/17	41.01
2017/18	45.60
2018/19	49.79
2019/20	53.75
2020/21	54.28

Year	4 or more
2016/17	32.26
2017/18	39.90
2018/19	44.21
2019/20	45.83
2020/21	49.81

Year	5 or more
2016/17	23.50
2017/18	34.72
2018/19	37.77
2019/20	37.92
2020/21	44.61



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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:

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

SIMD Band Roll for Key Stages

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	1 & 2	3 to 8	9 & 10	None	All
Canmore PS	328	8.5%	0.6%	8.1	8	55	73	1	136
Commercial PS	372	14.2%	0.5%	6.4	32	59	65	1	156
Limekilns PS	138	15.2%	2.9%	7.5	0	37	19	0	56
Masterton PS	356	5.1%	0.6%	9.6	2	12	140	2	154
Pitreavie PS	322	14.6%	1.9%	7.4	6	73	57	0	136
St Leonard's PS	201	39.3%	5.5%	4.3	24	58	9	0	91
Total	1717	14.3%	1.6%	7.4	72	294	363	4	729

Achieved Percentages by SIMD Band, for Literacy organisers

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

School Name	<u>Reading</u>				<u>Writing</u>				<u>Listening & Talking</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Canmore PS	25.0%	45.5%	64.4%	54.4%	25.0%	38.2%	61.6%	50.0%	37.5%	49.1%	72.6%	61.0%
Commercial PS	81.3%	93.2%	90.8%	89.7%	71.9%	81.4%	89.2%	82.7%	75.0%	94.9%	93.8%	90.4%
Limekilns PS	0.0%	54.1%	52.6%	53.6%	0.0%	51.4%	42.1%	48.2%	0.0%	54.1%	57.9%	55.4%
Masterton PS	100.0%	66.7%	86.4%	85.1%	100.0%	50.0%	72.1%	70.8%	100.0%	58.3%	86.4%	84.4%
Pitreavie PS	16.7%	61.6%	68.4%	62.5%	16.7%	54.8%	64.9%	57.4%	16.7%	72.6%	71.9%	69.9%
St Leonard's PS	87.5%	72.4%	66.7%	75.8%	87.5%	65.5%	66.7%	71.4%	91.7%	75.9%	88.9%	81.3%
Total	72.2%	66.3%	77.7%	72.6%	68.1%	58.5%	70.2%	65.3%	72.2%	70.4%	81.3%	76.0%

Achieved Percentages by SIMD Band, for Numeracy organisers

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

School Name	<u>Number, Money & Measurement</u>				<u>Shape, Position & Movement</u>				<u>Information Handling</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Canmore PS	50.0%	54.5%	67.1%	61.0%	50.0%	54.5%	67.1%	61.0%	50.0%	54.5%	67.1%	61.0%
Commercial PS	71.9%	91.5%	87.7%	85.9%	75.0%	93.2%	89.2%	87.8%	75.0%	93.2%	89.2%	87.8%
Limekilns PS	0.0%	48.6%	57.9%	51.8%	0.0%	45.9%	57.9%	50.0%	0.0%	45.9%	63.2%	51.8%
Masterton PS	100.0%	66.7%	84.3%	83.1%	100.0%	66.7%	84.3%	83.1%	100.0%	66.7%	84.3%	83.1%
Pitreavie PS	33.3%	68.5%	68.4%	66.9%	33.3%	68.5%	68.4%	66.9%	33.3%	68.5%	68.4%	66.9%
St Leonard's PS	87.5%	69.0%	77.8%	74.7%	87.5%	69.0%	77.8%	74.7%	87.5%	69.0%	77.8%	74.7%
Total	72.2%	68.0%	77.4%	73.1%	73.6%	68.0%	77.7%	73.4%	73.6%	68.0%	78.0%	73.5%

Free School Meal Registered

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	53.0%	47.0%	57.6%	54.5%	54.5%	54.5%	66

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

Looked After Children

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	44.4%	22.2%	55.6%	55.6%	55.6%	55.6%	9

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

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % : 95.9

Fife % : 93.7

Number of Days of Exclusion

Cluster : 44

Fife : 409

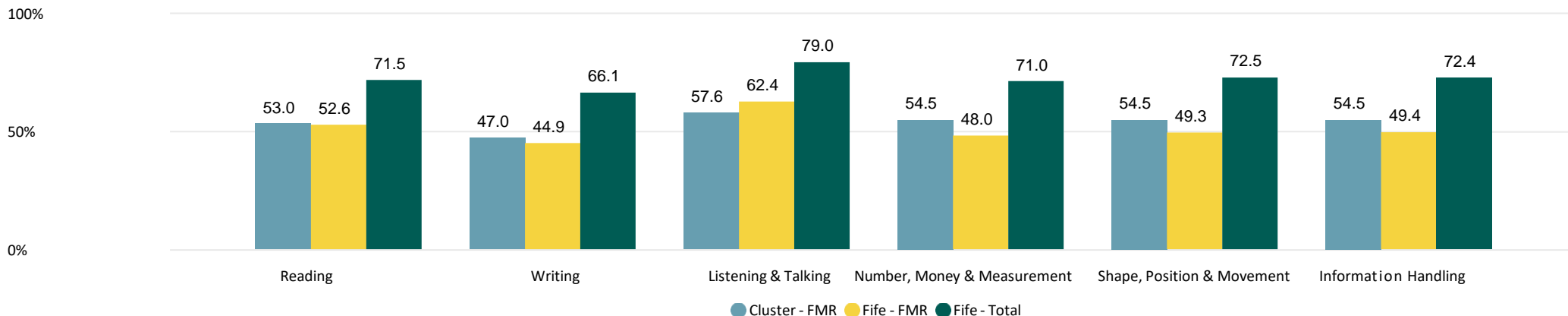
Exclusion Percentage

Cluster % : 0.01

Fife % : 0.01

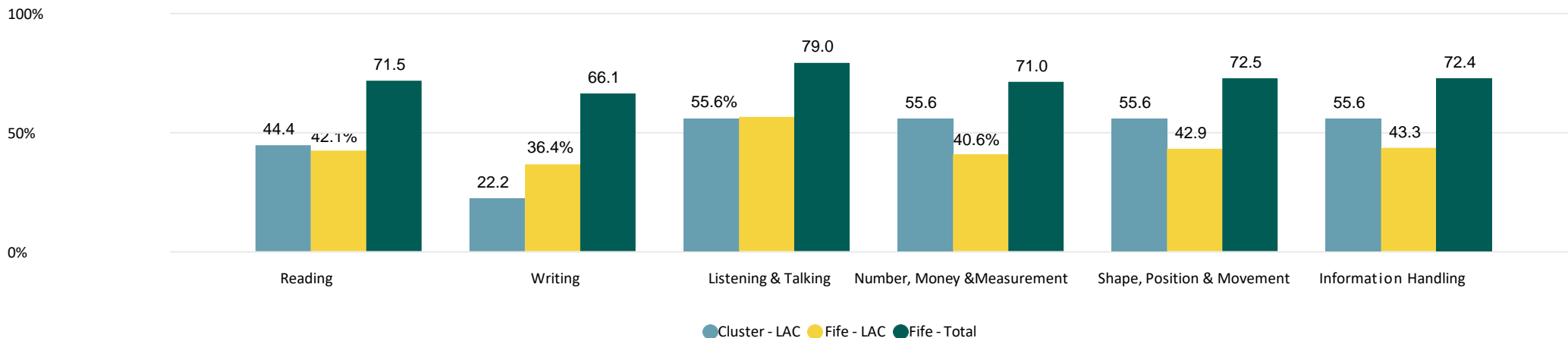
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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





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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:

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

SIMD Band Roll for Key Stages

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	1 & 2	3 to 8	9 & 10	None	All
Bellyeoman PS	225	27.1%	3.1%	5.5	29	62	3	2	94
Blairhall PS	63	19.0%	1.6%	4.9	1	25	0	0	27
Cairneyhill PS	243	15.6%	1.2%	7.5	3	69	20	1	92
Carnock PS	72	6.9%	1.4%	6.3	2	27	1	0	30
Crossford PS	178	6.2%	1.7%	8.4	0	30	34	0	64
Culross PS	58	5.2%	0.0%	6.1	5	16	4	0	25
Inzievar PS	227	41.0%	3.1%	2.9	52	44	1	1	98
McLean PS	381	21.3%	1.0%	5.3	42	101	33	2	177
Milesmark PS	92	10.9%	3.3%	7.0	0	40	2	0	42
Pittencrieff PS	185	19.5%	2.2%	5.3	8	58	12	0	78
Saline PS	131	19.1%	4.6%	4.7	3	60	0	0	63
Torryburn PS	111	36.0%	5.4%	3.8	22	10	8	1	41
Townhill PS	260	25.8%	1.9%	5.5	7	106	2	0	115
Tulliallan PS	208	26.0%	2.4%	5.3	0	93	0	1	93
Total	2434	22.0%	2.3%	5.5	174	741	120	8	1039

Achieved Percentages by SIMD Band, for Literacy organisers

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

School Name ‡	<u>Reading</u>				<u>Writing</u>				<u>Listening & Talking</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Belyeoman PS	69.0%	75.8%	66.7%	73.4%	62.1%	75.8%	66.7%	71.3%	79.3%	88.7%	66.7%	85.1%
Blairhall PS	100.0%	68.0%	0.0%	70.4%	100.0%	64.0%	0.0%	66.7%	100.0%	84.0%	0.0%	85.2%
Cairneyhill PS	33.3%	89.9%	95.0%	89.1%	33.3%	89.9%	95.0%	89.1%	33.3%	92.8%	100.0%	92.4%
Carnock PS	100.0%	85.2%	100.0%	86.7%	100.0%	77.8%	100.0%	80.0%	100.0%	88.9%	100.0%	90.0%
Crossford PS	0.0%	73.3%	52.9%	62.5%	0.0%	76.7%	52.9%	64.1%	0.0%	83.3%	58.8%	70.3%
Culross PS	80.0%	81.3%	100.0%	84.0%	80.0%	75.0%	100.0%	80.0%	80.0%	87.5%	100.0%	88.0%
Inzievar PS	61.5%	72.7%	100.0%	66.3%	59.6%	65.9%	100.0%	62.2%	59.6%	70.5%	100.0%	65.3%
McLean PS	81.0%	88.1%	97.0%	88.1%	76.2%	88.1%	100.0%	87.6%	81.0%	90.1%	100.0%	89.8%
Milesmark PS	0.0%	97.5%	100.0%	97.6%	0.0%	97.5%	100.0%	97.6%	0.0%	97.5%	100.0%	97.6%
Pittencrieff PS	62.5%	55.2%	83.3%	60.3%	62.5%	50.0%	83.3%	56.4%	62.5%	65.5%	83.3%	67.9%
Saline PS	100.0%	70.0%	0.0%	71.4%	100.0%	65.0%	0.0%	66.7%	100.0%	70.0%	0.0%	71.4%
Torryburn PS	54.5%	70.0%	75.0%	61.0%	54.5%	80.0%	75.0%	63.4%	68.2%	100.0%	75.0%	75.6%
Townhill PS	57.1%	84.0%	100.0%	82.6%	42.9%	81.1%	100.0%	79.1%	57.1%	84.9%	100.0%	83.5%
Tulliallan PS	0.0%	79.6%	0.0%	79.6%	0.0%	76.3%	0.0%	76.3%	0.0%	89.2%	0.0%	89.2%
Total	67.8%	79.4%	80.8%	77.5%	64.4%	77.1%	81.7%	75.4%	70.7%	84.6%	84.2%	82.2%

Achieved Percentages by SIMD Band, for Numeracy subjects

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

School Name	<u>Number, Money & Measurement</u>				<u>Shape, Position & Movement</u>				<u>Information Handling</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Bellyeoman PS	69.0%	82.3%	66.7%	77.7%	69.0%	82.3%	66.7%	77.7%	69.0%	82.3%	66.7%	77.7%
Blairhall PS	100.0%	76.0%	0.0%	77.8%	100.0%	76.0%	0.0%	77.8%	100.0%	76.0%	0.0%	77.8%
Cairneyhill PS	33.3%	89.9%	100.0%	90.2%	33.3%	89.9%	100.0%	90.2%	33.3%	89.9%	100.0%	90.2%
Carnock PS	100.0%	81.5%	100.0%	83.3%	100.0%	81.5%	100.0%	83.3%	100.0%	81.5%	100.0%	83.3%
Crossford PS	0.0%	83.3%	52.9%	67.2%	0.0%	80.0%	55.9%	67.2%	0.0%	83.3%	55.9%	68.8%
Culross PS	100.0%	93.8%	100.0%	96.0%	100.0%	93.8%	100.0%	96.0%	100.0%	93.8%	100.0%	96.0%
Inzievar PS	61.5%	70.5%	100.0%	65.3%	59.6%	70.5%	100.0%	64.3%	59.6%	70.5%	100.0%	64.3%
McLean PS	81.0%	92.1%	100.0%	91.0%	81.0%	92.1%	100.0%	91.0%	81.0%	92.1%	100.0%	91.0%
Milesmark PS	0.0%	97.5%	100.0%	97.6%	0.0%	97.5%	100.0%	97.6%	0.0%	97.5%	100.0%	97.6%
Pittencrieff PS	50.0%	62.1%	83.3%	64.1%	50.0%	63.8%	83.3%	65.4%	50.0%	62.1%	83.3%	64.1%
Saline PS	100.0%	66.7%	0.0%	68.3%	100.0%	66.7%	0.0%	68.3%	100.0%	66.7%	0.0%	68.3%
Torryburn PS	54.5%	80.0%	75.0%	63.4%	54.5%	80.0%	75.0%	63.4%	54.5%	80.0%	75.0%	63.4%
Townhill PS	57.1%	85.8%	100.0%	84.3%	57.1%	85.8%	100.0%	84.3%	57.1%	85.8%	100.0%	84.3%
Tulliallan PS	0.0%	73.1%	0.0%	73.1%	0.0%	73.1%	0.0%	73.1%	0.0%	73.1%	0.0%	73.1%
Total	67.8%	81.0%	82.5%	78.8%	67.2%	81.0%	83.3%	78.8%	67.2%	81.0%	83.3%	78.8%

Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	62.5%	57.9%	67.8%	59.9%	59.2%	59.2%	152

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

Looked After Children

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	54.2%	50.0%	62.5%	45.8%	45.8%	45.8%	24

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

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % : 94.4

Fife % : 93.7

Number of Days of Exclusion

Cluster : 34

Fife : 409

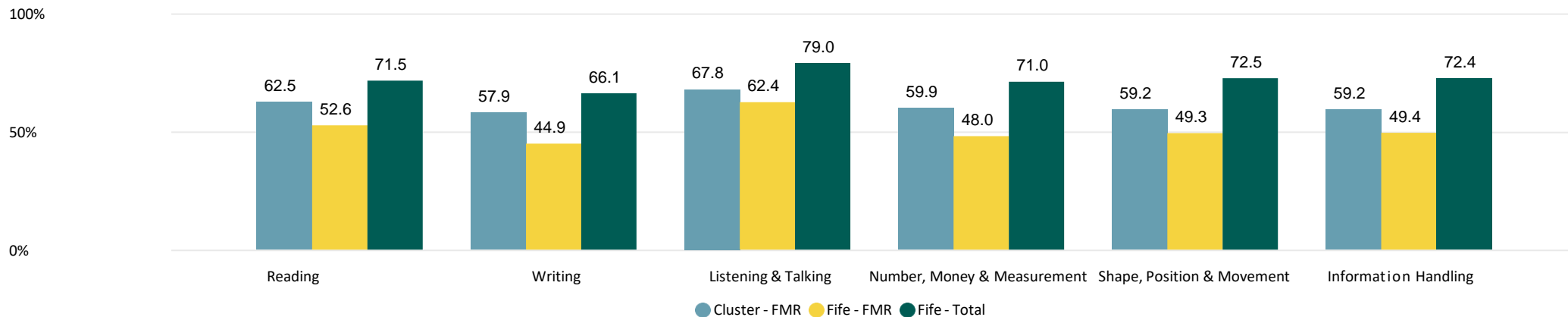
Exclusion Percentage

Cluster % : 0.01

Fife % : 0.01

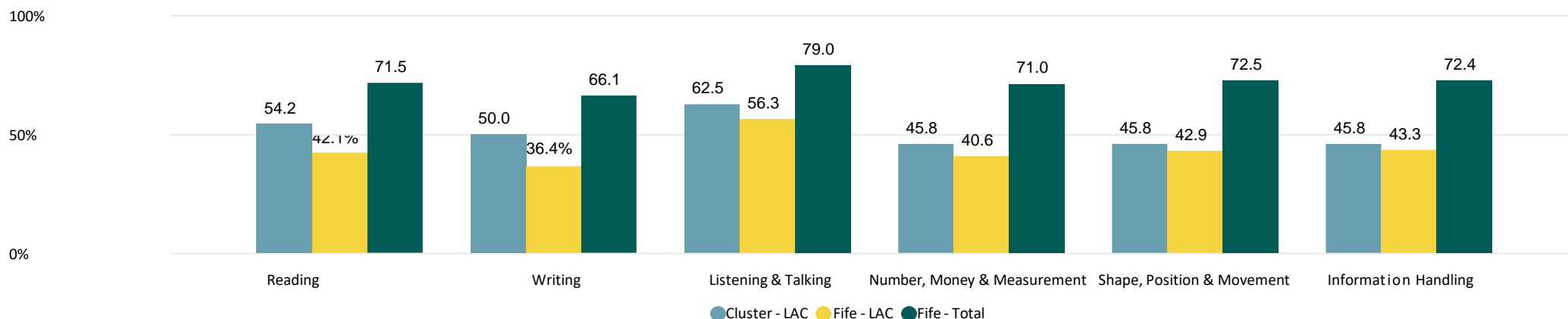
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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





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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:

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

SIMD Band Roll for Key Stages

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	1 & 2	3 to 8	9 & 10	None	All
Holy Name PS	45	51.1%	0.0%	3.2	9	8	0	0	17
St Bride's PS	172	33.1%	2.3%	3.1	28	44	4	0	76
St John's PS	231	20.3%	0.0%	5.4	3	94	7	0	104
St Joseph's PS	130	39.2%	6.9%	3.9	33	17	9	0	59
St Kenneth's PS	275	46.2%	2.9%	1.7	98	21	0	0	119
St Margaret's PS	349	13.2%	0.0%	6.9	19	73	49	2	141
St Serf's PS	68	32.4%	2.9%	2.2	24	2	0	0	26
Total	1270	29.4%	1.8%	4.3	214	259	69	2	542

Achieved Percentages by SIMD Band, for Literacy subjects

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

School Name	<u>Reading</u>				<u>Writing</u>				<u>Listening & Talking</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Holy Name PS	44.4%	75.0%	0.0%	58.8%	33.3%	50.0%	0.0%	41.2%	55.6%	62.5%	0.0%	58.8%
St Bride's PS	89.3%	88.6%	50.0%	86.8%	78.6%	77.3%	50.0%	76.3%	92.9%	90.9%	50.0%	89.5%
St John's PS	33.3%	86.2%	100.0%	85.6%	33.3%	88.3%	100.0%	87.5%	33.3%	85.1%	100.0%	84.6%
St Joseph's PS	69.7%	88.2%	66.7%	74.6%	66.7%	88.2%	66.7%	72.9%	69.7%	94.1%	66.7%	76.3%
St Kenneth's PS	72.4%	76.2%	0.0%	73.1%	66.3%	66.7%	0.0%	66.4%	77.6%	81.0%	0.0%	78.2%
St Margaret's PS	89.5%	86.3%	93.9%	89.4%	89.5%	84.9%	89.8%	87.2%	94.7%	89.0%	95.9%	92.2%
St Serf's PS	75.0%	50.0%	0.0%	73.1%	75.0%	50.0%	0.0%	73.1%	75.0%	50.0%	0.0%	73.1%
Total	74.3%	85.3%	88.4%	81.4%	69.2%	82.2%	85.5%	77.5%	78.0%	86.5%	89.9%	83.6%

Achieved Percentages by SIMD Band, for Numeracy subjects

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

Number, Money & Measurement

Shape, Position & Movement

Information Handling

School Name	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Holy Name PS	66.7%	75.0%	0.0%	70.6%	66.7%	75.0%	0.0%	70.6%	66.7%	75.0%	0.0%	70.6%
St Bride's PS	85.7%	84.1%	50.0%	82.9%	85.7%	84.1%	50.0%	82.9%	85.7%	84.1%	50.0%	82.9%
St John's PS	33.3%	84.0%	100.0%	83.7%	33.3%	84.0%	100.0%	83.7%	33.3%	84.0%	100.0%	83.7%
St Joseph's PS	84.8%	88.2%	77.8%	84.7%	84.8%	88.2%	77.8%	84.7%	84.8%	88.2%	77.8%	84.7%
St Kenneth's PS	73.5%	66.7%	0.0%	72.3%	73.5%	66.7%	0.0%	72.3%	73.5%	66.7%	0.0%	72.3%
St Margaret's PS	89.5%	84.9%	93.9%	88.7%	89.5%	84.9%	93.9%	88.7%	89.5%	84.9%	93.9%	88.7%
St Serf's PS	79.2%	50.0%	0.0%	76.9%	79.2%	50.0%	0.0%	76.9%	79.2%	50.0%	0.0%	76.9%
Total	78.0%	82.6%	89.9%	81.7%	78.0%	82.6%	89.9%	81.7%	78.0%	82.6%	89.9%	81.7%

Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	61.5%	53.1%	63.5%	58.3%	58.3%	58.3%	96
Fife :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	63.6%	63.6%	63.6%	63.6%	63.6%	63.6%	11
Fife :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % : 93.4

