

South and West Fife Area Committee

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



Wednesday, 23rd March, 2022 - 9.30 a.m.

AGENDA

Page Nos.

- | | | |
|----|---|-----------|
| 1. | APOLOGIES FOR ABSENCE | |
| 2. | DECLARATIONS OF INTEREST – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage. | |
| 3. | MINUTE – Minute of South and West Fife Area Committee of 2nd February, 2022. | 3 – 7 |
| 4. | SCHOOL ATTAINMENT AND ACHIEVEMENT REPORT – Report by the Executive Director (Education and Children's Services). | 8 – 149 |
| 5. | AREA HOUSING PLAN 2022-24 – Report by the Head of Housing Services. | 150 – 160 |
| 6. | NORTH QUEENSFERRY AND FORTH BRIDGES AREA – Joint report by the Head of Communities and Neighbourhoods Service and the Head of Business and Employability Services. | 161 - 185 |
| 7. | FORTH BRIDGES AREA TOURISM STRATEGY DELIVERY – Report by the Head of Business and Employability Services. | 186 - 190 |
| 8. | PROPERTY TRANSACTIONS – Report by the Head of Assets, Transportation and Environment. | 191 - 192 |

Members are reminded that should they have queries on the detail of a report they should, where possible, contact the report authors in advance of the meeting to seek clarification.

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16th March, 2022.

If telephoning, please ask for:

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THE FIFE COUNCIL - SOUTH AND WEST FIFE AREA COMMITTEE – REMOTE MEETING**2nd February, 2022.****9.30 a.m. – 12.15 p.m.**

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

ATTENDING: John Rodigan, Senior Manager (Environment and Building Services), Ian Jones, Lead Consultant, Network Management, Neil Watson, Lead Consultant (Roads and Lighting Asset Management), Keith Johnston, Technician Engineer, Traffic Management (South Fife), Assets, Transportation and Environment; Peter Corbett, Lead Officer Economy and Andrew Sim, Project Manager (Economic Development), Economy, Planning and Employability Services; Zoe Thomson, Quality Improvement Officer (Equity), Elisa Gilmour, Depute Headteacher, Inverkeithing High School, Lee Waugh, Acting Headteacher, North Queensferry Primary School and Karyn Rennie, Headteacher, Donibristle Primary School; Alastair Mutch, Community Manager (South and West Fife), Jo Dowd, Community Education Worker (CCB) and Corinne McGinley, Community Education Worker (Youth Work) Communities and Neighbourhoods Service; and Michelle McDermott, Committee Officer, Legal and Democratic Services, Finance and Corporate Services.

318. DECLARATIONS OF INTEREST

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

319. MINUTES

The Committee considered:-

- (a) Minute of meeting of South and West Fife Area Committee of 1st December, 2021.

Decision

The Committee agreed to approve the minute.

- (b) Minute of West Fife Area Common Good Sub-Committee of 30th November, 2021.

Decision

The Committee agreed to approve the minute.

320. THE CAIRNS, CHARLESTOWN - UPDATE

The Committee considered a briefing paper by the Head of Assets, Transportation and Environment providing design options and cost estimates for additional parking at The Cairns, Charlestown.

Decision/

Decision

The Committee agreed that:-

- (1) consultation be undertaken with the residents at The Cairns, Charlestown on the two proposals, with costings, detailed in the briefing paper; and
- (2) that a further report be brought back to Committee following consultation with residents detailing the preferred option and providing information on the funding position.

321. LOCAL AREA ECONOMIC PROFILES (DECEMBER 2021)

The Committee considered a report by the Head of Business and Employability Services providing members with an annual overview of the local economic profile for each of the seven local Committee areas using the latest available data.

Motion

Councillor Dave Dempsey, seconded by Councillor Tony Orton, moved an additional recommendation as follows:-

"The Committee considers that the collation and presentation of data in this form is not the best use of officers' or members' time and asks that future reports focus on what needs to be decided and what needs to be achieved".

Amendment

Councillor Alice McGarry, seconded by Councillor David Barratt, moved that the recommendations contained within the report be approved.

Roll Call

For the Motion – 4 votes

Councillors Dave Coleman, Dave Dempsey, Mino Manekshaw and Tony Orton.

For the Amendment – 6 votes

Councillors David Barratt, Bobby Clelland, Sharon Green-Wilson, Alice McGarry, Kate Stewart and Andrew Verrecchia.

The Amendment was accordingly carried.

Decision

The Committee:-

- (1) noted the contents of the report; and
- (2) recognised the ongoing economic impact and uncertainty resulting from the global Covid-19 pandemic and recent UK exit from the European Union.

322./

322. GROUNDS MAINTENANCE SERVICE – DOMESTIC WASTE AND STREET CLEANSING SERVICE ANNUAL REVIEW 2021

The Committee considered a report by the Head of Assets, Transportation and Environment updating members on the performance of grounds maintenance, domestic waste collection and street cleaning services in 2021. The report also provided information on the management changes in these services and identified how community-led decision making would shape operational delivery in the future.

Decision

The Committee:-

- (1) noted the extraordinary challenges faced in the delivery of grounds maintenance, domestic waste collection and street cleansing services in 2021;
- (2) noted the structural and organisational measures that had been taken to improve service delivery;
- (3) noted the new decentralised way of working which would deliver local priorities and help communities shape their environment; and
- (4) wished to record their appreciation and thanks to all the staff and voluntary organisations involved in delivering the services throughout the year.

The meeting adjourned at 10.50 a.m. and reconvened at 11.00 a.m.

323. PUPIL EQUITY FUND

The Committee considered a report by the Executive Director (Education and Children's Services) outlining the progress of the Pupil Equity Fund by updating members on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap. The report also presented an overview of the rationale, implementation and impact, to date, of the Pupil Equity Fund within schools across the South West Committee Area.

Decision

The Committee agreed to:-

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

324./

324. AREA ROADS PROGRAMME 2022-23

The Committee considered a report by the Head of Assets, Transportation and Environment seeking approval of the projects for inclusion in the 2022-23 Area Roads Programme for the South and West Fife Committee area.

Decision

The Committee:-

- (1) approved the report and Appendices 1 and 2;
- (2) approved Appendix 3 noting the removal of the A921 Chapel Place, Inverkeithing pedestrian crossing Category 2 scheme and the addition of the A907 Gowkhall to Carnock footway Category 2 scheme;
- (3) 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, Vice-Convener and members in the Wards affected; and
- (4) noted Appendices 4 and 5.

325. SUPPORTING THE LOCAL COMMUNITY PLAN - LOCAL COMMUNITY PLANNING BUDGET REQUEST - REPLACEMENT OF ROOF ON ALLOA AND DISTRICT RIFLE CLUB, KINCARDINE COMMUNITY CENTRE ANNEXE

The Committee considered a report by the Head of Communities and Neighbourhoods Service seeking agreement for a contribution from the Local Community Planning Budget for roof repairs for the annexe in Kincardine Community Centre used by Alloa and District Rifle Club.

Decision

The Committee agreed to an allocation of £8,000 from the Local Community Planning Budget 2021/22.

326. SOUTH AND WEST FIFE AREA LOCAL COMMUNITY PLAN - "PLAN4SOUTH & WEST FIFE AND COMMUNITY LEARNING AND DEVELOPMENT" - UPDATE

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

Decision

The Committee:-

- (1) noted the efforts to actively develop projects under the agreed Plan4Fife Themes;
- (2)/

2022 SWFAC 276

- (2) agreed to continue to support the Plan4South & West Fife as it adapted and changed to focus on Recovery and Reform;
- (3) noted the Areas of Focus as detailed in Appendix 1 to the report; and
- (4) wished to record their appreciation and thanks for the contribution that all staff and volunteers had provided in delivering the projects within the South and West Fife Area.

327. SOUTH AND WEST FIFE AREA COMMITTEE FORWARD WORK PROGRAMME 2022

Decision

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

23rd March, 2022.

Agenda Item No. 4

School Attainment and Achievement Report

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

Wards Affected: 1, 2, 3, 4, 5, 6, 7 & 8.

Purpose

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

Recommendation(s)

The Committee: -

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

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

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

Consultation

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

1.0 Background

- 1.1 Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than 2020 and, separately, 2021. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches – Insight Sept 2021.
- 1.2 In addition, due to the COVID 19 pandemic, for Session 2020 - 2021 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in S3.
- 1.3 As a result, this year's report does not contain attainment trend data for BGE data in secondary schools.
- 1.4 All schools have continued to monitor the progress of all learners. As children and young people return to school after lockdowns, tracking of progress continues to be a priority.
- 1.5 This year's report provides a list of schools in the local area and related data. A link to where school Standards and Quality Reports 2020-21 and School Improvement Plans 2021-22 can be accessed. (Background Paper 3). These provide details of progress in schools and priorities for improvement.
- 1.6 For secondary schools details of school context, the trends in the School Leavers Destination Report for the last three years and data on attainment of leavers for 2019-20 are included.
- 1.7 The SQA attainment of young people in Session 2020-21 was based on the Alternative Certification Model (ACM). Fife Guidance for Practitioners on the ACM is provided as (Background Paper 1).

2.0 School Performance

- 2.1 The attached reports on primary school attainment for the Dunfermline High School, Inverkeithing High School, Queen Anne High School, St Columba's RC High School and Woodmill High School clusters (Appendices 6, 7, 8, 9 & 10) provide details of CfE declarations in literacy and numeracy. It is worth noting that the primary data is the collated results of P1, P4 and P7. All children are included in the percentages - children with additional support needs in mainstream classes and where schools have Additional Support Classes or a Department of Additional Support Needs, these children are also included.
- 2.2 These tables provide percentages of young people attaining the recommended level in P1, P4 and P7 from SIMD 1 & 2 (Quintile 1), SIMD (Quintiles 2, 3 and 4) and SIMD 9 & 10 (Quintile 5) in Literacy and Numeracy.
- 2.3 Further tables give percentages of young people who are Free School Meal Registered (FMR) or are Looked after Children (LAC).
- 2.4 A summary of key practice on Covid Recovery, Ensuring Equity, Health and Well Being and Employability is included for each cluster (Appendices 11, 12, 13 14 & 15)
- 2.5 The reports for secondary schools serving young people from the local area are contained within (Appendices 1, 2,3, 4 & 5).

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

3.0 SQA Qualifications 2022

- 3.1 All exams for SQA Qualifications were cancelled for Session 2020-21. Qualifications were determined using the Alternative Certification Model <https://www.sqa.org.uk/sqa/96760.html>
- 3.2 The SQA have produced guidance for the 2021-22 diet of exams which details changes to course content and possible scenarios that may be implemented dependent on public health advice. <https://www.sqa.org.uk/sqa/96904.html>
- 3.3 Further guidance has been produced for Fife practitioners (Background Paper 2).

4.0 Conclusions

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

List of Appendices

1. Appendix 1 – Dunfermline High School Report
2. Appendix 2 – Inverkeithing High School Report
3. Appendix 3 – Queen Anne High School Report
4. Appendix 4 – St Columba’s RC School Report
5. Appendix 5 – Woodmill High School Report
6. Appendix 6 – Dunfermline High Cluster Report
7. Appendix 7 – Inverkeithing High Cluster Report
8. Appendix 8 – Queen Anne High Cluster Report
9. Appendix 9 – St Columba’s RC High Cluster Report
10. Appendix 10 – Woodmill High Cluster Report
11. Appendix 11 – Dunfermline High Cluster Summary of Activities
12. Appendix 12 – Inverkeithing High Cluster Summary of Activities
13. Appendix 13 – Queen Anne High Cluster Summary of Activities
14. Appendix 14 – St Columba’s RC High Cluster Summary of Activities
15. Appendix 15 – Woodmill High Cluster Summary of Activities

Background Papers

1. Background Paper 1 – Fife’s Guidance for Practitioners SQA Alternative Certification Model 2021
2. Background Paper 2 – Fife’s Guidance for Practitioners SQA Assessment 2022
3. Background Paper 3 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

Report Contact

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Education & Children's Services
Improving life chances for all



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Dunfermline High School

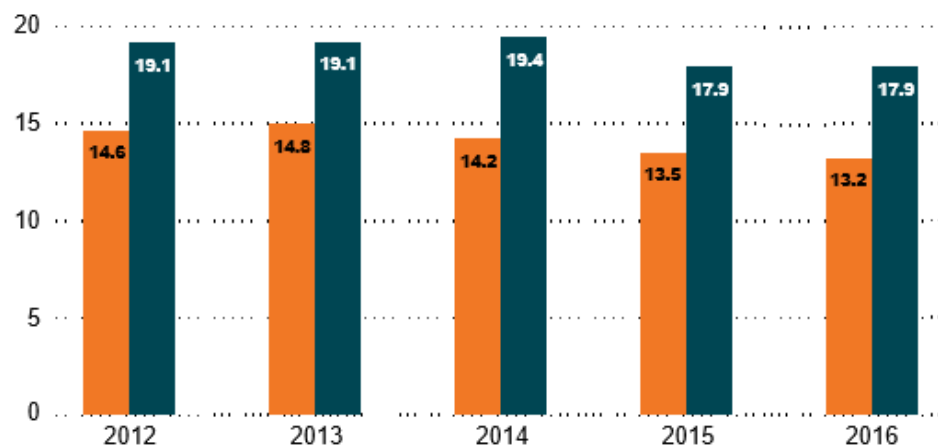


School

Dunfermline High School

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



■ School

■ Fife

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

Staying on Rates

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

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

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	79	86	83	79	79

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

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

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

School

Dunfermline High School

⌵

Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Dunfermline High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	91.98	91.99	91.15	89.50	92.03	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
<u>Authorised Absence %</u>	4.74	4.99	5.90	6.15	4.59	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
<u>Unauthorised Absence %</u>	3.21	2.93	2.90	4.32	3.37	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
<u>Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	54	39	15	14	13	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	145	98	35	31	28	98	68	30	41	48	119	109	0
<u>LAC Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	0	4	3	2	1	2	4	1	3	3			
Days Excluded per 1000 pupils	0	9	6	4	1	4	10	3	6	6			

School

Dunfermline High School

⌵

Level of English & Additional Support Needs

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

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

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

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

School

Dunfermline High School



Initial Leaver Destinations

No. of Leavers

2017/18	2018/19	2019/20
275	294	262

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

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

Dunfermline High School %

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

Fife %

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

National %

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

School

Dunfermline High School

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Initial Leaver Destinations

No. of Leavers

2017/18	2018/19	2019/20
275	294	262

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

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

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

School
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	88.89	86.67	87.50	92.31	90.91
2	92.31	95.38	97.73	96.49	98.55
3	96.55	96.92	93.10	92.00	98.08
4	100.00	90.16	98.72	93.51	96.00
5	100.00	100.00	98.90	100.00	97.87
Total	96.62	95.20	97.13	95.73	96.90

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	77.78	73.33	50.00	69.23	48.48
2	66.67	81.54	75.00	73.68	71.01
3	65.52	76.92	56.90	72.00	75.00
4	89.23	63.93	78.21	66.23	74.67
5	94.81	95.38	83.52	92.45	90.43
Total	79.39	79.34	74.19	77.44	75.85

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	94.44	73.33	75.00	100.00	90.91
2	96.15	84.62	97.73	98.25	98.55
3	100.00	89.23	91.38	93.33	96.15
4	98.46	83.61	94.87	93.51	94.67
5	100.00	96.92	98.90	100.00	96.81
Total	98.31	87.82	95.34	96.65	95.98

% Level 5 Numeracy

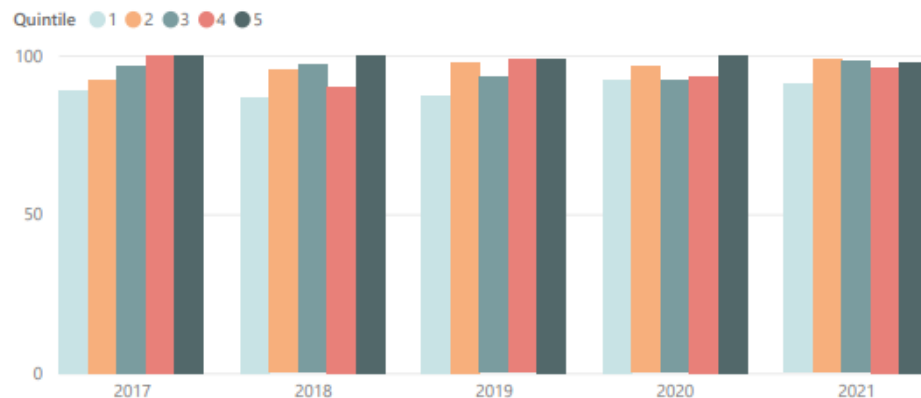
Quintile	2017	2018	2019	2020	2021
1	61.11	40.00	37.50	46.15	39.39
2	58.97	63.08	61.36	63.16	50.72
3	67.24	73.85	51.72	62.67	63.46
4	84.62	55.74	67.95	61.04	61.33
5	94.81	86.15	78.02	81.13	84.04
Total	75.68	68.27	65.95	67.68	63.78

School

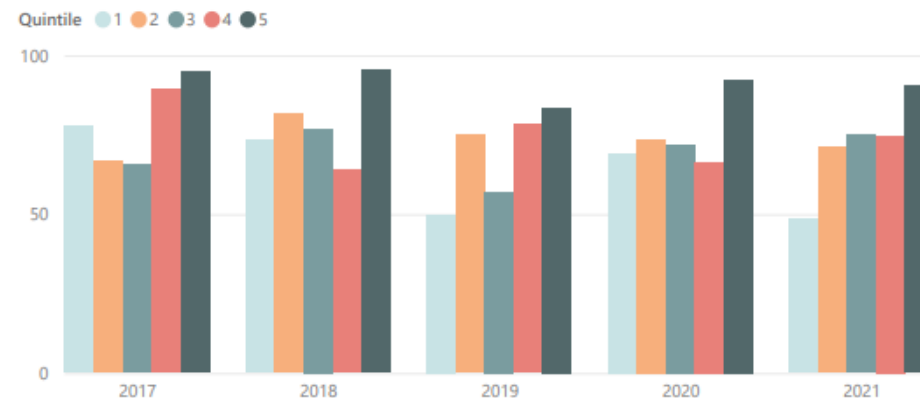
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy Graphs

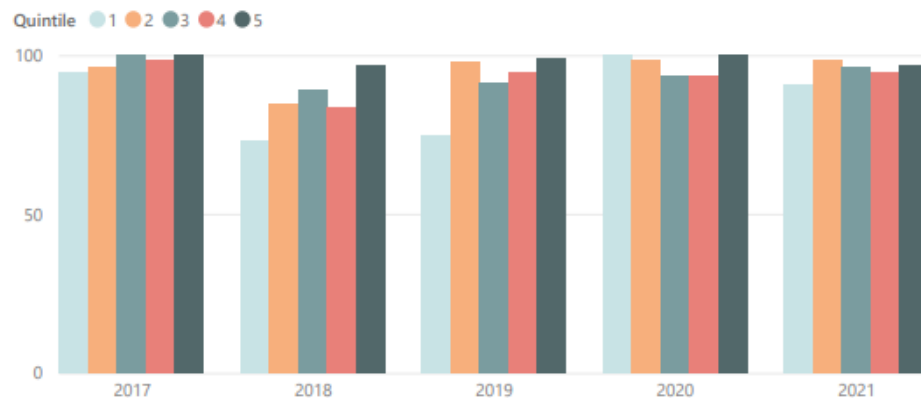
S4 Level 4 Literacy by Year



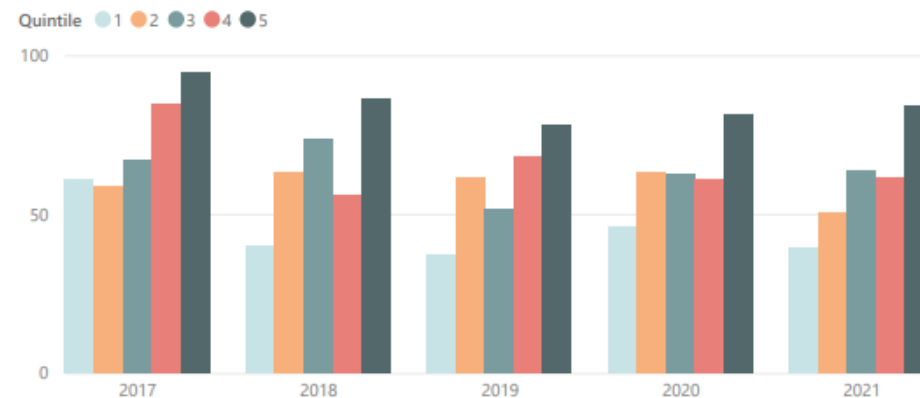
S4 Level 5 Literacy by Year



S4 Level 4 Numeracy by Year



S4 Level 5 Numeracy by Year



School

Dunfermline High School

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SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

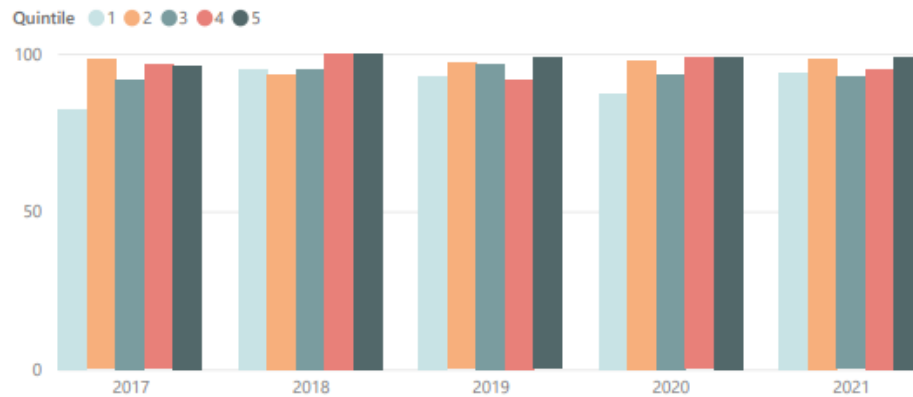
1	47.06	65.00	42.86	62.50	70.59
2	47.27	59.21	67.69	74.42	68.25
3	60.00	67.74	80.95	63.93	72.06
4	74.55	86.67	66.67	83.33	70.89
5	87.01	93.59	92.96	84.62	92.52
Total	67.42	76.01	75.82	77.58	77.54

School

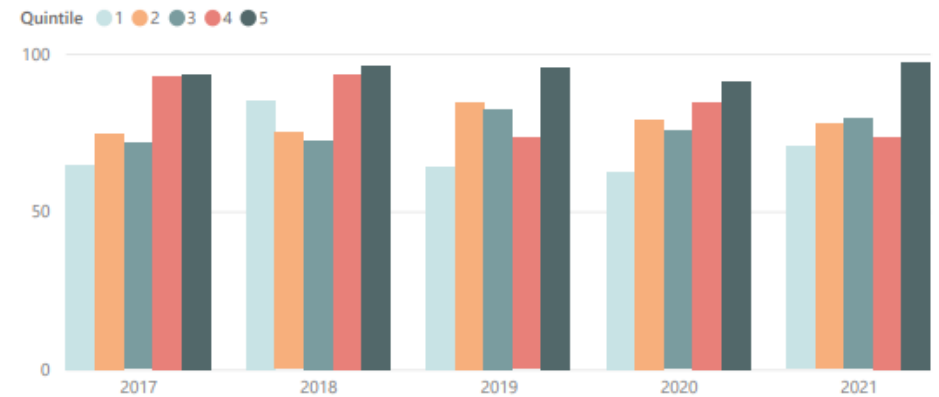
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy Graphs

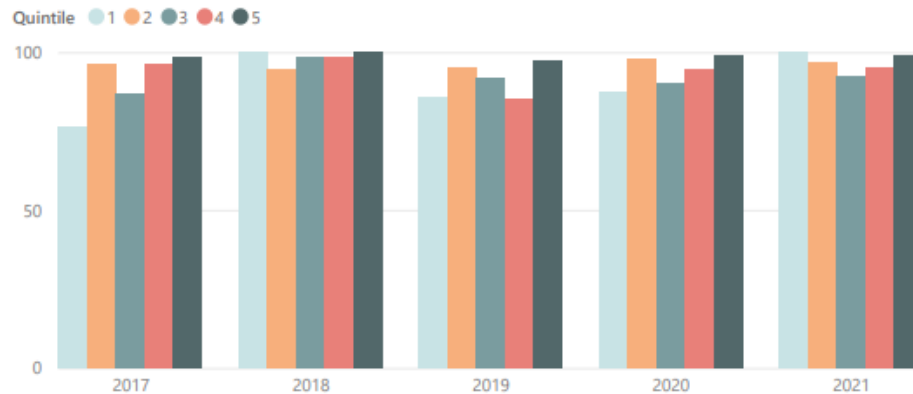
S5 Level 4 Literacy by Year



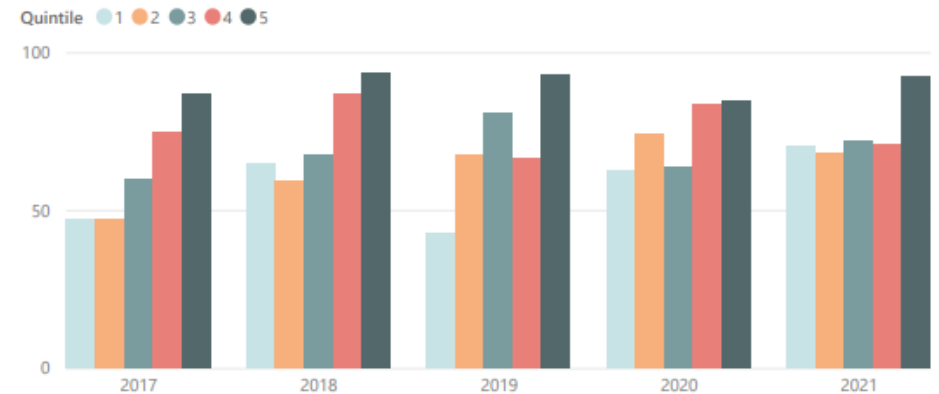
S5 Level 5 Literacy by Year



S5 Level 4 Numeracy by Year



S5 Level 5 Numeracy by Year



School

Dunfermline High School

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	95.45	80.00	95.45	92.86	90.91
2	96.43	100.00	93.42	95.52	97.92
3	100.00	91.80	96.67	95.38	92.16
4	94.23	92.98	100.00	91.53	98.72
5	100.00	96.15	100.00	98.63	98.91
Total	98.01	94.34	97.31	95.32	97.14

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	68.18	60.00	86.36	64.29	72.73
2	83.93	75.93	75.00	83.58	81.25
3	81.82	72.13	71.67	81.54	70.59
4	86.54	89.47	93.33	72.88	84.62
5	94.68	93.59	97.47	95.89	91.30
Total	86.05	82.26	84.85	83.09	83.21

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	73.33	100.00	85.71	90.91
2	98.21	96.30	94.74	94.03	97.92
3	98.70	86.89	98.33	89.23	88.24
4	96.15	94.74	98.33	84.75	94.87
5	98.94	98.72	100.00	97.26	98.91
Total	98.34	93.21	97.98	91.37	95.36

% Level 5 Numeracy

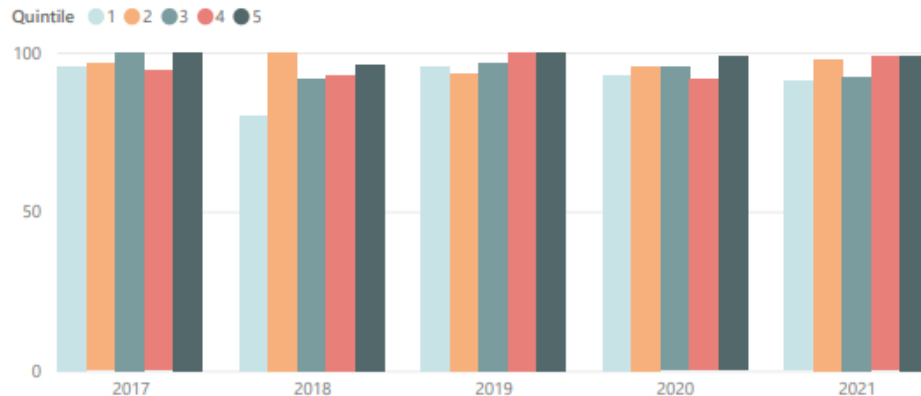
Quintile	2017	2018	2019	2020	2021
1	54.55	60.00	63.64	42.86	72.73
2	53.57	46.30	60.53	70.15	79.17
3	59.74	57.38	68.33	80.00	58.82
4	82.69	75.44	86.67	66.10	82.05
5	73.40	87.18	93.67	93.15	84.78
Total	66.45	67.92	76.43	76.26	77.86

School

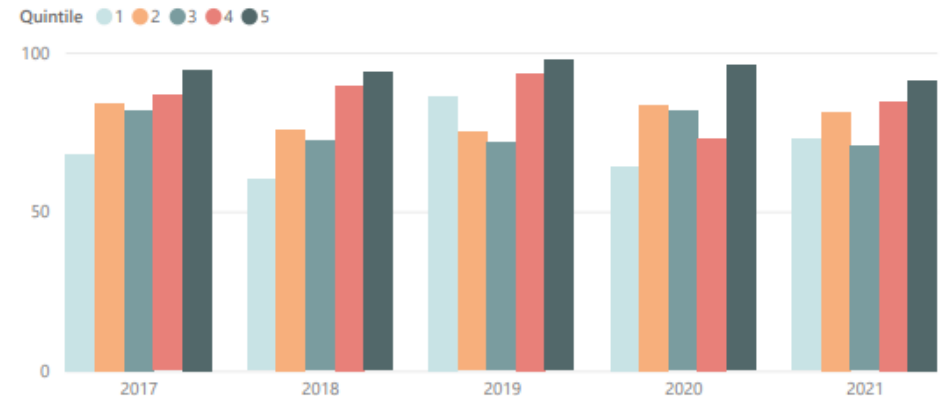
Dunfermline High School

SQA Attainment - S4 Literacy & Numeracy Graphs

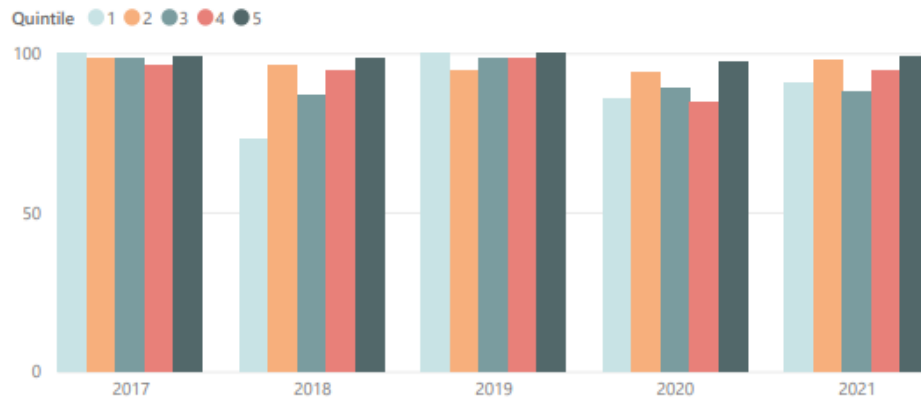
S6 Level 4 Literacy by Year



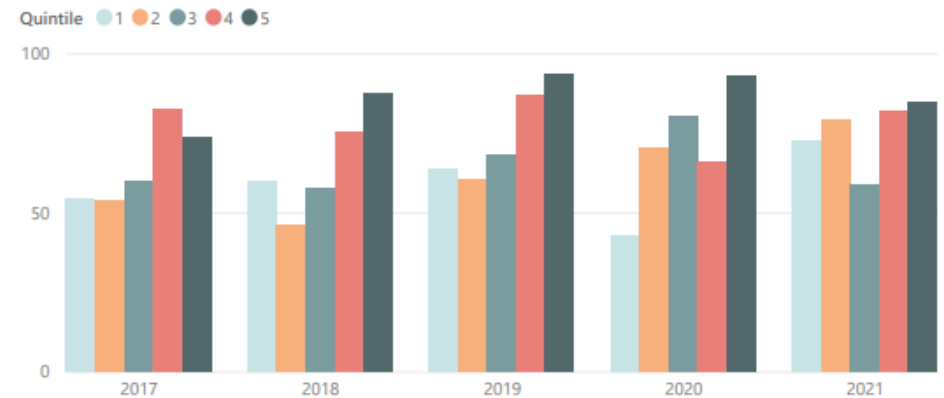
S6 Level 5 Literacy by Year



S6 Level 4 Numeracy by Year



S6 Level 5 Numeracy by Year



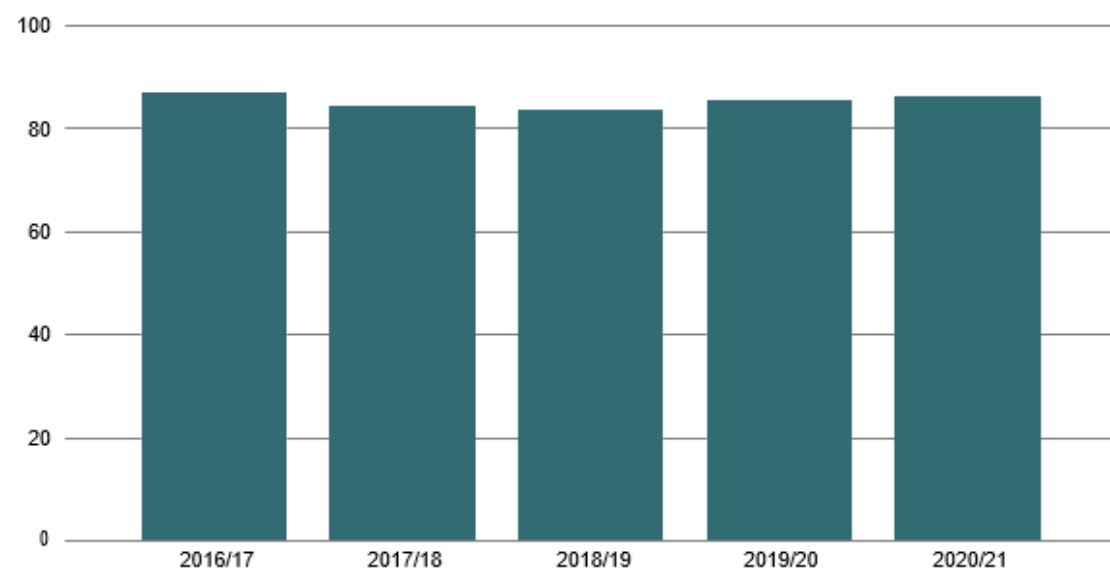
School

Dunfermline High School

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



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

School

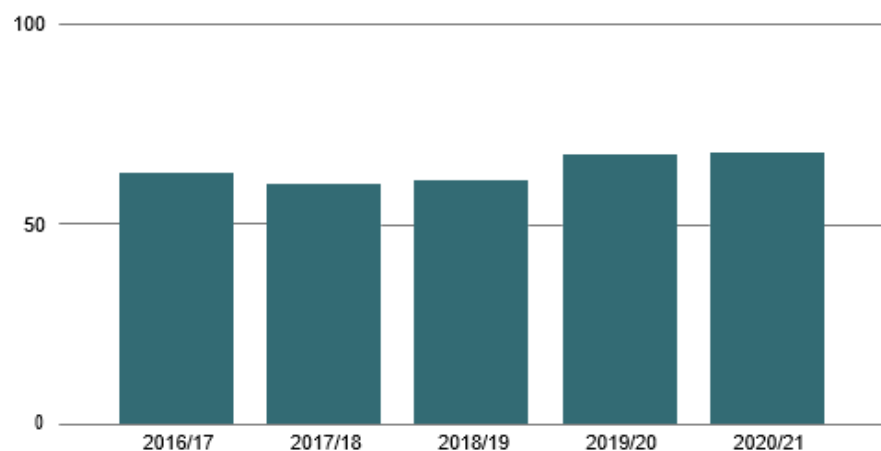
Dunfermline High School

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Attainment for the S5 cohort

