

Conference Rooms 2/3, Ground Floor, Fife House, North Street, Glenrothes

Tuesday, 11th February, 2020 - 10.00 a.m.

AGENDA

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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. **MINUTES**
 - (a) Minute of Meeting of the Education and Children's Services Committee of 29th October, 2019; 3 – 10
 - (b) Minute of Meeting of the Education Appointment Committee of 11th December, 2019; and 11
 - (c) Minute of Meeting of the Education Appointment Committee of 17th January, 2020. 12

ITEM FOR DETERMINATION

4. **BUILDING FIFE'S FUTURE - INVERKEITHING HIGH SCHOOL SITE SELECTION UPDATE** - Report by the Executive Director (Education and Children's Services). 13 - 43

ITEMS FOR SCRUTINY

5. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE - REVENUE BUDGET 2019/20 PROJECTED OUTTURN** - Joint report by the Executive Director (Education and Children's Services) and the Executive Director (Finance and Corporate Services). 44 - 53
6. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE CAPITAL INVESTMENT PLAN 2019/20 - PROGRESS REPORT** - Joint report by the Executive Director (Education and Children's Services) and the Executive Director (Finance and Corporate Services). 54 - 58
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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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4th February, 2020.

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**THE FIFE COUNCIL - EDUCATION & CHILDREN'S SERVICES COMMITTEE –
GLENROTHES**

29th October, 2019

10.00 a.m. – 12.55 p.m.

PRESENT: Councillors Fay Sinclair (Convener), David Barratt, James Calder, Bobby Clelland, Dave Dempsey, Linda Erskine, Ian Ferguson, Julie Ford, Gary Guichan, Helen Law, Kathleen Leslie, RosemaryLiewald, Dominic Nolan, Ross Paterson and Alistair Suttie; and Mr. Alastair Crockett, Mr. George Haggarty, Mr. William Imlay and Bailey-Lee Robb, MSYP.

ATTENDING: Carrie Lindsay, Executive Director, Education & Children's Services; Kathy Henwood, Head of Education & Children's Services (Children & Families & Criminal Justice); Maria Lloyd, Head of Education & Children's Services (Secondary Schools and Specialist Support); Shelagh McLean, Head of Education & Children's Services (Early Years and Directorate Support); Louise Playford, Service Manager (School Estate); Lynn Gillies, Service Manager (Operations Glenrothes/Family Support); Sarah Else, Education Officer; Rona Weir, Education Officer; Avril Graham, Sustainable Estate Officer; Stuart Booker, Improvement Officer (Strategy & Knowledge Management); Lorna Robertson, Quality Improvement Officer (SEIC); Vivienne Sutherland, Principal Psychologist, Education & Children's Services; Alison Binnie, Business Partner, Finance; and Diane Barnet, Committee Officer, Legal & Democratic Services, Finance & Corporate Services.

ALSO IN ATTENDANCE: Lee Cowie, Clinical Manager, Fife CAMHS (for Para. 152)

146. DECLARATIONS OF INTEREST

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

147. MINUTE

The Committee considered the minute of the Education and Children's Services Committee of 17th September, 2019.

Decision

The Committee agreed to approve the minute.

148. STATUTORY CONSULTATION ON THE PROPOSAL TO CLOSE GATESIDE PRIMARY SCHOOL

The Committee considered a report by the Executive Director, Education and Children's Services presenting the statutory consultation document relating to the proposal to close Gateside Primary School, seeking approval of its content.

Decision/

Decision

The Committee:-

- (1) approved the content of the statutory Consultation Proposal paper, in terms of the Schools (Consultation) (Scotland) Act 2010, relating to the proposed closure of Gateside Primary School and rezoning of the catchment area of Strathmiglo Primary School;
- (2) agreed to authorise Officers to proceed to statutory consultation in terms of the Consultation Proposal;
- (3) agreed to authorise Officers to make such amendments to the Consultation Proposal paper (including the time line) as may be necessary; and
- (4) noted that the Consultation Report would be brought forward to a future Committee of the Council.

149. BUILDING FIFE'S FUTURE - WOODMILL AND ST COLUMBA'S RC HIGH SCHOOLS UPDATE

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on progress with the development of the learning campus for Dunfermline.

Decision

The Committee agreed to authorise officers to:-

- (1) continue to explore potential funding sources;
- (2) explore the community requirements and opportunities presented;
- (3) investigate and negotiate, with the land owner, acquisition costs for the preferred site (a site adjacent to land recently purchased by Fife College - on Halbeath Road, Dunfermline);
- (4) continue to develop the Brief;
- (5) appoint a Design Team to prepare designs for the schools; and
- (6) report back to a future Committee on the outcomes of these actions.

150. BUILDING FIFE'S FUTURE – INVERKEITHING HIGH SCHOOL SITE SELECTION UPDATE

The Committee considered a report by the Executive Director, Education and Children's Services providing further detail regarding the outcomes of the educational requirements and technical assessments of site options for the replacement of Inverkeithing High School.

Decision/

Decision

The Committee:-

- (1) agreed the preferred options for the location of the replacement school - Option 4: Sites 4 and 22, North of the A921 (East and West); and Option 5: Site 10, Fleet Grounds; and
- (2) agreed to authorise officers to:
 - (a) continue to explore potential funding sources;
 - (b) explore the community requirements and opportunities presented by both of the above options, including consideration of continued availability of existing community use facilities;
 - (c) investigate and negotiate with the land owners acquisition costs for the stated preferred options;
 - (d) prepare the Brief for each option;
 - (e) appoint a Design Team to prepare designs for the new school for each option; and
 - (f) report back to a future Committee on the preferred overall option.

The meeting adjourned at 11.15 am

The meeting reconvened at 11.25 am

PRESENT: Councillors Fay Sinclair (Convener); David Barratt; James Calder; Bobby Clelland; Dave Dempsey; Linda Erskine; Ian Ferguson; Julie Ford; Gary Guichan; Helen Law; Kathleen Leslie; Rosemary Liewald; Dominic Nolan; Ross Paterson and Alistair Suttie; Mr. Alastair Crockett; Mr. George Haggarty; Mr. William Imlay and Mr. Bailey-Lee Robb, MSYP.

151. SUPPORT FOR VOLUNTARY ORGANISATIONS

The Committee considered a report by the Executive Director, Education and Children's Services providing information on the independent review of Third Sector commissioned services and options for efficiency savings and future commissioning arrangements.

Decision

The Committee:-

- (1)/

2019 ECS 54

- (1) noted that funding for voluntary organisations through Education and Children's Services had been confirmed for the current year;
- (2) acknowledged that it would be inappropriate to agree to any of the short term options to achieve the projected budget saving at this time;
- (3) requested officers proceed to explore a sustainable and efficient delivery model for a longer term approach to commissioning services, in full discussion with the voluntary sector groups involved, with a view to a preferred approach being part of the budget proposals for 2020/21; and
- (4) agreed to reinstate a Sub-Group of this Committee to consider recommendations arising from the independent review of Third Sector commissioned services and options for efficiency savings and future commissioning arrangements prior to submission of a final report to this Committee for approval.

152. OUR MINDS MATTER: EXTENDING FIFE SCHOOLS' COUNSELLING SERVICE

The Committee considered a report by the Executive Director, Education and Children's Services outlining proposed extensions to Fife's Our Minds Matter (OMM) framework in response to the additional funding made available from the Scottish Government for counselling services in schools and summarising the additional funding to support young people's emotional wellbeing and how it could be best deployed.

Decision

The Committee:-

- (1) noted the progress of the implementation of OMM;
- (2) approved the proposed extension of the contract with the existing counselling provider (DAPL) until the end of the financial year 2019-20; and
- (3) approved the plans for new provisions involving counselling in schools.

153. EDUCATION & CHILDREN'S SERVICES DIRECTORATE PLAN

The Committee considered a report by the Executive Director, Education and Children's Services providing:-

- an overview of the Education and Children's Services Directorate Plan for 2019-20, including: a summary of outcomes achieved during the 2018-19 school year, and an overview of the Directorate's priorities for improvement for 2019-20;
- an overview of the Children's Services measures within the Local Government Benchmarking Framework, and illustrating how the key messages from this set of measures had been captured within the more comprehensive view of performance provided within the Directorate Plan; and
- information/

- information on changes in FTE (Full-Time Equivalent) staffing levels over the past three years within the Education and Children's Services Directorate.

Decision

The Committee:-

- (1) noted the summary of outcomes for 2018-19, providing a comprehensive overview of current performance across the children's services provided by Fife Council, including those specific aspects of performance measured within the Local Government Benchmarking Framework;
- (2) approved the approach taken by the Directorate to improve outcomes for children and young people in Fife – as outlined in the Directorate's Plan for Improvement for 2019-20; and
- (3) noted recent changes in the FTE staffing of the Education and Children's Services Directorate.

Councillor James Calder and Mr. Bailey-Lee Robb left the meeting following consideration of the above item.

154. SOUTH EAST IMPROVEMENT COLLABORATIVE

The Committee considered a report by the Executive Director, Education and Children's Services providing an update on the work of the South East Improvement Collaborative and the engagement of Fife practitioners.

Decision

The Committee:-

- (1) noted the contents of the report;
- (2) noted the progress of the work to date and next steps; and
- (3) approved the updated version of the SEIC Plan Phase 2.

155. ATTAINMENT AND EDUCATION OUTCOMES

The Committee considered a report by the Executive Director, Education and Children's Services detailing the progress of learning for pupils in Fife schools and providing an overview of:-

- Achievement in literacy and numeracy for pupils within the Broad General Education (BGE) and in each stage of the senior phase;
- Progress in closing the attainment gap for literacy and numeracy; and
- Evidence relating to the wellbeing of pupils within Fife schools.

The report also provided an overview of the range of strategies being developed to ensure that the levels of pupils' attainment and achievement continued to increase.

Decision/

Decision

The Committee:-

- (1) noted progress in raising levels of engagement, attainment and achievement; and
- (2) agreed to the approach being taken to further develop attainment.

156. EDUCATION AND CHILDREN'S SERVICES DIRECTORATE - REVENUE BUDGET 2019-20 PROJECTED OUTTURN

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services providing an update on the forecast financial position for the 2019-20 financial year for the areas in scope of the Education and Children's Services Committee.

Decision

The Committee noted:-

- (1) the current financial performance and activity as detailed in the report;
- (2) that officers would ensure that the risks associated with Looked After Children were appropriately managed whilst acting to address the projected overspend in Children and Families Service; and
- (3) that the Education and Children's Services Directorate continued to implement the Strategy approved by the Executive Committee on 13th January, 2015, as updated by subsequent reports, most recently the report to this Committee of 22nd January, 2019 - to reduce the reliance on purchased care placements and increase the number of children who could be looked after safely at home or in kinship care.

157. EDUCATION AND CHILDREN'S SERVICES DIRECTORATE - CAPITAL INVESTMENT PLAN 2019-20: PROGRESS REPORT

The Committee considered a joint report by the Executive Director, Education and Children's Services and the Executive Director, Finance and Corporate Services providing information on the overall progress of the Education and Children's Services Directorate's capital programme for the current financial year 2019-2020, as well as informing on progress on major projects.

Decision

The Committee noted:-

- (1) the financial position as detailed in the report; and
- (2)/

- (2) that the budget had been revised to reflect the outcome of the Capital Plan review undertaken in February 2019 and the subsequent re-phasing exercise undertaken in June 2019.

158. EDUCATION & CHILDREN'S SERVICES COMMITTEE WORK PROGRAMME 2020

Decision

The Committee noted the Education and Children's Services Committee Forward Work Programme 2020.

159. NOTICE OF MOTION

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

Motion

Councillor Kathleen Leslie, seconded by Councillor Dominic Nolan moved as follows:-

'The Committee notes the 'Programme for Administration - Progress Summary' that was submitted (in outline form) to the September meeting of the full Council and the discussion thereon.

By way of providing the public with a readily accessible statement of the Council's achievements against the programme, the Committee now asks for a report to be presented, at its next meeting, which quantifies the progress against each of the entries that lie within the remit of this Committee.'

Amendment

Councillor Fay Sinclair seconded by Councillor Linda Erskine moved that:-

'The Committee notes that the Programme for Administration is incorporated within the Plan4Fife which is monitored by the Council and through regular reports to Policy and Co-Ordination and Strategic Committees. In addition to this, individual actions within the Programme for Administration have already been the subject of Committee reports and monitoring or could be raised as items for consideration by a Scrutiny Committee.

The Committee therefore agrees that separate, detailed monitoring of the Programme for Administration would duplicate this process and is unnecessary.'

Vote

Amendment	-	12
Motion	-	3

Decision/

Decision

The Committee agreed in terms of the amendment.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

11 December 2019

1.30 p.m. - 4.50 p.m.

PRESENT: Cllr Helen Law, William Imlay, Religious representative, Maria Lloyd, Head of Service, Alistair Haldane, Education Manager, Alex Tomlinson, Chair, Parent Council, Hilary Easson, Parent Council.

77. EXCLUSION OF PUBLIC AND PRESS

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

78. HEADTEACHER – VIEWFORTH HIGH SCHOOL

The Committee interviewed 4 applicants on the short list for this post.

Decision

The Committee agreed to recommend the appointment of Lisa Moore, currently Depute Headteacher at West Calder High School, West Lothian.

**THE FIFE COUNCIL – EDUCATION & CHILDREN'S SERVICES
COMMITTEE – EDUCATION APPOINTMENT COMMITTEE – GLENROTHES**

17 January 2020

9.00am. – 11.00am.

PRESENT: Cllr David Graham, Cllr Mary Lockart, Shelagh McLean, Head of Service, Gordon Wardrope, Education Manager, Carole Gillespie, Chair, Parent Council, D Dewar, Parent Council.

79. **EXCLUSION OF PUBLIC AND PRESS**

Decision

The Committee resolved that under Section 50(A)(4) of the Local Government (Scotland) Act 1973, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Paragraph 1 of Part 1 of Schedule 7A to the Act.

80. **HEADTEACHER – VIEWFORTH HIGH SCHOOL**

The Committee interviewed 1 applicant on the short list for this post.

Decision

The Committee agreed to recommend the appointment of Heidi Reid, currently Headteacher at St Leonards Primary School, Dunfermline.

11th February 2020
Agenda Item No. 4

Building Fife's Future – Inverkeithing High School Site Selection Update

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

Wards Affected: 5, 6

Purpose

This report responds to the decision of the Education & Children's Services, Health & Social Care Scrutiny Committee and, therefore, seeks to determine whether the preferred site options for the location of the replacement for Inverkeithing High School should include any further options, specifically those relating to the existing site (Site 3).

Recommendation(s)

The Committee is asked to:-

- 1) Consider reviewing whether any option for Site 3 should be identified as one of the preferred options for the location of the replacement school.
- 2) Consider the review of the selection process for the sites in Inverkeithing to determine whether any other site should be identified within the preferred options for the location of the replacement school.
- 3) Agree the preferred options for the location of the replacement school.
- 4) For the preferred options, authorise officers to:-
 - (a) continue to explore potential funding sources;
 - (b) explore the community requirements and opportunities presented by the options;
 - (c) investigate and negotiate with any land owners acquisition costs for the preferred options;
 - (d) prepare the Brief for each option;
 - (e) appoint a Design Team to prepare designs for the new school for each option; and
 - (f) report back to a future Committee on the preferred options.

Resource Implications

The work for the assessment of each of the preferred options will require significant investment and a dedicated team for delivery. The budget cost for this work will be reviewed as due diligence is undertaken on the preferred options and the proposed design of the school. An update will be provided as part of the final business case for any project.

Capital budget is currently allocated over the life of the Council's capital plan, for the replacement of five secondary schools across Fife. However, it is recognised that this will need to be supplemented by additional funding in order to progress the proposals, in relation to which, discussions are ongoing with Scottish Government and Scottish Futures Trust regarding potential opportunities for additional investment.

Legal & Risk Implications

The consideration and determination of this report is by the Council acting as Education Authority. Accordingly, members of this Committee should refrain from expressing any view which may be construed as pre-determining any future planning applications which the Council, as planning authority, may require to consider and determine in respect of any proposed site/s following hereon. Agreement to proceed with a site other than the existing school site will trigger a formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

Impact Assessment

An equalities impact assessment was not required in the preparation of this report as an impact assessment will be carried out as part of any statutory Educational Consultation process.

Consultation

The Headteacher and senior leadership team from the school have been involved in discussions.