Fife % : 93.7

Number of Days of Exclusion

Cluster : 14

Fife : 409

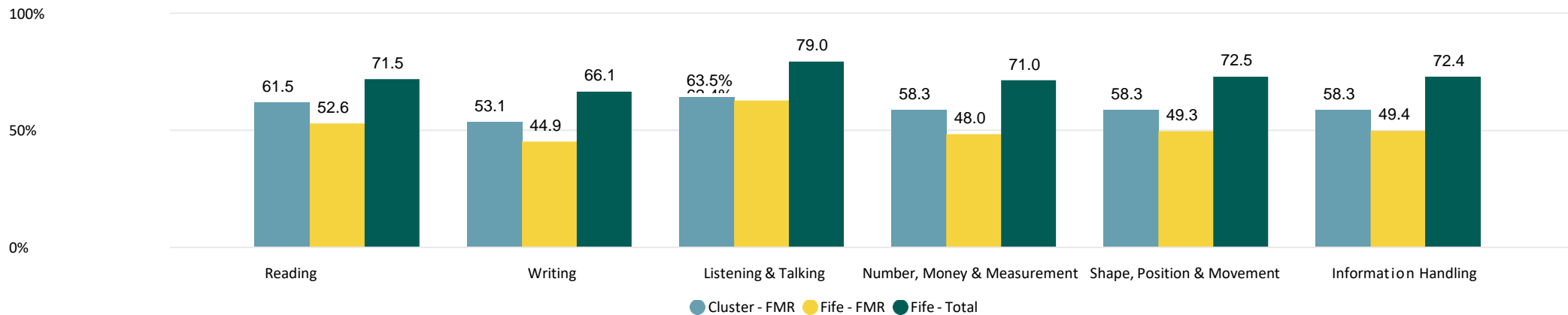
Exclusion Percentage

Cluster % : 0.01

Fife % : 0.01

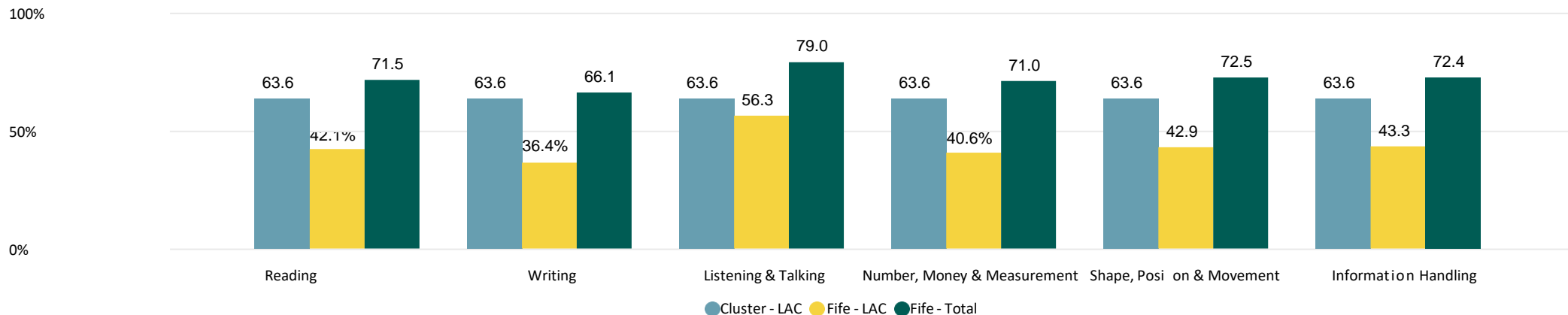
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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





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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:

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

SIMD Band Roll for Key Stages

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	1 & 2	3 to 8	9 & 10	None	All
Carnegie PS	628	15.4%	2.5%	7.9	34	103	121	6	260
Dulloch PS	476	9.0%	0.6%	9.1	2	44	134	4	180
Lynburn PS	392	36.0%	4.3%	3.4	69	91	3	2	163
Touch PS	290	32.1%	1.7%	5.0	49	24	39	0	112
Total	1786	20.9%	2.3%	6.8	154	262	297	12	715

Achieved Percentages by SIMD Band, for Literacy subjects

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

School Name	<u>Reading</u>				<u>Writing</u>				<u>Listening & Talking</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Carnegie PS	58.8%	80.6%	87.6%	81.2%	52.9%	82.5%	86.0%	80.4%	85.3%	93.2%	94.2%	92.7%
Dulloch PS	50.0%	72.7%	88.1%	83.9%	50.0%	65.9%	80.6%	76.7%	50.0%	84.1%	89.6%	87.8%
Lynburn PS	69.6%	70.3%	66.7%	69.9%	66.7%	68.1%	66.7%	67.5%	73.9%	79.1%	66.7%	76.7%
Touch PS	77.6%	70.8%	84.6%	78.6%	61.2%	50.0%	66.7%	60.7%	87.8%	87.5%	89.7%	88.4%
Total	69.5%	74.8%	87.2%	78.9%	61.7%	71.8%	80.8%	73.4%	80.5%	86.3%	91.2%	87.1%

Achieved Percentages by SIMD Band, for Numeracy subjects

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

School Name	<u>Number, Money & Measurement</u>				<u>Shape, Position & Movement</u>				<u>Information Handling</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Carnegie PS	67.6%	86.4%	90.1%	85.8%	70.6%	87.4%	90.1%	86.5%	70.6%	87.4%	90.1%	86.5%
Dulloch PS	50.0%	72.7%	83.6%	80.6%	50.0%	72.7%	83.6%	80.6%	50.0%	72.7%	83.6%	80.6%
Lynburn PS	71.0%	73.6%	66.7%	72.4%	71.0%	73.6%	66.7%	72.4%	71.0%	73.6%	66.7%	72.4%
Touch PS	79.6%	75.0%	87.2%	81.3%	79.6%	75.0%	87.2%	81.3%	79.6%	75.0%	87.2%	81.3%
Total	72.7%	78.6%	86.5%	80.7%	73.4%	79.0%	86.5%	81.0%	73.4%	79.0%	86.5%	81.0%

Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	61.3%	57.5%	75.0%	62.5%	62.5%	62.5%	80
Fife :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	50.0%	50.0%	60.0%	50.0%	50.0%	50.0%	10
Fife :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % : 94.2

Fife % : 93.7

Number of Days of Exclusion

Cluster : 45

Fife : 409

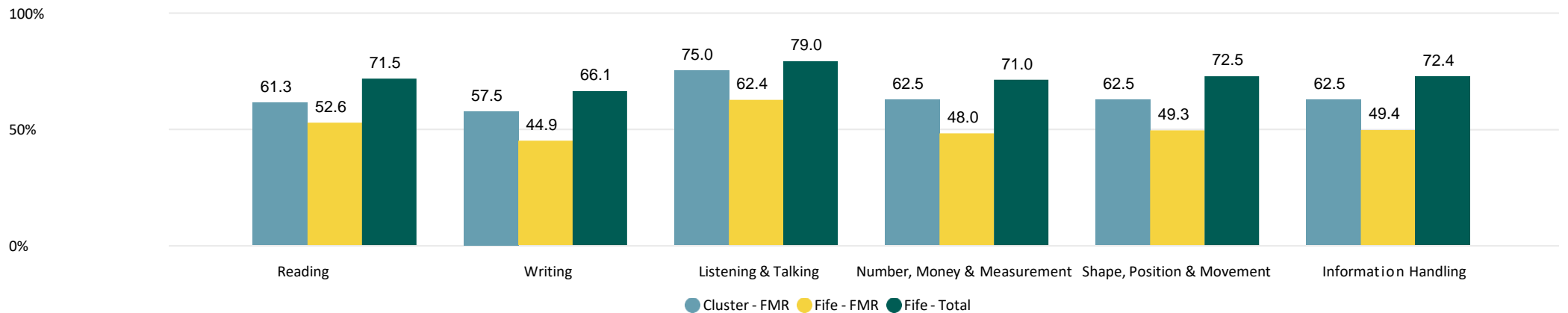
Exclusion Percentage

Cluster % : 0.01

Fife % : 0.01

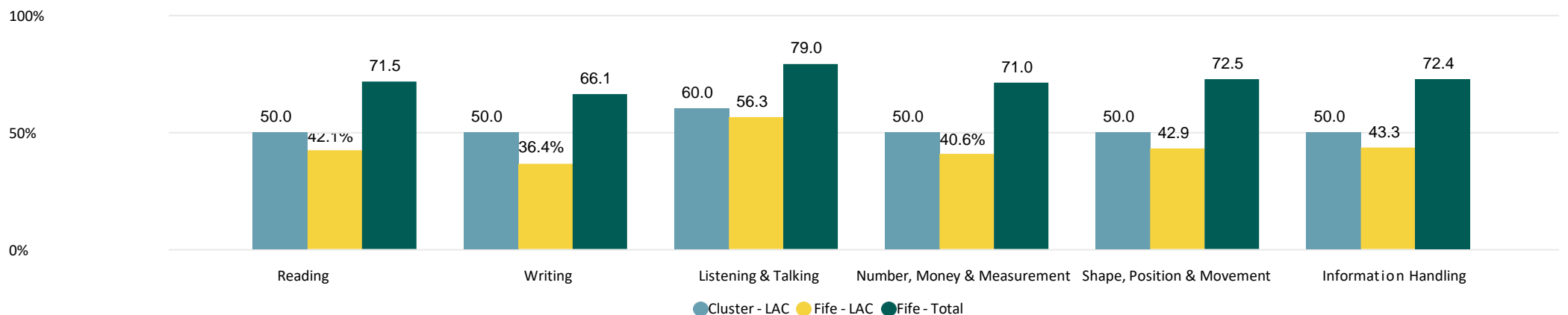
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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



Name of Cluster: Dunfermline High Cluster	Cluster Chair: Debbie Broadley
<p>Covid Recovery:</p> <p>Canmore Primary</p> <ul style="list-style-type: none"> • Further developing our Playful Pedagogy approaches supporting positive transition from remote learning to classroom context following school closure period while informing our developed Recovery curriculum. • Embedding high quality outdoor learning approaches (building upon already established Natural Connections programme and devising a John Muir learning programme for P4 and P5) to support and promote positive health and wellbeing of all pupils. • Further developing digital literacy skills involving all learners and all staff. <p>St Leonard's Primary</p> <ul style="list-style-type: none"> • Nurture Hub – space created to support those most vulnerable and not engaging in learning since return to school after lockdown. • Celebrating success – whole school focus on building self esteem • Partnership with Pupil Support Service – joint planning, supporting pupils. • Tracking and attainment – regular meetings to track progress, linked to assessment evidence. • Life skills group – based on need, building confidence, resilience, encouraging peer support. • Spelling focus groups – working party on developing whole school spelling strategy. <p>Masterton Primary</p> <ul style="list-style-type: none"> • Assessment of progress was carried out in term 1 to identify any gaps in learning (BASE / SNSA / daily classroom assessment). • This data was interrogated with staff and children identified for support (Universal / intensive). • Regular reviews of pupil progress take place with tracking of attainment ongoing throughout the session. Specific tracking meetings and updating of TRAMS system during term 2 and term 4. • Ways of improving attainment discussed on an ongoing basis with teachers. • Whole school assemblies have continued on TEAMS to keep the community feel in the school. • Parent Council meetings have continued online with 12 new members joining Masterton's parent council. <p>Commercial Primary</p> <ul style="list-style-type: none"> • Every class in the school has additional teacher/PSA time to ensure the pupils who have a Covid related attainment gap are 	

supported to make the progress required to get them back on track. This is provided via DHT time, Covid recovery allocation and supernumerary related to probationer allocation. This ensures that any child who would benefit from additional teacher time can access it.

- Strong focus on continued school improvement with a focus on learning, teaching and assessment and personalised support. This ensures that our teachers and staff continue to have a relentless focus on delivering the highest quality learning experiences.
- Rigorous tracking of pupil progress and swift interventions when gaps are identified. This ensures that we have detailed knowledge of our learners and are placed to put interventions in place as required.

Pitreavie Primary

- Rigorous tracking and baseline assessments identified the gaps in each pupil. A new system on online planning and tracking attainment overtime allows for dynamic analysis of interventions.
- 0.4 teacher employed to raise attainment for targeted groups in addition to leadership team who are also teaching groups in both literacy and numeracy.
- Whole school Emotion Works approach has been supplemented by the implementation of the EW Covid Recovery Programme. This was a 12-week intensive programme looking at emotional regulation to assist transition back to school. Some staff were awarded EW accreditation.
- Well-being project connected to the 5 ways to Well-Being being submitted for a SEIC well-being award
- Our two Nurture hubs, The Cosy and The Cosy Too continue to support all children at a universal level
- Digital Literacy is a continued focus of the school improvement. Parents kept informed of school work through Teams, Seesaw and Sways. Whole school virtual assemblies continued to provide a sense of belonging across the whole school.
- Playful Pedagogy extended to Primary 2

Limekilns Primary School

- We have used a range of assessments to ensure that we know where children are in their learning and to support accordingly. Scottish Government additionality is being used across the school to support individual and group/class interventions, for example extra reading and kitbag to support emotional wellbeing.
- We are finding that following instructions in a class setting is difficult for some of our younger learners, so we are using the Better Movers and Thinkers programme at the early stages of the school to support children with listening skills.
- We are strengthening our whole school collaborative ethos by working together on whole school developments. We had already introduced BSL across our school to support the communication needs of our community. This year we are working with our Sensory Support service and other agencies to develop a progressive pathway for BSL which will support implementation across all Fife

schools.

- We are also establishing French as our second language, alongside other primary schools in the Dunfermline High School Cluster so that continuity and shared practice can be established for all.

Next Steps

- Continue to monitor the impact of our recovery programme to ensure it is focusing on the correct learners and is making the improvements we need it to make.

Equity

Canmore Primary

- Targeted interventions including self-regulation, emotional regulation and normalising anxiety to support learners most impacted by school closure period
- Linking in with OMM resources available in local authority to support most vulnerable families
- Establish parent working party including families from a wide and varied range of situations to best inform our recovery approaches
- Effective use of COVID recovery teacher to support our most vulnerable learners

St Leonard's Primary

- PEF groups – targeted interventions, literacy based, PSA and Teacher intervention – use of various reading resources, P6/P2 reading buddies.
- Developing Playful Pedagogy in Nursery and Early Years – focus on transition and play-based learning.

Masterton Primary

- Currently have 0.4 fte teaching staff (0.2 additionality / 0.2 PEF) focused upon improving attainment in writing.
- All staff selected a small group of pupils from their class who would benefit from some intensive support for a short burst to help improve their writing.
- Pupils were selected on the basis of their writing as well as other areas e.g. SNSA, class work, SIMD etc. used in this process.
- The pupils selected have focused input into areas where they have greatest need.
- This is reviewed on a regular basis.

Commercial Primary

- Additional PSAs were employed as well as a 0.7FTE probationer teacher. Nurture groups, kitbag groups, literacy and numeracy groups as well as lunchtime clubs are all provided to support our learners who meet the PEF criteria. Jan -Mar 2021 all vulnerable

learners were given a place in our hub. There was clear evidence of progress in learning/ closing the gap as the learners got daily 1:1 teaching. E.g early years initial sounds knowledge progressed confidently onto blending as a result of this focused approach.

- All families who need or requested a Chromebook were given one (offered to whole school), this has resulted in an increase in pupils who are now able to access homework via TEAMS/SEESAW.
- Parent Council have funded class Halloween parties and have provided every child with a small Christmas gift.
- Dunfermline Carnegie Trust have supported all families in receipt of FSM by part funding the cost of the Ardroy residential. This means that every child can attend who wishes to.
- We have applied for the Gift of Christmas gifts for families who are eligible and supported a family with supermarket vouchers via a school benefactor. We work closely with Support and Connect where needed.
- Our extra-curricular activities are free to all at this time.

Pitreavie Primary

- Curriculum rationale based on the UNCRC
- Option of generic school uniform that is low priced to buy from supermarkets and readily available
- Breakfast club available in school for any child who requires it
- Christmas parties funded by the parent council
- Online pantomime provided for all pupils by The Carnegie Trust
- Initiatives to poverty proof the school day included in the school improvement plan.
- All families offered access to digital technologies to continue to access online learning

Limekilns Primary School

- Targeted Interventions as described above.
- Maintaining contact with children who are self-isolating. This includes using both digital platforms and paper packs to support children to continue learning at home, and delivering food to children who meet PEF criteria.

Health and Wellbeing

Canmore Primary

- Further embedded nurturing approaches at universal level with identified groups of children benefiting from kitbag, normalising anxiety and Emotions Work sessions.
- HWB curriculum was further developed to further promote The 5 ways of well-being and OMM

St Leonard's Primary

- Key strengths from pupil/parent wise. Highlight work going on across the cluster.
- Choir opportunity for those interested.
- Meditation groups – PEF.
- Nurturing ethos across the school – continual development, including whole school focus on our Kindness Tree.
- Emotion Works – refresh and further development.
- Healthy tuck shop – led by life skills group.
- HWB working party.

Masterton Primary

- Updated our Health and Wellbeing planning formats / programmes during Term 1.
- They now contain a clear overview of the progression through the levels as well as stage specific areas to be taught.
- Programmes now contain a much greater emphasis on mental wellbeing and the 5 Ways.
- Strong emphasis on being outdoor with a focus on this due to come later on in the session.

Commercial Primary

- Strong partnership working with Includem (funded through OMM) to support the emotional wellbeing of identified children (this was both group work in school and 1:1 sessions over the summer holidays). The impact has been exceptionally positive with school learners and families commenting on the difference it made.
- Five ways to well-being, 7 Habits, school values, RRSA (Gold) SHANARRI embedded into the life and work of the school therefore ensuring that almost all learners develop the skills and strategies to support their health and wellbeing.
- Cluster outdoor learning OMM transition programme due to take place in May – this will target the themes illustrated in the Cluster SHINE report 2020. (positivity, self-image etc)
- Tree of Knowledge, nurture, loose parts play, play, outdoor learning are all key pillars of our curriculum rationale – these all serve to support the health and well-being of our learners.

Pitreavie Primary

- Emotion Works embedded in school. Accreditation for some staff gained. Plans to apply for school accreditation
- 5 Ways to well-being and Emotion works relaunched to parents

- Universal access to our two nurture hubs
- Lunch clubs provided every day
- Primary 7 Wellness Warriors leading Massage in School, Kitbag sessions and lunch clubs. Wellness Warriors and Nurture PSAs leading a project for SEIC Wellbeing Award
- Playground Sports Leaders leading organised games and skipping at lunchtimes
- Cluster OMM programme to take place in May based on results from SHINE report
- Glasgow Well-Being Profile used as a baseline assessment across whole school
- Peer Mediation programme to begin in January

Limekilns Primary School

- We continue to maintain close connections with home through weekly updates of what is happening in school, including photographs of work.
- We have an established outdoor learning programme which supports both mental and physical wellbeing.
- Our staggered break times mean that there are fewer children in the playground, enabling the adults to support quality play and develop relationships between children.
- Our Primary Seven pupils have worked closely with our Primary Ones and their teachers to support their transition into school and help them get settled into school routines.
- We will begin using Emotion Works in January to support the emotional wellbeing of all.

Next steps

Continue to work closely with children and families to meet their wellbeing needs. We will continue to ensure that we have an early intervention, partnership approach to allow us to be as agile as possible in meeting the learner's health and wellbeing needs.

Employability

Canmore Primary

- Refocus of skilled based learning as per Fife Skills progression
- On-going opportunities for children to engage in leadership opportunities ie Junior Leadership Team, Eco-Committee, PSS
- Our School Learning Council have supported and played significant role in driving forward our school grounds improvements with local organisations

St Leonard's Primary

- Overview of work being done in the cluster around DYW – highlight good practise – key events/ partnerships within the locality

- Life skills group – fundraising, research, communication with local businesses.
- Money Matters programme.
- Enterprise day P7

Masterton Primary

- All new programmes being developed have a skills based focus linking in DYW.
- Enterprise planned for P.7 pupils for later on in the session. However the success of this will be covid dependant.

Commercial Primary

- Skills based curriculum with learning being linked to DYW skills wherever appropriate
- Enterprise lens built into IDL curriculum for all year groups in the school - this planned for and progressive
- Covid restrictions mean that no external partners have been able to support this aspect of the curriculum at this time.
- Link with Babcock to support P7 learners with an engineering topic.

Pitreavie Primary

- Primary 7 leadership team chosen after Leadership Conference and application form and interviews held
- Skills based curriculum using the Fife Skills progression

Next steps

Local business links have been hindered with current restrictions. Continue to look to build online links with other local businesses and develop opportunities for Enterprise and DYW.

Summary

Dunfermline HS cluster have a clear strategic approach to meeting the needs of all learners. This is discussed and quality assured via regular HT cluster meetings as well as local learning partnership visits. Schools share best practice and resources to enable this to happen. This ensures a consistency of equity and recovery of support across the cluster.

Name of Cluster:

QAHS

Cluster Chair: Fiona Hall

Covid Recovery

Focus on wellbeing

- Supporting families with donations trips to foodbank. In one school employed Family worker going to do this 1:1 with certain families
- Parent councils and staff communities pulling together with donations to support families with food and clothing
- At QAHS off campus provision to engage non-attenders back into education having very positive impact
- Wellbeing phone calls and wellbeing covid safe visits to gardens or in playground
- Focus on wellbeing in the classroom, various initiatives across cluster e.g. Bounce Back, kitbag
- Use of wellbeing indicators to allow children and young people to express how they feel
-

Digital skills

- Staff have become upskilled using on return to classroom, more confidence in developing these skills in school, more creativity around use
- Used for communication with home e.g Seesaw and Teams, had very positive impact on learners and family engagement
- Sway and teams?
- QAHS Tulliallan and Blairhall have the Digital Schools award
- Ongoing focus on maintaining and extending digital skills across all sectors in Cluster

Attendance

- Staffing has been real challenge since August due to Covid testing and isolation protocols. All schools have worked with a solution focused approach to ensure continuity of learning and support for all children and Young People
- Children's attendance has also been affected and schools have looked at Nurturing conversations with families to support this

Learning and Teaching

Schools have focused on continuity and consolidation of learning and identifying gaps to support all children's progress. Staff have used baseline assessments, staff observations, learners' dialogues and feedback from parents to identify these gaps. This has been a really challenge at times as no one is back to business as usual with staff and pupil absences. Meeting children's wellbeing needs and tackling readiness to learn on return to school has been a priority focus for all so children can access the appropriate learning, support and challenge.

