

## Kirkcaldy Area Committee

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



Tuesday, 27 April, 2021 - 2.00 p.m.

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### AGENDA

Page Nos.

- |    |   |         |
|----|---|---------|
| 1. | <b>APOLOGIES</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(s) in particular items on the agenda and the nature of the interest(s) at this stage. |         |
| 3. | <b>MINUTE</b> – Minute of the meeting of Kirkcaldy Area Committee of 2 March 2021   | 3 - 5   |
| 4. | <b>GRASSLAND MANAGEMENT STRATEGY</b> – Report by the Head of Assets, Transportation and Environment   | 6 - 18  |
| 5. | <b>SCHOOL ATTAINMENT AND ACHIEVEMENT 2019-2020</b> – Report by the Executive Director - Education & Children's Services   | 19 - 92 |
| 6. | <b>PROPERTY TRANSACTIONS</b> – Report by the Head of Assets, Transportation and Environment   | 93 - 95 |
| 7. | <b>KIRKCALDY AREA COMMITTEE FORWARD WORK PROGRAMME</b>  | 96 - 97 |

<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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20 April, 2021

If telephoning, please ask for:  
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**THE FIFE COUNCIL - KIRKCALDY AREA COMMITTEE – REMOTE MEETING**

**2nd March, 2021**

**2.00 pm – 2.45 pm**

**PRESENT:** Councillors Neil Crooks (Convener), Lesley Backhouse, Alistair Cameron, Ian Cameron, Rod Cavanagh, Judy Hamilton, Zoe Hisbent, Gordon Langlands, Kathleen Leslie, Carol Lindsay (Vice-Convener), David Ross and Richard Watt.

**ATTENDING:** Phil Clarke, Lead Consultant, Traffic Management (South Fife), Frances Ratcliffe, Lead Consultant - Bridges & Structures, Neil Watson, Lead Consultant (Roads & Lighting Asset Management), Assets Transportation and Environment; Julie Dickson, Community Manager, Izzy Whyte, Acting Community Development Team Manager, Communities and Neighbourhoods; Alistair Macgregor, Golf Services Manager, Fife Golf Trust and Lesley Robb, Lead Officer (Committee Services), Legal & Democratic Services.

**ALSO ATTENDING:** Martin Christie, Dunnikier Park Golf Club (for Item No. 257.).

**254. DECLARATIONS OF INTEREST**

Councillors Crooks and Backhouse declared an interest in Para. 257 – 'Supporting the Local Community Plan - Area Capital Budget Request - Construction of Practice Bay Facilities, Dunnikier Park Golf Course' - being directors of Fife Golf Trust.

**255. MINUTE**

The Committee considered the minute of the meeting of Kirkcaldy Area Committee of 19th January 2021.

**Decision**

The Committee approved the minute.

*Councillor Leslie joined the meeting during consideration of the following item.*

**256. AREA ROADS PROGRAMME 2021-2022**

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

**Decision/**

**Decision**

The Committee:

- (1) approved the report and the projects identified in appendices 1 - 3 of the report, regarding the Carriageway, Footway and Road Safety and Traffic Management Lists for 2021-22;
- (2) delegated authority to the Head of Assets, Transportation and Environment to manage the lists of category 1 and 2 projects in line with the available resources/funding as the programme developed, in consultation with the Area Convener; and
- (3) noted the information contained in appendices 4 and 5 of the report, regarding the lighting and structure lists for 2021-22.

*Prior to consideration of the following item, Councillors Crooks and Backhouse left the meeting for the duration of the item, having earlier declared an interest. The Vice-Convener, thereafter, took the chair for the item.*

**257. SUPPORTING THE LOCAL COMMUNITY PLAN - AREA CAPITAL BUDGET REQUEST - CONSTRUCTION OF PRACTICE BAY FACILITIES, DUNNIKIER PARK GOLF COURSE**

The Committee considered a report by the Head of Communities and Neighbourhoods seeking Area Capital funding for the construction of covered practice bay facilities at Dunnikier Park Golf Course.

**Decision**

The Committee agreed to an allocation from Area Capital funding of £20,000 towards the construction of covered practice bay facilities at Dunnikier Park Golf Course.

**258. KIRKCALDY COMMON GOOD FUND - APPLICATION FOR ASSISTANCE: KIRKCALDY OLD KIRK RESTORATION FOR THE COMMUNITY (DELIVERY PHASE)**

The Committee considered a report by the Head of Communities and Neighbourhoods detailing an application from Kirkcaldy Old Kirk Trust, seeking funding of £15,000 from the Kirkcaldy Common Good Fund to assist with the costs of Kirkcaldy Old Kirk Restoration for the Community (development phase).

**Decision**

The Committee agreed:

- (1) to the award of £15,000 funding from Kirkcaldy Common Good Fund to Kirkcaldy Old Kirk Trust to assist with the costs of Kirkcaldy Old Kirk Restoration for the Community (development phase); and
- (2)/

## **2021 KAC 113**

- (2) that the remainder of the balance within the Kirkcaldy Common Good Fund be retained for future allocation and not transferred for investment.

### **259. KIRKCALDY AREA COMMITTEE FORWARD WORK PROGRAMME**

#### **Decision**

The Committee noted the content of the Kirkcaldy Area Committee forward work programme.

27<sup>th</sup> April 2021

Agenda Item No. 04

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## Grassland Management Strategy

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

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**Wards Affected:** Wards 9, 10, 11 and 12

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### Purpose

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

### Recommendation(s)

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

- (1) Ward 9 Burntisland, Kinghorn and Western Kirkcaldy - Alternative grassland proposals are accepted;
- (2) Ward 10 Kirkcaldy North - Alternative grassland proposals are partially accepted. Areas proposed at Duddingston Drive will revert back to amenity grassland maintenance regime;
- (3) Ward 11 Kirkcaldy Central - Alternative grassland proposals are accepted; and
- (4) Ward 12 Kirkcaldy East - Alternative grassland proposals are accepted.

### Resource Implications

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There are no additional resource implications arising from this report.

### Legal & Risk Implications

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There are no new legal & risk implications arising from this report.

### Impact Assessment

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

## Consultation

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

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

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

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

## 1.0 Background

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

## 2.0 Issues and Options

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### 2.1 Climate Change Agenda

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

#### Reducing Carbon Emission;

- *More efficient use of resources (energy, waste and water)*

- *Encourage more sustainable transport including reducing the need to travel*
- *Ecosystems are used sustainably and strengthened*

#### Adapting to Climate Change

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

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

- Achieving our Climate Fife targets,
- Connecting people and communities with nature, improving our health and wellbeing,
- Opportunities for outdoor activities such as walking, viewing wildlife and mental wellbeing,
- Increase of biodiversity in our landscapes
- Increase opportunities for communities to be actively involved in adapting their local environments
- A 10% reduction of mechanical grass cutting – Reducing CO<sub>2</sub> levels (approximately 21,000kg of CO<sub>2</sub> annually across Fife).

Ward 9 Total Grass cut (m <sup>2</sup> )	Proposed % of total grass to be managed differently – Ward 9	Total amount of hours grass cutting time reduced
712,842.37	60,518.15 (8.49 %)	64 Hrs
Ward 10 Total Grass cut (m <sup>2</sup> )	Proposed % of Total Grass to be managed differently - Ward 10	Total amount of hours grass cutting time reduced
880,143.00	31,721.32 (3.60 %)	34 Hrs
Ward 11 Total Grass cut (m <sup>2</sup> )	Proposed % of Total Grass to be managed differently - Ward 11	Total amount of hours grass cutting time reduced
338,104.96	17,245.84 (5.10 %)	18 Hrs
Ward 12 Total Grass cut (m <sup>2</sup> )	Proposed % of Total Grass to be managed differently - Ward 12	Total amount of hours grass cutting time reduced
1,212,927.49	165,609.86 (13.65 %)	180 Hrs

## 2.2 Grassland Management Strategy

2.2.1 There is increasing evidence and desire from our communities to manage our green assets differently. There is a growing understanding and recognition that open space in its natural state can support a variety of ecosystems and biodiversity. Managing grassland differently in this way reduces fuel use and air pollution and releases much needed resources for deployment on other priority grounds maintenance activities.

The wellbeing value to local communities cannot be understated either. Studies in recent years have evidenced the mental health benefits for communities with access to natural green space environments.

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

### 2.3 **Alternative Grassland Management Approach**

- 2.3.1 We know the UK has lost 97% of its flower-rich grassland over the past 70 years. This has resulted in a drastic decline of around two thirds of pollinating insects. Fife is the most heavily cultivated region in Scotland so we can make a difference and give our wildlife more of a chance by changing the way we manage our urban green spaces. These proposals are an opportunity to counter-act these declines.
- 2.3.2 The purpose of this sustainable grassland management approach is to develop the management our green assets and provide outcomes that meet Fife Council's Climate Change obligations. The Grounds maintenance Service have developed a management model for those areas of managed grasslands.
- 2.3.3 There are no identified financial savings to this change to the Grounds Maintenance operating model. We envisage the programme will be a cost neutral activity due to the change in operational activity to manage grasslands. Any potential reduction in man hours on cutting grass will be targeted to other priority grounds maintenance work. Further analysis will be undertaken once we capture all associated costs including the costs of new machinery to achieve the maintenance regime below;

<b>Management of proposed sites</b>	
<b>Grass cutting</b>	<b>Frequency</b>
<b>'Cut and collect' will be the preferred option</b> - this will reduce the fertility and growth of rank grasses. This will allow wildflowers to compete with grass, therefore allowing more wildflowers to flourish creating a botanically diverse meadow. Over time less cutting will be required which will look more attractive and provide good habitat for pollinators.	1 cut and lift per growing season.
<b>Grass path network</b>	
A network of access points and pathways will be cut through proposed areas. Consultation on location and width of path network required.	14 cuts per growing season.
<b>Invasive weed Species</b>	
All recognised invasive weed species will be treated as per Service control procedures.	As identified.

