

## Glenrothes Area Committee

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



Wednesday, 19th May, 2021 - 9.30 a.m.

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### AGENDA

#### Page Nos.

- |    |                                                                                                                                                                                                                               |         |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. | <b>APOLOGIES FOR ABSENCE.</b>                                                                                                                                                                                                 |         |
| 2. | <b>DECLARATIONS OF INTEREST</b> – 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. | <b>MINUTE</b> – Minute of Meeting of Glenrothes Area Committee of 24th March, 2021.                                                                                                                                           | 3 – 6   |
| 4. | <b>TACKLING POVERTY IN GLENROTHES AREA</b> – Report by the Head of Communities & Neighbourhoods.                                                                                                                              | 7 – 12  |
| 5. | <b>PROPOSED REMOVAL OF 20MPH ZONE AND INTRODUCTION OF 30MPH SPEED LIMIT, B9130 MARKINCH</b> – Report by the Head of Assets, Transportation and Environment.                                                                   | 13 – 16 |
| 6. | <b>PROPOSED 40MPH SPEED LIMIT, U039 FROM ST DROSTAN'S CEMETERY TO MARKINCH</b> – Report by the Head of Assets, Transportation and Environment.                                                                                | 17 – 19 |
| 7. | <b>SCHOOL ATTAINMENT AND ACHIEVEMENT REPORTS</b> – Report by the Executive Director - Education & Children's Services.                                                                                                        | 20 – 81 |
| 8. | <b>PROPERTY TRANSACTIONS</b> – Report by the Head of Assets, Transportation and Environment.                                                                                                                                  | 82 – 84 |
| 9. | <b>GLENROTHES AREA COMMITTEE FORWARD WORK PROGRAMME 2021/22.</b>                                                                                                                                                              | 85 – 89 |

<p><b>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.</b></p>
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Morag Ferguson  
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12th May, 2021

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**THE FIFE COUNCIL - GLENROTHES AREA COMMITTEE – REMOTE MEETING**

**24th March, 2021**

**9.30 a.m. – 11.50 a.m.**

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

**ATTENDING:** Scott Clelland, Service Manager (Acting), Environment & Building Services; Lesley Craig, Lead Consultant, Traffic Management; Neil Watson, Lead Consultant (Roads & Lighting Asset Management); Paul Hocking, Co-ordinator (Asset Management & Programme Development); Dhusjan Sivaratnam, Technician Engineer, Assets, Transportation & Environment; Norman Laird, Community Manager (Glenrothes); JP Easton, Team Manager (Community Development), Communities and Neighbourhoods; Gordon Mole, Head of Business and Employability; Peter Corbett, Lead Officer Economy; Tom Kane, Economy Officer; Andrew Walker, Economic Adviser - Town Centre Development Unit, Economy, Planning & Employability Services; and Diane Barnet, Committee Officer, Legal & Democratic Services.

**APOLOGIES FOR ABSENCE:** Councillors Julie Ford and Mick Green.

**210. DECLARATIONS OF INTEREST**

Councillor Grant declared an interest in Para. 212 - 'Friends of Riverside Park Funding Application' - as she had had significant input to the funding application and would, therefore, take no part in the discussion and/or voting relating to that item.

Councillor Craik declared an interest in Para. 216 - 'Glenrothes Economic Profile' - as he was a Director of Business Gateway Fife - however, a specific exclusion applied, therefore, he would remain and participate in the discussion of that item.

**211. MINUTE**

The Committee considered the minute of meeting of the Glenrothes Area Committee of 27th January, 2021.

**Decision**

The Committee agreed to approve the minute.

*Councillor Grant, having declared an interest in the following item, left the meeting at this point and the Vice-Convener, Councillor Wincott, took the Chair.*

**212./**

**212. FRIENDS OF RIVERSIDE PARK FUNDING APPLICATION**

The Committee considered a report by the Head of Communities and Neighbourhoods Service which sought approval for a contribution of £20,700 from the Local Community Planning budget to Friends of Riverside Park, towards the costs of a range of improvements to Riverside Park.

**Decision**

The Committee agreed to approve funding of £20,700 from the Local Community Planning budget towards the costs of the improvements outlined in the report.

*Councillor Grant re-joined the meeting following consideration of the above item.*

**213. PROPOSED WAITING RESTRICTIONS - COS LANE, GLENROTHES**

The Committee considered a report by the Head of Assets, Transportation and Environment, which sought approval for the introduction of “No Waiting at Any Time” restrictions on Cos Lane, Glenrothes.

**Decision**

The Committee, in the interests of accessibility and road safety:-

- (1) agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/21/02 with all ancillary procedures; and
- (2) authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

**214. AREA ROADS PROGRAMME 2021-22**

The Committee considered a report by the Head of Assets, Transportation and Environment, which identified the projects proposed for approval for the Area Roads Programme in the Glenrothes Committee area for delivery in the 2021-22 financial year.

**Decision**

The Committee:-

- (1) approved the proposals detailed in Appendices 1 to 3 of the report;
- (2) delegated authority to the Head of Assets, Transportation and Environment to manage the lists of Category 1 and 2 projects in line with the available resources/ funding as the programme developed, in consultation with the Convener and Vice-Convener;
- (3) agreed, as soon as possible, that members feedback any suggested amendments or additions to the project lists - via the Convener - to be discussed at a member workshop to be arranged, if required;
- (4)/



- (4) otherwise noted the contents of Appendices 4 and 5 of the report; and
- (5) requested a copy of the Local Area Transport Plan for Glenrothes.

**215. GRASSLAND MANAGEMENT STRATEGY**

The Committee considered a report by the Service Manager, Grounds Maintenance Service, which advised of proposed changes to the management of grassland in the area and the outcome of the community consultation and engagement exercise.

**Decision**

Following analysis of the results of a public consultation and engagement exercise on proposed changes to the management of grassland in the Glenrothes Committee area, the Committee agreed:-

- (1) Ward 13 Glenrothes West and Kinglassie - alternative grassland proposals refused. The areas proposed would revert back to an amenity grassland maintenance regime;
- (2) Ward 14 Glenrothes North, Leslie and Markinch - alternative grassland proposals approved;
- (3) Ward 15 Glenrothes Central and Thornton - alternative grassland proposals approved; and
- (4) to consider a progress update report toward the end of this year/beginning of next year.

**216. GLENROTHES ECONOMIC PROFILE (FEBRUARY 2021)**

The Committee considered a report by the Head of Business and Employability which provided an annual overview of the local economic profile for the Glenrothes Committee area using the latest available published data. The report was accompanied by a slide presentation by Peter Corbett, Lead Officer Economy.

**Decision**

The Committee:-

- (1) noted the issues raised from an analysis of the latest available data;
- (2) noted the support given to businesses during 2019/20;
- (3) acknowledged the ongoing economic impact and uncertainty resulting from the global Covid-19 pandemic; and
- (4) agreed to consider a report at a future meeting of this Committee on plans for restarting the tourism industry/economy in Fife.

The/

## **2021 GAC 101**

The Committee adjourned at 11.10 a.m.

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The Committee reconvened at 11.15 a.m.

### **217. GLENROTHES TOWN CENTRE MASTERPLAN (MARCH 2021)**

The Committee considered a report by the Head of Business and Employability which provided a brief overview and background to the Glenrothes Town Centre Masterplan and sought approval to formally adopt the finalised plan, following the Member presentation on 2nd December, 2020. Formal approval would help to guide all future planning and development decisions and set out a positive vision that should address short, medium and long-term aspirations for the town centre.

#### **Decision**

The Committee:-

- (1) noted the key recommendations in the masterplan including the priority areas in Glenrothes Town Centre to be addressed;
- (2) agreed to adopt the Glenrothes Town Centre Masterplan;
- (3) requested an update report on an annual basis; and
- (4) requested a 6-monthly member workshop and/or briefing as the masterplan priority areas progressed.

### **218. GLENROTHES AREA COMMITTEE FORWARD WORK PROGRAMME 2021**

The Committee considered the Glenrothes Area Committee draft forward work programme 2021.

#### **Decision**

The Committee:-

- (1) noted the draft Glenrothes Area Committee forward work programme 2021; and
- (2) agreed to feed back to the Community Manager (Glenrothes) any suggestions for further reports to be included, within the context of the remit of this Committee.

### **219. PROPERTY TRANSACTIONS**

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

#### **Decision**

The Committee noted the contents of the report.

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19<sup>th</sup> May 2021

Agenda Item No. 4

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## Tackling Poverty in Glenrothes Area

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Report by: Paul Vaughan, Head of Communities and Neighbourhoods

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Wards Affected: Wards 13, 14 and 15

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### Purpose

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The purpose of this report is to get Members support on the proposal to tackle Poverty in Glenrothes area - based on the findings of Poverty research.

### Recommendation(s)

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Members are asked to comment on and approve the proposed work areas in Glenrothes Area - 'Tackling Poverty Together 2021-22'.

### Resource Implications

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There is an Anti-Poverty budget for the Glenrothes area and with partnership and collaborative working we can maximise the impact of these funds.

### Legal & Risk Implications

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

### Impact Assessment

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An EqlA has not been completed and is not necessary as no change or revision to existing policies is proposed.

### Consultation

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This report has been produced following consultation with partner agencies and services in the Glenrothes area. The report has been informed and responds to the conclusions and recommendations in the Poverty Research report by Professor Karen McArdle "Work Together for a Common End".

## 1.0 Background

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- 1.1 The past year has been challenging and has been dominated by the impact of Covid-19. This meant changes to what we could offer and deliver. Staff and partners from services and community organisations have responded to the immediate challenges presented by the pandemic and worked together to support vulnerable people across the area.
- 1.2 The support included: delivering food parcels to people who were shielding, coordinating and delivering food stuffs and essentials to community food providers, developing a befriending service, along with calling and contacting people who were unable to access groups, Job Clubs and classes. Through 'Helping Hands' we coordinated support to vulnerable people across the area and many community organisations and volunteers provided practical local support and services.
- 1.3 The impact of Covid-19 on people is the subject of: "Work Together for a Common End" the report published in March 2021 by Professor Karen McArdle. This research took the form of 'narrative enquiry' - with lengthy telephone interviews carried out by members of the CLD Team and partners with people who had accessed support services. The title reflects the views of a partner consulted and it encapsulates the approach taken in the Glenrothes area

## 2.0 Issues and Options

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- 2.1 The conclusions and recommendations of the report were presented on 8<sup>th</sup> March 2021 to a range of partners. The research called for the following:
  - Develop localised micro funds to seed voluntary sector activity
  - Design a CLD Approach to Mental Health and Well-Being
  - Provide opportunities for Reflection with the third sector at grass roots levels.
  - Longitudinal Community Development.
  - Community Engagement
- 2.2 The findings have been discussed with our partners and colleagues to gather and formulate our responses to the report. The report highlights the need to support and rebuild community resilience through community engagement and community development *"a process where community members come together to take collective action and generate solutions to common problems."* Community Education Workers and partners should be working with people, community groups, and building their confidence and skills to make a difference to their communities and improve their lives. The detailed responses to the findings are included in Appendix One - Tackling Poverty Together.
- 2.3 The report illustrates that by pooling our resources, focussing on what was needed, by working collaboratively and collectively we did and do make a difference to people's lives. Socially isolated and/or vulnerable people have valued the support they received. There is a need to work to build the resilience and support the infrastructure of community groups and voluntary organisations.