Cluster support

As a Cluster we have worked together supporting each other with staffing. We have also worked together to share examples of good practise , look at ways to meet emerging needs coming from periods of lockdown and solve issues collegiately with positive outcomes e.g. digital technology issues, looking at per relationships and what helps

Next steps

Remaining child centred and solution focused so that we meet the ever changing needs of all learners
Being proactive about staffing an looking at how can create capacity for additionality

Equity

Overview from cluster as to the work being done to close the gap. Highlight practise from some schools/ key interventions in relation to PEF

Supporting access to all for school uniform, use of Chromebooks to ensure that every household has access to one device that is not a smartphone.

Toast for all at interval to support the rise in FME in settings and provide an early hot food before lunch.

Some schools have been able to make more use of additionality staffing provided by Scottish Government as part of Covid recovery to look at emerging gaps in learning however this is inconsistent as staff absence needs to be covered,

Education colleagues are persistent in their requests for assistance and engaging support from partner agencies, schools with family support workers have made very good use of this - supporting families to access foodbanks etc.

After schools activities started up with Active schools staff , no cost for these . Tracking wider achievement and looking for ways to over come barriers identified by families in accessing out of school activities

Digital meetings and parents evenings have meant that more parents are accessing these , more productive use made of time .

Next steps

For future planning knowing what is coming in terms of funding will allow us all to plan for interventions to support pur own communities .

Continue to have a solution focussed approach to ensuring all classes have a teacher and making good use of any additionality where possible.

Continue to look at Cost of the school day , how to support all families with this by considering what we charge for , how we spread

the cost and where to look for support with larger costs e.g residential trips so that these opportunities are inclusive

Health and Wellbeing

Gathering views from school communities , all involved around the children agree a focus on wellbeing. These initiatives across cluster have been regularly communicated with families and feedback is positive and shows impact for children across all sectors.

Many schools run breakfast clubs supported by Stephens Bakery,

family support workers employed to work with identified families in some areas , looking for support to mee basic needs

senior primary pupils supporting younger classes to engage in play during intervals developing positive play interactions

all staff focus on health and wellbeing of children and young people. ~ working with partner agencies to do this eg. DAPL , Fife Young Carers, use of kitbags , work on resilience

Next steps

Cluster to look at Community/local hub set up with partner agencies (social work, community groups, police Scotland etc) for evening sessions for families to drop into for support, food, help with learning etc.

Employability

- John Muir award recommencing in some schools,
- virtual careers sessions,
- sharing of apprentice and other employment opportunities with senior pupils at QAHS
- focus on digital literacy in improvement work , focusing on skills needed in today's society
- DYW coordinators in QAHS .
- Focus across Cluster on literacy and numeracy skills alongside digital skills making explicit links for learners about how these are used in the world of work.

Next Steps

Refocus on DYW in schools , linking learning and skills to the employability and the world of work .

Summary

Across the Cluster a focus on meeting well being needs of children , Young People and their families is clear. Staff and school communities are going the extra mile to support in challenging times looking at supporting learning in school and at home , supporting families with meeting basic needs .

Across the Cluster there is a drive to look at additional support for literacy and numeracy this has proved challenging with staffing absences with the priority being that all classes have a teacher each day.

The resilience and positivity of staff teams in all Cluster schools has been over whelming in meeting all children's needs remaining solution focused at all times.

Name of Cluster:	St. Columba's RC HS	Cluster Chair: Fraser Gillan
Covid Recovery		
Overview from cluster on Covid recovery and examples of innovative practice.		
<ul style="list-style-type: none"> • A range of strategies to support wellbeing within the school including 5 ways to wellbeing planning, Emotion Works, Kit Bag & use of CBT strategies • Playground Pals- is used as a strategy to promote play and positive relationships with our inclusive school environment • Outdoor learning- is used as a strategy to extend learning, problem solve and work collaboratively *(after lockdown periods) • Continually updating Risk Assessment with school community and school partners • Several schools met with HMI during Lockdown to discuss engagement with families and share data to drive improvement both locally and nationally • Using '100 days Commitment Monies' to target specific interventions to close the poverty related/covid attainment gap • Cluster Well Being Partnership Summer programme with Active schools and partner agencies to enhance and support transition to St Columba's 		
Next steps		
<ul style="list-style-type: none"> • Continue to promote well being in schools outlined in the strategies above • Link closely with the Recovery and Reform agenda • Continue to ensure the IT solutions are targeted to the appropriate families 		
Equity		
Overview from cluster as to the work being done to close the gap. Highlight practise from some schools/ key interventions in relation to PEF		
<ul style="list-style-type: none"> • Invested PEF money after consultation with pupils, staff and parents in increasing the amount of pupil support time available to promote interaction and promote learning. • Through the Recovery & Reform agenda staff are being trained on Improvement Methodologies and this is having a positive impact on specific groups of learners. • School and cluster working around enriching differentiation approaches within teaching and learning including through content, process, outcome and environment in learning. 		
Next steps		
<ul style="list-style-type: none"> • Continue to upskill teachers in cluster around differentiation, ensuring equity and inclusion and also promote pupil participation • Promote the work of the Welfare Reform Coordinator and share key information through our social media platforms and interactions with parents 		

- **Review Cost of the Day in each school**

Health and Wellbeing

Key strengths from pupil/parent wise. Highlight work going on across the cluster.

- Continued strong relationships between school and parish through online and in-person worship, sacramental preparation & celebration, promotion of our Catholic Faith – for example through speaking at Mass during Catholic Education Week
- Engaged with and range partners to support wellbeing within the school including Barnardo’s TEAMS approach to drugs and substance misuse, Police Scotland internet safety workshops and high school & nursery transitions.
- Opportunities for open class dialogue whilst honing Talking & Listening skills -e.g circle time, discussion within RE, opportunities to promote pupil voice e.g ‘St. Margaret’s Say’ – based around 4 arenas of participation. Approaches to restorative practice and promoting pupil voice within teaching & learning eg co-creating learning intentions, summarising learning in plenaries, setting targets in Learning Journals.
- Weekly online assemblies to promote and strengthen school community
- Mental Health First Aider & HWB school representative promote good mental health practices at work – e.g questionnaire, ‘going home’ checklist & how to seek support workshop.
- Cluster Well Being Articulate Hub initiative to promote well being at key transition points
- Four schools in Cluster using budgets to invest in school counsellors to support children and families
- Several schools in cluster involved in the ‘Best of You’ programme, to support care experienced children and to encourage leadership and resilience

Next steps

- **Progress plans for Residential experience in P7 across the cluster, to ensure smooth transition to St C**
- **Plan Holiday Transition Camp in partnership with Active Schools**
- **Progress Articulate Hub Cluster Initiative, to unlock the potential of our P7 pupils through creativity and the arts (Creative Wellbeing Fund was the grant from Ed Scotland)**

Employability

Overview of work being done in the cluster around DYW – highlight good practice – key events/ partnerships within the locality

- Developing our digital culture / digital skills building on the progress made in these skills during lockdown e.g – staff are more confident using IT – Homework issued and, in many cases, returned online, TEAMS used to communicate between classes while still in bubbles and TEAMS used as a platform for review meetings.
- Children have a better understanding of digital etiquette and all classes have a Digital Charter on display agreed and created by pupils.
- School and cluster working with SSERC to promote CPD in Science for teachers and enhance learning, teaching and resources for learners.

Next Steps

- **Embed the Cluster Skills Plans further in our daily lessons**
- **Continue the Cluster SSERC Science partnership, including the Accreditation aspect of the Young Science Ambassadors**
- **Continue close partnership working with Fife College on projects such as 3-D Printing and Coding**
- **Continue the Young Ambassadors work from St Columba’s to Cluster Primary 7, including my World of Work content**

- **Planned Transition pathway across cluster with particular focus on STEM**
- **Re-introduction of P6 visits to St C**

Summary

Name of Cluster: Woodmill Cluster	Cluster Chair: Julie Journeaux
<p>Covid Recovery</p> <ul style="list-style-type: none"> • COVID recovery teacher and equity funding used to support targeted groups of learners. • Standardised assessments (BASE/SNSA/MIDYIS) at P1, P4, P7, S1 and S2 carried out at start of session providing data to support targeted interventions. • School based assessment undertaken to identify gaps in learning and to support planning for closing the attainment gap. • Increased focus on Literacy, Numeracy and Health and Wellbeing with specific intervention programmes in place to support improved attainment. • 5 Ways of Wellbeing used across the cluster to support children’s and staff wellbeing. • Online communication tools (eg Seesaw) use to share the learning with families and to help schools to keep connected with parents and carers. • Social Media platforms (Facebook/Twitter) used more to communicate with families about the life and work of the schools • PT1 posts in literacy and numeracy created to lead recovery of learning in these areas (Secondary). • Enhanced mentoring programme in school to provide additional support to pupils sitting qualifications for first time (Secondary). <p>Next steps</p> <ul style="list-style-type: none"> • Continue above • Resilience planning in case of future lockdown 	
<p>Equity</p> <ul style="list-style-type: none"> • Government funded Chromebooks allocated to support home learning • Working with organisations (eg. Stephen's foundation, Fareshare, Dunfermline Foodbank, SAMH, Carnegie Trust) to support our most vulnerable families • School essentials such as school uniform, PE kits, water bottles, stationary kits provided for those in need • PEF funded Family Outreach Worker based in secondary school. Intensive family support to overcome barriers to attendance and engagement. • Nurture Groups in place to support children who need additional support - kitbag, Lego therapy, therapet, building resilience toolkit, Bright Thinkers, My Hidden Chimp • Increased use of PSAs to support targeted groups • Use of online platforms (eg. Seesaw and Satchel: One) to share and celebrate learning between home and school • Use of home/school communication channels (eg Groupcall and Social Media) to highlight entitlements/ benefits that families can access • Period Poverty - products for children and staff • School staff and associated partners providing outreach for most vulnerable families • SNSA, TRAMs and MIDYIS data scrutinised to highlight discrepancies and to target groups of pupils who require additional support. <p>Next steps</p> <ul style="list-style-type: none"> • Continuation of above • 1+2 language opportunities with secondary staff and language ambassadors 	

Health and Wellbeing

- All schools have an identified Mental Health first aider
- Cluster representative trained in Poverty Awareness
- Schools' participation in children's mental health week
- Community Support Services such as DAPL and SAMH linking with children and parents/carers
- DAPL counsellor based in secondary school with self-referral system for senior pupils.
- Outdoor learning programmes expanded across all primary settings.
- 5 Ways of Wellbeing and Emotion Works embedded in all schools to support mental wellbeing for all children and staff
- All S4 pupils working towards SQA Mental Health award.
- All S1 pupils completing Leadership course based on 7 Habits of Highly Effective Teens
- Schools working with Educational Psychology Service to provide staff training (PACE, Trauma informed approaches)
- Family workshops to support wellbeing
- Interventions and support programmes in place across all school to support targeted individuals with specific needs (eg Therapet, Season for Growth, kitbag, Lego therapy)
- All Managers undertaken training in Mentally Healthy Schools
- Sports Ambassadors and Leaders from WHS delivering activities and developing leadership skills within the primaries
- Data gathered by Active Schools co-ordinator to determine those who are in-active within school and wider community to increase participation and further develop skills
- Active Girls day delivered in school in conjunction with Active Schools (Secondary).
- Shine Survey carried out in all schools to gather data on the wellbeing of our pupils at the primary/secondary transition point
- 'Our Minds Matter' additionality to support HWB through a bespoke transition programme
- Focus on play-based learning in the early years
- All schools working towards a Rights Respecting Schools accreditation
- Pupil Voice and leadership opportunities a key aspect of all development work

Next steps

- Branch Out programme to support P7-S1 transition in place across all cluster schools
- Enhanced transition Art Project funded by Carnegie Trust to support primary secondary transition for those children with additional support needs
- Development of play-based learning through the middle and upper school.
- Expand and develop outdoor learning spaces and outdoor education
- RRS accreditations
-

Employability

- Primary school partnerships with Alison Sinclair- Enterprise Offices
- Fife College STEM activities
- Enterprising learning and teaching at all stages to develop core skills
- Leadership opportunities and pupil voice strong across all schools
- All schools have a focus on career education and the world of work making links to career opportunities in Fife and beyond
- Individual school partnership links with local businesses
- Development of bespoke courses with Fife College to deliver level 4 Foundation apprenticeships and service industry qualifications to pupils at risk of not achieving a positive destination (Secondary).
- Continued delivery of Career Ready programme to targeted S5 pupils (Secondary).
- Delivery of whole school Enterprise programme as part of S1 transition programme (Secondary).
- Work with Fife College to deliver “Big Ideas” workshop to S3 pupils, highlighting study and career paths in IT and creative industries (Secondary).

Next Steps

- Continue above
- Re-establish links with local business that were in place prior to lockdowns
- Development of Young Stem Leader programme to deliver STEM learning opportunities across the cluster.

Summary

The Woodmill Cluster is made up of 4 primary schools and 1 High School. As a small group of headteachers we have worked closely together as a team, particularly during these most challenging of times and provided each other with significant support. This has included sharing staff when absence in a particular school has been at crisis point, sharing advice and guidance regarding the COVID risk assessments and mitigations in place and most importantly providing moral support at a time when the job would otherwise be very isolating.

As a cluster we have also supported each other through cross cluster working to close the attainment gap and provide our pupils with consistent and equitable learning experiences and opportunities.

Abbeyview Community Hub Facility Project

Report by Paul Vaughan, Head of Communities & Neighbourhoods

Wards Affected: 2, 3 and 4

Purpose of Report

The purpose of this report is to provide members with an update on progress to develop a new Integrated Community Hub facility located within Abbeyview, Dunfermline

Recommendation

The Committee is asked to

- (1) Note the contents of this report and the associated appendices as agreed and approved at the council's Policy and Co-ordination Committee on March 3rd, 2022.

Resource Implications

£2.6 m one-off investment was allocated in the 2017-2027 Capital Plan agreed at full Council on 16th February 2017.

A further £3.905m one off investment has been allocated in the 2021-2031 capital plan specifically for the development of this project

The anticipated costs of the programme are £1m higher than the funding available. The additional £1m is proposed to be met from the reallocation of the Communities and Neighbourhoods capital plan.

The procedures and governance arrangements for the criteria and prioritising projects, monitoring and approval has been agreed between the service and financial services.

Legal & Risk Implications

There is a risk that construction costs could increase if delays are incurred in awarding the contract for the programmed works for the project. The demolition works of the Tryst Centre are scheduled for end of March 2022 and there will be risk to future continuity of service if the project was delayed thereafter. Due to the volatility in the construction industry, in terms of availability of materials and resources, the council must be mindful that these conditions may impact this project in terms of cost and timescale.

Further additional funding may be required to complete the project should a budget gap emerge predicated by the outcome of the tender returns.

There would be minimal operational risks since the council have a proactive operational and management team managing the facilities in this locality.

Impact Assessment

An Equality Impact Assessment is not required as the report is not proposing any changes to existing policies and practices. The designs proposed for the layout of the new facility comply with the requirements of the Building (Scotland) Regulations 2004 and the aims of the Disability Discrimination Act (DDA) 2005.

1.0 Background

- 1.1 The Council agreed to some new design principles around integrated community facilities at Executive Committee in December 2016. This included a commitment to the integration of services, in particular when utilising capital money to build or refurbish our assets & facilities.
- 1.2 In April 2018, the 'Plan for Fife 2017-2027' was published with a focus on "creating opportunities for young people and families, as well as on creating thriving places where everyone has opportunities to play a full and active part in Fife's social and economic life. *"We intend to create public services that are led by the needs and wishes of communities."* The importance of making Fife *"a place where we make best use of our assets while sustaining them for future generations"* is also part of the vision to create a 'Fairer Fife.'
- 1.3 The traditional social centre of the Abbeyview neighbourhood is based in Duncan Crescent where Fife Council and other community and voluntary sector partners deliver a variety of services from a cluster of aging, poor quality buildings. Fife Council own and operate 3 ageing facilities in the area: two community halls and a former local office. Fife Council also supports two other sites in the vicinity through subsidised leases: one offering older people's day care services and the other, a large indoor bowling centre. NHS also owned and operated a clinic which sat adjacent to the main community centre. The former clinic was sold to one of the local Scouting groups, and therefore remains a community facility.
- 1.4 The aim of this project is to merge disparate rundown local facilities into a single modern facility which will be inclusive to all and provide one door access to a range of services and community spaces based in the heart of the neighbourhood. The project is central to the aspiration of the community to provide a modern, integrated new build facility in Abbeyview to replace the current cluster of aging and poor quality facilities. The project will have a transformational impact to the local neighbourhood and will build on the recent positive housing regeneration in the area. The aim of the project is to provide a facility which is welcoming and inclusive to all and provide integrated services and community use spaces. The new hub will bring together services currently delivered from the following buildings:
 - Former Abbeyview Local Office
 - Abbeyview Community Centre
 - Tryst Centre

- 1.5 The project will result in business efficiencies for the council and, moving forward, it will also ensure sustainable outcomes for the local community by providing more integrated and joined-up services in a building which meets all modern energy efficiency targets within the context of the climate change agenda. **Appendix 1-PF01** Project business case provides more narrative on the financial projections.
- 1.6 In the interim the design team have completed technical design works and costings, progressed planning and prepared the phased demolition works. However, the project cost will be higher than the budget currently in place. The council's aspiration is to ensure new facilities integrate energy efficient measures within construction schemes where possible; however, it can add additional costs to the project. The council has explored external funding opportunities, such as Regeneration Capital Grant Funding, however this has not been forthcoming. Through the consultation process it became clear that the reducing the size of the hall as the key value engineering opportunity would not accommodate the proposed activity programme within the operational business case. There is no further scope to value engineer the design and still meet the community requirements within the available budget.

2.0 Consultation

- 2.1 Over 30 different groups and organisations have been involved in the process of engagement, with 500+ attendances at various meetings, events, and sessions. Public meetings and face to face dialogue took place with the Abbeyview Futures Trust and the Tryst Centre Management Committee. Partner services and neighbouring agencies such as Fife College, Lyneburn Scouts, St Ninians Church and Abbeyview Bowling Club were also involved in the process.
- 2.2 Throughout the project the National Standards of Community Engagement model was at the core of the planning and implementation of a wide range of consultation methods. This helped ensure that a wide representation of the community have had the opportunity to take part and share their views. Some examples of the engagement approaches used before the pandemic and also during lockdown, included:
 - Paper based questionnaires
 - Community event - Tryst Centre 50th Birthday Family Day
 - Focus group meetings
 - Stakeholder visits to other community facilities (renovations and new builds)
 - 3 x online public consultation events supported by Fife Voluntary Action
 - 9 Pop Up Events
 - 5x 1:1 sessions with specific key stakeholder representatives
- 2.3 Early engagement with the local community identified the aspiration to prioritise the integration of 3 community facilities into one community hub; although a strong desire was expressed for a full new build which would have exceeded the available budget. However, ongoing dialogue with stakeholders enabled agreement to be reached on a final concept for the facility that included a larger extension to the former Local Office building.
- 2.4 A number of other changes in the design, internal layout, technical specification and functionality of rooms and spaces were required to meet the minimum community requirements, including:

- Installation of separate security entrance for After School Club
- Adaption to internal room space for kitchen and office to better meet the needs of After School Club's Day to day activities
- Design of large hall to accommodate Care Inspectorate requirements
- Specific design of large multi-use hall size and space to accommodate sports, leisure, and conferences
- Acoustic design to large multi-use hall to accommodate users with physical, sensory, and visual disabilities
- Secure outdoor play space for children and family activities
- Accommodation of 'Bothy' for Environmental Services staff and equipment

2.5 As stated at paragraph 1.6 above there is no further capacity to amend the design, reduce the area of the facility or value engineer the project. The current specification meets the minimum needs of the community. The Abbeyview Futures Trust also sought assurance from the council to explore a future Phase 2 extension to the building. This would be predicated by demonstrated community need for an extension and subject to securing funding to carry out the associated works. The community's desire is for the extension to be sited on the undeveloped land adjacent to the south of the new proposed building.

2.6 Communication within C&N Service and Area Committee members has been ongoing from the inception of the project. Internal scrutiny has been undertaken by the Investment Strategy Group.—The consultation report captures the community aspirations and comments (please see **Appendix 2-** Consultation report).

3.0 Project Update and Progress

3.1 The Council have finalised the design and will procure and commission the works and manage the construction works on site to repurpose and extend (through new build) the former local office. Several configuration options were considered in consultation with the community to ensure that most of the services and activities from the Tryst Centre and Abbeyview Community Centre will be accommodated within the new facility. Both these facilities will be demolished. The design solution has been carefully planned to ensure that the facility is DDA compliant, is inclusive and accessible for a wide range of community needs. The layout of the facility recognises the different services delivered to ensure the facility is a "community hub" and retains its identity with Abbeyview.

3.2 The re-purposing and extension of the existing building is an extremely sustainable solution particularly in respect of reducing the embodied carbon required for this project. The modern design is also striving to be highly energy efficient with a 'fabric first' approach to energy conservation. As part of this process the design team are currently considering the principles of PassivHaus energy management approach, integrated into the new facility. Fife Council's commitment to this design standard was endorsed by the council in June 2021. The electrical and mechanical elements will be upgraded to current standards and the improvements will be much more visible to the public.