<b>Litter and fly-tipping</b>	
Litter and fly-tipping will be removed as per current procedures and resource availability.	As Identified.
<b>Grass clippings</b>	
Re-use of grass clippings will be the preferred option where possible. <ul style="list-style-type: none"> <li>• Alternative fuel resource</li> <li>• Baled and removed. Could be used as hay</li> <li>• Compost -leave on site</li> <li>• Compost – alternative use ( Growing Spaces )</li> </ul>	Once Annually.
<b>Awareness of best practice</b>	
Increase awareness for on-site/ground staff regularly and when new staff employed - to ensure that the management of land for biodiversity understood, promoted and carried out.	Awareness Programme developed.
<b>Public awareness</b>	
Promote Fife Council's activities related to biodiversity. Raise awareness of the wider importance of biodiversity and Climate Change in schools, community councils, businesses and other stakeholders in our communities. Provide a sign posting service to the work with our partner organisations e.g. Buglife, Learning through Landscapes, Butterfly Conservation, Friends of the Earth, Hedge Link, etc.	Local Biodiversity Action Plan.

## 2.4 Local Decision Making

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

- 2.4.4 Plans showing proposals in all wards have been presented as a baseline to develop opportunities. All plans are subject to amendment as community priorities change and this process will also be governed at an Area Committee level.

## 2.5 Public Consultation & Engagement

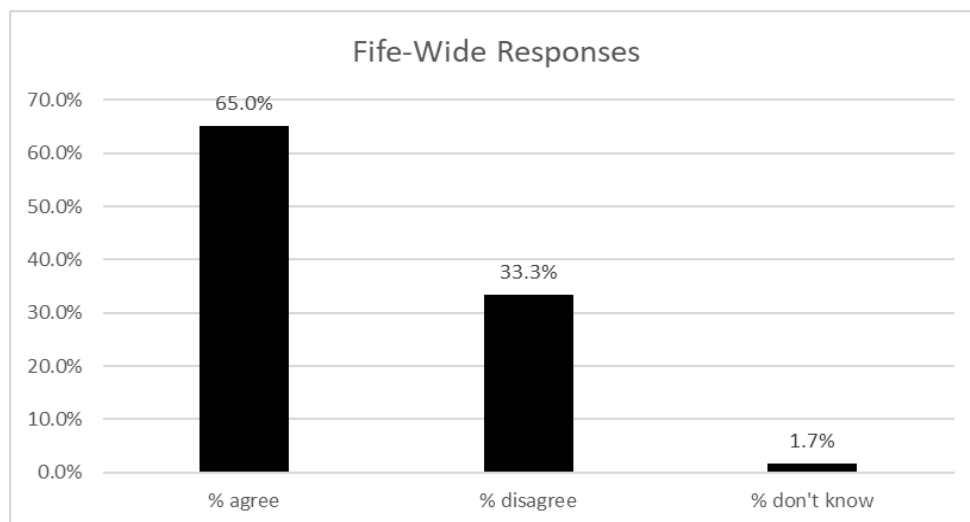
- 2.5.1 The consultation exercise ran for a period of 7 weeks from 16th November 2020 to 31st December 2020, and was publicised through elected members, community councils, social media, along with posters being displayed at sites which were affected by the proposals. Although an electronic response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

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

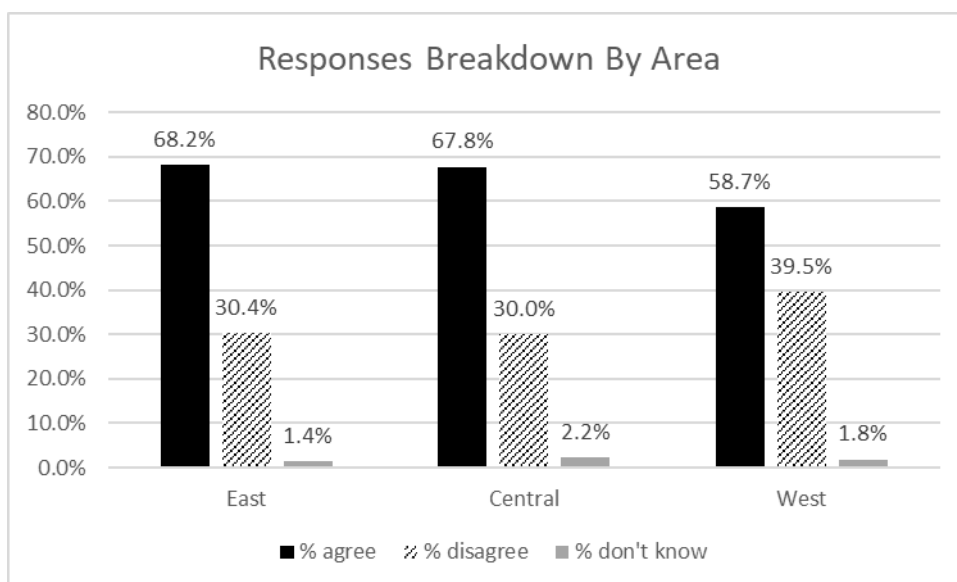
- 2.5.3 The reach is the number of individuals who saw the posts. The engagement records the total number of people who interacted with the posts such as likes, comments, shares, checking the location or tagging another person in a post.
- 2.5.4 A video animation was created to explain the new grasslands management strategy and its benefits. The number of views indicates it was successful in engaging people with the consultation process.
- 2.5.5 Respondents were also able to take part in an open discussion on grasslands management through the Let's Talk about Fife online participation platform, Consul. A total of 51 additional comments were received in this way.

## 2.6 Fife-wide Consultation Responses

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



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



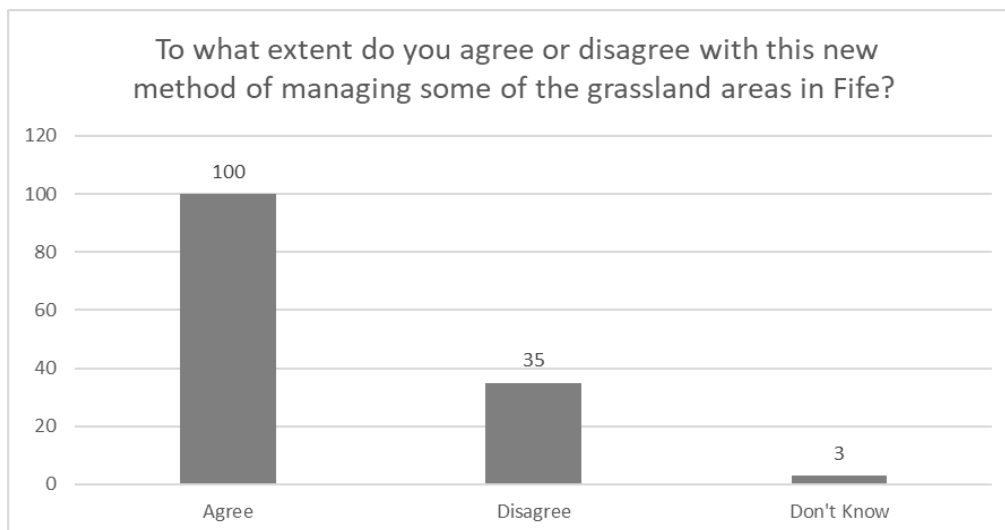
2.6.3 A full Ward breakdown showing the percentages of respondents who agreed/ disagreed with this new method of managing the grassland in Fife can be found in **Appendix 1**.

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

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

## 2.7 Kirkcaldy Committee Area Responses

2.7.1 A total of 138 responses were received from the Kirkcaldy Area. The results are shown in the following graph:



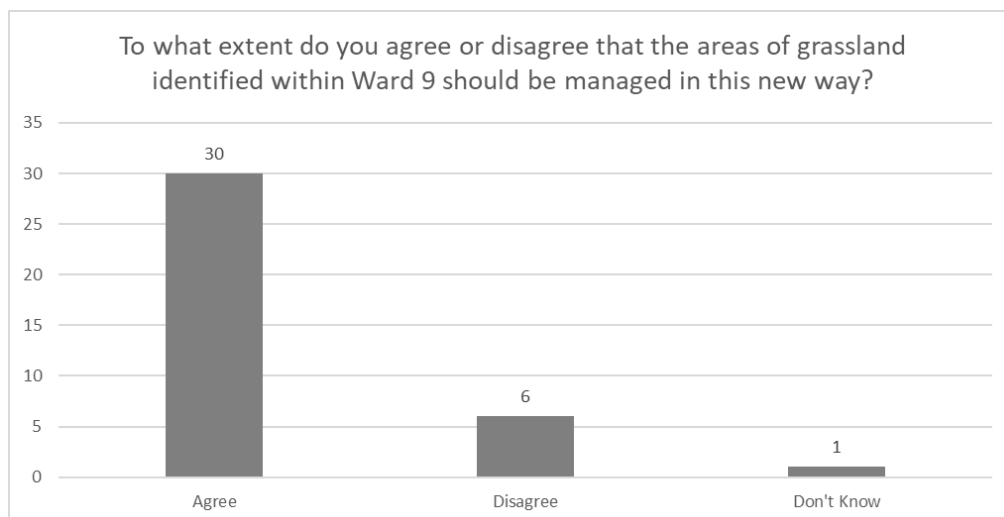
2.7.2 The detail of each individual response can be found via the following link: [Insert hyper-link to Kirkcaldy Area Responses file.](#)

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

Kirkcaldy Committee Area Response Methods	
Paper packs issued	1
Paper responses received	1
Electronic responses received	137

## 2.8 Ward 9 - Burntisland, Kinghorn and Western Kirkcaldy Responses

2.8.1 A total of 37 responses were received from Ward 9. Participants were questioned on whether they agreed or disagreed that the areas of grassland identified within their own ward should be managed in this new way. The results are shown in the following graph:

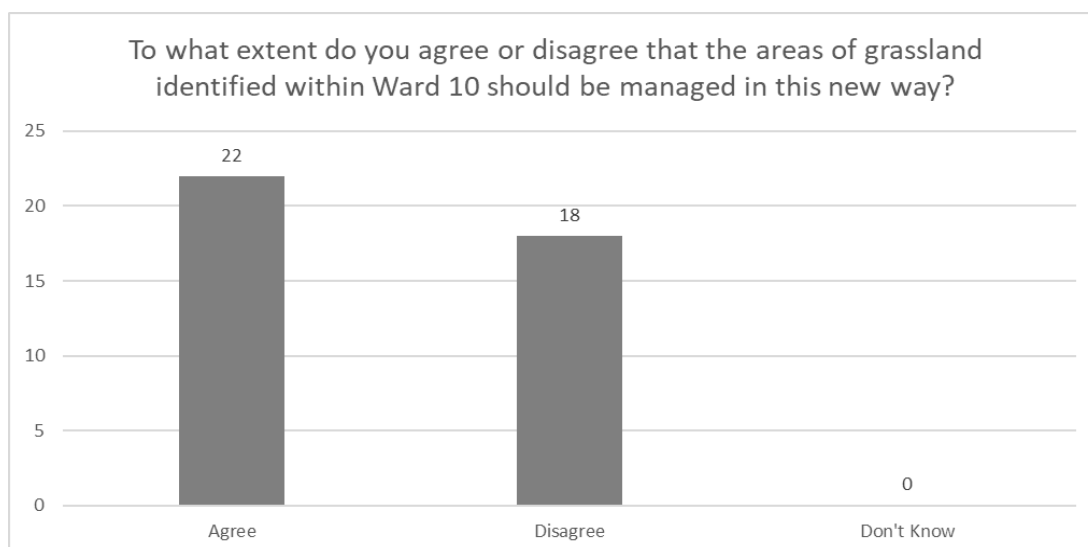


2.8.2 The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

Ward 9 - Responder Type	
Individual	34
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	3