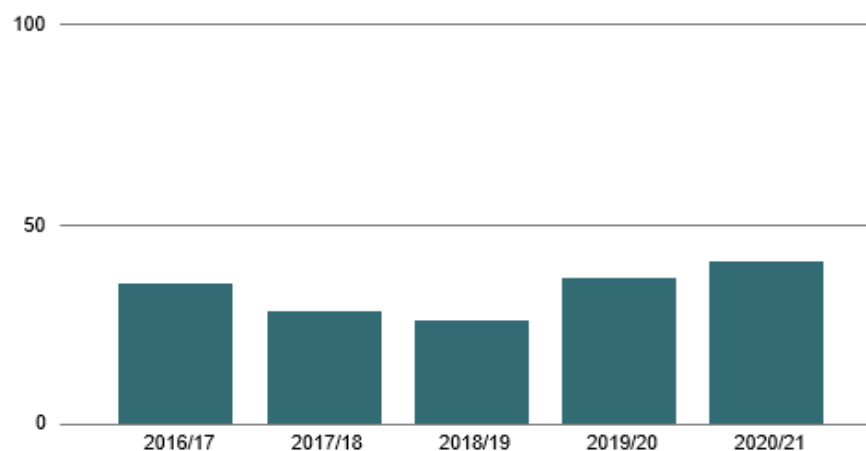
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



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

S5 - 4 or more at National 6 (%)



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

School

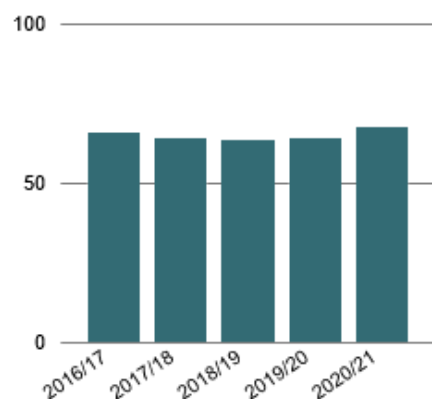
Dunfermline High School

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Attainment for the S6 cohort

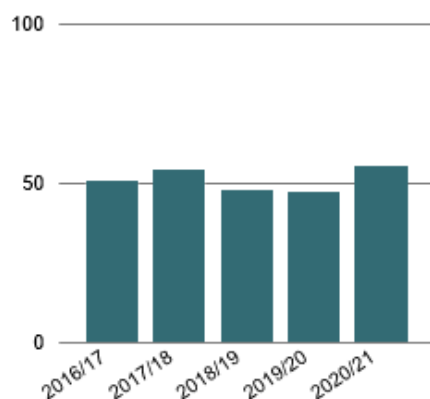
Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

**S6 - 1 or more at
National 6 (%)**



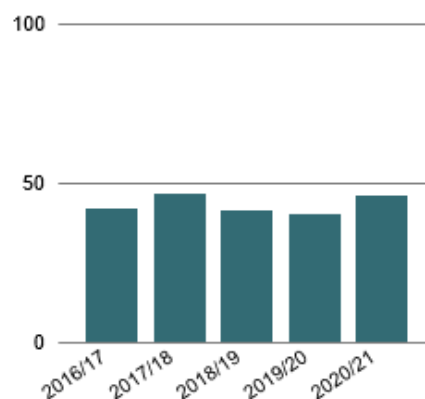
Year	1 or more
2016/17	65.89
2017/18	64.02
2018/19	63.48
2019/20	64.13
2020/21	67.63

**S6 - 3 or more at
National 6 (%)**



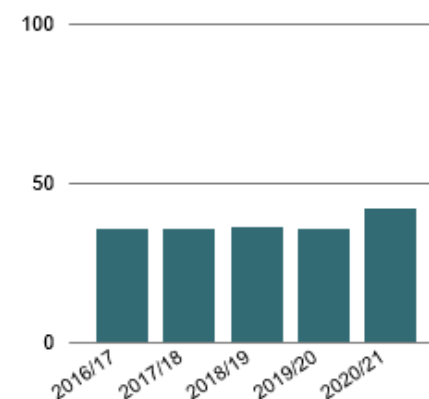
Year	3 or more
2016/17	50.84
2017/18	53.79
2018/19	47.44
2019/20	47.10
2020/21	55.04

**S6 - 4 or more at
National 6 (%)**



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

**S6 - 5 or more at
National 6 (%)**



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



Education & Children's Services
Improving life chances for all



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Inverkeithing High School



School

Inverkeithing High School

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School Context

School Roll - from the September 2020/21 census.

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

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

Estate		
Year	Capacity	Capacity %
2020/21	1634	82.86

Percentage of pupils with FMR

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

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

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

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

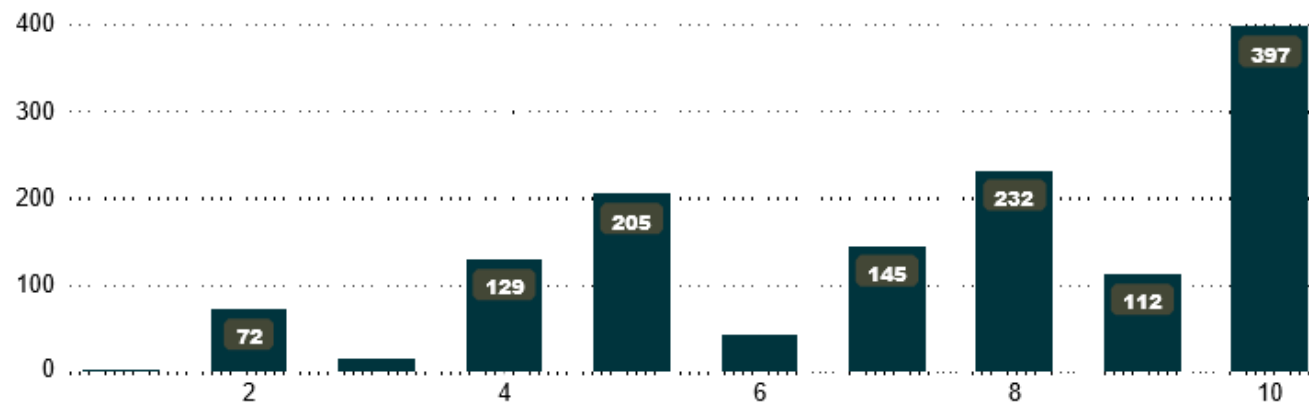
School

Inverkeithing High School

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SIMD

Number of Pupils per SIMD Decile (2020/21)



SIMD

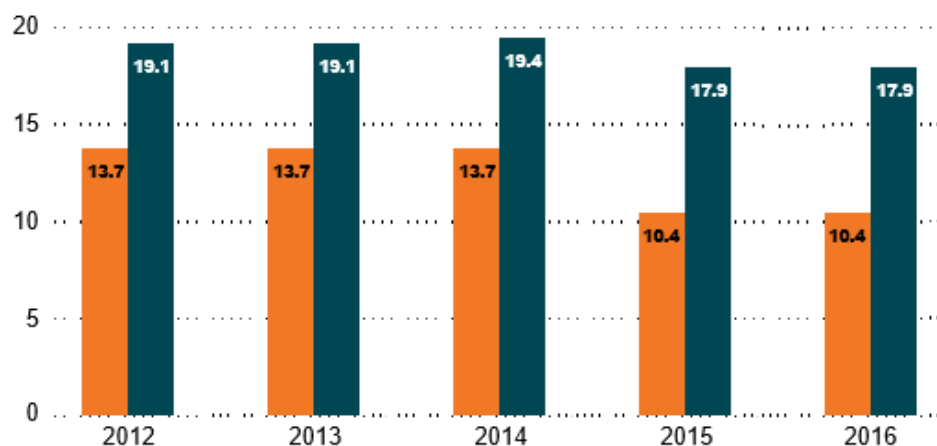
Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	3	72	16	129	205	43	145	232	112	397	1354

School

Inverkeithing High School

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



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

Staying on Rates

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

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

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	87	85	80	86	71

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	74	72	78	69	70

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

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

School

Inverkeithing High School



Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Inverkeithing High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	92.62	93.24	92.30	90.04	92.47	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	5.64	5.21	5.43	6.92	4.91	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	1.71	1.53	2.23	2.98	2.60	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
<u>Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	26	25	13	36	18	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	68	53	22	66	43	98	68	30	41	48	119	109	0
<u>LAC Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	1	0	0	2	1	2	4	1	3	3			
Days Excluded per 1000 pupils	2	0	0	5	1	4	10	3	6	6			

School
Inverkeithing High School

Level of English & Additional Support Needs

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

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

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

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

School

Inverkeithing High School



Initial Leaver Destinations

No. of Leavers

	2017/18	2018/19	2019/20
	198	215	199

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

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

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

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

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

School

Inverkeithing High School

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Initial Leaver Destinations

No. of Leavers

2017/18	2018/19	2019/20
198	215	199

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

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

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

School

Inverkeithing High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	95.24	100.00	72.73	96.30	100.00
2	100.00	100.00	92.31	90.00	91.67
3	100.00	95.45	92.50	93.48	100.00
4	95.65	96.00	97.30	96.15	93.88
5	100.00	98.00	95.10	100.00	98.97
Total	99.04	97.54	93.60	97.27	97.24

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	47.62	66.67	36.36	48.15	57.14
2	87.50	68.42	76.92	30.00	66.67
3	72.73	75.00	80.00	54.35	72.73
4	86.96	76.00	83.78	76.92	85.71
5	98.21	95.00	86.27	88.29	90.72
Total	86.06	83.74	81.28	72.27	82.03

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	93.33	100.00	85.19	64.29
2	100.00	100.00	100.00	80.00	66.67
3	97.73	95.45	92.50	91.30	81.82
4	95.65	92.00	100.00	96.15	89.80
5	100.00	98.00	98.04	95.50	96.91
Total	99.04	96.55	97.54	92.73	87.56

% Level 5 Numeracy

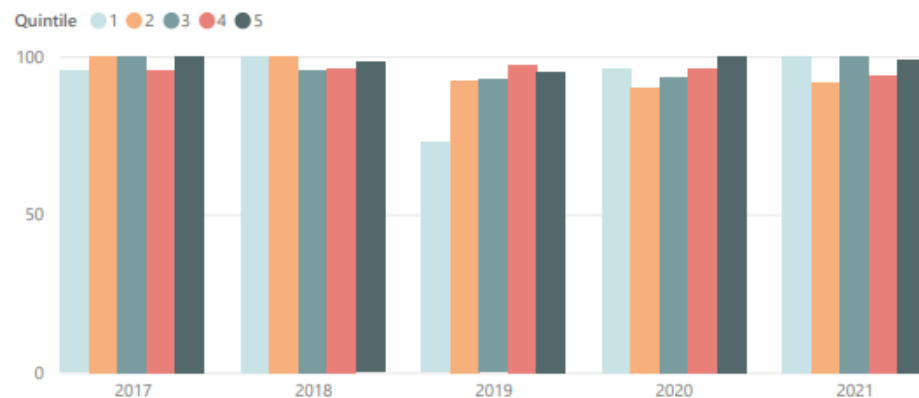
Quintile	2017	2018	2019	2020	2021
1	42.86	53.33	45.45	22.22	21.43
2	75.00	63.16	61.54	30.00	25.00
3	72.73	47.73	70.00	21.74	18.18
4	91.30	72.00	81.08	50.00	38.78
5	96.43	85.00	79.41	72.07	58.76
Total	84.62	70.94	74.88	50.91	41.94

School

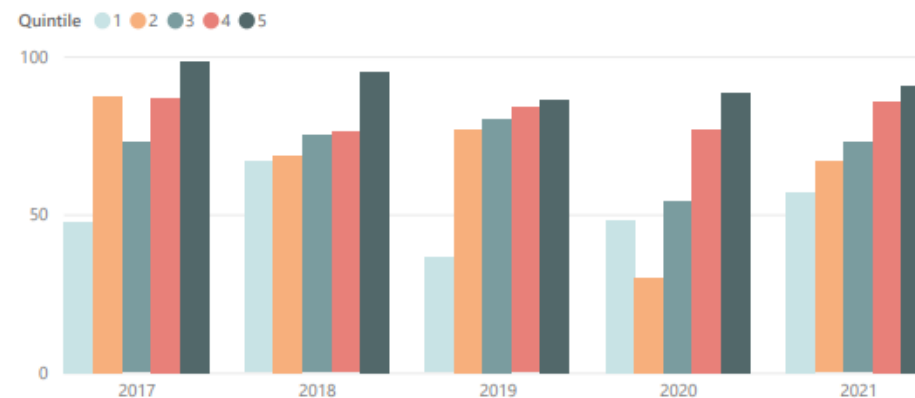
Inverkeithing High School

SQA Attainment - S4 Literacy & Numeracy Graphs

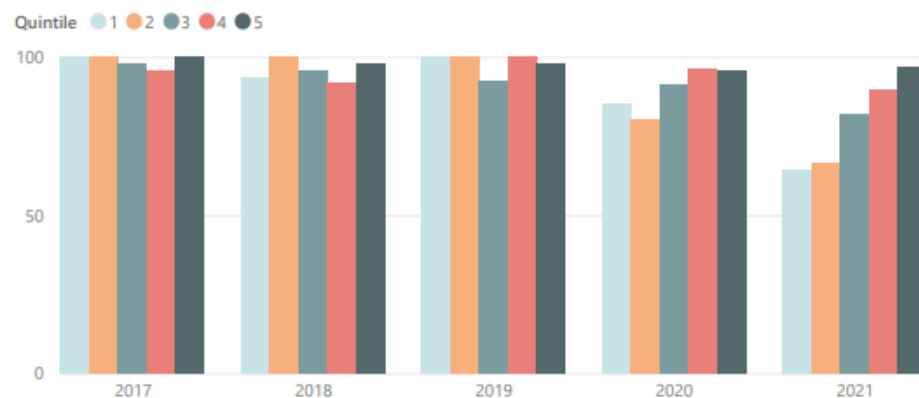
S4 Level 4 Literacy by Year



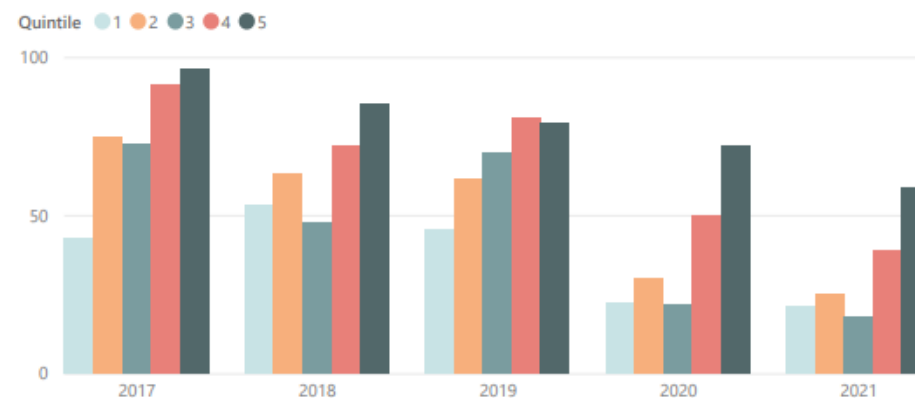
S4 Level 5 Literacy by Year



S4 Level 4 Numeracy by Year



S4 Level 5 Numeracy by Year



School
Inverkeithing High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	88.89	94.44	100.00	100.00	95.83
2	100.00	100.00	100.00	100.00	85.71
3	100.00	100.00	95.12	97.50	94.44
4	96.67	96.15	96.43	100.00	97.96
5	99.12	100.00	98.96	98.02	100.00
Total	98.16	99.04	97.99	98.54	97.26

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	66.67	61.11	64.29	66.67	50.00
2	76.92	87.50	80.00	83.33	57.14
3	83.72	77.78	82.93	87.50	66.67
4	90.00	96.15	78.57	87.80	85.71
5	95.58	99.11	96.88	93.07	89.58
Total	88.94	90.43	87.44	88.83	78.54

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	83.33	100.00	92.86	91.67	83.33
2	100.00	100.00	100.00	100.00	85.71
3	97.67	97.78	97.56	95.00	94.44
4	96.67	96.15	92.86	100.00	95.92
5	99.12	100.00	98.96	98.02	95.83
Total	97.24	99.04	97.49	97.57	93.61

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	50.00	44.44	50.00	41.67	20.83
2	69.23	75.00	60.00	66.67	28.57
3	83.72	73.33	51.22	70.00	33.33
4	83.33	84.62	71.43	80.49	57.14
5	93.81	96.43	87.50	79.21	72.92
Total	85.25	84.69	72.36	74.76	54.34

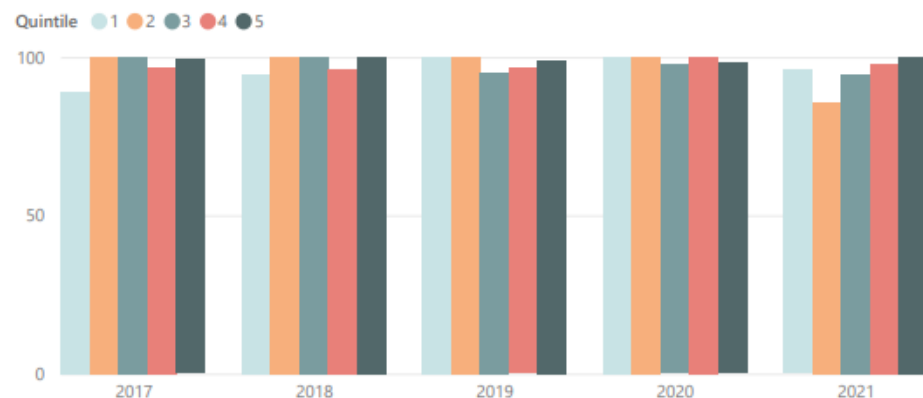
School

Inverkeithing High School

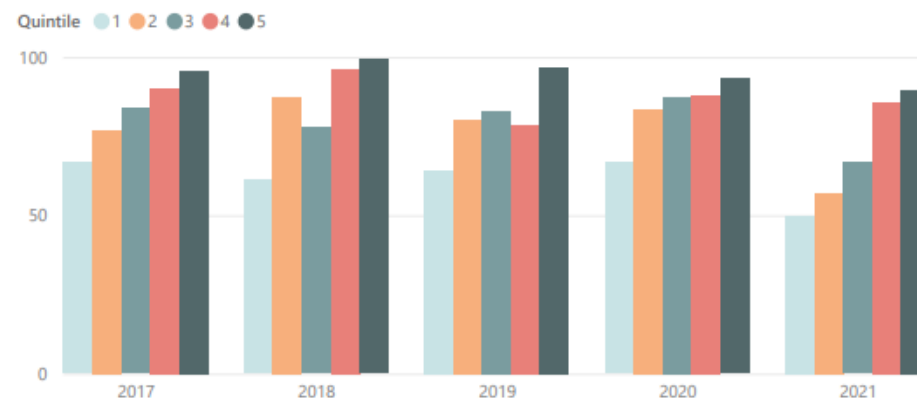
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SQA Attainment - S4 Literacy & Numeracy Graphs

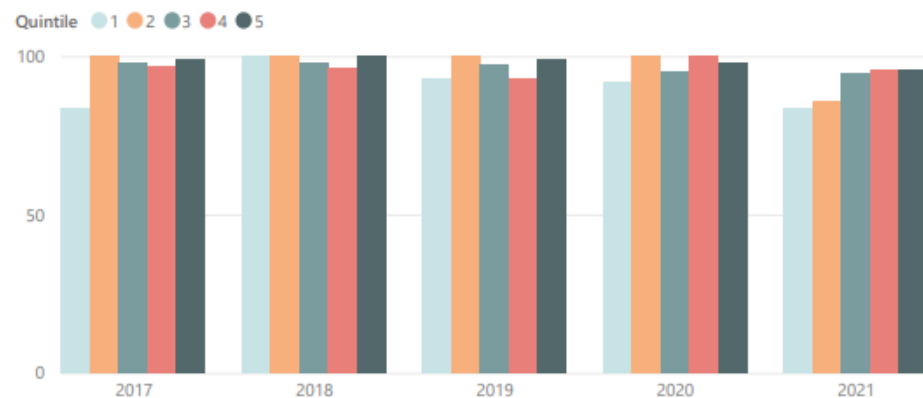
S5 Level 4 Literacy by Year



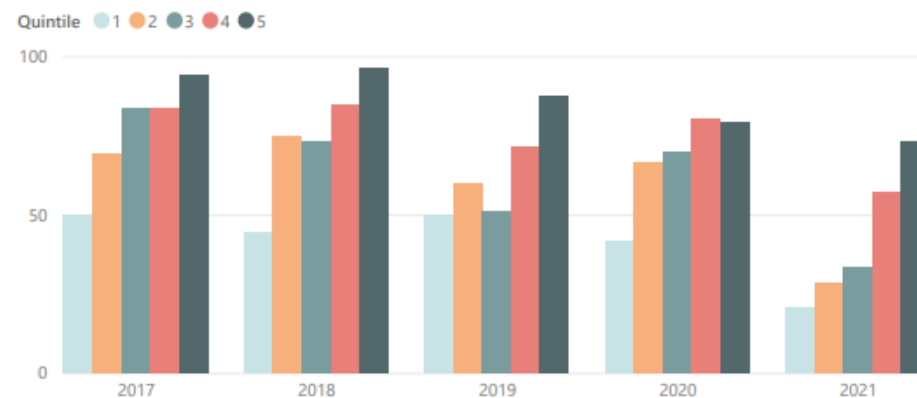
S5 Level 5 Literacy by Year



S5 Level 4 Numeracy by Year



S5 Level 5 Numeracy by Year



School

Inverkeithing High School

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

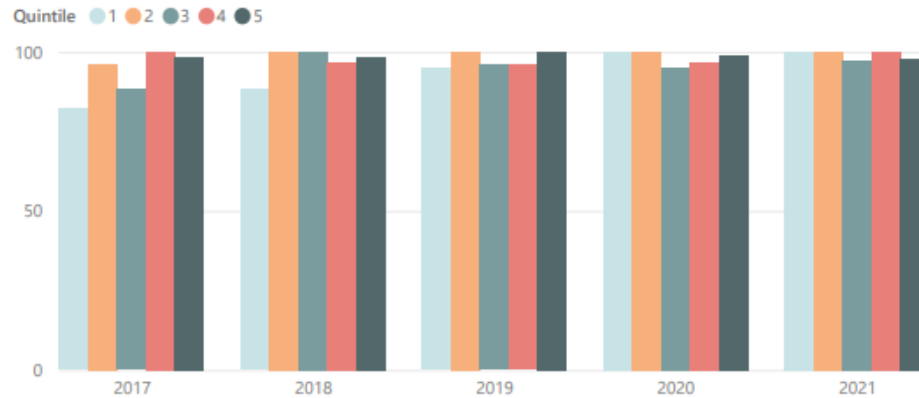
1	39.29	52.94	47.37	46.67	41.67
2	66.67	71.43	88.89	68.42	61.54
3	70.59	84.09	75.00	51.22	67.57
4	81.82	83.87	83.33	68.97	82.14
5	89.47	92.86	96.33	86.46	80.00
Total	77.12	85.32	85.17	72.00	75.00

School

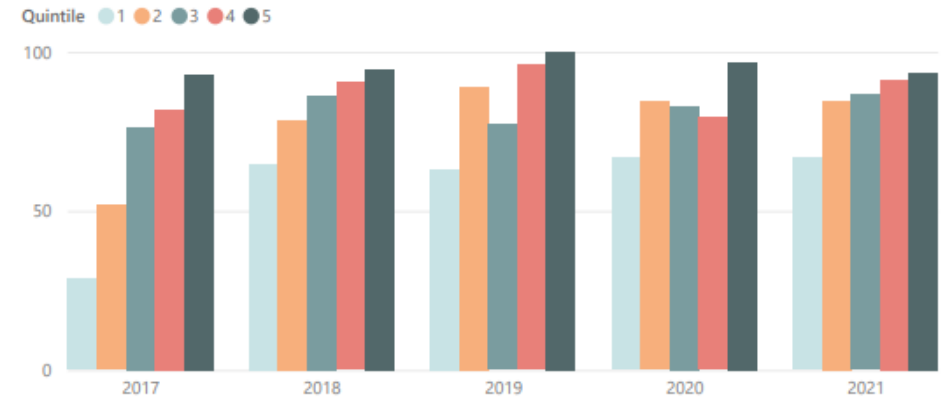
Inverkeithing High School

SQA Attainment - S4 Literacy & Numeracy Graphs

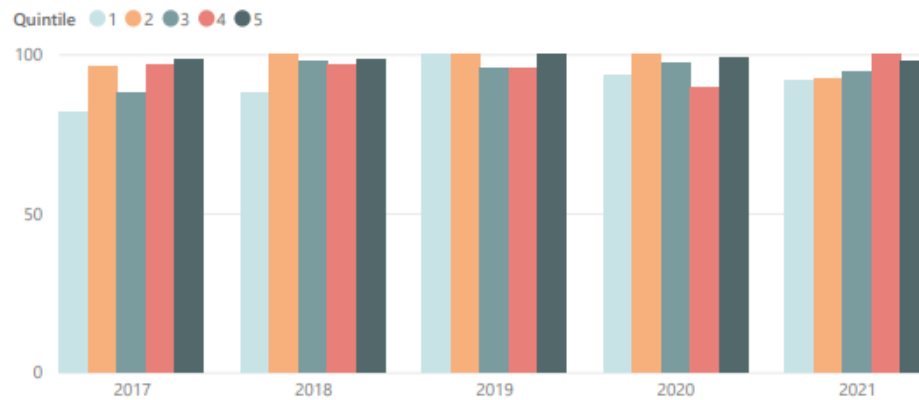
S6 Level 4 Literacy by Year



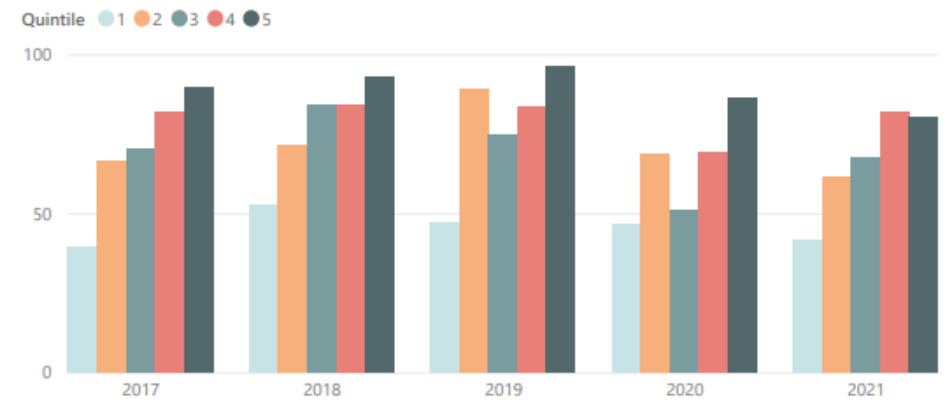
S6 Level 5 Literacy by Year



S6 Level 4 Numeracy by Year



S6 Level 5 Numeracy by Year



School

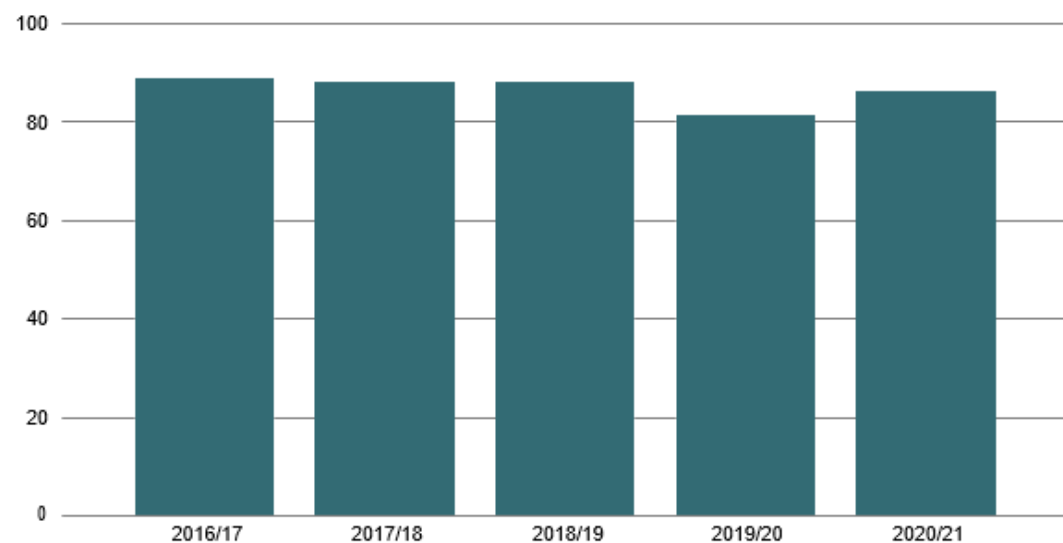
Inverkeithing High School

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Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



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

School

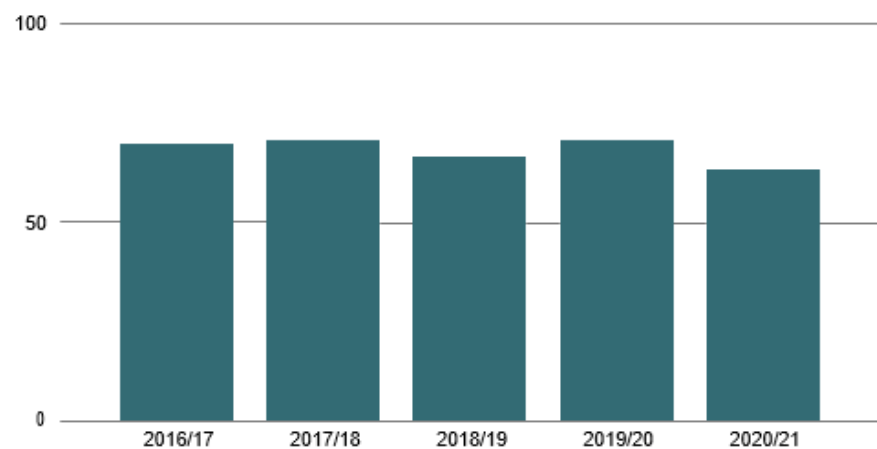
Inverkeithing High School

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Attainment for the S5 cohort

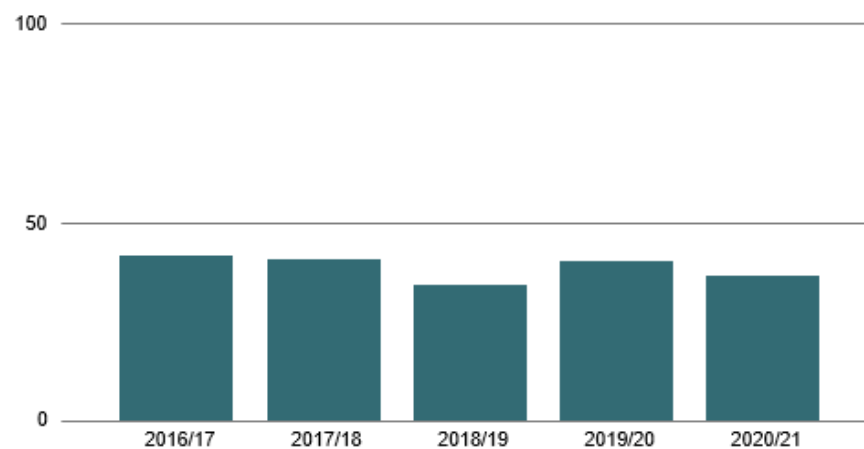
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



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

S5 - 4 or more at National 6 (%)



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

School

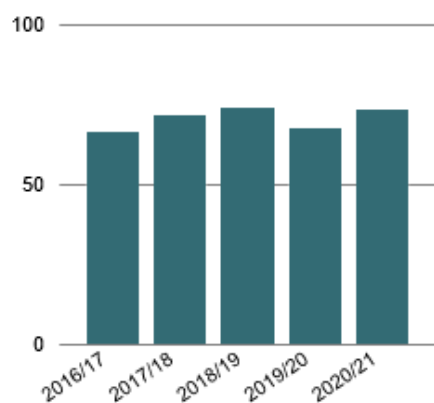
Inverkeithing High School

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Attainment for the S6 cohort

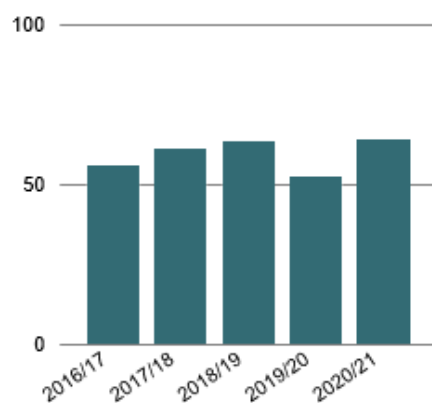
Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

**S6 - 1 or more at
National 6 (%)**



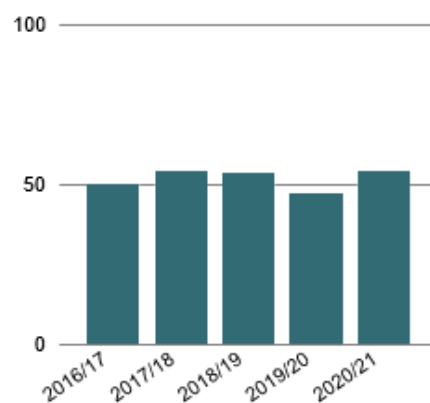
Year	1 or more
2016/17	66.38
2017/18	71.76
2018/19	74.04
2019/20	67.68
2020/21	73.04

**S6 - 3 or more at
National 6 (%)**



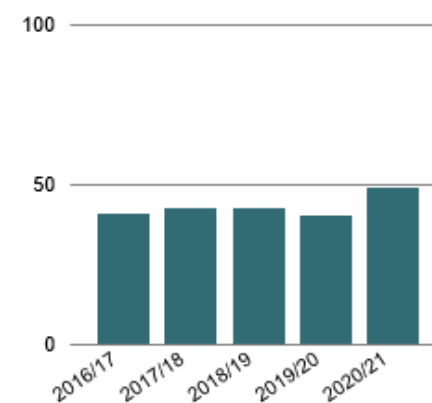
Year	3 or more
2016/17	55.60
2017/18	61.11
2018/19	63.46
2019/20	52.02
2020/21	63.73

**S6 - 4 or more at
National 6 (%)**



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

**S6 - 5 or more at
National 6 (%)**



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



Education & Children's Services
Improving life chances for all



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Queen Anne High School



School

Queen Anne High School

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School Context

School Roll - from the September 2020/21 census.