Extensive public engagement events have already been carried out in relation to the replacement of Inverkeithing HS.

Any change to the existing site will be subject to a statutory consultation under the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

- 1.1 On 19 March 2019, the Education & Children's Services Committee considered a report on sixteen potential sites which identified that six sites should be taken forward for more detailed investigation.
- 1.2 The Committee:-
 - 1) *noted the completion of the Phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee, but asked that the Phase 1 exercise be extended eastwards to establish if there were sites east of the existing site which merited inclusion in the phase 2 feasibility studies;*
 - 2) *agreed that the six sites set out in the report, as well as the Spencerfield and Caldwell's Paper Mill require further consideration, and authorised the preparation of phase 2 feasibility studies on those sites, to be reported to this Committee in May; and*
 - 3) *agreed to authorise the Executive Director, Education and Children's Services, to engage in formal discussions with the communities and, if necessary, to prepare a report for this Committee's consideration with a view to commencing a statutory education consultation.*

1.3 On 21 May 2019, the Education & Children's Services Committee:-

- (1) *noted the completion of the phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee;*
- (2) *agreed that the Inverkeithing South Site 18 at Caldwell Mill/Ballast Park be removed from the list of sites for assessment at the phase 2 stage, due to the challenges associated with addressing flood prevention and mitigation, potential contamination and other challenges associated with the development of these sites for a school; and*
- (3) *agreed that six sites required further consideration and authorised the preparation of phase 2 feasibility studies to be reported to Committee on the remaining six sites as follows:*

Inverkeithing North

Site 3 - Inverkeithing High School

Site 4 - North of the A921 - West

Site 22 - North of A921 - East

Rosyth

Site 10 - Fleet Grounds

Site 11 - HMS Caledonia

Site 12 - West Rosyth

1.4 On 29th October 2019, the Education & Children's Services Committee:-

- 1) agreed the preferred options for the location of the replacement school – Option 4: Sites 4 and 22, North of the A921 (East and West); and Option 5: Site 10, Fleet Grounds; and
- 2) agreed to authorise officers to:
 - (a) continue to explore potential funding sources;
 - (b) explore the community requirements and opportunities presented by both of the above options, including consideration of continued availability of existing community use facilities;
 - (c) investigate and negotiate with any land owners acquisition costs for the preferred options;
 - (d) prepare the Brief for each option;
 - (e) appoint a Design Team to prepare designs for the new school for each option; and
 - (f) report back to a future Committee on the preferred overall option.

1.5 This decision was subject to a call-in for scrutiny and the Education & Children's Services, Health and Social Care Scrutiny Committee, from 14 November 2019, decision was that:-

- The Committee agreed with the original decision, but with the additional recommendation that, in light of additional information provided since the report was presented to Education & Children's Services Committee on 29th October 2019, the Education & Children's Services Committee should consider reviewing both options on Site 3.

- 1.6 In considering the full discussion at the Education & Children's Services, Health and Social Care Scrutiny Committee, it is appropriate, at the same time, to consider reviewing whether there have been any developments relating to any of the other possible site options in Inverkeithing which mean that they could be identified within the preferred options for the location of the replacement school.

2.0 Education & Children's Services, Health and Social Care Scrutiny Committee

- 2.1 Information was requested, and provided, for the Scrutiny Committee meeting, in particular relating to the Site 3 Options.

- 2.2 At the Education & Children's Services Committee, it had been accepted that the existing Inverkeithing High School site would be difficult to develop, either as a remodel or new build. Members were advised that the site was capable of being developed, but that there would be a number of key challenges.

- 2.3 These challenges were outlined for the Scrutiny Committee, as follows:

2.3.1 Decant

- Both a remodel or new build on the existing site would require some element of decant. No site has been identified to accommodate a decant village and, dependant on where this site could be, additional revenue costs may be incurred, e.g. transport costs.
- If remodelling the existing building, the entire school would need to be decanted for the duration of the construction. Indicative costs for such a decant were included in the costs for this option.
- For the new build option, a new school may be constructed adjacent to the existing buildings, which may allow the school to continue operating from the existing facilities during the construction. However, decant would be required during the demolition of the existing facility and reinstatement of the area to form pitches/external areas. Indicative costs for this level of decant were included in the costs for the new build option.

2.3.2 Size, geometry and topography of the existing site

- It is possible to construct a new build facility on the site while the existing school is still in place (whether in operation or not). However, the overall size of the site is smaller than other school sites where we have taken this approach previously. In addition, the shape of the site, with the existing buildings in the middle of the site, significantly limits the potential for development. There are significant changes of level across the site and this also limits how the site can be developed.

2.3.3 Listed building status

- If the project was to require demolition of the existing buildings, consent would need to be gained through Historic and Environment Scotland. It is not yet known how long it may take to gain such consent and this process is outwith the control of the Council.

2.3.4 Access

- Access to the site, for construction of a new build facility, would be very challenging if access was required to be maintained for the existing school, nursery and family centre and community provision during the course of construction.

2.4 Members were advised that one possible way of overcoming some of the above challenges would be to demolish the existing buildings in advance of the construction of any new facility, so that the project could be developed on a clear site. This would, again, require a full decant solution and would require demolition consent from Historic and Environment Scotland.

2.5 In summary, members were advised that it remains possible to develop the existing site but this option would require significant time, resource and funding. There may also be limitations in building design and functionality of the overall site.

2.6 At the Education & Children's Services Committee, Community provision was highlighted as a key consideration as the location of the new school will, potentially, have an impact on the nature and level of this provision. It was recognised that the current facility is extensively used and valued as a community use school and members were advised that it is intended that this should continue in the replacement building. Members were advised that the detail of these facilities would be determined through the design process, although it is not anticipated that a swimming pool would be included in any new facility.

2.7 This information was provided to members of the Scrutiny Committee. Members were advised that, if community provision is required to be retained within the Inverkeithing area, there are number of potential ways of providing this:

- The new school facility could be constructed at an Inverkeithing location. This would not include the provision of a pool.
- The existing community wing of Inverkeithing HS could be retained in addition to the new school. However, an initial assessment of backlog maintenance has indicated that a basic refurbishment of this facility would cost in the order of £5-6 million. This would limit the potential disposal/development of the existing site for other purposes. Any such facility would also be impacted by any demolition work of the existing school. The operating model of this facility would need to be considered and additional budget identified for the ongoing revenue costs associated with running an additional facility.
- A new build community facility could be provided in the Inverkeithing area. Currently there is no identified budget for this. An initial assessment of new build costs for such a facility (based on the floor area of the existing community wing) are in the order of £12million. Again, the operating model of this facility would need to be considered and additional budget identified for the ongoing revenue costs.

2.8 Members of the Scrutiny Committee were also advised that, if the replacement school was to be built in the Rosyth area, community facilities would be incorporated as part of the design. These could include the development of a wider sports hub, linking with the existing football club which currently operates from Fleet Grounds.

2.9 The Scrutiny Committee members were informed that:

- the E&CS Committee, of 29 October, had agreed the preferred options for the location of the replacement school - Option 4: Sites 4 and 22, North of the A921 (East and West); and Option 5: Site 10, Fleet Grounds and had asked Officers to continue to develop proposals for each option.

- if the Committee were to be minded to review this decision, and include other sites in the detailed feasibility stage, this will incur significant additional cost.

2.10 The final key area of scrutiny related to the number of pupils with an address in the Inverkeithing High School catchment area. Based on a very high level summary, we had assessed the numbers to be roughly similar on both sides of the M90 and indicated this to the Education & Children’s Services Committee in October. The information used in this high level assessment was outlined at the Scrutiny Committee. This was:

- the data provided related to the Census 2018, as the 2019 Census was not available at that time
- the number of primary age pupils, with an address in the Inverkeithing HS catchment area was 2443. (Primary age was used given the timescale for the potential opening of a new building.)
- 1294 live east of the M90 and 1149 live west of the M90
- the CHI birth figures, used in our projections, demonstrate that the numbers of children born is now greater in the area west of the M90
- in building the new school we are proposing an increase in the pupil capacity of the school to accommodate growth within the area, with one of the primary schools at Broomhall being within the catchment (Statutory Consultation dependent), as well as Spencerfield. These two developments, in particular, will increase the numbers within the catchment. This is part of the distributive model

We anticipate around 300 primary age pupils within the catchment of the new Broomhall school and 100 from Spencerfield

- in very rudimentary terms, this means that the distribution of pupils could be: 1394 living east of the M90 and 1449 living west of the M90
- as with all projection data, these numbers are subject to change and our actual projections for the school will be updated based on the Census 2019.

3.0 Cost Model

- 3.1 A detailed breakdown of the cost information relating to the replacement of Inverkeithing High School was provided to the Education & Children’s Services, Health and Social Care Scrutiny Committee (Appendix B).
- 3.2 The cost model was produced using experienced, benchmarked costs and metrics which will be refined further as the design develops on any particular site. (Therefore, these costs should be treated as indicative and are reflective of the level of design carried out thus far on each of the site options.)
- 3.3 IT costs were not included in this breakdown and therefore a further £2 million needs to be added to each option to bring the costs in line with those reported in the Education & Children’s Services Committee paper of 29th October.
- 3.4 With regards to the specific sites, the allowances built in to this cost model, for contamination and various road works, were discussed by the Education & Children’s Services, Health and Social Care Scrutiny Committee. Therefore, these are summarised below:

- **Site 3** – Buried asbestos is known to exist on site. There is no knowledge of how much of this exists and over what area it has been buried. On the basis that this is a school site, there may be resistance to asbestos being buried on site, in which case contaminated material will have to be removed. Therefore, for costing purposes, it was assumed that an area of 100m x 100mx1.0m depth be contaminated and that the contaminate material is to be removed off site. So, 10,000 cubic metres of asbestos contaminated material would be removed off site under this assumption.
- **Site 3** – Although there is an existing school, there may be a requirement to upgrade some off site junctions and make other off site road improvements. Therefore, allowance for reconfiguration of the junction of Hillend Road with the A921 was included, i.e. £400k for signal and junction improvement. Additionally, allowance of another £100k, for two Toucan Crossings elsewhere in Inverkeithing, was included. As there will be buses brought from the west, across the Admiralty Junction, there was the anticipation that Transport Scotland might ask for some improvements. Therefore, £400k was included for this. This gave a total suggested road improvement works cost of £900k.
- **Site 22** – A nominal £50k was allowed for contamination; £300k for reconfiguration and upgrading of the Hillend and A985 junction, signals and crossings; £400k for Transport Scotland improvement requirements around Admiralty Junction; two more Toucan crossings elsewhere (£100k total for two) and a new access over and above earthworks of £200k . Therefore, a total suggested road improvement works cost of £1,000,000
- **Site 4** – A nominal £50k was allowed for contamination and £1,000,000 for road improvements.
- **Site 11** – As there is no way of knowing what issues may exist in the MoD property, an allowance of £500k was included for contamination. £600k was included for off-site road improvement works and junction remodelling and £400k for improvement to Admiralty Junction, if required by Transport Scotland.
- **Site 12** – The Council has indicated that the existing roundabout requires to be remodelled, therefore, £450k was included for this. There are no paths along Hilton Road so there was an allowance for 1200m of new 3.0m wide cycleway and 1.0m grass verge. Additionally, allowance was made for three Toucan crossings, at £50k each, with a total of £150k. Again, possible improvements required to Admiralty Junction, of £400k, were included. The total is, therefore, £950k, excluding the new path. A nominal £50k was allowed for contamination.

4.0 Inverkeithing Site Options Review

4.1 The Education & Children's Services, Health and Social Care Scrutiny Committee raised the concern that the preferred options, as agreed by the Education & Children's Services Committee, did not include a site in Inverkeithing. Therefore, it appears appropriate to review whether there have been any developments relating to the possible site options in Inverkeithing which mean that they could be identified within the preferred options for the location of the replacement school.

4.2 The sites, within Inverkeithing, considered previously and rejected are:

4.2.1 Site 1 -Ballast Bank Park

This failed Education criteria 1, 2 & 4, due to insufficient area to accommodate a school of the required size, including all curricular, extra-curricular, external, learning and sports facilities.

No recent developments have altered this position.

4.2.2 Site 2 - Spencerfield

This site met the Education criteria in the Phase 1 assessment but was subsequently rejected given that planning consent had been granted for housing development. This housing development has seen significant progress.

These developments mean that this position has not altered.

4.2.3 Site 3 – Inverkeithing High School

The site met the Education criteria on the phase 1 assessment. Two specific options were considered (remodel / extend and new build) in the phase 2 assessment (technical stage), but were rejected for the following reasons:

Remodel / Extend

- Additional cost and time associated with decant for the duration of the works
- Not possible to address all accessibility issues, due to multiple changes in level within the existing building
- Increased cost due to significant asbestos content within buildings and grounds
- Increased timescale to deal with asbestos within building and grounds
- Increased timescale to deal with Historic and Environment Scotland

New Build

- Additional cost and time associated with decant for the duration of the works
- Compromised design due to being located in only free area of site capable of development
- Relies on approval from Historic Environment Scotland to demolish existing building to provide area for sports pitches
- Increased cost due to significant asbestos content within buildings and grounds
- Increased cost due to decant during decommissioning, demolition and reinstatement
- Increased timescale to deal with asbestos within building and grounds

The need for decant for this option has been reviewed. Experience of working within the existing buildings and on the site has highlighted the challenges related to managing asbestos around the site. Therefore, a decant would be required to manage effectively the risks of decommissioning, demolition and reinstatement where we are aware of such levels of asbestos. Examples of this previous work include:

- A project to renew the incoming gas service identified significant buried asbestos in the grounds of the school. This resulted in additional circa £1m in cost and significant time delay.
- An exercise was carried out in 2010 to determine the implications of removing asbestos, which identified either doing the work in one operation over a 10 month period at a cost of £3.25m (excluding required temporary accommodation) or phased over 3 years at a cost of £4m (also excludes required temporary accommodation).

No recent developments have altered this position.

4.2.4 Site 16 – Depot at Cruickness Road

This site failed Education criteria 1, 2 & 4 due to insufficient area to accommodate a school of the required size, including all curricular, extra-curricular, external, learning and sports facilities. This site also failed criteria 5 & 6 due to issues with vehicular and pedestrian access and not being able to provide a safe and secure environment due to the coastal and industrial location.

No recent developments have altered this position.

4.2.5 Site 17 – Caldwell Mill

This site failed Education criteria 1, 2 & 4 due to insufficient area to accommodate a school of the required size, including all curricular, extra-curricular, external, learning and sports facilities.

No recent developments have altered this position.

4.2.6 Site 18 – Ballast Bank & Caldwell Mill combined

This site met the Education criteria on the phase 1 assessment but was subsequently rejected in the phase 2 assessment (technical stage) as a result of being a split site and the significant risks, including costs, associated with former land use / contamination and flood risk.

No recent developments have altered this position.

4.2.7 Site 19 – Spencerfield East

This site met the Education criteria on the phase 1 assessment but was subsequently rejected on Planning grounds.

In response to the request for the Planning Service to clarify the previous advice in respect of the 'Spencerfield East' site, the Education Service was advised that this site has significant constraints for the development of a secondary school.

High level concept work was undertaken to consider the principle of a new secondary school within this site and the analysis reaffirmed the planning position. The site is in the countryside, within a local landscape area. Development on this site would lead to coalescence between Inverkeithing and Hillend and visually in travelling along the main road would not leave much separation (existing mature woodland) to Dalgety Bay. The site is within the Forth Rail Bridge viewpoint 3 viewcone and whilst the northern part of this Spencerfield site slopes down towards the main road the scale (particularly height) and massing of a secondary school, from a high level analysis undertaken, is of concern. The site is contrary to a number of Development Plan policies.

Where a site falls within the FRB viewpoint, the Education Authority has been advised to give consideration to alternative sites for planning purposes.

Therefore, further consideration has been given to the constraints and key design requirements to develop this site for a Secondary School, however, fundamentally the same challenges remain, and this site would have significant tests in seeking planning permission.

4.2.8 Site 23 – Balbougie

This site failed Education criteria 4 as not being accessible for all in terms of being north of the railway line and not having suitable transport and pedestrian links.

No recent developments have altered this position.

4.2.9 Site 24 – Dales

This site failed Education criteria 4 as not being accessible for all in terms of being north of the railway line and not having suitable transport and pedestrian links.

No recent developments have altered this position.