## 2.9 Ward 10 – Kirkcaldy North Responses

2.9.1 A total of 40 responses were received from Ward 10. The results to this question are shown in the following graph.

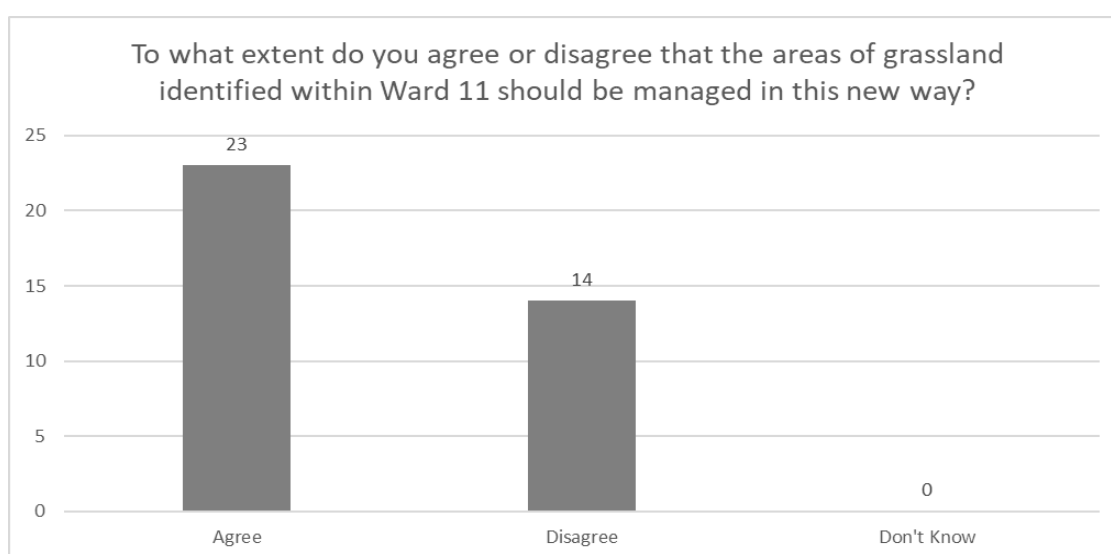


- 2.9.2 The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

Ward 10 - Responder Type	
Individual	39
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	1

## 2.10 Ward 11 – Kirkcaldy Central Responses

- 2.10.1 A total of 37 responses were received from Ward 11. The results to this question are shown in the following graph.

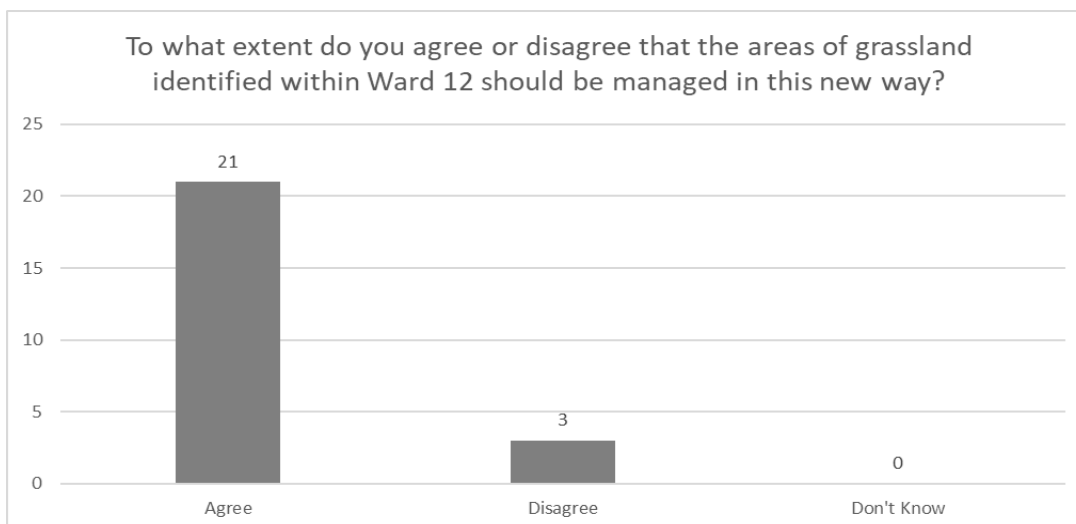


- 2.10.2 The type of responder was also captured during the consultation exercise. The results of which are shown in the following table:

Ward 11 - Responder Type	
Individual	35
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	2

## 2.11 Ward 12 – Kirkcaldy East Responses

- 2.11.1 A total of 24 responses were received from Ward 12. The results to this question are shown in the following graph.



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

Ward 12 - Responder Type	
Individual	124
Fife Councillor, MSP, MP, MEP	0
Local, community or voluntary group	0

## 2.12 Local, Community and Voluntary Group Responses

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

Local Community & Voluntary Group	Response (Positive/Negative to proposal)
Beveridge Park Development Group	1 Response - Positive
Butterfly Conservation	1 Response - Positive
Inveriel TRA	1 Response - Negative
Keep Our Fields Tidy	1 Response - Positive
Linton Lane Centre	1 Response - Negative
Linton Lane Residents	1 Response - Negative

## 3.0 Conclusions

3.1 138 responses were received relating to the Kirkcaldy Committee area. Across the area 72.5% of individuals replied positively to the new grassland management strategy and 25.4% responded negatively to the proposal. Once broken down to Ward areas the evidence suggests there is an appetite to develop a new grassland management regime in Wards 9, 11 and 12. Alternatively, responses from Ward 10

evidenced an overall acceptance of the proposal, however a significant number of concerns were raised regarding the specific area of Duddingston Drive.

## **List of Appendices**

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

## **Report Contact**

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

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

27 April 2021

Agenda Item No. 05

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## School Attainment and Achievement Report 2019/20

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

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**Wards Affected:** 9, 10, 11 and 12

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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; and
- (4) are asked to engage with secondary Headteachers to discuss arrangements for this year's Alternative Certification Model for SQA Qualifications and how this is progressing in their school.

### Resource Implications

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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 EqlA 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 will be located. (Appendix 2) Due to the decommissioning of Fish, these reports are being relocated to Fife Direct. Work on this is ongoing and the links will be live as soon as possible. The school Standards and Quality Reports and Recovery Action Plans 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 – Balwearie High School Report
- 4. Appendix 4 – Kirkcaldy High School Report
- 5. Appendix 5 – St Andrew's RC High School Report
- 6. Appendix 6 – Viewforth 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		
	Performance in SNSA		
	MidYIS / Baseline and Other Standardised Assessments		
	Previous Qualifications in Subject		
	Previous Qualifications in Cognate Subjects		

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

## 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
<b>Demonstrated Attainment</b>	<b>Prelim Mark</b>	
	<b>Coursework</b>	
	<b>Progress Report/Progress Grade/ Tracking Grade / Working Grade</b>	
	<b>Homework</b>	
	<b>Other Assessments</b>	
<b>Inferred Attainment</b>	<b>Consideration of likely progress to exam e.g. likelihood of completing additional past papers, attending Study Support, attending Easter Revision school, etc.</b>	
<b>Prior Attainment</b>	<b>CfE Declarations</b>	
	<b>Performance in SNSA</b>	
	<b>MidYIS / Baseline and Other Standardised Assessments</b>	

	<b>Previous Qualifications in Subject</b>	
	<b>Previous Qualifications in Cognate Subjects</b>	
<b>Candidate Circumstance</b>	<b>Attendance</b>	
	<b>Exceptional Personal Circumstance</b>	
	<b>Assessment Arrangements</b>	
<b>National Progression Rates</b>	<b>National Progression Rates</b>	
<b>Three-year trend in grades</b>	<b>Three-year trend in grades</b>	
<b>Three-year trend in Estimates to Actual</b>	<b>Three-year trend in Estimates to Actual</b>	
<b>Estimates in cognate subjects</b>	<b>Estimates in cognate subjects</b>	

## 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>

	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>

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**

Balwearie High School  
Auchtertool Primary School  
Burntisland Primary School  
Dunnikier Primary School  
Kinghorn Primary School  
Kirkcaldy West Primary School  
Strathallan Primary School

Kirkcaldy High School  
Capshard Primary School  
Fair Isle Primary School  
Torbain Primary School  
Valley Primary School

St Andrew's RC High School  
St Agatha's RC Primary School  
St Marie's RC Primary School  
St Ninian's RC Primary School  
St Patrick's RC Primary School  
St Paul's RC Primary School

Viewforth High School  
Dysart Primary School  
Kirkcaldy North Primary School  
Pathhead Primary School  
Sinclairtown Primary School

**Links – these are being made available as soon as possible.**

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**

**Balwearie High School**



School

Balwearie 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	793	816	1609	2019/20	9	17	10	16	13	7	72	2019/20	1593	101.00

## 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.

Balwearie 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
13.40	13.00	13.60	13.00	11.10	16.30	17.00	16.40	16.40	17.10	14.20	14.10	14.40	15.00