School Roll				DAS Roll								Estate		
Year	Female	Male	Total	Year	S1	S2	S3	S4	S5	S6	Total	Year	Capacity	Capacity %
2020/21	886	915	1801	2020/21	9	6	12	10	7	5	49	2020/21	2050	87.81

Percentage of pupils with FMR

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

Queen Anne High School					Fife					National				
2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
12.20	12.80	11.70	12.40	13.30	17.00	16.40	16.40	17.10	17.90	14.10	14.40	14.00	15.00	17.00

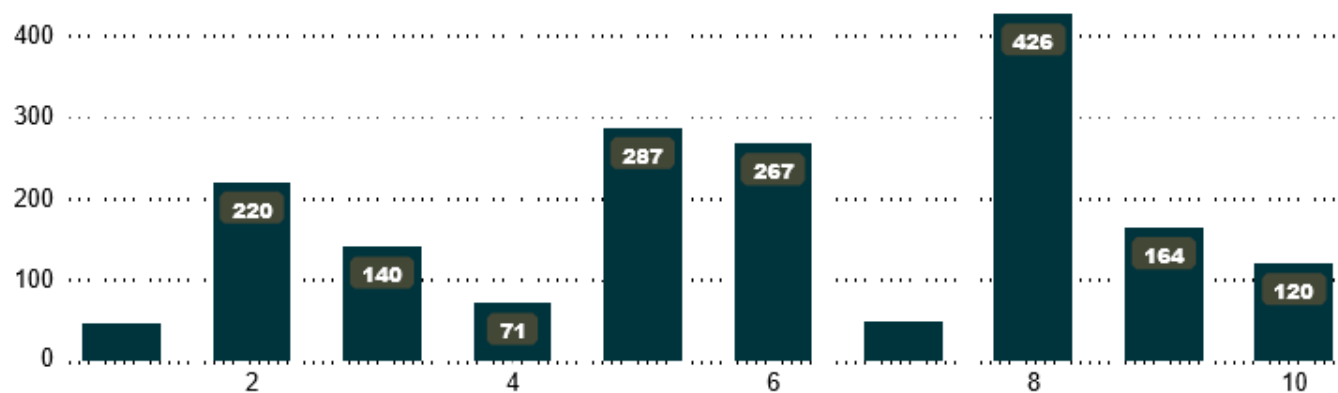
School

Queen Anne High School

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SIMD

Number of Pupils per SIMD Decile (2020/21)



SIMD

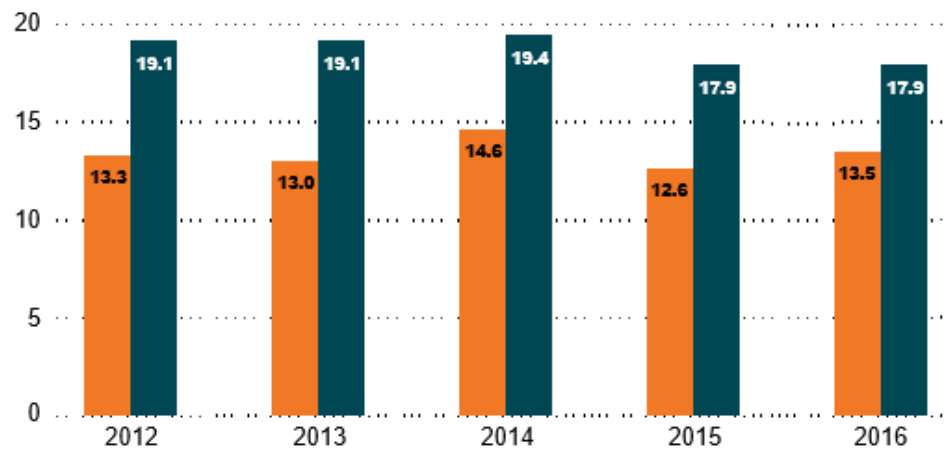
Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	47	220	140	71	287	267	50	426	164	120	1792

School

Queen Anne High School

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



■ School

■ Fife

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

Staying on Rates

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

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

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	79	83	90	87	88

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	72	72	72	62	69

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

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

School

Queen Anne High School



Attendance & Exclusions

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

<u>Attendance and Absences percentages</u>	Queen Anne High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	91.78	91.64	91.29	89.79	91.82	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	4.14	5.40	4.98	5.09	3.56	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	4.07	2.96	3.73	5.12	4.61	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
<u>Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	6	4	4	3	7	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	6	6	12	5	16	98	68	30	41	48	119	109	0
<u>LAC Temporary Exclusions</u>													
Number of Exclusions per 1000 pupils	0	0	1	1	0	2	4	1	3	3			
Days Excluded per 1000 pupils	0	0	7	1	0	4	10	3	6	6			

School

Queen Anne High School

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Level of English & Additional Support Needs

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

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

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

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

School

Queen Anne High School



Initial Leaver Destinations

No. of Leavers

2017/18	2018/19	2019/20
251	287	247

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

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

Queen Anne High School %

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

Fife %

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

National %

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

School

Queen Anne High School

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Initial Leaver Destinations

No. of Leavers

	2017/18	2018/19	2019/20
	251	287	247

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

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

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

School
Queen Anne High School ▼

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

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

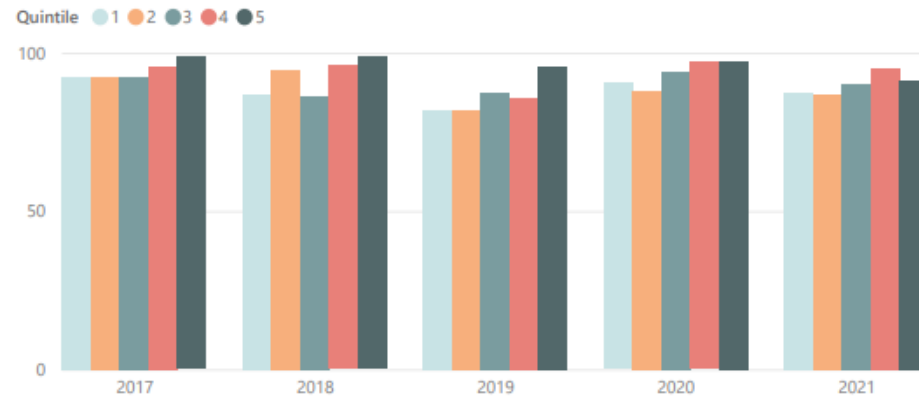
School

Queen Anne High School

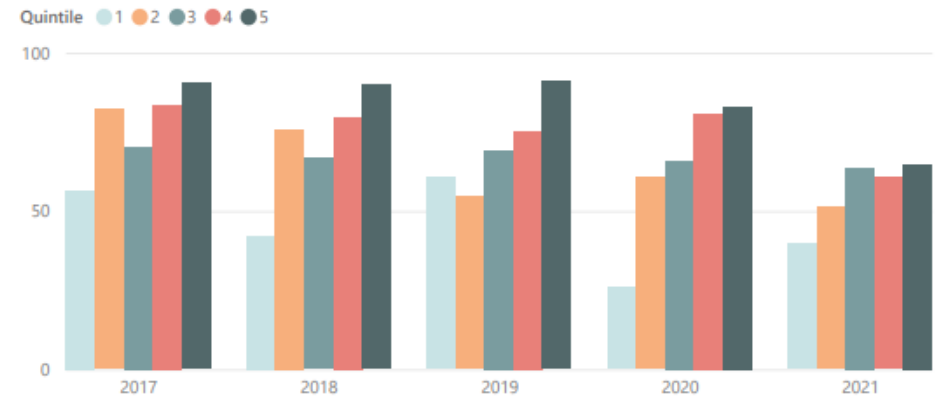
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SQA Attainment - S4 Literacy & Numeracy Graphs

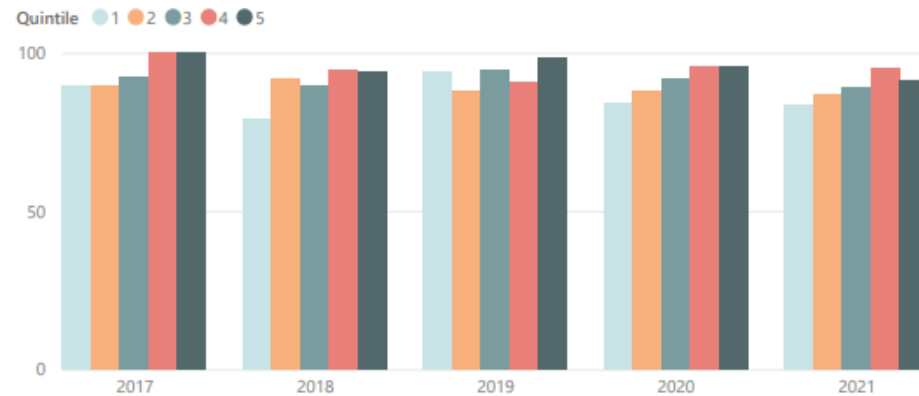
S4 Level 4 Literacy by Year



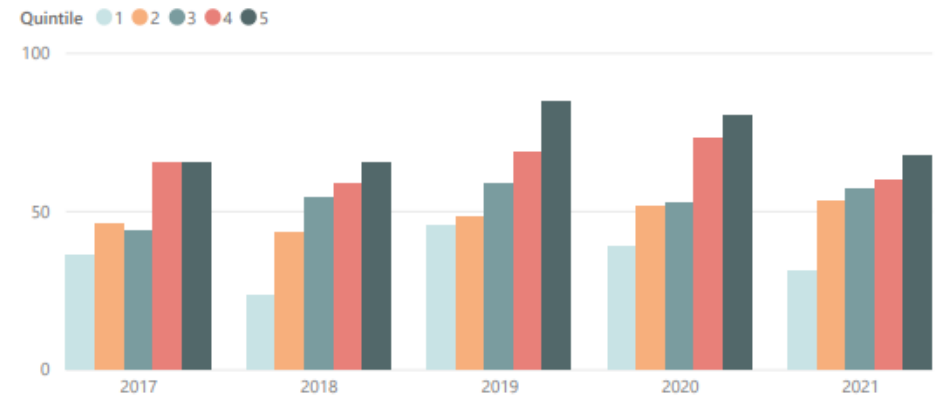
S4 Level 5 Literacy by Year



S4 Level 4 Numeracy by Year



S4 Level 5 Numeracy by Year



School

Queen Anne High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

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

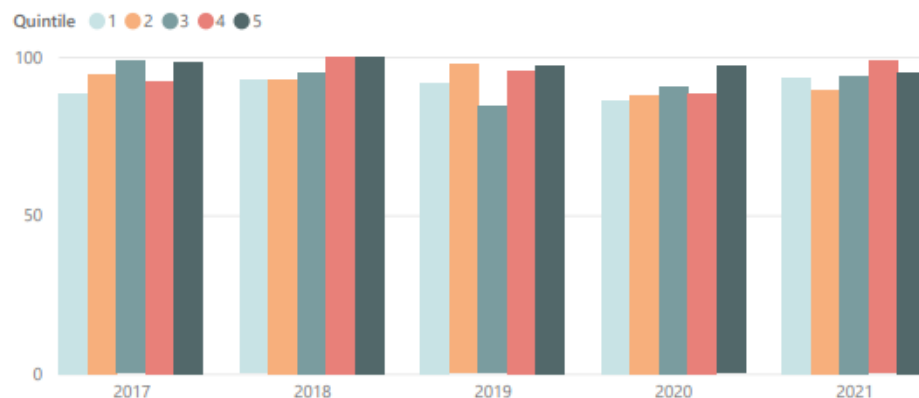
School

Queen Anne High School

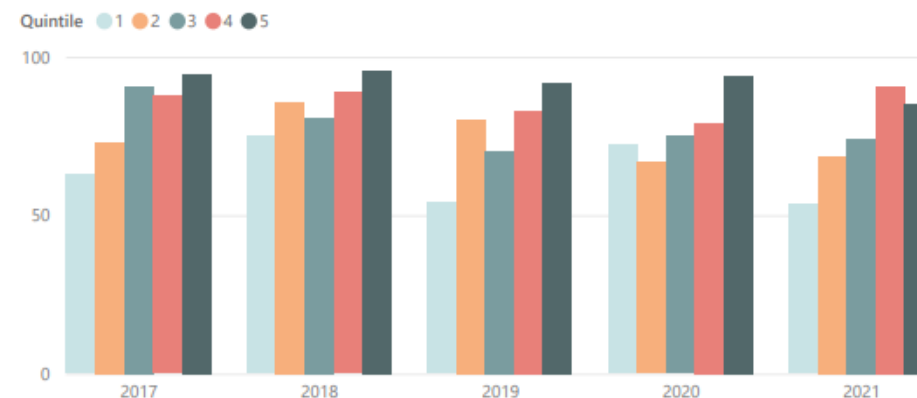
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SQA Attainment - S4 Literacy & Numeracy Graphs

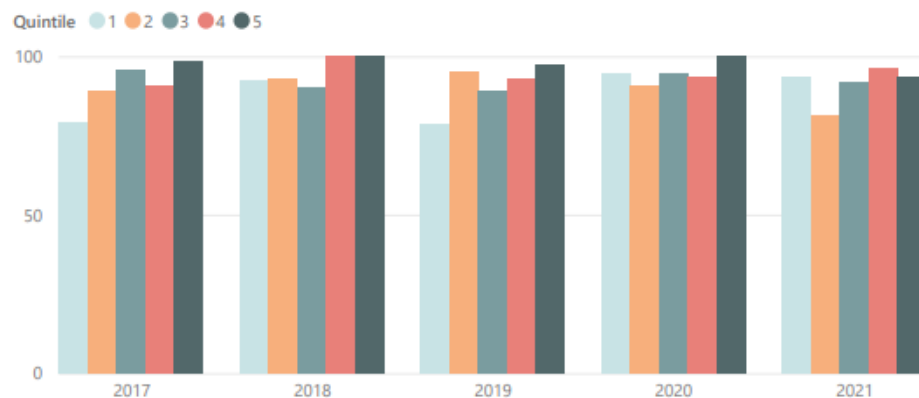
S5 Level 4 Literacy by Year



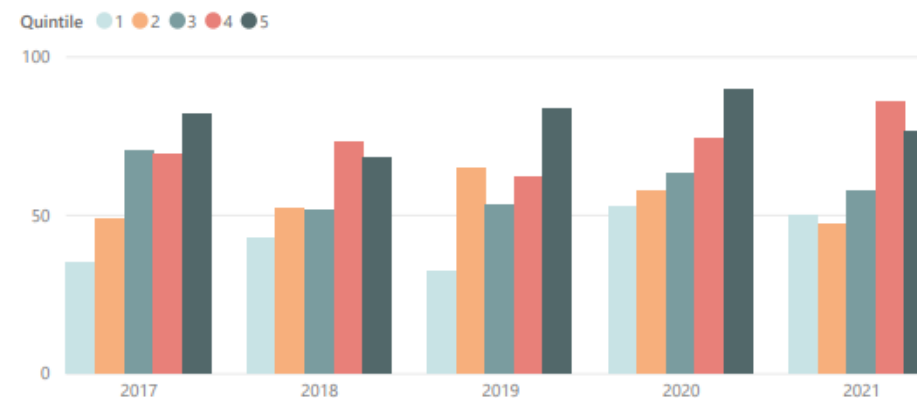
S5 Level 5 Literacy by Year



S5 Level 4 Numeracy by Year



S5 Level 5 Numeracy by Year



School

Queen Anne High School

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

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

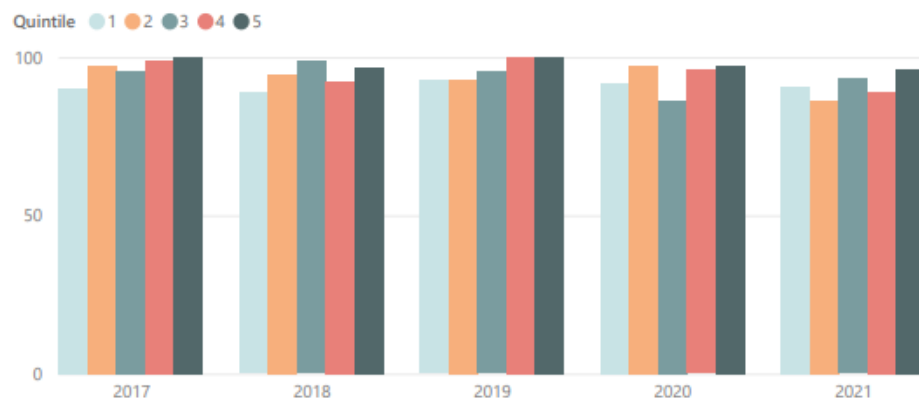
School

Queen Anne High School

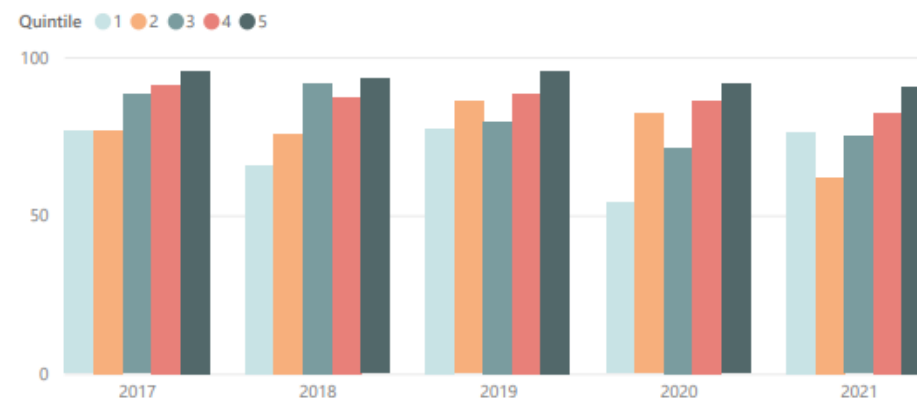
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SQA Attainment - S4 Literacy & Numeracy Graphs

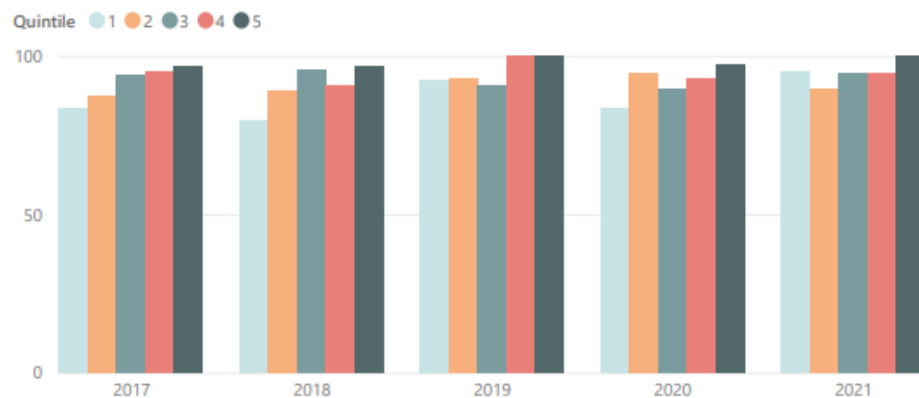
S6 Level 4 Literacy by Year



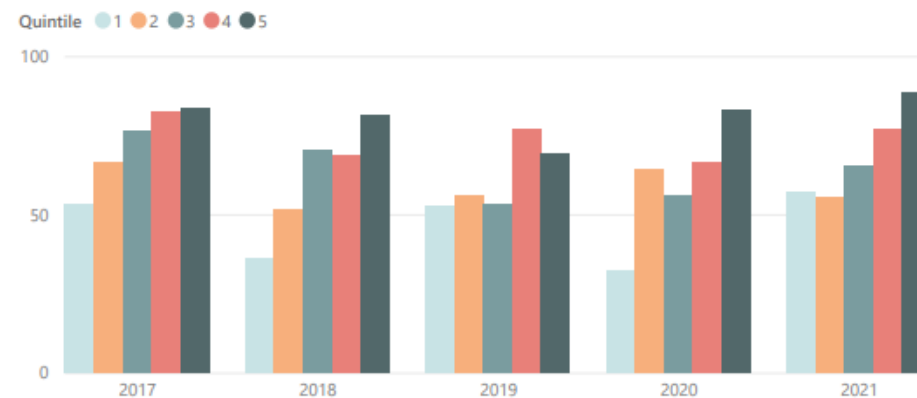
S6 Level 5 Literacy by Year



S6 Level 4 Numeracy by Year



S6 Level 5 Numeracy by Year



School

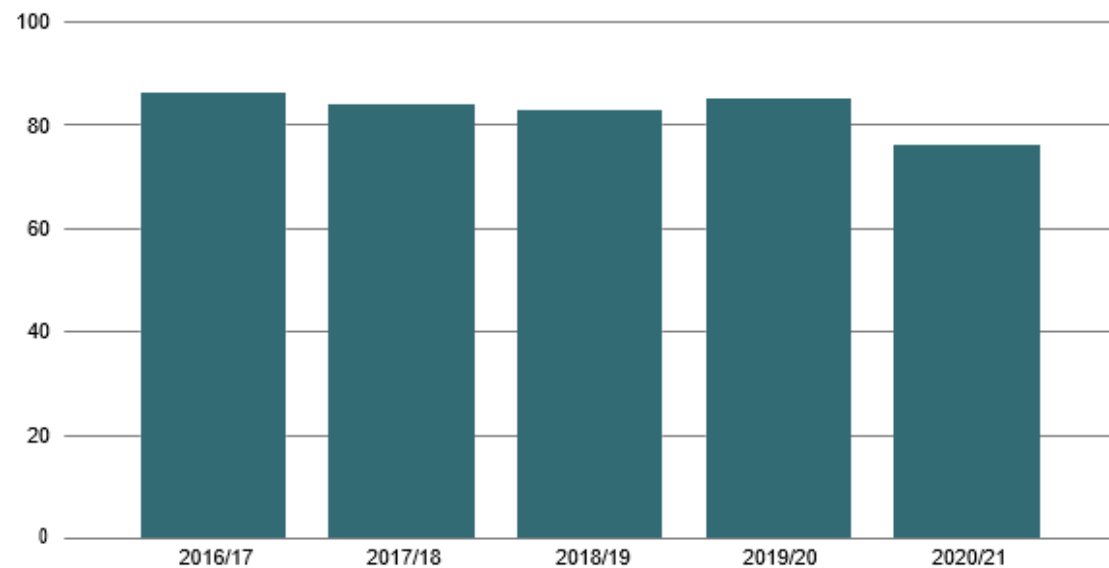
Queen Anne High School

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Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



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

School

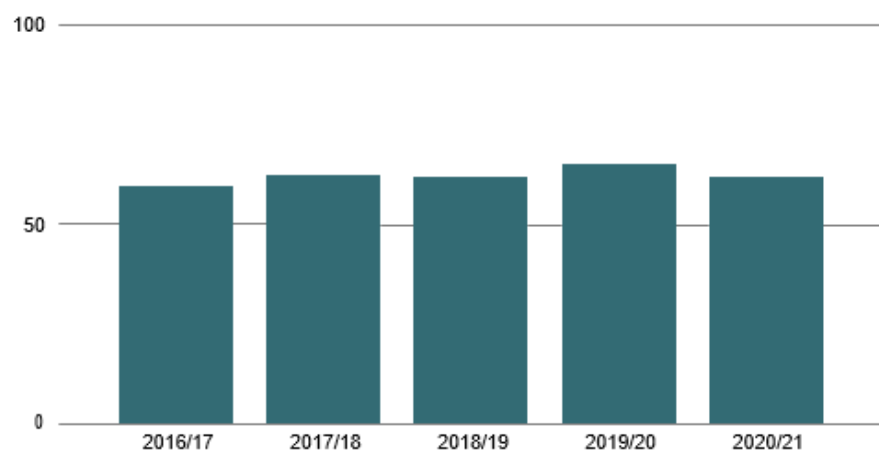
Queen Anne High School

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Attainment for the S5 cohort

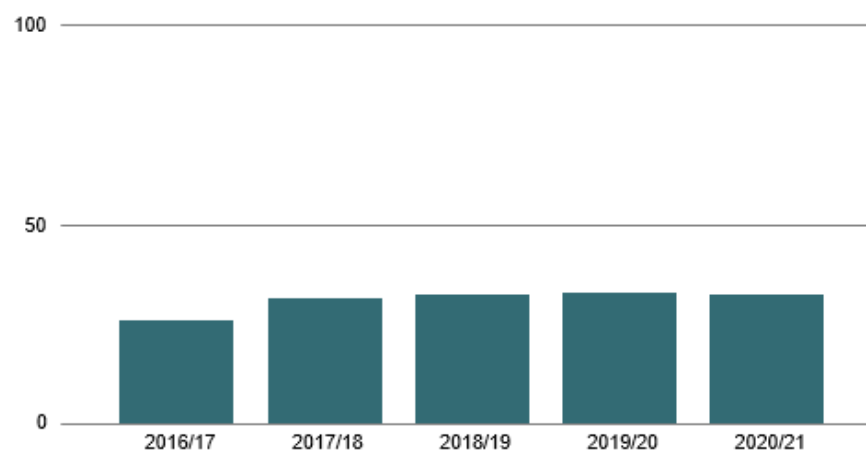
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



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

S5 - 4 or more at National 6 (%)



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

School

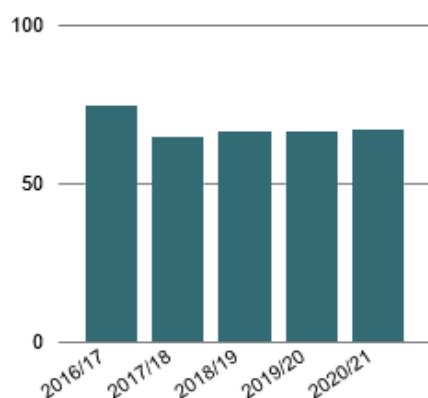
Queen Anne High School

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Attainment for the S6 cohort

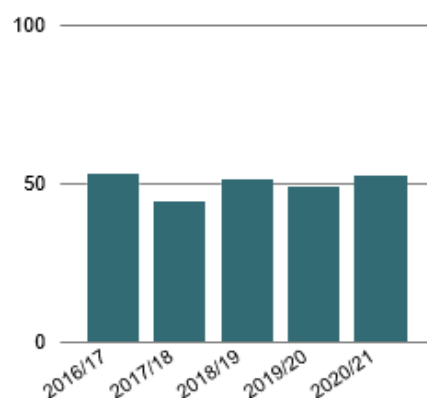
Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

**S6 - 1 or more at
National 6 (%)**



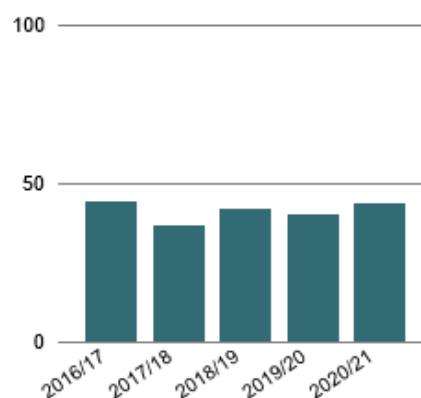
Year	1 or more
2016/17	74.48
2017/18	64.75
2018/19	66.31
2019/20	66.08
2020/21	67.02

**S6 - 3 or more at
National 6 (%)**



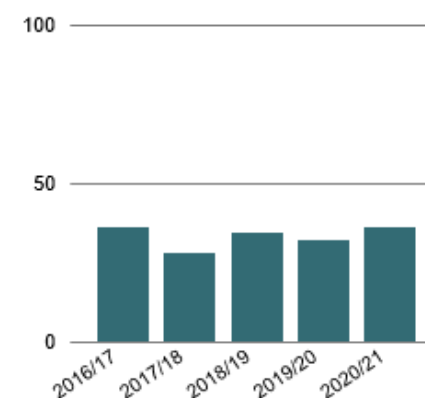
Year	3 or more
2016/17	53.15
2017/18	44.24
2018/19	51.06
2019/20	48.76
2020/21	52.28

**S6 - 4 or more at
National 6 (%)**



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

**S6 - 5 or more at
National 6 (%)**



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



Education & Children's Services
Improving life chances for all



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

St Columba's R C High School



School

St Columba's R C High School



School Context

School Roll - from the September 2020/21 census.