3.3 The final design for the Integrated Community Hub includes the following modern facilities: a welcoming entrance at the heart of the building with reception/office

space and interview room adjacent and a large Multi-Use Hall which can be used for a range of activities from sporting to community functions and events such as the Diamond Disco which is currently held in the existing Community Centre. There will be a range of General-Purpose Rooms, one of which will be linked with a flexible folding partition to the Multi Use Hall to allow larger events to take place and increase the flexibility of the facility. There will be several spaces dedicated to learning including an IT Suite and a Training Kitchen. The Training Kitchen is linked to the large General-Purpose Room serving the Multi Use Hall, further enhancing the use of all these spaces for future events. There will be a large Community Space for a range of activities including the After-School Club and Mother and Toddler group. This space will have a dedicated kitchen area, storage, and secure external landscaped area. As noted elsewhere, the building is fully accessible and includes a Changing Places facility. A number of public and staff WCs are also included within the design to comply with the Building Standards. An important requirement of this Community building will be dedicated storage space for the users, and this has been provided in a number of locations. A staff office and restroom are also provided to further enhance the use of this building. Externally there will be a dedicated secure garden and play area associated with the Community Space. In addition to this, there will be a new hard landscaped area adjacent to the new entrance location with community growing spaces and planters. There is also the potential for a further community growing space to the south of the building if there is demand for this from local groups (**Appendix 3a** – Block plan and **Appendix 3b**-Layout of new facility)

- 3.4 Based on the agreed design scheme, the main project is scheduled to go out to tender in June 2022 with appointment of a contractor expected in mid-July 2022. Assuming agreement to this report and planning consents on-site construction works will commence in August 2022 with completion expected by September 2023. Prior to the main project commencing, the Tryst Centre is scheduled for demolition from March 2022 to end of April 2022. Post completion of the main construction works, the old Abbeyview Community Centre would be demolished in late Autumn 2023 (**Appendix 4** - Proposed Delivery Programme).
- 3.5 The cost estimate for the construction of the facility including demolition works, ground works and fixture and fitting requirements will be in the region of £7.5m. The total budget gap is estimated to be approx. £1 m based on these estimates. The estimate is based on the volatility of the market which includes 10-15% increase in material costs. This is compounded by the uncertainty for contractors around related factors such as energy costs, EU exit and covid which are driving the increase in costs estimate. As highlighted in para. 2.4, the tender report should be available in June 2022 which will confirm the final costings for the project.
- 3.6 The additional £1m will be funded from the existing C&N service capital plan. The proposal is to reallocate funding from the available budget of £4.1 m for the replacement programme of Synthetic Turf Pitches (STP) from the back end of the 10-year capital cycle. However, the position can be reviewed as part of the Capital Plan review in 2022/23. The consequences of not replacing the STP funding could be possible maintenance closures, increased maintenance costs and reduced community access to pitches. However, these risks occurring are unlikely.

4.0 Operational Business Case

- 4.1 The new Integrated community hub will be operated by the council's halls & centre's operational locality team who already manage all the existing community facilities in Abbeyview. The team are reviewing and updating their management, operational, policies and procedures for the new facility to anticipate increased usage of the facility including the additional scope to accommodate specific user groups.
- 4.2 The council has developed a comprehensive operational business case which covers all the key elements from the operational objectives, strategic fit and benefits to the community in line with the local community plan and the councils Plan for Fife. The halls and centres management team have a successful track record of operating facilities in the locality and will adapt their management, operational, policies and procedures to encompass the range of existing services currently provided from Abbeyview Community Centre and Tryst Centre into the one integrated facility. The importance of the "Abbeyview" identity will be at the heart of the facility ethos to compliment larger facilities under construction in the locality, such as the "joint learning campus" which are relocating the local High Schools out with the Abbeyview area. **Appendix 5-** Operational Business case & activity programme

5.0 Next Steps

- 5.1 The Council will progress the 1st phase of the project by commissioning the demolition works for the Tryst Centre in March 2022 pending planning consent. The 2nd phase of the project will include progressing the main construction work by repurposing & new build works of the former local office. This can only commence when all the funding is in place to progress the project. As indicated in 2.3, the project will be procured in June 2022, with appointment of a contractor expected in July 2022. Assuming there are no unforeseen issues on site construction works would commence in August 2022 with completion expected in September 2023. Post completion of this there will be a brief period to prepare the new facility for operation before a soft opening to the public in approx. November 2023. Once the new facility is operational the 3rd phase of the project will be commissioned for the demolition works of Abbeyview Community Centre
- 5.2 Based on the programme time lines, the local management team and Halls & Centre staff will update their communication strategy to outline the programme for existing users and the wider community to ensure they are fully briefed on access arrangements to alternative facilities. As the Tryst Centre was already closed and reused as a vaccination centre, the facility has not reopened allowing the existing programme to continue at alternative facilities with key programmes such as the Adult Basic Education (ABE) classes and English Speakers of other languages (ESOL) programmes relocated to Carnegie LC. If the tender & construction programme is delayed the Tryst Centre will still be demolished as planned.
- 5.3 In terms of governance, periodic member's briefs will be issued updating City of Dunfermline Area members of the progress on site

6.0 Conclusion

- 6.1 The construction of the new integrated community hub will provide much needed new facility in the heart of Abbeyview whilst removing inefficient and poor facilities which would require major maintenance works to retain the facilities. The new facility will retain community identity, integrate complimentary services & activities, enhance

mental and physical wellbeing, provide adult education opportunities, address community food resilience, and provide flexible childcare opportunities for the community in and around the Abbeyview Area.

- 6.2 The integrated hub will generate business efficiencies and meet community aspirations. It is recommended that the committee support the investment into this project and endorse the additional funding from the C&N Service Capital Plan. The committee can continue to scrutinise and comment on the progression of the project until its conclusion.

List of Appendices

- 1- PF01 Project Business case
- 2- Consultation report
- 3- Block plan & Layout of facility

Please see the links below for external and internal 3D animation for Abbeyview.

External <https://youtu.be/9RnCsxfUk2E>

Internal https://youtu.be/l7j8G_y84qE

- 4- Proposed Delivery Programme
- 5- Operational Business Case & activity programme

Background Papers

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

- Executive Committee Report 28/03/2017 “Capital Investment Plan 2017-27 Governance Arrangements”
- Council Capital Investment Plan 2019-29 agreed in February 2019
- Council Capital Investment Plan 2021-31 agreed in February 2021
- Policy & Co-ordination Committee Report 24/01/2019 “Capital Investment Plan – Area Community Facilities – Templehall and Abbeyview Community Hubs”

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Project ref & title	Abbeyview Community Hub Facility Project
Programme or eVision (if applicable)	Design Principles- Integration of facilities (Dec 2016 Exc Committee)
Project Delivery Lead	Debbie Chapman, Capital Project Manager
Project Manager & Sponsor	Andrew Gallacher, Community Manager (Sponsor) Andy MacLellan, Community Projects Manager (Manager)
Approval board(s)	NA
Date & version	31/01/22 V1.4

Document history

Date	Version	Last revised by	Details of revision
05/12/18	V1.0	Gillian Taylor	First draft
10/12/18	V1.1	Andrew Stokes	Second draft
12/12/18	V1.2	Louise Playford	Revisions to second draft
27/01/22	V1.3	Andy MacLellan/Lesley Kenworthy/Eleanor Hodgson/Debbie Chapman	Final Business case & financial
31/01/22	V1.4	Andrew Gallagher/Andy MacLellan/Lesley Kenworthy/Eleanor Hodgson/Debbie Chapman	Final Business case & revenue projections
11/02/22	V1.5	Lesley Kenworthy/Eleanor Hodgson	Final Business case & revenue projections

Section 1: Proposal

1.1 What is the project going to do?

This project will provide a modern, integrated new build facility in Abbeyview to replace the cluster of ageing, poor quality facilities that exist in the area. The aim of the project is to provide a facility which is welcoming and inclusive to all. The building will be based in the heart of the Abbeyview neighbourhood and will provide one door access to a range of services and community use spaces.

1.2 Why should we do it and what will happen if we do not?

1.2.1 Project background

The Abbeyview Community Hub Project arose following the completion of a Local Community Planning exercise, linked to an Asset Management review of community assets in each of the Council's 7 Local Area Committee boundaries.

The Abbeyview Community Hub Project has been included in Fife Council's Local Community Asset Planning Programme. The asset planning process was developed to identify the physical assets needed to support the agreed outcomes in each of the 7 Area Local Community Plans and the Plan for Fife 2017-2027.

This project will bring together the services currently delivered from:

- Abbeyview Local Office
- Abbeyview Community Centre
- Tryst Centre

1.2.2 Project justification

This project will build on, and compliment, recent investment by Fife Council and partner organisations to regenerate housing in the Abbeyview neighbourhood. A new Community Hub facility will provide a modern fit for purpose building to meet the needs and aspirations of the community in a more focused, cohesive and easily accessible way.

The new building will be a local focal point for the community, retain identity within the community and will have a significant impact in terms of improved community cohesion and community pride.

The project will deliver on the priorities of the Plan for Fife, the Dunfermline Local Community Plan and a new community-led Neighbourhood Plan. The Abbeyview Community Action Plan (2018-2023) was developed and led by a local steering group in collaboration with community groups, Community Forum, Community Council, Tryst Management Committee, Tenants and Residents Group, Eco Group, Family Group, and Local Church in partnership with local Elected Members and Fife Council. The key themes of the Abbeyview Action Plan are:

- Community Involvement, Facilities and Recreation (activities for all, healthy lifestyle, book borrowing services, sport in the community)
- Environment (community gardens, litter picks, graffiti clean-up, general community spaces, maintenance of roads and paths)
- Local Services (youth and young people services, benefit advice, housing services, training and employability opportunities, business starter units, learning centre, job clubs, access to ICT, childcare provision, traffic management, facilities for older people to reduce isolation)

This project has the capacity to provide a community hub to roll out the themes of the Abbeyview Action Plan and is wholly consistent with the desired outcomes of the national regeneration strategy – Achieving a Sustainable Future.

Since the initial community engagement in 2018, more focused engagement has been undertaken in 2021 to refine the design concept for the integrated hub and agree the scope and services to be co- located within an integrated hub. This has included public meetings, pop up sessions, on-line engagement and face to face meetings. This concluded with a consultation report which has informed the final design in consultation with the community. The new Hub will bring together services into one integrated Hub by redeveloping, repurposing and extending the former Abbeyview Local office.

This project will release efficiency savings through the assets listed above being declared surplus in regards associated annual revenue costs (heating, lighting, rates) while potentially creating more green space until a phase 2 project can be considered or sale of land for capital receipts. It will also reduce the Council’s backlog maintenance liability and will provide a building that meets all modern energy efficiency targets.

The re-purposing and extension of the existing building is an extremely sustainable solution particularly in respect of reducing the embodied carbon required for this project. The new design is also striving to be highly energy efficient with a ‘fabric first’ approach to energy conservation. The Authority’s intention is to set new standards in sustainability and energy efficiency whilst ensuring a flexible and adaptable approach to design and energy supply. Reference should be made to Climate Fife (Feb 2020), Fife Climate Ready, Climate Friendly and Climate Just: [Climate Change, Carbon, Energy-Fife's Sustainable Energy and Climate Action Plan](#)

1.2.3 Urgency and consequences

The current community buildings are not fit for purpose for range of activities that the community and partner organisations offer. The existing buildings have been adapted for use as best they can be but there is a real need to provide one modern fit for purpose hub facility that will meet the needs and aspirations of the community and will build on the recent positive regeneration activity that has taken place in the Abbeyview neighbourhood.

The current position in regards revenue costs and repair/maintenance liability for the existing assets is unsustainable for such over provision of buildings within such a small urban geographical area, particularly given the financial position and reducing budgets within the Council.

1.2.4 Lessons learned

Utilisation

Analysis of the space data available at the time of the initial review, highlighted that overall the Council has too much community space suggesting that there are opportunities to rationalise the number of assets.

Repairs & Maintenance

Effective maintenance of the building estate is seen as key to supporting the continuity of council operations and the provision of a safe and effective environment. By reducing the community estate, investment in planned maintenance can be used more effectively.

Running Costs

Opportunities to co-locate services, lease/dispose of buildings in line with this proposal will be more sustainable in the long term.

1.3 What are the key deliverables/outputs of the project?

The delivery of a multi-service, multi-purpose integrated community facility under one roof

1.4 What are the desired outcomes and benefits?

Outcome	Benefit
Rationalise the estate to achieve running cost savings.	<ul style="list-style-type: none"> • Reduction in the Council's carbon footprint. • Overall running cost reduction including energy costs.
Quality buildings in the right place to attract communities and other stakeholders.	<ul style="list-style-type: none"> • Building estate centred round localised priorities. • Sustainable and legally compliant buildings. • Improvements funded through the councils capital plan.
Deliver space efficiency and flexibility that improves and broadens the usage of buildings	<ul style="list-style-type: none"> • Maximise Utilisation. • Area of building includes usable space with minimal non-public spaces
Affordable estate	<ul style="list-style-type: none"> • Investment based on core facts. • Reduction in running costs. • Reduction in backlog maintenance liability. • Less reliance on capital investment in future
Improve delivery of frontline services in line with Council need and Community requirements	<ul style="list-style-type: none"> • Increased customer satisfaction. • Improved access to Fife Council Services. • Integrated and efficient operational model

1.5 What are the known costs and timescale? How will this be funded?

1.5.1 Costs

Total expected one-off cost	Total expected recurring cost
£7.5m Capital Expenditure based on the repurposing and extension of the former local office. Outline cost plan provided by property services QS.	. New facility will have a smaller asset footprint with an estimated revenue operating cost of £175k..

1.5.2 Resource requirement

- Communities Project Team
- Project Manager & Sponsor
- Dunfermline Area Locality Team
- Design & Technical Services
- Stakeholder Representatives:

- Finance
- Customer Online Services
- Communities & Neighbourhoods Service
- Property Services
- Community representatives

1.5.3 Project timeline

It is anticipated that this project will take approximately 12 months to deliver.

1.5.4 Funding availability

£6.5 m capital secured (council capital plan);
Estimated £1.0 m gap. (dependent on market forces due to Covid impact)

1.5.5 Resource availability

All resources required to deliver this project have been made available from existing resources within the Council.

1.6 What are the known pre-start-up risks?

Risk description	Probability score (1-5)	Impact score (1-5)	Overall score (probability x impact)
Operating Model – Service Delivery Failure to agree alternative service delivery methods.	1	4	4
Financial Failure to deliver project as a result of funding availability/costs escalate during project delivery	4	5	20
Financial Inadequate revenue identified to continue to deliver the required services.	2	4	8
Resources Increased demand for design and technical services cannot be met.	2	4	8
Reputation There is a risk of reputational damage as a potential consequence of Council asset closures and disposal on the open market.	4	4	16

Note: Once the project enters the Plan stage, the project's pre start-up risks should be copied into the project's Risk Log. The Risk Log will supersede the items detailed in the above table.

1.7 Proposal sign-off

Approved by	Role	Date approved
Investment Strategy Group	Capital Plan monitoring	

Debbie Chapman/Andy MacLellan Andrew Gallagher /	Project Manager & Sponsor	31/01/22
Lesley Kenworthy/Eleanor Hodgson	Accountants	31/01/22

Section 2: Business Case

2.1 What is the scope of the project?

2.1.1 Output

Project outputs are defined in [Section 1.3](#) of this document. Any updates to project outputs will be made in Section 1.3.

2.1.2 Resources

Project resources are defined in [Section 1.5.2](#) of this document. Any updates to project resources will be made in Section 1.5.2.

2.1.3 Customers

Primarily, but not limited to, the Abbeyview Community, Abbeyview Futures Trust and users of existing facilities from out with the community of Abbeyview

2.1.4 Staff

Existing staff with responsibilities for delivering services from the buildings will be integrated within the new facility or redeployed in other locality facilities to maximise the resource within the area.

2.1.5 Service delivery

It is anticipated that the service delivery will improve as a result of this project.¹

2.1.6 Business process

Not significant	Yes/No
Modify existing Service business processes	Yes/No
Create new Service business processes	Yes/No
Modify existing corporate business processes	Yes/No
Create new corporate business processes	Yes/No

2.2 How will ‘business as usual’ be maintained whilst change is implemented?

Existing service delivery will be maintained within Abbeyview Community Centre until the new facility is completed, at which point services will relocate into the new facility. Service delivery from the Tryst Centre has already been relocated to other facilities until the new facility is completed. The operational business case will articulate the integration of services into the new facility

2.3 Who are the key stakeholders?

- Community groups and users of the existing building
- Locality Team, Communities & Neighbourhoods
- Abbeyview Futures trust
- Customer Service Delivery
- Finance & Corporate Services
- Property Services

2.4 What are the options to deliver the project (minimum of 3)?

Option 1:	New Integrated Community Hub (3 facilities into 1)
Cost	£7.5m (costs are based on PS cost plan)
Time	Approximately 12 months to deliver.
Quality	This option will address building condition issues by the demolition of the Abbeyview Community Centre and Tryst Centre. Will bring back into use, repurpose, and extend the former Abbeyview local office.
Resource	As identified in 1.5.2
Scope	Assets identified in section 1.2.1
Risk	<ul style="list-style-type: none"> • More demand on the activity spaces provided in the new facility. There would be limited opportunity to provide the range of activities that the community and partner organisations currently provide from existing buildings • Operational management of the new facility will support this solution
Benefits	<ul style="list-style-type: none"> • Achieves a reduction in number of buildings • Service co-location • Revenue savings • Long term capital investment savings

Option 2:	Retain 3 existing assets
Cost	Estimate. £4 m (Refurbishment Costs – £3.4m incl. fixtures and fees £0.6m)
Time	Periodic planned maintenance closures (times would need to be agreed)
Quality	This option will prolong the life of each asset but does not resolve the deterioration of each asset. Existing spaces within each facility will be upgraded and will be upgraded to DDA compliance. The area available for public access would be improved but will not improve the flow of each asset or increase public space. The electrical and mechanical elements will be upgraded to current standards and the improvements will be much more visible to the public, However the principles of the PssivHaus energy efficiency measures would need to be integrated into 3 assets. Building frontage and access will be improved.
Resource	As identified under section 1.5.2
Scope	All assets identified in section 1.2.1
Risk	<ul style="list-style-type: none"> • PS Planned maintenance budgets may not prioritise this project • Currently no business operating model to support 3 assets • Increased revenue liabilities
Benefits	<ul style="list-style-type: none"> • Enhances service and community integration • Improvements to the fabric of the building • Prolongs the lifespan of each asset

Option 3:	Refurbish (Abbeyview Community Centre) & Demolition of 2 assets (Tryst Centre & Local office)
Cost	Estimate £3.5m (Refurbishment Costs – £2.975m incl. Fixtures and fees at £0.525m)
Time	Approximately 10 months to deliver.

Quality	This option will prolong the life span of the community centre but does not resolve the deterioration of the asset. Existing spaces within the facility will be upgraded. The area available for public access would be improved but will not improve the flow of the asset or increase public space. The electrical and mechanical elements will be upgraded to current standards and the improvements will be much more visible to the public. The principles of the PssivHaus energy efficiency measures would need to be integrated into assets. Building frontage and access will be improved. The building will be designed with the community to meet their needs and aspirations of those using the community centre. Services from the Tryst cannot be fully integrated within this facility and the refurbishment of the Community Centre building offers limited capacity to give greater flexibility of use.
Resource	As identified under section 1.5.2
Scope	All assets identified in section 1.2.1
Risk	<ul style="list-style-type: none"> • PS Planned maintenance budgets may not prioritise this project • Reduced public access in the locality • Restricted spaces for community access • Currently no business operating model to support this solution • Reduction in income levels
Benefits	<ul style="list-style-type: none"> • Revenue savings from the demolition of the Tryst and former local officer- • Achieves a reduction in ongoing building revenue and maintenance costs • Complements recent regeneration work by improving visual impact and community pride by improving the community centre • Creates more green space by demolition of 2 assets • Achieves a reduction in the number of buildings

2.5 What is the recommended option from Section 2.4 to deliver the project?

Option 1 predicated on securing additional funding to deliver the project

2.6 What is the outline plan and cost break-down?

2.6.1 Outline Plan

Stage	Outputs/deliverables	Timescale
	Outline Cost plan available	October 2021
	Tender returns	June 2022

Note: Once the project enters into the Plan stage, and moves to developing the Project Plan, the Project Plan will supersede the Outline Plan detailed above.

2.6.2 Budgets

Total capital budget	Total revenue budget
£7.5 (£6.5 secured) – Integrated Community Facility	Revenue budget available from combined budgets from the 3 assets approx. £199k. Potential business efficiencies from running a smaller asset

2.6.3 Cost break-down – will be detailed as part of the full business case

Item description	One-off cost	Recurring cost	Funding source	Funding available
Construction including risk contingency	£6,340,125	-NA	Capital plan	yes
Risk	Included above	-		
Site Surveys & other costs (demolition)	£23,420 surveys £200,000 demolition £50,000 Fixture and fittings allocation £120k PassivHaus	-		
Professional Fees	£757,455	-		
Operating Budget ²		Available budget of £199k. New facility will have a smaller asset footprint with an estimated revenue operating cost of £175k. As such can generate business efficiencies in the future	Revenue budget	yes
Totals	£7,491,000	-		

2.6.4 How realistic is the approach?

The approach is consistent with previous facility enhancement projects to maximise use of space, minimise costs and increase income levels

2.7 What are the benefits of the project and what measures will be used to show their realisation?

Benefit name	Rationalised Fife Council Estate- Design Principles- Integration of facilities (Dec 2016 Exc Committee)
Measure	• Reduction in the number of Fife Council Community Assets

²

Baseline(s) per measure	<ul style="list-style-type: none"> Current Assets from Asset register.
Target per measure	<ul style="list-style-type: none"> Community assets reduced from 3 to 1.
Benefit Owner	Project Sponsor
Timescale	End of Project (Autumn 2022)
Programme end benefit(s)	(Reference Integrated Community Facilities)

Benefit name	Building Quality
Measure	<ul style="list-style-type: none"> No of Community Assets in "A" Condition
Baseline(s) per measure	<ul style="list-style-type: none"> Building in "A" condition.
Target per measure	<ul style="list-style-type: none"> "A" Condition Asset
Benefit Owner	Project Sponsor
Timescale	<ul style="list-style-type: none"> Measured Annually
Programme end benefit(s)	(Reference Integrated Community Facilities)

Benefit name	Efficient use of space
Measure	<ol style="list-style-type: none"> Utilisation Percentage of space accessible to the public.
Baseline(s) per measure	<ol style="list-style-type: none"> 80% 80%
Target per measure	<ol style="list-style-type: none"> >75% >75%
Benefit Owner	Project Sponsor
Timescale	6 months after project completion
Programme end benefit(s)	(Reference Integrated Community Facilities)

Benefit name	Affordable Estate
Measure	<ol style="list-style-type: none"> Reduction in building running costs Reduction in backlog maintenance liability. Increase in letting income
Baseline(s) per measure	<ol style="list-style-type: none"> As per existing budget. As per existing liability As per existing income
Target per measure	<ol style="list-style-type: none"> <25% Initial increase of 20% then in line with inflation
Benefit Owner	Project Sponsor
Timescale	12 months after project completion.
Programme end benefit(s)	(Reference Integrated Community Facilities)

Benefit name	Improved delivery of frontline services
Measure	1. Increased Customer Satisfaction. 2. Increased access to Fife Council services.
Baseline(s) per measure	Current recorded level.
Target per measure	>80%
Benefit Owner	Project Sponsor
Timescale	12 months after project completion.
Programme end benefit(s)	(Reference Integrated Community Facilities)

2.8 What are the key assumptions and dependencies?

2.8.1 Assumptions

The strategic assumption is that the future estate will be smaller and based around local priorities.