- 4.3 Therefore, having undertaken a review to determine whether any of the site options in Inverkeithing should be identified within the preferred options for the location of the replacement school, there do not appear to be any recent developments to support inclusion of any site within the preferred options, particularly when considering the cost associated with preparing the Education Brief and appointing a Design Team to prepare designs for all preferred options.

5.0 Next Steps

- 5.1 If Committee agrees any change to the preferred options for the replacement of Inverkeithing High School, then officers should:
- continue to explore potential funding sources
 - explore the community requirements and opportunities presented by both options
 - investigate and negotiate with the land owners acquisition costs for options 4 and 5
 - prepare the Education Brief for each option
 - appoint a Design Team to prepare designs for all preferred options
 - report back to a future Committee on the preferred options.

List of Appendices

Appendix A – Report to Education & Children’s Services Committee, 29 October 2019

Appendix B – Site Options Cost Model

Background Papers

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

- Report to Education & Children’s Services Committee, 28 August 2018 – Building Fife’s Future - The School Estate
- Report to Education & Children’s Services Committee, 6 November 2018 – Building Fife’s Future – Education Infrastructure Development
- Report to Education & Children’s Services Committee, 19 March 2019 – Building Fife’s Future – Inverkeithing High School
- Report to Education & Children’s Services Committee – 21 May 2019 – Building Fife’s Future – Inverkeithing High School
- Report to Executive Committee, 16 August 2016 – Madras College: Education Requirements
- Report to Executive Committee, 13 December 2016 – Madras College Update

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29 October, 2019

Agenda Item No 6

Building Fife's Future – Inverkeithing HS Site Selection Update

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

Wards Affected: 5, 6

Purpose

The purpose of this report is to provide further detail regarding the outcomes of the educational requirements and technical assessments of site options for the replacement of Inverkeithing HS.

Recommendation(s)

The Committee is asked to:

- 1) Agree preferred options for the location of the replacement school.
- 2) Authorise officers to:
 - (a) continue to explore potential funding sources
 - (b) explore the community requirements and opportunities presented by both options;
 - (c) investigate and negotiate with the land owners acquisition costs for the preferred options (i.e. 4 and 5);
 - (d) prepare the Brief for each option;
 - (e) appoint a Design Team to prepare designs for the new school for each option; and
 - (f) report back to a future Committee on the preferred option.

Resource Implications

The project will require significant investment and a dedicated team for delivery. Capital budget is currently allocated over the life of the Council's capital plan, for the replacement of five secondary schools across Fife. However, it is recognised that this will need to be supplemented by additional funding in order to progress this proposal, in relation to which, discussions are ongoing with Scottish Government and Scottish Futures Trust regarding potential opportunities for additional investment. The budget cost for this proposal will be reviewed as due diligence is undertaken on the preferred site and the proposed design of the school and an update will be provided as part of the final business case for the project.

Legal & Risk Implications

The consideration and determination of this report is by the Council acting as Education Authority. Accordingly, Members of this Committee should refrain from expressing any view which may be construed as pre-determining any future planning

application/s which the Council, as Planning Authority, may require to consider and determine in respect of any proposed site/s following hereon. Key risks are identified within the report. Agreement to proceed with a site other than the existing school site will trigger a formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

Impact Assessment

An equalities impact assessment was not required in the preparation of this report as an impact assessment will be carried out as part of the statutory Educational Consultation process.

Consultation

The Headteacher and senior leadership team from the school has been involved in discussions.

Extensive public engagement events have already been carried out in relation to the replacement of Inverkeithing HS, the results of which are to be found in Appendix 3 to this report. Any change to the existing site will be subject to a statutory consultation under the Schools (Consultation) (Scotland) Act 2010.

1.0 Background

- 1.1 This report responds to the decision of the Education & Children's Services Committee, from 28 August 2018, which asked that the processes and timetables for the implementation of changes to Secondary School infrastructure across Fife, particularly referencing those relating to determining detailed proposals for change, are set out.
- 1.2 In November 2018, following consideration of a report entitled 'Building Fife's Future – Education Infrastructure Development', the Education & Children's Services Committee authorised officers to undertake the steps necessary to prepare these detailed proposals for change.
- 1.3 The priorities identified were Dunfermline & South West Fife Secondary School Infrastructure and Glenrothes Secondary School Infrastructure. It was accepted that it is important to consider the wider areas in their totality, to ensure that we adopt a strategic approach rather than create a disparate set of individual development plans for each school.
- 1.4 Consequently, the Capital Plan 2019-2029, as agreed in February, includes provision of funding on a phased basis for Secondary Schools in West Fife, for Glenrothes/Glenwood High Schools and for extensions to other secondary schools to provide increased capacity to accommodate pupils from new housing development.
- 1.5 Education and Children's Services Committee agreed, on 19 March 2019, to progress projects required to address the condition and capacity issues in the Dunfermline & South West Fife area through the development of a distributive model, which would require a number of co-dependent projects across all of the secondary schools in the area to be progressed on a phased basis. This approach ensures that the additional capacity could be in place as required, and that best value can be demonstrated, through the planned replacement and expansion of schools in poor condition (Woodmill, St. Columba's and Inverkeithing) and the expansion of existing schools to provide additional capacity (Dunfermline and Queen Anne).

2.11 The scale of the investment required to fund the replacement and expansion plans described above is significant. Within the 2019-29 Capital Plan, the Council included a budget of £117.572m, phased over the life of the plan, to progress the work in Dunfermline & South West Fife. However, it should be noted that, in developing the Capital Plan, the affordability of these projects relies on significant contributions from the Scottish Government, and developer contributions to fund additional capacity.

2.12 The phasing of projects within the Dunfermline & South West Fife area will therefore require taking account of :

- the timing of when and where additional capacity is required
- the need to phase spend across the life of the Capital Plan in order to maintain affordability, and manage the impact on the revenue budget
- the timing of potential funding from the Scottish Government becoming available, and discussion/agreement around specific projects they may agree to support.

2.13 Officers were asked, specifically, to bring forward an option for replacing the existing buildings of Inverkeithing High School. As part of the development of such a proposal, a site assessment is required to be undertaken to review potential sites against the education requirements.

2.14 On 19 March 2019, the Education & Children's Services Committee considered a report on sixteen potential sites which identified that six sites should be taken forward for more detailed investigation.

2.15 The Committee:

- 1) *noted the completion of the Phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee, but asked that the Phase 1 exercise be extended eastwards to establish if there were sites east of the existing site which merited inclusion in the phase 2 feasibility studies;*
- 2) *agreed that the six sites set out in the report, as well as the Spencerfield and Caldwell's Paper Mill require further consideration, and authorised the preparation of phase 2 feasibility studies on those sites, to be reported to this Committee in May; and*
- 3) *agreed to authorise the Executive Director, Education and Children's Services, to engage in formal discussions with the communities and, if necessary, to prepare a report for this Committee's consideration with a view to commencing a statutory education consultation.*

2.16 On 21 May 2019, The Education children's Services Committee:

- (1) *noted the completion of the phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee;*
- (2) *agreed that the Inverkeithing South Site 18 at Caldwell Mill/Ballast Park be removed from the list of sites for assessment at the phase 2 stage, due to the challenges associated with addressing flood prevention and mitigation, potential contamination and other challenges associated with the development of these sites for a school; and*
- (3) *agreed that six sites required further consideration and authorised the preparation of phase 2 feasibility studies to be reported to Committee in August*

on the remaining six sites as follows:

Inverkeithing North

Site 3 - Inverkeithing High School

Site 4 - North of the A921 - West

Site 22 - North of A921 - East

Rosyth

Site 10 - Fleet Grounds

Site 11 - HMS Caledonia

Site 12 - West Rosyth

2.17 Indicative locations of the potential sites assessed are detailed in Appendix A.

3 Education requirements

- 3.3 On 16 August 2016, the Executive Committee considered a report outlining the Authority's educational requirements and *"agreed the criteria . . . required to test any available site options for . . . assessment of sites for any future school developments"* as follows:
- i. *"a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;*
 - ii. *a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;*
 - iii. *a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities;*
 - iv. *a sufficient site area to accommodate all curricular, external learning, sports facilities and community engagement, therefore any site would be assessed having regard to the size of the site and its ability to accommodate the school, and not only its curricular activities but all extracurricular activities In accordance with current Fife Council priorities;*
 - v. *a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;*
 - vi. *a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;*
 - vii. *the school should be available for occupancy within a reasonable timescale;*

viii. *a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources.*"

- 3.4 On 13 December 2016, the Executive Committee noted that these criteria relate solely to the site characteristics and not to the detailed design of the new school building. Additionally, it was noted that these criteria relate to the Education Authority's requirement for a school.
- 3.5 A detailed planning assessment is required and undertaken as part of any planning application process in due course. The Planning Authority will determine any application on the basis of the Development Plan and other material planning considerations.
- 3.6 Executive Committee also recognised that application of the education criteria was insufficient to definitively identify a new site and that a range of technical, environmental and planning considerations would impact on site selection. However, it was considered appropriate, before embarking upon any of the technical studies that a two-stage process be considered to limit the in-depth work required, by early elimination of those sites which did not match the base education criteria. This would then be followed by the more detailed technical assessment of a reduced numbers of sites i.e.:

Stage 1

- Site assessment based on the educational criteria outlined above
- Assessment supported by high level consideration of any significant issues
- Identification and elimination of those sites which did not satisfy the above criteria and were not deemed worthy of further consideration

Stage 2

- Detailed technical assessment of the remaining sites deemed worthy of further consideration
- Further consideration of any education criteria not capable of completion during Stage 1 due to lack of supporting evidence only established during the Stage 2 studies
- Further consideration of any other issues identified during the technical assessment

2.5 The Stage 1 process identified the sites detailed in 1.10 above.

4 Process

- 4.3 The Stage 2 assessment has been primarily based on a SWOT analysis which examines the Strengths, Weaknesses, Opportunities and Threats applicable to each site. This approach has been used a number of times in looking at school sites. As an example, this methodology was used at Waid Academy and led to relocation of the proposed new facility within the campus, realising several benefits not available at the original proposed location.
- 4.4 The purpose of this analysis is to build upon the earlier assessment based on the education criteria and critically explore the various technical issues that arise on each of the sites. This promotes a comprehensive understanding of the site selection in a structured way, thus providing a firm foundation for determination of the preferred site

in an easily understandable and transparent manner.

- 4.5 The assessment was initially carried out within the technical team responsible for delivery of the project, as an integral part of their professional assessment of the different sites, by use of individual design disciplines. All of the individual issues raised were then subjected to peer review, by the whole technical team, to provide a summary SWOT Analysis. This is detailed in Appendix B.
- 4.6 The assessment also picks up on Education Criterion 7 i.e. “the school should be available for occupancy within a reasonable timescale”, which could not be assessed as part of the Stage 1 assessment. This is primarily determined by ownership and planning issues and these are outlined in the SWOT analysis. In addition, Education Criterion 8 i.e. “a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council’s capital resources” has also been addressed, in Section 6.0 Budget Costs, below.

5 Stage 2 Site Assessment

- 5.3 During the technical assessment numerous issues were examined, some of which were closely related to, or dependent upon, others. Therefore, it is helpful to focus on these key groupings across sites rather on the individual issues which are detailed in the summary SWOT Analysis.

Education

- 5.4 In addition to those factors already examined and reported in the earlier reports to the Education & Children’s Services Committee on 19 March 2019 and 21 May 2019, some additional related issues became apparent through the Stage 2 assessment process.
- 5.5 Construction of a new school on any of the sites, **with the exception of Site 3:**
- 5.5.1 could be carried out without any need for decant
 - 5.5.2 would not impact on the operation of the existing school
 - 5.5.3 should not impose any restrictions on achieving all educational aspirations
 - 5.5.4 however, would distance the new High School from the existing Inverkeithing Primary School and the Treetop Family Nurture Centre
- 5.6 **Redevelopment of the existing building (Site 3)** would involve a whole school decant, to an as yet unidentified site, during the construction period of at least two years. Any redevelopment or demolition of the existing buildings will require a major programme of asbestos removal. In addition, there is known, but unquantified, asbestos contamination of the grounds surrounding the school and a lack of space to accommodate both a decanted school and the construction works safely. Another large decant site would require to be identified and made available.
- 5.7 Any large scale decant would be disruptive for the school and involve two whole schools moves. Such a large decant would incur substantial additional costs, in the region of £12m for a full decant village, and this would impact on the available budget to deliver a new state of the art secondary school (both capital and revenue). Additionally, at this time, there may be limitations on the ability to resource such a decant as a significant number of temporary modular units are required to support the ongoing arrangements at Woodmill HS.

- 5.8 Due to the constraints of the existing structure any remodelling of the existing school building may not fully comply with the design brief and may have to be a 'best fit', potentially compromising the desire to raise the school from 'Suitability C' to 'Suitability A'.
- 5.9 Construction of a new school on the existing site would reduce the available sports/social areas for about three years: during construction of the new school; demolition of the old school and reinstatement of sports pitches and social space. However, three years is the minimum period, as it is not yet known how long it will take to get demolition consent for a Category B Listed Building.
- 5.10 **All of the sites** are within the existing catchment area of Inverkeithing HS and all of the sites would require appropriate transport arrangements to be in place for those young people who meet the distance eligibility criteria, as determined in the current School Transport policy. The availability of walked routes to school are not likely to be significantly impacted by the site selection process. However, the numbers of young people being entitled to transport would increase for sites 10.11 and 12.
- 5.11 Any proposal to relocate the existing Inverkeithing HS and build a new school on a different site location to site 3 will impact on some pupils who are having to travel further to attend this new school. However, there will be some pupils who will live nearer to the school.
- 5.12 No site can be identified as **fully** complying with criterion iii i.e. the part stating that the site should be '*located within the designated catchment area where pupil population was greatest*', as pupil projections indicate that the overall pupil population will remain split by the M90 and that the pupil population in each area represents around 50% of the total number of pupils.
- 5.13 Appendix C provides details of the outcome of the community engagement exercise, relating specifically to the proposal to replace the Inverkeithing HS buildings, which is overwhelmingly supportive of retaining a secondary school on a site in Inverkeithing.
- 5.14 **All sites** are capable of supporting the development of the distributive model for secondary provision and delivering a new school to accommodate a pupil roll of up to 2000.

Design

- 5.15 **All sites, other than the existing site**, should allow for a new build that provides full flexibility of the building layout to suit all educational requirements. The additional considerations, with respect to design, are detailed in 4.13 to 4.25 below.
- 5.16 **Site 3 – Remodel/Extend Existing Buildings:** The listing of the existing buildings does impose certain limitations on the potential remodelling/extension of the new school. Although no detailed design work has been undertaken, discussions with Historic Environment Scotland indicate that only limited demolition may be acceptable and that most of the existing structure would need to be maintained. Experience from previous projects have demonstrated that although it is technically feasible to uplift the condition of existing buildings, from Condition C to Condition A, it is much harder to raise suitability in the same the way.
- 5.17 Of particular concern is the multiplicity of levels within the existing building, due to the close modelling of the building levels to the sloping terrain. From previous studies/projects it would appear that there is no guarantee that full accessibility can be

achieved, even with multiple lifts. In addition, it is likely that even where accessibility can be provided, it will be at the expense of ease of use and convenience by having to use more than one lift located in different parts of the building to access upper floors. In the event of a fire, or other emergency, this would make it difficult to evacuate building users quickly.

- 5.18 As with all refurbishment/remodelling projects there is the potential that unforeseen defects exist that could not be detected until the reconstruction works were underway.
- 5.19 **Site 3 – New Build:** There is an opportunity to create a gateway building on the approach to Inverkeithing.
- 5.20 Maintenance of the existing school throughout the construction of a new school limits the available area for redevelopment and this would impose restrictions on the design of the new school. The new school will be located closer to the A921 than would be optimal resulting in potential noise issues, which will also restrict the amount of natural ventilation from opening windows.
- 5.21 Demolition of the existing school prior to construction of a new school would enable optimum use of the site to achieve all educational requirements but would result in a whole school decant for at least two years.
- 5.22 **Site 4 – North of A921 (West):** There is an opportunity to create a gateway building on the approach to Inverkeithing.
- 5.23 This is located in a high-risk flood area and considerable hydrology and flood investigations would be required to minimise the risks. It is likely that the sports pitches would be located in a potential flood risk area, but it should be possible to locate a new school outwith the flood risk zone.
- 5.24 **Site 22 – North of A921 (East):** There is an opportunity to create a gateway building on the approach to Inverkeithing.
- 5.25 A new access off the A921 would be required. Due to the difference in level between the A921 and the site it is likely that significant retaining wall would be required to support the access road. These may be located in close proximity to the new school giving an oppressive outlook and introducing potentially significant differences in level within the environs of the school.
- 5.26 **Site 10 – Fleet Grounds:** The site will allow for full flexibility of building layout and servicing strategies. The topography of the site is relatively flat.
- 5.27 **Site 11 – HMS Caledonia:** If the new school were to be centrally located within the site, on elevated land, it would offer good views across the waterfront.
- 5.28 **Site 12 – Rosyth West:** The new school would be highly visible due to its hilltop location.