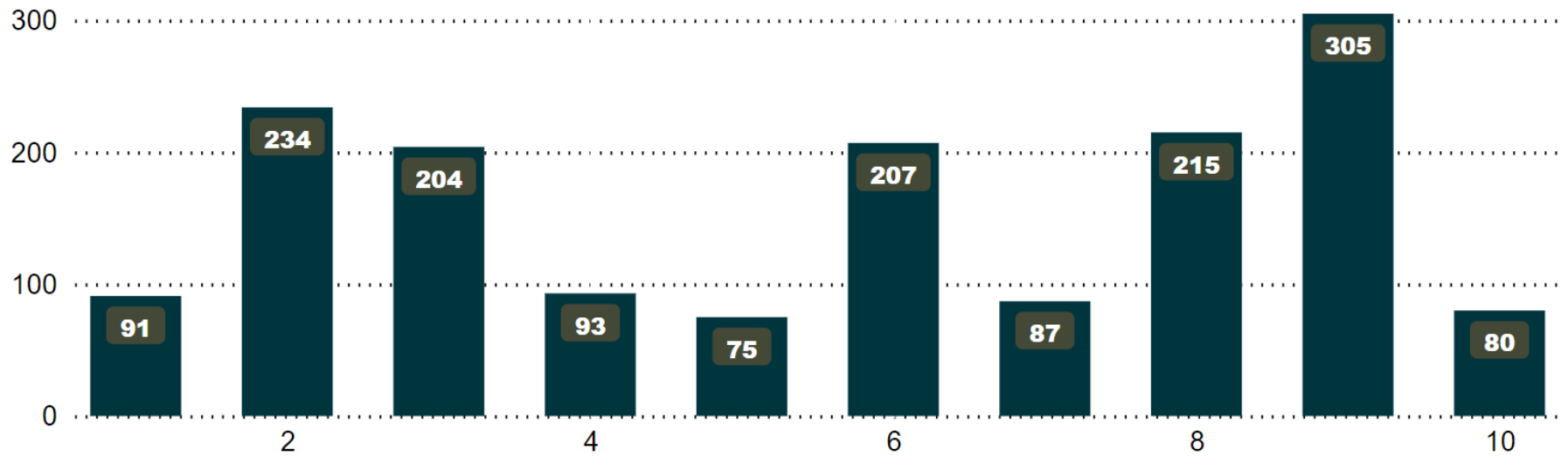
School

Balwearie High School



## SIMD

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



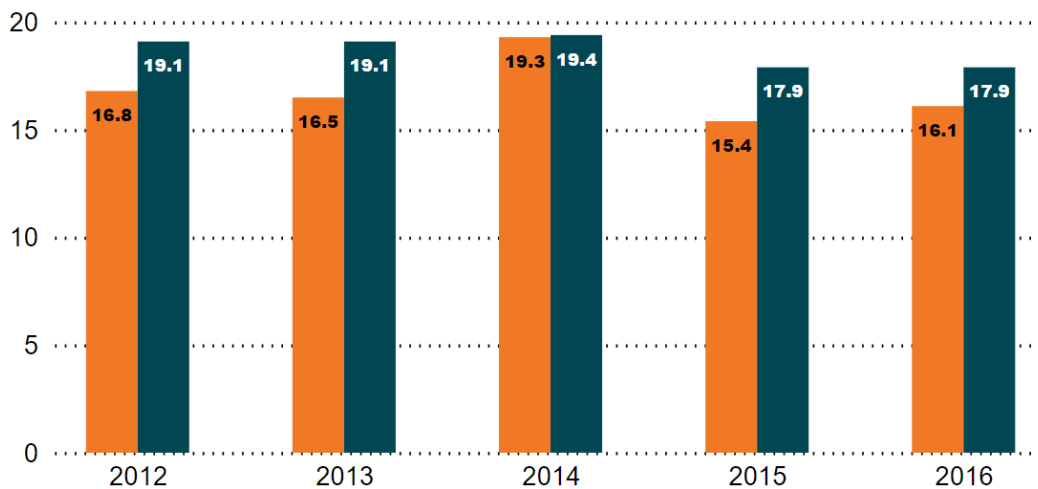
## SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	91	234	204	93	75	207	87	215	305	80	1591

School

Balwearie High School

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



	Year	School Poverty Rate %	Fife Poverty Rate %
	2012	16.8	19.1
	2013	16.5	19.1
	2014	19.3	19.4
	2015	15.4	17.9
	2016	16.1	17.9

## Staying on Rates

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

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

### School

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S5	90	90	91	93	91

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	74	75	71	74	70

### 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

Balwearie 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>	<b>Balwearie High School</b>					<b>Fife</b>					<b>National</b>	
	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2014/15</b>	<b>2016/17</b>
<b>Attendance %</b>	92.24	91.37	91.02	90.19	88.69	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	4.37	4.33	4.36	4.85	5.33	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	3.27	4.21	4.61	4.95	5.96	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>	125	74	10	7	10	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	220	149	21	15	26	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	8	3	0	0	2	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	14	5	0	0	5	10	6	7	4	6		

School

Balwearie 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	9
Early Acquisition	16
Developing Competence	16
Competent	15
Fluent	78
English as a "first language"	1475
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	38
Bereavement	7
Communication Support Needs	
Deafblind	0
Dyslexia	125

Student Need Category	No. of Pupils with Need
English as an additional language	125
Family issues	23
Hearing impairment	16
Interrupted learning	184
Language or speech disorder	18
Learning disability	35
Looked after	31
Mental health problems	
More able pupil	
Other	32
Other moderate learning difficulty	43
Other specific learning difficulty (e.g. numeric)	124
Physical health problem	50
Physical or motor impairment	24
Risk of exclusion	0
Social, emotional and behavioural difficulty	188
Substance misuse	0
Visual impairment	14
Young carer	26

### Key

 Data has been suppressed due to small numbers

School

Balwearie High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
291	236	270

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

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

Balwearie High School %			
	2016/17	2017/18	2018/19
Positive %	91.1	94.1	95.6
Higher Education %	43.0	42.4	49.3
Further Education %	29.2	32.2	28.1
Training %	2.7	1.7	2.2
Employment %	15.5	14.8	15.9
Activity Agreements %		2.1	
Unemployed %	7.9	5.9	4.1
Unemployed Seeking %	6.5	5.1	3.3
Unemployed Not Seeking %	1.4	0.8	0.7
Unknown %	1.0		0.4

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

Balwearie High School

## Initial Leaver Destinations

	2016/17	2017/18	2018/19
<b>No. of Leavers</b>	291	236	270

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

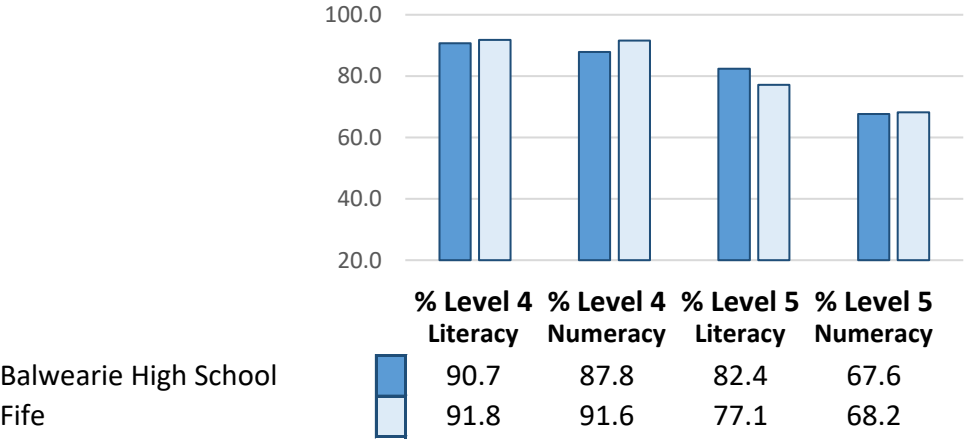
Balwearie High School %			
	2016/17	2017/18	2018/19
Positive %	91.1	94.1	95.6
Higher Education %	43.0	42.4	49.3
Further Education %	29.2	32.2	28.1
Training %	2.7	1.7	2.2
Employment %	15.5	14.8	15.9
Activity Agreements %		2.1	
Unemployed %	7.9	5.9	4.1
Unemployed Seeking %	6.5	5.1	3.3
Unemployed Not Seeking %	1.4	0.8	0.7
Unknown %	1.0		0.4

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

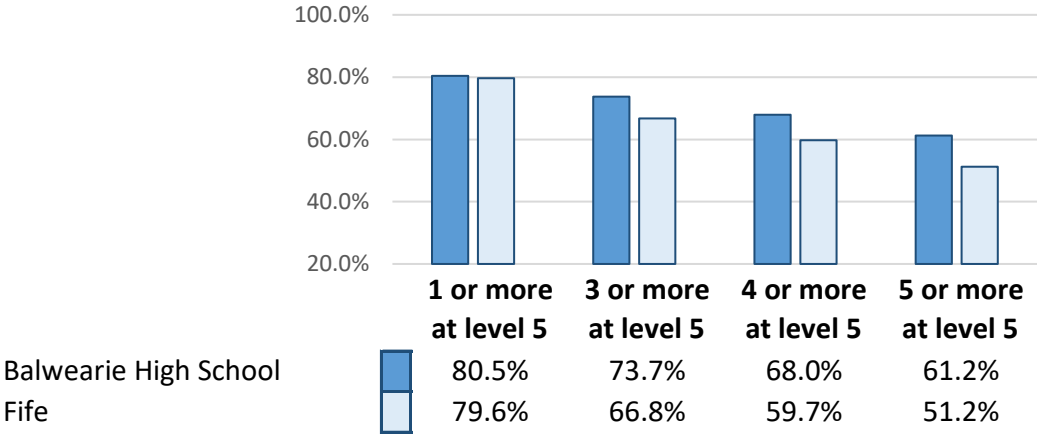
# Balwearie High School

## Attainment of school leavers in 2019/20

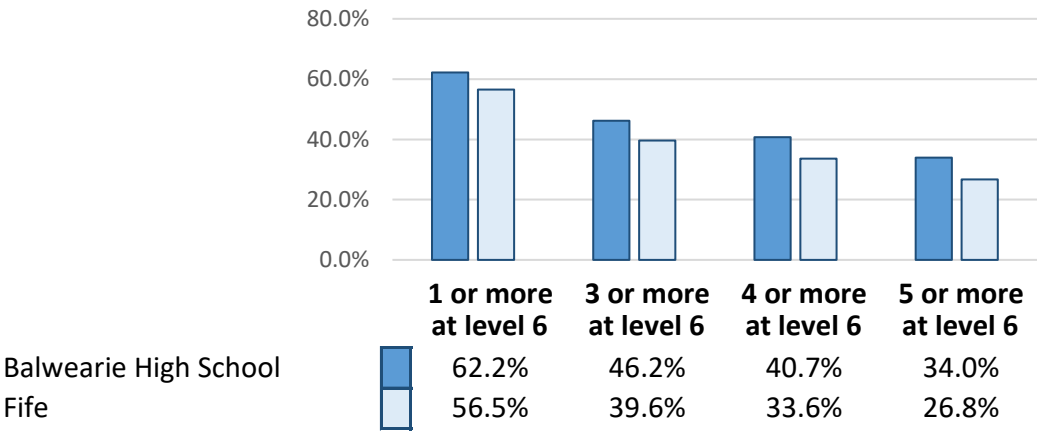
### Literacy & Numeracy of school leavers in 2019/20