- 2.4 This can be seen with the approach taken in tackling holiday hunger in Glenrothes area with community groups being resourced and supported to deliver local responses. Local churches, Tenants groups, Community centres and Community Councils working with services to provide shopping or meals to families.
- 2.5 There have been some positive developments through the pandemic such as the creation and delivery of online courses and learning like '*Family Favs*'. Allowing young people, adults and families to learn together from their own homes. We will continue to offer 'blended learning' opportunities combining face-to-face and online delivery.
- 2.6 The impacts of in-work poverty, food insecurity, mental health and wellbeing, changes in benefits, the impact of unemployment, fuel poverty, isolation and loneliness have all been exacerbated by the pandemic. Working together with partners and the community we can develop resilience and initiatives that help people improve their lives.

## 3.0 Conclusions

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- 3.1 This report calls for Members to approve the approach we are taking in the Glenrothes area to tackle poverty. We will work in partnership with the community as well as services, third sector organisations and community groups.

### List of Appendices

- 1. Tackling Poverty Together - Glenrothes Area 2021 - 22

### Background Papers (circulated previously)

- 1. Work Together for a Common End - Professor Karen McArdle
- 2. Summer in the Park Pandemic Response Free Family Activity Packs
- 3. Positive You Report

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## Tackling Poverty Together 2021 - 22

### Report Conclusions and Recommendations - with responses:

#### Develop localised micro funds to seed voluntary sector activity.

- Micro Funds - small grants could be made available to community groups for small projects/initiatives, taking a similar approach to *Universally Challenged*, the PB initiative. Enabling small groups to make a big difference to people in their communities, which encourages community activism.
- **£5,000** – Groups apply for small amounts (up to £500) simple form and tackling poverty criteria - WRAAP partners agreed every group gets a worker appointed to support their project. Aim that groups grow in confidence/skills and network/develop.

#### Design a CLD Approach to Mental Health and Well-Being

- **£40,000** - Positive You - is clearly a project that makes a difference, improving people's lives, and their mental health and wellbeing. Has developed each year, managed to engage with people through the pandemic and developing online resources and supports. Now linked with 4 GP Practices/Health Centres. Alternative sources of funding have been pursued if possible, will access that funding.
- **£2,000** - Self-esteem/Resilience building courses delivered across Glenrothes area for people.

#### Provide opportunities for Reflection with the third sector at grass roots levels

- There is a continuing need to get all our partners together (preferably face-to-face) third sector and council services, to reflect on our experiences through the pandemic. Voluntary and community organisations have and do play a vital role in supporting vulnerable people. Focus on what we can do to rebuild community resilience and what is needed to stimulate greater community involvement.
- **£3,500** - To arrange and host several meetings across Glenrothes area with community groups/organisations, promote volunteering opportunities and encourage people to volunteer - develop training/confidence building.
- **£1,000** - Arrange & host Poverty Resilience Seminar/Conference for people & practitioners of the Glenrothes area.

#### Longitudinal Community Development

- Community Development is defined as *"a process where community members come together to take collective action and generate solutions to common problems."* We need to do this even better in the Glenrothes area, with a focus on community development approaches from the CLD Team and partners. Work closely with FVA and others to do this - will mean less attendances in CLD classes/groups but will increase work with community groups.
- Scottish Community Development Network/FVA will refresh staff/partners with Community Development and CLD Standards Council Competencies used for training.

## Community Engagement

- Community Engagement is the key to much of the above and many people were left isolated through the pandemic (and are now). The report states: *“Community engagement needs to be part of the responsibility of all relevant services...and needs to be part of the profile of Fife Council partners in their provision.”*
- **£2,000** - Engaging with people in the creation and writing of Neighbourhood Recovery Plans for Leslie, Thornton and Auchmuty areas and a review of Collydean and Macedonia Neighbourhood Plans. Cover the costs of meeting rooms, community gatherings, hall hires etc. and printing of plans. £2,000 from Local Community Planning Budgets.

## Ongoing Issues/Concerns

- in-work poverty,
- **£11,000** - Food Resilience Work - Deliver a range of courses in basic & healthy cooking, e.g. Family Fav's across the Glenrothes area 100 families,
- **£20,000** - Food Worker for North Glenrothes Training/Mentoring people.
- Mental Health and Wellbeing Support Services - **Intandem** Worker is in post and will be engaging/consulting with many people/young people across the Glenrothes area - will be trialling initiatives for young people and families.
- **£15,500** - 0.5 post to contribute to the Glenrothes Welfare Support Workers working with people who are in receipt of benefits, newly unemployed; discretionary fund.
- **£8,000** - to support fuel poverty work in the area.
- **£6,000** - Tackle isolation & loneliness with community led/community events e.g. Community Barbecues (£2,000) per ward area.
- **£12,000** - Family Activity Packs (250 packs per week for vulnerable families) for summer, October, Christmas and Easter school holidays.
- **£6,000** - Family Food & Fun Club - contribution to this initiative to help reduce stigma. Other 'holiday hunger' initiatives will be supported through Café Inc funding.

**Total £132,000**

## Response to Poverty Research - What we should be doing...

The Conclusions and Recommendations of the report were presented by Professor Karen McArdle on Monday 8<sup>th</sup> March 2020. Following the presentation there were questions and discussion with, Councillors from each party, representatives and partners from the third sector and NHS Fife (Health & Social Care) along with colleagues from a range of council services.

Karen explained that she had used Narrative Enquiry as a means of gathering detailed and qualitative responses from people affected by poverty and the pandemic across the Glenrothes area. She has completed similar research across other local committee areas which enabled her to compare our area with the Fife wide picture.

The impact on people's mental health and wellbeing is a major issue. The cost of the pandemic has been great on people in the Glenrothes area. We now have people with mental health and wellbeing concerns that previously could cope or manage their wellbeing. The pandemic and lockdowns have affected people greatly, with so many supports and services being unavailable people feel more isolated than ever. There is a clear need to engage with people and support them to build and/or rebuild their self-esteem and resilience. People in Glenrothes area were less optimistic about the future and felt they were less able to cope, than people in other parts of Fife.

The report gives us reasons for and the opportunity to re-focus the work of CLD in the Glenrothes area and, of course, that of the People and Place group, the Plan4GlenrothesArea, and other groups in the area e.g. WRAAP, Glenrothes Action Against Poverty group, and Teams.

The report highlighted there should be a focus on working with community organisations and community groups. We should be working with the people who make up these organisations and groups and the communities they come from to help make them be as effective as possible.

The response by community organisations, CLD Team and partners, through the pandemic illustrated how effective local responses can be. We have tried to work with and support local community organisations and groups to develop and deliver services and responses.

This is reflected in how we have been working with partners in the Glenrothes area with efforts to tackling poverty and 'holiday hunger' – such as focussing on families on low incomes, the development of Family Food & Fun working collaboratively with our partners to pool our resources and support their efforts rather than "The Cooncil/Council should sort it out and fix things".

**Priority should be given to the people who need help most and who will benefit from interventions from us all (all and any of our partners).**

**"People were very grateful for the support they had received through the pandemic and lockdown periods."**

**Capitalise on volunteering** - opportunity to get volunteers to stay involved...build more groups...or encourage people into groups, training... Political (small p) Learning/Education – Democracy Cookbook is great resource...

### **Community Development is vital**

3 levels of work

- Self – building confidence, self-esteem and resilience
- Community – group work, events activities, working with neighbours
- Structure & Systems – work for change, people not knowing how systems work, who to go to, the difference between Council and Governments, the role of Councillors, MPs MSPs. A real need for political literacy e.g. Democracy Cookbook, Cllrs surgeries held in schools etc.



19th May, 2021

Agenda Item No. 5

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## **Proposed Removal of 20mph Zone and Introduction of 30mph Speed Limit, B9130 Markinch**

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

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

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### **Purpose**

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The purpose of this report is to allow the Glenrothes Area Committee to consider proposals to:

1. remove the 20mph zone on the B9130, Markinch, from its limit with the 40mph west of Bowen Place to a point east of its junction with the access road to Balbirnie Estate; and
2. Replace with a new 30mph speed limit.

### **Recommendation(s)**

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

1. agrees to the promotion of a Traffic Regulation Order (TRO) to remove and introduce the restrictions detailed in drawing no. TRO/20/19 with all ancillary procedures; and
2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

### **Resource Implications**

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The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £10,000, which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of the new infrastructure. This will be met from approved Service budgets (ARP).

### **Legal & Risk Implications**

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There are no known legal or risk implications.

## Impact Assessment

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

## Consultation

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The local Ward Councillors and Police Scotland have been advised.

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

## 1.0 Background

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- 1.1 The original western limit of the Markinch 20mph zone was located on the B9130 at a point west of its junction with Sweetbank Terrace. In July 2016 the 20mph was extended westwards in order to cover the junction with the newly built Bowen Place which serves a new four-house development.
- 1.2 Over the time that this 20mph extension has been in operation, compliance has been very poor. Measures taken to improve compliance included an enhanced 20mph zone gateway and introduction of 20mph repeater signs and roundels on the road. Police collaboration has also been sought, and enforcement carried out on a number of occasions.
- 1.3 Despite all the efforts, the latest surveys undertaken in August 2019 returned 85<sup>th</sup> percentile speeds (the speed at or under which 85% of traffic travels at) of 29mph and 30mph.

## 2.0 Issues and Options

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- 2.1 The persistent lack of compliance with the speed limit and the results of the speed surveys clearly indicate that drivers perceive 30mph to be the appropriate limit on this stretch of road.
- 2.2 The replacement of the 20mph zone with a 30mph limit would align the mandatory limit to driver's perception, as advised by national guidance on setting speed limits.
- 2.3 An assessment of the west end indicated that current 20mph zone is located at the apex of a bend, which diminished visibility by approaching traffic. It is therefore recommended that the new 30mph limit should start on the straight section right before said bend.
- 2.4 An assessment of the east end indicated that the new 30mph limit should extend to a point east of the junction with the Balbirnie Estate access road. This arrangement was deemed necessary to keep the access to John Knox Park (a route to School) within the 20 mph zone.