Access

- 5.29 **Site 3 – Existing School Site:** The existing site has well established vehicular and pedestrian available routes to school networks. Due to the site topography and the existing narrow and steep entrance there may be some issues during the construction phase.

- 5.30 Sites 4 & 22 – North of A921:** These would require a new access off the A921, with a substantial ramp down into both sites. The new access is likely to be taken off the existing signalised junction between the A921 and Hillend Road. There are two existing pedestrian underpasses under the A921 which, although obviating the need to cross the A921, could be considered substandard accesses to a school. Additional pedestrian access from the east could be provided through the provision of a new footbridge at Hillend, although this would incur additional cost of approximately £1.5m - £2m (therefore this has been included in the construction costs in section 6 for these two sites). The current derestricted A921 could act as a significant barrier to sustainable modes of transport.
- 5.31 Site 10 – Fleet Grounds:** This has reasonable existing access routes for pedestrians, cyclist and vehicles. Pedestrian and cyclist access to/from the north would have to be improved with widened footways and crossing facilities on the A985 trunk road. Vehicular access could be taken off the existing roundabout with no or limited alterations to accommodate school buses.
- 5.32 Site 11 – HMS Caledonia:** Although the site can be accessed off the existing road network, the existing pedestrian routes are poor. Upgrades for both vehicular and pedestrian routes would need to be determined and more detailed work would be required to establish the extent and cost of this.
- 5.33 Site 12 – West Rosyth:** Although the site can be accessed off the existing road network there are no substantive pedestrian routes. Upgrades to vehicular and creation of a pedestrian network would be required. More detailed work would be required to establish the extent and cost of these upgrades.

Ownership

- 5.34** Selection of any site other than Site 3 would involve site acquisition costs. As with other recent school building projects, no allowance for site acquisition has been included in the development costs (see section 6). Likewise, however, no account has been taken of any potential capital receipt that could be realised for the sale of an existing site. In this case we have taken advice from the District Valuer on appropriate potential purchase costs, which are reflected in ongoing commercial negotiations with the land owners. The broad similarity of the land in question is such that there is unlikely to be any material variation between the sites in the cost of land purchase.
- 5.35 Site 3 – Existing:** This is the only site that is wholly owned by Fife Council and either of the potential developments here would not incur any site purchase costs.
- 5.36 Sites 4 & 22 – North of A921:** These agricultural sites are in the same ownership and the landowner has indicated a willingness to engage with the Council on purchase of either site for potential redevelopment for a new school.
- 5.37 Site 10 – Fleet Grounds:** Part, but not all of the site is already owned by Fife Council. Depending upon agreement on the final boundaries there are potentially three other owners. Two of the owners have indicated their willingness to engage with the Council on purchase of their sites for potential redevelopment for a new school.
- 5.38** The third owner is the Ministry of Defence (MOD) and should this site be included in the defence review then this part of the proposed site will not be available until 2024 at the earliest. Whilst it may be beneficial to include the MOD portion of the site, if the timescale for acquisition does not fit in with the proposed programme for delivery of

the school then simply acquiring a larger site from one of the other landowners would enable the required site area to be assembled.

- 5.39 **Site 11 – HMS Caledonia and Site 12 – West Rosyth:** Both of these sites are owned by the MOD and although early indications were that the MOD were willing to engage with the Council on the acquisition of either of these sites, it has now indicated that due to slippage in the Defence Review that the earliest that these sites may be available will be 2024.

Planning

- 5.40 A detailed planning assessment has not been undertaken of each of the sites. Prior to submitting a planning application, a detailed planning assessment will be undertaken to support that application. However, at this stage consideration has been given to some key planning issues when evaluating each of the sites.
- 5.41 **Site 3 – Remodel/Extend Existing:** The existing school is already in education use but is a Category B listed building. During preliminary discussions Historic Environment Scotland (HES) indicated that they were not supportive of demolition of the existing Category B listed building as they considered that the buildings were robust and would be capable of sensitive restoration. This would preserve a Category B listed building for the foreseeable future thus enhancing Fife's cultural heritage.
- 5.42 **Site 3 – Newbuild:** Although HES's strong preference is to retain the school in its current form they did accept that changes would be required if the buildings were to continue to function as a secondary school and meet the requirements of the curriculum. HES indicated that provided the main teaching block and the attached two 'roundels' to the east of the main block were retained in their current form, with appropriate internal remodelling and upgrading, they may be open to a discussion about some selective demolition of the attached and detached lower storey building blocks to the west of the main block, with appropriate extensions in this area.
- 5.43 **Site 4 – North of A921 (West):** Lies outside the settlement boundary and is considered to be in countryside for policy advice. A large area of the north eastern part of the site is at risk from flooding from the Inverkeithing Burn. Land is prime agricultural land. Site is within the Forth Rail Bridge viewpoint 2 viewcone.
- 5.44 **Site 22 – North of A921 (East):** Lies outside the settlement boundary and is considered to be in countryside for policy advice. Land is prime agricultural land. The site is close to Hillend. Site is within the Forth Rail Bridge viewpoint 3 viewcone.
- 5.45 **Site 10 – Fleet Grounds:** Protected Open Space; Part of Existing Green Network Asset, it lies inside the settlement boundary. The site is within the consultation zone for the nuclear facility at Rosyth dockyard. The east of the site has planning permission for a new football pitch - this is to replace the one which would be lost through development of the new Lidl along Admiralty Road.
- 5.46 **Site 11 – HMS Caledonia:** Part of Existing Green Network Asset passes through the site. It lies inside the settlement boundary. The site is within the consultation zone for the nuclear facility at Rosyth dockyard. The site is remote from the main residential areas of Rosyth and Inverkeithing.
- 5.47 **Site 12 – West Rosyth:** This site is outside the settlement boundary and considered to be in countryside for policy advice. At present it is distant from residential areas. It is north of the Rosyth Container Terminal and on the access road to West gate. SNH

have previously commented on landscape issues on proposed development on the site to the west. The site is within the consultation zone for the nuclear facility at Rosyth dockyard. The site is remote from the main residential areas of Rosyth and Inverkeithing. Land is prime agricultural land. There is some risk of surface water flooding in the north east corner of the site.

Timescales

- 5.48 It is not possible to provide definitive timescales for delivery of a new school on any of the sites, at this stage. Once the final site selection has been concluded further detailed work will be required to confirm a specific timeline.
- 5.49 **Site 3 – Existing:** Any redevelopment of the existing building will involve a prolonged delivery period due to the need for a whole school decant to another site; obtaining listed building consent for partial demolition and subsequent remodelling of a Category B Listed Building. It should be noted that a suitable site for decant has not yet been identified.
- 5.50 Construction of a new school on the existing site is also likely to have a prolonged programme due to the need to demolish the existing Category B Listed Building and demolition consent is likely to be a protracted process. It is recommended that, should this option be selected, no works commence until consent has been obtained for the demolition of the existing listed building.
- 5.51 **Sites 4, 10 & 22:** Discussions are on-going with the various landowners and early indications are that acquisition of any of these sites should not impact unduly on early delivery of the project, should this be required. In assembling Site 10 - Fleet Grounds some land could be acquired from the MOD and, if included in the Defence Review, would not be available until 2014. Should this be the case then additional land could be acquired from one of the other owners and there would then be no impact on early acquisition of the site.
- 5.52 **Sites 11 & 12:** The MOD has recently indicated that, due to the Defence Review slipping from 2022 to 2024, these sites will not be available before then. Given the current slippage of the Defence Review, there is no guarantee that the sites will be available by 2024.

Infrastructure/Utilities

- 5.53 **Site 3 – Existing:** Both redevelopment options, on the existing site, should be able to reuse the utilities for the redevelopment, with a minimal uplift to cater for the increased roll. This may be accommodated within the existing utilities infrastructure.
- 5.54 **Site 4 – North of A921 (West):** The existing utility networks that serve the current Inverkeithing HS are adjacent to this site and potentially the capacity from the existing school could be re-used.
- 5.55 Extensive drainage will be required to address flooding issues and it may be difficult to position the SUDS to drain into existing water courses.
- 5.56 **Site 22 – North of A921 (East):** The existing utility networks that serve the current Inverkeithing HS are adjacent to this site and potentially the capacity from the existing school could be re-used.

- 5.57 The existing 11kV overhead high voltage (HV) electricity supply cables would need to be diverted and existing intermediate pressure (IP) gas, water main and foul water sewers may need diverted.
- 5.58 **Site 10 – Fleet Grounds:** Gas main and underground high voltage cable may need to be diverted. Finalisation of the boundaries may enable avoidance of these services thus eliminating need for diversion.
- 5.59 It is likely that a minor diversion of the Fife Coastal Path will be required.
- 5.60 **Site 11 – HMS Caledonia:** Until access can be gained to the site it is difficult to determine the risks associated with undocumented buried services within the site (which won't appear on utility record plans) and what service diversions may be required.
- 5.61 All required utilities could already be available, although it is known that a gas main crosses the site and may need to be diverted.
- 5.62 **Site 12 – Rosyth West:** There is no, or limited, infrastructure and the site is remote from main utility connections.
- 5.63 An existing 11kV high voltage (HV) electricity supply cable crosses the site and may need to be diverted. A 33kV HV runs north-south along the east boundary of the site.

Other Considerations

- 5.64 **Site 3 – Remodel/Extend Existing:** Redevelopment of the existing buildings would address the ongoing maintenance responsibility associated with the building fabric of a listed building.
- 5.65 Experience elsewhere in the Building Fife's Future Programme suggests that there is also the potential for a negative public perception of remodelling and extension of the existing building, against all other sites, due to the need for decant and the provision of partial new and partial rebuild of the existing facilities.
- 5.66 **Site 3 – Remodel/Extend Existing & New Build:** A new build option on the existing site is likely to incur additional site abnormal costs, as the existing earthworks material may be unsuitable for re-use, which are likely to be expensive to remove off site due to the unquantifiable presence of buried asbestos. This may make the re-use making earthworks required to develop site prohibitive. This may also apply in a lesser degree to the remodelling/extension of the existing building.
- 5.67 Either of the two redevelopment proposals on the existing site will result in the Family Centre and the Primary School being close to a construction site for several years. Consideration may need to be given to a short term decant of the Family Centre and Primary School during decontamination works, to allay potential fears of cross contamination.
- 5.68 **Site 4 –North of A921 (West) and Site 22 - North of A921 (East):** Both sites have a lack of good connectivity to any residential areas other than Hillend. . Additional pedestrian access from the east could be provided through the provision of a new footbridge at Hillend.
- 5.69 **Site 4 –North of A921 (West):** There are extensive stands of giant hogweed on Site 4, which is spreading into Site 22, that would require to be eradicated. Advice from

our invasive species expert is that eradication is unlikely to be permanent, as re-infestation is likely to occur via both the existing watercourses and the railway line to the north. This could be addressed by establishing a 15m wide bio-security zone to the north, west and possibly east of the site, fenced off from the school, which enable continuous monitoring and safe treatment as and when required.

- 5.70 **Site 22 – North of A921 (East):** This site has been infected with Japanese Knotweed that may spread to Site 4 and eradication of this can take up to four years or more and, depending upon the treatment method and proposed site layout, is likely to prolong delivery of a new school.
- 5.71 **Site 11 – HMS Caledonia:** The existing buildings at HMS Caledonia are of an age that they are likely to contain asbestos, and it is likely that buried debris and possibly other contaminants from the original construction will also be encountered.
- 5.72 Due to the presence of existing MOD buildings it is difficult to assess any potential sub-structure issues from a desk top study. Further detailed studies would be required to establish any potential issues.
- 5.73 **Site 12 – West Rosyth:** The site is remote from residential areas.

6 Community Impact

- 5.1 In terms of educational facilities, the overall impact on the community should be a positive one, with a new school being proposed on a site which will have enhanced facilities for the young people in the catchment area.
- 5.2 It is recognised that the current facility is extensively used and valued as a community use school and it is intended that this should continue in the replacement building, which would offer a range of facilities that would be state of the art. The detail of these facilities would be determined through the design process, although it is not anticipated that a swimming pool would be included in any new facility.
- 5.3 Feedback from the community engagement sessions indicates that the loss of the community facilities for Inverkeithing (i.e. should the site not be 3,4, or 22), would be opposed strongly, albeit they would be included within any new school. The maintenance of the community wing at the existing site would provide some mitigation for any loss, however the capital and ongoing revenue costs associated with this option would be significant and could be considered as an additional project as part of the more detailed design work proposed. Recognising that the community wing was largely built at the same time and is in similar condition as the remainder of the existing school, if provision is to be retained it may also be appropriate to consider a new build solution, which in the long term could be more cost effective. Again however, the cost of such a building could be significant.
- 5.4 Initial estimates would indicate a cost for separation and basic refurbishment / remodelling of the existing building (plus relocation of the existing all-weather pitch which is currently located on a different part of the site) to be in the region of £5m to £6m plus, with the capital costs of a new build solution being more expensive. It is important to stress that these are initial high level indicative cost estimates that would require to be verified following survey and agreement of a brief. If this option were considered it would be appropriate to undertake a review of local community facilities to help assess optimum provision. Likewise, consideration could be given to the most appropriate operating model.

- 5.5 If a decision is taken to relocate Inverkeithing HS to site 4, 22, 10, 11 or 12, the existing main teaching campus would be declared surplus. Site 3 would no longer be required for educational purposes and options for its reuse or disposal would be presented for consideration in due course. Were the community wing retained there would of course be a reduction in any capital receipt.

7 Estimated Costs

- 7.3 Estimated costs for each of the sites have been prepared on the basis that the proposed new build schemes will comply with the Scottish Government's recommended metrics. Our aim, as a minimum, is to work within the metric, as at Levenmouth Academy, or to better this, as exemplified both at Waid Academy (where additional council services have been incorporated within the space metric) and at Dunfermline HS (where the new school was delivered under the space metric). The recommended space metric for this size of school is set at 10m²/pupil, resulting in a proposed new build school of 20,000m². Initially, this would be applicable to all new builds across all of the sites. However, any remodelling of the existing structure, allied to a new build component, could not reasonably be expected to comply with a new build space metric, due to the need to fit a substantial portion of the required accommodation within the existing floorplates.
- 7.4 A range of costs are not covered by the metric e.g. site acquisition, off-site road works, IT provision etc. The feasibility studies included consideration of the estimated total costs required to provide the school, **excluding** site acquisition costs. The high level budget costs for these are as follows:

	Site	Total Estimated Costs (inclusive of fees and IT costs but excluding site acquisition) (£million)	Acquisition Costs Yes/No	Additional Decant Costs Applicable Yes/No
3	Existing Site (Remodel & Extend)	81.3	No	Yes
3	Existing Site (New Build)	84.9	No	Yes
4	North of A921-West	69.5	Yes	No
No	West Rosyth 1-Fleet	63.7	Yes	No
11	West Rosyth 2-HMS Caledonia	66.8	Yes	No
12	West Rosyth 3	63.3	Yes	No
22	North of A921-East	71.8	Yes	No

(N.B. Construction costs have been estimated based on 3Q19 BCIS indices. Since spend will be incurred in future years, inflation indices will apply. The cost estimates are based on current Scottish Government metrics which do not include the cost of addressing the recently declared climate change emergency.

8 Stage 2 Assessment Outcomes

8.3 Having considered the range of factors, as detailed in the report and Appendices, it is evident that there are number of key issues that are common across more than one site, as well as a number of other factors that require consideration.