1.8.2 Dependencies

As a result of the flexible and varied use of the space, working relations between services are crucial to project success.

2.9 What are the known pre start-up risks?

Project pre start-up risks have already been identified in [Section 1.6](#) of this document. Any updates to project pre start-up risks will be made in Section 1.6.

2.10 What are the permitted tolerances set for this project?

Tolerance table

	Amber status	Red status <i>(triggers exception report to Project Sponsor/Project Board)</i>
Cost	Up to 10% over either capital or revenue budgets, compared to the original expected project costs and budgetary requirements.	Any percentage over either budget that exceeds the amber cost threshold.
Time	Up to 4 weeks late against the original project schedule.	Any schedule delay that exceeds the amber time threshold.
Quality	Elements of acceptance criteria likely to be missed which have no particular impact on the Business Case (should define these quality elements specifically for this project).	Elements of acceptance criteria that have slipped beyond what is defined within the amber quality threshold (this should be quality elements that have an impact on the Business Case).
Resource	Resources available, but minor delay in obtaining them, or up to 10% more resource required than originally anticipated.	Resources cannot be secured within a reasonable timescale, threatening other tolerances, or any additional resource required above the amber resource threshold.

Scope	Define what elements of the project scope that can slip to move the project's scope status to amber.	Any element of project scope slippage out with, or over and above, what is defined under amber for scope.
Risk	All risks can be managed within the project with an overall score of up to 15.	Any risk exceeding the amber threshold sees the entire Risk element of the project slip to red.
Benefits	Define deviations permitted for each benefit measure target, which consequently moves the project's benefits status to amber. This should be slippage with minor impacts to the Business Case that does not affect overall project viability.	Red status will occur when any permitted deviations are exceeded as defined under amber. This should be slippage that has significant impacts to the Business Case and could threaten overall project viability.

Section 3: Project Structure

3.1 What is the governance arrangement?

Project has Governance Group, Project Team, Sponsor.	Yes
Project has no formal Project Board and reports directly to the Project Sponsor. (Community Manager & Dunfermline Area Elected members	Yes

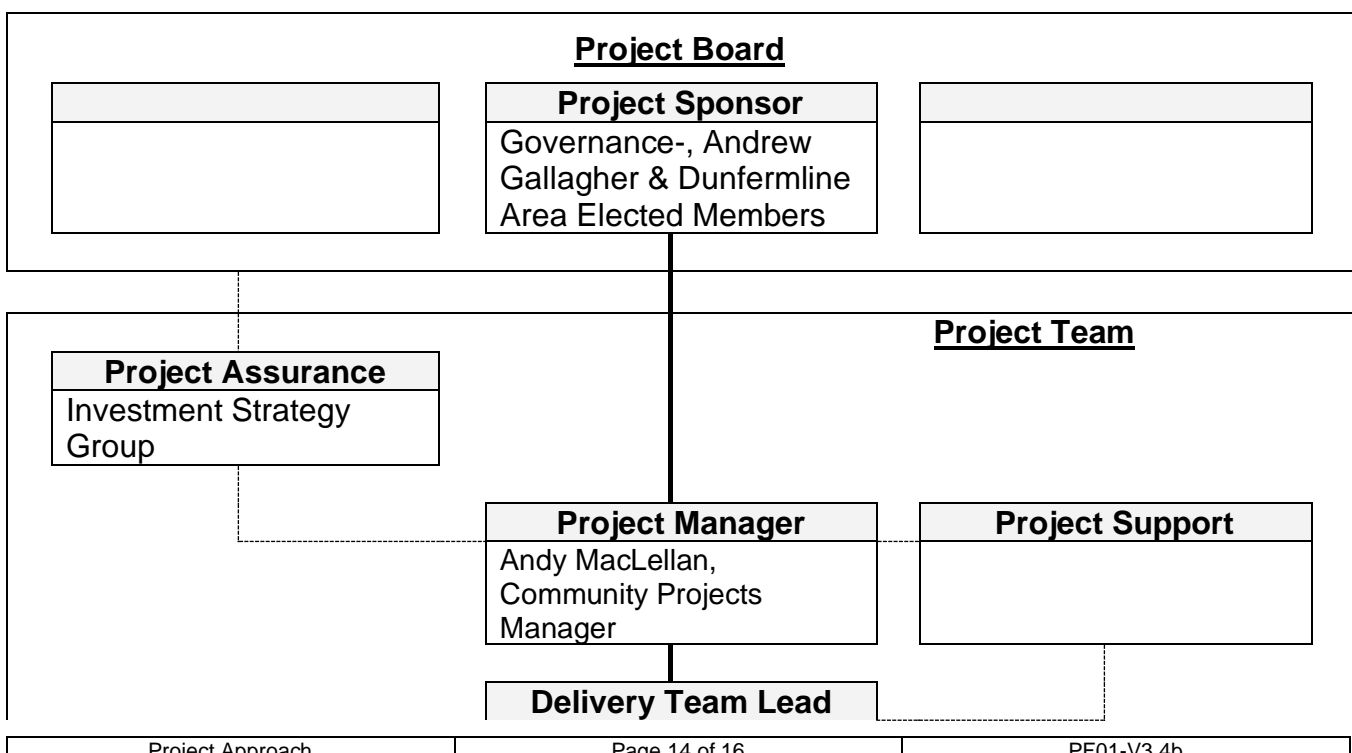
3.2 What skills, knowledge and experience are required for successful project delivery?

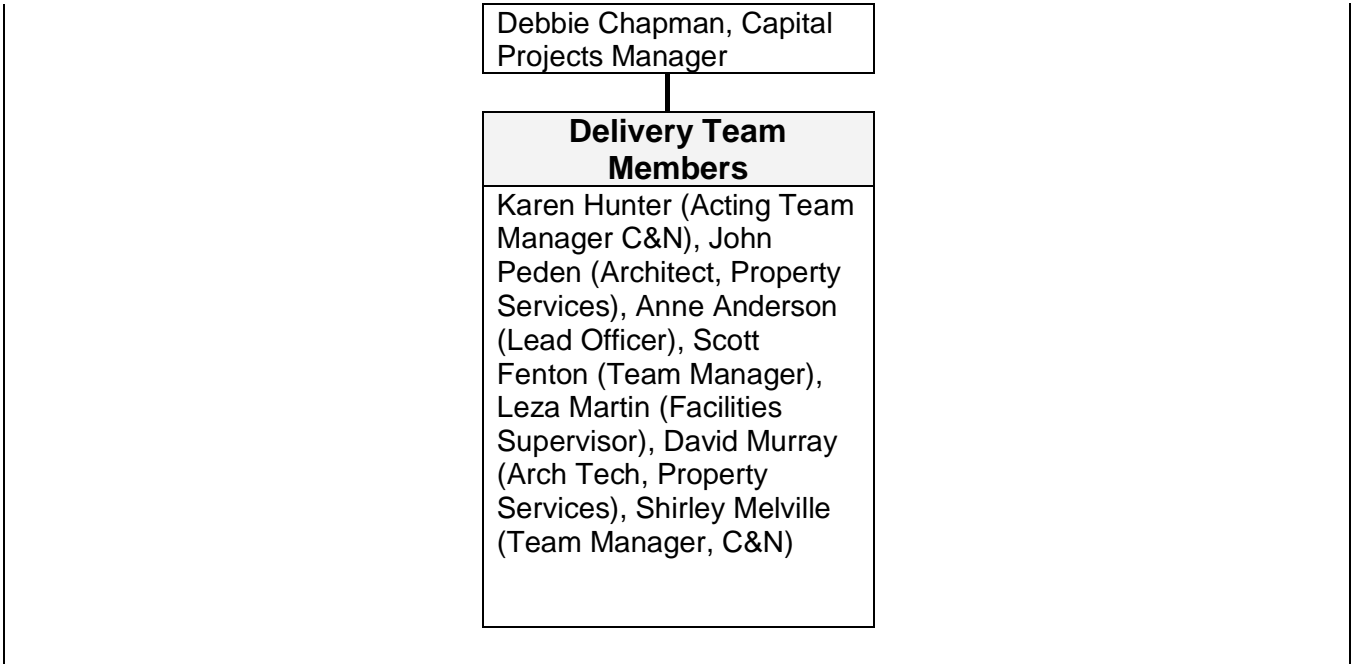
Skills, knowledge & experience description	Essential	Desirable
Project Management & Programme Support	Yes/No	Yes/No
Client Representation	Yes/No	Yes/No
Property Design & Technical Services	Yes/No	Yes/No
Facilities Management	Yes/No	Yes/No
Financial Management	Yes/No	Yes/No
Data Analysis	Yes/No	Yes/No
Human Resources	Yes/No	Yes/No
Negotiation	Yes/No	Yes/No
Business Technology Solutions (IT)	Yes/No	Yes/No

3.2.1 Is the required mix of 'essential' skills, knowledge and experience available to the Project Manager?

Yes – within Fife Council

3.3 Project structure chart and project roles





3.4 Business Case sign-off

Approved by	Role	Date approved
Investment Strategy Group	Endorsement of project business case and funding	
Andy MacLellan Debbie Chapman	Project Manager Project Delivery Lead	12/12/21
Andrew Gallagher	Project Sponsor	12/12/21
Lesley Kenworthy & Eleanor Hodgson	Finance Representative/ Service Accountant	11/02/21

Section 4: Project Delivery Resources**4.1 Who are the key resources the project may need to engage with at an early stage?**

Capital Projects Delivery Programme

Property Services

Procurement

Energy Management- Passiv Haus

Accountants Finance

Access Office

APPENDIX 2- Abbeyview Community Hub Facility Project

Consultation Report

Context

The Plan for Fife 2017 – 2027 focuses on Community Led Services which means putting communities and service users at the heart of how we design services, whilst building on the strengths and assets we have in our communities.

The plan identifies that through Thriving Places, we intend to create public spaces and services that are led by the needs and wishes of communities. There remains an emphasis on wellbeing of communities, and integration of partnerships that are fully focused on community involvement and participation.

The implementation of People and Place also reasserts local approaches and builds on community energy and activism, to realise more effective local delivery and decision-making processes. This model meets need and ambition, ensuring that the community voice is heard, and that services are truly community led.

The Place approach incorporates a person centered relationship based on the National Standards of Community Engagement and Place Standard as the underpinning methods of delivery.

Throughout the process of this project the National Standards of Community Engagement model was at the core of the planning and implementation of a wide range of consultation methods. This has helped ensure that a wide representation of the community have had the opportunity to take part and share their views.

Process

Early engagement with the local community identified the aspiration to prioritise the integration of 3 community facilities into one community Hub as the preferred option.

An extensive range of ongoing community engagement took place in order to fully involve community groups, individuals, partner organisations and stakeholders in the design of a modern community facility, which would meet the area needs and aspirations whilst future proofing.

Methods of engagement undertaken for early conception design included the following -

- Paper based questionnaires
- Online survey via Fife Council Consultation Diary
- Community event - Tryst Centre 50th Birthday Family Day
- Planning for Real Event
- Public conversations & feedback at Abbeyview Festival Event
- Place Standard Online
- Focus group meetings
- Regular meetings with Tryst Centre Management Committee
- Regular meetings with Abbeyview Futures Trust
- Stakeholder visits to other community facilities (renovations and new builds)
- Completion of Data Sheets for all key stakeholder groups

Community Engagement Through Covid 19

Based on feedback received, the design team prepared an initial proposal to be taken to the community for consideration. Lockdown however presented difficulties in doing so due to social isolation, social distancing and restrictions.

Focusing on the 'Refresh' of the National Standards of Community Engagement, engaging differently, a further programme of consultation was planned in line with safe and suitable methods at that time.

Moving community engagement to an online platform created barriers for those with limited digital experience and lack of resource such as technology device and internet. This was overcome by providing 1:1 training sessions relating to Zoom and Teams, whilst Connecting Scotland access to chrome books with internet access was also sourced and provided to enable members of the community to continue their engagement in the process.

Methods of engagement undertaken through lockdown included the following -

- 3 x online public consultation events supported by Fife Voluntary Action
- 2 x online staff consultation events
- 9 Pop Up Events where members of the public, including young people could attend and speak to the design team on a 1:1 basis
- 5 x 1:1 sessions with specific key stakeholder representatives

An Agreed Concept

As restrictions eased, public meetings and face to face dialogue recommenced with the Abbeyview Futures Trust and the Tryst Centre Management Committee.

This dialogue with community members, stakeholders and staff presented the opportunity to drill down the final concept aspirations for the facility, and ultimately led to changes in design including internal layout, technical design and functionality of rooms and spaces.

The wide-reaching array of community involvement and engagement presented opportunities to make adaptations and changes to the design proposal which would better meet stakeholder aspirations.

Identified and agreed adaptations to the proposal include the following -

- Larger extension to the former Local Office building to better meet the needs of the extensive activity programme
- Installation of separate security entrance for After School Club
- Adaptation to internal room space for kitchen and office to better meet the needs of After School Club's day to day activities
- Design of large hall to accommodate Care Inspectorate requirements
- Specific design of large multi-use hall size and space to accommodate sports, leisure and conferences
- Acoustic design to large multi-use hall to accommodate Diamond Disco and music events
- Re modelling of toilets and storage for better flow of the building
- Break out space for 1:1 meetings and staff room
- Secure outdoor play space for children and family activities

- Accommodation of 'Bothy' for Environmental Services staff and equipment
- Consideration of design internal and external to accommodate potential Phase 2
- Consideration of external space to the south of the building to accommodate community growing or natural civic spaces
- Sourcing alternative accommodation for Dunfermline Sound Group.

Community stakeholders held a final public meeting to deliberate and agree on the final design.

Conclusion

From the outset it was important to involve the community and services as key partners in the design and decision-making process. Various methods of engagement underpinning the National Standards of Community Engagement was undertaken in order to reach as many members of the community as possible.

Over 30 different groups and organisations have been involved in the process of engagement, with 500+ attendances at various meetings, events and sessions. Partner services and neighbouring agencies such as Fife College, Lyneburn Scouts, St Ninians Church and Abbeyview Bowling Club were also involved in the process.

Covid 19 threw up barriers and difficulties in relation to continuing consultation. Careful planning to overcome these barriers using new ways of engagement was planned and implemented.

Continuous dialogue and deliberation with the community on the design concept was undertaken to provide a facility which would better reflect the communities needs and aspiration.

The outcome of the process has resulted in an agreed design concept which will meet the communities wishes, whilst future proofing a thriving community facility which will be a pivotal element in the areas economic and regeneration plan.

The Project Design Team will continue to engage with the key stakeholder groups to continue dialogue in terms of further identifying internal design preferences as captured in Room Data Sheets, naming of the facility and future phases such as potential Phase 2 and outdoor community spaces.



HAZARDS AND RISKS WARNING

The items listed below indicate known hazards or areas of significant risk.

No operations are to commence on site until it has been ascertained (beyond reasonable doubt) that there are no Asbestos Containing Materials (ACMs) or any other hazardous material / substances within the area of the 'site' that will be affected by this work.

Reference must be made in the first instance to the Asbestos Risk Register (Management Survey) prior to starting operations on site.

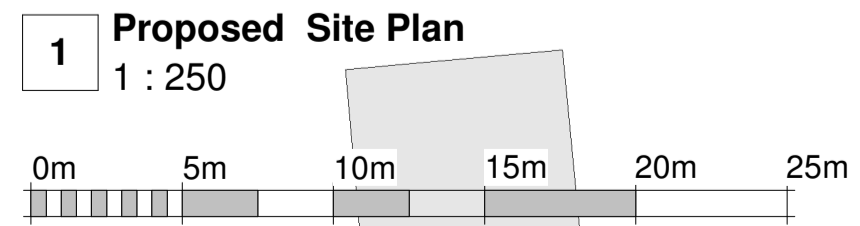
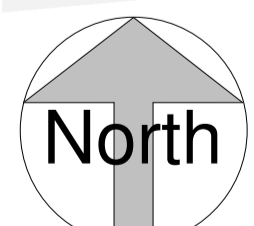
Where applicable, a separate Refurbishment / Demolition survey has been undertaken and issued to the Principal Contractor identifying the location of any known ACM. Where appropriate, a separate programme of works to control / remove any ACM's by the Construction Compliance Team will also be issued.

Should a suspect material be discovered or exposed during the course of the works, all operations within the relevant area are to cease immediately and further instruction obtained from the project Contract Administrator.

Where Asbestos Containing Materials or presumed Asbestos Containing Materials have been damaged (either previously or during the course of these works), then Fife Council Corporate Health & Safety (Emergency) Procedure OHS-C-17 "Managing Asbestos-related Emergencies" must be implemented.

Following any Asbestos related incident, construction works must not recommence until the Construction Compliance Team have given approval in writing to do so.

--- Denotes Tryst Centre and associated landscaping demolished/removed



1 Proposed Site Plan
1 : 250

REV	DATE	DESCRIPTION	BY



**ASSET, TRANSPORTATION & ENVIRONMENT:
PROPERTY SERVICES**
Property Services Senior Manager: ALAN PAUL
Bankhead Central, 1 Bankhead Park, Glenrothes, Fife, KY7 6GH
Tel: (01592) - 583238 E-mail: Property.Clientgroup1@fife.gov.uk

Drawing Status:

PLANNING

Contract Administrator:

David Murray

Drawn By:	Date:	Scale:	Checked By:
RL	25/10/21	1 : 250	Checker

Property Address:

**Abbeyview Hub, Duncan Crescent,
Dunfermline,
KY11 4BZ**

Project Title:

**Proposed Refurbishment and Extension to
Former Abbeyview Local Office**

Drawing Title:

Proposed Site Plan

Works Order Number:

CS 7601916

UPRN:

000510

Drawing Number:

7601916_PL07

Revision



HAZARDS AND RISKS WARNING

The items listed below indicate known hazards or areas of significant risk.

No operations are to commence on site until it has been ascertained (beyond reasonable doubt) that there are no Asbestos Containing Materials (ACMs) or any other hazardous material / substances within the area of the 'site' that will be affected by this work.