- 2.5 The proposed 30mph limit would also act as a buffer zone to allow drivers to enter the 20mph zone on lower speeds.
- 2.6 It is proposed that the section of the existing 20mph zone on the B9130 detailed on drawing number TRO/20/19 is revoked and a new 30mph limit is promoted as indicated on the plan.

## 3.0 Conclusions

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- 3.1 In the interests of road safety, it is recommended that the section of the existing 20mph zone on the B9130 detailed on drawing number TRO/20/19 is revoked and a new 30mph limit is promoted as indicated on the plan.

### List of Appendices

1. Drawing No. TRO/20/19

### Background Papers

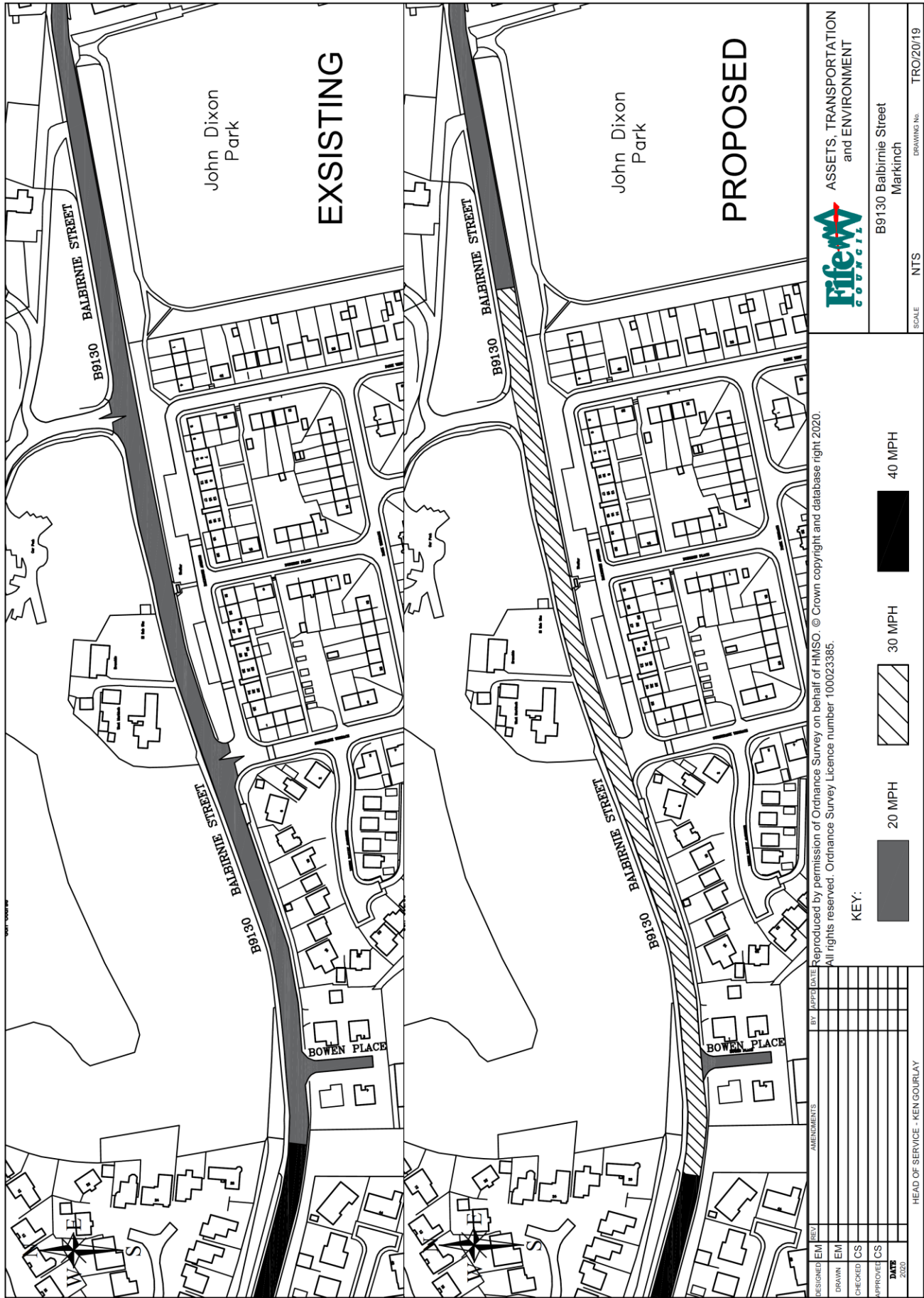
1. None

### Report Contact

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Appendix 1



19<sup>th</sup> May 2021

Agenda Item No. 6

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## Proposed 40mph Speed Limit, U039 from St Drostan's Cemetery to Markinch

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

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

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### Purpose

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The purpose of this report is to allow the Glenrothes Area Committee to consider proposals to introduce a 40mph speed limit on the U039, Markinch, from a point near St Drostan's cemetery to the 20mph limit at Markinch.

### Recommendation(s)

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

1. agrees to the promotion of a Traffic Regulation Order (TRO) to introduce the restrictions detailed in drawing no. TRO/21/29 with all ancillary procedures; and
2. authorises officers to confirm the Traffic Regulation Order within a reasonable period unless there are objections.

### Resource Implications

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The cost to formally promote this TRO and deliver the associated traffic management works will be approximately £4,000, which covers Roads & Transportation Services' and Legal Services' staff costs, advertising and delivery of the new infrastructure. This will be met from approved Service budgets.

### Legal & Risk Implications

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There are no known legal or risk implications.

### Impact Assessment

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

### Consultation

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

## 1.0 Background

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- 1.1 The U039 (formerly known as the K18) is a rural road, with some bends at the west end, that passes St Drostan's cemetery. The east end exits onto the A911.
- 1.2 The section from Markinch to the cemetery is well used by pedestrians as it takes them to the start of a popular local walk and also to the cemetery.
- 1.3 The road is also a bus route with bus stops on either side of the road.
- 1.4 Requests were received for the reduction of the speed limit on this particular stretch of road.

## 2.0 Issues and options

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- 2.1 The topography, with the bends and the residences/accesses all being on the one side suggests that a 40mph limit would be seen as appropriate by drivers on this particular stretch of road.
- 2.2 The proposed 40mph limit would also act as a buffer zone to allow drivers to enter the 20mph zone at lower speeds.
- 2.3 It is proposed that a length of 40mph speed limit is promoted on the U039 as detailed in drawing number TRO/21/29. The remaining length is to remain national speed limit.

## 3.0 Conclusions

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- 3.1 In the interest of road safety, it is recommended that the new 40mph speed limit be promoted as indicated in drawing number TRO/21/29.

### List of Appendices

- 1. Drawing No. TRO/21/29

### Background Papers

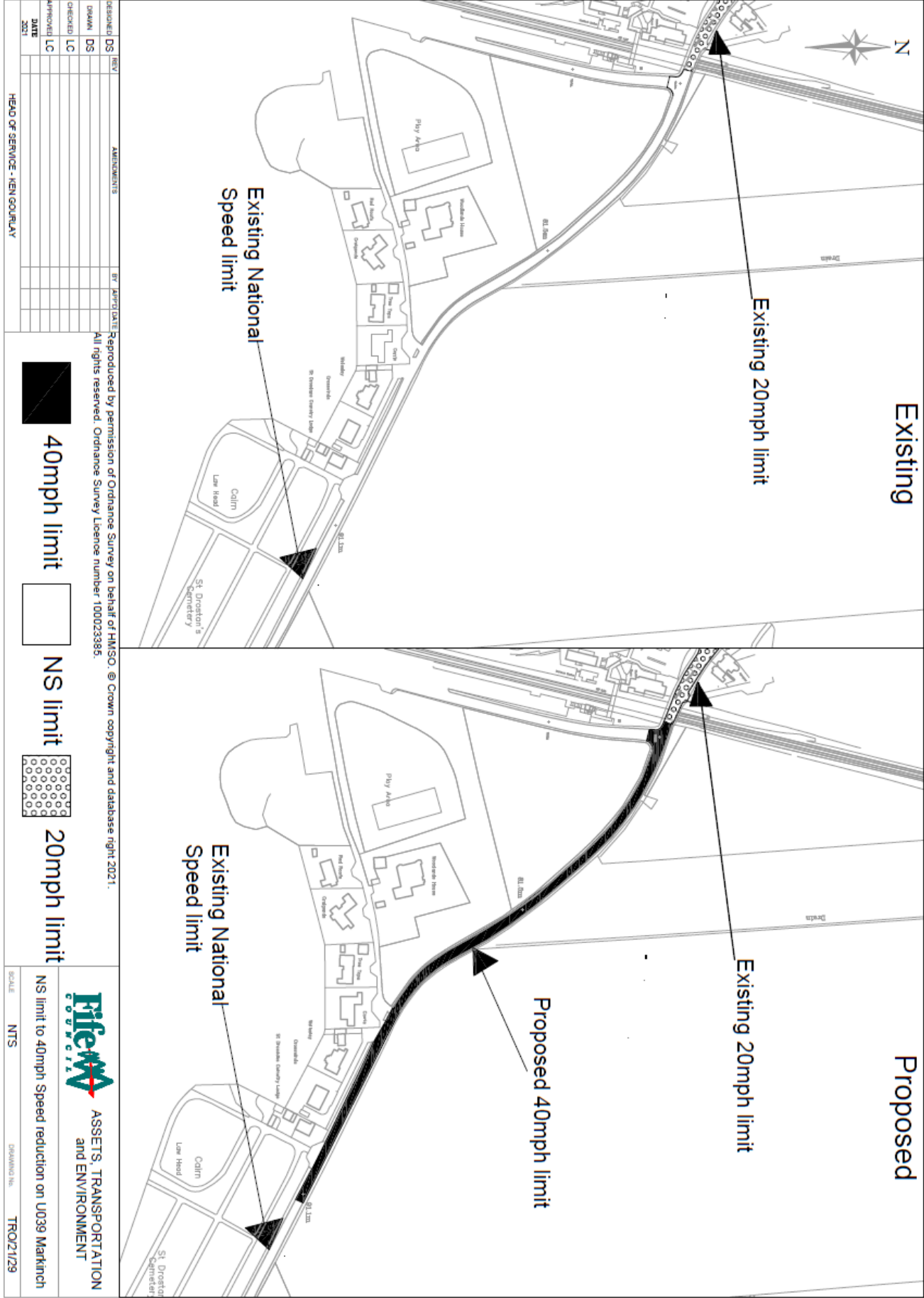
The following papers were relied on in the preparation of this report in terms of the Local Government (Scotland) Act, 1973:-

- 1. EqlA Summary Sheet

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19th May, 2021

Agenda Item No. 7

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## School Attainment and Achievement Reports

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

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**Wards Affected:** 13, 14 and 15

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### Purpose

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

### Recommendation(s)

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The Committee: -

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

### Resource Implications

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There are no resource implications.