8.4 The following appear to be the options, set out in no particular order:

(a) Option 1 - Site 3 – Existing - Remodelling/Extension: Re-use of the existing school buildings may not produce the best design to satisfy entirely the Education Brief. Although it will be possible to raise the building from Condition C to Condition A, the same guarantee cannot be provided with regard to Suitability. A major concern would be that accessibility may comply with the minimum required by regulation but is likely to fall short of Fife council’s standards. A whole school decant would impact on education provision and would be prohibitably expensive This will also be difficult to programme, due the potential delays in obtaining Demolition Consent for a Category B Listed Building. The Stage 2 Assessment demonstrates that this option **does not comply** with the following education criteria for site selection:

- v. *a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities*
- vi. *a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site*
- vii. *the school should be available for occupancy within a reasonable timescale*

(b) Option 2 - Site 3 – Existing – New Build – No Decant: Maintaining the current school on the site during construction of a new school will not provide the optimum solution due the new school being located in a sub-optimal location on the site. This will also be difficult to programme due to the potential delays in obtaining the necessary Consents for partial demolition and remodelling of a Category B Listed Building. The Stage 2 Assessment demonstrates that this option **does not comply**

with the following education criteria for site selection:

- ii. *a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site*
- v. *a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;*
- vi. *a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;*
- vii. *the school should be available for occupancy within a reasonable timescale*

(c) Option 3 - Site 3 – Existing – New Build- With Decant: Demolition of the existing school before building the new school would address the design issues inherent in the option whereby the school remains in operation throughout the new build. However, it would introduce the same difficulties outlined in the remodelling/extension option with regard to decant. This will also be difficult to programme due the potential delays in obtaining Demolition Consent for a Category B Listed Building. The Stage 2 Assessment demonstrates that this option **does not comply** with the following education criteria for site selection:

- vii. *the school should be available for occupancy within a reasonable timescale*

(d) Option 4 - Sites 4 and 22 – North of the A921 (East & West): These sites are similar and the boundaries between them are to all intents arbitrary. There are a range of technical issues, some of which will impact on the use of the sites but can substantially be addressed at a cost. However, these sites have poor connections to residential areas, other than Hillend, and essentially are on the ‘wrong side’ of the busy A921, which is subject to a 60mph speed limit. They are somewhat isolated when considering meaningful local connections. The Stage 2 Assessment demonstrates that, including and in light of the various technical challenges, these options **do not comply fully** with the following education criterion for site selection:

- iii. *a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities*

(e) Option 5 - Site 10 – Fleet Grounds: Notwithstanding the need to finalise the proposed site boundaries, and provided that there are no substantive delays in acquiring the site, as anticipated, then the Stage 2 Assessment demonstrates that this site **does not comply fully** with the following education criterion for site selection:

- iii. *a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities*

(f) Option 6 - Sites 11 & 12 – HMS Caledonia & Rosyth West: Including and in light of various technical issues, with particular regard to poor pedestrian connections, these sites will not be available before 2024. The Stage 2 Assessment demonstrates

that this option does not comply with the following education criterion for site selection:

vii. the school should be available for occupancy within a reasonable timescale

9 Preferred Location

- 9.3 Having considered a range of factors, the more detailed site assessment process that has now been undertaken indicates that all sites will present technical and timescale challenges. On balance, based on construction costs, option 5 (Site 10 – Fleet Grounds) offers the best value location for the replacement of the Inverkeithing HS buildings. However, account must be taken of the potential capital and ongoing revenue costs, for Fife Council, to continue to deliver existing community use facilities for the Inverkeithing, Dalgety Bay and Aberdour communities.
- 9.4 Once these costs are accounted for i.e. the acquisition of land, the construction costs and the budget required for Community Use Facilities, option 5 costs become comparable with option 4 (Sites 4 and 22).
- 9.5 Accordingly, it is necessary for the Council to consider there to be 2 options to be preferred. It is clear that options 4 and 5 can meet all but one of the educational requirements for site selection fully and are capable of furnishing the state of the art building that will deliver outstanding educational facilities.
- 9.6 The contents of this report and appendices outline the full technical SWOT analysis, the outcomes of the community engagement exercise and the additional considerations to allow members to determine the preferred options.
- 9.7 The final criterion to be considered is that the preferred site is:
- viii. a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council's capital resources*
- 9.8 Based on the information included in this report it is possible to determine preferred options. However, the scale of the investment required to fund any of the possible sites is significant and should be considered in terms of the overall affordability of the Council's Capital Investment Plan.
- 9.9 The preferred options are 4 and 5.

10 Next Steps

- 10.3 If Committee agrees these as the preferred options for the replacement of Inverkeithing High School, then officers should:

10.3.1 continue to explore potential funding sources

10.3.2 explore the community requirements and opportunities presented by both options

10.3.3 investigate and negotiate with the land owners acquisition costs for options 4 and 5

10.3.4 prepare the Education Brief for each option

10.3.5 appoint a Design Team to prepare designs for both options

10.3.6 report back to a future Committee on the preferred option.

List of Appendices

Appendix A – Sites Location Plan
Appendix B – SWOT Analysis
Appendix C – Public Engagement

Background Papers

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

- Report to Education & Children’s Services Committee, 28 August 2018 – Building Fife’s Future - The School Estate
- Report to Education & Children’s Services Committee, 6 November 2018 – Building Fife’s Future – Education Infrastructure Development
- Report to Education & Children’s Services Committee, 19 March 2019 – Building Fife’s Future – Inverkeithing High School
- Report to Education & Children’s Services Committee – 21 May 2019 – Building Fife’s Future – Inverkeithing High School
- Report to Executive Committee, 16 August 2016 – Madras College: Education Requirements
- Report to Executive Committee, 13 December 2016 – Madras College Update

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18	ADDITIONAL STAGE 2 ITEMS																			
a	hubco Portion % (Proforma 2)	2.00%			2.00%			2.00%		2.00%			2.00%		2.00%			2.00%		2.00%
b	Additional Items % (Proforma 12)	0.00%			0.00%			0.00%		0.00%			0.00%		0.00%			0.00%		0.00%
c	Additional Items % (Proforma 8)	1.07%			1.07%			1.07%		1.07%			1.07%		1.07%			1.07%		1.07%
d	Additional Stage 2 Items Total (18a+18b+18c) x 3		£2,155,883		£2,253,638		£1,833,169		£1,705,783		£1,711,569		£1,710,409		£1,761,999		£1,665,963		£1,896,480	
19	hubco FM Market Test Costs (DBFM only)																			
a	Indicative Annual FM Cost	0		0		0		0		0		0		0		0		0		0
b	Cost to Market Test % (Proforma 2)	0		0		0		0		0		0		0		0		0		0
c	Market Test Total (19a x 19b)	0	£0	0	£0	0	£0	0	£0	0	£0	0	£0	0	£0	0	£0	0	£0	0
20	Sub-Total Stage 2 Development Fee Costs (16b+17b+18d+19c)		£3,449,903		£3,606,184		£2,933,981		£2,730,331		£2,739,580		£2,737,725		£2,820,203		£2,666,670		£3,035,197	
21	NEW PROJECT DEVELOPMENT FEE COST TOTAL (8d+9+15+20)		£4,675,468	£233.77	£4,878,970	£243.95	£4,003,655	£200.18	£3,738,470	£186.92	£3,750,514	£187.53	£3,748,098	£187.40	£3,855,498	£192.77	£3,655,573	£182.78	£4,135,454	£206.77
22	ADDITIONAL FEES																			
a	% of sub-total (3) Proforma 11	0.50%	£351,121		£367,042		£298,562		£277,815		£278,757		£278,568		£286,971		£271,329		£308,873	
b	Total Additional Proforma 11 Fees (3 x 22a)																			
23	TOTAL PROJECT COST PLAN @ 3Q19		£79,283,062	£3,964.15	£82,869,521	£4,143.48	£67,443,239	£3,372.16	£62,769,690	£3,138.48	£62,981,958	£3,149.10	£62,939,382	£3,146.97	£64,832,158	£3,241.61	£61,308,749	£3,065.44	£69,766,024	£3,488.30
24	INFLATION: to Client Requested Quarter 4Q20	354	£3,508,100	£175.41	£3,666,793	£183.34	£2,984,214	£149.21	£2,777,420	£138.87	£2,786,812	£139.34	£2,784,928	£139.25	£2,868,680	£143.43	£2,712,777	£135.64	£3,086,992	£154.35
25	ICT Equipment		£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00	£2,000,000	£100.00
26	TOTAL PROJECT COST PLAN @ REQUESTED QUARTER	4Q20	£84,791,162	£4,239.56	£88,536,314	£4,426.82	£72,427,453	£3,621.37	£67,547,109	£3,377.36	£67,768,770	£3,388.44	£67,724,311	£3,386.22	£69,700,837	£3,485.04	£66,021,526	£3,301.08	£74,853,017	£3,742.85

Caveats / Notes

Cost Model Base: 3Q19 TPI 339 @ 050719
 Current SFT Metric:
 £1900 @ 223
 £2888 @ 339
 £3016 @ 354

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 3
 Small Muqa 5
 Total carried to 6A 2,600,000
 Add/Deduct from Base - 400,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 3
 Small Muqa 5
 Total carried to 6A 2,600,000
 Add/Deduct from Base - 400,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 5
 Small Muqa 6
 Total carried to 6A 3,300,000
 Add/Deduct from Base 300,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 5
 Small Muqa 4
 Total carried to 6A 3,100,000
 Add/Deduct from Base 100,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 5
 Small Muqa 4
 Total carried to 6A 3,100,000
 Add/Deduct from Base 100,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 5
 Small Muqa 5
 Total carried to 6A 2,900,000
 Add/Deduct from Base - 100,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 4
 Small Muqa 5
 Total carried to 6A 2,900,000
 Add/Deduct from Base - 100,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 1
 Small Muqa 4
 Total carried to 6A 1,900,000
 Add/Deduct from Base - 1,100,000

Site Works Inclusions

Artificial Pitch 2
 Grass Pitch 5
 Small Muqa 6
 Total carried to 6A 3,300,000
 Add/Deduct from Base 300,000

ABNORMALS / SITE SPECIFIC CONSIDERATIONS	SITE 03 OPTION A 11,180 New Build 8840 Refurb			SITE 03 OPTION B 20,000 m²			SITE 04 20,000 m²			SITE 10A 20,000 m²			SITE 10B 20,000 m²			SITE 10C 20,000 m²			SITE 11 20,000 m²			SITE 12 20,000 m²			SITE 22 20,000 m²					
	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL	QTY	RATE	TOTAL			
Site Strip Cut (m3)	52500	5	262,500	52500	5	262,500	67500	5	337,500	84000	5	420,000	84000	5	420,000	73000	5	365,000	72500	5	362,500	30000	5	150,000	68000	5	340,000			
Site Strip Fill (m3)	15000	8	120,000	15000	8	120,000	16500	8	132,000	20500	8	164,000	14000	8	112,000	14000	8	112,000	13000	8	104,000	7000	8	56,000	20500	8	164,000			
Cut Excavation (m3)	40000	5	200,000	72000	5	360,000	7000	5	35,000	64000	5	320,000	66500	5	332,500	67000	5	335,000	74000	5	370,000	24000	5	120,000	33500	5	167,500			
Fill Excavation (m3)	39000	8	312,000	35000	8	280,000	151000	8	1,208,000	25000	8	200,000	33000	8	264,000	18000	8	144,000	15000	8	120,000	3000	8	24,000	201000	8	1,608,000			
Disposal Offsite (m3)	38500	25	962,500	74500	25	1,862,500	-93000	n/a	n/a	102500	25	2,562,500	103500	25	2,587,500	108000	25	2,700,000	118500	25	2,962,500	44000	25	1,100,000	-120000	n/a	n/a			
Import Additional Fill (m3)	0	n/a	n/a	0	n/a	n/a	93000	30	2,790,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	30	3,600,000		
Potential VE - Groundworks and Cut & Fill	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	-1	1,600,000	-1,600,000	-1	1,600,000	-1,600,000	-1	1,600,000	-1,600,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	
Retaining Walls 1m retention (m)	0	n/a	n/a	10	600	6,000	150	600	90,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	130	600	78,000	0	n/a	
Retaining Walls 2m retention (m)	210	1,000	210,000	160	1,000	160,000	213	1,000	213,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	210	1,000	210,000	0	n/a	n/a	0	n/a	25	1,000	25,000	
Retaining Walls 3m retention (m)	20	1,500	30,000	240	1,500	360,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	20	1,500	30,000	0	n/a	n/a	55	1,500	82,500	0	n/a	
Toucan Crossing	2	50,000	100,000	2	50,000	100,000	0	n/a	n/a	5	50,000	250,000	5	50,000	250,000	5	50,000	250,000	0	n/a	n/a	3	50,000	150,000	2	50,000	100,000	0	n/a	
Offsite footpath/cycleway	0	n/a	n/a	0	n/a	n/a	60	250	15,000	60	250	15,000	60	250	15,000	60	250	15,000	0	n/a	n/a	1200	n/a	250	300,000	0	n/a	n/a	0	n/a
Reposition Light Columns	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	16	2,000	32,000	16	2,000	32,000	16	2,000	32,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	
Dealing with existing Services	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	100,000	100,000	1	100,000	100,000	1	100,000	100,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	
Adjustments to Roundabouts	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	250,000	250,000	1	250,000	250,000	1	250,000	250,000	0	n/a	n/a	0	n/a	n/a	1	650,000	650,000	0	n/a	
Junction / signal / road improvements	1	400,000	400,000	1	400,000	400,000	1	1,000,000	1,000,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	600,000	600,000	0	n/a	n/a	0	n/a	1	300,000	300,000	
Transport Scotland upgrades	1	400,000	400,000	1	400,000	400,000	0	n/a	n/a	1	400,000	400,000	1	400,000	400,000	1	400,000	400,000	1	400,000	400,000	1	400,000	400,000	1	400,000	400,000	1	400,000	
Modify land around water features	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	200,000	200,000	1	200,000	200,000	1	200,000	200,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	
Contamination Issues - non asbestos	0	n/a	n/a	0	n/a	n/a	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	
Contamination - asbestos in ground - High Cost Risk	10000	300	3,000,000	10000	300	3,000,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	
Dealing with Knotweed & Hogweed	0	n/a	n/a	0	n/a	n/a	1	150,000	150,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	150,000	150,000
New access road	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	200,000	200,000
Offsite sewer	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	750	750	562,500	0	n/a	
HV Diversion 11KV	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	150,000	150,000	1	175,000	175,000	1	200,000	200,000	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	1	100,000	100,000
HV Diversion 33KV	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0	n/a	n/a																		



SUMMARY - 25 YEAR BASIS NON - DISCOUNTED	25 Year Cost	16.00	Year																								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
INVERKEITHING HIGH SCHOOL - ALL SITES		20,000.m2																									
LIFE CYCLE COSTS	£8,001,800	Average £16.00/m2/annum	£23,200	£29,600	£32,800	£130,600	£138,600	£487,600	£138,400	£231,200	£125,800	£234,200	£240,000	£820,000	£500,000	£136,600	£153,200	£989,400	£146,000	£428,400	£687,400	£400,000	£269,400	£210,400	£350,000	£949,000	£150,000
MAINTENANCE & REPAIR - HARD FM	£11,000,000	Average £22.00/m2/annum	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000	£440,000
CLEANING - SOFT FM	£3,250,000	Average £6.50/m2/annum	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000	£130,000
ENERGY COSTS	£12,500,000	£25.00/m2/annum	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000	£500,000
NON DISCOUNTED Life Cycle Totals Per Annum	£34,751,800		£1,093,200	£1,099,600	£1,102,800	£1,200,600	£1,208,600	£1,557,600	£1,208,400	£1,301,200	£1,195,800	£1,304,200	£1,310,000	£1,890,000	£1,570,000	£1,206,600	£1,223,200	£2,059,400	£1,216,000	£1,498,400	£1,757,400	£1,470,000	£1,339,400	£1,280,400	£1,420,000	£2,019,000	£1,220,000

11th February 2020
Agenda Item No. 5

Education & Children's Services Directorate Revenue Budget 2019-20 Projected Outturn

Report by: Carrie Lindsay, Executive Director, Education and Children's Services
Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on the forecast financial position for the 2019-20 financial year, for the areas in scope of the Education and Children's Services Committee.

Recommendation(s)

Members are asked to:

- a. consider the current financial performance and activity as detailed in this report;
- b. note that officers will ensure that the risks associated with Looked After Children are appropriately managed whilst acting to address the projected overspend in Children and Families Service;
- c. note that the Education and Children's Services Directorate continues to implement the Strategy approved by the Executive Committee on 13 January 2015, as updated by subsequent reports, most recently the report to this committee of 22 January 2019, to reduce the reliance on purchased care placements and increase the number of children who can be looked after safely at home or in kinship care.