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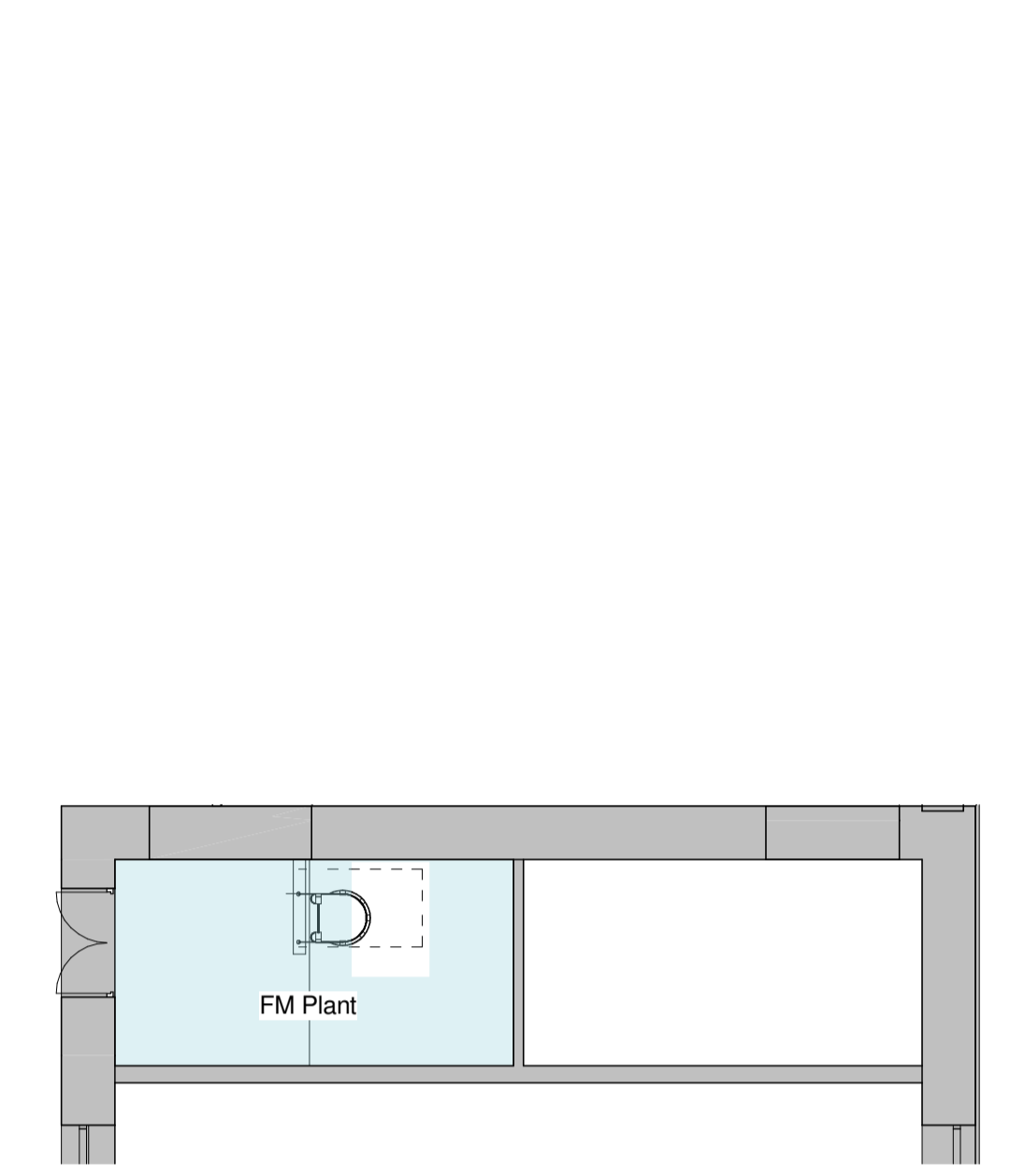
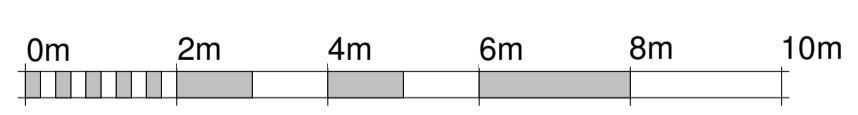
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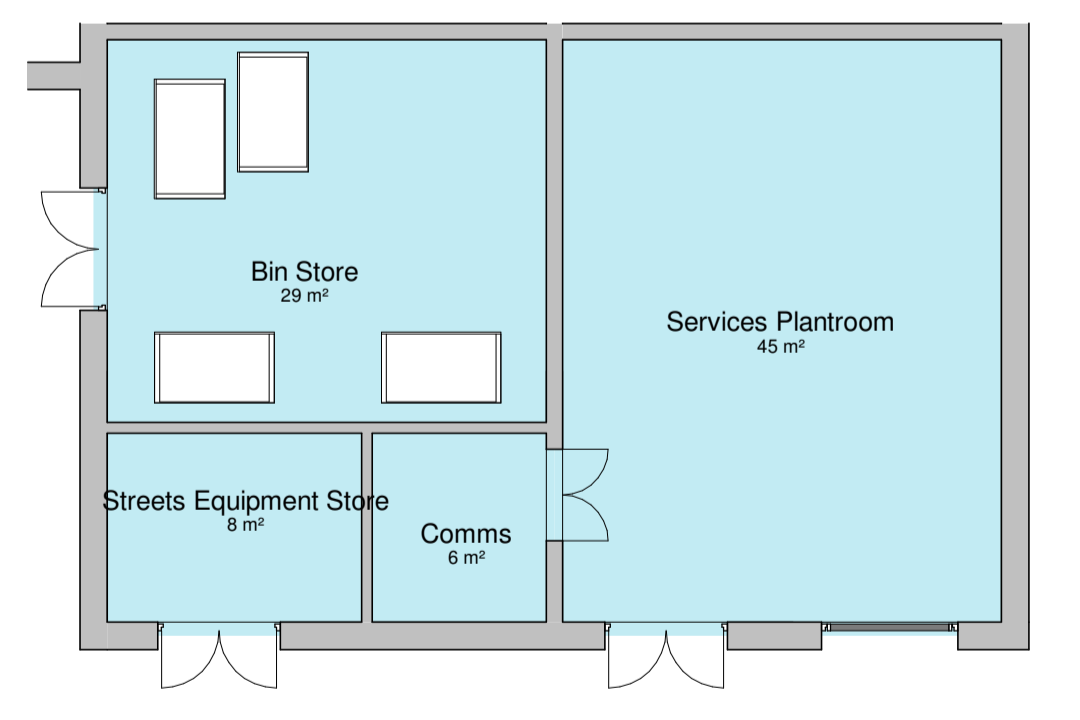
Following any Asbestos related incident, construction works must not recommence until the Construction Compliance Team have given approval in writing to do so.



1 Proposed Ground Floor Plan
1 : 100



2 (PL) Proposed FF Plan..
1 : 100



3 (PL) Proposed Lower GF Plan.
1 : 100

REV	DATE	DESCRIPTION	BY



**ASSET, TRANSPORTATION & ENVIRONMENT:
PROPERTY SERVICES**

Property Services Senior Manager: **ALAN PAUL**
Bankhead Central, 1 Bankhead Park, Glenrothes, Fife, KY7 6GH
Tel: (01592) - 583238 E-mail: Property.Clientgroup@fife.gov.uk

Drawing Status:

PLANNING

Contract Administrator:

David Murray

Drawn By:	Date:	Scale:	Checked By:
JP	25/10/21	1 : 100	Checker

Property Address:

**Abbeyview Hub, Duncan Crescent,
Dunfermline,
KY11 4BZ**

Project Title:

**Proposed Refurbishment and Extension to
Former Abbeyview Local Office**

Drawing Title:

Proposed Floor Plans

Works Order Number:

CS 7601916

UPRN:

000510

Drawing Number:

7601916_PL08

Revision

Abbeyview Hub

Programme D 17/01/22

Stage	No. of Weeks	Dates
Concept design, Consultation & Appointments	15 25	25/06/21 03/09/21
Detailed design	8 4	28/06/21 – 20/08/21 06/09/21 – 01/10/21
Planning application	3	23/08/21 – 10/09/21 04/10/21 – 22/10/21
To award of Planning	16	13/09/21 - 14/01/22 25/10/21 – 11/02/22 13.12.21 - 25. 03.22
Working dwgs / contract spec + docs	16	25/01/22 - 29/04/22
Building Warrant Stages	4	02/05/22 - 27/05/22 Stage 1 30/05/22 - 24/06/22 Stage 2 (All)
To award of Building Warrant	16 8 (Stage 1)	27/05/22 - 22/07/22 Stage 1 24/06/22 - 19/08/22 Stage 2 (All)
Billing	8	02/05/22 - 24/06/22
Tender	6	27/06/22 - 05/08/22
Tender report	1	08/08/22 - 12/08/22
Client approval and award of contract	1	15/08/22 - 19/08/22
Lead in	4	22/08/22 - 16/09/22
Tryst Demolition	6	28/03/22 - 06/05/22
On site	54	19/09/22 - 29/09/23



**Business Case for
Abbeyview Hub, Dunfermline**

Contents:

1. Introduction
2. Proposal
3. Background
4. Business Objectives and Strategic Priorities
5. Proposed Activity Programme

1. Introduction

Community Use is part of the Communities and Neighbourhood Service. Community Use facilities are at the heart of every community and offer fun, affordable classes, and activities for all ages. They are an integral resource delivering and facilitating lifelong access to learning, physical, sporting & cultural activities to meet the needs of our local communities. They operate a number of premises throughout Fife including 13 community use schools and over 100 halls and centres.

In Dunfermline, Community Use works in partnership with colleagues from Community Development (youth & adult), Fife College, Adult Basic Education, English for Speakers of Other Languages, Welfare Support, third sector organisations and community groups to provide:

- Adult Learning
- Youth Work
- Welfare Support
- Family activities
- Childcare
- Healthy activities for all ages & abilities
- Food support
- Wider community activity

2. Proposal

The aim of this project is to transform the vacant Local Office in Abbeyview into a welcoming and inclusive integrated community facility for the area. This project will merge 3 disparate, rundown facilities – Local Office + Tryst Community Centre [opened 1968] + Abbeyview Community Centre [opened 1966] – into a single, modern hub of public service, social, learning and wellbeing activity.

The range of existing community facilities in Abbeyview no longer meets the needs or requirements of the community. They are no longer fit for purpose and require significant capital investment in terms of maintenance and improvements. The project will re-purpose and enhance an existing building whilst improving the carbon footprint of the site overall thus better meeting climate emergency outcomes.

3. Background

Our priority for the facility is to ensure that it is inclusive to all sections of the community. Tackling inequality and the delivery of inclusive growth will help to ‘build back better’ post-covid. This project aims to foster new collaborative approaches to positively impact on broad outcomes utilising the following spaces:

- Holistic Family Centre
- Community Café & Social ‘Cook Together/Eat Together’
- Youth Hub & Information Point
- Teaching Kitchen, Food Resilience, Teaching & Training Space
- Multi Use Learning Spaces
- ICT Suite
- Multi Use Sports & Physical Activity Hall
- Interview Rooms for 1:1 support service
- Base for CLD Area Management & Administration
- Rented space for voluntary sector providers
- Changing Places facility
- Multi-use rooms for groups, forums & participative groups

Abbeyview Area

The Abbeyview neighbourhood lies to the East of Dunfermline and has a population of approximately 9120. The area underwent major development in the 1950s and 1960s when most of the houses and facilities were built. Abbeyview has benefited over recent years from investment and regeneration of its public housing stock. Such changes have supported the shift from the most deprived 5% SIMD data zones in Scotland (2012) to being in the most deprived 15% (2016)

Despite some success, challenges remain in Abbeyview regarding the physical regeneration of non-housing assets, alongside the need to create wider opportunities to jointly tackle economic and social regeneration. The area remains fragile in relation to poverty, skills, health, and employment outcomes.

Abbeyview North in particular (as per SIMD 2016) remains within the most deprived domain decline, especially in relation to education, skills, and health outcomes. The percentage of people who are income deprived across Abbeyview North (2016) is 17.6%, compared with the Fife average of 12.4% and the Scottish average of 12.3%. Child poverty in Abbeyview North (2016) is 26.9% which is significantly higher than the Fife average of 19.4% and Scotland at 18.4%.

A healthy community is a thriving and more sustainable community. Health & Social Care Statistics (2011) indicate that Abbeyview has a higher percentage of those living with bad health as well as a higher number of hospital admissions across all diseases including heart disease and respiratory. There is evidence to support the health benefits of regular physical activity for all age groups. However, the Scottish Health Survey (2020) indicates that less than 50% of adults in Scotland participate in the recommended 150 minutes of moderate activity per week. The Abbeyview Community Led Action Plan (2018 – 2023) highlights the need for a modern facility with improved access to a range of physical activities through sports and leisure to generate better health for local people.

4. Business Objectives and Strategic Priorities

The new facility will bring together a new and improved opportunity to deliver joined-up approaches to a wide range of services and activities, along with providing office space for Council and Voluntary Sector Community Learning staff. Key aspects will include:

Welfare Reform Hub – provide a community hub of activity to develop and deliver collaborative services, especially around advice, referral, employability, money management, tackling poverty and crisis intervention.

Learning Centre – the facility will be an anchor hub for Community Learning and Development opportunities including Adult Basic Education, English for Speakers of Other Languages, Fife College and Third Sector development work. The facility will also support shared use of break-out teaching spaces and a mobile creche.

Youth Hub – the facility will be the main Youth Hub for the wider area, providing formal and informal opportunities for children and young people. The centre will be a base for partnership support work with Education around achievement & enhanced youth work as well as outreach and detached youth work programmes.

Family Centre – Out of School Care and creche provision, multi-faceted family intervention and activity spaces for formal and informal learning opportunities.

Community Centre – groups and services from the 2 existing community centres will transfer including community day clubs and social groups for elderly participants, sports and physical activity groups, health and wellbeing projects, family recreation groups and social interaction activities such as the Diamond Disco, who operate a weekly social club for young people and adults with disabilities.

Crisis Intervention Food Support – community-led food pantry which supports the delivery of food in a dignified approach, along with tackling food waste in conjunction with Fare Share and local supermarkets. Bolt on initiatives include cooking skills and education around food, nutrition, and healthy lifestyle.

Health & Wellness – the facility will act as a stimulant for current and new health and wellbeing opportunities to tackle loneliness and improve mental health and wellbeing. Feel Good Friday, Mental Health First Aid, Art Therapy, Mindfulness, and physical activity opportunities will all lend to a holistic approach in improving health and wellbeing for people of all ages.

Active Citizenship & Participation – the Hub will provide hall space and community capacity building for a range of forums, tenants participation groups and the community council to support volunteering and active participative approaches in the local area.

The broader deliverable outcomes for this facility will meet the strategic Plan for Fife themes by fostering:

- Opportunities for All
- Thriving Places
- Inclusive Growth & Jobs
- Community Led Services

Covid-19 has highlighted the impact of poverty on our communities and there is likely to be an increase in those income deprived and in need of targeted support. This project will therefore support Fife Council's 'Reform and Recovery' plan of focusing on

- Tackling poverty & crisis prevention
- Leading economic recovery
- Sustaining services through new ways of working
- Addressing the climate emergency

The local Dunfermline 'Place-based' approach in delivering these outcome interventions is the focus in taking forward a joined-up model of intervention.

This facility has been designed in a way that is more responsive to the needs of the people, by involving them through the process, encouraging a greater sense of participation and identify. The Dunfermline 'Place' principal group is bringing together services and communities to work together collaboratively in reaching local outcomes, focusing on the community as the driver for change. Continuing to reassert local approaches and building on community energy will realise more effective local delivery that meets need and ambition, ensuring that the community voice remains to be heard and that services are community-led.

Consultation throughout the project has been reflective of the National Standards of Community Engagement and more recently the 'refresh' of these in line with covid restrictions. VOICE (Visioning Outcomes in Community Engagement) has been a key planning tool in undertaking public engagement. Methods undertaken through the process have included questionnaires, online surveys, public meetings, focus groups, key stakeholder representation, Planning for Real, community events and use of the Place Standards.

The Abbeyview Community Led Action Plan (2018 – 2023) has also played a role in further identifying the needs and aspirations of the local community, gaps in services and prioritising locally-based interventions. Key stakeholder groups and partnerships will remain a focus on decision making as the project progresses, paying attention to marginalised groups, young people and 'harder to reach' members of the community.

Overall, this project will aim to improve the regeneration of Abbeyview focusing on a holistic approach. Equality-focused participation, local accessibility to services and the concept of a '20-minute neighbourhood' will ensure that everyone can benefit fully. Creating a modern community facility in the heart of Abbeyview will contribute to a thriving economic footprint by supporting the range of shops, cafes, and small businesses within the Civic Square area. It will also help attract further economic activity to the area whilst driving forward a regenerated, healthy, and more sustainable community.

5. Proposed Activity Programme

MONDAY

Time of Day	Large Hall	ICT Suite	General Purpose	Training Kitchen	Café Space	Community Space	General Purpose 2
Morning				Lunch Club	Lunch Club		
Afternoon		Buddies	Adult Education			After School Club	Youth Club
Evening	Fit Club Football Club	Camera Club	Abbeyview Futures Trust			After School Club Jazzercise	

TUESDAY

Time of Day	Large Hall	ICT Suite	General Purpose	Training Kitchen	Café Space	Community Space	General Purpose 2
Morning	Big Fun Fitness	Fife College		Cooking Class		Mobile Creche	
Afternoon	Family Group	Fife College	Step In	Step In Family Group	Step In Family Group	After School Club	Tenants & Residents
Evening	Family Group Country Dancing		Cllr Surgery UCATT	Family Group	Family Group	After School Club	Book Club

WEDNESDAY

Time of Day	Large Hall	ICT Suite	General Purpose	Training Kitchen	Café Space	Community Space	General Purpose 2
Morning		Enhanced YW	Upcycle Me				Enhanced YW
Afternoon	Fit Club	Step In	Step In	Step In	Step In	After School Club	Enhanced YW
Evening	Youth Club		Youth Club Achievement Grp	Youth Club	Youth Club	After School Club Jazzercise	

THURSDAY

Time of Day	Large Hall	ICT Suite	General Purpose	Training Kitchen	Café Space	Community Space	General Purpose 2
Morning	Community Pantry	Digital Skills		Community Pantry	Community Pantry		Enhanced YW
Afternoon	Community Pantry	Job club		Community Pantry	Community Pantry	After School Club	Enhanced YW
Evening	Youth Club		Allan Miller Dance	Youth Club	Youth Club	After School Club	

FRIDAY

Time of Day	Large Hall	ICT Suite	General Purpose	Training Kitchen	Café Space	Community Space	General Purpose 2
Morning	Parent & Toddlers	Fife College	Adult Education	Cooking Class		Mobile Creche	Health & Wellbeing
Afternoon	Feel Good Friday	Step In	Step In	Feel Good Friday	Feel Good Friday	After School Club	
Evening	Diamond Disco			Diamond Disco	Diamond Disco	After School Club	

SATURDAY

Time of Day	Large Hall	ICT Suite	General Purpose	Training Kitchen	Café Space	Community Space	General Purpose 2
Morning	Jazzercise						
Afternoon							
Evening							

Saturday – Community Let's as and when required e.g. Birthday Parties, Community Meetings & Events.

22nd March 2022

Agenda Item No. 7

Local Community Planning Budget Application: Duloch Park Tree Planting

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

Wards Affected: 3,4

Purpose

To seek agreement from the Area Committee for a contribution from the Local Community Planning Budget for Duloch Park Tree Planting.

Recommendation(s)

The Committee is asked to agree to an award of £11,700.

The Committee is asked to make the award from the local anti-poverty budget.

Resource Implications

Grounds Maintenance Service support the new tree planting. Part of the Scottish Forestry grant includes 5 years maintenance. Once the trees are established there is minimal maintenance needed.

Legal & Risk Implications

The new tree planting is dependent on Scottish Forestry match funding. A Scottish Forestry officer visited the park and is supportive of the application.

Impact Assessment

An Equalities Impact Assessment has not been completed and is not necessary as it does not represent a change to policy.

Consultation

Convenor and Vice Convener, Ward 4 members are supportive. Public consultation was held in 2017. The tree planting are has been reduced to take account of residents comments. The tree planting is supported by Save Calaismuir Wood and Duloch in Bloom .

1.0 Background

- 1.1 The criteria for spend from the Local Community Planning Budget requires authorisation from the Area Committee before amounts of over £5,000 can be committed. This report has been undertaken to seek agreement from this Area Committee for a contribution of £11,700 from the Local Community Planning Budget.
- 1.2 Fife Council since 2015 have had a programme to plant more trees. Duloch Park was identified as a site for new trees. Climate Fife, Sustainable Energy and Climate Action Plan 2020 – 2030, has a core area of carbon sequestration and planting trees to absorb carbon is an action of this.
- 1.3 The new tree planting is a good project to action the area of focus in the City Of Dunfermline Local Community Plan which is maximising the use of greenspace. Increasing tree planting and creating new woods are restorative for health and wellbeing.

2.0 Project Information

- 2.1 The new tree planting is in rough ground in the north east part of Duloch Park, adjacent to Calaismuir Wood.
- 2.2 The cost of the project is £39,420, with a grant of £27,420 from Scottish Forestry.
- 2.3 The work should start in November and last for a couple of months. It would include includes planting 5,805 native trees. Deer fencing and gates will be installed around the trees to protect from deer grazing. Funding is included to support the establishment of the for five years.
- 2.3 Rural Skills Scotland will submit an application to Scottish Forestry for the majority of the funding. RSS will carry out the tree planting and contract out the deer fencing. RSS is a charity based in Fife they wrote the woodland management plan for Calaismuir Wood and are felling diseased Ash Trees in the wood.
- 2.4 Public consultation was carried out in 2017 and consisted of leaflets to neighbouring properties and an evening drop in event. The original was three times the size of the final layout. Due to feedback to final layout has been reduced from 6 hectares to 2 hectares.

3.0 Conclusions

- 3.1 The new tree planting will expand Calaismuir Wood, help fight climate change, be a new home for wildlife and be a therapeutic outdoor space for health and well-being.

List of Appendices

1. Local Community Planning Application.
2. Location plan
3. Layout

Background Papers

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

Report Contact

Kevin O'Kane,
Greenspace Officer,
Communities & Neighbourhoods Service,
Fife Council

Telephone: 07895707141

Email: kevin.okane@fife.gov.uk

Local Community Planning Budget Application Form



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

To be eligible:

- Your group should be formally constituted with clearly defined aims and objectives; or a Fife Community Planning Partner; or new organisation just forming (for start-up costs only)
- You should be able to show evidence of community benefit and clear links to outcomes of a Local Community Plan
- Applications should be clearly costed with details of likely suppliers (if applicable)

The types of project we prioritise are:

- Projects that will help to achieve any of the outcomes contained within your Local Community Plan [Click Here For Details](#)
- Projects for the welfare and benefit of disadvantaged residents of Fife linked to any of the 40 agreed Fairer Fife Report Recommendations [Click Here](#)
- Partnership projects that involve organisations working together and/or with local communities

Examples of what our funding can be used for:

- Capital works for building improvement, and purchase of land or equipment
- Support in kind where Fife Council orders the goods or services for you
- Pilot projects that trial alternative ways of working or methods of achieving our community planning outcomes
- Some recurring community-led activity eg Galas, Floral Enhancement, activities for the elderly, etc

What we cannot fund:

- Individuals
- Gaps in budget as a result of a savings decision made by Fife Council or other Community Planning Partner
- Services provided on a Fife-wide basis
- Projects where financial gain goes to individuals

Projects that don't meet at least one of our local outcomes

There is a mandatory monitoring/evaluation process for all recipients of funds.

The Local Community Planning Budget supports local projects and initiatives in partnership with community partners, voluntary organisations, Fife Council Services and external partners

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

- Cowdenbeath
 Dunfermline
 Glenrothes
 Kirkcaldy
 Levenmouth
 North-East Fife
 South-West Fife
-

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

Signed	Community Development Team Manager:	Date:
--------	--	-------

1. What is the title of your project?

Duloch Park tree planting

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

Name	Community and Neighbourhoods
Address	This address will be used for any correspondence 3 rd floor, Fife House, Glenrothes

3. Who is the main contact for this application?

Name	Kevin O'Kane
Position in Organisation	Greenspace Officer
Address (if different from above)	
Contact Telephone Number	077895707141
Email address	kevin.okane@fife.gov.uk

<p>What project or activities do you want us to fund? (Max. 250 words) Please be specific about</p> <ul style="list-style-type: none"> • what you will do • how you will do it • what you will spend the monies on • how you identified the need • how many people it will help • please state if you are seeking funding over more than one financial year and provide full details. • how your project meets the Area's Local Community Planning priorities • Please refer to the Area's priorities on Fife Direct – Click Here For Details

FC have approved a climate strategy which has an aim to increase the number of trees planted in Fife. Trees store carbon. Duloch Park was identified as a suitable site. In 2017 Public consultation was held in 2017, this consisted of neighbouring houses being leafleted and an evening meeting held. The design and layout of the new wood has changed due to consultation with people. 6 hectares were identified in the first layout and this has not been reduced to 2 hectares.