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

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

Estate		
Year	Capacity	Capacity %
2020/21	1069	81.57

Percentage of pupils with FMR

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


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

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

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

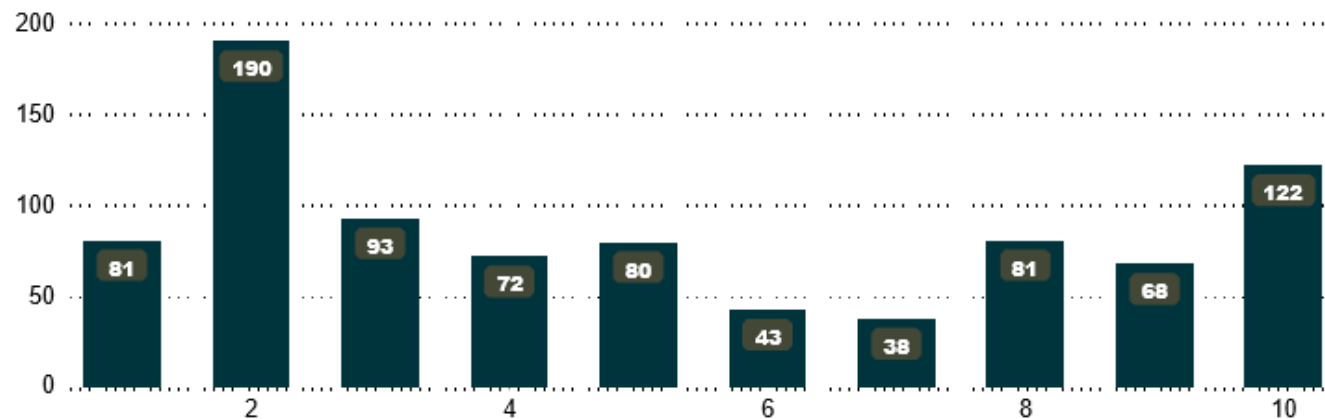
School

St Columba's R C High School



SIMD

Number of Pupils per SIMD Decile (2020/21)



SIMD

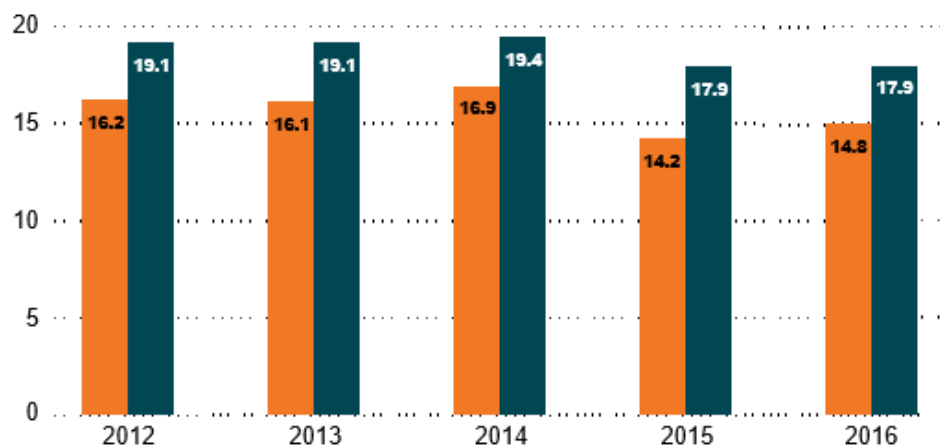
Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	81	190	93	72	80	43	38	81	68	122	868

School

St Columba's R C High School

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



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

Staying on Rates

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

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

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	78	80	88	90	83

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	82	73	68	63	61

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

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

School

St Columba's R C High School

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Attendance & Exclusions

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

Attendance and Absences percentages	St Columba's R C High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	89.34	88.66	89.63	87.46	91.02	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	7.24	7.30	6.92	7.16	5.42	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	3.23	3.92	3.33	5.28	3.50	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
Temporary Exclusions													
Number of Exclusions per 1000 pupils	108	64	40	65	56	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	308	142	82	120	103	98	68	30	41	48	119	109	0
LAC Temporary Exclusions													
Number of Exclusions per 1000 pupils	0	10	0	3	4	2	4	1	3	3			
Days Excluded per 1000 pupils	0	24	0	9	7	4	10	3	6	6			

School

St Columba's R C High School

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Level of English & Additional Support Needs

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

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

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

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

School

St Columba's R C High School



Initial Leaver Destinations

No. of Leavers

	2017/18	2018/19	2019/20
	155	155	158

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

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

St Columba's R C High School %

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

Fife %

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

National %

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

School

St Columba's R C High School



Initial Leaver Destinations

No. of Leavers

	2017/18	2018/19	2019/20
	155	155	158

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

St Columba's R C High School %

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

South East Collaborative %

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

School

St Columba's R C High School

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SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

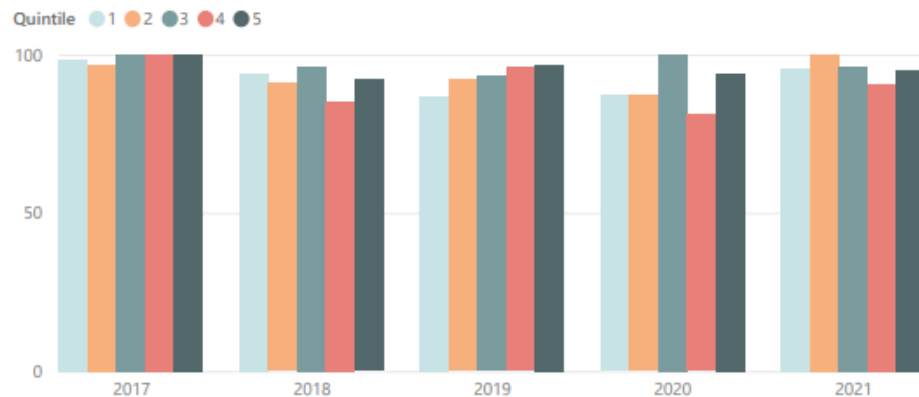
1	42.19	44.00	60.87	64.81	56.52
2	70.97	42.42	64.00	64.52	63.33
3	69.23	48.15	62.07	95.00	84.00
4	60.87	55.00	79.17	71.43	85.71
5	91.30	76.00	83.33	88.24	90.24
Total	61.08	50.97	68.83	74.38	74.23

School

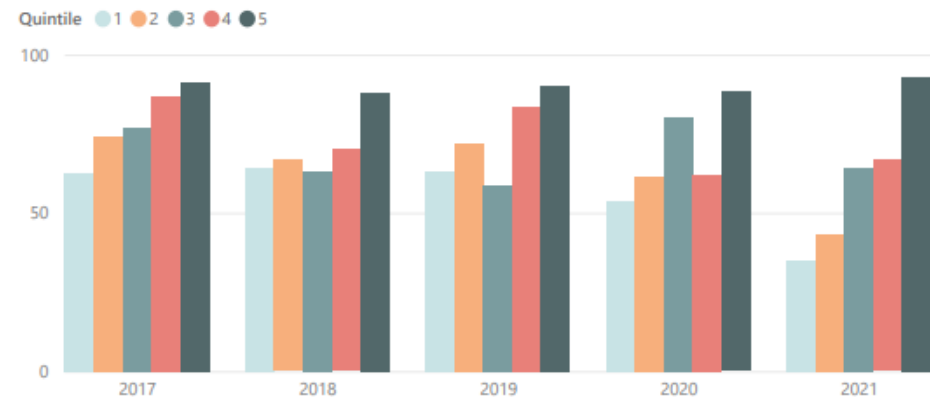
St Columba's R C High School

SQA Attainment - S4 Literacy & Numeracy Graphs

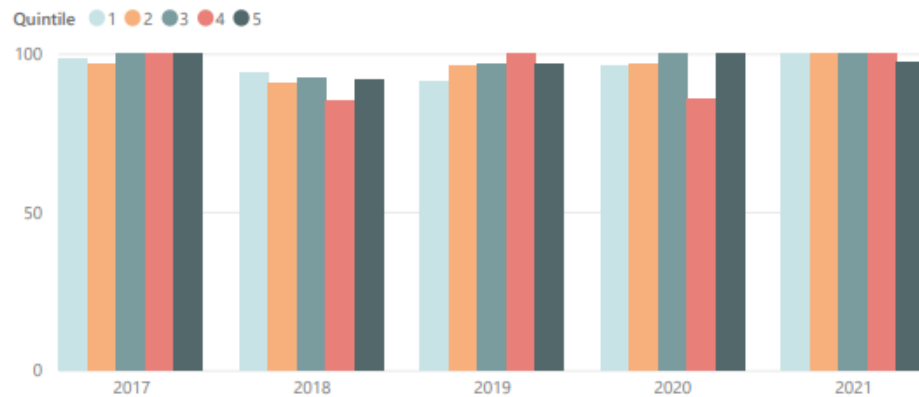
S4 Level 4 Literacy by Year



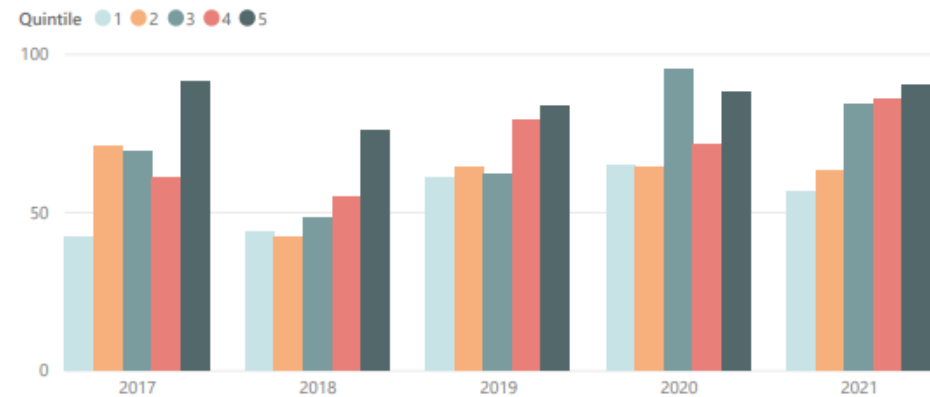
S4 Level 5 Literacy by Year



S4 Level 4 Numeracy by Year



S4 Level 5 Numeracy by Year



School

St Columba's R C High School

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SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	81.48	98.39	96.00	85.11	89.29
2	100.00	93.94	90.32	100.00	90.32
3	92.59	100.00	96.15	92.86	100.00
4	94.44	100.00	85.00	95.83	84.00
5	100.00	100.00	92.00	96.88	93.10
Total	92.07	98.24	92.76	92.90	90.74

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	85.19	98.39	96.00	93.62	94.64
2	96.43	96.97	96.77	100.00	93.55
3	88.89	100.00	96.15	96.43	100.00
4	100.00	100.00	85.00	100.00	88.00
5	97.30	100.00	92.00	96.88	100.00
Total	92.07	98.82	94.08	96.77	95.06

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	53.70	66.13	74.00	65.96	58.93
2	85.71	78.79	77.42	87.50	74.19
3	81.48	88.89	73.08	78.57	90.48
4	88.89	91.67	70.00	91.67	80.00
5	91.89	87.50	92.00	90.63	86.21
Total	76.22	78.82	76.97	80.65	74.07

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	48.15	64.52	60.00	72.34	71.43
2	78.57	81.82	77.42	79.17	77.42
3	74.07	77.78	73.08	82.14	95.24
4	94.44	79.17	60.00	91.67	80.00
5	89.19	95.83	92.00	90.63	89.66
Total	71.95	76.47	71.05	81.94	80.25

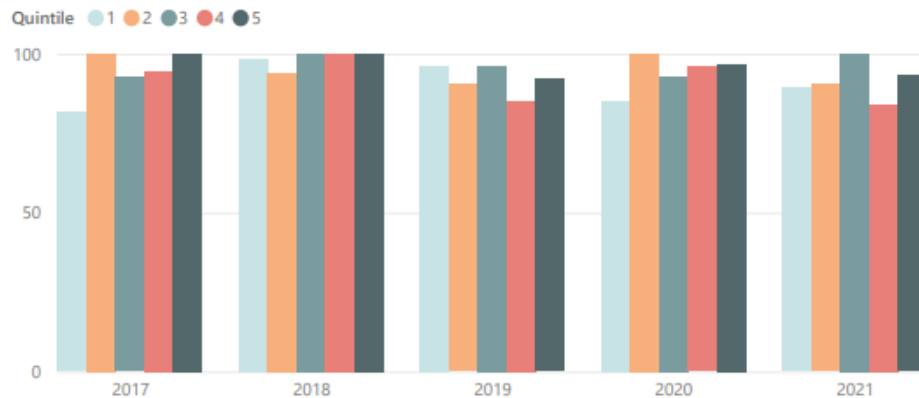
School

St Columba's R C High School

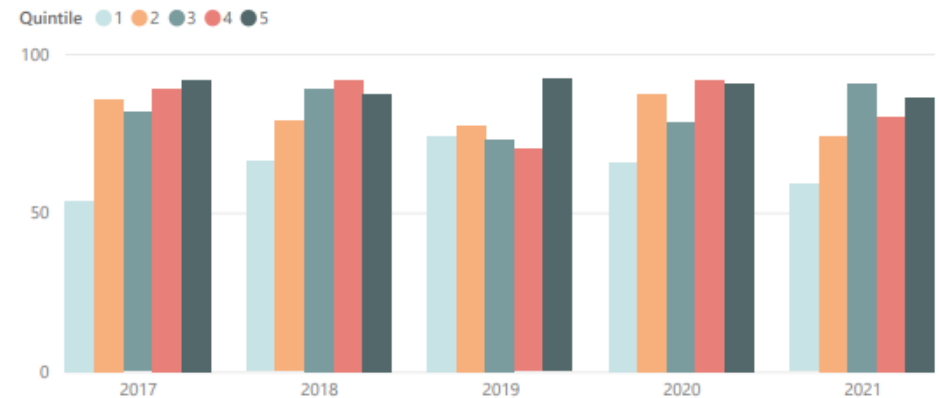
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SQA Attainment - S4 Literacy & Numeracy Graphs

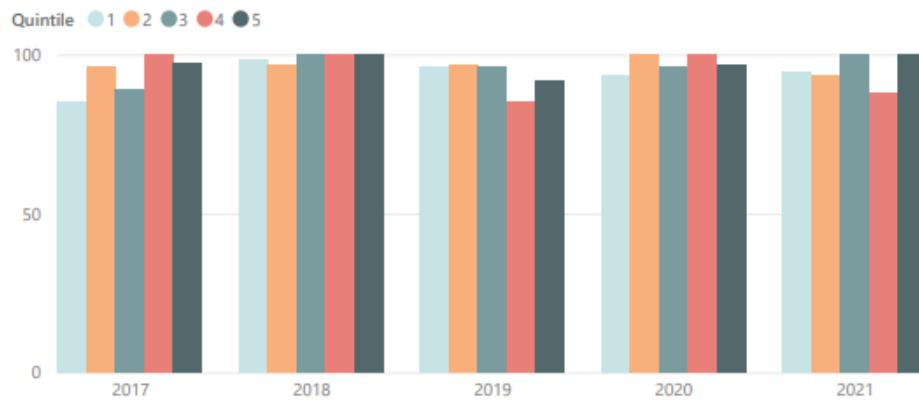
S5 Level 4 Literacy by Year



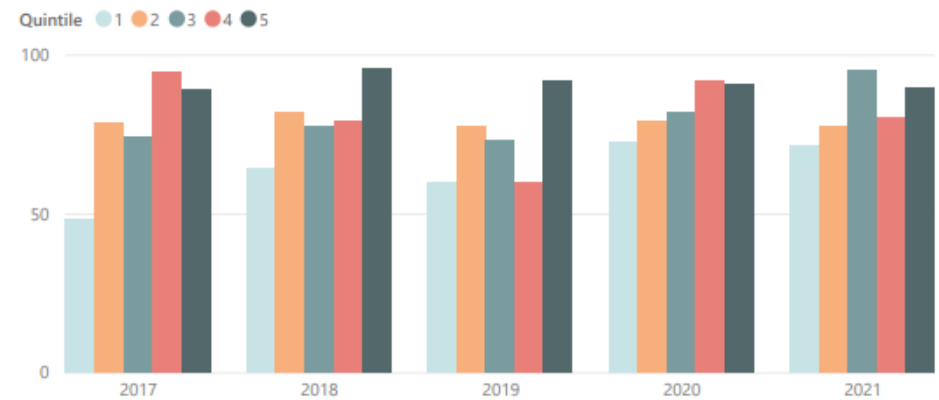
S5 Level 5 Literacy by Year



S5 Level 4 Numeracy by Year



S5 Level 5 Numeracy by Year



School

St Columba's R C High School

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SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

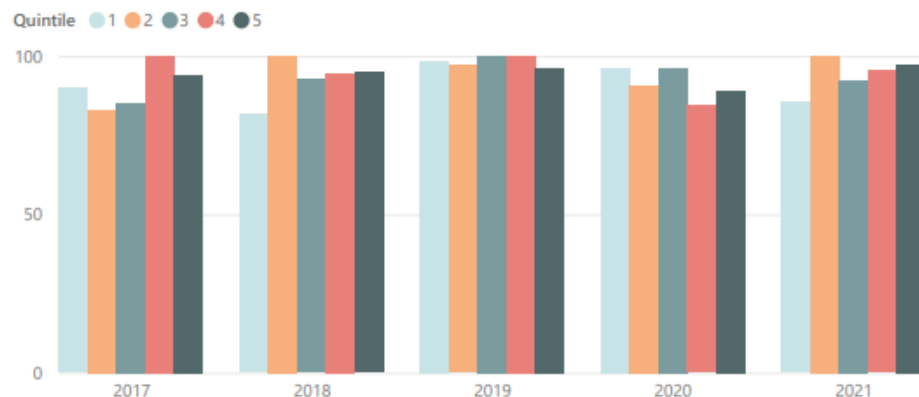
1	48.98	50.00	63.33	60.00	72.92
2	41.38	77.78	81.82	78.13	79.17
3	59.26	74.07	80.00	69.23	80.77
4	86.67	94.44	76.19	57.89	90.48
5	82.35	86.84	92.59	88.89	91.67
Total	60.39	71.95	76.02	70.13	81.94

School

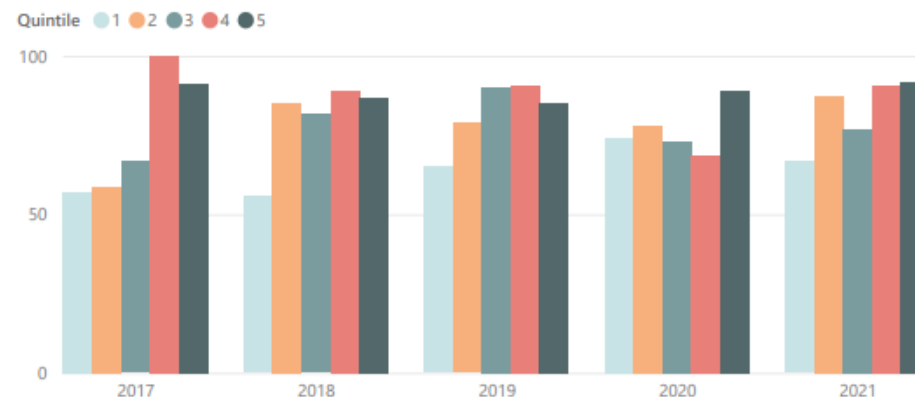
St Columba's R C High School

SQA Attainment - S4 Literacy & Numeracy Graphs

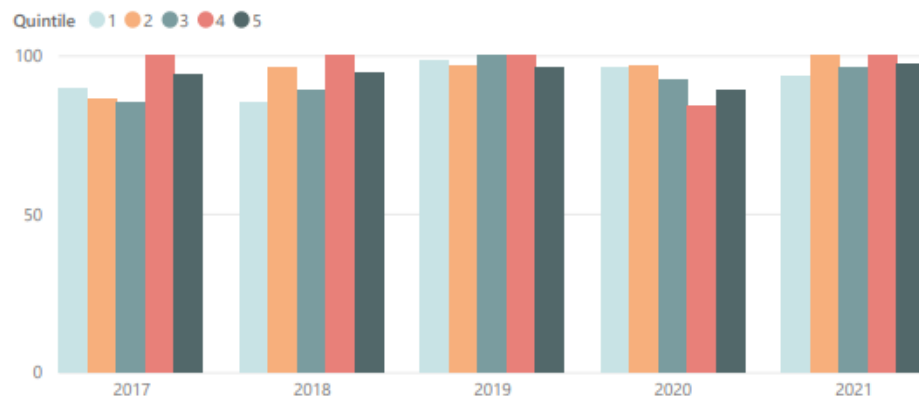
S6 Level 4 Literacy by Year



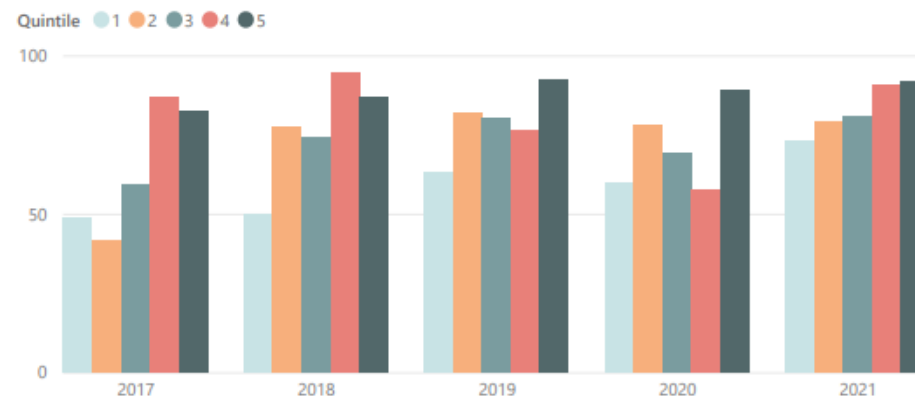
S6 Level 5 Literacy by Year



S6 Level 4 Numeracy by Year



S6 Level 5 Numeracy by Year



School

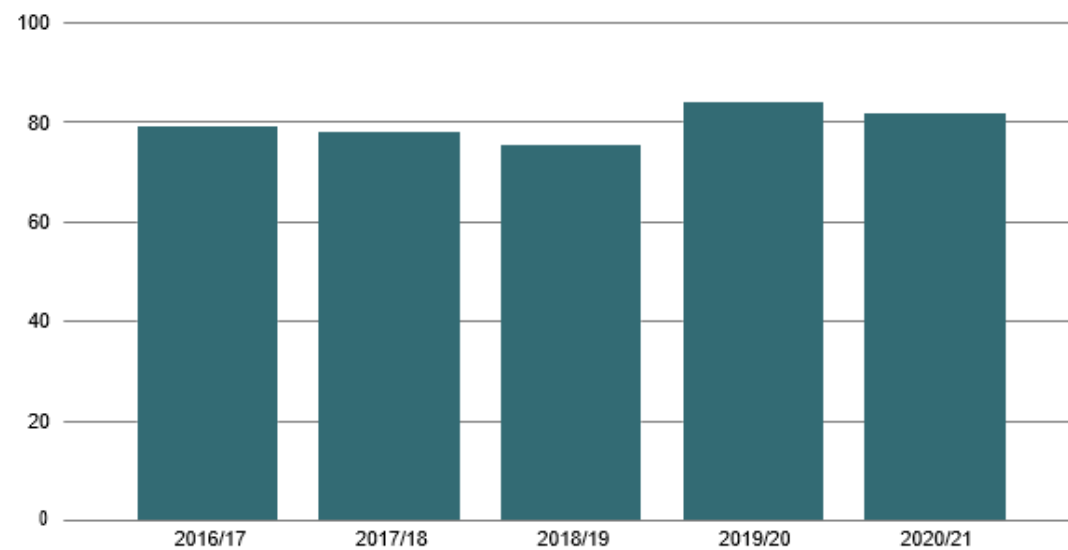
St Columba's R C High School



Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



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

School

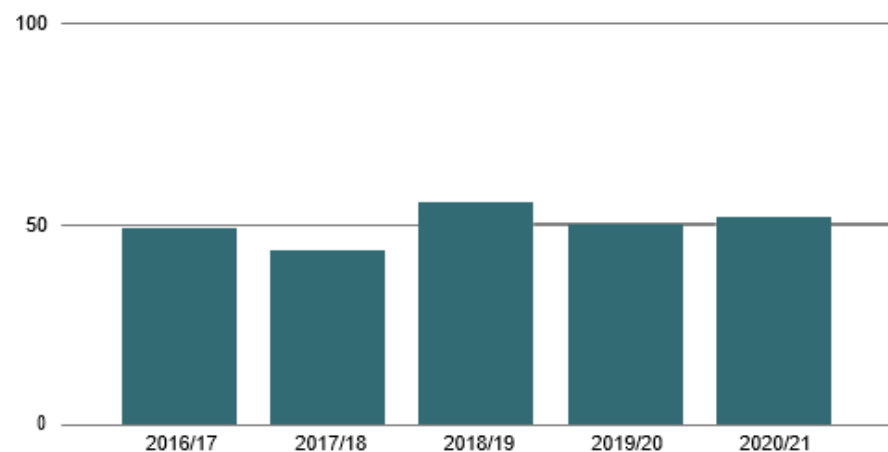
St Columba's R C High School

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Attainment for the S5 cohort

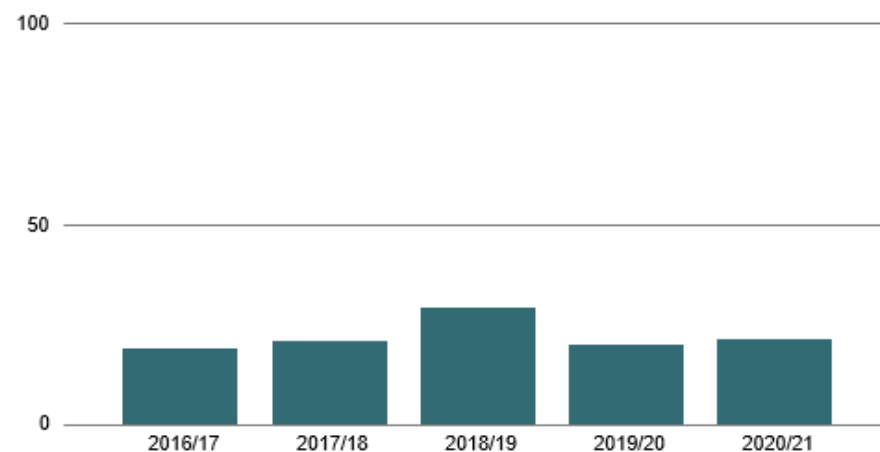
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



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

S5 - 4 or more at National 6 (%)



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

School

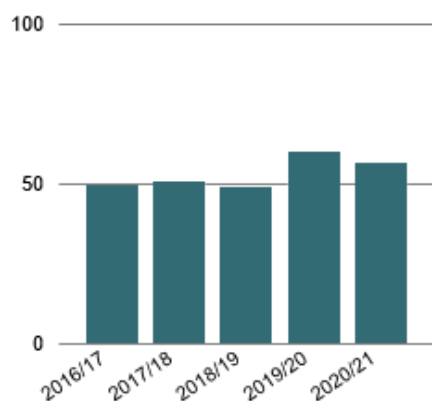
St Columba's R C High School

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Attainment for the S6 cohort

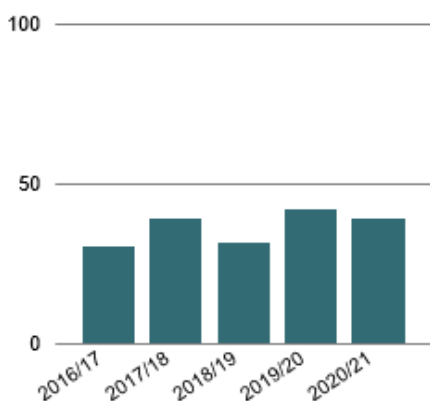
Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

**S6 - 1 or more at
National 6 (%)**



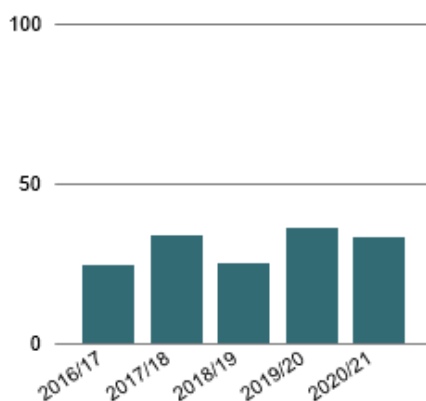
Year	1 or more
2016/17	49.67
2017/18	50.31
2018/19	48.82
2019/20	60.13
2020/21	56.13

**S6 - 3 or more at
National 6 (%)**



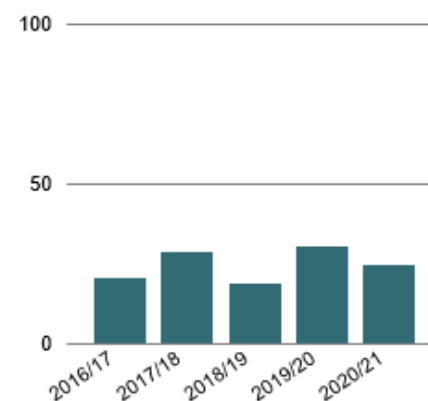
Year	3 or more
2016/17	30.07
2017/18	38.65
2018/19	31.18
2019/20	41.83
2020/21	38.71

**S6 - 4 or more at
National 6 (%)**



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

**S6 - 5 or more at
National 6 (%)**



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



Education & Children's Services
Improving life chances for all



Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Woodmill High School



School

Woodmill High School

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School Context

School Roll - from the September 2020/21 census.

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

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

Estate		
Year	Capacity	Capacity %
2020/21	1445	95.02

Percentage of pupils with FMR

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

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

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

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

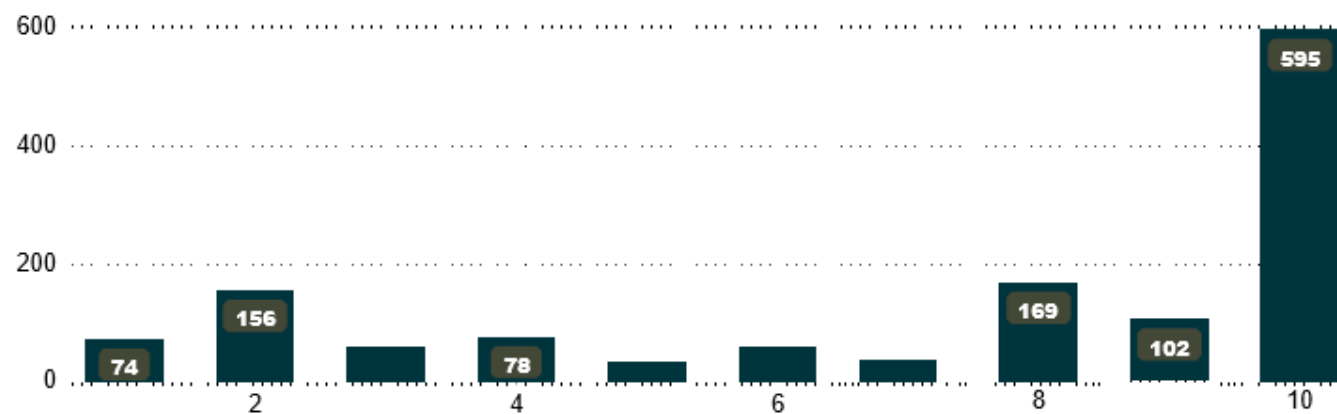
School

Woodmill High School

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SIMD

Number of Pupils per SIMD Decile (2020/21)



SIMD

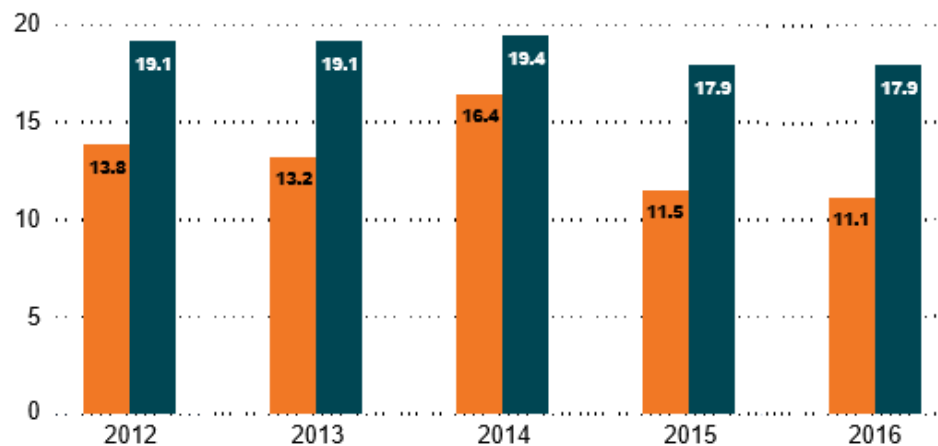
Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	74	156	61	78	35	62	38	169	102	595	1370

School

Woodmill High School

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



■ School

■ Fife

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

Staying on Rates

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

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

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	83	88	90	87

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	63	72	71	76	72

Fife

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	84	84	86	85	84

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

School

Woodmill High School



Attendance & Exclusions

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

Attendance and Absences percentages

	Woodmill High School					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	90.90	90.68	91.36	89.97	92.55	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	4.96	4.98	4.46	4.10	3.14	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	4.07	4.26	4.14	5.91	4.29	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00

Temporary Exclusions

Number of Exclusions per 1000 pupils

58	27	20	16	15	43	31	14	21	21	50	48	0
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Days Excluded per 1000 pupils

137	57	37	30	36	98	68	30	41	48	119	109	0
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LAC Temporary Exclusions

Number of Exclusions per 1000 pupils

0	6	1	0	0	2	4	1	3	3
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Days Excluded per 1000 pupils

0	12	1	0	0	4	10	3	6	6
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School

Woodmill High School

Level of English & Additional Support Needs

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

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

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

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

School

Woodmill High School

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Initial Leaver Destinations

No. of Leavers

2017/18	2018/19	2019/20
199	210	235

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

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

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

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

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

School

Woodmill High School

Initial Leaver Destinations

No. of Leavers

2017/18	2018/19	2019/20
199	210	235

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

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

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

School
Woodmill High School

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

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

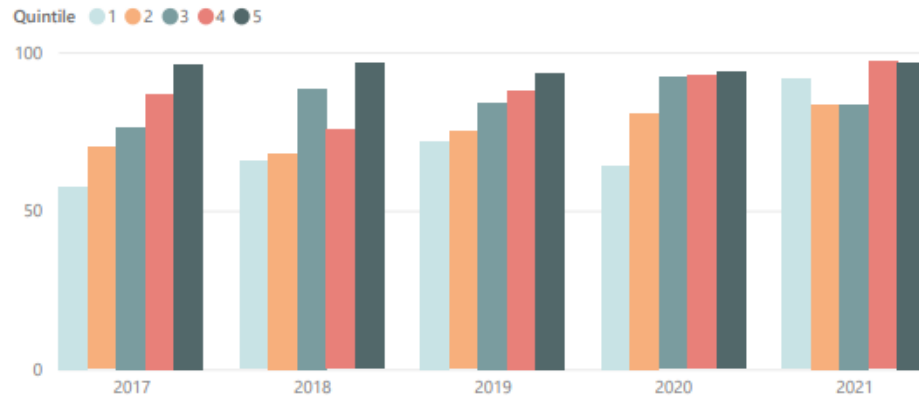
School

Woodmill High School

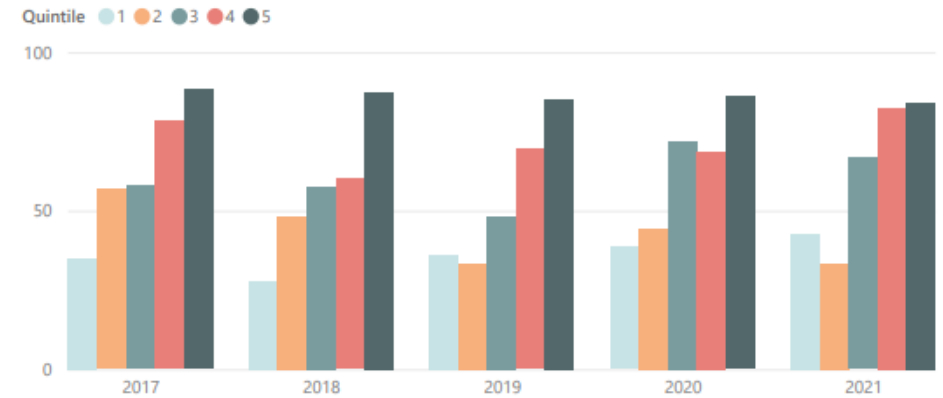
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SQA Attainment - S4 Literacy & Numeracy Graphs