### Legal & Risk Implications

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There are no legal implications.

### Impact Assessment

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



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

## 1.0 Background

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

## 2.0 Secondary School Reports

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- 2.1 The reports for secondary schools serving young people from the local area are contained within Appendices 3 onwards.
- 2.2 These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.
- 2.3 Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.
- 2.4 Positive destinations include Higher Education, Further Education, Training, Employment and Activity Agreements.
- 2.5 Activity Agreements are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.
- 2.6 Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.
- 2.7 One-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy. This shows the percentage of the school's leavers in 2019-20 who achieved these levels of qualification.
- 2.8 One-year data for the secondary school is included for qualification sets at Level 5 (National 5) and Level 6 (Higher). This shows the percentage of the school's leavers in 2019-20 who achieved these qualification sets.

## 3.0 Alternative Certification Model for SQA Qualifications 2021

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

## 4.0 Conclusions

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

## **List of Appendices**

1. Appendix 1 – Fife Guidance for “SQA Estimates for Candidates for Session 2019-20”
2. Appendix 2 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.
3. Appendix 3 – Auchmuty High School Report
4. Appendix 4 – Glenrothes High School Report
5. Appendix 5 – Glenwood High School Report

## **Background Papers**

None.

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

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## **1.0: Introduction and Background**

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

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

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

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

SQA have provided a timeline of support as detailed below:

### **20 April 2020**

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

### **27 April 2020**

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

## **Week beginning 4 May 2020**

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

## **Week beginning 11 May 2020**

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

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

### **“Step 1 - Estimates**

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

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

### **Step 2 - Awarding**

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

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

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

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

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

### **Step 3 - Results and Certification**

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

### **Step 4 - Appeals**

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

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

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

## **2.0: National, Higher and Advanced Higher Qualifications**

SQA Guidance can be accessed at

[Information for centres - Producing Estimates](#)

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

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

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

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

SQA have indicated they will use estimates to:

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

In advice to learners, SQA have indicated that teachers “have a strong understanding of your performance and know how you compare to other learners in each department, and in previous years. Your teachers should take account of any available work that you have completed throughout the course. Using their professional judgement, and their knowledge of your work



and your progress so far, they should make an estimate of the grade and band you would have achieved under normal circumstances.

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

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

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

### **3.0: Data Provided by the Local Authority**

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

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

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

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

## **4.0: Estimating Grades – Guidelines for Practitioners: Section 1**

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

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

### **4.1: Production of Estimates – General Guidance**

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

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

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

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

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

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

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

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

SQA have advised:

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

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

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

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

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

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

### **Implicit Bias**

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

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

## 4.2: Production of Estimates – Refined bands:

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

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

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

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

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

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

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

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

## **Band 2 and 7 estimates**

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

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

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

### **4.3: Production of Estimates – Rank ordering of candidates:**

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

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



#### 4.4: Production of Estimates – Information Required by SQA

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

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

#### 4.5: Production of Estimates – Band 9 National 5 Candidates

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

#### 4.6: Production of Estimates – The Role of SLT

##### SLT should:

- ensure all staff are aware of the importance of this session’s estimates and provide support and guidance for all staff.
- ensure all staff are aware of the new bandings to be used for estimates and the SQA advice provided within this guidance
- ensure all staff are aware of the need to rank order candidates and the SQA advice provided within this guidance

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

**In addition, SLT should:**

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

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

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

**SLT should:**

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

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

**PTC/PT should:**

- read this guidance and seek clarification on any points from their identified link SLT member.
- maintain regular contact with their identified link SLT member throughout the period estimates are being considered, finalised and submitted to SQA.
- check all staff are aware of the importance of this session’s estimates and provide support and guidance for all staff.

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

**PTC/PT should check all teachers have access to:**

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

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

#### **PTC/PT should:**

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

### **4.8: Production of Estimates – The Role of the Teacher**

#### **The teacher should:**

- ensure they keep up to date with all guidance provided by their SLT and PTC/PT in relation to estimates for Session 2020.
- maintain regular contact with their PTC/PT throughout the period estimates are being considered, finalised and submitted to SQA.
- ensure they understand the new bandings to be used for estimates and the SQA advice provided in this guidance.
- ensure they understand the need to rank order candidates and the SQA advice provided in this guidance.
- be aware of the wide range of evidence that can be considered when generating estimates following discussion of the “**Potential Evidence Checklist**” attached to this Guidance as **Appendix 1** with their PTC/PT.
- use a wide range of evidence when considering estimates for each individual candidate, including prior attainment, standardised baseline assessment data, National Qualifications Progression Statistics, demonstrated attainment, inferred attainment and any exceptional personal circumstances.

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

## **5.0: Estimating Grades – Guidelines for Practitioners: Section 2**

### **5.1: Quality Assurance of Estimates – General Guidance**

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

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

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

- Have I followed the guidance agreed with my PTC/PT/SLT?
- Have I used a wide range of evidence to support estimates (see Potential Evidence checklist) for each candidate?
- Have I considered inferred as well as demonstrated attainment?
- Have I considered prior attainment and standardised baseline assessment information?

- Have I checked that I am being consistent in the evidence I am using with colleagues presenting at the same level within my school?
- Have I been consistent across candidates in analysing evidence and generating estimates?
- Do my overall estimates fall within the agreed parameters for this session based on the data my PTC/PT has used from the last three years?
- If not, what evidence do I have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Are my overall estimates largely in line with National Qualification Progression Rates?
- If not, what evidence do I have to justify the difference? E.g. prior attainment, standardised baseline assessment data, etc.
- Have I been fair to all candidates when placing them in rank order?

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

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

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

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

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

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

#### **5.4: Quality Assurance of Estimates – The Role of SLT**

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

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

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



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

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

- Do overall school results correlate with previous attainment results?

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

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

## **6.0: How to submit estimates**

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

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

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

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

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

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

## Potential Evidence Checklist

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

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

Type of Evidence	Evidence	Considered Yes / No
	Performance in SNSA	
	MidYIS / Baseline and Other Standardised Assessments	
	Previous Qualifications in Subject	
	Previous Qualifications in Cognate Subjects	
Candidate Circumstance	Attendance	
	Exceptional Personal Circumstance	
	Assessment Arrangements	
National Progression Rates	National Progression Rates	
Three-year trend in grades	Three-year trend in grades	
Three-year trend in Estimates to Actual	Three-year trend in Estimates to Actual	
Estimates in cognate subjects	Estimates in cognate subjects	

### Candidate Potential Evidence Checklist

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

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

Type of Evidence	Evidence	Considered Yes / No
	Previous Qualifications in Subject	
	Previous Qualifications in Cognate Subjects	
Candidate Circumstance	Attendance	
	Exceptional Personal Circumstance	
	Assessment Arrangements	
National Progression Rates	National Progression Rates	
Three-year trend in grades	Three-year trend in grades	
Three-year trend in Estimates to Actual	Three-year trend in Estimates to Actual	
Estimates in cognate subjects	Estimates in cognate subjects	

## Suggested Timelines

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

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

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



## Request for Local Authority Consideration Checklist

**School**

**Subject and Level**

**Headteacher submits to Maria Lloyd, Head of Service**

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

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

### **Schools By Cluster**

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

Glenrothes High School  
Caskieberram Primary School  
Pitcoudie Primary School  
Rimbleton Primary School  
South Parks Primary School

Glenwood High School  
Collydean Primary School  
Kinglassie Primary School  
Leslie Primary School  
Newcastle Primary School  
Southwood Primary School

### **Links**

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

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



## **Whole School Social Context and Attainment and Achievement Report**

**Session 2019-20**

**Auchmuty High School**



School

Auchmuty High School

## School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	665	662	1327

DAS Roll								
Year	S1	S2	S3	S4	S5	S6	Total	
2019/20	6	6	5	1	5	6	29	

Estate		
Year	Capacity	Capacity %
2019/20	1300	2.10

### Percentage of pupils with FMR

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

Auchmuty High School				
2015/16	2016/17	2017/18	2018/19	2019/20
17.80	17.80	17.00	17.80	19.60

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

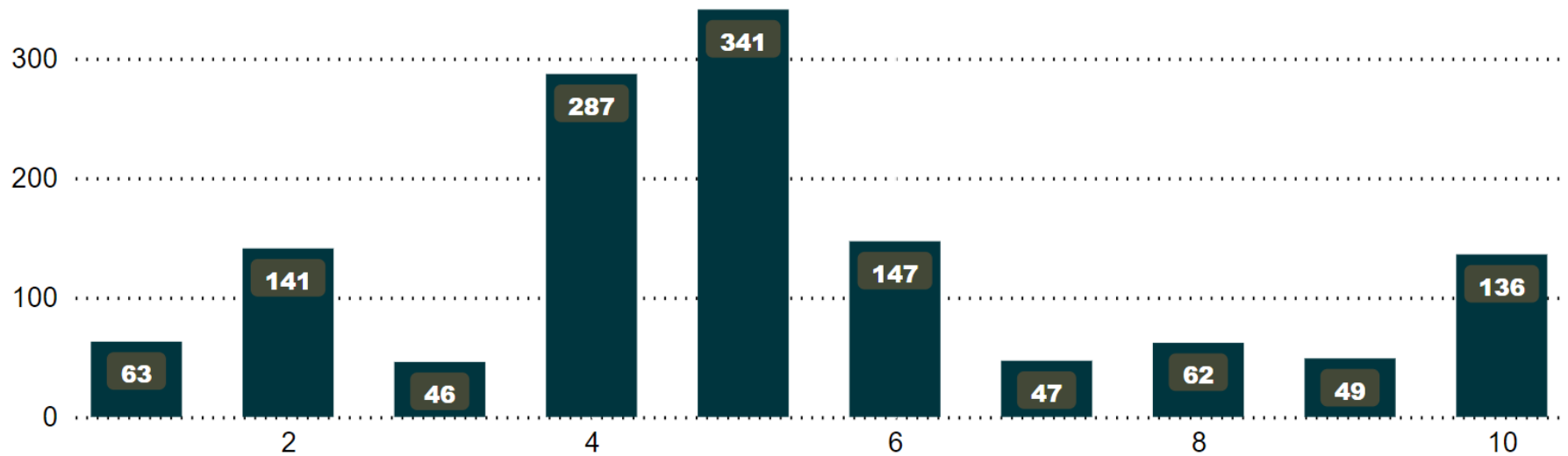
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