Resource Implications

The Directorate remains committed to managing the budget and developing and implementing the strategy to address demographic pressures on spend.

Legal & Risk Implications

The Directorate requires to discharge its duty as Corporate Parent to all Looked After Children and to support their families accordingly. It is committed to proactive management of the budget to reduce the level of care placements whilst managing the risk to individuals.

Impact Assessment

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

Consultation

None

1.0 Introduction

- 1.1 The purpose of this report is to advise Members of the projected outturn for the Education and Children's Services Directorate (excluding Criminal Justice), for the 2019-20 Revenue Budget, and to highlight the major variances as at October 2019. This is the third monitoring report to the Strategic Committee for the 2019-20 financial year.

2.0 Major Variances

Education and Children's Services 2019-20 Projected Outturn

- 2.1 The projected overspend, for this financial year, for Education and Children's Services (excluding Criminal Justice) is £7.293m. A summary of the 2019-20 projected out-turn is detailed in Appendices 1-4. This shows projected expenditure against budget across the service headings within the Directorate. It should be noted that the balances are extracted from the ledger system and are shown as rounded thousands. This may mean that there are some rounding differences contained within the appendices, but these are immaterial values that do not impact on the overall financial position. The following paragraphs provide a brief explanation of the main areas where there are significant variances (+/-£0.250m) to budgets.
- 2.2 As reported to the Policy and Co-ordination Committee on 23rd January the Directorate is actively reviewing all areas of expenditure and considering cost control measures to contain expenditure. Actions being considered include avoiding non-essential expenditure, including delaying projects or recruitment into the new financial year.

Education Service

- 2.3 DSM Budget: - projected underspend (£2.882m), movement £0.237m

Under the Devolved School Management Scheme, schools' budgets are calculated and allocated with reference to a range of formulae based on appropriate data, for example school roll. The Scheme also recognises that schools require some flexibility to manage resource between financial years and to assist in meeting this a carry forward of under / over spend of up to 2.5% of service managed budget is allowed. Schools carried forward £3.179m into 2019-20 under this provision.

- 2.4 The provisional outturn includes the effect of adjusting schools' budgets for the movement in school rolls at August 2019, and the budget required for teaching staff in post. In Primary the roll decreased from 29,176 to 29,035, which resulted in a decrease of 8 classes across the sector. In Secondary, the roll increased from 20,349 to 20,833, which required a consequential increase in budget of £0.747m across secondary schools.
- 2.5 The projected underspend within the DSM reflects the underspend on employee costs of £4.035m, due to teaching vacancies, partly offset by projected overspends on premises costs of £0.367m, arising from building repairs and maintenance, and supplies and services of £0.793m due to increased spend on stationery, communications and computing equipment.

- 2.6 In addition to the core DSM budget, the schools' Pupil Equity Fund (PEF) has also been included in their devolved budgets. Any unspent PEF at 31 March was carried forward for schools, and in addition schools' allocations for 2019-20 have been applied to budgets. These amounts are £2.827m, and £10.049m respectively. As PEF is a ring-fenced funding source it has no impact on the variance within the service, as any under (or over) spends are carried forward.

Non-DSM/Childcare: - projected overspend £0.303m, movement (£0.841m)

- 2.7 The projected overspend mainly relates to maternity pay and long-term absence, where overspends of £2.423m and £0.645m are included within the projection. These costs are in relation to teachers but are borne by the non-devolved central Education budget and not the DSM. These overspends are reduced by a projected underspend in Early Years, of £1.590m, mainly due to the timing of recruiting additional Early Years Officers to match the intake of children throughout the year. Underspends are also projected within Special Education of £0.393m.

The movement since the last report is due to additional income in relation to probationary teachers.

Children and Families Service – projected overspend £9.872m, movement £0.452m

- 2.8 The position for the service reflects a projected overspend, mainly due to projected overspends on employee costs and third party payments. In employee costs there is a projected overspend of £0.697m due to agency staff costs. In third party payments, the cost of purchased care placements is projected to overspend by £7.504m, kinship care by £0.699m, continuing care by £0.912m and grants to voluntary organisations by £0.679m, due to unachieved savings. Partly offsetting the projected overspend is a projected underspend on transfer payments of £0.551m, which is due to lower than anticipated payments to foster carers. The projection at October reflects the achievement of £2.590m of mitigating actions in terms of reviewing placements and managing care arrangements.
- 2.9 The movement since the last report is due to the impact of updated and revised mitigating actions within purchased placements. The projected outturn for Children and Families Service takes account of a number of mitigating actions to contain the expenditure at this forecasted level. The Service will continue to identify further cost reduction measures in order to reduce the Service overspend further. Future monitoring reports will take into account the amount of cost reduction achieved. These actions will be undertaken whilst ensuring that children are placed in the most suitable care arrangements to ensure their safeguarding.
- 2.10 The projected position for the service is influenced by various factors. Cost pressures on the budget have arisen from higher than anticipated placement numbers, however the position reported is also due to a reduction in Children and Families budget. This is based on the estimated impact of the Strategy approved in January 2015, which included assumptions around reduced numbers of purchased care placements, and the reduction in future budget requirement that this would enable. As 2019-20 is the last year of the original Strategy, significant reductions in placement numbers were anticipated. Consequently, the budget for Children and Families Service has reduced in 2019-20 by £3.3m. However, the reduction in placement numbers required has not been achieved and therefore this reduction in budget is a factor in the level of projected overspend.

- 2.11 At 31 August 2019 there were 353 purchased care placements and 40 continuing care placements. At 31 October the number of purchased care placements was 330 and continuing care was 39. In terms of the Strategy, to balance the budget in 2019-20, the number of purchased care placements would need to reduce significantly to around 240.

3.0 Savings

Revenue Budget Savings 2019-20

- 3.1 The combined savings target, as approved in the 2019-22 budget process and earlier budget processes for the Directorate (excluding Criminal Justice), for this financial year, is £3.621m. An indication of the forecast achievement of savings is attached at Appendix 5. Savings anticipated to be achieved are indicated by a green RAG status coding. Those indicated amber are where the saving is currently expected to be achieved in part or where evidence of achievement of the saving through future revenue monitoring is required before the saving can be flagged as green.
- 3.2 Savings flagged as red in Appendix 5 require significant work to be undertaken before these savings can be achieved. Additional information in relation to the savings, where there is currently a variance, is included below: -
- Acceleration of savings: Children and Families – the significant early success of the Children and Families Strategy indicated that additional savings could be achieved, however, pressure on child placement numbers has led to an increase in purchased placement costs
 - Joined Up Support: Family work / Third Sector – the shortfall relates to the unachieved portion of the saving which is in relation to the grants to voluntary organisations budget. Voluntary sector support was agreed for a 6-month period earlier this year. A further report is to be submitted to committee, and once approved this saving can be updated.

4.0 Conclusions

- 4.1 The projected outturn for the Education and Children's Services Directorate Revenue Budget (excluding Criminal Justice) for 2019-20 is a projected overspend of £7.293m. The dominant factors within the projection are the projected overspend in respect of long-term absence and maternity leave within Education, and the overspend in Children and Families service due to higher than anticipated child placements compared to the expectations of the Strategy and the impact of Continuing Care. These overspends are partly offset by the projected underspend within DSM (mainly due to the carry forward of underspend from 2018-19) and within Early Years, due to recruitment lead in times.

List of Appendices

1. Education and Children's Services Revenue Monitor 2019-20
2. Educational Services – Devolved Revenue Monitor 2019-20
3. Educational Services – Non-Devolved Revenue Monitor 2019-20
4. Children and Families Service excluding Criminal Justice Revenue Monitor 2019-20
5. Savings Tracker 2019-20

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BUDGET MONITORING REPORT SUMMARY 2019-20 (TO OCTOBER 2019) EDUCATION & CHILDREN'S SERVICES					Appendix 1	
SERVICE	CURRENT BUDGET 2019- 20 £m	FORECAST 2019-20 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET BUDGET	369.079	376.372	7.293	1.98%	7.445	(0.152)
ANALYSIS OF SERVICE MANAGED BUDGET						
EDUCATIONAL SERVICES - DEVOLVED	198.952	196.069	(2.882)	-1.45%	(3.119)	0.237
EDUCATIONAL SERVICES - NON DEVOLVED	105.958	106.261	0.303	0.29%	1.144	(0.841)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.169	74.041	9.872	15.38%	9.420	0.452
EDUCATION & CHILDREN'S SERVICES	369.079	376.372	7.293	1.98%	7.445	(0.152)

**BUDGET MONITORING REPORT SUMMARY
2019-20 (TO OCTOBER 2019)
EDUCATIONAL SERVICES - DEVOLVED**

Appendix 2

SERVICE	CURRENT	FORECAST	FORECASTED	FORECASTED	PREVIOUS	MOVEMENT
	BUDGET	2019-20	VARIANCE	VARIANCE	REPORTED	FROM
	2019-20	2019-20			VARIANCE	PREVIOUS
	£m	£m	£m	%	£m	REPORTED
						VARIANCE
						£m
TOTAL COST OF SERVICE	200.939	198.056	(2.882)	-1.43%	(3.119)	0.237
LESS: CORPORATELY MANAGED ITEMS	1.987	1.987	0.000	0.00%	0.000	0.000
SERVICE MANAGED NET BUDGET	198.952	196.069	(2.882)	-1.45%	(3.119)	0.237
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	96.354	94.779	(1.575)	-1.63%	(1.491)	(0.083)
SECONDARY EDUCATION	95.662	94.520	(1.143)	-1.19%	(1.465)	0.322
NURSERY EDUCATION	2.342	2.282	(0.061)	-2.59%	(0.046)	(0.014)
SPECIAL EDUCATION	4.225	4.127	(0.098)	-2.32%	(0.118)	0.019
AREA GROUPS	0.368	0.362	(0.006)	-1.63%	0.001	(0.007)
EDUCATIONAL SERVICES - DEVOLVED	198.952	196.069	(2.882)	-1.45%	(3.119)	0.237

SUBJECTIVE GROUPING	CURRENT	FORECAST	FORECASTED	FORECASTED	PREVIOUS	MOVEMENT
	BUDGET	2019-20	VARIANCE	VARIANCE	REPORTED	FROM
	2019-20	2019-20			VARIANCE	PREVIOUS
	£m	£m	£m	%	£m	REPORTED
						VARIANCE
						£m
SERVICE MANAGED NET EXPENDITURE	198.952	196.069	(2.882)	-1.45%	(3.119)	0.237
INCOME	(13.889)	(14.068)	(0.179)	1.29%	0.015	(0.193)
EXTERNAL INCOME	(13.874)	(14.001)	(0.127)	0.91%	0.015	(0.141)
INTERNAL INCOME	(0.015)	(0.067)	(0.052)	346.59%	0.000	(0.052)
EXPENDITURE	212.841	210.137	(2.704)	-1.27%	(3.134)	0.430
EMPLOYEE COSTS	207.401	203.366	(4.035)	-1.95%	(0.117)	(3.917)
PREMISES RELATED EXPENDITURE	0.245	0.612	0.367	149.87%	0.000	0.367
TRANSPORT RELATED EXPENDITURE	0.151	0.237	0.086	56.76%	0.000	0.086
SUPPLIES & SERVICES	3.336	4.129	0.793	23.76%	(3.017)	3.810
THIRD PARTY PAYMENTS	1.708	1.787	0.079	4.62%	0.000	0.079
TRANSFER PAYMENTS	0.000	0.001	0.001	0.00%	0.000	0.001
SUPPORT SERVICES CHARGES	0.000	0.006	0.006	0.00%	0.000	0.006

BUDGET MONITORING REPORT SUMMARY 2019-20 (TO OCTOBER 2019) EDUCATIONAL SERVICES - NON DEVOLVED						Appendix 3
SERVICE	CURRENT BUDGET 2019-20 £m	FORECAST 2019-20 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
TOTAL COST OF SERVICE	149.603	149.906	0.303	0.20%	1.143	(0.840)
LESS: CORPORATELY MANAGED ITEMS	43.645	43.645	0.000	0.00%	(0.000)	0.000
SERVICE MANAGED NET BUDGET	105.958	106.261	0.303	0.29%	1.144	(0.841)
ANALYSIS OF SERVICE MANAGED BUDGET						
PRIMARY EDUCATION	19.876	21.964	2.088	10.50%	1.984	0.104
SECONDARY EDUCATION	19.243	20.657	1.413	7.34%	1.121	0.292
NURSERY EDUCATION	26.444	24.915	(1.529)	-5.78%	(1.288)	(0.241)
SPECIAL EDUCATION	30.691	30.396	(0.295)	-0.96%	(0.244)	(0.051)
AREA GROUPS	0.604	0.564	(0.040)	-6.67%	(0.021)	(0.019)
EDUCATION ADMINISTRATION	2.767	2.820	0.053	1.92%	(0.159)	0.212
STAFF DEVELOPMENT	0.300	0.246	(0.054)	-18.06%	(0.056)	0.002
FIFE MUSIC SERVICE	1.613	1.699	0.086	5.33%	0.086	0.000
SUPPORT SERVICES	1.925	1.705	(0.219)	-11.40%	(0.196)	(0.023)
GENERAL EDUCATION	0.625	(0.586)	(1.211)	-193.69%	(0.094)	(1.117)
CHILDCARE	1.870	1.882	0.012	0.65%	0.012	0.000
EDUCATIONAL SERVICES - NON DEVOLVED	105.958	106.261	0.303	0.29%	1.144	(0.841)

BUDGET MONITORING REPORT SUMMARY 2019-20 (TO OCTOBER 2019) CHILDREN AND FAMILIES excl CRIMINAL JUSTICE						Appendix 4
SERVICE	CURRENT BUDGET 2019-20 £m	FORECAST 2019-20 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
TOTAL COST OF SERVICE	66.142	76.014	9.872	14.93%	9.420	0.452
LESS: CORPORATELY MANAGED ITEMS	1.973	1.973	0.000	0.00%	0.000	0.000
SERVICE MANAGED NET BUDGET	64.169	74.041	9.872	15.38%	9.420	0.452
ANALYSIS OF SERVICE MANAGED BUDGET						
C & F WEST	3.152	3.311	0.159	5.04%	0.225	(0.066)
C & F EAST	2.222	2.182	(0.040)	-1.79%	(0.029)	(0.011)
C & F FIFE WIDE	36.100	45.704	9.604	26.60%	8.694	0.910
C & F RESIDENTIAL	3.582	3.685	0.103	2.89%	0.092	0.011
C & F FAMILY PLACEMENT	10.677	10.845	0.168	1.57%	0.077	0.091
CHILDREN & FAMILIES SENIOR MANAGER	2.022	1.925	(0.097)	-4.78%	0.301	(0.398)
FAMILY SUPPORT	2.918	2.940	0.022	0.75%	0.031	(0.009)
C & F CENTRAL	3.497	3.450	(0.047)	-1.35%	0.029	(0.076)
CHILDREN AND FAMILIES excl CRIMINAL JUSTICE	64.169	74.041	9.872	0.000	9.420	0.452

SUBJECTIVE GROUPING	CURRENT BUDGET 2019-20 £m	FORECAST 2019-20 £m	FORECASTED VARIANCE £m	FORECASTED VARIANCE %	PREVIOUS REPORTED VARIANCE £m	MOVEMENT FROM PREVIOUS REPORTED VARIANCE £m
SERVICE MANAGED NET EXPENDITURE	64.169	74.041	9.872	15.38%	9.420	0.452
INCOME	(0.570)	(0.734)	(0.164)	28.70%	(0.135)	(0.029)
EXTERNAL INCOME	(0.547)	(0.651)	(0.104)	18.93%	(0.104)	0.000
INTERNAL INCOME	(0.023)	(0.083)	(0.060)	261.51%	(0.031)	(0.029)
EXPENDITURE	64.739	74.775	10.036	15.50%	9.555	0.481
EMPLOYEE COSTS	22.414	22.780	0.366	1.63%	0.253	0.113
PREMISES RELATED EXPENDITURE	0.280	0.274	(0.005)	-1.96%	(0.001)	(0.005)
TRANSPORT RELATED EXPENDITURE	1.357	1.499	0.141	10.42%	0.154	(0.013)
SUPPLIES & SERVICES	1.675	1.531	(0.145)	-8.63%	0.555	(0.699)
THIRD PARTY PAYMENTS	35.066	44.800	9.734	27.76%	8.807	0.927
TRANSFER PAYMENTS	3.945	3.889	(0.055)	-1.40%	(0.213)	0.158
SUPPORT SERVICES CHARGES	0.002	0.002	0.000	0.00%	0.000	0.000

FIFE COUNCIL
TRACKING APPROVED 2019-20 SAVINGS
EDUCATION AND CHILDREN'S SERVICES COMMITTEE
OCTOBER 2019

Area	Approved Budget Year	Title of Savings Proposal	Savings Target £m	Overall Forecast £m	(Under)/ over £m	Rag Status
Children & Families / Criminal Justice	2017-20	Acceleration of savings	1.000	0.000	(1.000)	Red
Educational Services	2018-21	Joined up support: Familywork / Third Sector	0.200	0.125	(0.075)	Amber
Educational Services	2017-20	Approved savings on track to be achieved	0.055	0.055	0.000	Green
Educational Services	2018-21	Approved savings on track to be achieved	0.877	0.877	0.000	Green
Educational Services	2019-22	Approved savings on track to be achieved	1.489	1.489	0.000	Green
Grand Total			3.621	2.546	(1.075)	

Rag Status Key:-

Green - No issues and saving is on track to be delivered

Amber - There are minor issues or minor reduction in the value of saving, or delivery of the saving is delayed

Red - Major issues should be addressed before any saving can be realised

Summary			
Rag Status	Savings Target £m	Overall Forecast £m	(Under)/ over £m
Green	2.421	2.421	0.000
Amber	0.200	0.125	(0.075)
Red	1.000	0.000	(1.000)
Total	3.621	2.546	(1.075)

11th February 2020

Agenda Item No. 6

Education and Children's Services Directorate

Capital Investment Plan 2019-2020: Progress Report

Report by: Carrie Lindsay, Executive Director, Education and Children's Services
Eileen Rowand, Executive Director, Finance and Corporate Services

Wards Affected: All

Purpose

This report provides members with information on the overall progress of the Education and Children's Services Directorate's capital programme for the current financial year, 2019-2020, as well as informing members of progress on major projects.