5,805 trees are to be planted in November 2022. Deer fencing and gates will be installed around the trees to protect from deer grazing.

The new tree planting is adjacent to Calaismuir wood so this will increase the size of the wood.

The location of the new planting is in the north east corner of the park in rough ground which has long grass growing on it.

Rural Skills Scotland will submit an application to Scottish Forestry for the majority of the funding. RSS will carry out the tree planting and contract out the deer fencing. RSS is a charity based in Fife they wrote the woodland management plan for Calaismuir Wood and are felling diseased Ash Trees in the wood.

The project aids the one of the objectives of the City Of Dunfermline Area Local Community Plan which is maximising the use of greenspace for health and wellbeing.

5. When will your project or activities take place?

Start Date
(Month and Year)

November 2022

End Date
(Month and Year)

March 2028

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

£39,420

7. How much will each item or activity cost?

Include all costs connected to running the project.

Item or Activity	Cost(£)
preparation of site	1,985
deer fencing and gates	21,129
supply and planting of trees	5,805
vole guards	2,903
5 year woodland establishment	7,600
-----	-----
Total	39,420

8. How much are you requesting from the Local Community Planning Budget?

11,745

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

£0

10. Are you applying to any other funder for this project / these activities? If yes, please list details below.

Source of Funding	Amount £	Is this secured? (please provide proof)	If not, when will this be secured?	Can your project go ahead without this?
Scottish Forestry	27,420	No	July 2022	no

11 **To be completed by Voluntary and Community Organisations only**

11.1 Do you have a written governing document e.g. a constitution, a set of rules or trust deed? (Please attach, if not already held by Fife Council) No Yes

11.2 How many people are on your organisation's management committee?

11.3 How many regular volunteers are involved in your organisation, including Committee Members?

11.4 Do you have a Service Level Agreement with Fife Council or a Community Planning partner? No Yes

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

11.5 Please provide details of the bank account into which we would pay the money

Name of Bank

Account Name

Sort Code Account No.

Building Society Roll Ref.

11.5 Has your organisation applied to the Local Community Planning Budget within the last three years? No Yes
If yes, please provide details

Project	Date	Amount Received

12. To be completed by Public Bodies only

12.1 Name of Public Body or if Fife Council please also state your Service

Communities & Neighbourhoods

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

--

Please note that decisions on funding can take up to 3 months, longer in exceptional cases

Terms and Conditions

1. Organisations must provide proof of match funding where applicable.
2. The monies must only be used for the purpose stated above and approved by Fife Council. You must inform Fife Council immediately of any proposed changes to the project.
3. The project must start on the agreed date or as soon as possible after that date. If the timescale of a project slips, Fife Council must be notified and a progress report submitted.
4. The project must not start before the monies are awarded except in exceptional circumstances
5. The applicant may not transfer any part of the monies to any other organisation or individual, unless specified in the application form and agreed with Fife Council.
6. No aspect of the activity being funded should be party political in intention, use or presentation.
7. At the end of a project, or in any case where the organisation ceases to exist, or where there is a breach of conditions, any unspent monies or equipment purchased will be repaid/returned to Fife Council.
8. Community Organisations are required to have a constitution or other appropriate governance. Organisations without such governance may apply, but no monies shall be paid out until a constitution/appropriate governance is in place, unless the application is to help with start-up costs.
9. The whole amount of monies or part of that amount, at the discretion of the appropriate Council Committee, shall be repaid to Fife Council if any information given in connection with the application is found to be false or misleading, or fails to disclose a material fact bearing upon the consideration of the application.
- 10. It is a requirement that an Evaluation/Monitoring Form is completed at the end of the project or after six months. Failure to do so may result in a request for the monies to be returned to Fife Council. Checks may also be carried out to ensure the monies were spent as stated in the application. Future applications will not be considered unless a satisfactory Evaluation/Monitoring Form is received by Fife Council.**
11. The applicant/organisation shall agree to the organisation's main contact details being publicly listed on the Fife Direct website.
12. Any monies received from Fife Council should acknowledge the relevant Area Committee in the organisation's publicity, reports and relevant communications.
13. All organisations should ensure that in carrying out the activity for which the grant has been given that they shall not commit any act of discrimination rendered unlawful by the Equality Act 2010. In particular, they should ensure they are open to all who could benefit or wish to take part and have an equality of approach throughout project delivery.
14. All organisations working with children, young people or vulnerable adults should ensure that in carrying out their activities, they meet the requirements of the Health and Safety at Work Act 1974 and the Protection of Children (Scotland) Act 2003. In particular for all activities involving children, young people and adults at risk, safeguarding policies and procedures should be in place, with staff and volunteers holding an appropriate PVG Certificate.
15. Fife Council may share information about our funding award with parties and anyone who may make a request for information under the Freedom of Information Act 2000.

To be completed by applicant

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

Signed: Kevin O'Kane

Date: 17/02/2022

Before you submit your application, please complete the following checklist

You must be able to tick every box

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

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

**The information included in this publication can be made available in any language, large print, Braille, audio CD/tape and British Sign Language interpretation on request by calling
03451 55 55 00 BT Text Direct 18001 01592 55 11 91**

Dulloch Park, Dunfermline

New wood creation – new wood location within in red line





Key

Grid Reference

Planting Types

Existing Woodland

Native Broadleaves (2500 stems per Ha)

Woodland Scrub (5000 stems per Ha)

Fencing

Deer Fence

Deer Gate



22nd March 2022

Agenda Item No. 8

Local Community Planning Budget Application: Touch Community-led Regeneration Project

Report by: John Mills, Head of Housing Services

Wards Affected: 3

Purpose

To seek agreement from the Area Committee for a contribution from the Local Community Planning Budget for the Place-based Community-led Regeneration in Touch.

Recommendation(s)

The Committee is asked to agree to an award of £10,000.

The Committee is asked to make the award from the local anti-poverty budget.

Resource Implications

There is sufficient funding available in the local area budget should the contribution be agreed.

Legal & Risk Implications

There are no legal or risk implications based on this report.

Impact Assessment

An Equalities Impact Assessment has not been completed and is not necessary as it does not represent a change to policy. This report is seeking agreement to contribute funding from the Local Community Planning Budget.

Consultation

The elected members of Ward 3 are supportive of this request.

1.0 Background

- 1.1 The criteria for spend from the Local Community Planning Budget requires authorisation from the Area Committee before amounts of over £5,000 can be committed. This report has been undertaken to seek agreement from this Area Committee for a contribution of £10,000 from the Local Community Planning Budget. In particular, the local anti-poverty budget.
- 1.2 The Housing Management Executive has endorsed a formal Housing Regeneration Programme for the period 2022-25 in line with the agreed HRA Capital Plan. There are plans to improve some of the flats in Touch and officers from several services are using a place-based approach to work alongside the community to ascertain their views on future housing developments and community initiatives.
- 1.3 Two consultation events were held at last year. The Local Housing Action Plan and the Local Community Action Plan have been amalgamated as a Community-led Action Plan for Touch. Officers from the Fife Council Housing Regeneration Team will in collaboration with the Community Development Team, Third Sector Organisations, local people and community groups develop, design and deliver the initiatives that have been suggested from the consultation events.
- 1.4 Appendix One to this report is the LCPB funding application form.
- 1.5 Appendix Two is the feedback from the consultations held in Touch last year.

2.0 Project Information

- 2.1 The project aim will be to work alongside the community in Touch using a place-based approach focussing on the assets, strengths, interests and values of the community. The community-led regeneration project is aimed at involving all generations within the local community including a wide range of stakeholders to enable them to engage and lead on community-led regeneration projects.
- 2.2 This community-led regeneration project will endeavour to encourage more community-led activity by:
 - supporting local organisations to take ownership of assets such as buildings or land;
 - helping people to co-ordinate action and respond to challenges in areas where there are high levels of disadvantage; and
 - helping people identify and act on the priorities in their area.
- 2.3 The community will be fully involved in establishing a community vision to take the initiatives within the Touch Local Action Plan forward. This vision will include a number of short-, medium- and long-term objectives to ensure that there is an opportunity for those involved to see tangible benefits. The funding being requested will support community members and groups to take this forward.
- 2.3 The project will seek to recruit local people to become Community Connectors. Community Connectors live and work in the local community and will raise awareness of events by speaking to their neighbours to make them aware of where and when events will run and encourage them to come along. The concept of Community Connectors is to re-connect people with their communities and build social links and community cohesion.
- 2.4 A Community Chest Fund will allow local people and community groups to access funding of small scale grants up to £250. This will support local people and community

groups to organise and deliver small scale events and 'quick wins' encouraging more community engagement. More support will also be offered to established community groups who are working collaboratively in the community to develop and sustain initiatives from the Touch Local Action Plan.

- 2.5 There are several groups in Touch, but they are not linked and are worked on in isolation. Our vision would be to bring the whole community together through the delivery of a place-based community-led action plan for Touch.
- 2.6 This project will create and support resilience and wellbeing by looking at the values, capacity, knowledge, connections and potential in individuals, families and communities. Something that can only truly be achieved by engaging with the community and asking them what they want. A number of accessible engagement activities tailored to the needs of the local people will be delivered throughout Touch to ensure as much community participation as possible.

3.0 Conclusions

- 3.1 There are many people in Touch who are currently very isolated and lonely and do not normally engage in community initiatives. By recruiting Community Connectors who are themselves local people and are known to their neighbours we endeavour to engage with individuals who face barriers to participation.
- 3.2 Our vision is to take forward work that generates the fullest possible community involvement. This can only be achieved by enabling local people and developing capacity to gain the confidence, skills and the means to drive forward a programme of change which is not just top down but bottom up as well. Ensuring that local people have influence over local decision making and more control over allocation of resources.

List of Appendices

1. Local Community Planning Application.
2. Feedback from Community Consultations in Touch.

Background Papers

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

None

Report Contact

Lisa Hemphill
Lead Officer Community Regeneration
Area Housing Operations
Fife Council Housing Service
Inverkeithing Civic Centre
10 Queen Street
Inverkeithing
KY11 1PA

Telephone: 07872423836
Email: lisa.hemphill@fife.gov.uk

LOCAL COMMUNITY PLANNING BUDGET APPLICATION FORM

Fife Council can offer financial assistance for projects in each of seven Local Areas through the Local Community Planning Budget

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

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

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

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

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

<input type="checkbox"/> Opportunities For All X	<input type="checkbox"/> Thriving Places	<input type="checkbox"/> Inclusive Growth & Jobs	<input type="checkbox"/> Community Led Services
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Please ensure you have read guidance see page 6 before you complete this form

1. What is the title of your Project?

Touch Community Regeneration Project

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

Name

Lisa Hemphill

Address

**This address will be used for any correspondence
10 Queen Street Inverkeithing KY11 1PA**

3. Who is the main contact for this application?

Name

Lisa Hemphill

Position on Organisation

Lead Officer Community Regeneration

**Address
(if different from above)**

Contact Telephone Number

07872423836

Email Address

lisa.hemphill@fife.gov.uk

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

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

Please be specific about:

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

There are plans to improve some of the flats in the area and officers from several services are using a Place Based Approach to work alongside the community in Touch to ascertain their views on housing and community issues and future developments.

At the end of last year two consultation events were held in Touch. The existing Housing and Community Action Plans were revisited and have now been amalgamated as one plan. Officers from the Fife Council Housing Regeneration Team will in collaboration with the Community Development Team, Third Sector Organisations, local people and community groups develop, design and deliver the initiatives that have been suggested from the consultation events.

The project aim will be to further develop Touch Action Plan and provide opportunities for members of the community and community groups to access funding through the Regeneration Team focussing on the assets, strengths, interests and values of the community. The initiative is aimed at involving all generations within Touch including a wide range of stakeholders.

The vision and goals for the Touch Action Plan will be developed by local people with the aim of empowering them and organisations to bring about a lasting positive difference to their neighbourhood. The community will be fully involved in establishing a community vision to take the initiatives within the Action Plan forward. This vision will include a number of short, medium and long term objectives to ensure that there is an opportunity for those involved to see tangible benefits. The funding being requested will support community members and groups to take these forward. A community Chest funding initiative will be created using the funding from the LCPB. This will ensure that any group can access funding to develop the initiatives suggested within the Touch Action Plan.

The community has a key role to play in helping to meet the many social, economic and environmental challenges they face by contributing to the solutions. Our vision is to take forward work that generates the fullest possible community involvement. This can only be achieved by enabling local people and developing capacity to gain the confidence, skills and the means to drive forward a programme of change which is not just top down but bottom up as well. Ensuring that local people have influence over local decision making and more control over allocation of resources.

The Housing Regeneration Team including the Community Manager, Community Development Team, Safer Communities Team, Local Elected Members and the Police will all be involved with various initiatives in the project.

The last 18 months have been difficult for so many people, with many feeling scared, lonely and isolated. This project aspires to bring the community together.

5. When will your project or activities take place?

Start Date
(Month and Year)

1/04/22

End Date
(Month and Year)

31/03/23

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

£10,000

7. How much will each item or activity cost?

Include all costs connected to running the project.

Item or Activity	Cost(£)
Community Chest	£10,000
Total	

8. How much are you requesting from the Local Community Planning Budget?

£10,000

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

10. Are you applying to any other external funder ie lottery for this project OR applying to/receiving any other Fife Council funding for this project?

Source of Funding	Amount £	Is this secured? (please provide proof)	If not, when will this be secured?	Can your project go ahead without this?

--	--	--	--	--

10.1 Please outline how your organisation propose to maintain this project in the long term.

The Lead Officer for Community Regeneration will work with the community to develop a Community Group Forum. This forum will be supported to apply for future funding in order to work collaboratively on future projects.

Please outline what other sources of Fife Council **funding and or support** e.g. a grant or Discretionary Rating relief etc your organisation is receiving (if applicable):

10.2

Type of Fife Council Support	Amount £	Secured Yes/No

To be completed by Voluntary and Community Organisations only

11.0 Do you have a written governing document e.g. a constitution, a set of rules or trust deed? Yes No
(Please attach, if not already held by Fife Council)

11.1 How many people are on your organisation's management committee?

11.2 How many regular volunteers are involved in your organisation, including Committee Members?

11.3 Do you have a Service Level Agreement with Fife Council or a Community Planning partner? Yes No

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

11.4 Please provide details of the bank account into which we would pay the money

Name of Bank

Account Name

Sort Code Account No.

Building Society Roll Ref.

- 11.5 Has your organisation applied to the Local Community Planning Budget within the last three years? No
If yes, please provide details

Project	Date	Amount Received

12. **To be completed by Public Bodies only**

- 12.1 Name of Public Body or if Fife Council please also state your Service

Area Housing Operations

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

A60037 700211 YA2688 0000

Please note that decisions on funding can take up to 3 months, longer in exceptional cases

13. **Alternative Sources of Funding**

Fife Council has teamed up with SCVO's Funding Scotland to provide a free advanced funding search facility for charities, community groups and social enterprises in Fife. It includes information on over 1,000 funds and can help you find everything from small grants to funding for big capital projects.

[Click Here](#) to access this site.

14 Fife Council is an Accredited Living Wage Employer

Fife Council is committed to creating a Fairer Fife by tackling poverty and inequality. To support this ambition, the Council has become an accredited Living Wage employer and encourages all other businesses and organisations in Fife to join them.

The **real Living Wage** is a nationally set rate of pay that is independently calculated on an annual basis to reflect the real costs of everyday living.

Living Wage accreditation celebrates employers who want to help tackle low pay and in-work poverty within their local communities by choosing to go further than simply paying the UK government minimum wage.

To become an accredited Living Wage employer an organisation must voluntarily commit to paying all directly-employed staff over the age of 18 the current real Living Wage (including sub-contracted staff who are on site more than 2 hours/week over an 8-week period). Accreditation is a simple and straightforward online registration process.

To find out more about the real Living Wage and how to become an accredited employer visit the Living Wage Scotland website at: www.scottishlivingwage.org

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

To be completed by applicant

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

Signed: Lisa Hemphill Date: 04/02/22

Position in the Organisation: Lead Officer
Community Regeneration (Fife Council)

GUIDANCE

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

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

To be eligible:

- Your group should be formally constituted with clearly defined aims and objectives; or a Fife Community Planning Partner; or new organisation just forming (for start-up costs only)
- You should be able to show evidence of community benefit and clear links to outcomes of the Local Community Plan for the area.
- Applications should be clearly costed with details of likely suppliers (if applicable)

The types of project we prioritise are:

- Projects that will help to achieve any of the outcomes contained within the new Plan4Fife four priorities. [Click Here](#) (page 6). i.e. Opportunities for All, Thriving Places, Inclusive Growth & Jobs, Community Led Services.
- Projects for the welfare and benefit of disadvantaged residents of Fife linked to any of the 40 agreed Fairer Fife Report Recommendations [Click Here](#)
- Partnership projects that involve organisations working together and/or with local communities

Examples of what our funding can be used for:

- **Small** capital works for building improvement, and purchase of land or equipment
- Support in kind where Fife Council orders the goods or services for you
- Pilot projects that trial alternative ways of working or methods of achieving our community planning outcomes
- Some recurring community-led activity eg Galas, Floral Enhancement, activities for the elderly, etc

What we cannot fund:

- Individuals
- Gaps in budget as a result of a savings decision made by Fife Council or other Community Planning Partner
- Services provided on a Fife-wide basis
- Projects where financial gain goes to individuals
- Projects that don't meet at least one of our local outcomes

There is a mandatory monitoring/evaluation process for all recipients of funds.

Terms and Conditions

1. Organisations must provide proof of match funding where applicable.
2. The monies must only be used for the purpose stated above and approved by Fife Council. You must inform Fife Council immediately of any proposed changes to the project.
3. The project must start on the agreed date or as soon as possible after that date. If the timescale of a project slips, Fife Council must be notified and a progress report submitted.
4. The project must not start before the monies are awarded except in exceptional circumstances
5. The applicant may not transfer any part of the monies to any other organisation or individual, unless specified in the application form and agreed with Fife Council.
6. No aspect of the activity being funded should be party political in intention, use or presentation.
7. At the end of a project, or in any case where the organisation ceases to exist, or where there is a breach of conditions, any unspent monies or equipment purchased will be repaid/returned to Fife Council.
8. Community Organisations are required to have a constitution or other appropriate governance. Organisations without such governance may apply, but no monies shall be paid out until a constitution/appropriate governance is in place, unless the application is to help with start-up costs.
9. The whole amount of monies or part of that amount, at the discretion of the appropriate Council Committee, shall be repaid to Fife Council if any information given in connection with the application is found to be false or misleading, or fails to disclose a material fact bearing upon the consideration of the application.
10. It is a requirement that an Evaluation/Monitoring Form is completed at the end of the project or after six months. Failure to do so may result in a request for the monies to be returned to Fife Council. Checks may also be carried out to ensure the monies were spent as stated in the application. Future applications will not be considered unless a satisfactory Evaluation/ Monitoring Form is received by Fife Council.
11. The applicant/organisation shall agree to the organisation's main contact details being publicly listed on the Fife Direct website.
12. Any monies received from Fife Council should acknowledge the relevant Area Committee in the organisation's publicity, reports and relevant communications.
13. All organisations should ensure that in carrying out the activity for which the grant has been given that they shall not commit any act of discrimination rendered unlawful by the Equality Act 2010. In particular, they should ensure they are open to all who could benefit or wish to take part and have an equality of approach throughout project delivery.
14. All organisations working with children, young people or vulnerable adults should ensure that in carrying out their activities, they meet the requirements of the Health and Safety at Work Act 1974 and the Protection of Children (Scotland) Act 2003. In particular for all activities involving children, young people and adults at risk, safeguarding policies and procedures should be in place, with staff and volunteers holding an appropriate PVG Certificate.
15. Fife Council may share information about our funding award with parties and anyone who may make a request for information under the Freedom of Information Act 2000.
16. The information provided by you on this form will be used by Fife Council in order to process your application. It will be shared with FVA, NHS Fife and other local authority services or external funders and information will be obtained from your application. Further information on how your information is used and why can be found by contacting Fife Council's Data Protection Officer at: dataprotection@fife.gov.uk.