Auchmuty High School

**SIMD**

**Number of Pupils per SIMD Decile (2019/20)**



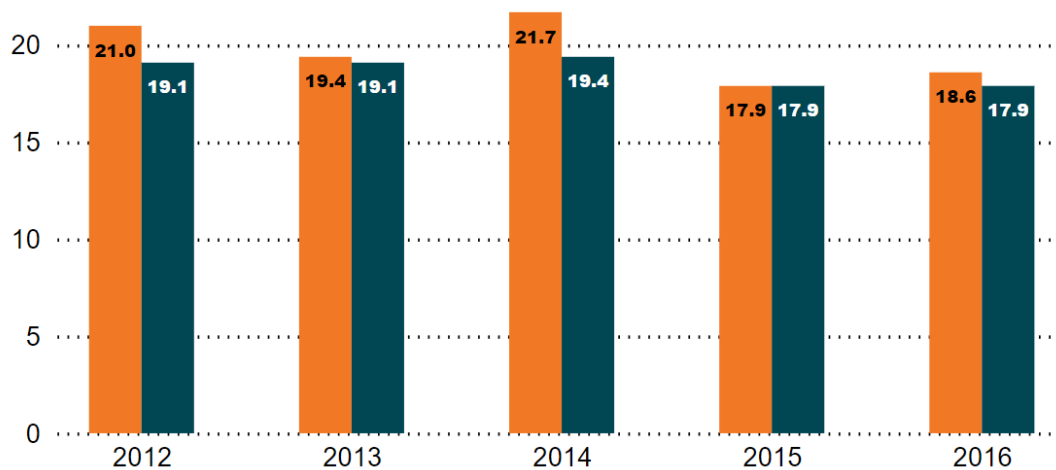
**SIMD**

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	63	141	46	287	341	147	47	62	49	136	1319

School

Auchmuty High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	21.0	19.1
2013	19.4	19.1
2014	21.7	19.4
2015	17.9	17.9
2016	18.6	17.9

## Staying on Rates

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

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

### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	83	87	85	85	81

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	71	73	60	68	66

### Fife

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

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

School

Auchmuty High School

## Attendance & Exclusions

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

<b><u>Attendance and Absences percentages</u></b>	Auchmuty High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
<b>Attendance %</b>	92.80	91.86	91.66	91.37	90.22	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	5.30	5.33	6.00	5.14	5.86	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	1.85	2.79	2.32	3.47	3.89	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<b><u>Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	69	25	28	16	19	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	91	25	36	29	31	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	14	5	2	2	1	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	22	3	2	2	2	10	6	7	4	6		

School

Auchmuty High School

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	18
Early Acquisition	6
Developing Competence	5
Competent	
Fluent	14
English as a "first language"	1280
Limited Communication	
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	21
Bereavement	
Communication Support Needs	
Deafblind	0
Dyslexia	87

Student Need Category	No. of Pupils with Need
English as an additional language	32
Family issues	24
Hearing impairment	9
Interrupted learning	13
Language or speech disorder	18
Learning disability	32
Looked after	23
Mental health problems	
More able pupil	
Other	9
Other moderate learning difficulty	52
Other specific learning difficulty (e.g. numeric)	47
Physical health problem	31
Physical or motor impairment	17
Risk of exclusion	0
Social, emotional and behavioural difficulty	77
Substance misuse	0
Visual impairment	11
Young carer	5

### Key

 Data has been suppressed due to small numbers



School

Auchmuty High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
245	214	225

Auchmuty High School %			
	2016/17	2017/18	2018/19
Positive %	91.4	95.3	91.6
Higher Education %	33.1	37.9	34.7
Further Education %	35.9	34.1	32.9
Training %	2.0	1.4	2.7
Employment %	20.0	21.0	20.4
Activity Agreements %	0.4	0.5	
Unemployed %	8.2	4.2	8.4
Unemployed Seeking %	6.1	1.4	6.2
Unemployed Not Seeking %	2.0	2.8	2.2
Unknown %	0.4	0.5	

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

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

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

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

School

Auchmuty High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
245	214	225

Auchmuty High School %			
	2016/17	2017/18	2018/19
Positive %	91.4	95.3	91.6
Higher Education %	33.1	37.9	34.7
Further Education %	35.9	34.1	32.9
Training %	2.0	1.4	2.7
Employment %	20.0	21.0	20.4
Activity Agreements %	0.4	0.5	
Unemployed %	8.2	4.2	8.4
Unemployed Seeking %	6.1	1.4	6.2
Unemployed Not Seeking %	2.0	2.8	2.2
Unknown %	0.4	0.5	

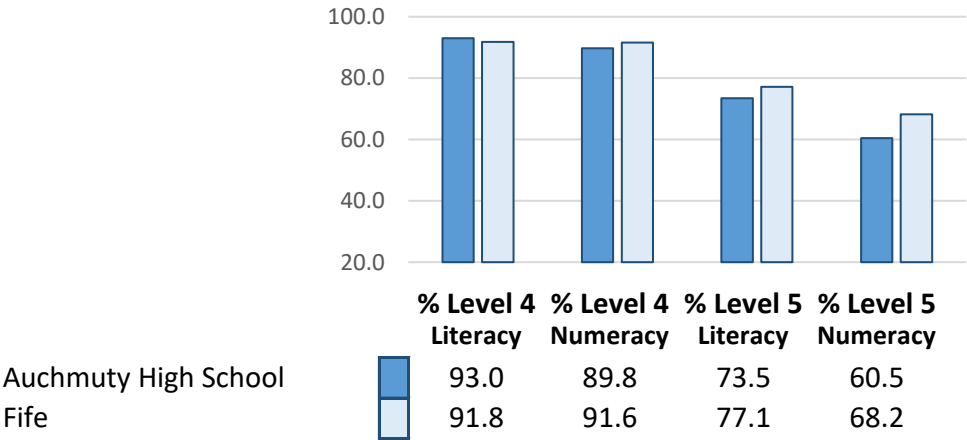
2016/17	2017/18	2018/19
10031	9824	9920

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

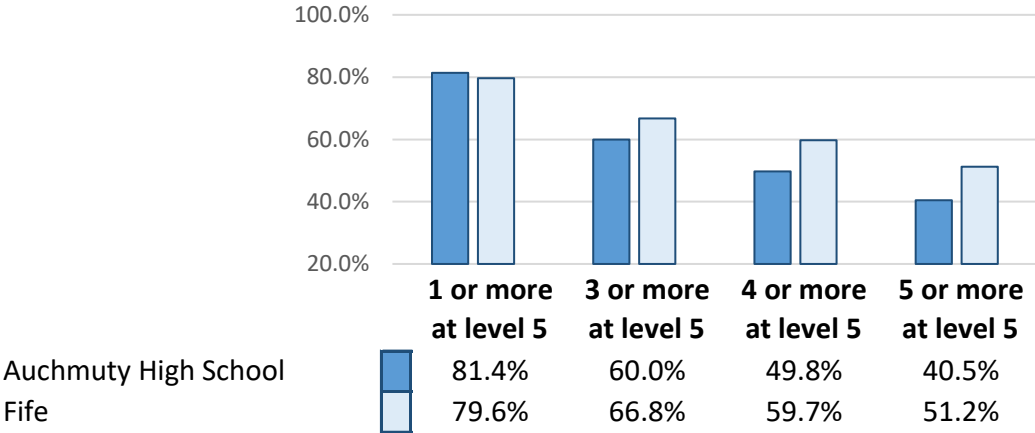
# Auchmuty High School

## Attainment of school leavers in 2019/20

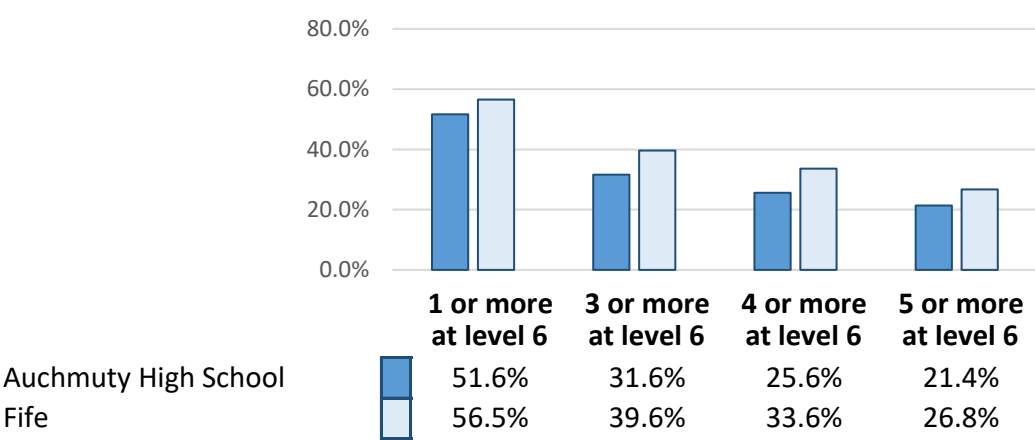
### Literacy & Numeracy of school leavers in 2019/20



### SCQF level 5 (Grade A-C pass)



### SCQF level 6 (Grade A-C pass)





## **Whole School Social Context and Attainment and Achievement Report**

**Session 2019-20**

**Glenrothes High School**



School

Glenrothes High School

## School Context

School Roll - from the September 2019/20 census.