### 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**

**Kirkcaldy High School**



School

Kirkcaldy 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	608	615	1223	2019/20	7	4	0	0	0	0	11	2019/20	1743	70.17

## Percentage of pupils with FMR

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

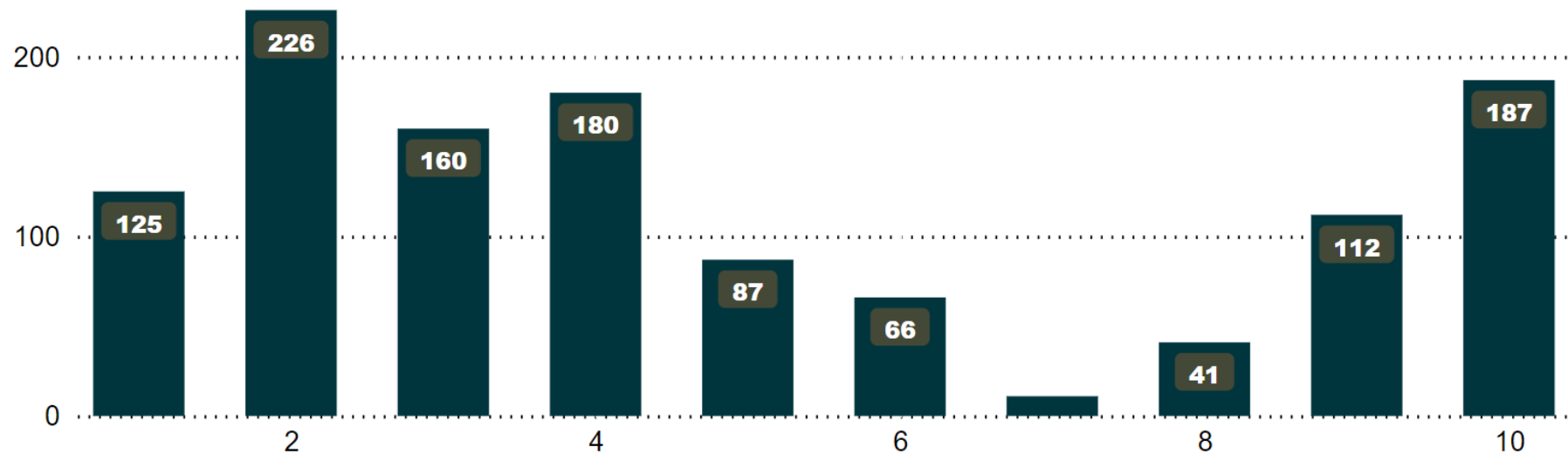
Kirkcaldy High School					Fife					National			
2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19
22.80	21.60	21.40	18.30	21.70	16.30	17.00	16.40	16.40	17.10	14.20	14.10	14.40	15.00

School

Kirkcaldy High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



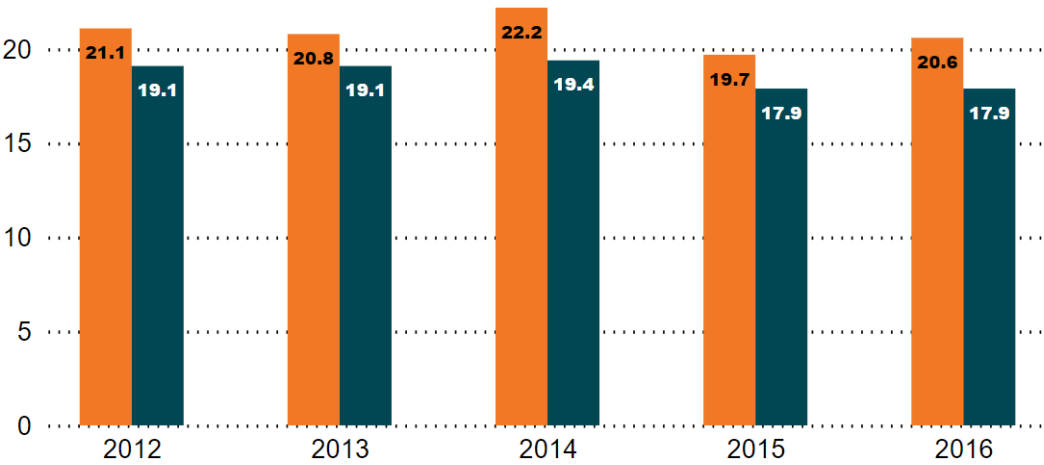
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	125	226	160	180	87	66	11	41	112	187	1195

School

Kirkcaldy High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	21.1	19.1
2013	20.8	19.1
2014	22.2	19.4
2015	19.7	17.9
2016	20.6	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	92	88	91	90	85

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	60	66	61	72	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

Kirkcaldy 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>	Kirkcaldy 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>	90.18	90.44	90.28	90.85	89.81	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	8.11	7.64	8.06	7.74	8.89	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	1.64	1.87	1.62	1.37	1.28	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>	56	28	30	25	9	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	144	85	71	64	22	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	5	2	0	1	2	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	13	5	0	2	8	10	6	7	4	6		

School

Kirkcaldy High School

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	0
Early Acquisition	
Developing Competence	
Competent	21
Fluent	27
English as a "first language"	1163
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	19
Bereavement	9
Communication Support Needs	
Deafblind	0
Dyslexia	108

### Key

 Data has been suppressed due to small numbers

Student Need Category	No. of Pupils with Need
English as an additional language	33
Family issues	52
Hearing impairment	9
Interrupted learning	
Language or speech disorder	14
Learning disability	5
Looked after	36
Mental health problems	31
More able pupil	5
Other	17
Other moderate learning difficulty	91
Other specific learning difficulty (e.g. numeric)	48
Physical health problem	9
Physical or motor impairment	20
Risk of exclusion	
Social, emotional and behavioural difficulty	178
Substance misuse	
Visual impairment	6
Young carer	19

School

Kirkcaldy High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
214	178	227

Kirkcaldy High School %			
	2016/17	2017/18	2018/19
Positive %	88.8	87.1	92.1
Higher Education %	26.6	28.7	26.9
Further Education %	32.2	39.3	37.9
Training %	4.7	1.7	2.2
Employment %	22.9	15.2	25.1
Activity Agreements %	2.3	2.2	
Unemployed %	10.3	12.9	7.9
Unemployed Seeking %	9.3	10.7	6.2
Unemployed Not Seeking %	0.9	2.2	1.8
Unknown %	0.9		

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

Kirkcaldy High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
214	178	227

Kirkcaldy High School %			
	2016/17	2017/18	2018/19
Positive %	88.8	87.1	92.1
Higher Education %	26.6	28.7	26.9
Further Education %	32.2	39.3	37.9
Training %	4.7	1.7	2.2
Employment %	22.9	15.2	25.1
Activity Agreements %	2.3	2.2	
Unemployed %	10.3	12.9	7.9
Unemployed Seeking %	9.3	10.7	6.2
Unemployed Not Seeking %	0.9	2.2	1.8
Unknown %	0.9		