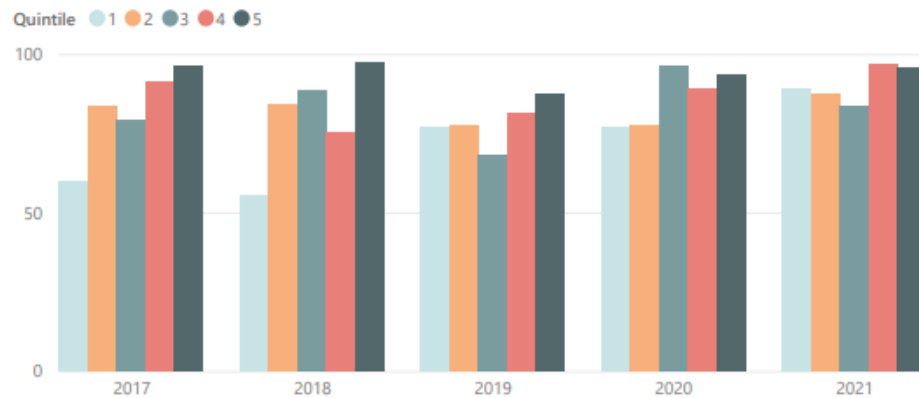
S4 Level 4 Literacy by Year



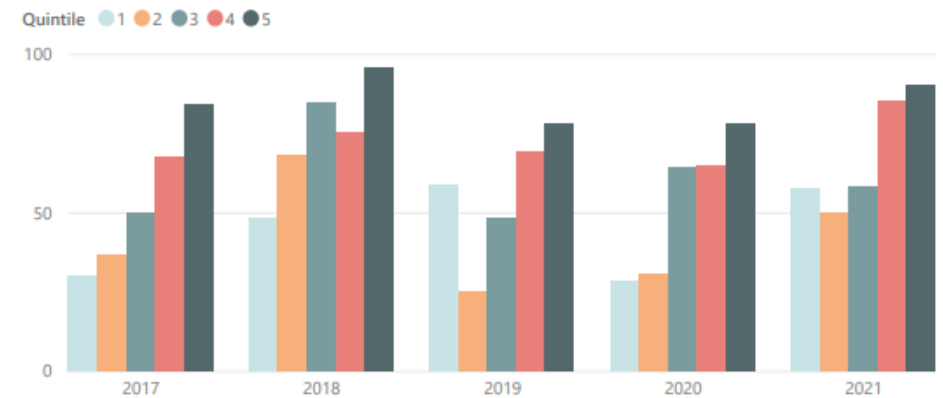
S4 Level 5 Literacy by Year



S4 Level 4 Numeracy by Year



S4 Level 5 Numeracy by Year



School
Woodmill High School

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

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

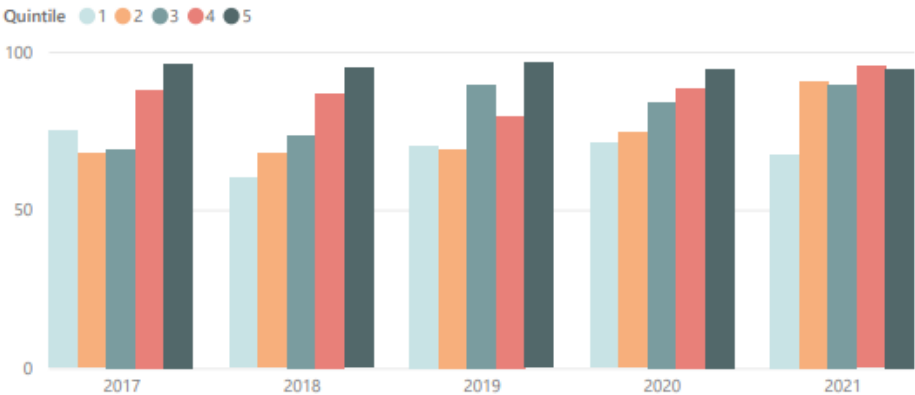
School

Woodmill High School

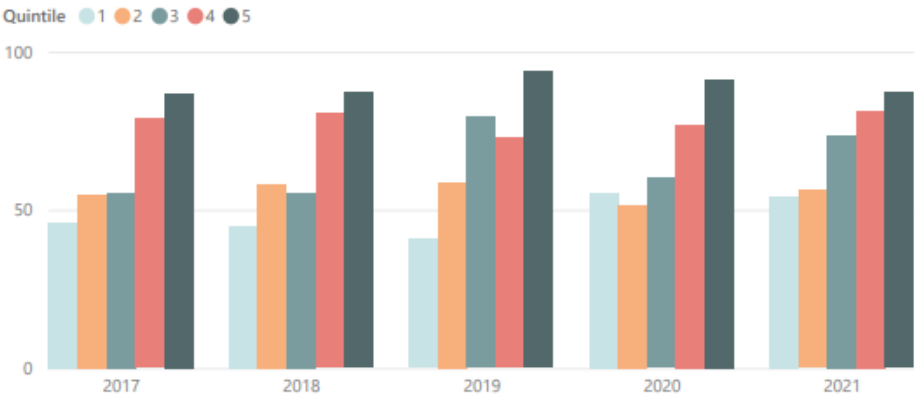
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SQA Attainment - S4 Literacy & Numeracy Graphs

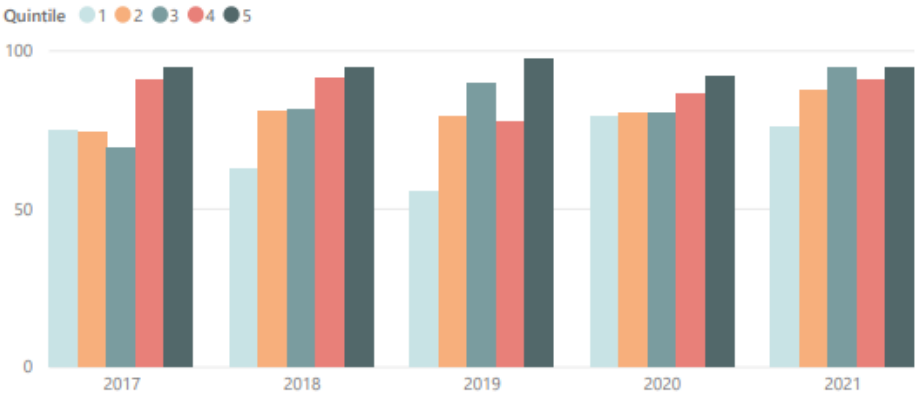
S5 Level 4 Literacy by Year



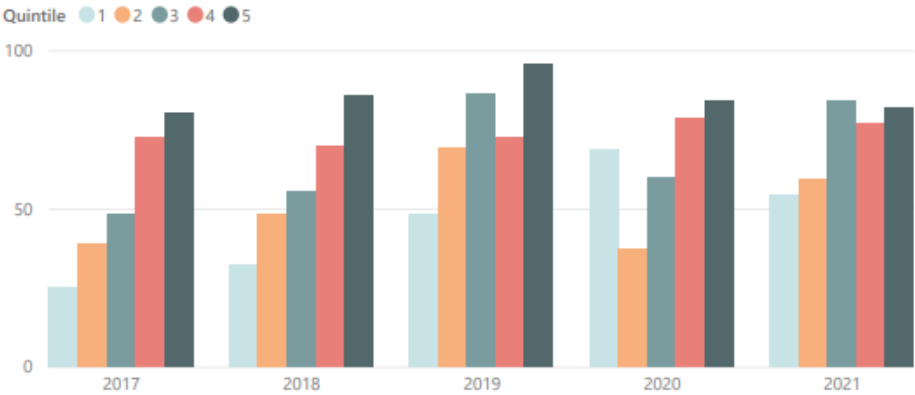
S5 Level 5 Literacy by Year



S5 Level 4 Numeracy by Year



S5 Level 5 Numeracy by Year



School
Woodmill High School

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 4 Numeracy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Literacy

Quintile 2017 2018 2019 2020 2021

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

% Level 5 Numeracy

Quintile 2017 2018 2019 2020 2021

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

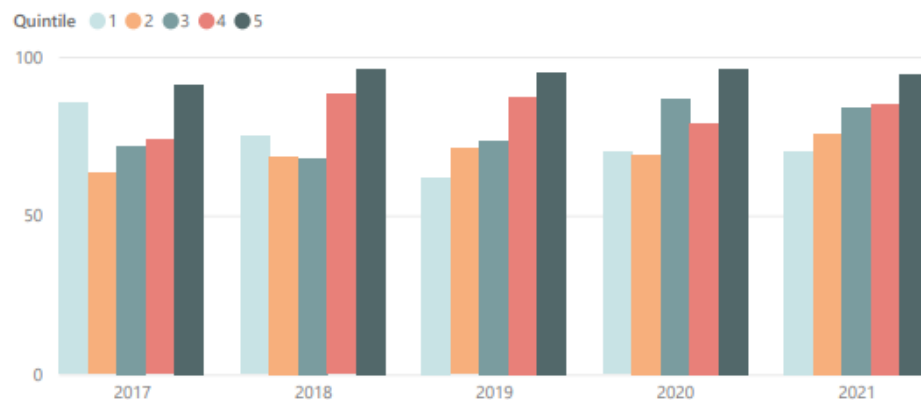
School

Woodmill High School

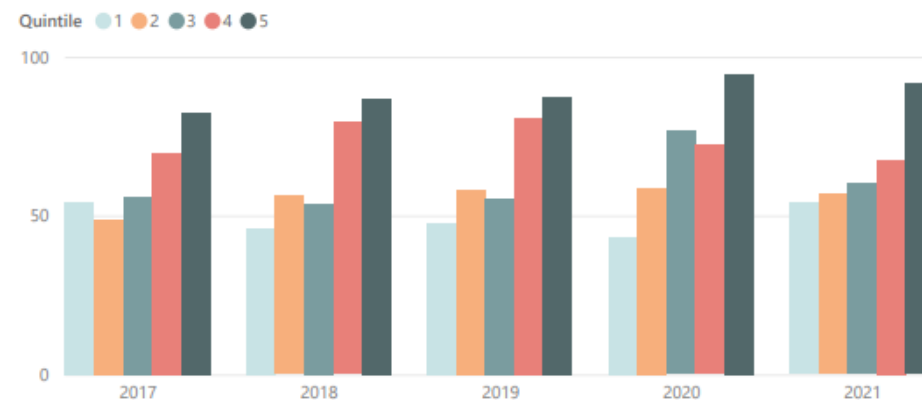
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SQA Attainment - S4 Literacy & Numeracy Graphs

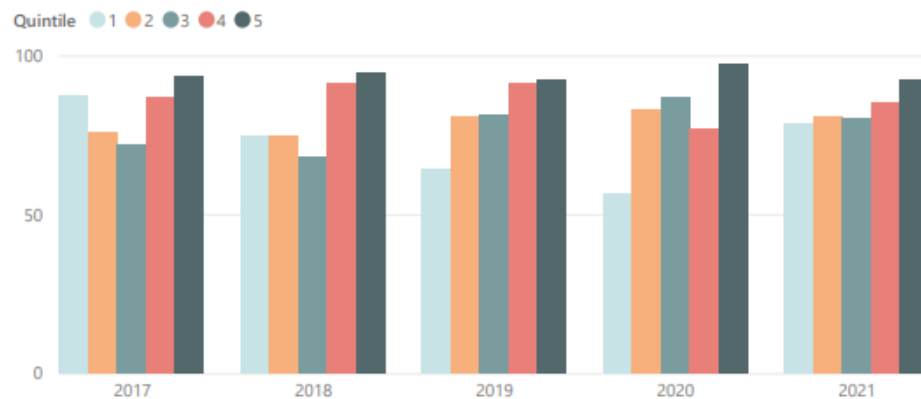
S6 Level 4 Literacy by Year



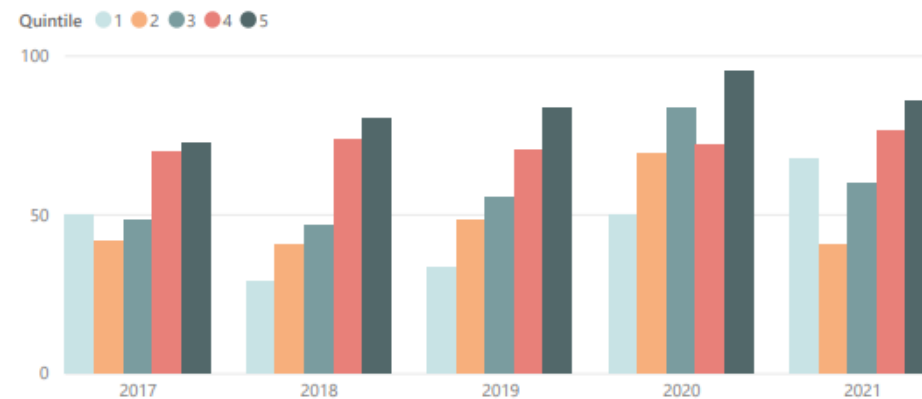
S6 Level 5 Literacy by Year



S6 Level 4 Numeracy by Year



S6 Level 5 Numeracy by Year



School

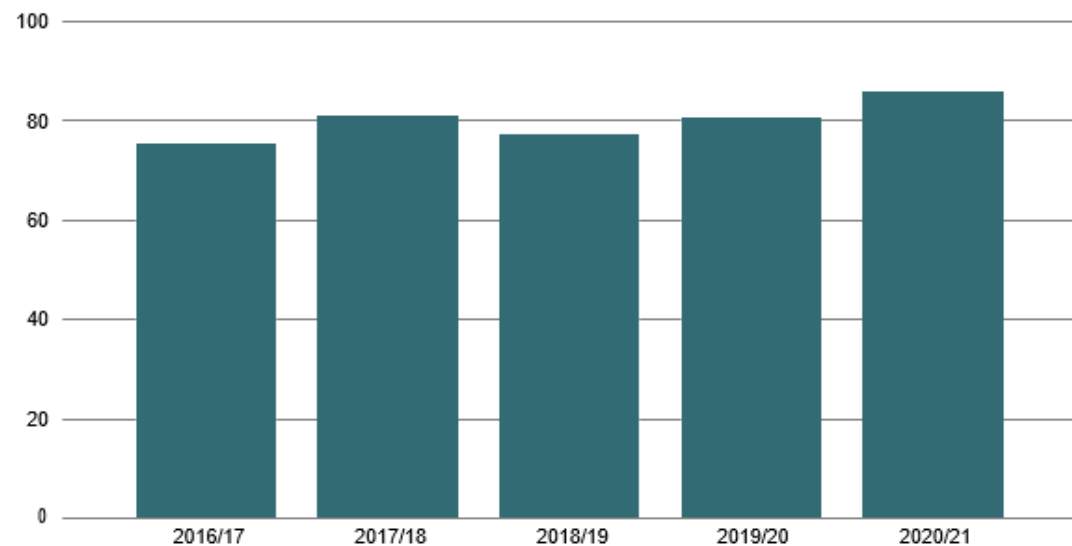
Woodmill High School

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Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)



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

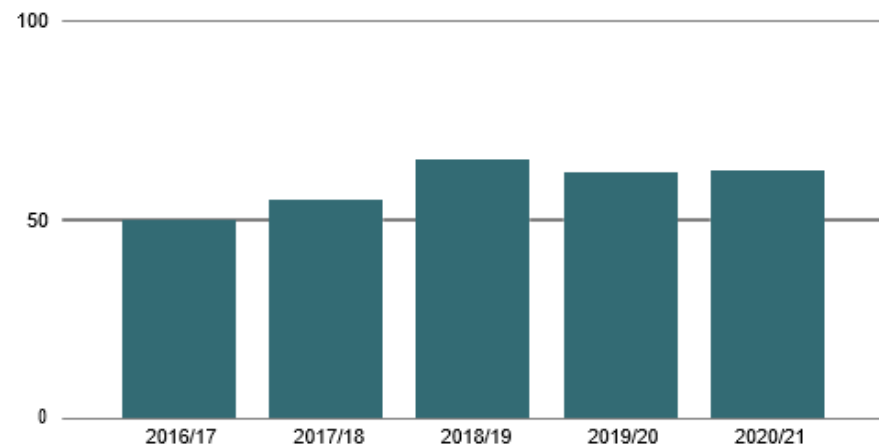
School

Woodmill High School

Attainment for the S5 cohort

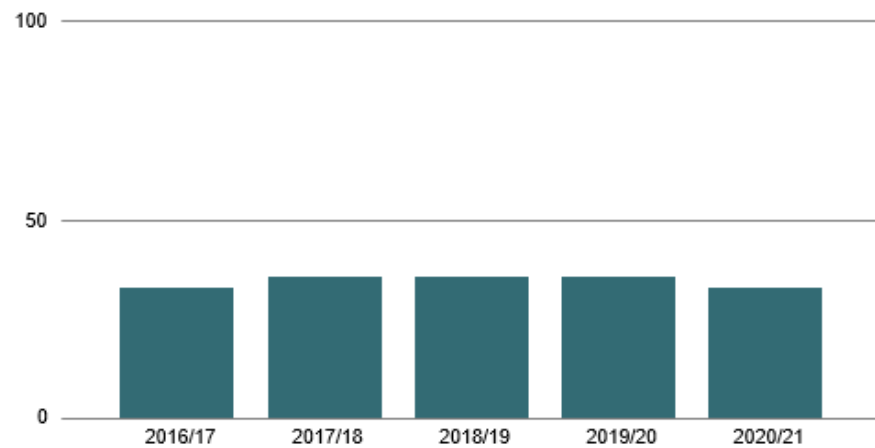
Five year trend for 1 or more and 4 or more passes at level 6 for the school in S5 as a percentage of the S4 cohort.

S5 - 1 or more at National 6 (%)



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

S5 - 4 or more at National 6 (%)



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

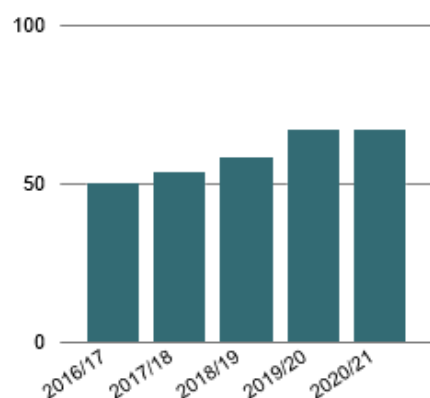
School

Woodmill High School

Attainment for the S6 cohort

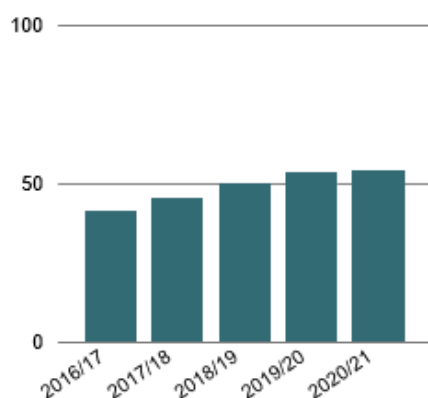
Five year trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.

**S6 - 1 or more at
National 6 (%)**



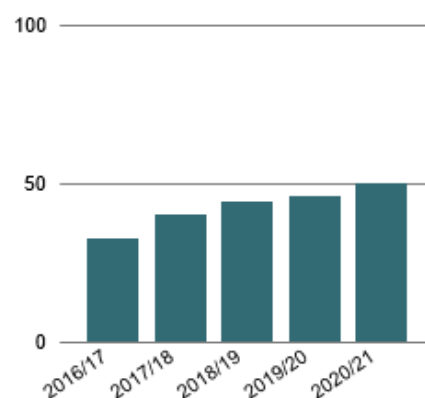
Year	1 or more
2016/17	50.23
2017/18	53.37
2018/19	57.94
2019/20	67.08
2020/21	66.91

**S6 - 3 or more at
National 6 (%)**



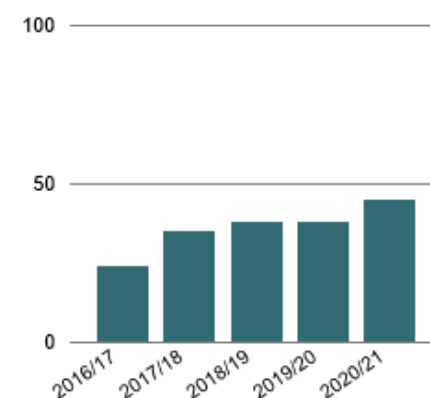
Year	3 or more
2016/17	41.01
2017/18	45.60
2018/19	49.79
2019/20	53.75
2020/21	54.28

**S6 - 4 or more at
National 6 (%)**



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

**S6 - 5 or more at
National 6 (%)**



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

Appendix 6 – Dunfermline High Cluster Report



Broad General Education - Cluster Report

for Academic Year 20/21

Choose Cluster [Here](#) :

Dunfermline



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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

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

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

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

Achieved Percentages by SIMD Band, for Literacy organisers

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

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

Achieved Percentages by SIMD Band, for Numeracy organisers

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

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

Free School Meal Registered

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	53.0%	47.0%	57.6%	54.5%	54.5%	54.5%	66
Fife :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

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

Cluster :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	44.4%	22.2%	55.6%	55.6%	55.6%	55.6%	9
Fife :	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster %: 95.9

Fife %: 93.7

Number of Days of Exclusion

Cluster: 44

Fife: 409

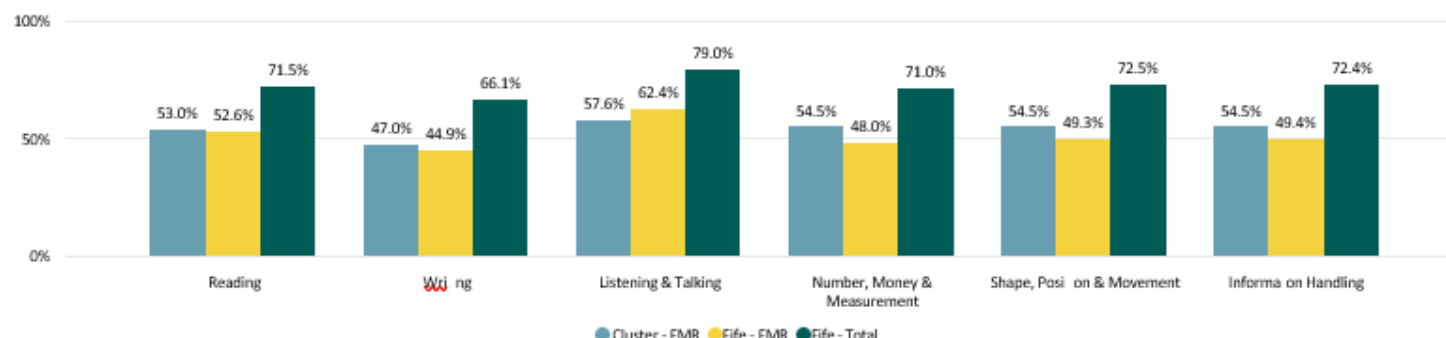
Exclusion Percentage

Cluster %: 0.01

Fife %: 0.01

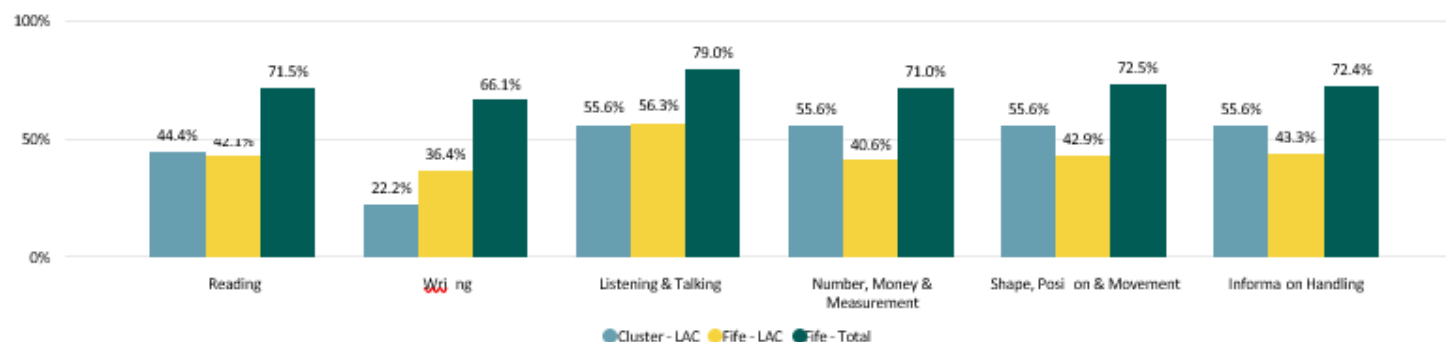
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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



Appendix 7 – Inverkeithing High Cluster Report



Broad General Education - Cluster Report for Academic Year 20/21

Choose Cluster [Here](#) :

Inverkeithing



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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

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

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

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Aberdour PS	167	7.2%	0.0%	7.9	0	69	3	0	73
Camdean PS	288	20.8%	1.7%	6.1	1	110	0	3	111
Dalgety Bay PS	315	5.7%	2.5%	8.7	0	60	87	5	147
Donibristle PS	439	5.0%	0.7%	9.4	2	31	150	0	183
Inverkeithing PS	333	29.7%	3.3%	5.0	22	103	1	3	129
King's Road PS	405	25.2%	3.2%	5.3	1	168	6	2	175
North Queensferry PS	67	11.9%	3.0%	7.8	0	19	8	0	28
Park Road PS	167	29.9%	2.4%	4.8	3	71	0	0	74
Total	2181	17.0%	2.1%	6.9	29	631	255	13	920

Achieved Percentages by SIMD Band, for Literacy organisers

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

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Aberdour PS	0.0%	95.7%	100.0%	95.9%	0.0%	87.0%	100.0%	87.7%	0.0%	98.6%	100.0%	98.6%
Camdean PS	100.0%	72.7%	0.0%	73.0%	100.0%	67.3%	0.0%	67.6%	100.0%	80.9%	0.0%	81.1%
Dalgety Bay PS	0.0%	90.0%	89.7%	89.8%	0.0%	85.0%	90.8%	88.4%	0.0%	96.7%	94.3%	95.2%
Donibristle PS	100.0%	74.2%	83.3%	82.0%	50.0%	71.0%	78.7%	77.0%	100.0%	90.3%	89.3%	89.6%
Inverkeithing PS	50.0%	79.6%	0.0%	74.4%	54.5%	71.8%	0.0%	69.0%	59.1%	80.6%	100.0%	77.5%
King's Road PS	100.0%	66.1%	83.3%	66.9%	100.0%	65.5%	83.3%	66.3%	100.0%	87.5%	100.0%	88.0%
North Queensferry PS	0.0%	78.9%	100.0%	85.7%	0.0%	73.7%	87.5%	78.6%	0.0%	89.5%	100.0%	92.9%
Park Road PS	66.7%	62.0%	0.0%	62.2%	66.7%	59.2%	0.0%	59.5%	66.7%	77.5%	0.0%	77.0%
Total	58.6%	75.3%	85.9%	77.8%	58.6%	70.8%	83.1%	74.0%	65.5%	86.4%	91.8%	87.3%

Achieved Percentages by SIMD Band, for Numeracy organisers

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

School Name	<u>Number, Money & Measurement</u>				<u>Shape, Position & Movement</u>				<u>Information Handling</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Aberdour PS	0.0%	94.2%	100.0%	94.5%	0.0%	94.2%	100.0%	94.5%	0.0%	94.2%	100.0%	94.5%
Camdean PS	100.0%	72.7%	0.0%	73.0%	100.0%	72.7%	0.0%	73.0%	100.0%	72.7%	0.0%	73.0%
Dalgaty Bay PS	0.0%	91.7%	89.7%	90.5%	0.0%	93.3%	92.0%	92.5%	0.0%	93.3%	92.0%	92.5%
Donibristle PS	50.0%	61.3%	82.0%	78.1%	50.0%	64.5%	84.0%	80.3%	50.0%	64.5%	84.0%	80.3%
Inverkeithing PS	50.0%	78.6%	100.0%	74.4%	50.0%	78.6%	100.0%	74.4%	50.0%	78.6%	100.0%	74.4%
King's Road PS	100.0%	63.1%	83.3%	64.0%	100.0%	63.1%	83.3%	64.0%	100.0%	63.1%	83.3%	64.0%
North Queensferry PS	0.0%	78.9%	100.0%	85.7%	0.0%	84.2%	100.0%	89.3%	0.0%	84.2%	100.0%	89.3%
Park Road PS	66.7%	73.2%	0.0%	73.0%	66.7%	73.2%	0.0%	73.0%	66.7%	73.2%	0.0%	73.0%
Total	55.2%	75.0%	85.5%	77.4%	55.2%	75.4%	87.5%	78.3%	55.2%	75.4%	87.5%	78.3%

Free School Meal Registered

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

<u>Cluster:</u>	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	64.5%	53.2%	76.6%	49.2%	50.8%	50.8%	124
<u>Fife:</u>	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%	2017

Looked After Children

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

<u>Cluster:</u>	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	47.4%	47.4%	57.9%	42.1%	47.4%	47.4%	19
<u>Fife:</u>	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%	261

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster %: 95.2

Fife %: 93.7

Number of Days of Exclusion

Cluster: 16

Fife: 409

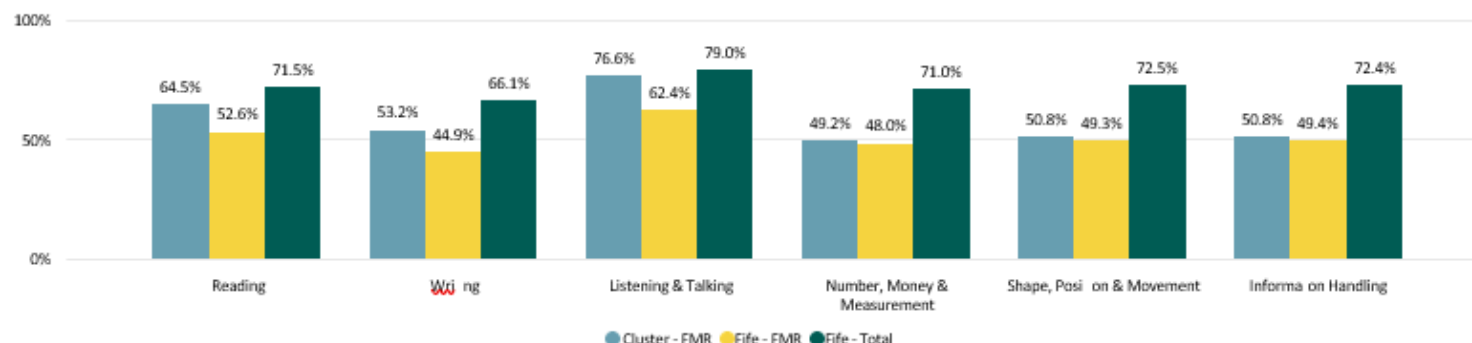
Exclusion Percentage

Cluster %: 0.00

Fife %: 0.01

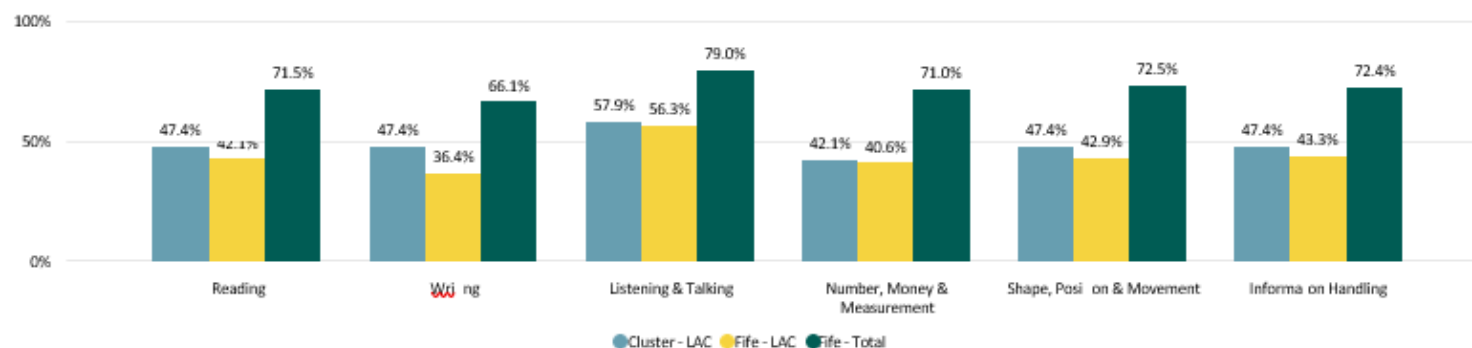
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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