Before you submit your application, please complete the following checklist

You must be able to tick every box

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

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

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

Touch Community Consultation Feedback

THEME: COMMUNITY INVOLVEMENT/FACILITIES & RECREATION

Likes	Dislikes
<ul style="list-style-type: none"> • Have good neighbours/nice people • Enjoy coming to the church • Good sense of community • The Christmas events at the church • Most people get on that live here • Love the community garden • Friendly place • People help each other • Playpark • Community pantry • Classes at the church • Block of flats and neighbours • Church garden very pretty • How much church has done for local community • Scouts helping in the community • Community Centre 	<ul style="list-style-type: none"> • Feel unsafe in own home/keep doors locked • Not a lot on for elderly – feel isolated • Community centre still not open • Nothing to do for teenagers • Some vandalism at playpark • Feel unsafe down at Burn area • Feel unsafe in poorly lit areas • Touch has become a corridor for dog walkers • Not enough clubs • Too long to repair broken equipment at park • Do not feel safe walking dog at night in Law Road

THEME: ENVIRONMENT

Likes	Dislikes
<ul style="list-style-type: none"> • Linburn Burn restoration • Improvements made to dog fouling • The condition of verges and pavements have improved • Community garden 	<ul style="list-style-type: none"> • Dog fouling • Fly tipping – left too long • Discarded syringes and gas cannisters lying around • Drug use • Lack of dog fouling bins • Loss of popular greenspace due to new education campus • The bins outside the flats • Strong smell of drug use in some flats • Area around shops needs an upgrade • Paving covered in weeds • Untidy greenspaces across Touch • Street lighting not as bright as it used to be • Antisocial behaviour from large group of young people • Littering • Noise disturbance – from neighbours • Nothing nice to look at on the estate • Overgrown vegetation • Access paths not being cleared of weeds and causing slip hazard • Rats and mice around flats • Touch is a dumping ground • Noisy at night with cars • Bulk rubbish uplift too expensive

THEME: HOUSING & LOCAL SERVICES

Likes	Dislikes
<ul style="list-style-type: none"> • Good bus service • Amenities are good • Close proximity to town • Fife Council refuse workers are outstanding • Fife Councils general cleaner does an excellent job • Easy access to shops and good variety 	<ul style="list-style-type: none"> • Canopy above main entrance to flats not fitted flush – people get wet • Too many but to lets in the area which can be poorly maintained • Flats need updated • Large amount of people with mental health/social issues all housed in the same area • Bad soundproofing in council properties • Not enough bungalow style housing • Flat and housing conditions poor – water damage, severe dampness – Abel Place • Abel Place was due for demolition in 2011 – what happened • Too many scatter flats • Flats – plaster compromised, internal stairwells in poor condition, vandalism • Wait too long on repairs • Police in Law Road daily due to ASB • Car tyres getting slashed in Henryson Road • Severe ASB in some flats in Law Road – 1 resident has had child access reduced because of this • People hanging about flats and chapping people's doors • Difficult to contact Fife Council – not everyone can do/access online • No security doors at some flats • Washing being stolen from outside communal areas • General consensus – flats need major repairs/internal works

THEME: COMMUNITY INVOLVEMENT/FACILITIES & RECREATION

Quick Wins – In the next 12 months	Bigger Challenges – In the next 2-5 years	In an ideal world – In the next 5-10 years
<ul style="list-style-type: none"> • More meetings like the one today • Street art • Art club • Residents taking responsibility for small mini gardens and weed clearing on greenspace • Something developed for young people – like the Tower House – music etc • More groups at the community centre and church • Suggestions box at the community garden • Outdoor events at the community gardens • Community events on the estate – bouncy castle etc • Open community centre for activities/classes for all • More publicity for what is happening on estate – newsletters, flyers and a community noticeboard 	<ul style="list-style-type: none"> • Community gala • Fun run brought back • Intergenerational support – skills exchange – knitting, cooking, growing • Diversion activities for children and young people • Start a neighbourhood watch • Residents take turns at cleaning stairwells and drying areas • Get young people involved in community initiatives to create ownership 	<ul style="list-style-type: none"> • Free education for all offering people an understanding the changes in community

THEME: ENVIRONMENT

Quick Wins – In the next 12 months	Bigger Challenges – In the next 2-5 years	In an ideal world – In the next 5-10 years
<ul style="list-style-type: none"> • Recycling resources at flats • More trees • More done to attract wildlife • More benches, picnic tables, planters and flowers • Pocket parks/messy play • More dog fouling bins • Programme for weeding verges, pavements and streets • Patio areas at flats – flowerbeds, planters and benches • Community litter picks • Free bulk item uplift for a month • More bins for residents • Wages for community garden workers • Litter bins • A litter bin at the shops • Fife Council to resume grass and edge cutting • Remove seagull's nests from flats • Clean up the area • Make a skip available from time to time 	<ul style="list-style-type: none"> • Playpark at Law Road • Create interesting walks around estate – mounds, slides and corridors 	

THEME: HOUSING AND LOCAL SERVICES

Quick Wins – In the next 12 months	Bigger Challenges – In the next 2-5 years	In an ideal world – In the next 5-10 years
<ul style="list-style-type: none"> • More community safety patrols • Can anyone help with the strong smell of drugs in some flats? • Paint stairwells in flats • Fix broken windows in stairwells – Abel Place • Monthly surgery with Housing officers, Police Officers and Safer Communities Officers • CCTV • More police presence in the area • Drop kerbs to have more accessible routes for mobility scooters etc • Tackle on-going ASB at playpark area • Cleaner and tidier communal areas in flats 	<ul style="list-style-type: none"> • Flats demolished/bulldozed • Reduce the number of flats in the area • Fully refurbish flats • Security doors on all flats • External building improvements • Warden scheme • Improve lighting on the estate • Improve drying greens and storage areas in flats – presently too open allowing elements to get into flats • Speed bumps • Stairs outside Touch Primary School needs pavements lowered from Law Road to the garages at the back • More variety of shops – fresh produce/chip shop • Get rid of lock-ups – make more parking • Community Police walk around estate more 	<ul style="list-style-type: none"> • All housing issues solved • Buy back all ex-council properties • Upgrade kitchens and bathrooms and windows in all Fife Council tenancies in Touch

22nd March 2022

Agenda Item No. 9

Local Community Planning Budget Application: Tackling poverty and Preventing Crisis

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

Wards Affected: Wards 2,3 & 4

Purpose

To seek agreement from the Area Committee for a contribution from the Local Community Planning Area Budget to support the recruitment of a temporary Welfare Support Assistant focusing on tackling poverty and preventing crisis.

Recommendation

The Committee is asked to consider and agree to an allocation of £33,000.00 for this project.

Resource Implications

There will be sufficient funding available in the Local Community Planning Area Budget for the financial year 2022/23.

Legal & Risk Implications

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

Impact Assessment

An EqlA is not required because the report does not propose a change or revision to existing policies and practices, for example, annual reports or monitoring reports.

Consultation

There has been local consultation in the production of the 'Plan-4-Dunfermline'. The most recent reform and refresh of the local community plan established a clear focus on expanding opportunities for all, establishing new ways of working and creating thriving places. There is also a commitment to utilise these to support local groups and increase participation and engagement.

1.0 Background

- 1.1 The criteria for spend from the Local Community Planning Area Budget requires authorisation from the Area Committee before amounts of over £5,000 can be committed.
- 1.2 This is a budget request for £33,000 for this financial year to contribute to the focus on working with individuals and families who are experiencing poverty and require information and guidance on addressing their needs.
- 1.3 It is recommended that the request be deducted from the anti-poverty budget.
- 1.4 An allocation of £6080.00 was made from the Winter Crisis fund to part fund a Welfare Support Assistant and this will be added to the extension of the post.

2.0 Programme Information

- 2.1 Working collaboratively with the Dunfermline Poverty Action Group in supporting the delivery of the Plan for Fife reform and renewal priority of tackling poverty, the post holder will offer-
 - Maximising incomes from benefits
 - Providing concessions and reducing cost barriers to participation
 - Preventing homelessness
 - Building a network of community food and support
 - Ensuring early joined-up support to avoid people getting into crisis
 - Improving opportunities for community voice
- 2.2 In addition to the establishment of this post, funding has been received from the Scottish Government's Winter Crisis Fund that was allocated to Fife Council. The request was for an additional Welfare Support worker and £6080.00 was offered to cover the end of the financial year January to March 2022. In addition, funding was given to develop and expand food resilience provision, secure portable IT equipment and funding for training and supporting volunteers.
- 2.3 A Tackling Poverty and Preventing Crisis action plan will be established as part of the Dunfermline CLD Plan and the Dunfermline Local Community Plan for 2022-2023

3.0 Conclusion

- 3.1 The application is eligible for the Local Community Planning budget.

Report Contact(s)

Shirley Melville
Community Development Team Manager –
City of Dunfermline
Telephone: 03451 55 55 55, Ext No 480067
Email: shirley.melville@fife.gov.uk

Local Community Planning Budget Application Form



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

To be eligible:

- Your group should be formally constituted with clearly defined aims and objectives; or a Fife Community Planning Partner; or new organisation just forming (for start-up costs only)
- You should be able to show evidence of community benefit and clear links to outcomes of a Local Community Plan
- Applications should be clearly costed with details of likely suppliers (if applicable)

The types of project we prioritise are:

- Projects that will help to achieve any of the outcomes contained within your Local Community Plan [Click Here For Details](#)
- Projects for the welfare and benefit of disadvantaged residents of Fife linked to any of the 40 agreed Fairer Fife Report Recommendations [Click Here](#)
- Partnership projects that involve organisations working together and/or with local communities

Examples of what our funding can be used for:

- Capital works for building improvement, and purchase of land or equipment
- Support in kind where Fife Council orders the goods or services for you
- Pilot projects that trial alternative ways of working or methods of achieving our community planning outcomes
- Some recurring community-led activity eg Galas, Floral Enhancement, activities for the elderly, etc

What we cannot fund:

- Individuals
- Gaps in budget as a result of a savings decision made by Fife Council or other Community Planning Partner
- Services provided on a Fife-wide basis
- Projects where financial gain goes to individuals

Projects that don't meet at least one of our local outcomes

There is a mandatory monitoring/evaluation process for all recipients of funds.

The Local Community Planning Budget supports local projects and initiatives in partnership with community partners, voluntary organisations, Fife Council Services and external partners

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

- Cowdenbeath
 Dunfermline
 Glenrothes
 Kirkcaldy
 Levenmouth
 North-East Fife
 South-West Fife
-

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

Signed	Community Development Team Manager:	Date:
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1. What is the title of your project?

Temporary Welfare Support Assistant

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

Name	Community and Neighbourhoods
Address	This address will be used for any correspondence NCH, Dunfermline

3. Who is the main contact for this application?

Name	Shirley Melville
Position in Organisation	Team Leader Community Development (Dunfermline)
Address (if different from above)	
Contact Telephone Number	
Email address	shirley.melville@fife.gov.uk

<p>What project or activities do you want us to fund? (Max. 250 words) Please be specific about</p> <ul style="list-style-type: none"> • what you will do • how you will do it • what you will spend the monies on • how you identified the need • how many people it will help • please state if you are seeking funding over more than one financial year and provide full details. • how your project meets the Area's Local Community Planning priorities • Please refer to the Area's priorities on Fife Direct – Click Here For Details

This is a budget request for £33,000 to employ a Welfare Support Assistant for this financial year to contribute to the focus on working with individuals and families who are experiencing poverty and require information and guidance on addressing their needs. It is recommended that the request be deducted from the anti-poverty budget.

Working collaboratively with the Dunfermline Poverty Action Group in supporting the delivery of the Plan for Fife reform and renewal priority of tackling poverty, the post holder will offer-

- Maximising incomes from benefits
- Providing concessions and reducing cost barriers to participation
- Preventing homelessness
- Building a network of community food and support
- Ensuring early joined-up support to avoid people getting into crisis
- Improving opportunities for community voice

The WSA will work closely with Dunfermline Advice Hub and complement the service on offer from the Hub.

In addition to the establishment of this post, funding has been received from the Scottish Government's Winter Crisis Fund that was allocated to Fife Council. The request was for an additional Welfare Support worker and £6080.00 was offered to cover the end of the financial year January to March 2022. In addition, funding was given to develop and expand food resilience provision, secure portable IT equipment and funding for training and supporting volunteers.

5. When will your project or activities take place?

Start Date
(Month and Year)

April 2022

End Date
(Month and Year)

March 2023

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

£33,000

7. How much will each item or activity cost?

Include all costs connected to running the project.

Item or Activity	Cost(£)
Salary of WSA	32,000
Mobile phone procurement and running costs	1,000
Total	33,000

8. How much are you requesting from the Local Community Planning Budget?

£33,000

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

10. Are you applying to any other funder for this project / these activities? If yes, please list details below.

Source of Funding	Amount £	Is this secured? (please provide proof)	If not, when will this be secured?	Can your project go ahead without this?

11 **To be completed by Voluntary and Community Organisations only**

11.1 Do you have a written governing document e.g. a constitution, a set of rules or trust deed? (Please attach, if not already held by Fife Council) No Yes

11.2 How many people are on your organisation's management committee?

11.3 How many regular volunteers are involved in your organisation, including Committee Members?

11.4 Do you have a Service Level Agreement with Fife Council or a Community Planning partner? No Yes

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

11.5 Please provide details of the bank account into which we would pay the money

Name of Bank

Account Name

Sort Code Account No.

Building Society Roll Ref.

11.5 Has your organisation applied to the Local Community Planning Budget within the last three years? No Yes
If yes, please provide details

Project	Date	Amount Received

12. To be completed by Public Bodies only

12.1 Name of Public Body or if Fife Council please also state your Service

Communities & Neighbourhoods

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

Please note that decisions on funding can take up to 3 months, longer in exceptional cases

Terms and Conditions

1. Organisations must provide proof of match funding where applicable.
2. The monies must only be used for the purpose stated above and approved by Fife Council. You must inform Fife Council immediately of any proposed changes to the project.
3. The project must start on the agreed date or as soon as possible after that date. If the timescale of a project slips, Fife Council must be notified and a progress report submitted.
4. The project must not start before the monies are awarded except in exceptional circumstances
5. The applicant may not transfer any part of the monies to any other organisation or individual, unless specified in the application form and agreed with Fife Council.
6. No aspect of the activity being funded should be party political in intention, use or presentation.
7. At the end of a project, or in any case where the organisation ceases to exist, or where there is a breach of conditions, any unspent monies or equipment purchased will be repaid/returned to Fife Council.
8. Community Organisations are required to have a constitution or other appropriate governance. Organisations without such governance may apply, but no monies shall be paid out until a constitution/appropriate governance is in place, unless the application is to help with start-up costs.
9. The whole amount of monies or part of that amount, at the discretion of the appropriate Council Committee, shall be repaid to Fife Council if any information given in connection with the application is found to be false or misleading, or fails to disclose a material fact bearing upon the consideration of the application.
- 10. It is a requirement that an Evaluation/Monitoring Form is completed at the end of the project or after six months. Failure to do so may result in a request for the monies to be returned to Fife Council. Checks may also be carried out to ensure the monies were spent as stated in the application. Future applications will not be considered unless a satisfactory Evaluation/Monitoring Form is received by Fife Council.**
11. The applicant/organisation shall agree to the organisation's main contact details being publicly listed on the Fife Direct website.
12. Any monies received from Fife Council should acknowledge the relevant Area Committee in the organisation's publicity, reports and relevant communications.
13. All organisations should ensure that in carrying out the activity for which the grant has been given that they shall not commit any act of discrimination rendered unlawful by the Equality Act 2010. In particular, they should ensure they are open to all who could benefit or wish to take part and have an equality of approach throughout project delivery.
14. All organisations working with children, young people or vulnerable adults should ensure that in carrying out their activities, they meet the requirements of the Health and Safety at Work Act 1974 and the Protection of Children (Scotland) Act 2003. In particular for all activities involving children, young people and adults at risk, safeguarding policies and procedures should be in place, with staff and volunteers holding an appropriate PVG Certificate.
15. Fife Council may share information about our funding award with parties and anyone who may make a request for information under the Freedom of Information Act 2000.

To be completed by applicant

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

Signed: Shirley Melville

Date: 28/02/2022

Before you submit your application, please complete the following checklist

You must be able to tick every box

You have answered all the relevant questions in this application

You, the main contact named in Q.2 of this application form, are authorised to apply to the Local Community Planning Budget on behalf of your organisation.

You have signed the Application Form (electronic signature will be accepted along with a confirmation email).

You understand that if you make any inaccurate statements (whether deliberate or accidental) at any stage during the application process, or knowingly withhold any information, this could make your application invalid and you could be required to repay any funds received to Fife Council.

You are able to comply with the Local Community Planning Budget's Terms & Conditions.

If you are a community or voluntary organisation, you have enclosed a copy of your governing document unless already held by Fife Council

and

a copy of your latest signed, audited/independently examined accounts (if you do not have signed audited accounts please provide an income and expenditure statement) – (if not already held by Fife Council)

and

proof of funding from other sources if applicable

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

**The information included in this publication can be made available in any language, large print, Braille, audio CD/tape and British Sign Language interpretation on request by calling
03451 55 55 00 BT Text Direct 18001 01592 55 11 91**

22nd March, 2022

Agenda Item No. 10

Plan 4 Dunfermline: The Local Community Plan

Report by: Paul Vaughan, Head of Communities and Neighbourhoods

Wards Affected: 2, 3 and 4

Purpose

To provide an update regarding the review of the Plan 4 Dunfermline that is the Local Community Plan for the Dunfermline Area Committee.

Recommendations

Members are asked to:

- Support the proposal to engage and consult with the community on the existing plan at the Dunfermline Local Community Planning Partnership.
- Agree to receive a report at a future area committee outlining the findings of that process and presenting the updated Plan 4 Dunfermline.

Resource Implications

Any activities associated with the Local Community Plan are funded through various sources, including the Local Community Planning budget, as well as service or partner budgets and external funding. Partners also contribute to delivery of the plan by developing targeted projects and initiatives.

There is an expectation that local service plans will address issues highlighted as part of the Local Community Planning process.

Everyone is expected to go above and beyond, and to be adaptable in how they work individually and collectively to resource the changes to make the Plan 4 Dunfermline a success.

Legal & Risk Implications

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

Impact Assessment

An EqlA is not required as the report does not propose any changes to existing policies and practices.

There has been extensive historical engagement regarding the production and delivery of the Plan 4 Dunfermline. Community planning is well established in the Dunfermline area and there is a strong Local Community Planning Partnership. It most recently involved stakeholders being invited to a workshop held in March 2020 in the Dunfermline City Chamber, to review the 2019/20 Plan and to plan for 2020/21.

1.0 Background

- 1.1 In 2017 the Fife Partnership set out ten-year ambitions for Fife. These ambitions are all about change and how we bring this about over a ten-year period. These are still our ambitions, however last year a review of the plan combined with our experience of the pandemic has shown that to achieve these ambitions we will have to further change how we work. This is because progress has not been as fast as we would have liked. The pandemic has also brought new challenges.
- 1.2 The updated Plan 4 Fife (Recovery and Renewal, 2021-2024) sets out the key recovery and renewal priorities that will be reflected in plans and strategies across the partnership, along with those actions needed to kick start Fife's recovery. It cannot however set out everything that needs to be done. It sits at the centre of a web of supporting plans and strategies that will need to align with our ambitions and priorities. The Plan 4 Dunfermline is one of those supporting plans.
- 1.3 The priorities we will focus on came out of a thorough review process that was informed by evidence and our learning from the pandemic. Having strong local economies will underly everything we do, so supporting Fife's economy following the pandemic will be vital. Allied to this is the impact the pandemic has had on deeprooted issues of poverty; therefore tackling poverty and preventing crisis will be a key priority. Fife Partnership and Fife Council also declared a climate emergency in 2019 and this will require urgent action across the partnership.
- 1.4 The pandemic has also highlighted the need for a greater focus on place and the role communities can play in developing joint responses and solutions. Community wealth building provides a useful approach that brings these ideas together. It is an emerging way of working that focuses on the things that are important to us – community wealth, wellbeing, environmental sustainability and fairness.
- 1.5 In the latter part of 2021, through a number of working groups, Fife Council elected members, officers and partners explored how we might “build back better” and there were other specific consultations carried out, for example around anti-poverty and ‘Your Story, Your Community’. Overall, the review work concluded that we needed to focus not just on the short-term recovery challenges but to make a fundamental shift in our approach, our thinking and how we work for long term benefit.
- 1.6 As a result, we have identified key priorities for recovery and renewal:
 - **Community wealth building**
 - **Leading economic recovery**

- **Tackling poverty and preventing crisis**
- **Addressing the climate emergency**

1.7 These recovery and renewal priorities will be achieved by creating:

- **Opportunities for all**
- **Thriving places**
- **Inclusive growth and jobs**
- **Community led services**

1.8 People and Place Leadership groups have also been established across Fife's seven local community planning areas, building on models established during the pandemic response. These groups will have a key role to play in ensuring that the delivery of agreed priorities and ambitions is built around effective local leadership and collaboration.

1.9 Work is well underway now to align our key strategies, policies, and plans, however this should also include local community plans. Preventing and solving problems is more likely when communities are fully involved. Furthermore, place-based solutions need to start with an understanding of the priorities, assets, stakeholders and relationships in an area.

1.10 It is necessary now to take a careful look at the current Plan 4 Dunfermline and scrutinise it to ensure that it is in line with current agreed local priorities and that they will bring about measurable change. It is proposed to do this through the Local Community Planning Partnership by holding a facilitated engagement and consultation session.

1.11 The information collected as part of the process will be used to update, refresh and realign the Plan 4 Dunfermline, as well as the Local Community Planning Partnership's way of working and networks to deliver local ambitions.

2.0 Conclusion

2.1 Guidance from Fife Partnership and the ongoing impacts of the pandemic will likely shape and influence some priorities. Experience of the response to the Covid-19 emergency in Fife, together with the updated Plan 4 Fife, provides a valuable opportunity to refocus work on the delivery of the Plan 4 Dunfermline.

2.2 A key challenge for the Local Community Planning Partnership will be to find ways of sustaining and building on the impressive community effort that has been evident during the pandemic.

Background Papers

Plan 4 Fife 2017-2027

Plan 4 Fife - Recovery and Renewal 2021-2024

Report Contact(s)

Andrew Gallacher
Community Manager (Dunfermline)
Community & Neighbourhoods Service
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22nd March, 2022

Agenda Item No. 11

PROPERTY TRANSACTIONS

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

Wards Affected: 2, 3 and 4

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 Leases by the Council – New Leases

2.1.1 Unit 21a, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 1 November 2021
Rent: £4,516 per annum
Tenant: Jo Beauty & Training Academy Ltd

2.1.2 Unit 17c, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 8 November 2021
Rent: £1,193 per annum
Tenant: Angela Peterson t/a My Therapy Time

2.1.3 Office 21, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 18 October 2021
Rent: £2,200 per annum
Tenant: Dunfermline Central Apartments Limited

2.1.4 Office 11 Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 9 August 2021
Rent: £3,713 per annum
Tenant: Kindred Advocacy

2.1.5 Unit P Pitreavie Crescent, Pitreavie Business Park, Dunfermline

Term: 1 Year from 14 July 2021
Rent: £6,500 per annum
Tenant: Coloured Café Ltd

2.1.6 Units 24 & 28, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 14 June 2021
Rent: £9,355 per annum
Tenant: Safe Space Ltd

2.1.7 Unit 34, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 8 March 2021
Rent: £1,237 per annum
Tenant: Business Concierge MRUKWA Ltd

2.1.8 Units 8 and 12, Dunfermline Business Centre, Izatt Avenue, Dunfermline

Term: 1 Year from 6 February 2021
Rent: £6,545 per annum
Tenant: Talk Matters

3.0 Conclusions

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

List of Appendices

1. N/A

Background Papers

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

N/A

Report Contact

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