Recommendation(s)

Members are asked to :

- a) note the financial position as detailed in this report, and
- b) note that the budget has been revised to reflect the outcome of the Capital Plan review undertaken in February 2019 and subsequent re-phasing exercise carried out in June 2019

Resource Implications

There are no direct resource implications. At the present time the Directorate is projecting a final outturn of £31.362m. The plan is showing a variance of £6.458m in the current year, as at October 2019.

Legal & Risk Implications

There are no legal implications arising from this report. However, there is a risk that the actual outturn will vary from the projection contained in the report. Any potential over or under spend will be managed within the capital programme in 2019-2020 and the programme re-profiled over future years.

Impact Assessment

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

Consultation

Not Applicable.

1.0 Background

- 1.1 The purpose of this report is to provide information on the overall progress of projects within the capital programme for the current year, as well as providing an update on projects under individual headings within the capital plan.
- 1.2 This report focuses on one year; the projected outturn is currently £31.362m, which is a variance of £6.458m from budget, and a reduction in projected spend of £2.200m from the previous committee report (in October 2019).
- 1.3 Appendix 1 provides the cost detail for individual projects and programmes within the capital plan, where expenditure exceeds £1m.
- 1.4 Appendix 2 provides the projected final outturn for Education and Children's Services for the year 2019-2020.

2.0 Issues and Options

Key Issues / Risks

Major Projects

- 2.1 Appendix 1 provides a summary of the projected outturn for the major projects and programmes within the Education and Children's Services Capital Plan. The new Madras College project is progressing well on site, the foundation works are on programme, with steel framed structure and roof works having commenced at the end of October. This project is showing advancement of £0.316m, which reflects this progress.
- 2.2 Early Learning and Childcare (ELC) is showing slippage of £3.365m. This slippage is mainly due to 3 new build projects for which the start dates have been rescheduled, however the projects will still meet the August 2020 delivery date.

Potential Risks and Actions

ELC (1140 hrs) programme

- 2.3 The Early Learning and Childcare theme is funded via a specific capital grant from the Scottish Government. This is a significant area of investment, with over 50 projects being progressed in order to achieve the commitment for the expansion of ELC. A review of this programme was undertaken in early October and the scope of several projects was adjusted to reflect the latest roll projections and anticipated operating models within the individual ELC settings. These changes have been notified to all establishments. Careful monitoring and review of these projects will be required to ensure delivery within the funding available, with projects being further reviewed and scope amended where appropriate. Any resultant shortfall in funding in this area will require to be met from the Education rolling programme within E&CS Capital Plan.

Financial Performance – 2019-2020 projected spend

- 2.4 Appendix 2 details the projected outturn, for 2019-2020, against the main projects and Investment Themes.
- 2.5 The projects across the investment themes are projecting an overall slippage of £3.977m. The Early Learning and Childcare theme accounts for £3.365m of this slippage from the 3 new build nursery projects referred to in para 2.2 which are at Halbeath, Pitcorthie and Lochgelly. However, these projects are still on target for opening in August 2020.

- 2.6 An additional £2.911m has been added to the capital plan, in the current year, against Secondary Schools West Fife. This budget transfer was agreed at the Investment Strategy Group (ISG) meeting held in October 2019.
- 2.7 The Primary School Development theme has slippage of £0.399m. This relates to re-scheduling of work in line with proposed housing developments. Projects will be addressed in future years.
- 2.8 The Education Rolling programme currently has slippage of £0.340m, which relates to minor delays across a variety of projects within the school estate. Much of this delay can be attributed to the diverting of resources to address the reinstatement of Woodmill High School after the fire in the Summer.

3.0 Conclusions

- 3.1 The projected outturn position for the capital programme for Education and Children's Services Directorate is currently £31.362m. A slippage of £6.458m is projected.
- 3.2 The management of capital resources requires us to look across financial years, as well as within individual years. The current year performance is only a snapshot of the existing plan and the Directorate will adjust expenditure levels within future years of the plan to accommodate the advancement of projects and respond to slippage.

List of Appendices

1. Project Cost Monitor
2. Capital Plan 2019-2020 Forecast Expenditure

Background Papers

Not applicable

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EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	SERVICE	ACTUAL SPEND TO DATE £m	CURRENT & FUTURE YEARS PROJECTION £m	TOTAL PROJECTED OUTTURN £m	TOTAL PROJECTED BUDGET £m	VARIANCE £m	VARIANCE %
Madras College	E&CS	5.692	44.478	50.170	50.170	0.000	0.00%
Early Learning Childcare	E&CS	6.535	22.222	28.757	28.757	0.000	0.00%
Primary School Development	E&CS	0.000	88.042	88.042	88.042	0.000	0.00%
Rimbleton Home Reprovision	E&CS	0.419	0.975	1.394	1.394	0.000	0.00%
Total Education & Children's Services		12.646	155.717	168.363	168.363	0.000	0.000

CAPITAL PLAN 2019-20 FORECAST EXPENDITURE

APPENDIX 2

EDUCATION & CHILDREN'S SERVICES COMMITTEE

CAPITAL PROJECT	CURRENT BUDGET 19-20 £m	PROJECTED OUTTURN £m	PROJECTED VARIANCE £m	OUTTURN AS A % OF PLAN	2020-29 APPROVED CAPITAL PLAN £m
BUILDING FIFE'S FUTURE					
LEVENMOUTH ACADEMY	0.000	0.003	0.003	0.0%	0.000
MADRAS COLLEGE NEW BUILD	12.000	12.316	0.316	102.6%	32.478
WINDMILL COMMUNITY CAMPUS	0.000	0.001	0.001	0.0%	0.000
MADRAS COLLEGE REFURBISHMENT WORKS	0.219	0.092	(0.127)	41.9%	0.000
EXTENSION SECONDARY SCHOOL AUCHMUTY	0.000	0.000	0.000	0.0%	9.620
EXTENSION SECONDARY SCHOOL VIEWFORTH	0.000	0.000	0.000	0.0%	5.989
SECONDARY SCHOOL GLENROTHES-GLENWOOD	0.000	0.000	0.000	0.0%	27.532
SECONDARY SCHOOLS WEST FIFE	2.911	0.250	(2.661)	8.6%	117.572
TOTAL BUILDING FIFE'S FUTURE	15.130	12.661	(2.469)	83.7%	193.191
INVESTMENT THEMES					
ICT PROGRAMME	2.000	2.200	0.200	110.0%	9.052
DEVELOPER CONTRIBUTIONS	0.391	0.391	0.000	100.0%	0.000
EARLY LEARNING AND CHILDCARE	12.265	8.899	(3.365)	72.6%	9.957
NURSERIES AND PRIMARIES PRESSURES	2.577	2.504	(0.072)	97.2%	0.621
PRIMARY SCHOOL DEVELOPMENT	0.399	0.000	(0.399)	0.0%	87.643
EDUCATION ROLLING PROGRAMME	3.964	3.624	(0.340)	91.4%	38.742
NURSERY REFURBISHMENT	0.000	0.000	0.000	0.0%	2.600
TOTAL INVESTMENT THEMES	21.595	17.618	(3.977)	81.6%	148.614
CHILDREN'S SERVICES					
LOOKED AFER CHILDREN HOMES REPROVISION	0.975	0.975	0.000	100.0%	0.000
LOOKED AFTER CHILDREN	0.120	0.108	(0.012)	89.7%	1.899
TOTAL CHILDREN'S SERVICES	1.095	1.083	(0.012)	98.9%	1.899
TOTAL EDUCATION & CHILDREN'S SERVICES	37.820	31.362	(6.458)	82.9%	343.703

INCOME	CURRENT BUDGET 19-20 £m	PROJECTED OUTTURN £m	PROJECTED VARIANCE £m	OUTTURN AS A % OF PLAN	2020-29 APPROVED CAPITAL PLAN £m
EDUCATION & CHILDREN'S SERVICES					
SPECIFIC CAPITAL GRANTS	(10.200)	(10.200)	0.000	100.0%	(7.100)
OTHER GRANTS & CONTRIBUTIONS	(2.266)	(1.266)	1.000	55.9%	(120.164)
CAPITAL RECEIPTS	0.000	0.000	0.000	0.0%	0.000
EDUCATION & CHILDREN'S SERVICES	(12.466)	(11.466)	1.000	92.0%	(127.264)

11th February, 2020.
Agenda Item No. 7

Schools Workforce Planning: Academic Session 2019/20

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

Wards Affected: All

Purpose

The purpose of this report is to provide members with an update on teacher and early years staffing for the current academic session 2019/20 and to provide information on the progress in relation to workforce planning for 2020/21.

Recommendations

Members are asked to note the content of the report and the progress with the developments.

Resource Implications

As part of the Local Government Finance Settlement, Fife confirmed a commitment to maintaining teacher numbers in line with pupil numbers, for 2019/20, at the 2017/18 level. The Scottish Government continues to allocate an additional £10m revenue budget to achieve this commitment and this £10m is now included in the total £88m funding allocated to local authorities to support both the commitment and the probationer teacher scheme.

The Scottish Government commitment to increase Early Learning Childcare (ELC) provision to 1140 hours means the continuous review of how we deliver ELC in Fife. All families will have an entitlement to 1140 hours (equivalent of 30 hours per week based on school terms) funded ELC from August 2020 for all eligible 2 year olds and all 3 and 4 year olds. This is almost doubling the provision that we already offer in Fife for Early Learning and Childcare. The financial and workforce planning implications of this are being addressed.

Legal & Risk Implications

Not Applicable.

Impact Assessment

An EqIA has not been completed and is not necessary for the following reasons: no change or revision to existing policies is proposed.

Consultation

None required.

1.0 Background

- 1.1 As part of the Local Government Finance Settlement, Fife confirmed a commitment to maintaining our teacher numbers in line with pupil numbers for 2019/20 at the Fife 2017/18 level. This is assessed through the pupil: teacher ratio determined in the annual pupil and teacher censuses in September.
- 1.2 The calculation used to determine the pupil: teacher ratio is a simple, overall calculation and is not representative of the actual ratios seen in the classroom. The total number of Fife pupils is divided by the total number of Fife teachers employed in the Primary/Secondary/Special/Central sectors. The total teacher numbers are provided by the September census.
- 1.3 The Scottish Government overall funding package of £88m is provided to maintain the pupil teacher ratio nationally in local authority schools, at a level of 13.7, and to provide a place on the Teacher Induction Scheme for every probationer. The financial implications of not meeting the pupil teacher ratio could, therefore, be significant.
- 1.4 In Fife, the overall pupil roll is increasing; the increase requires the creation of new teaching posts. This means that, to continue to meet this commitment, we are required to increase the overall number of teachers employed, specifically within the Secondary sector. However, the national teacher shortage is impacting on all local authorities, Fife is no exception, and therefore the ability to recruit additional teachers, particularly within the secondary sector, to meet the commitment has been, and continues to be, challenging.
- 1.5 Officers continue to work closely with the Scottish Government, General Teaching Council Scotland (GTCS) and other partners to secure quality appointments to Fife posts; through proactive recruitment processes and continued implementation of the Workforce Planning Strategy.
- 1.6 The Education Service first introduced a Workforce Planning Strategy as a means to:-
 - drive down Service overspends; and
 - deliver Council budget efficiency targets
- 1.7 The strategy has impacted on all areas of the Service and it links in to the national Workforce Planning Strategies.
- 1.8 For example, Fife has an excellent track record of securing and retaining probationary teachers and also of attracting high “outwith settlement” additional grant figures. The performance in placing probationers in vacant posts is very good.
- 1.9 For Early Years the Family Nurture Approach (FNA) is now fully embedded and the workforce is trained in the ‘Solihull Model’, delivering high quality ELC across all establishments, supporting families as part of an early intervention model.
- 1.10 Fife’s current focus is to build on the success of our Family Nurture Approach (FNA) and flexible model of ELC, listening to our families, staff and children to create new delivery models of Early Learning and Childcare that complement family life, allowing for access to employment and empowering parents to be the best parents they can be. A key priority is to maintain the high quality early learning that is recognised in Fife as well as providing 1140 hours of ELC.

- 1.11 In order to develop a model that will meet the needs of children, families and staff, a local governance structure has been created in Fife with a number of different work streams to ensure delivery of our model. This structure allows us to develop our work around Early Years Workforce Development.

2.0 Introduction

- 2.1 Workforce planning allows the Education Service to predict the future demand for the different types of staff to be employed and to seek to match this with the supply. Essentially, it involves analysing the current workforce and then extending that analysis to identify the future skills and competencies needed to deliver a new or an improved Service.
- 2.2 The annual comparison between our present workforce and the desired workforce highlights shortages, surpluses and competency gaps. These gaps become the focus of the workforce plan. The plan is developed around Service needs, integrated with Service and financial planning and responsive to Service changes and developments.
- 2.3 The plan is crucial in tackling the problems of staff shortages and staffing costs. It helps the Service to:-
- decide how many employees are required currently and will be needed in the future
 - manage employment expenditure by anticipating changes
 - cope with 'peaks and troughs' in supply and demand
 - retain employees
 - bid for Scottish Government allocated probationers and additional revenue/capital budget
- 2.4 Through implementing the plan, we have fewer vacant posts, fewer HR issues, fewer complaints and a better reputation as a Service and Council. Fife becomes an employer of choice, we have more flexibility to change and, ultimately, this will lead to better early intervention, attainment, achievement and outcomes with less budget waste, e.g. supernumerary posts, salary conservation, etc.
- 2.5 **Teacher Workforce Planning**
- 2.5.1 Although the local workforce plan achieves the aims in 2.4, there have been significantly fewer teachers available within Scotland to fill our posts; which also has a consequence of reducing our available supply teachers to fill gaps in the classroom rotas caused by sickness, training courses and other absences. Fife continues to see a reduced number of supply teachers registered locally.
- 2.5.2 The full quota of available university places was not taken up for 2017/18, 2018/19 or for the current 2019/20 cohort. This has reduced the number of probationers joining the scheme and qualifying as fully registered class teachers available for recruitment.
- 2.5.3 In the Secondary Sector, we have the additional issue that some subject areas in high demand have a lack of available subject teachers (e.g. English, Mathematics, Home Economics, CDT, Drama, Computing, Music and Chemistry which have all been the subject of Fife Council and Scottish Government advertisement campaigns), whilst other subject areas are in lower demand, e.g. Physical Education, Art and Design and the Social subjects. University uptake for the PGDE course has seen significant reductions in many of these subjects. The direct result is the probationers available for allocation throughout Scotland is significantly lower than required to fully satisfy

local authority demands. For 2019/20 and 2020/21, the impact is that fewer newly qualified teachers were and will be available for appointment to posts. The overall intake for Secondary students on the PGDE course is below the university target.