School Roll				DAS Roll								Estate		
Year	Female	Male	Total	Year	S1	S2	S3	S4	S5	S6	Total	Year	Capacity	Capacity %
2019/20	362	412	774	2019/20	10	8	8	10	7	5	48	2019/20	941	82.25

### Percentage of pupils with FMR

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

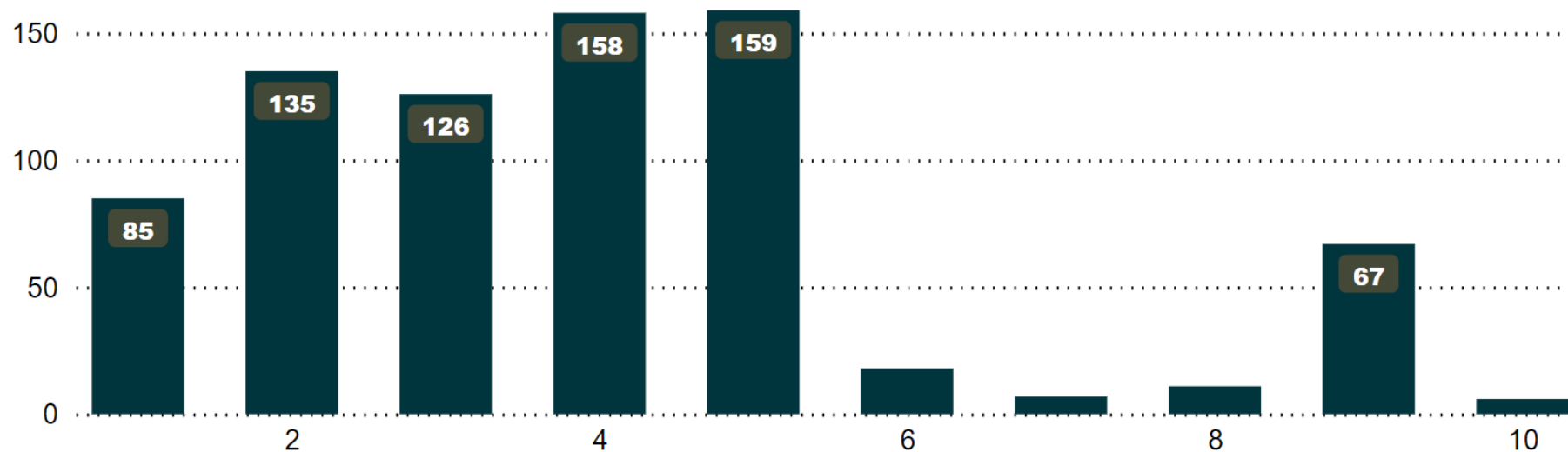
Glenrothes High School					Fife					National			
2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19
21.70	22.60	22.40	20.00	20.50	16.30	17.00	16.40	16.40	17.10	14.20	14.10	14.40	15.00

School

Glenrothes High School

## SIMD

### Number of Pupils per SIMD Decile (2019/20)



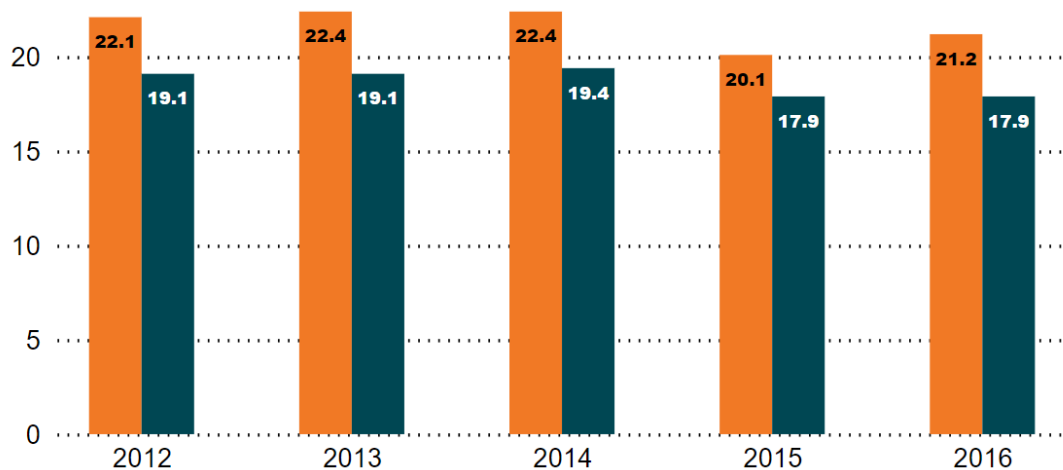
## SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	85	135	126	158	159	18	7	11	67	6	772

School

Glenrothes High School

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



	Year	School Poverty Rate %	Fife Poverty Rate %
	2012	22.1	19.1
	2013	22.4	19.1
	2014	22.4	19.4
	2015	20.1	17.9
	2016	21.2	17.9

## Staying on Rates

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

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

### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	75	87	87	93	87

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	67	60	55	60	56

### Fife

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

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

School

Glenrothes High School

## Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Glenrothes High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
<b>Attendance %</b>	91.85	91.75	90.42	90.99	88.69	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	5.92	6.38	7.67	7.32	8.63	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	2.22	1.83	1.89	1.66	2.64	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<u>Temporary Exclusions</u>												
<b>Number of Exclusions per 1000 pupils</b>	23	31	28	23	30	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	39	55	39	30	49	98	97	88	69	41	119	109
<u>LAC Temporary Exclusions</u>												
<b>Number of Exclusions per 1000 pupils</b>	0	6	6	4	3	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	0	17	12	6	5	10	6	7	4	6		



School

Glenrothes High School

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	7
Early Acquisition	
Developing Competence	
Competent	12
Fluent	6
English as a "first language"	742
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	23
Bereavement	
Communication Support Needs	
Deafblind	0
Dyslexia	106

Student Need Category	No. of Pupils with Need
English as an additional language	27
Family issues	
Hearing impairment	5
Interrupted learning	5
Language or speech disorder	15
Learning disability	9
Looked after	21
Mental health problems	29
More able pupil	
Other	
Other moderate learning difficulty	41
Other specific learning difficulty (e.g. numeric)	22
Physical health problem	39
Physical or motor impairment	25
Risk of exclusion	0
Social, emotional and behavioural difficulty	97
Substance misuse	0
Visual impairment	6
Young carer	32

### Key

 Data has been suppressed due to small numbers

School

Glenrothes High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
145	140	154

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

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

### Glenrothes High School %

	2016/17	2017/18	2018/19
Positive %	86.9	95.0	90.9
Higher Education %	27.6	40.7	44.8
Further Education %	42.8	33.6	32.5
Training %	2.8	0.7	1.3
Employment %	11.0	20.0	12.3
Activity Agreements %	2.8		
Unemployed %	13.1	5.0	7.8
Unemployed Seeking %	9.7	2.1	3.9
Unemployed Not Seeking %	3.4	2.9	3.9
Unknown %			0.6

### Fife %

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

### National %

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

School

Glenrothes High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
145	140	154

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

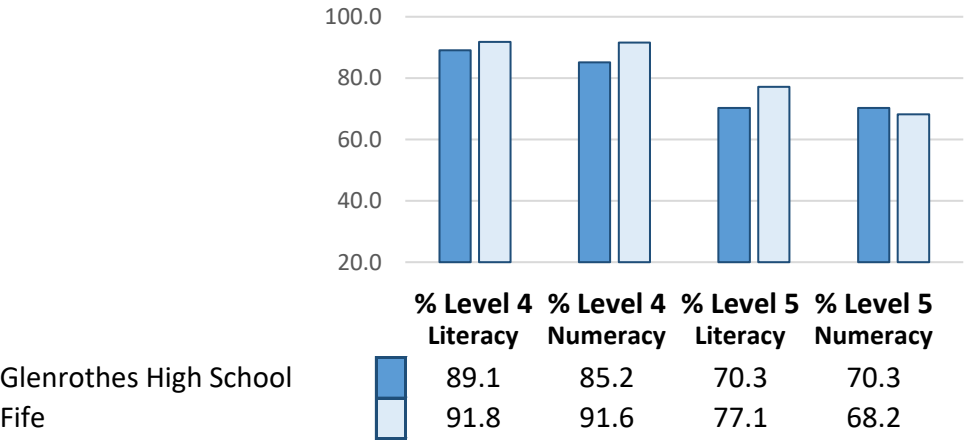
Glenrothes High School %			
	2016/17	2017/18	2018/19
Positive %	86.9	95.0	90.9
Higher Education %	27.6	40.7	44.8
Further Education %	42.8	33.6	32.5
Training %	2.8	0.7	1.3
Employment %	11.0	20.0	12.3
Activity Agreements %	2.8		
Unemployed %	13.1	5.0	7.8
Unemployed Seeking %	9.7	2.1	3.9
Unemployed Not Seeking %	3.4	2.9	3.9
Unknown %			0.6

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

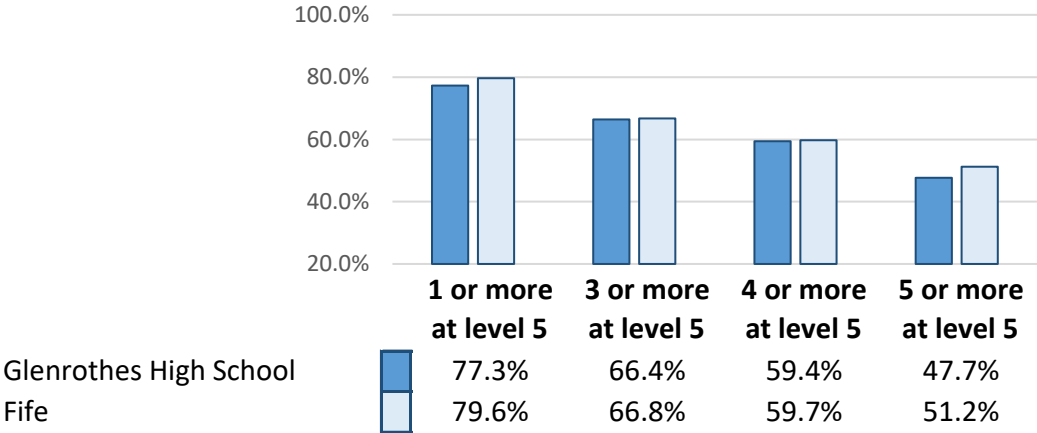
# Glenrothes High School

## Attainment of school leavers in 2019/20

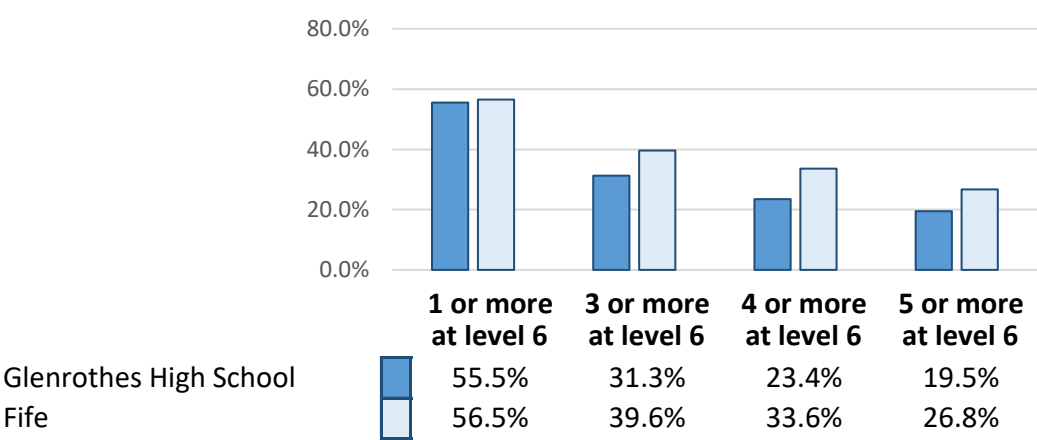
### Literacy & Numeracy of school leavers in 2019/20



### SCQF level 5 (Grade A-C pass)



### SCQF level 6 (Grade A-C pass)





## **Whole School Social Context and Attainment and Achievement Report**

**Session 2019-20**

**Glenwood High School**



School

Glenwood High School

## School Context

School Roll - from the September 2019/20 census.