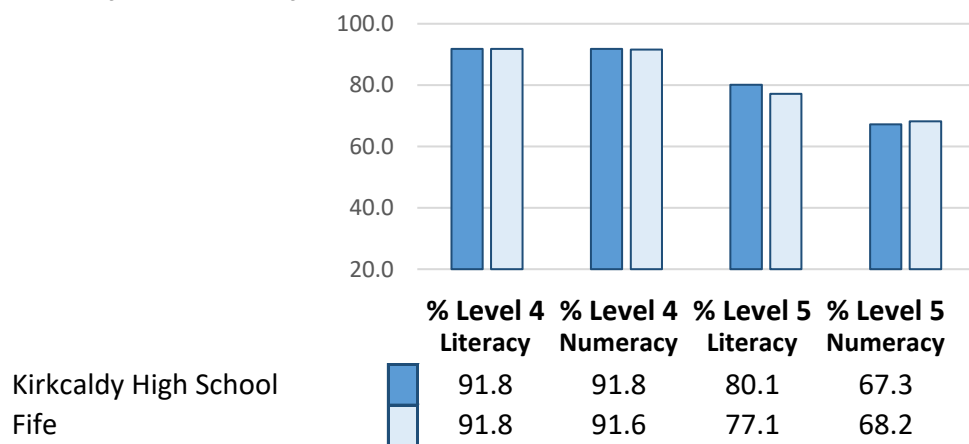
2016/17	2017/18	2018/19
10031	9824	9920

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

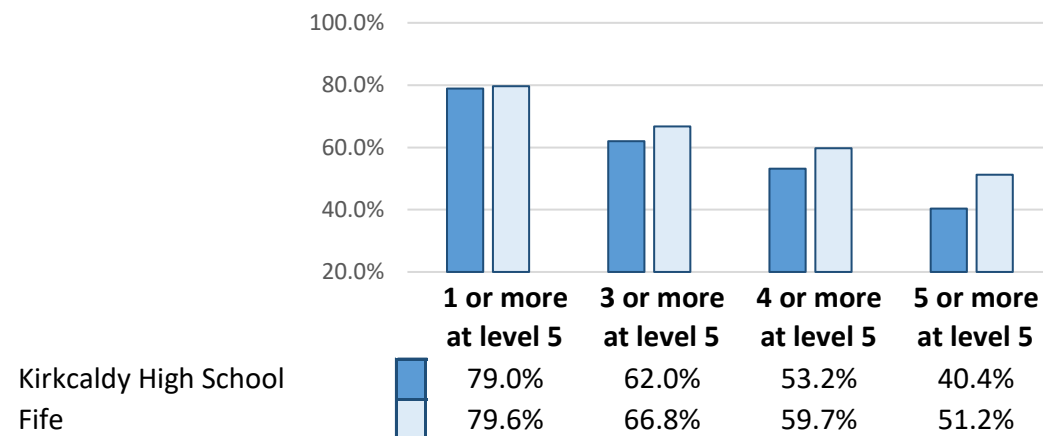
# Kirkcaldy High School

## Attainment of school leavers in 2019/20

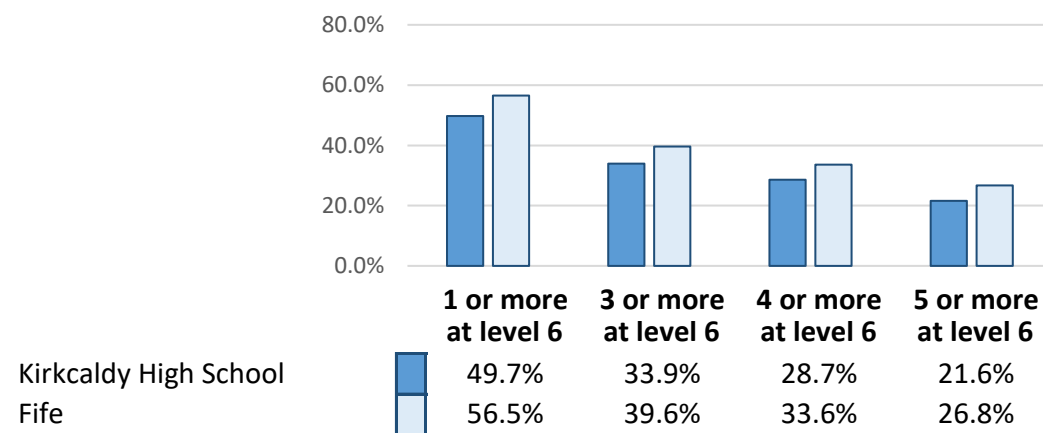
### Literacy & Numeracy of school leavers in 2019/20



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



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





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

**Session 2019-20**

**St Andrew's R C High School**



School

St Andrew's R C High School

## School Context

School Roll - from the September 2019/20 census.

School Roll			
Year	Female	Male	Total
2019/20	402	375	777

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

Estate		
Year	Capacity	Capacity %
2019/20	1137	68.34

## Percentage of pupils with FMR

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

St Andrew's R C High School				
2015/16	2016/17	2017/18	2018/19	2019/20
17.50	16.90	19.90	17.70	19.20

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

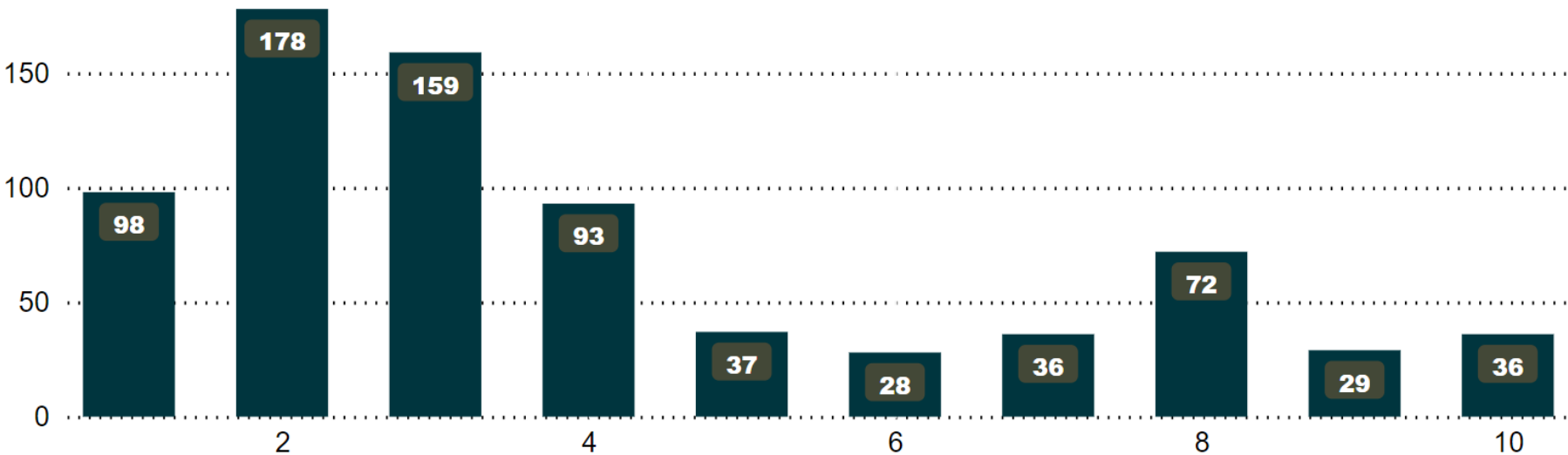
National			
2015/16	2016/17	2017/18	2018/19
14.20	14.10	14.40	15.00

School

St Andrew's R C High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



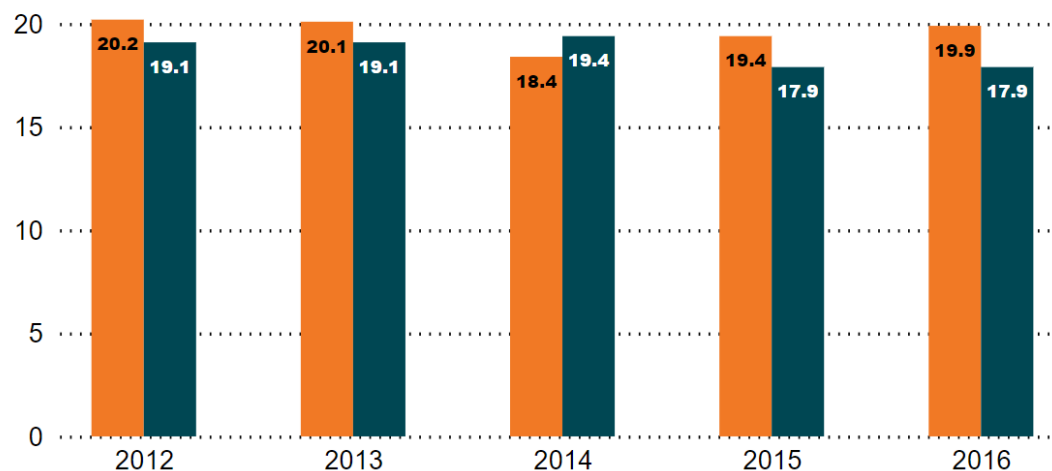
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	98	178	159	93	37	28	36	72	29	36	766

School

St Andrew's R C High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	20.2	19.1
2013	20.1	19.1
2014	18.4	19.4
2015	19.4	17.9
2016	19.9	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	79	85	83	83	77

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	60	70	61	70	68

### 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

St Andrew's R C High School

## Attendance & Exclusions

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

<b><u>Attendance and Absences percentages</u></b>	St Andrew's R C High School					Fife					National	
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2014/15	2016/17
<b>Attendance %</b>	90.41	89.54	88.04	88.00	85.41	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	7.63	5.86	6.75	5.55	7.21	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	1.95	4.57	5.10	6.40	7.29	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>	7	18	62	33	35	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	18	48	184	88	104	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	4	4	8	1	13	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	8	12	25	4	38	10	6	7	4	6		

School

St Andrew's R C High School

## Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	0
Early Acquisition	
Developing Competence	5
Competent	26
Fluent	71
English as a "first language"	670
Limited Communication	0
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	19
Bereavement	
Communication Support Needs	
Deafblind	0
Dyslexia	65

Student Need Category	No. of Pupils with Need
English as an additional language	107
Family issues	25
Hearing impairment	5
Interrupted learning	150
Language or speech disorder	15
Learning disability	
Looked after	22
Mental health problems	6
More able pupil	
Other	
Other moderate learning difficulty	19
Other specific learning difficulty (e.g. numeric)	44
Physical health problem	25
Physical or motor impairment	5
Risk of exclusion	17
Social, emotional and behavioural difficulty	115
Substance misuse	0
Visual impairment	8
Young carer	32

### Key

 Data has been suppressed due to small numbers

School

St Andrew's R C High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
157	149	163

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

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

St Andrew's R C High School %			
	2016/17	2017/18	2018/19
Positive %	96.2	92.6	92.0
Higher Education %	36.9	51.0	35.6
Further Education %	40.8	30.9	34.4
Training %	2.5	0.7	2.5
Employment %	14.6	8.1	18.4
Activity Agreements %	1.3	1.3	
Unemployed %	3.8	6.7	6.7
Unemployed Seeking %	3.8	6.0	5.5
Unemployed Not Seeking %		0.7	1.2
Unknown %		0.7	

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

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

School

St Andrew's R C High School

▼

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
157	149	163

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

### St Andrew's R C High School %

	2016/17	2017/18	2018/19
Positive %	96.2	92.6	92.0
Higher Education %	36.9	51.0	35.6
Further Education %	40.8	30.9	34.4
Training %	2.5	0.7	2.5
Employment %	14.6	8.1	18.4
Activity Agreements %	1.3	1.3	
Unemployed %	3.8	6.7	6.7
Unemployed Seeking %	3.8	6.0	5.5
Unemployed Not Seeking %		0.7	1.2
Unknown %		0.7	