Appendix 8 – Queen Anne High Cluster Report



Broad General Education - Cluster Report for Academic Year 20/21

Choose Cluster [Here](#) :

Queen Anne 

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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

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

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

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

Achieved Percentages by SIMD Band, for Literacy organisers

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

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Bellveoman PS	69.0%	75.8%	66.7%	73.4%	62.1%	75.8%	66.7%	71.3%	79.3%	88.7%	66.7%	85.1%
Cairneyhill PS	33.3%	89.9%	95.0%	89.1%	33.3%	89.9%	95.0%	89.1%	33.3%	92.8%	100.0%	92.4%
Crossford PS	0.0%	73.3%	52.9%	62.5%	0.0%	76.7%	52.9%	64.1%	0.0%	83.3%	58.8%	70.3%
Inzievar PS	61.5%	72.7%	100.0%	66.3%	59.6%	65.9%	100.0%	62.2%	59.6%	70.5%	100.0%	65.3%
Milesmark PS	0.0%	97.5%	100.0%	97.6%	0.0%	97.5%	100.0%	97.6%	0.0%	97.5%	100.0%	97.6%
Saline PS	100.0%	70.0%	0.0%	71.4%	100.0%	65.0%	0.0%	66.7%	100.0%	70.0%	0.0%	71.4%
Townhill PS	57.1%	84.0%	100.0%	82.6%	42.9%	81.1%	100.0%	79.1%	57.1%	84.9%	100.0%	83.5%
Total	67.8%	79.4%	80.8%	77.5%	64.4%	77.1%	81.7%	75.4%	70.7%	84.6%	84.2%	82.2%

Achieved Percentages by SIMD Band, for Numeracy organisers

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

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

Free School Meal Registered

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

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

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

Looked After Children

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

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

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

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster %: 94.4

Fife %: 93.7

Number of Days of Exclusion

Cluster: 34

Fife: 409

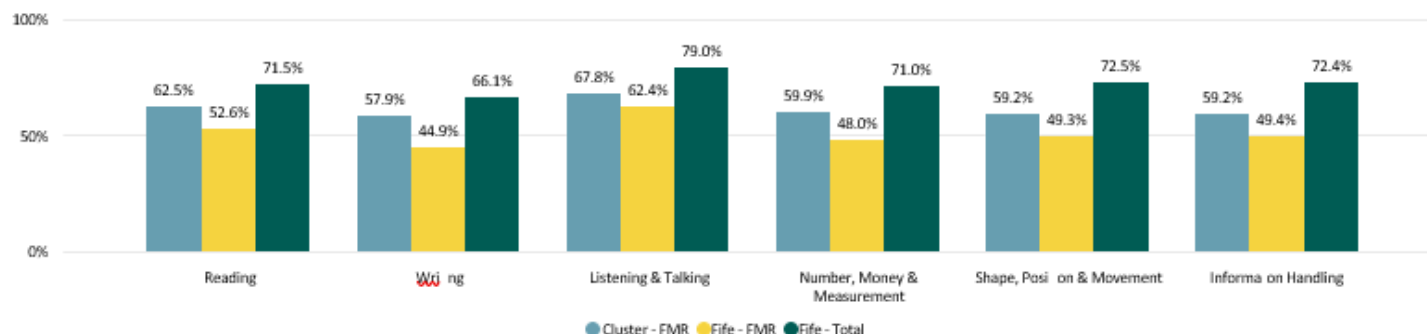
Exclusion Percentage

Cluster %: 0.01

Fife %: 0.01

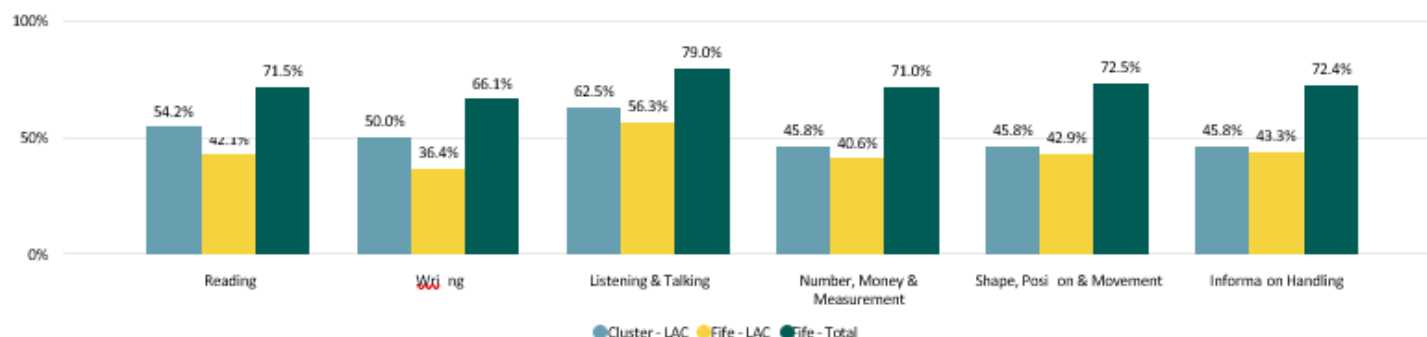
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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



Appendix 9 – St Columba's RC High Cluster Report



Broad General Education - Cluster Report for Academic Year 20/21

Choose Cluster [Here](#) :

St Columbas



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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

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

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

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

Achieved Percentages by SIMD Band, for Literacy organisers

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

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

Achieved Percentages by SIMD Band, for Numeracy organisers

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

School Name ✿	<u>Number, Money & Measurement</u>				<u>Shape, Position & Movement</u>				<u>Information Handling</u>			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Holy Name PS	66.7%	75.0%	0.0%	70.6%	66.7%	75.0%	0.0%	70.6%	66.7%	75.0%	0.0%	70.6%
St Bride's PS	85.7%	84.1%	50.0%	82.9%	85.7%	84.1%	50.0%	82.9%	85.7%	84.1%	50.0%	82.9%
St John's PS	33.3%	84.0%	100....	83.7%	33.3%	84.0%	100.0%	83.7%	33.3%	84.0%	100.0%	83.7%
St Joseph's PS	84.8%	88.2%	77.8%	84.7%	84.8%	88.2%	77.8%	84.7%	84.8%	88.2%	77.8%	84.7%
St Kenneth's PS	73.5%	66.7%	0.0%	72.3%	73.5%	66.7%	0.0%	72.3%	73.5%	66.7%	0.0%	72.3%
St Margaret's PS	89.5%	84.9%	93.9%	88.7%	89.5%	84.9%	93.9%	88.7%	89.5%	84.9%	93.9%	88.7%
St Serf's PS	79.2%	50.0%	0.0%	76.9%	79.2%	50.0%	0.0%	76.9%	79.2%	50.0%	0.0%	76.9%
Total	78.0%	82.6%	89.9%	81.7%	78.0%	82.6%	89.9%	81.7%	78.0%	82.6%	89.9%	81.7%

Free School Meal Registered

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

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

Looked After Children

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

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

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster %: 93.4

Fife %: 93.7

Number of Days of Exclusion

Cluster: 14

Fife: 409

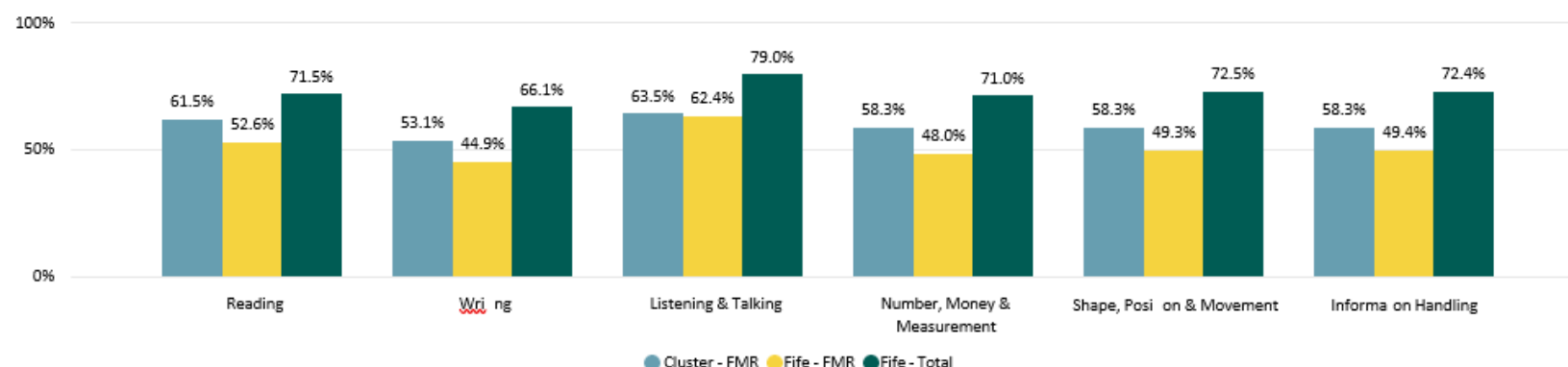
Exclusion Percentage

Cluster %: 0.01

Fife %: 0.01

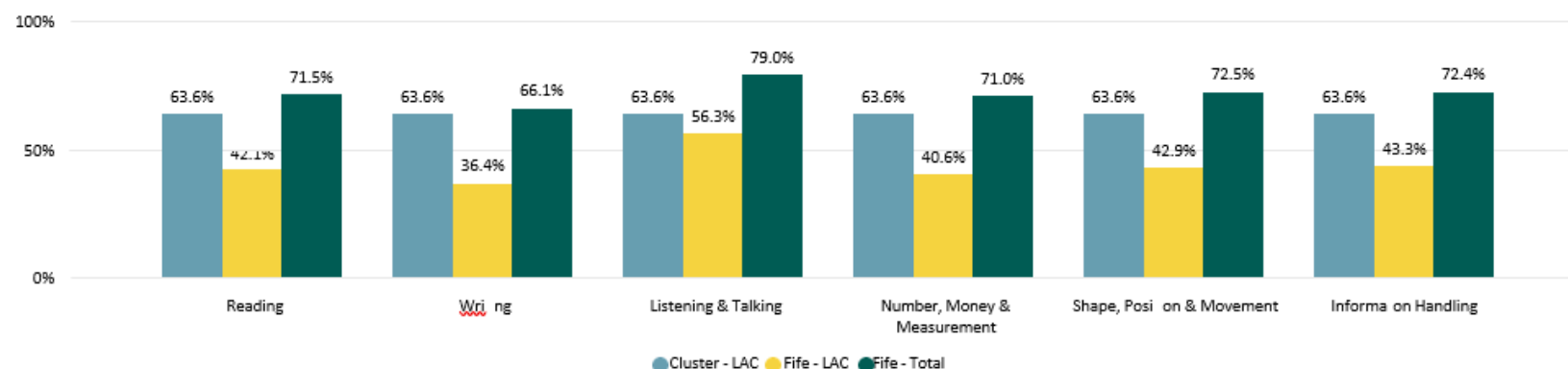
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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



Appendix 10 – Woodmill High Cluster Report



Broad General Education - Cluster Report for Academic Year 20/21

Choose Cluster [Here](#) :

Woodmill 

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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

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

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

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

Achieved Percentages by SIMD Band, for Literacy organisers

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

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

Achieved Percentages by SIMD Band, for Numeracy organisers

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

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

Free School Meal Registered

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

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

Looked After Children

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

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

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster %: 94.2

Fife %: 93.7

Number of Days of Exclusion

Cluster: 45

Fife: 409

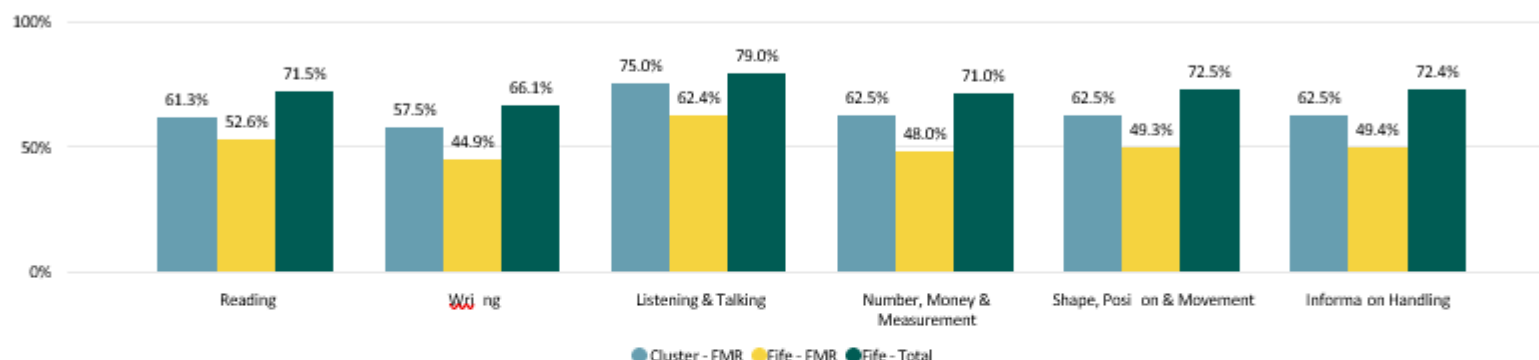
Exclusion Percentage

Cluster %: 0.01

Fife %: 0.01

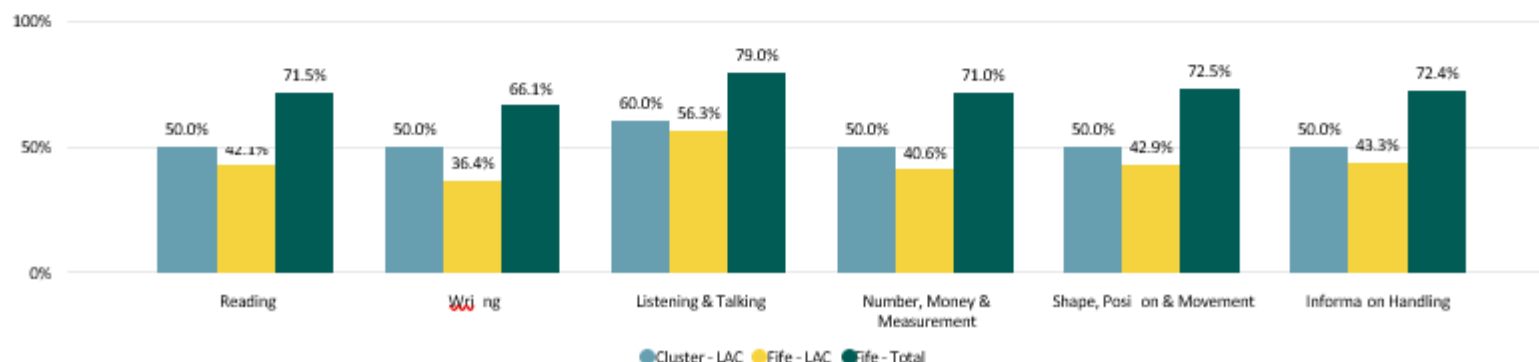
Attainment comparison for P4 and P7 pupils, with pupils who are Free Meal Registered

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



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

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



Appendix 11 – Dunfermline High Cluster Summary of Activities



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

attainment overtime allows for dynamic analysis of interventions.

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

Limekilns Primary School

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

Next Steps

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

Equity

Canmore Primary

- Targeted interventions including self-regulation, emotional [regulation](#) and normalising anxiety to support learners most impacted by school closure period
- Linking in with OMM resources available in local authority to support most vulnerable families

- Establish parent working party including families from a wide and varied range of situations to best inform our recovery approaches
- Effective use of COVID recovery teacher to support our most vulnerable learners

St Leonard's Primary

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

Masterton Primary

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

Commercial Primary

- Additional PSAs were employed as well as a 0.7FTE probationer teacher. Nurture groups, kitbag groups, literacy and numeracy groups as well as lunchtime clubs are all provided to support our learners who meet the PEF criteria. Jan -Mar 2021 all vulnerable learners were given a place in our hub. There was clear evidence of progress in learning/ closing the gap as the learners got daily 1:1 teaching. E.g early years initial sounds knowledge progressed confidently onto blending as a result of this focused approach.
- All families who need or requested a Chromebook were given one (offered to whole school), this has resulted in an increase in pupils who are now able to access homework via TEAMS/SEESAW.
- Parent Council have funded class Halloween parties and have provided every child with a small Christmas gift.
- Dunfermline Carnegie Trust have supported all families in receipt of FSM by part funding the cost of the Ardroy residential. This means that every child can attend who wishes to.
- We have applied for the Gift of Christmas gifts for families who are eligible and supported a family with supermarket vouchers via a school benefactor. We work closely with Support and Connect where needed.
- Our extra-curricular activities are free to all at this time.

Pitreavie Primary

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

Limekilns Primary School

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

Health and Wellbeing**Canmore Primary**

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

St Leonard's Primary

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

Masterton Primary

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

Commercial Primary

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

Pitreavie Primary

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

Limekilns Primary School

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

Next steps

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

Employability**Canmore Primary**

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

St Leonard's Primary

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

locality

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

Masterton Primary

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

Commercial Primary

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

Pitreavie Primary

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

Next steps

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

Summary

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



Appendix 12 - Inverkeithing High Cluster Summary of Activities

Name of Cluster: Inverkeithing Cluster	Cluster Chair: Karyn Rennie
Covid Recovery	
Overview from cluster on Covid recovery and examples of innovative practice.	
<ul style="list-style-type: none">• All schools have increased their use of digital technology to support in school and home learning. Microsoft Teams and Seesaw are our key drivers for supporting learning between school and home. During school closure time, using Teams and Seesaw helped teachers to maintain contact with children and parents.• We have used assessment data since children have returned to school to plan and deliver targeted interventions. This has been for learning and well-being support.• All schools participated in a SHINE assessment for children in upper stages. The survey focused on the emotional wellbeing of children. Some schools were able to identify key areas of focus and planned targeted support as a result. This was mainly around anxiety levels.• We are beginning to see that some children are displaying increased levels of anxiety and decreased resilience. To support this, schools are running targeted support groups such as Kitbag, Seasons for Growth etc.• We have worked closely with a newly established team within Fife that supports children who find it difficult to attend school. The team, Our Minds Matter Family Partnership work with children from age 9 and up.• We are continuing to support parents and have identified that parents are requiring more support since the start of the pandemic. Schools are sharing resilience and anxiety approaches for parents to use at home. One school has created a Thing Link to share virtual support for parents and children around resilience and anxiety.• Additional funding from Government (COVID recovery) has been used to employ additional staffing, <u>teachers</u> and PSAs. Staff are working with targeted groups of learners.• Pupil attendance has been sporadic since August 2021 due to COVID cases and isolation guidelines. Schools are supporting learners who are isolating with learning activities.• Managing staff absence has been a challenge for all schools. SLT teams are covering classes weekly over and above existing teaching commitments.• We have ensured that school: home communication proactively continues for example using virtual parent's evenings, use of social media (Twitter, Facebook, YouTube), regular newsletters, emails home. For vulnerable learners or families' face-to-face meetings are planned following COVID guidance.	

Next steps

- Continue to follow guidelines set by the Scottish Government
- Continue to use quantitative and qualitative data to monitor pupil attendance, pupil progress in learning and well-being
- Share good practice at cluster meetings

Equity

- All schools collected data from their communities to identify children who did not have access to a device at home. Netbooks, supplied by the Scottish Government, were then allocated by schools. Allocation came in two instalments. This has supported schools to ensure that all learners could access learning from home. All devices have been allocated to children.
- We have increased use of online platforms to support and share learning. All schools have greatly increased the use of Glow to support delivery of online learning as well as homework. Our key programmes used in the cluster are Seesaw, Microsoft Teams and IDL. We use these platforms to share learning with parents, set learning for at home and communicate with families. During school closure, live lessons were delivered through Seesaw and Microsoft Teams. This has helped to support online learning when children are absent due to covid.
- We are in the final completion stage of the Microsoft Cluster Schools Award.
- In addition to upskilling all staff and all pupils in the use of digital programmes and platforms, there continues to be a cluster wide approach to having targeted learning interventions for our most vulnerable learners. This includes IDL Cloud for dyslexic and dyscalculic learners, app technologies for engaging hard to reach children, online approaches to gathering specific assessment information that better tracks vulnerable [learners](#) progress.
- All schools make use of SNSA and third-party providers to take a closer look and track attainment to ensure targeted interventions better fit learners needs. Data is used within staff teams to plan interventions and review impact. This includes teachers and Pupil Support Assistants.
- We continue to consider the cost of the school day when making operational and strategic decisions. This includes ensuring wider access for opportunities for all children ([e.g.](#) trips, residentials, visitors to school, counsellors, school uniform, breakfast club, thrift shop).
- Through our cluster plan we are developing a cluster model to support staff in consistency of learning and teaching through the delivery of quality lessons. We anticipate the impact of this to be a greater consistency in teaching approaches across the cluster leading to improved outcomes for learners. Our focus this session is on moderation. We have used our experience of virtual meetings to deliver two remote sessions for all teaching staff within the primary schools. Teaching staff have had the opportunity to engage with colleagues from the same stage to engage in professional learning and dialogue. SLT teams from all schools have led the

discussion groups. We have made use of Microsoft Forms to gather important information from staff. This allowed us to identify a starting point for the session and has also helped plan a clear programme of learning for teachers which is progressive.

- We work closely as a cluster team and make positive use of virtual connections to communicate and plan together.
- All schools attend Scottish Attainment Fund meetings which are comparative to each school's PEF allocation. These meetings are regular and allow staff to engage in professional dialogue with Headteacher colleagues.

Next steps

- Planned opportunities to share and compare data from targeted interventions for vulnerable pupils to consider how these are best used to support attainment and achievement to close the equity gap.
- Attainment data is discussed at cluster meetings.

Health and Wellbeing

- HWB has been a focus for all schools since the global pandemic
- Targeted interventions that are supporting a variety of pupils in many schools across the cluster are: Done as best we can in COVID times
 - ✓ Lego Therapy
 - ✓ Art Therapy
 - ✓ Circle of Friends / peer group resilience building
 - ✓ Seasons for Growth sessions
 - ✓ Kit bag
 - ✓ Emotion Works
 - ✓ Incredible Years
 - ✓ Counselling services
 - ✓ Breakfast club to target attendance, this is in the initial stages.
 - ✓ Stephen the Bakers supporting Breakfast grab bags for children who don't have breakfast
- There are initiatives designed to support transition and ensure positivity, relationships building and wellbeing:
 - ✓ Primary staff have linked with High School staff to enhance aspects of the curriculum in each school and develop teacher capacity to support continuity in learning. These include Drama, PE, English, Art.
 - ✓ During the week of transition for P7 children at IHS
- From nursery to P1 staff are focusing on developing playful pedagogies including specifically block play. This supports children's development of literacy and numeracy, creativity.

- Inverkeithing Primary School have engaged with Inverkeithing Conservation Area Regeneration Scheme (CARS) and Townscape Heritage (TH), known as Inverkeithing Heritage Regeneration, (IHR) to take part in a joint local history project, delivered in partnership with Fife Historic Buildings Trust.

Next Steps

- Proactively seek links to local employers to enhance learning experiences and engage learners.

Summary

Appendix 13 - Queen Anne High Cluster Summary of Activities

Name of Cluster:	QAHS
Cluster Chair: Fiona Hall	
Covid Recovery	
Focus on wellbeing	
<ul style="list-style-type: none"> Supporting families with donations trips to foodbank. In one school employed Family worker going to do this 1:1 with certain families Parent councils and staff communities pulling together with donations to support families with food and clothing At QAHS off campus provision to engage <u>non attenders</u> back into education having very positive impact Wellbeing phone calls and wellbeing covid safe visits to gardens or in playground Focus on wellbeing in the classroom, various initiatives across cluster e.g. Bounce <u>Back</u>, kitbag Use of wellbeing indicators to allow children and young people to express how they feel . 	
Digital skills	
<ul style="list-style-type: none"> Staff have become upskilled using on return to classroom, more confidence in developing these skills in school, more creativity around use Used for communication with home e.g. Seesaw and <u>Teams</u>, had very positive impact on learners and family engagement Sway and teams? <u>QAHS Tulliallan</u> and <u>Blairhall</u> have the Digital Schools award Ongoing focus on maintaining and extending digital skills across all sectors in Cluster 	
Attendance	
<ul style="list-style-type: none"> Staffing has been real challenge since August due to <u>Covid</u> testing and isolation <u>protocols</u>. All schools have worked with a solution focused approach to ensure continuity of learning and support for all children and Young People Children's attendance has also been affected and schools have looked at Nurturing conversations with families to support this 	
Learning and Teaching	
<p>Schools have focused on continuity and <u>consolidation</u> of learning and identifying gaps to support all children's progress. Staff have used baseline assessments, staff observations, learners dialogues and feedback from parents to identify these <u>gaps</u>. This has been a really challenge at times as no one is back to business as usual with staff and pupil absences. Meeting children's wellbeing needs and</p>	

tackling readiness to learn on return to school has been a priority focus for all so children can access the appropriate learning, support and challenge .

Cluster support

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

Next steps

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

Equity

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

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

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

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

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

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

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

Next steps

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

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

Continue to look at Cost of the school day, how to support all families with this by considering what we charge for, how we spread the cost and where to look for support with larger costs e.g residential trips so that these opportunities are inclusive

Health and Wellbeing

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

Many schools run breakfast clubs supported by Stephens Bakery,

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

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

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

Next steps

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

Employability

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

Next Steps

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

Summary

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

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

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

Appendix 14 - St Columba's RC High Cluster Summary of Activities

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

Next steps

- Continue to upskill teachers in cluster around differentiation, ensuring equity and inclusion and also promote pupil participation
- Promote the work of the Welfare Reform Coordinator and share key information through our social media platforms and interactions with parents
- Review Cost of the Day in each school

Health and Wellbeing

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

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

Next steps

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

Employability

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

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

Next Steps

- Embed the Cluster Skills Plans further in our daily lessons
- Continue the Cluster SSERC Science partnership, including the Accreditation aspect of the Young Science Ambassadors
- Continue close partnership working with Fife College on projects such as 3-D Printing and Coding
- Continue the Young Ambassadors work from St Columba's to Cluster Primary 7, including my World of Work content
- Planned Transition pathway across cluster with particular focus on STEM
- Re-introduction of P6 visits to St C

Summary

Appendix 15 – Woodmill High Cluster Summary of Activities



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

Health and Wellbeing

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

Next steps

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

Employability

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

Next Steps

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

Summary

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

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

23rd March, 2022
Agenda Item No. 5

Area Housing Plan 2022-24

Report by: John Mills, Head of Housing Services

Wards Affected: Ward 1 - West Fife & Coastal Villages; Ward 5 – Rosyth and
Ward 6 – Inverkeithing & Dalgety Bay

Purpose

The report seeks Area Committee approval for a revised area housing plan which sets out area performance, service delivery and highlights key housing issues following consultation with key stakeholders.

Recommendation

Members are asked to consider and approve the SWF Area Housing Plan for 2022 – 2024.

Resource Implications

Work is taking place within agreed HRA local and capital budgets.

Legal & Risk Implications

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

Impact Assessment

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

Consultation

An online consultation form was developed and shared with key stakeholders from 7/1/2022 – 6/2/22.

Identified key stakeholders

- 1 x Tenants & Resident Groups
- Fife Federation of Tenants & Residents Associations
- Elected Members / MP / MSP offices
- Community Councils
- People & Place Leadership Group
- Tenant Participation Team social media to target local tenants & residents
- Safer Communities social media to target local tenants & residents
- Our South and West Fife social media to target local tenants & residents

1.0 Background

- 1.1 The Council has a vision to create a fairer Fife where all residents live good lives, make informed choices and have a sense of control so that they can reach their full potential and where all children are safe, happy and healthy. At the heart of the Plan for Fife is the aim to reduce inequalities and to promote fairness in everything that we do. It is recognised that having a fairer Fife will benefit everyone. Housing Services, as the largest landlord in Fife, can improve the lives and opportunities of its tenants through effective neighbourhood management and community led improvement initiatives.
- 1.2 The Area Housing Plan shows how we work with partners and local communities to improve housing services in the area. Tenant and residents have told us their concerns and issues where they live and together we have identified what we can do to address these issues. We have looked at how well we are doing managing our homes to prioritise which services we need to improve.
- 1.3 The plan links into different policies and strategies across Fife including; Plan 4 Fife, Local Housing Strategy, SWF Local Community Plan, Area Lettings Plan and Pathway to Improvement.
- 1.4 The previous Area Housing Plan covered the period from 2017 – 2019. Members approved updates of this plan in November 2017 and May 2018 and a revised version was then agreed in November 2018. The previous Area Housing Plan can be viewed via the link below (see background papers).

2.0 Development of the Area Housing Plan

- 2.1 As stated above, the previous Area Housing Plan covered the period 2017-2019. Since then, we have lived with the restrictions of the coronavirus pandemic which included our inability to have meaningful consultation to inform our Area Housing Plan and the production of a new Plan would have been difficult during this time of uncertainty.
- 2.2 In order to consult with our communities for this new Plan, we developed an online consultation form to gather the views of key stakeholders. We asked people what the three main housing issues are in their opinion and for any ideas that would help in addressing these issues. Despite being widely publicised, we received a disappointing 37 responses.
- 2.3 Tenant participation is a key part of our housing strategy. Being part of organised groups gives our tenants and residents a greater voice when talking about local issues. We would have preferred to get out into local communities to better understanding, however, we have unable to achieve this and we have used the feedback we have received from the online consultation.
- 2.4 We also consulted separately with elected members and used ongoing communications with Community Councils to gain an understanding of what was important to the people they represent in the communities. The Local Issues Action Plan (Appendix 1 of the Area Housing Plan) has been developed as a result of this consultation and feedback. Updates on the Local Issues Action Plan will be 6 monthly to the South and West Fife Area Committee and this will ensure Housing Services are held accountable for the local issues identified.

- 2.5 The Area Housing Plan highlights performance and states tenants in SWF are 83.3% satisfied with the overall service provided. 78.2% of tenants are satisfied with the management of their neighbourhoods. Through actions in our Local Issues Action Plan, we aim to increase these satisfaction rates.
- 2.6 Over recent years, in South and West Fife, the Council has delivered Affordable Housing in Rosyth, Dalgety Bay, Oakley, Crombie and Inverkeithing. We have linked in our Strategic Housing Investment Plan to give readers the opportunity to explore potential new builds sites across Fife.
- 2.7 We have highlighted the role of our investment programme and our intention to continue to invest in our homes. Investments include; kitchens, central heating, bathrooms, roofs, rewiring, smoke detectors, secure door entry systems, structural works, electrical testing and external walls.

3.0 Local Issues Action Plan

- 3.1 The consultation highlighted the need for more affordable housing in South and West Fife and we will provide an update to the Area Committee on planned new build projects for SWF, the number of properties purchased through our Property Acquisitions Policy and the number of properties released through our Best Use of Stock process.
- 3.2 The consultation highlighted the need for additional parking as a key housing issue. We will demolish underoccupied lock ups and replace with marked parking bays and we will install driveways in tenants' gardens where there is a need and an ability to do so.
- 3.3 Condition of estates was identified as an important housing issue. We have committed to a number of projects throughout the area which will see improvements to the communal areas of some of our flatted properties. We have also committed to carrying out more estate walkabouts so that we can work together with the tenants and residents to identify further issues that they feel are important to address.
- 3.4 The Action Plan also identifies community safety issues on housing land that we are looking to address, working with the Community Councils and the Area Committee will be kept updated with the progress of these.

4.0 Conclusions

- 4.1 Through the Area Housing Plan, we have identified local issues and have set out an action plan to highlight / address these. This is intended to encourage member scrutiny of our work to address those concerns and demonstrate improved outcomes.

List of Appendices

1. SWF Area Housing Plan 2022-24 (see also link to online document below)
[Area Housing Plan - South West Fife 2022-24 \(office.com\)](#)

Background Papers

- SWF Area Housing Plan 2017-2019 - [South-West-Fife-Area-Housing-Plan-Revised.pdf](#)

Report Contact

Claire Mackinlay
South and West Fife Area Housing Manager
Inverkeithing Civic Centre
Email: claire.mackinlay@fife.gov.uk

Area Housing Plan - South West Fife 2022-24



Welcome to the South West Fife Area Housing Plan.

We have produced an Area Housing Plan with our customers for each of the 7 committee areas in Fife and this is the Plan for South and West Fife, covering Aberdour, Dalgety Bay, Hillend, Inverkeithing, North Queensferry, Rosyth, Limekilns, Charleston, Crombie, Torryburn, Newmills, High Valleyfield, Culross, Kincardine, Saline, Blairhall, Oakley and Carnock.

Our aim is to provide everyone with access to good quality, affordable housing that meets the needs of the community. The purpose of the Area Housing Plan is to show how we will work with partners and local communities to improve housing services in the community.

You told us about your concerns and issues where you live and together we have identify actions that will help to address these. We looked at how well we are doing managing your homes to prioritise which services we need to improve.

We work closely with tenants, residents and elected members and we included your ideas in our finished Plan where we could. The Area Housing Plan was approved by South and West Fife Area Committee on 23rd March 2022.

The diagram below shows links between the Plan and the strategies, policies and plans supporting it.