School Roll				DAS Roll								Estate		
Year	Female	Male	Total	Year	S1	S2	S3	S4	S5	S6	Total	Year	Capacity	Capacity %
2019/20	372	437	809	2019/20	5	0	0	0	0	0	5	2019/20	1324	61.10

### Percentage of pupils with FMR

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

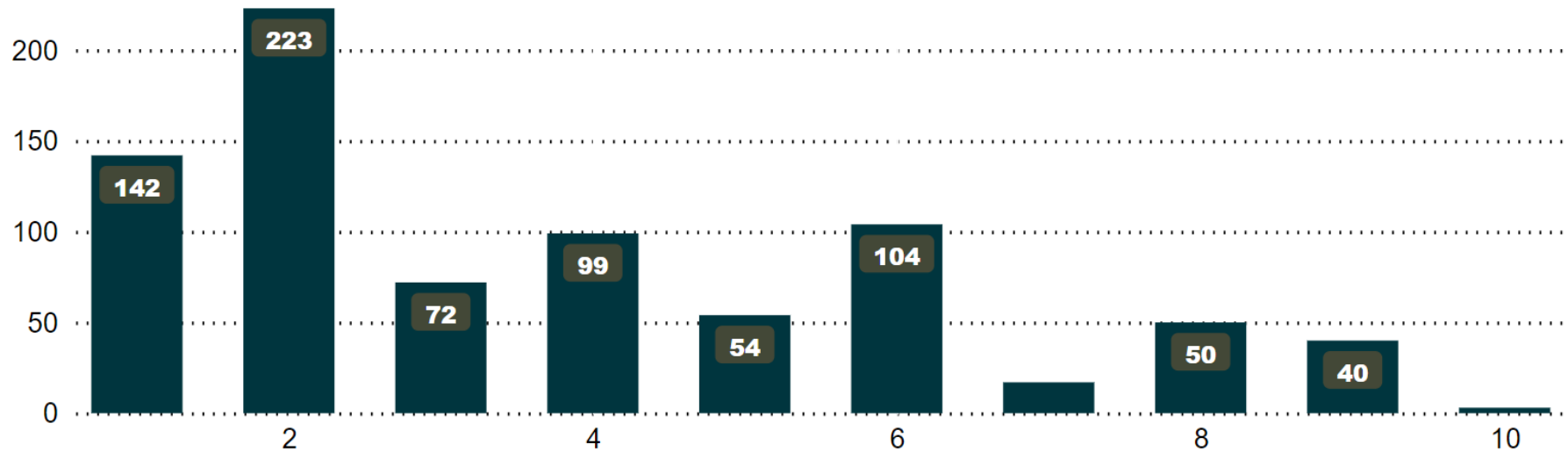
Glenwood High School					Fife					National			
2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19
23.40	24.50	22.40	23.40	25.70	16.30	17.00	16.40	16.40	17.10	14.20	14.10	14.40	15.00

School

Glenwood High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



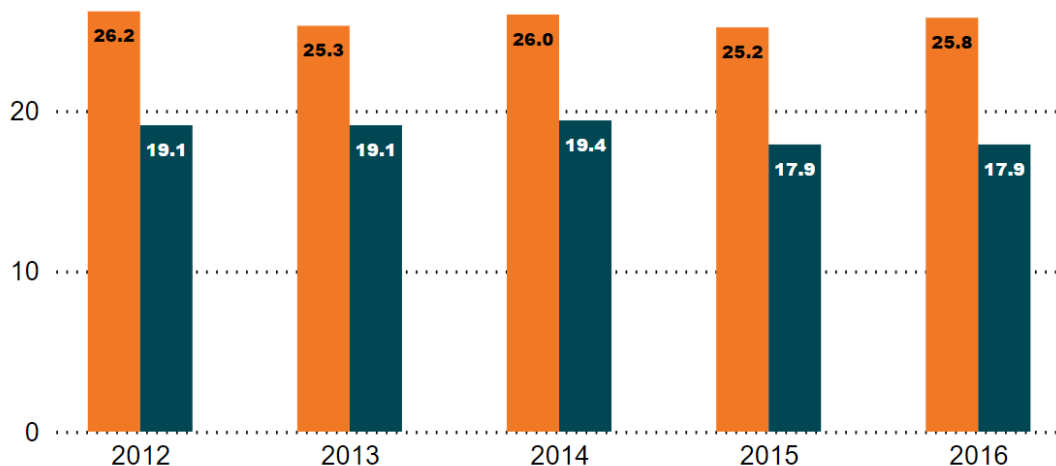
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	142	223	72	99	54	104	17	50	40	3	804

School

Glenwood High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	26.2	19.1
2013	25.3	19.1
2014	26.0	19.4
2015	25.2	17.9
2016	25.8	17.9

## Staying on Rates

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

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

### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	81	97	74	78	78

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	48	76	54	42	63

### Fife

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

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



School

Glenwood High School

## Attendance & Exclusions

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

<b><u>Attendance and Absences percentages</u></b>	Glenwood High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
<b>Attendance %</b>	90.24	89.64	88.49	89.64	89.18	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	7.25	6.93	6.73	6.87	7.45	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	2.46	3.40	4.75	3.46	3.35	2.51	3.66	3.82	4.05	4.82	2.80	3.40
<b><u>Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	25	17	27	23	16	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	70	38	47	50	29	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	0	2	5	3	1	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	0	7	12	8	4	10	6	7	4	6		

School

Glenwood High School

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	
Early Acquisition	0
Developing Competence	
Competent	
Fluent	26
English as a "first language"	776
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	22
Bereavement	10
Communication Support Needs	
Deafblind	0
Dyslexia	99

Student Need Category	No. of Pupils with Need
English as an additional language	30
Family issues	20
Hearing impairment	6
Interrupted learning	55
Language or speech disorder	8
Learning disability	5
Looked after	22
Mental health problems	52
More able pupil	5
Other	0
Other moderate learning difficulty	35
Other specific learning difficulty (e.g. numeric)	72
Physical health problem	34
Physical or motor impairment	17
Risk of exclusion	
Social, emotional and behavioural difficulty	112
Substance misuse	
Visual impairment	
Young carer	27

### Key

 Data has been suppressed due to small numbers

School

Glenwood High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
164	174	115

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

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

Glenwood High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.4	96.5
Higher Education %	28.0	29.3	23.5
Further Education %	43.3	42.5	47.0
Training %	3.7	2.3	7.0
Employment %	15.2	14.4	18.3
Activity Agreements %	2.4	1.7	
Unemployed %	6.1	8.6	3.5
Unemployed Seeking %	3.7	5.7	0.9
Unemployed Not Seeking %	2.4	2.9	2.6
Unknown %			

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

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

School

Glenwood High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
164	174	115

Glenwood High School %			
	2016/17	2017/18	2018/19
Positive %	93.9	91.4	96.5
Higher Education %	28.0	29.3	23.5
Further Education %	43.3	42.5	47.0
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Activity Agreements %	2.4	1.7	
Unemployed %	6.1	8.6	3.5
Unemployed Seeking %	3.7	5.7	0.9
Unemployed Not Seeking %	2.4	2.9	2.6
Unknown %			