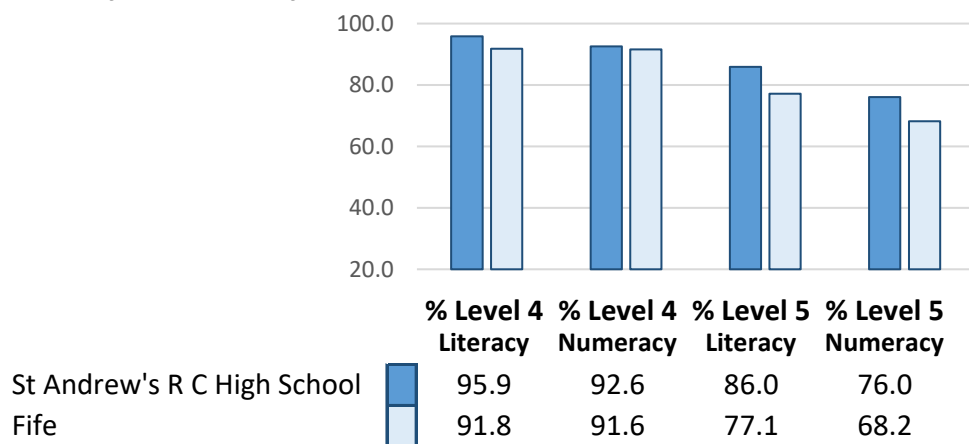
### South East Collaborative %

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

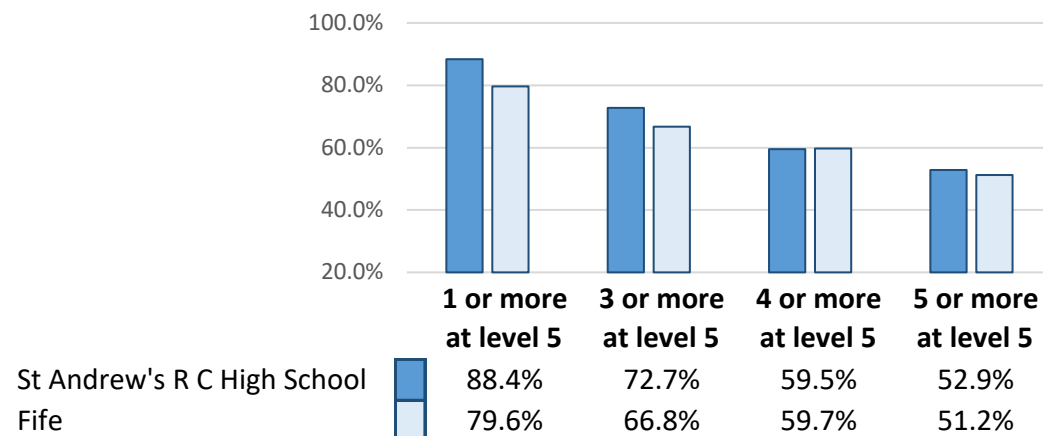
## St Andrew's R C High School

### Attainment of school leavers in 2019/20

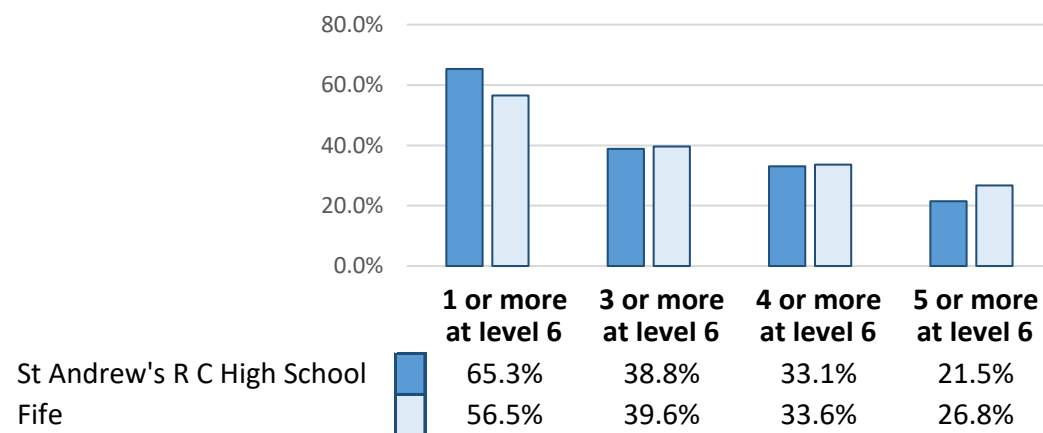
### Literacy & Numeracy of school leavers in 2019/20



### 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**

**Viewforth High School**



School

Viewforth 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	291	315	606	2019/20	2	4	0	0	0	0	6	2019/20	600	101.00

## 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.

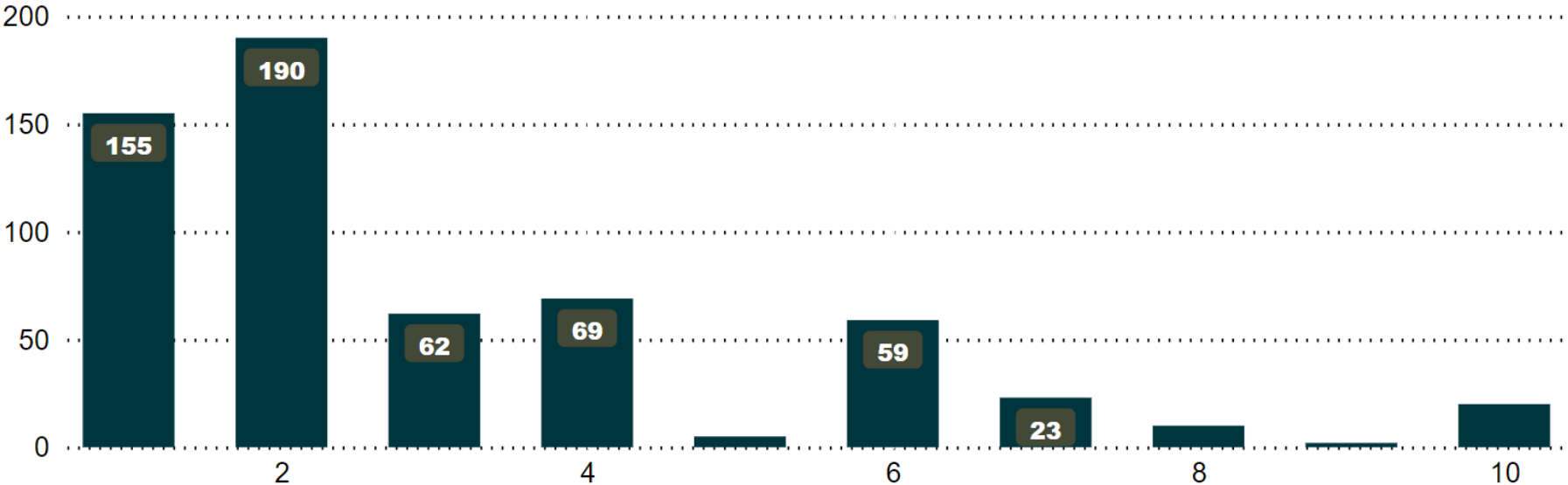
Viewforth High School					Fife					National			
2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19
25.50	29.60	27.00	38.80	29.80	16.30	17.00	16.40	16.40	17.10	14.20	14.10	14.40	15.00

School

Viewforth High School

SIMD

Number of Pupils per SIMD Decile (2019/20)



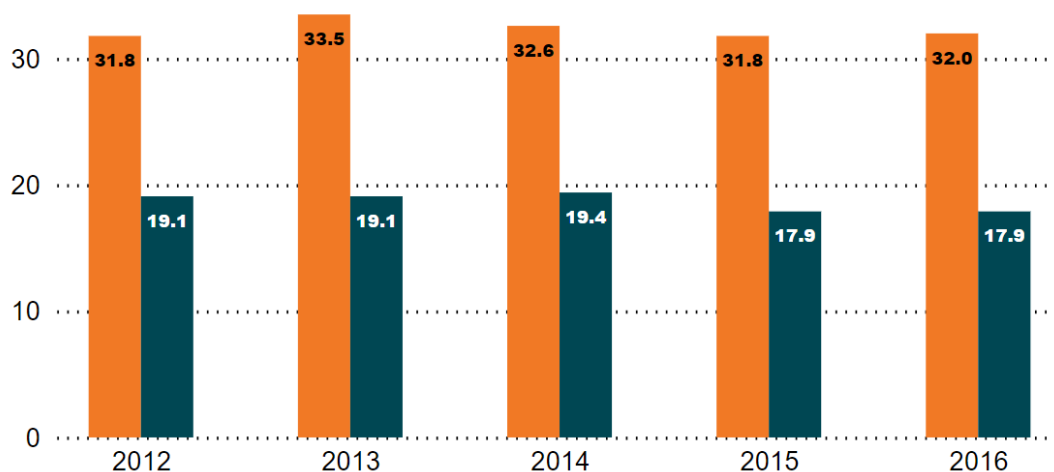
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2019/20	155	190	62	69	5	59	23	10	2	20	595

School

Viewforth High School

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



Year	School Poverty Rate %	Fife Poverty Rate %
2012	31.8	19.1
2013	33.5	19.1
2014	32.6	19.4
2015	31.8	17.9
2016	32.0	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	92	88	86	87

Stage	2015/16	2016/17	2017/18	2018/19	2019/20
S6	71	71	56	56	37

### 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

Viewforth 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>	Viewforth 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>	89.48	88.11	86.78	86.02	85.08	91.61	90.69	90.26	90.17	88.84	88.50	91.20
<b>Authorised Absence %</b>	6.67	6.40	6.36	6.02	7.43	5.83	5.60	5.87	5.74	6.30	5.30	5.30
<b>Unauthorised Absence %</b>	3.81	5.46	6.80	7.92	7.44	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>	33	30	53	37	35	47	42	40	30	21	50	48
<b>Days Excluded per 1000 pupils</b>	82	49	103	70	61	98	97	88	69	41	119	109
<b><u>LAC Temporary Exclusions</u></b>												
<b>Number of Exclusions per 1000 pupils</b>	2	9	2	2	11	5	3	3	2	3		
<b>Days Excluded per 1000 pupils</b>	6	13	2	4	17	10	6	7	4	6		

School

Viewforth 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	5
Developing Competence	6
Competent	13
Fluent	18
English as a "first language"	562
Limited Communication	0
Not Assessed	

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	12
Bereavement	
Communication Support Needs	
Deafblind	0
Dyslexia	53

Student Need Category	No. of Pupils with Need
English as an additional language	42
Family issues	16
Hearing impairment	
Interrupted learning	
Language or speech disorder	5
Learning disability	9
Looked after	22
Mental health problems	
More able pupil	5
Other	8
Other moderate learning difficulty	12
Other specific learning difficulty (e.g. numeric)	32
Physical health problem	13
Physical or motor impairment	9
Risk of exclusion	0
Social, emotional and behavioural difficulty	71
Substance misuse	
Visual impairment	0
Young carer	24

### Key

 Data has been suppressed due to small numbers

School

Viewforth High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
87	77	75

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

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

Viewforth High School %			
	2016/17	2017/18	2018/19
Positive %	90.8	87.0	88.0
Higher Education %	43.7	27.3	25.3
Further Education %	29.9	36.4	24.0
Training %		1.3	13.3
Employment %	11.5	16.9	25.3
Activity Agreements %	5.7	5.2	
Unemployed %	9.2	10.4	8.0
Unemployed Seeking %	8.0	10.4	6.7
Unemployed Not Seeking %	1.1		1.3
Unknown %		2.6	2.7