The Plan contributes to the [Plan4Fife](#), which is a 10-year plan, putting fairness at the heart of everything we do, bringing services and communities together in new ways.

We also have a [South West Fife and villages Local Community plan](#), which outlines areas of focus.

Tenants and residents are interested in how we allocate our homes. We are in the process of developing a Local Lettings Plan which will provide more allocation information at a local level.



Housing in South West Fife

Stock April 21

1949 TOTAL HOMES	Stock by bedroom size		Stock by house type	
	Bedsit	12	Sheltered	53
	1 bed	338	Flat / maisonette	73
	2 bed	857	4 in a block	41
	3 bed	641	Flats / Tenement	631
	4/5/6 bed	101	High rise flats	0
			Houses	1204

The above information is provided for Fife Council Stock only. You can use our new [property map](#) to see the areas where the Fife Housing Register partners have properties.

This map will let you know the number of properties that we have in each area so that you can make an informed decision about your preferred areas of choice when you submit your Fife Housing Register application.

Allocations 2020/21

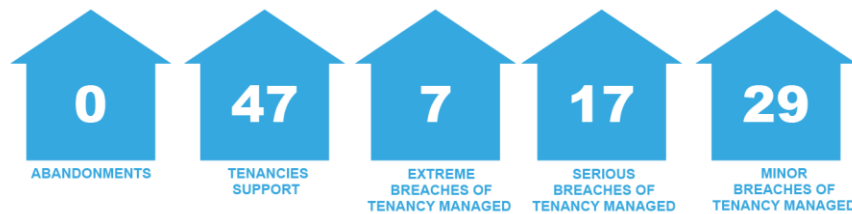
87 LETS	34 TRANSFERS	38 HOMELESS	15 WAITING LIST	7 MUTUAL EXCHANGE	543 HOUSING APPLICANTS	81% OFFERS ACCEPTED
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Lettings Plan

Our annual Letting Plan sets out the profile of properties we expect to become available over the following year and how we intend to distribute those properties between different groups of applicants. These include:

- Homeless
- Transfer
- Waiting

Managed Tenancies



Anti Social Behaviour

Our Anti Social Behaviour policy sets out our approach for managing antisocial behaviour in Fife. We aim to provide a firm and fair approach to tenants (including their family members and visitors) who do not comply fully with the terms of their tenancy agreement, so that all residents can enjoy their homes free from antisocial behaviour.

New Builds

Over recent years, in the South and West area of Fife, the Council has delivered affordable homes in Dalgety Bay, Oakley, Crombie and Inverkeithing.

Fife's Affordable Housing Programme is one of the largest in Scotland. We currently have 2,700 new build homes throughout Fife. Our target is to build at least 3,500 more by May 2022.

We provide access to much needed new homes for our tenants and housing applicants. Together, we are delivering modern, fit-for-purpose, energy-efficient homes. New-build council homes benefit current tenants and generations to come.

You can find out more about what is planned in South West Fife by viewing our [Strategic Housing Investment Plan projects](#).

Investing in your home

Over the next 2 years we will continue to improve our existing homes to meet the expectations of our tenants. These include:

- Kitchens
- Central Heating
- Bathrooms
- Roofs
- Rewiring
- Smoke detectors
- Secure door entry
- Structural works
- Electrical Testing
- External Walls

Rate your estates: What we found

We compared our housing in South West Fife with the rest of Fife, and with other landlords in Scotland. This showed what our neighbourhood priorities should be.

There is a shortage of both 1 bed and larger family council housing in South and West Fife

Rent arrears have increased in South and West Fife over the last year which is partly due to the effect of the pandemic on households within our communities

South and West Fife have a low turnover of council properties making it more difficult for those in housing need to access this type of housing

There is a Fife wide commitment to achieve the highest possible standard of housing through programmes to replace kitchens; bathrooms; heating systems; windows; doors etc

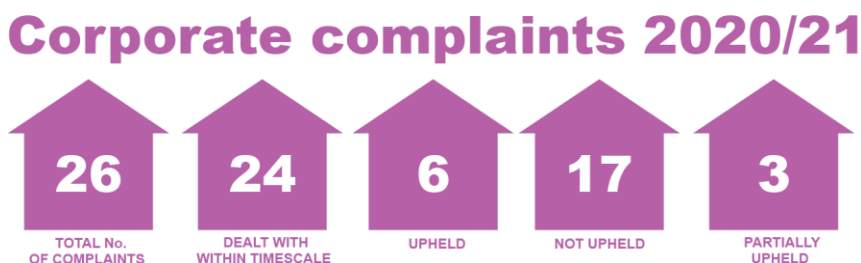
South and West Fife are turning over empty properties more quickly than in the other areas although it is taking longer than it did prior to the pandemic

The South & West Fife Area Team work hard to provide the best possible service to tenants and residents and we welcome feedback on the service provided

Rate your estates: What you told us

We have carried out estate walkabouts, spoken with local Councillors and tenant groups where this has been possible, listened to customer comments and complaints and by investing in our patch-based officers we are talking to customers more directly about estate issues and matters which directly affect our customers. We have incorporated specific issues brought to our attention into an Action Plan.

Corporate Complaints received in South West Fife during 2020/21



Housing Complaints are handled in accordance with [Fife Councils Complaints procedure](#) and should in the first instance, be investigated locally.

Complaints are a valuable source of information about our services, which can help to identify recurring or underlying problems.

We use complaints to make improvements to the way we deliver services, this can be through training and development or changes to policy and procedures.

The top 5 reasons for all complaints in South West Fife (with numbers of complaints) were recorded as follows;

Complaint Reasons

Failure to respond to previous complaint / request for service / enquiry / reported fault

4

Dissatisfaction with policy / current arrangements including allocations criteria

3

Dispute with Neighbours

3

Dissatisfaction with policy / current delivery arrangements eg timescales, priorities, criteria

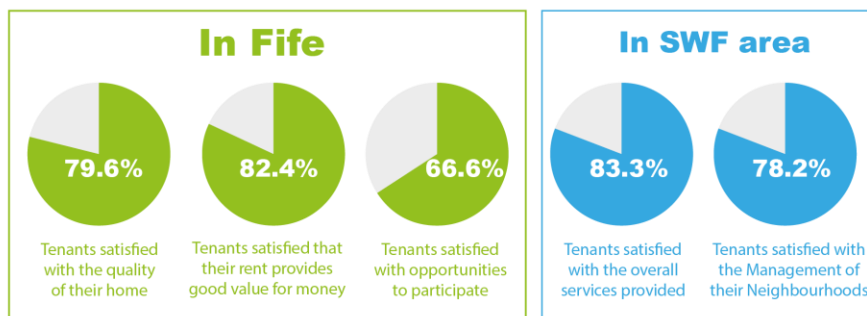
2

Noise

2

Customer satisfaction

As well as consulting locally and addressing complaints, we carry out customer satisfaction surveys as part of our [annual performance reporting](#) and you have told us;



Tenant Participation

Our tenants should be involved in the housing services they receive. We ask you to share your views and take part in decision making. We want to work alongside you to provide for the community.

Getting involved gives you a greater voice. Our [tenant participation and customer engagement handbook](#) tells you more.

Our quarterly magazine, [Down Your Street](#), is also a good way to keep up to date with what we are doing and how you can get involved.

For more information on how to get involved, have a look through our [Tenant Participation](#) page on our website.

Our quarterly magazine, [Down Your Street](#), is also a good way to keep up to date with what we are doing and how you can get involved.

We currently have 1 active Tenants and Residents Association in South and West Fife. This is:

- Walter Hay Court Tenants & Residents Association

Fife Federation of Tenants and Residents Associations Ltd - 9a Hunter Street, Kirkcaldy, KY1 1ED

01592 641968

enquiries@ffotra.co.uk

Local Issues Action Plan

Issue	Where	Proposed Action	Timescale
Lack of Affordable Housing	SWF	Purchase 5 ex council homes through our property Acquisition Policy	March 2024
		Work with the Affordable Housing Team to provide 19 new council homes at Crombie.	March 2024
		Free up 6 larger council homes through the Best Use of Stock process for families in need of larger accommodation	March 2024
Lack of Parking	Charlestown	Work with Transportation Services and other partners to provide additional parking at The Cairns, Charlestown	March 2023
	High Valleyfield	Install 13 driveways for tenants in Leighton Street, High Valleyfield	March 2023
	Inverkeithing	Install 10 driveways for tenants at Spittalfield Crescent, Inverkeithing	March 2023
	SWF	Demolish 2 lock-up sites which are surplus to requirement and replace with parking spaces	March 2024
Appearance of Estates	Oakley	Carry out demolition of 24 properties which are in low demand and in poor condition in Sir George Bruce Road, Oakley and replace with landscaping	Dec 2022
	Inverkeithing	Carry out works to improve the bin storage; internal stairwells and cladding at the flats at 5-16 Glebe Terrace, Inverkeithing	August 2023
	Rosyth	Look at the possibilities for the improvement of the paths and external lighting across the Walter Hay Court complex in Rosyth	Oct 2022
	Inverkeithing	Consider options for dealing with the large gardens at Spittalfield Crescent, Inverkeithing	April 2023
	SWF	Complete 20 Estate Action Plans following estate walkabouts to improve areas within SWF	March 2024
	Rosyth	In consultation with the tenants and owners, make improvements to the stairwells at the flats at Elder Place. Rosyth	July 23
	Rosyth	In consultation with the tenants and owners, make improvements to the bin storage areas and stairwells at the flats at Ramsay Place, Rosyth	July 23

Issue	Where	Proposed Action	Timescale
	Kincardine	In consultation with tenants and owners, make improvements to the balconies and communal areas at the flats at Forth View and Priory Square, Kincardine	March 2024
Tenants Have Increasing Affordability Issues	SWF	Refer 280 tenants for Fuel Poverty Assistance visits to help keep homes as energy efficient as possible	March 2024
	SWF	Increase the % of tenants with managed rent arrears to 50%	March 2024
Community Safety	Cairneyhill	In consultation with the Community Council, replace fencing on Housing Services owned land along part of the burn to protect members of the community from the water	Nov 2022
	High Valleyfield	In consultation with the Community Council, erect a fence along the pathway at the area of land adjacent to the Community Centre	July 2022
Disability Adaptations	SWF	Ensure all members of SWF Area Housing Team are trained in the use of SmartLife in Fife to assist customers in need of adaptations to help them to remain in their own home	March 2023
Tenant Consultation	Inverkeithing	Work with tenants and partners to establish a Tenants & Residents group in the Spittalfield/ Spencerfield area of Inverkeithing	Nov 2022

Measuring Success

The [South West Fife Area Committee](#) will monitor how well we are doing against the local commitments outlined in this leaflet. Our plans will be reviewed and refreshed every two years to make sure they continue to reflect local priorities.

Your Area Housing Team

Supporting the plan and delivering services to tenants is your local Housing Team, led by Housing Manager Claire Mackinlay and Lead Officers Jane Peddie and Janice King.

We have 4 Housing Options Officers who manage the empty houses, allocate to new tenants and provide advice on a range of housing opportunities to housing applicants. They have a wide range of knowledge about [housing options](#) and can meet with tenants and applicants to explain this.

In the last few years, we have recruited additional Housing Management Officers and now employ 10 in total who are the main point of contact for tenants, and their job is to link you in to all the [services you need](#) whether this is money advice, coping with heating bills, tenancy support and assistance; problem neighbours, contacting local job clubs. The list is as long as you need!

In South West Fife we also have a Community Caretaker who helps to look after our estates, Retirement Housing Officers, Revenues Officers and a Universal Credit officer who we can call on to provide extra help.

Come and speak to us at: [Inverkeithing Customer Service Centre](#)

Useful contacts

Online:

<https://www.fife.gov.uk/>

By phone:

Faults and repairs (housing, roads, streetlights) - **03451 550011**

Environment (bins, bulky uplifts, pests) - **03451 550022**

Housing information and advice - **03451 550033**

Council tax and housing benefit - **03451 551155**

Passes and concessions (myfife cards, blue badges) - **03451 550066**

Social Work enquiries - **03451 551503**

Out of hours - **03451 550099** For social work, housing and flooding emergencies - after 5pm week days, 24hrs weekends and public holidays.

Calling 03 numbers costs the same as calling landlines starting with 01. 03 numbers are included in pre-paid phone packages and monthly call allowances. Customers should check tariffs with their phone providers.

23rd March, 2022.

Agenda Item No. 6

North Queensferry and Forth Bridges Area

Report by: Paul Vaughan, Head of Communities and Neighbourhoods Service and
Gordon Mole, Head of Business and Employability Services

Wards Affected: Ward 6

Purpose

This report provides an update on the activities as identified in an earlier report on the same subject presented to South and West Fife Area Committee - 7th October, 2020.

Recommendation(s)

It is recommended that the Committee agree:-

- (i) to note progress against key actions for North Queensferry, the development of the local action plan and its links to the Forth Bridges Area Tourism Strategy;
- (ii) to endorse the creation of a forum to advance the delivery of the Local Action Plan; and
- (iii) to note that future reporting on the key areas listed including progress with the local action plan is undertaken through Ward 6 meetings.

Resource Implications

There will be capital and revenue costs for the provision of the public toilet. These will be met through area capital monies and existing Service budgets.

Legal & Risk Implications

There are no known legal and risk implications.

Impact Assessment

No impact assessment is required for this briefing report.

Consultation

Ward 6 Councillors have discussed matters contained within this report at ward meetings, received regular updates from officers and have participated in the Local Action Plan consultation.

1.0 Background

- 1.1 The report 'North Queensferry and Forth Bridges Area' was presented to South and West Fife Area Committee on 7th October, 2020. The report was constructed in response to a motion agreed by Area Committee on 12th August, 2020. The report detailed key areas impacting on visitors and residents including tourism, signage, parking and toilets and who is responsible for what.
- 1.2 The report recommended that future reporting on the key areas be undertaken through Ward 6 meetings and that local community organisations were to be approached with a proposal to create a Local Action Plan for North Queensferry.

2.0. Progress

2.1. Tourism

- 2.1.1. The Forth Bridges Area Tourism (FBAT) Strategy Manager, Karen Stewart, now attends Ward 6 meetings every 12 weeks as well as regularly attending North Queensferry Community Council. At Ward 6 meetings, the FBAT Strategy Manager provides an overview of tourism business engagement; Forth Bridges branding and marketing; updating on the North and South Queensferry Orientation and Signage Strategy. Details of progress against actions within the FBAT Strategy are contained within a separate report to this Committee.

2.2 Signage

- 2.2.1 Visitors to North Queensferry will not only arrive by road but may travel on foot, bicycle or by rail, utilising footpaths, cycle ways and the rail network. It has been recognised and acknowledged by visitors, residents and elected members that, on arrival to the village, it is extremely challenging to navigate to key locations. It has been suggested that the village would benefit from improved orientation signage.
- 2.2.2 One of the priority activities within The Forth Bridges Tourism Strategy is 'developing ways of benefitting local communities and visitors through orientation signage, interpretation and walking trails as well as improvements to the public realm'.
- 2.2.3 In 2015, the Forth Bridges Forum commissioned the 'North & South Queensferry Orientation and Interpretation Signing Strategy'. The strategy suggested a number of proposals for pedestrian directional and interpretative signing within North and South Queensferry. The strategy was updated to take into account the Forth Bridge World Heritage Site and potential new attractions such as the proposed Forth Bridge Experience at South Queensferry. The Forth Bridges Area (FBA) Tourism Group is the lead organisation for this work.

2.2 Parking

- 2.2.1 Parking related matters remain an area of concern for North Queensferry Community Council and some residents. In particular, access and egress times at Battery Road Car Park and vehicles stopping at the Pierhead, Town Pier turning point. Matters relating to traffic management, perceived anti-social behaviour of drivers within these areas have been discussed with the respective Fife Council and Police Scotland officers in a bid to find an appropriate solution. A separate briefing is being produced for Ward 6 Councillors on this subject and will be presented at a future ward meeting.

2.3 Toilet Facilities

- 2.3.1 Ward 6 Councillors and the local community asked for a public toilet to be provided at the Battery Road car park. Progress is well underway regarding the provision of a single, shared use building with disabled and wheelchair access toilet facilities.
- 2.3.2 The programme for the project is dependent on a number of factors such as planning consent, on site ground conditions and lead in times for delivery of a modular unit. Over the last few months, significant progress has been made. Planning approval has been received. Pending approval of the Building Warrant (already submitted), remedial drainage works in the area, ground works are expected to commence on site in late March in preparation for the unit delivery with external levelling works following on to achieve Building Warrant completion. Utility installations are ongoing with Scottish Power and Scottish Water.
- 2.3.3 The toilet design and external finish has been shared with Ward 6 Councillors who have shared this with the Community Council who have provided comments and feedback.
- 2.3.4 South and West Fife Area Committee have previously agreed that an allocation of area capital monies will be used to deliver this. Any budget shortfall will be met through Communities and Neighbourhoods Service capital budgets.
- 2.3.5 Assuming there are no further technical, supply or weather-related issues, it is hoped the modular unit installation will take place in line with start of the tourist visitor season.

2.4 North Queensferry Local Action Plan

- 2.4.1 As previously highlighted, the Area Committee agreed that a Local Action Plan (NQLAP) would be produced for North Queensferry. A 'charrette-style' approach in collaboration with the local community has been undertaken to develop a 'place-based' local action plan for the village.
- 2.4.2 The plan (as set out in Appendix 1 to this report) lays out a shared vision and deliverable land-use strategy to shape community decision making and investment. It is hoped that it will also ensure a coherent approach is taken to the inter-relationship between key sites to better support the social, economic, and physical regeneration needs of the village and its residents.
- 2.4.3 In planning the community consultation, the North Queensferry Community Council and some residents aired concerns regarding the transparency of the process, stating that Fife Council would just include the responses the Council wanted to see. To address this concern, residents and community council members were recruited and engaged to form a steering group to overview the community consultation exercise. The steering group drew membership from other community groups including North Queensferry Community Complex, the Pierhead Playpark and Floral Enhancement groups. Along with Communities and Neighbourhoods and Housing Services' staff, these volunteers visited each household providing a paper copy of the consultation or on-line details for its completion.
- 2.4.4 Consultation took place during May and early June 2021. Eighty-two forms were completed representing the views of around two hundred residents. Sixty-seven children from North Queensferry Primary School took part in an online consultation facilitated by an officer from the Community Development Team. Officers did contact all catchment area schools however only the primary school took part.

- 2.4.5 In September 2021, two themed workshops were held at the community centre and the Café in Deep-Sea World. These venues ensured that workshops catered for residents from the top and bottom parts of the village in a bid to encourage maximum participation. Fifty Participants attended the workshops, including nine pupils from the primary school.
- 2.4.6 The NQLAP has been compiled using all the information from the questionnaires along with information from voluntary organisations and community groups. All data has been collated, summarised and presented as 'Quick Wins, Bigger Challenges, and Ideal World' suggestions. There are 32 quick wins, 21 bigger challenges and 20 ideal world suggestions.
- 2.4.7 The Community Development Officers who supported the process are suggesting that a forum is developed to progress the delivery of the priorities from the Action Plan. This forum will bring together local people, representatives from local community groups and service providers. The rationale behind this is to ensure that a collaborative approach is taken with no single self-interest group being responsible for the delivery of the plan. This will be a multi-faceted collaborative partnership aimed at achieving meaningful change with agreed outcomes, goals, and measures.

3.0 Conclusions

- 3.1 The activities outlined above represent a co-ordinated approach to moving to effective delivery of tourism and visitor infrastructure to support the World Heritage in-scripted Forth Bridges.
- 3.2 Ward 6 Councillors and the Community Manager have discussed ways forward; means of meeting residents and visitors' expectations; enhanced joined up working; further co-ordination between partners and agencies specifically focussing on North Queensferry.
- 3.3 The NQLAP details the community's aspirations. Officers working along with the community will establish a community forum and bring together a range of partners to agree who is doing what, when and where. The terms of reference for the forum will be developed by late May with a first meeting anticipated by April. The forum will be co-ordinated and facilitated by Community Development Officers.
- 3.4 The approach taken to date has delivered a resolution for a number of areas that had previously generated concerns. Relationships will need to be enhanced, trust built between organisations and common goals agreed. This has to be used as a stepping-stone and building block for future work. Collaboration between the community, Fife Council and other partners is key.

List of Appendices

1. North Queensferry Local Action Plan

Report Contact

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North Queensferry

ACTION PLAN

2021-24

Contents

1. Introduction – Forming North Queensferry's Future
2. Our North Queensferry now
3. Our Children's Perspective
4. Our People's Perspective
5. Our Future Vision
6. Theme 1: Natural Space
7. Theme 2: Traffic & Parking
8. Theme 3: Community Facilities & Activities
9. Theme 4: Work & Local Economy
10. Making it Happen

North Queensferry Action Plan 2021 - 2024

The North Queensferry Action Plan is based on the consultation with the children, residents, organisations and services in North Queensferry as well as the statistical evidence. This plan will be reviewed on a regular basis so that it reflects the needs of people living and working in North Queensferry.

1. Introduction – Forming North Queensferry’s Future

North Queensferry community take pride in their village, who they are and the history of their place.

During 2020 and 2021 a project to create a Local Action Plan for North Queensferry, by bringing together the collective voice of community and all residents has been developed under challenging times. Covid-19 has meant that the normal practise of forming a charrette has been more difficult.

A charrette is a type of workshop which will allow people to put forward their ideas for the community.

Despite barriers North Queensferry community has pushed through a united voice in aspiration to develop and form North Queensferry’s future.

Consultation in North Queensferry has used the Place Standard tool which provides a simple framework to structure conversations about place. It allows you to think about the physical elements of a place (for example its buildings, spaces, and transport links) as well as the social aspects (for example whether people feel they have a say in decision making).

Fife Council’s Communities and Neighbourhood Service worked with as many residents as possible to develop the information in the returned questionnaires into the North Queensferry Local Action Plan.

The process has involved engaging with as many residents, organisations, businesses, and generations as possible, considering short, medium, and long- term objectives. Forming a series of ideas, options, and intentions to create a shared vision for the village; a potential land use strategy and to shape community decision making and investment. Which may contribute towards the development of a Neighbourhood Plan in the future.

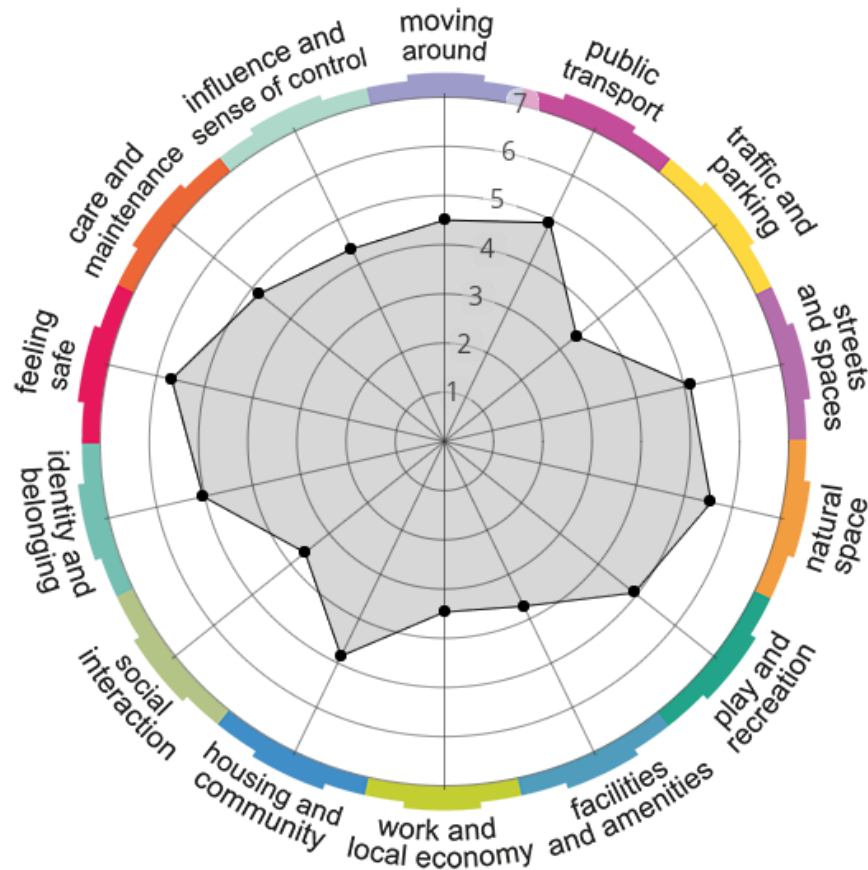
Consultation Engagement

- Door to door consultation
- Group questionnaires
- Online surveys
- Place Standards Consultation via workshops
 - 82 Place Standard forms handed in representing the views of over 200 people
 - 45 online responses
- All children took part in a Teams consultation:
 - P 1\2\3 - 25 Children
 - P 3\4\5 - 22 Children
 - P 5\6\7 - 20 Children

Consultation Themes

- Moving Around
- Traffic & Parking
- Public Transport
- Streets & Spaces
- Natural Space
- Play & Recreation
- Facilities & Amenities
- Work & Local Economy
- Housing & Community
- Social Contact
- Identity & Belonging
- Feeling Safe
- Care & Maintenance
- Influence & Sense of Control

Place Standard results



North Queensferry Community Action Plan

The Action Plan summarises community views and information about:

- Our community now
- Our shared vision for North Queensferry
- Priority themes and actions

North Queensferry Steering Group

The steering group brought together representatives from North Queensferry Community Council, North Queensferry Community Complex, North Queensferry Floral Enhancement group & Pierhead Playpark group.

In addition to the steering group, the NQLAP received background information on groups and projects they support from the North Queensferry Heritage Trust and North Queensferry Community Council along with consultations with all years of North Queensferry Primary School and a zoom call with businesses in the North Queensferry area.

Thank you to everyone who took part in helping North Queensferry plan for a bright future!

2. Our Community Now



Location

North Queensferry (Scottish Gaelic name "Taobh a Tuath Chas Chaolais") is a village in Fife, Scotland, situated on the Firth of Forth where the Forth Bridge, the Forth Road Bridge and the Queensferry Crossing all meet the Fife coast, some 10 miles from the centre of Edinburgh. It is the most southernmost settlement in Fife.

In 2016 North Queensferry was named as one of the best places to live in Britain by the Sunday Times. The locations were selected for offering the best quality of life to the widest number of people and combining desirable features such as a positive community spirit, good local shops and services and attractive outdoor spaces.

Population

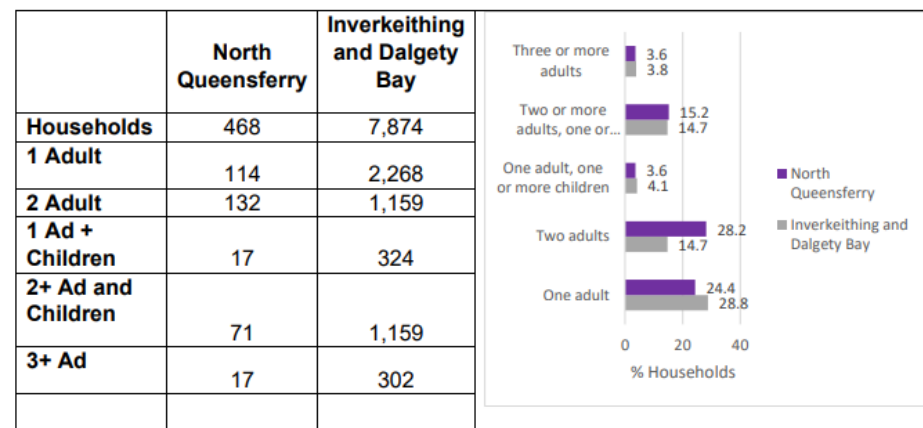
Based on Mid-Year Estimated 2019 Total Population the population in North Queensferry is about 1,054. Over half of the population is of working age (16-64), older adults (65 plus) make up a fifth of the population.

Health

North Queensferry is served by South Queensferry Health Centre and Park Road Practice Rosyth. The nearest pharmacy is Lloyds Pharmacy in South Queensferry.

Housing

Household composition is about the makeup of the household, and whilst married and civil partnership-coupled families continue to be the most common type of household this has been declining in recent years. The proportion of people that live alone has increased. Four out of five households are owner occupied and a fifth are private or social renters.



Graph showing the percentage of households by composition type

Education & Training

North Queensferry Primary School and Nursery serves the village of North Queensferry. The school, a large pink sandstone category B listed Art Nouveau building dating from 1912 to 1914 and is set in a stunning location between the Forth Railway and Road Bridges. The school stands on the hill overlooking the village with views across the River Forth. The building was awarded listed building status in 2014, the 100th year anniversary, because of its historical importance, setting and preservation. Inverkeithing and St Columba's High School are the two secondary catchment area schools for the village of North Queensferry.

North Queensferry Community Council

The Charitable Purposes of the Community Council are to promote, manage and develop activities and projects for the benefit and development of the communities within the electoral boundaries of North Queensferry Community Council. The meeting on May 13th, 2021, fully endorsed the development of the North Queensferry Local Action Plan.

North Queensferry Community Complex

The North Queensferry Community Complex, (formally known as the North Queensferry Community Centre Committee) work in partnership with Fife Council Communities and Neighbourhood Service through a service level agreement and recurring grant. The Community Complex operates with a board of trustees, who manage and develop the centres activities and service provision for the North Queensferry area.

The Community Complex has recently changed its charitable status to a Scottish Charitable Incorporated Organisation (SCIO) and developed a new constitution in line with its charitable status.

Service provision and activities include work with young people, using youth work approaches, development of community-based adult learning classes, meeting space for self-help groups and meeting spaces for various voluntary and community groups. The community complex also has a large multi-use games area and considerable green space, that is utilised by sports groups and the local primary school, for all types of healthy sports & leisure activities.

North Queensferry Community Trust

West Bay Harbour

In 2015 North Queensferry Community Trust was granted a 50-year lease from Fife Council for North Queensferry Harbour, the area marked red in the map. The seabed of the area marked blue is leased to North Queensferry Boat Club. North Queensferry Harbour is protected as part of the Firth of Forth Site of Special Scientific Interest (SSSI).

North Queensferry Heritage Trust (NQHT)

NQHT is dedicated to preserving and promoting the history and beauty of North Queensferry and the immediate surroundings and aims to encourage, preserve, develop and improve features of historic,

architectural or environmental value. The Trust is a member of Scottish Civic Trust, Scottish Wildlife Trust and the Forth Estuary Forum.

North Queensferry Coastal Rowing Club

Sociable Rowing Club with members of all ages, based in North Queensferry. Rowers can be found during the summer most evenings and weekends making the most of opportunities to be out on the water. The group actively fund raises.

North Queensferry Boat Club

Is a multi-functional club within a boating environment. The club is unique with an all-round approach to boating and sailing by its members, along with the facility to launch and retrieve boats using our Dumper/HIAB facility.

North Queensferry Parent Council

The Parent Council was a key partner in the development of the Pierhead Play Park. This was a community driven project and established on 08/11/19, with sufficient support from the residents to attract major funding from Fife Council and the Fife Environment Trust. Community funding was provided through various avenues such as the Village Shows, Coffee Mornings, Community Council, BBC Scotland (Molly & Mack) and private donations as well as from local businesses.

The design was based on a Sketch Book of play parks. The play park was designed to be accessible with sufficient "green space" where visitors could rest and enjoy the outlook over the River Forth and onward to the iconic bridges.

The project enabled the space to be preserved and enhanced, as the original play park had fallen into disrepair with items of equipment failing safety checks and ultimately being removed.

Additional picnic table and benches were introduced, as well as areas of grass to compliment the safety matting around each item of equipment.

Environment

North Queensferry is bounded by two sites of special scientific interest (SSSI's), one being the shoreline of the Firth of Forth, an SSSI for its entire extent on both North and South shores and the other the Carlingnose Point Nature Reserve. The Forth shoreline is an SSSI both on account of its geology and its biological habitats, such as its mudflats which support numerous species of sea birds, many of which are to be seen and heard in and around North Queensferry.

The Fife Coastal Path is nationally renowned for its stunning scenery, breath taking views across the Forth estuary and for its 150km of prime hiking paths stretching from the Kincardine Bridge in the south via the three bridges adjacent to North Queensferry, to the Tay Bridge in the North. North Queensferry is expanding cycle route options to benefit locals, Fifers and tourists.

Flooding Risk: The highest risk of coastal flooding is from the Firth of Forth to Rosyth, Inverkeithing and North Queensferry. The risk of flooding to people, property, as well as to community facilities, utilities, the transport network, designated sites and agricultural land. The North Queensferry community recognise sustainable means for the future development of the area to address the climate emergency.

Transport

North Queensferry has public transport links via Scot Rail running from North Queensferry train station. The bus link enables Fife wide access with regular buses running to Edinburgh. North Queensferry community recognises the potential for water taxi opportunities and shuttle buses to limit traffic, congestion and ferry tourists to and from the village

The following transport lines have routes that pass near North Queensferry

Bus [747](#), [87](#), [89](#), [X54](#), [X56B](#), [X60](#)

Train: [SCOTRAIL](#)

Work & Local Economy

Claimant Count and Claimant Rates:

The claimant count is the number of people claiming Jobseekers Allowance or Universal Credit who are searching for work; the claimant rate is the number of Jobseekers Allowance claimants and people who are required to search for work on Universal Credit as a percentage of the working age population in the area.

- The claimant rates in the North Queensferry data zone are consistently much lower than the Fife and Scottish rates, while the rates for North Queensferry Ferryhills are similar to, though generally slightly lower than, the Fife rate (Figure 2).
- The economic impact of Covid-19 resulted in significant increases in people claiming out-of-work benefits in all areas of Fife and Scotland.
- In North Queensferry, the number of claimants increased from 0-5 people in 2019 to between 5 and 10 during 2020 and 2021.
- In North Queensferry, the number of people claiming out-of-work benefits increased from around 5 in 2019 to between 15 and 20 during 2020 and 2021.
- Since March 2021, the number of claimants has fallen in both data zones, though the latest (October 2021) rates are still above pre-pandemic levels (Figure 1).