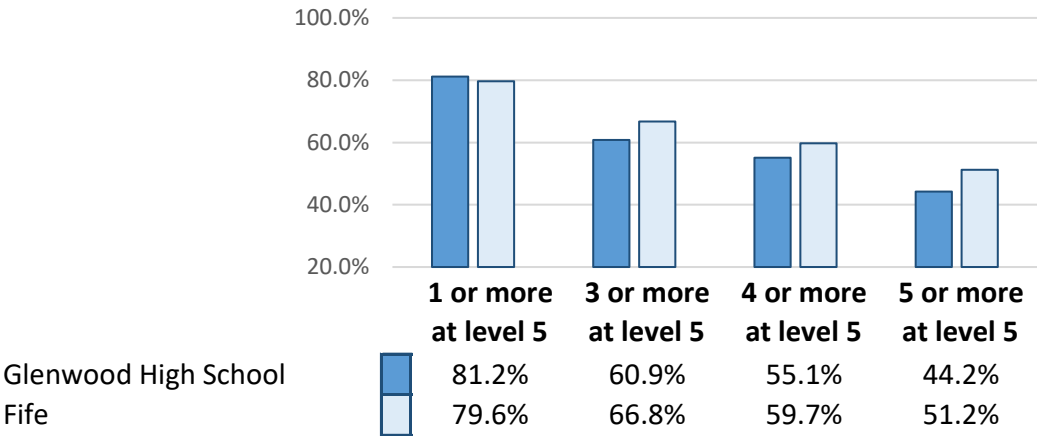
2016/17	2017/18	2018/19
10031	9824	9920

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

# Glenwood High School

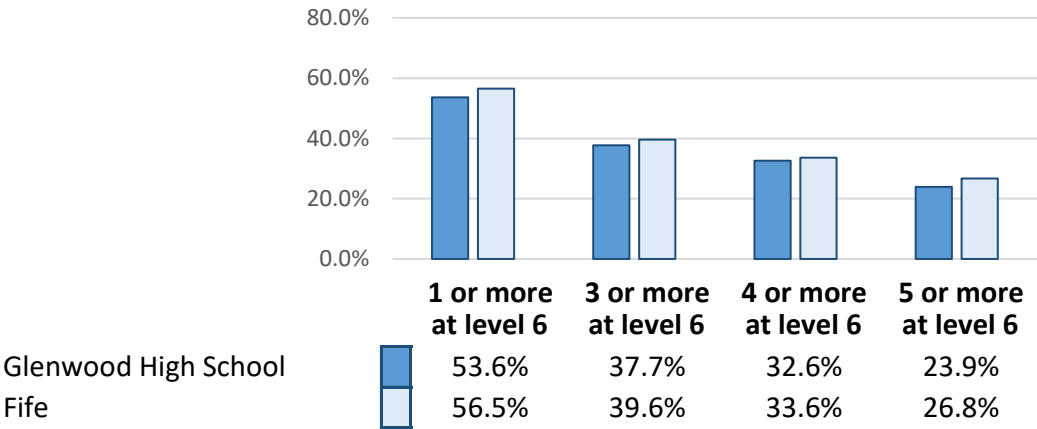
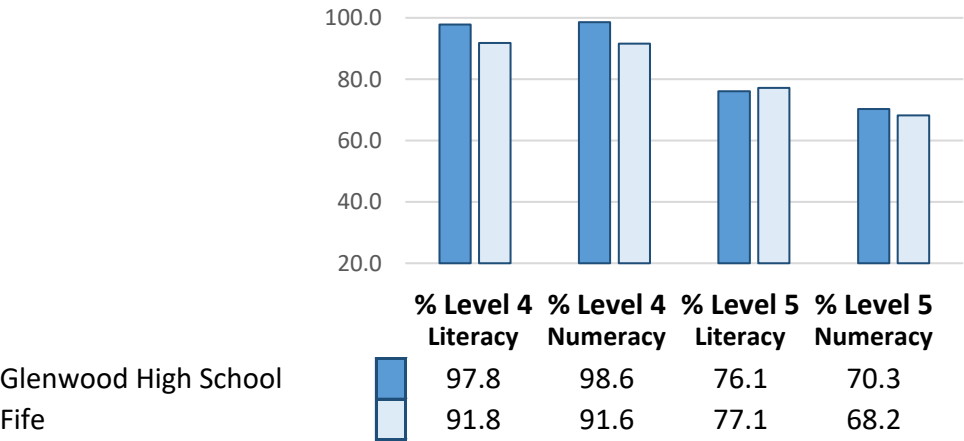
## Attainment of school leavers in 2019/20

### SCQF level 5 (Grade A-C pass)



## Literacy & Numeracy of school leavers in 2019/20

### SCQF level 6 (Grade A-C pass)



19 May 2021

Agenda Item No. 8

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## PROPERTY TRANSACTIONS

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

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Wards Affected: 13, 14 and 15

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### Purpose

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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)

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

### Resource Implications

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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

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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

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- 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

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### 2.1 Acquisitions

**2.1.1 154 Cumbrae Park, Glenrothes**

Date of Acquisition: 17 January 2021  
Price: £100,000  
Seller: Humaira Arjumand

**2.1.2 373 Megginch Place, Glenrothes**

Date of Acquisition: 21 January 2021  
Price: £80,000  
Seller: Tracey Bradshaw Rafique

**2.1.3 36 Glenwood Centre, Glenrothes**

Date of Acquisition: 8 March 2021  
Price: £20,000  
Seller: Czeslaw Bogumil Budzinski

**2.1.4 37 Greenlaw Crescent, Glenrothes**

Date of Acquisition: 28 January 2021  
Price: £82,000  
Seller: Mark Fisher

**2.1.5 300 Delgatie Avenue, Glenrothes**

Date of Acquisition: 12 February 2021  
Price: £84,000  
Seller: Catherine Millar

**2.1.6 436 Cluny Place, Glenrothes**

Date of Acquisition: 12 February 2021  
Price: £98,000  
Seller: John Gray Wood

**2.1.7 132 Fordell Road, Glenrothes**

Date of Acquisition: 25 February 2021  
Price: £90,000  
Seller: Paul V and Sharon A McGinness

**2.1.8 108 Aboyne Way, Glenrothes**

Date of Acquisition: 5 March 2021  
Price: £100,000  
Seller: Connor Wells

#### 2.1.9 **139 Oldany Road, Glenrothes**

Date of Acquisition: 12 March 2021  
Price: £98,000  
Seller: Tuyub Mukhtar

#### 2.1.10 **161 Methlick Brae, Glenrothes**

Date of Acquisition: 12 March 2021  
Price: £105,000  
Seller: Keith S Cameron

#### 2.1.11 **131 Oldany Road, Glenrothes**

Date of Acquisition: 16 February 2021  
Price: £100,000  
Seller: Azure Projects Ltd

#### 2.1.12 **28 Fyvie Green, Glenrothes**

Date of Acquisition: 31 March 2021  
Price: £105,000  
Seller: Zahid Ikram Mukhtar & Nabila Yasmin Mukhtar as Partners of the Firm of Mukhtar Partnership

#### 2.1.13 **284 Colliston Avenue, Glenrothes**

Date of Acquisition: 26 March 2021  
Price: £95,000  
Seller: Rashpal Singh Mehmi

## 3.0 Conclusions

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**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

Author Name	Michael I McArdle
Author's Job Title	Lead Professional
Workplace	Property Services – Estates Bankhead Central Bankhead Park Glenrothes, KY7 6GH
Telephone	03451 555555 Ext No 440268
Email	<a href="mailto:Michael.mcardle@fife.gov.uk">Michael.mcardle@fife.gov.uk</a>



Glenrothes Area Committee of 23 June 2021			
Title	Service(s)	Contact(s)	Comments
Area Housing Plan (including Area Lettings Plan)	Housing Services	John Flaherty	Expected 10.06.20, subsequently deferred. Re-scheduled for 23.06.21 to include 2020/21 full year performance data for clearer comparison with previous years.
Children Performing Caring Duties	Education and Children's Services	Sarah Else	As agreed at GAC 04.03.20 - Para. 176. (3) of 2020.GAC.83 refers. Delayed due to COVID-19.
Severe Flooding Impacts and Potential Mitigation	Assets, Transportation and Environment	Sara Wilson, Lynne Davidson, Ross Speirs, Rick Haynes	Network Condition Team leading. Briefing note to be issued March, 2021 in the first instance. Update report specific to Glenrothes Area (after consideration of a Fife report at Env & Protective Services Sub-Committee 27.05.21).
Community Safety Partners annual reports	Communities and Neighbourhoods Service, Scottish Fire & Rescue Service, Police Scotland	Liz Watson-SC	Annual reports (3 of) - Community Safety; Fire Service; Police Scotland (Fife).
Glenrothes Area Committee Forward Work Programme 2021/22			

Glenrothes Area Committee of 18 August 2021			
Title	Service(s)	Contact(s)	Comments
Glenrothes Area Committee Forward Work Programme 2021/22			

Glenrothes Area Committee of 1 December 2021			
Title	Service(s)	Contact(s)	Comments
Glenrothes Area Committee Forward Work Programme 2021/22			

Glenrothes Area Committee of 2 February 2022			
Title	Service(s)	Contact(s)	Comments
Glenrothes Area Committee Forward Work Programme 2021/22			

Glenrothes Area Committee of 30 March 2022			
Title	Service(s)	Contact(s)	Comments
Glenrothes Area Committee Forward Work Programme 2021/22			

Unallocated			
Title	Service(s)	Contact(s)	Comments
Fife Health & Social Care Partnership - Glenrothes Area Locality Planning Update	Health and Social Care	Fiona Mckay	GAC 29.11.17 - Min Ref Para 25 (2) refers. Briefing note 19.01.18. Expected 19.06.19. 2020/21 - locality work suspended due to COVID. Date to be advised.

Unallocated			
Title	Service(s)	Contact(s)	Comments
Report of the Pupilwise & Parentwise Surveys	Education and Children's Services	Deborah Davidson	3-yearly surveys - due 2021. Previously considered 31.10.18. 2020/21 - due to COVID-19, Education unable to progress with surveys at this time. Education considering how to continue gathering views of children, young people and families in a way that is relevant to current challenges and their situation.
Director of Public Health Annual Report 2018-19			Dona Milne, Director of Public Health, NHS Fife - briefing note issued to members on 19.08.19. May wish to receive an update at a future meeting.
Pupil Equity Fund	Education and Children's Services	Angela Logue, Sarah Else	Suggested HT, St Andrews RC HS attend Committee. Previous Member Workshop on 12.09.19.
Lock-up Review	Housing Services	Mark McCall	Decision, C&HSC 14.02.19. Consider area improvements as part of a Fife-wide 10-year HRA capital improvement project.
Making Glenrothes a Living Wage Place: Update Report	Economy, Planning and Employability	Peter Corbett	Previously considered 06.03.19 - Para 107 refers. Date for update report to be advised.
Walking Routes to School - Outcome of Consultation	Education and Children's Services	Shelagh McLean	Member briefings issued on 21.08.19 and 22.01.20. Update delayed due to COVID-19 - date to be advised.

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Presentation/Update - Community Hospital & Intermediate Care Beds Redesign	Health and Social Care		Presentation/update 21.08.19 (Karen Gibb/Dr Helen Hellewell). Advised Feb'20, awaiting outcome of Integration Transformation Board scrutiny process. Claire Dobson, Divisional General Manager West - leading (clairedobson@nhs.net). Work subsequently suspended due to COVID-19.
Riverside Park Improvement Plan 2020 - 2030 - Update	Communities and Neighbourhoods Service	Andrew Walker	Costings, improvements and repairs approved 04.03.20 - Para. 173 (4) of 2020.GAC.82 refers. Update expected 24.03.21. Ec Dev funding, Glenrothes area - £15k - to carry out feasibility work for the park requires to be spent or awarded by end March, 2021.
Corporate Parenting/Looked After Children	Education and Children's Services	Kathy Henwood, Lynn Gillies	To link with educational attainment, as agreed at GAC 04.03.20 - Para. 176. (3) of 2020.GAC.83 refers.
Secure Care Pathway	Education and Children's Services	Kathy Henwood, Lynn Gillies	Including info on out of Fife/high cost placements - GAC 04.03.20 - Para. 176. (3) of 2020.GAC.83 refers.
Children's Services in Fife - Local Area Report (Glenrothes Area) (due 02/12/2020)	Education and Children's Services, Health and Social Care	Kathy Henwood	Annual report - previously considered 09.10.19. Delayed due to COVID-19 - date to be advised.

Unallocated			
Title	Service(s)	Contact(s)	Comments
Glenwood Centre - Update	Communities and Neighbourhoods Service	Andy Maclellan	Expected 24.03.21, deferred to 23.06.21 at request of Service. Future date to be advised - once CPOs are concluded and there is a plan for post clearance of the site.