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

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

School

Viewforth High School

## Initial Leaver Destinations

**No. of Leavers**

2016/17	2017/18	2018/19
87	77	75

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

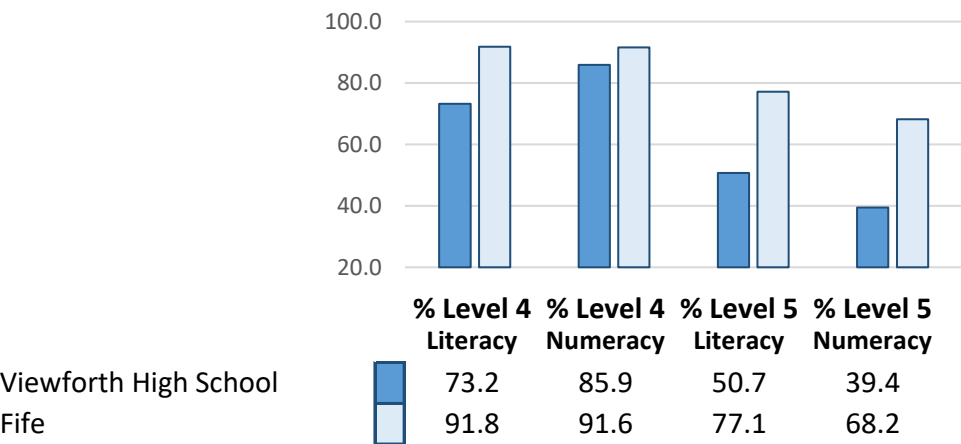
Viewforth High School %			
	2016/17	2017/18	2018/19
Positive %	90.8	87.0	88.0
Higher Education %	43.7	27.3	25.3
Further Education %	29.9	36.4	24.0
Training %		1.3	13.3
Employment %	11.5	16.9	25.3
Activity Agreements %	5.7	5.2	
Unemployed %	9.2	10.4	8.0
Unemployed Seeking %	8.0	10.4	6.7
Unemployed Not Seeking %	1.1		1.3
Unknown %		2.6	2.7

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

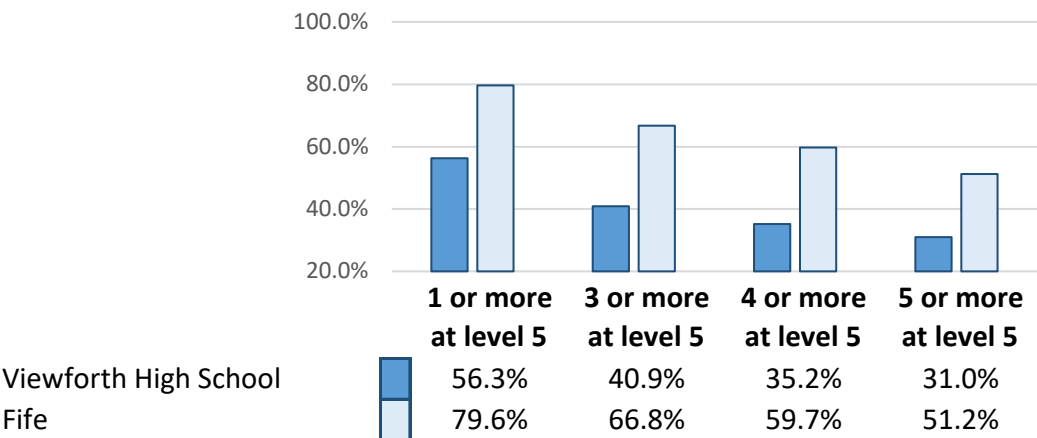
# Viewforth High School

## Attainment of school leavers in 2019/20

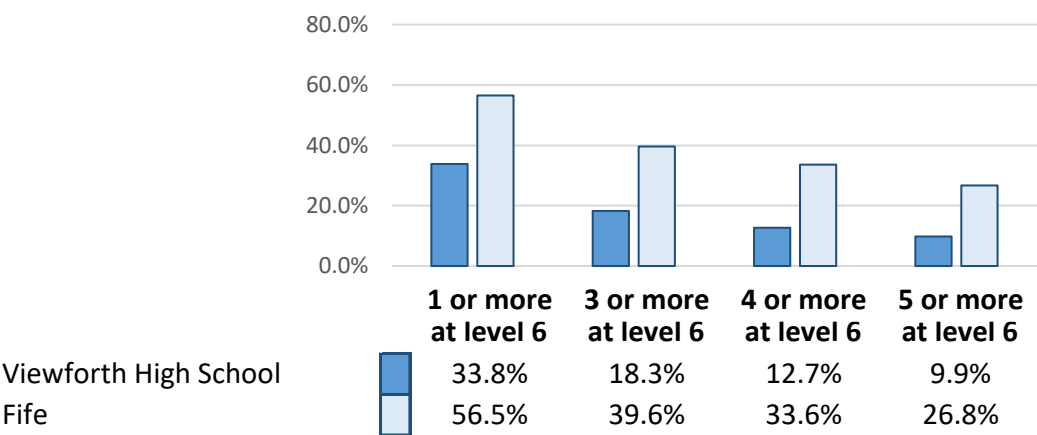
### Literacy & Numeracy of school leavers in 2019/20



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



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



27th April 2021

Agenda Item No. 06

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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: 9, 10, 11 and 12

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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

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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

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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 Disposals

**2.1.1 87.60 sqm of additional ground at 130 Chapelhill, Kirkcaldy**

Date of Sale: 5 March 2021  
Price: £4,400  
Purchaser: Alan & Loraine Macrae

**2.1.2 59 sqm of additional ground at 25 Sycamore Avenue, Kirkcaldy**

Date of Sale: 5 March 2021  
Price: £2,100  
Purchaser: Craig & Chivaune Harmon

### 2.2 Acquisitions

**2.2.1 57 Hendry Crescent, Kirkcaldy**

Date of Acquisition: 4 December 2020  
Price: £100,000  
Seller: Colin J W Geddie & Lee Geddie

**2.2.2 105 Lismore Avenue, Kirkcaldy**

Date of Acquisition: 12 February 2021  
Price: £80,000  
Seller: Alan Blackwood

**2.2.3 4 Glamis Road, Kirkcaldy**

Date of Acquisition: 12 October 2020  
Price: £105,000  
Seller: Stuart Cobb and Stephanie Thorley

**2.2.4 137 Redcraigs, Kirkcaldy**

Date of Acquisition: 22 January 2021  
Price: £110,000  
Seller: Jennifer Marshall

**2.2.5 117 St Kilda Crescent, Kirkcaldy**

Date of Acquisition: 4 February 2021  
Price: £60,000  
Seller: Howard White and Fiona F Anderson

**2.2.6 82 Myrtle Crescent, Kirkcaldy**

Date of Acquisition: 12 March 2021  
Price: £87,500  
Seller: Piotr Walat & Gabriela Walat

#### 2.2.7 58 Caithness Place, Kirkcaldy

Date of Acquisition:	26 March 2021
Price:	£63,000
Seller:	Michael James Rhodes and Doctor Sinead Maire Rhodes

### 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

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**Kirkcaldy Area Committee**  
**27<sup>th</sup> April 2021**  
**Agenda Item No. 07**

<b>Kirkcaldy Area Committee of 8 June 2021</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Area Roads Programme 2020/21 Update	Assets, Transportation and Environment	Vicki Connor	2020/21 Final progress report. Due after April 2021
Supporting the Local Community Plan - Kirkcaldy Area Local Budgets 2021/22	Communities and Neighbourhoods Service	Julie Dickson	Moved to June per J Dickson 1.4.21
Safer Communities Annual Update	Housing Services	Dawn Jamieson, Liz Watson-SC	Annual Report. Will be presented June 21 per email Liz Watson. 12.1.21.
Operational Briefing on Policing Activities within Kirkcaldy Area	Police Scotland		Annual report. Presented in June 2021 along with Safer Communities update per Liz Watson 12.1.21.
Scottish Fire and Rescue Service Annual Update	Scottish Fire & Rescue Service		Presented June 2021 per Liz Watson 12.1.21
Templehall Masterplan Update	Communities and Neighbourhoods Service	Julie Dickson	Per J Dickson 16.2.21 Moved to June per J Dickson 1.4.21
Area Housing Plan and Review of Lockups Report	Housing Services	Joan Lamie	Joint report on Area Housing and Lockup review per J Lamie 1.4.21
Neighbourhood Development Plan Update - Templehall	Communities and Neighbourhoods Service	Leah Levein	Moved to June per J Dickson 1.4.21

<b>Kirkcaldy Area Committee of 24 August 2021</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Kirkcaldy Charrette Progress Report	Economy, Planning and Employability	Ian Mccrory, Pam Ewen	

**Kirkcaldy Area Committee**  
**27<sup>th</sup> April 2021**  
**Agenda Item No. 07**

<b>Kirkcaldy Area Committee of 5 October 2021</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Pupilwise and Parentwise Survey	Education and Children's Services	Jacqueline Thompson	Reported 3 yearly - last reported 30 October 2018
Complaints Annual Update Report	Communities	David Thomson-CRM	Annual update report. Last presented Sept 20

<b>Unallocated</b>			
<b>Title</b>	<b>Service(s)</b>	<b>Contact(s)</b>	<b>Comments</b>
Common Good Investment	Finance and Corporate Services	Eleanor Hodgson	
Neighbourhood Development Plan Update - Burntisland Castle	Communities and Neighbourhoods Service	Izzy Whyte	Regular update report.
Neighbourhood Development Plan Update - Gallatown	Communities and Neighbourhoods Service	Izzy Whyte	Regular update report
Neighbourhood Development Plan Update - Linktown and Inveriel	Communities and Neighbourhoods Service	Leah Levein	Regular update report
Neighbourhood Development Plan Update - Templehall	Communities and Neighbourhoods Service	Leah Levein	Regular update report
Burntisland Links FRI Lease including Agreement Between PSOS and Burntisland Common Good Fund	Communities and Neighbourhoods Service	Paul Vaughan	As agreed at KAC 1.12.20
Mid-Fife Economic Action Plan Update	Economy, Planning and Employability	Peter Corbett, Sandra Montador-Stewart	Update required for KAC Members once report is presented at P&C meeting early 2021. Per Cllr Crooks
Member Update on Skills Development Scotland reporting of Positive Destinations	Economy, Planning and Employability	Gordon Mole	As per action points from 19.1.21 meeting.