Claimant Rates – Figure 1		
Area	October 2021 Claimant Rate	Pre-Pandemic Claimant Rate (Average rate 2019)
North Queensferry	1.7%	1.0%
North Queensferry Ferryhills	3.9%	2.9%
Fife	4.6%	3.8%
Scotland	4.3%	3.1%

Source: ONS Claimant Count (provisional data correct as of 16 November 2021)
Geographies: Scotland, Fife, North Queensferry and North Queensferry Ferryhills 2011 Scottish Data Zones

Employment:

- In 2020, there were an estimated 160 jobs in North Queensferry – 125 in North Queensferry and 35 in North Queensferry Ferryhills.
- In North Queensferry, 60% of jobs were full-time, whilst in North Queensferry Ferryhills, 57% were part-time (Figure 3).
- The largest number of jobs in North Queensferry were in arts, entertainment, recreation, and other services followed by accommodation and food services; two sectors impacted by restrictions imposed during the Covid-19 pandemic (Figure 2).
- Education was the largest employing sector in North Queensferry Ferryhills.

Employment by sector, 2020 – Figure 2		
	North Queensferry	North Queensferry Ferryhills
Manufacturing	0	5
Accommodation & food services	25	0
Information & Communication	20	0
Professional, scientific & technical	5	5
Business admin & support services	10	0
Education	0	20
Arts, entertainment, recreation & other services	50	0
Total number of jobs	125	35

Employment, 2020 – Figure 3		
	North Queensferry	North Queensferry Ferryhills
Full-time employees	75	15
Part-time employees	40	20
Total number of jobs	125	35

Source: ONS Business Register & Employment Survey 2020
Geographies: North Queensferry and North Queensferry Ferryhills 2011 Scottish Datazones
Note: These figures exclude farm agriculture. Employment estimates include employees plus the number of working owners who receive a share of the profits but are not paid via PAYE. They do not however include those who are self-employed operating below the VAT threshold with no employees. The level of rounding applied varies by estimate, so zeros may not be true zeros and the data may not precisely add to the totals shown.

Tourism potential:

The pool occupied by Deep Sea World is an old whinstone quarry. The top attractions to visit in North Queensferry are: Forth Bridge; North Queensferry Harbour Light Tower; Church of Scotland; Forth Bridge Heritage Centre and Deep-Sea World. The cycle routes, walkways and waterfront provide potential to expand the village to a 'Destination North Queensferry'.

3. Our Children's perspective

Pupils from North Queensferry Primary School made their contribution to the North Queensferry Action Plan by completing the questionnaire. In total 67 primary age school children from P1 to P7 took part.

All children took part in a Teams consultation:

- P 1\2\3 - 25 Children
- P 3\4\5 - 22 Children
- P 5\6\7 - 20 Children

24 out of 67 children indicated that they wanted North Queensferry to be Climate ready.

Most children expressed parking issue concerns, a lack of bins, over-grown vegetation and a lack of amenities, as well as pavements being too narrow causing accessibility issues.

"I like living in North Queensferry, the Pierhead Park is great"

"I like the Muga"

"More playing things for disabled people"

"Wider pavements for disabled people to use the area"

"Signs for tourists and bins"




"If you live near Deep Sea World when it's full the cars park on Forthside Terrace and when you play on the streets it's not safe"

"A big change would be to have an eco-friendly gala"

"We don't like bin day because we aren't allowed out on scooters as bins take up all the room on the pavement."

What the children of North Queensferry say about their village...



What I like about North Queensferry 	What I see needs changed in North Queensferry 	What would make it better 
<ul style="list-style-type: none"> • Proud to live in North Queensferry • Good variety of natural space • Friendly village • Community Centre is a good place to meet • Lovely floral displays • Station room is a safe place to meet • Green space • Views • Beaches • Spaces to play and walk • Deep Sea World • 3 bridges • Historical places 	<ul style="list-style-type: none"> • Nowhere to park at the brae • No walks by the bridges • Speed limits are ignored • Lighting is poor • Signage is poor • Cars parking on pavements • Dirty beaches and lots of litter • Village is difficult to navigate due to narrow pavements for disabled community, prams or scooters especially on bin day • When it rains no meeting area to keep dry 	<ul style="list-style-type: none"> • More clubs - adventure club, running and fishing • More areas to play in - skate park for 8+ by the Muga and CCTV. Facilities for older children like a zip line, green gym and accessible for disabled community • Open Community Centre and toilets more for warmth • More trees • More bins with lids • Disable access for walks and around village and playground • Wider pavements • Eco friendly galas and gatherings • Better village signage for tourists and public toilets • More shops like a Co-op • Swimming pool

4. What the people of North Queensferry say about their village ...

People from North Queensferry made their contribution to the North Queensferry Action Plan by completing a questionnaire via different means to encourage participation.

- Door to door consultation
- Group questionnaires
- Online surveys
- Place Standards Consultation via workshops
 - 82 Place Standard forms handed in representing the views of over 200 people
 - 45 Online responses



Responses were similar to the children's perspective, expressing parking issue concerns, traffic management, a lack of bins, over-grown vegetation and a lack of amenities. As well as pavements being too narrow causing accessibility issues.

“Great place to live but has so much potential to give”

“Wish there were more here for residents and tourists. The history could then be celebrated properly”

“Most people feel they identify with North Queensferry”

What the people of North Queensferry say about their village ...

What I like about North Queensferry 	What I see needs changed in North Queensferry 
<ul style="list-style-type: none"> • Attractive place for residents and visitors • The flower tubs and beds as you enter the village, at the station and on the brae are great • Lighthouse and Pilgrim Way info • The setting of the village, on the river, gives good views • The paths, piers, steps, beaches, provide good places for the community • NQ has a lovely historic feel to its Pierhead Centre and enjoys unique views of the three bridges • The coastal path, the marina and the various bays are lovely areas for the community • Good bus and train links • Plenty of footpaths • Cycle routes • Volunteers produce a brilliant newsletter – keep that going 	<ul style="list-style-type: none"> • Limited Parking, double parking, and congestion a safety issue: Brock Street, Whinneyknowe, Queen Margaret Place and Mount Hooly. • Transport infrastructure poor • Destination North Queensferry is underdeveloped • Overall, lack of indoor/outdoor public space for community and visitors • Community Centre improvements - needs investment and upgrading, inaccessible to many at bottom of village • Potholes on road a risk for cyclists and cars • Pavements and footpaths need maintenance • Cycle routes and coastal routes need developed - no ramp at road bridge steps and lack of mobility access • Improve access up to the top of the village and to the Forth Road Bridge • Signage is poor and inconsistent

What the people of North Queensferry say about their village...



What would make it better



- Cycle and walking routes
- Cycle storage
- Better roads and pavements
- Transport route improvements
- Traffic calming solutions
- Parking solutions
- Green gym (outdoor gym)
- Forth Bridge Visitors Centre: tourism and jobs
- Albert Hotel to be bought as a community asset
- More local amenities

- TRA needed (Tenants and Residents Association)
- Retirement housing
- Better signage
- Climate ready planning: energy efficient buildings in renovation and planning development, changing to decarbonised heat sources. Flooding plans
- Village greenspaces as food spaces
- Cut overgrown hedges on Main Road/Walkways

“Other council regions are providing well serviced car parks on the outskirts of villages, to reduce the number of visitor vehicles, we have a brand-new carpark on the B981 approach to the village that has never been opened. Various village (and external groups) consistently try to entice visitors into the village, but none ever address parking or safe vehicle movement”

5. Our Future Vision

‘Our community thrives on its community spirit. We will work collectively and inclusively with all groups, residents and businesses to develop Destination North Queensferry into an environment that is sustainable, clean, and safe for all who live or visit the area’.

(This vision was determined by the feedback from the consultations – this is a suggestion only and can be amended by the community forum should they wish to do so).

Making the links to the Plan for Fife 2021 –2024

The Local Outcome Improvement Plan 2021 –2024 (Plan for Fife) sets out three high level outcomes which have been further developed and reviewed in line with Fife Council’s reform and recovery agenda in response to Covid-19. Fife’s Community Planning Partners have signed up to these shared outcomes with lead partnership groups working together with communities to achieve.

Plan for Fife 2021 -2024	NQ Action Plan Themes
Addressing the Climate Emergency	Natural Space Traffic & Parking
Tackling Poverty and Addressing Crisis	Community Facilities & Activities
Leading Economic Recovery	Work & local Economy

Through consultations the following actions will be taken to make this happen:

- We will develop and improve the cycle network, walkways, accessibility, green spaces and seating throughout the village.
- We will explore traffic calming measures, improve parking options, roads, walkways, signage and introduce traffic exclusion zones and alternate green transport measures.
- We will work to improve affordable and accessible recreational community facilities and activities for all with intergenerational opportunities.
- We will continue to build a strong volunteer base to develop ‘Destination North Queensferry’s’ Action Plan with an emphasis on internal investment.

THEME 1: Natural Space

We will develop and improve the cycle network, walk-ways, accessibility, green spaces and seating throughout the village.

These are the main actions and priorities the community can work towards achieving in partnership with public agencies and other supporters.

➔ **Community Forum to be set up to work through a programme of priorities including representatives from community groups and Fife Council to discuss:**

- Accessibility for all users
- Cycle network
- Walk-ways
- Green spaces
- Seating throughout the village (benches)

"The older residents do a fantastic job promoting the heritage"

"Floral enhancement done by volunteers is much appreciated"

"Few natural spaces accessible for people with disabilities"

"Village is at risk of flooding in the future - where are Risk Assessments for sewage systems?"

"Some areas of village are poorly managed. Helen Place – bins from Wee Restaurant, dirty streets and overgrown weeds"

"Sewerage works poor during East Winds – used to be agreement with Scottish Water to empty it when this happens but it no longer does"

Quick Wins In the next 2 years	Bigger Challengers In the next 5 years	In an Ideal World In the next 10 years	Who Can help
<ul style="list-style-type: none"> • Cycle paths and racks at the train station are currently in motion for development and implementation. NQLAP steering group members, working with Fife Council's Asset, Transportation & Environment's sustainable traffic, travel, transport & parking service to install, secure bike racks across the village. This is part of a raft of measures to assist the development of improved cycle ways in North Queensferry as part of the Local Action Plan outcomes. • Local produce shop to support local artists and better café space • Outdoor gym • Green travel solutions 	<ul style="list-style-type: none"> • Cycle space developed on coastal path • Stub road from Bridge View bypassing to the south connecting to the playing field • Pedestrian and cycle pathway through Northcliffe to better connect top and bottom of village • Footpath (coastal path) change per via Admirals House and St Margaret Marsh • More walkable space on the top of the Headland • Green space development to include public food access (fruit trees/ gardens/ allotments) 	<ul style="list-style-type: none"> • Nature Reserve SSSI • Inchcolm Ferry stopping at North Queensferry • Water taxis linking with Leith/North Berwick • Improve Ferry Loch with a raised path down one side to make it a loop again • Public Art Projects · In the 'concrete jungle' between the end of Whinneyknowe at Brock Street. At the harbour – murals on the new containers • Fife Coastal Path (FCP) diversion via Admiralty House (dependant on support from Transport Scotland) to Rosyth – would need extensive work to make path suitable. • Multi-use green space for both recreation and surface water management 	<ul style="list-style-type: none"> • North Queensferry Community Complex • North Queensferry Heritage Trust • Fife Coast & Countryside Trust • Transport Scotland • Crown Services

THEME 2: Traffic & Parking

We will introduce traffic calming measures, improve parking options, roads, walkways, signage and introduce traffic exclusion zones and alternate green transport measures.

These are the main strategies and priorities the community will work towards achieving in partnership with public agencies and other supporters.

→ **Community Forum to be set up to work through a programme of priorities including representatives from community groups and Fife Council to discuss:**

“Train service takes no account of fluctuating needs – Festival, rugby etc”

“Not enough parking for residents and tourists demands”

“Ferryhill Road – cars going too fast/road too narrow/pavement too narrow”

“The buses were not always reliable, the times for routes changed dramatically, and rarely linked to buses that went to Fife destinations”

“Gritting of side roads and paths could be arranged by the community”

Quick Wins In the next 2 years	Bigger Challengers In the next 5 years	In an Ideal World In the next 10 years	Who Can help
<ul style="list-style-type: none"> • Traffic calming measures • Improve parking options, roads, walkways, signage • Introduce traffic exclusion zones • Alternate green transport measures 	<ul style="list-style-type: none"> • Driving mirror at Brock Street near bridge • Bus stop by church should be marked and kept clear of traffic • Cul-de-sac sign for Carlingnose View • Intermittent yellow lines along approach to Battery Rd parking • B981 Hope View should be 60mph • Parking could be made at the Yacht Club area • Permit parking on Main Street and surrounding area • Use of new car park beside H2O treatment works • Late train service • Extend 20mph Main Road. Change speed limit from comfort store – 20mph Now 60mph 	<ul style="list-style-type: none"> • Shuttle bus to car park near sewage plant • Make use of parking at overflow at Ferrytoll • Inchcolm Ferry stopping at North Queensferry • Water taxis linking with Leith/North Berwick • Buzz bus from village to Ferrytoll (to bring tourists in) • ASCC at West Sands: To keep water in the bay when the main tide recedes - form a barrier with separate gates from east to west so when the tide comes in the bay is flooded. Gates closed to retain the water 	<ul style="list-style-type: none"> • North Queensferry Community Complex • Fife Council's Asset, Transportation & Environment's sustainable traffic, travel, transport & parking service

THEME 3: Community Facilities & Activities

We will work to improve affordable and accessible recreational community facilities and activities, for all with intergenerational opportunities.

These are the main strategies and priorities the community will work towards achieving in partnership with public agencies and other supporters.

➔ **Community Forum to be set up to work through a programme of priorities including representatives from community groups and Fife Council to discuss:**

"Tourists knocking on resident's doors to use toilet"

"Big thanks to Alex Wright for keeping residents provided with essentials during lockdown"

" Vikki Wood for info on suppliers to deliver to residents' homes"

" Rankins for providing takeaways"

Quick Wins In the next 2 years	Bigger Challengers In the next 5 years	In an Ideal World In the next 10 years	Who Can help
<ul style="list-style-type: none"> • Playpark refurbishment • Community Asset discussions focus on Community Centre: upgrading, investment and extended access for all the village • Albert Hotel - community asset transfer • Station room as a tourist attraction. • Intergenerational Consultation on community activities and learning and development; including a social space for older adult community • TRA (Tenants and Residents Association) • Additional consultation with children on activities already suggested for example: • Local film/cinema club • Outdoor gym skate park for older kids (near Community Centre) • Water based activities • A pontoon in the bay for wild swimming • Tennis nets up in Muga • Web page for Muga for booking etc • Employ an activities manager at Community Centre (Active Fife) 	<ul style="list-style-type: none"> • Albert Hotel used as community pub, Bistro, meeting rooms and office space for those working from home (additional consultation) • More options for eating out • Shops (amenities - local food) • More learning opportunities for adults • Additional toilets and facilities • Skate Park (near Community Centre) • Gaming room for teenagers 	<ul style="list-style-type: none"> • Admirals House and the Gatehouse need to be restored and used – a place for information/toilets/cafe etc • 9-hole golf course Ferryhills Road 	<ul style="list-style-type: none"> • North Queensferry Local Action Plan Community Forum • Fife Council – South West Fife Place Leadership Group staff, ward 6 elected members and partner agencies

THEME 4: Work & Local Economy

We will continue to build a strong volunteer base to develop Destination North Queensferry's Action Plan with an emphasis on internal investment.

These are the main strategies and priorities the community will work towards achieving in partnership with public agencies and other supporters.

→ **Community Forum to be set up to work through a programme of priorities including community groups and Fife Council to discuss:**

"Not a local economy (not a lot of opportunities for jobs)"

"We need investment in historical buildings, commercial buildings"

"Lots of lost looking tourists, unaware of Pilgrim's Way– more signage needed"

"Limited opportunity for volunteering"

Quick Wins In the next 2 years	Bigger Challengers In the next 5 years	Who Can help
<ul style="list-style-type: none"> • We will continue to build a strong volunteer base to develop Destination North Queensferry's Action Plan with an emphasis on internal investment. • Port, marina, heritage site and other tourism opportunities • Volunteering opportunities and training • Additional shops • Eateries • Profile of cycle, walking networks 	<ul style="list-style-type: none"> • Inclusion in Edinburgh and South East Scotland City Region Deal to influence investment opportunities in the surrounding area(see below) • Forth Road Tourism Strategy to include North Queensferry community and local business opportunities discussions • Forth Bridges Visitors Centre to encourage local employment • Encourage jobs – water taxi and visit to the Forth WW2 defences • Network Rails plans for visitor's platform – community engagement required • Housing solutions (affordable and retirement) 	<ul style="list-style-type: none"> • North Queensferry Community Complex • North Queensferry Heritage Trust • Fife Coast & Countryside Trust • Transport Scotland • Crown Services • Fife Council

Edinburgh and South East Scotland City Region Deal

Through the Edinburgh and South East Scotland City Region Deal, the Scottish and UK Governments committed to embarking on a new relationship. The Deal has demonstrated that partners can collaborate effectively to deliver cross-regional projects, create future regional infrastructure and strategically co-ordinate transport, housing and economic development. The Edinburgh and South East city region is Scotland's greatest economic asset. For our local, regional and national wellbeing, Scotland must maximise the potential and opportunities that exist in Edinburgh and South East Scotland.

Partners across the region have been working hard to deliver on the city region deal that will bring £1.3bn investment over a 15 year period. The identity of the region has been strengthened as a result of closer working that the city region deal has brought, allowing our collective and individual priorities to be articulated more clearly than ever before. It also has helped us to develop a mechanism by which we are able to deliver on the key needs of our citizens.'

The Regional Prosperity Framework (RPF) aims to provide a framework for wider stakeholders to reflect on where the region has come from, to discuss where it is now, and to envision where it should go in future. It will be used as a basis to guide and integrate public, private and third sector decisions, actions, collaborations, strategies, policies and investments across areas such as sustainability, climate change, energy, transport, planning, housing, infrastructure, education, digital, services, equalities, well-being, economic development, procurement and delivery.

The ambitious 20-year economic framework has a vision to promote and develop the region to become the data capital of Europe. Key partners will ensure the Social and Economic benefits of this capability extend to all. All sections of the community will have the opportunity to develop the key skills that will help to end inequalities in our society. Partners will undertake to protect the environment and make best use of our extraordinary built and natural assets, ensuring that the Edinburgh and South East Scotland City Region delivers a just transition to a net zero economy. Our institutions, ancient and modern, will deliver positive outcomes that enhance our local, national, and international reputation.

The future regional economy will be shaped by nine major regional opportunities 'Big Moves' to drive the delivery of the RPF. Implementation plans are to be developed for each of the Big Moves. It is envisaged that the following 'Big Moves' (4) *Regenerating the Forth Estuary* and (5) *Re-imagining Sustainable Tourism* will influence developments more directly in South and West Fife in the future.

For further information: <https://democracy.edinburgh.gov.uk/documents/s34517/5.5%20-%20RPF%20plus%20appendices.pdf>

Making It Happen

Following the recent consultations, we have collated and summarised the Quick Wins, Bigger Challenges and Ideal World suggestions. There are 30 quick wins, 23 bigger challenges and 21 ideal world suggestions. Further community engagement will take place to determine the priorities the community want to address first with realistic timescales set, funding identified and secured.

It was evident from the feedback received that most residents would like to improve the tourism offer; however, it was stressed that parking and reduction of vehicles coming into the village would have to be addressed before any tourism development was to take place.

Coordinated village support will be required to develop, design, and deliver many of these pressing initiatives.

A forum would need to be developed with members of existing groups and residents, with Fife Council Officer support to build on the strengths of the area but importantly, to work together on the delivery of the priorities identified by the residents in North Queensferry. This will formalise the existing steering group, which, with several new members will ensure greater community representation. The forum would continue the diligent work of the consultation process by ensuring transparency, accountability and inclusiveness at all times. This forum could bring together local people and service providers to agree on projects and realistic timelines which will improve the services delivered and the opportunities available for all.

How Can You Get Involved?

Local people have the power to design local services, to influence and take decisions and it can all start by getting more involved in community life. Here are some of the ways you can join in. Help is available to take the first step.

- Join a local community group
- Keep up to date with local initiatives and get involved
- Get involved in local campaigns and conversations

For more information Contact: David Manderson, Community Education Worker – david.manderson@fife.gov.uk

23rd March, 2022.

Agenda Item No. 7

Forth Bridges Area Tourism Strategy Delivery

Report by: Gordon Mole, Head of Business and Employability Services

Wards Affected: Wards 1, 5 and 6

Purpose

This report provides an update on activities in taking forward the Forth Bridges Area (FBA) Tourism Strategy agreed in 2019.

Recommendation

It is recommended that the Area Committee notes and comments upon the update on progress of the FBA tourism strategy.

Resource Implications

There are no resource implications arising from this report and any funding contributions have been and will be covered from within the Economy, Tourism and Town Centres Team revenue budgets.

Legal & Risk Implications

There are no risks associated with the strategy as activities will be considered on a project-by-project basis.

Impact Assessment

When individual projects come forward from the strategy, the Council will ensure that we consider how they can reduce inequalities of outcome.

An Equalities Impact Assessment has not been completed Each project will be assessed on a case-by-case basis as and when they come forward for development.

A Strategic Environmental Assessment was completed for the Forth Bridges Area Tourism Strategy when it was produced in 2019.

Consultation

The Forth Bridges Area Tourism Group, and the Council's Head of Legal Services and Head of Finance have been consulted on the contents of this report.

1.0 Background

- 1.1 The Forth Bridges Area Tourism Strategy was launched in April 2019 and the Forth Bridges Area Tourism Group was established in September 2019 to oversee the delivery of the strategy.
- 1.2 Membership of the Forth Bridges Area Tourism Group comprises senior representation from Fife Council, City of Edinburgh Council, West Lothian Council, Transport Scotland, VisitScotland, Historic Environment Scotland and Network Rail. The Chair of the Tourism Group will rotate in April 2022 from City of Edinburgh Council's Executive Director of Place, City of Edinburgh Council to the Executive Director Enterprise & Environment, Fife Council.
- 1.3 Fife Council hosts the Forth Bridges Area Tourism Strategy Manager position (temporary for three years). The post is jointly managed by Fife Council and City of Edinburgh Council.
- 1.4 The last update on the Forth Bridges Tourism Strategy was contained within the South and West Fife Area Committee Briefing Note circulated in August 2021. This report provides updates on those initiatives reported along with other pertinent tourism programmes.

2.0 Key Points/Update on Progress

2.1 Forth Bridges Area Marketing Plan

- 2.1.1 A Marketing Sub-Group was formed in January 2021, led by VisitScotland. The Sub-Group has focused on developing a brief to transition the existing Forth Bridges website to be more focused on the area's tourism proposition, a content plan and messaging to guide content creation for the website, PR and social media. Once the website timeline is known, there is a plan to develop a digital media campaign to support tourism in the FBA.

2.2 Forth Bridges Website

- 2.2.1 The Forth Bridges website, www.theforthbridges.org, is owned by Transport Scotland and managed by BEAR Scotland. The Forth Bridges Area Tourism Strategy Manager (FBATSM) has led the process of developing the brief for the desired change to add prominent tourism information. Through the Tourism Group, Transport Scotland has agreed to provide additional budget for this project beyond its existing financial commitment, with the balance coming from Tourism Group partner funds. A tender for this activity was prepared in conjunction with Fife Council's Procurement Team with the deadline of 15th February 2022. Once the agency for the work has been appointed, a timeline will be agreed to develop the changes to the site.
- 2.2.2 Part of the brief for the website is to host the details for proposed walking and cycling routes, known as The Forth Bridges Trail.

2.3 Social Media

- 2.3.1 There are 3 social media channels for @TheForthBridges: Twitter, Facebook and Instagram. The Marketing Sub-Group agreed that BEAR Scotland should continue to use Twitter to communicate information primarily relating to road use and maintenance. The FBATSM re-started the Facebook account and activated the Instagram account in November 2021 with the agreement of the Tourism Directors Group to spend an indicative 10 hours per week on social media.

- 2.3.2 Ultimately the social media channels used for tourism activities can be used to drive traffic to the re-purposed website. Meanwhile, these channels have been initially successful in growing awareness of the tourism proposition in and around the area, supporting local businesses and events as well as celebrating the Bridges themselves. This is in line with one of the strategic outcomes of the Tourism Strategy in Marketing The Destination.
- 2.3.3 The audience on Facebook is particularly local to the Forth Bridges area, having been built on a commuter and local resident base. The number of Facebook likes is steady at around 49K with a total of 450K people reached by one of the organic posts during the first 4 months of re-operation. The Forth Bridges Instagram account was first posted to in November 2021. The audience is currently smaller than Facebook at around 1.2K followers, with a 4 month reach of c5.5K people. This will be further developed through marketing activity led by the Marketing Sub-Group.

The graphs shown in Figure 1, below represent the period 27/10/21-14/2/22 – (growth vs previous 18 weeks).



Figure 1, Facebook audience reach October 2021 – February 2022. Source: Meta Business Suite

2.4 Forth Bridges Area Tourism Orientation and Interpretation Signage

- 2.4.1 A signage strategy for the Forth Bridges Area was completed in February 2020, with recommendations involving an estimated 70 signs and an estimated cost of £295K. It was originally hoped to apply for National Lottery funding for the signage scheme, but post Covid-19, it was advised that such a signage scheme no longer fitted with the recovery focus for National Lottery funds. In the absence of a source of funding for the entire signage strategy, the Forth Bridges Area Tourism Group agreed to look at a phased approach and approved using Tourism Group project funding to implement a first phase.
- 2.4.2 The FBATSM agreed a Procurement Strategy with Fife Council Procurement team and a tender was launched on Public Contract Scotland in early January 2022. The tender has a deadline of 14/2/22 when a review panel will score the tender applications. A project timeline will then be developed in conjunction with the appointed contractors.
- 2.4.3 The indicative first phase includes 16 interpretation signs at key points in North Queensferry, the Forth Road Bridge and South Queensferry. As well as the other Forth Bridges Forum Groups, the FBATSM has updated Ward 6 Councillors, Community Councils in North Queensferry and South Queensferry and interested heritage groups with the status of this project. An indicative map of the initial proposed signs is shown in Figure 2, below.

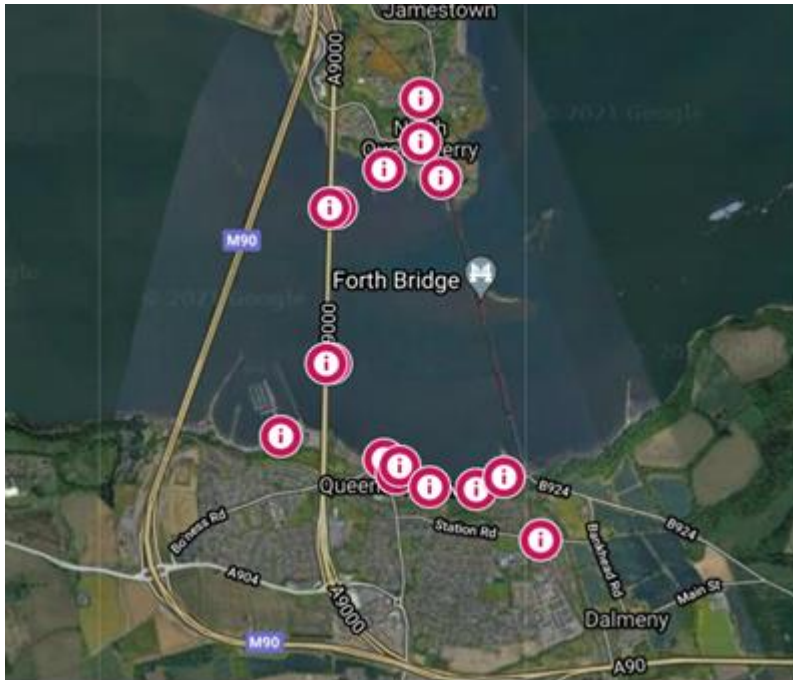


Figure 2: Proposed signage locations

2.5 Additional Support for the Forth Bridges Area

- 2.5.1 The Forth Bridges Area continues to enjoy support from the Tourism Group partners. As Covid home-working restrictions have periodically eased, it has been possible for some of the members to participate in group walks to test sections of the Forth Bridges Trail and to generate updated content for regional social media activity.
- 2.5.2 Fife Council has produced two recent pieces of content for the Welcome to Fife website which have also been shared on social channels:
- A podcast with a local tour guide about the Forth Bridges.
[Welcome to Fife : Tune into Fife with our new podcasts](#)
 - An episode of the Welcome to our Home series about West Fife with prominent feature of the Forth Bridge and North Queensferry attractions.
<https://youtu.be/THO-ghIXJv0>
- 2.5.3 The City of Edinburgh Council supports South Queensferry in its neighbourhood web area and with regular blog and social media updates.
[Things to do in South Queensferry - This is Edinburgh](#)
- 2.5.4 West Lothian Council has posted a blog about the Forth Bridges Trail on its Visit West Lothian site:
[Forth Bridges Walk \(visitwestlothian.co.uk\)](#)
- 2.5.5 Through Forth Bridges Area Tourism Group funds, Transport Scotland is in the process of procuring a telescope for the Forth Bridges Viewing Platform in South Queensferry.
- 2.5.6 In January 2022, Network Rail submitted a planning application to City of Edinburgh Council with a revised proposal for the Forth Bridge walk and visitor experience at the south end of the Forth Bridge in South Queensferry. Subject to receiving planning permission, a tender will be launched for the build and an operator appointed to run the experience. The timing for opening of this new facility Forth Bridges Area is not yet confirmed, but indicatively set for summer 2024, subject to all necessary approvals.

2.6 National Tourism Programmes

- 2.6.1 VisitScotland has worked with UNESCO to launch a digital trail featuring Scotland's 13 UNESCO world heritage sites, creative cities, biospheres and geoparks - including The Forth Bridge. The objective of the trail is to enhance the economic and social well-being of their respective local areas through sustainable tourism. The Forth Bridges Tourism Group will seek to maximise benefits to the Forth Bridges area arising from the National Trail. Local businesses with green tourism accreditation can become partners on the site, with local coverage of Deep Sea World, Forth Boat Tours and the Queen's B&B (SQ). Further details are available at the following link:
[The UNESCO National Trail in Scotland – UNESCO UK](#)
- 2.6.2 VisitScotland has also launched its Year of Stories 2022 campaign. The FBATSM is using this theme prominently within the social media plan. Local heritage groups in NQ and SQ are considering applying for funding for special Year of Stories events and activities. In addition, the multi-media team from VisitScotland is evaluating a new filmed piece of content around the Forth Bridges.
- 2.6.3 Over the winter months, VisitScotland managed a Covid-19 recovery programme for tourism businesses entitled Great Days Out, which subsidised admission charges until 18/2/22. Both Deep Sea World and Forth Boat Tours were successful in securing funding for this programme.

3.0 Conclusions

- 3.1 The Forth Bridges Area Tourism Strategy implementation is making progress with the specific initiatives outlined above mainly around the Strategic Outcome of Marketing The Destination.
- 3.2 The Tourism Group will deliver to progress initiatives from signage, website, walking routes and social media activities, and maximise regional and country wide initiatives, such as the UNESCO Trail.

Background Papers

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

- The Forth Bridges Area Tourism Strategy, 2019-2029
- The North & South Queensferry Orientation and Interpretation Signing Strategy (February 2020)

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23rd March, 2022.

Agenda Item No. 8

Property Transactions

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

Wards Affected: 1, 5 and 6

Purpose

The purpose of this report is to advise members of action taken using the list of officer Powers in relation to property transactions.

Recommendation(s)

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

Resource Implications

There are no resource implications arising from these transactions, as any expenditure is contained within the appropriate Service budget.

Legal & Risk Implications

There are no legal or risk implications arising from these transactions.

Impact Assessment

An EqIA is not required and is not necessary for the following reasons: the items in this report do not propose a change or revision to existing policies and practices.

Consultation

All consultations have been carried out in relation to this report.

1.0 Background

- 1.1** In dealing with the day to day business of the Council there are a number of matters relating to the purchase, disposal and leasing of property and of property rights. This report advises of those transactions dealt with under powers delegated to officials.

2.0 Transactions

2.1 Disposals

2.1.1 71.70sqm of additional ground at 2 Morayvale, Aberdour

Date of Sale: 8 December 2021

Price: £4,000

Purchaser: Lorna Lillywhite and Alison Meek

2.1.2 122.80 sqm of additional ground at 3 Morayvale, Aberdour

Date of Sale: 8 December 2021

Price: £7,000

Purchaser: Oliver Wyatt

2.2 Leases by the Council – New Leases

2.2.1 Unit 7, Forthview Industrial Estate, Low Valleyfield

Term: 1 Year from 27 September 2021

Rent: £959 per annum

Tenant: Lesley Brown t/a Lesley Brown Books

2.2.2 Office 8, Forthview Industrial Estate, Low Valleyfield

Term: 1 Year from 24 May 2021

Rent: £1,400 per annum

Tenant: Enviro Technology Services Ltd

2.2.3 Units 5 & 6, Oakley Industrial Park, Main Street, Oakley

Term: Lease Assignment and Extension from 15 February 2021

Rent: £19,000 per annum

Tenant: SES Renovations Ltd

3.0 Conclusions

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

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