- 2.5.4 Following a review of newly appointed candidate data by HR, we are not currently paying for vacancies to be included in the Times Educational Supplement (TES) as this has a cost of £6,000. We have focused on social media advertising through Fife Council Facebook and twitter feeds to promote our posts. The Service has continued to undertake specific recruitment in Northern Ireland, we have continued to work with the Scottish Government to secure as many probationer teachers as possible and, in discussions with the General Teaching Council Scotland, to continue to streamline the registration process for overseas teachers.
- 2.5.5 Partnership arrangements continue with St. Mary's and Stranmillis Universities of Belfast. We offered taster placements in Fife during the students' university studies, leading to employment offers with Fife. We continue to promote Fife via the university career fairs and utilise the experience of recent recruits from the universities to showcase the employment and life style benefits of working and living in Fife.
- 2.5.6 We continually try to explore further both the UK and overseas markets, however, cost of advertising can be prohibitive. Work is ongoing to promote teaching as a career across graduate groups, with our media team further developing mechanisms to exploit the use of social media such as Twitter and Facebook. The Scottish Government had a radio campaign currently live to promote teaching as a profession.
- 2.5.7 To ensure our recruitment continued during the holiday period, our Headteachers and officers worked throughout the summer holiday to convene interview panels and appoint to vacancies.
- 2.5.8 We continue to work with our partner Teacher Training Institutions to develop and implement programmes that will support routes in to teaching. We continue to encourage our existing Fife Council staff to apply to the supported induction route programme that has been developed by the University of Dundee, in collaboration with the local authority partners, and accredited by GTCS.
- 2.5.9 We have worked with the Scottish Government and the GTCS to recruit probationers through alternative routes to teaching, with three generalist probationers working across our primary and secondary schools with a focus on English and Maths.
- 2.5.10 Officers continue to work with the Scottish Government and the GTCS to ensure Fife receives an equitable share of the distribution of probationers to local authorities. We are also working with our Secondary schools to explore ways of promoting Fife to university students and will be working to promote teaching as a profession to our current school pupils.

2.6 **Headteacher Workforce Planning**

- 2.6.1 From August 2020, it will become a prerequisite for candidates taking up their first permanent headteacher post within a local authority to hold the Standard for Headship qualification, under Section 28 of the Education (Scotland) Act 2016. To plan for this, we have been supporting our staff work towards gaining the Into Headship qualification and we currently have 14 candidates progressing through the course. In the last 4 years, 22 staff members have successfully completed the qualification.

2.6.2 On occasion, there is a requirement for the Service to recruit to a temporary Headteacher position and candidates may not hold the Into Headship qualification. To ensure local authorities can continue to operate, effective Headteachers who do not hold the qualification may be appointed on a temporary basis for a period not exceeding 30 months.

2.6.3 This requirement may create additional challenges in recruitment to Headteacher posts as a result of a reduce supply of candidates.

2.7 Early Years Workforce Planning

2.7.1 Funding allocated for the 1140 hours project and Skills Development Scotland continues to be used to support the delivery of the Modern Apprentice Early Years Officer Apprenticeship scheme, to address the increase in numbers anticipated to fulfil the staffing requirements for August 2020 and beyond. This programme has been very successful in terms of encouraging those returning to work and those seeking a change in career direction.

2.7.2 In 2018/19, the Service successfully supported 156 apprentices within our Nurseries across Fife.

2.7.3 Fife College has been increasing the number of placements available on their HNC Childhood Practice course from 100 in 2016-17, 164 in 2017-18, 164 in 2018-19 and 164 in 2019-20.

2.7.4 In addition to this, we have been continuing to increase the number of candidates recruited onto our successful Fife Council Early Years Apprenticeship Programme offering a two year temporary post while undertaking a SVQ level 3 Social Services (Children and Young People) qualification.

2.7.5 The table below shows how many people have been recruited on the programme and their progress to date:

Start Date	Number Recruited	Number still employed as Apprentices	Number Completed Qualification	No. Employed as EYO by Fife Council
August 2016	5	0	5	4
January 2017	2	0	2	2
August 2017	19	0	19	18
October 2017	28	3	26	22
January 2018	25	10	24	14
August 2018	29	23	7	6
October 2018	22	22	2	0
TOTAL	130	58	85	66

2.7.6 Of the 6 people not currently employed by Fife Council as an apprentice or qualified Early Years Officers (EYOs), 2 have been accepted into a teacher training course at university, 2 have moved out of Scotland, 1 has secured employment in another council area as an early years practitioner and 1 chose not to continue on the apprenticeship programme.

2.7.7 A cohort of 30 apprentices started in August 2019 and we have recruited an additional cohort of 27 apprentices, who started in October 2019. The plan is to recruit a further 37 apprentices to start in 2020.

3.0 Teacher Recruitment & Selection Process

- 3.1 The recruitment and selection process continues throughout the year and the figures included in this report change as vacant posts are filled and as further vacancies arise. However, the details shown below relate to our position at the end of our generic campaign as at August 2019.
- 3.2 The initial Fife Council allocation of probationer teachers for 2019/20 was 318; 198 Primary and 120 Secondary. However, this figure reduces as probationers withdraw from the Teaching Induction Scheme prior to the start of the academic session. There are several reasons for the students withdrawing from the Teaching Induction Scheme; students may not be successful in completing their course or student placements, students may defer for medical reasons or maternity leave, as examples. The number of probationers commencing in our schools in August 2019 was 257, 163 Primary and 94 Secondary. In addition, we added three staff members (Primary) from Belfast to our probationer scheme.
- 3.3 The number of probationers for 2019/20 arriving in our schools in August increased by 40 from session 2018/19, 31 in Primary and 9 in Secondary. The probationer withdrawal rate for 2019/20 of 61 was higher than 2018/19, however, the original allocation was 63 higher than that of 2018/19.
- 3.4 During the recruitment and selection process for 2019/20, we received 483 applications for teaching posts in Fife (223 primary and 260 secondary). This number was higher for both primary and secondary than 2018/19. The applicants included:-
- the 2018/19 cohort of probationers
 - permanent teachers requesting voluntary transfer
 - temporary and supply teachers seeking permanent employment
 - external candidates.

Of these, 439 (216 primary and 223 secondary) candidates attended for interview.

- 3.5 In the Primary sector, 111 new appointments were made of which 40 were placed in a permanent post within a school and 71 were appointed to a permanent contract with Fife, temporarily based in a school vacancy. These vacancies include career breaks and maternity posts.
- 3.6 In the Secondary sector, 68 new appointments were made of which 56 were placed in a permanent post, 5 were appointed to a permanent contract with Fife, temporarily based in a school vacancy and 7 were provided with temporary contracts.
- 3.7 Overall, 179 new appointments were made to Fife.
- 3.8 All probationers have been allocated to posts in schools, with the actual budgeted vacancies totalling 136.39 FTE over 261 posts. (It is not always possible to appoint probationers to a full 0.82 FTE vacancy for operational reasons.)
- 3.9 The total number of posts filled, including transfers, probationers, temporary and permanent appointments were:-
- Secondary – 100 permanent posts (97.20 FTE), 100 temporary posts (65.82 FTE), a total of 200 posts (163.02 FTE)

- Primary – 107 permanent posts (104.6 FTE), 290 temporary posts (184.16 FTE), a total of 397 posts (288.76 FTE)

3.10 In summary, for Session 2019/20 the Education Service has managed the:-

- normal transfer process, which for this year was 141 teachers
- appointment of 195 teachers
- allocation of 257 probationers

3.11 During June, we had several vacancies which were not filled through the generic workforce planning exercise. We advertised 1 primary post (0.80 FTE) and 33 secondary posts (30.32 FTE).

3.12 Following the start of the academic session, additional vacancies have been identified by schools. These are the result of school rolls increasing over the summer, staff departures, maternity leave, illness and bereavement, as examples.

3.13 The national shortage of teachers creates widespread employment opportunities for staff. This has led to interview candidates accepting contractual offers to Fife and later withdrawing to accept a post elsewhere, mainly closer to the candidate's home address. Unfortunately, a number of these candidates notified their rejection of the post offer very late in the summer holidays.

3.14 From August 2019, following the generic recruitment exercise, schools have managed their own recruitment and selection processes. The overall staffing within the primary sector has been stable with no schools identifying any specific or significant difficulties in recruiting staff. The secondary sector continues to encounter recruitment challenges for specific subject areas.

4.0 Early Years Recruitment & Selection Process

4.1 The recruitment process for EYOs has been updated. A generic recruitment process has been developed and was used for the first time to recruit candidates for the majority of EYO vacancies available in August 2019. This means that, in most instances, applicants only needed to complete one application form and attend one interview when applying for EYO posts within Fife Council.

4.2 Applications were received from 427 people for the generic recruitment process, with 352 candidates attending an interview.

4.3 Using this process, 134 posts were successfully recruited for August with another 39 extensions to existing temporary contracts being facilitated. The generic recruitment process is currently being reviewed to explore ways that unsuccessful applicants can be signposted to further opportunities for study or experience should they wish to apply again.

4.4 There is a focus on recruitment, including specific campaigns to target male; black and ethnic minority applicants for the early years' workforce.

4.5 Key workforce training programmes have been developed to support staff and ensure the continuity of high-quality early years workforce, with built in career progression and development opportunities. The Service is currently piloting a mentoring qualification with the current workforce to enable them to feel confident supporting apprentices and students.

- 4.6 The additional Graduate commitment from the Scottish Government has been targeted at nurseries within 20% of the most deprived postcode areas, using SIMD 1 & 2 data and Free Meal entitlement. In Fife, we have appointed 28 additional graduate staff (Early Years Lead Officers) which is part of the career development pathway for Early Years Officers. The role is at an enhanced salary equivalent to FC8 on the Fife Council single status pay scale (£44,370 - £49,521 including on costs).
- 4.7 Currently, 57 Fife Council employees are undertaking the BA in Childhood Practice.

5.0 Register of Approved Casual Workers (Teacher Supply List)

- 5.1 There are two situations when a worker may be required to work other than on a permanent basis, i.e. Short term (Casual) and Fixed Term (temporary).
- 5.2 There is no legal or Fife Council policy definition of short-term work; however, for operational purposes, short-term work is defined as work not expected to last longer than 4 weeks. Normally casual workers may be offered short-term work, generally with little or no notice and usually on a day-to-day basis. In such instances, there is no obligation on the Council to provide work or on the casual worker to accept the offer of work. If it becomes clear that the short-term cover is going to continue for at least a further 4 weeks, the post is normally advertised and normal recruitment procedures followed.
- 5.3 Whilst it is not possible to list all circumstances, the following are examples of occasions where, as a result of the absence of an employee, short-term cover might be carried out by a casual worker:
- In-service training/staff development/working groups
 - Discretionary leave (as per policy)
 - Paternity/maternity support leave
 - Short-term sickness absence
 - Trade union duties
 - SQA duties
 - Children's Panel attendance
- 5.4 All casual workers asked to cover on a short-term basis must be on the register of approved casual workers (supply list) held by the Education Service and recruitment to this register is in accordance with the Recruitment & Selection Policy and Procedures for Teachers.
- 5.5 Following the generic interview process (held in March each year), successful candidates, for whom there is no suitable vacancy, automatically qualify for inclusion on the register and all approved casual workers can be sourced through the 'Supply Messaging System'.
- 5.6 Additionally, teachers who have retired from Service on age grounds; who have retired with an Actuarially Reduced Pension or who have taken either a phased or winding down retirement option, can automatically qualify for inclusion on the register.

- 5.7 Employees who have retired early, on interest of efficiency grounds, are not re-employed by Fife Council in any position. However, under delegated authority, re-employment of teachers, within the Education Service, may be authorised by the Executive Director (Education and Children’s Services), in exceptional circumstances, i.e. dependent on the exigencies of the Service. Due to the national shortage of teachers, the Service is allowing a number of teachers to be available for supply teacher engagement.
- 5.8 Currently, we have 286 primary teachers and 182 secondary teachers on the register of approved casual workers. The number of available supply staff has increased in primary and decreased slightly in secondary from 2018/19.
- 5.9 However, the supply numbers are lower than we require for operational purposes. In addition, many of these registered supply teachers are likely to be engaged in short or medium term roles within our schools, or moving into permanent or temporary contracts during the academic year, reducing the number actually available at any time to respond to the demand.
- 5.10 We are running a continuous cycle of supply adverts for both primary and secondary sectors. As candidates apply, an interview is being scheduled and candidates recruited promptly. This will continue throughout the year.
- 5.11 In addition, we have continued to fund participation in a Return to Teaching programme delivered by the University of Edinburgh. The programme is to support qualified teachers who have been away from the profession for a number of years, or are new to the Scottish education system, who wish to return to the profession either full-time, part-time or as a supply teacher.

6.0 Teacher Retirement Information

- 6.1 Fife Council recognises that, in some circumstances, it may be in the interests of the Council for employees to be allowed either to retire earlier than the normal retirement age or initiate a phased retirement option, where they wish to do so. These early retirement options can assist the Council to continue to meet its aims and values, for example, in the need to provide services which are responsive, efficient, reliable and effective or to open up new employment opportunities within the Council.
- 6.2 However, as a result of the continuing lack of teachers available to both fill vacancies and cover on a supply basis, such options have only been available within Fife Council over the last 3 years where a formal managing change consultation has taken place as a result of a budget saving.
- 6.3 In academic session 2018/19, 20 teachers retired on age grounds, 28 retired with an actuarially reduced pension and 11 were accepted for winding down or phased retirement options. For 2019/20 to the end of December, 7 teachers retired on age grounds, 13 retired with an actuarially reduced pension and 11 were accepted for winding down or phased retirement options. These numbers are likely to increase as teachers traditionally retire in line with academic sessions.

7.0 Conclusions

- 7.1 Although early in the new calendar year, we are already underway with our 2020/21 recruitment. Work has been carried out to:-

- implement the workforce plan
- deliver the national commitments
- satisfy the demand for teachers and early years practitioners

- 7.2 While our intention has been to maintain the pupil:teacher ratio within Fife, increasing the overall number of teachers employed, this is dependent upon our ability to recruit. The shortage of teachers nationally continues to have a significant impact on our ability to recruit.
- 7.3 In addition, we do not have the level of contingency that we would normally seek to ensure that we can always fill gaps in the classroom rotas caused by sickness, training courses and other absences.
- 7.4 Our officers continue to work closely with COSLA, GTC Scotland and the Scottish Government regarding teacher numbers, national drives to promote teaching as a profession and to influence national discussions.
- 7.5 Fife Council is continuing to explore all new and alternative routes into teaching.
- 7.6 Significant progress has been made in the development and implementation of the workforce plan for Early Years. This work will continue and, again, our officers continue to work closely with COSLA and the Scottish Government regarding Early Years Officer numbers, national drives to promote Early Years as a profession and to influence national discussions.

List of Appendices

None

Background Papers

None

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Anywhere, anytime learning for schools

Report by: Executive Director, Education & Children's Services

Wards Affected: All

Purpose

This report intends to give an overview of Anywhere, anytime learning and makes recommendations for its future role for the Education Service.

Recommendation(s)

This report recommends that we recognise the success of the pilot project in St Andrews and Inverkeithing High Schools and move to enable Anywhere, anytime learning across all Fife High Schools initially and, if there is a demand, across the upper classes in Primaries in the future.

Resource Implications

There is minimal resource implication required to move this proposal to the full school estate. BTS Network and Infrastructure management team will have a minor task to make all pupils and staff accounts live for network access. Once completed, this will only require very light touch monitoring.

The BTS Education and Children's training team already have an ongoing role to deliver the skills required to allow teachers and staff to use the collaboration tools which are required.

Legal & Risk Implications

There are no known legal implications. Legal Services have been consulted and are satisfied that appropriate consideration has been given to the safe use of devices in schools.

Any risk regarding internet access on personal devices is mitigated by safe filtering and access controls (controlled logins) as is already standard across schools.

Internet safety training and safe use / access guides are in place and are required to be signed by all pupils prior to them being given access.

Impact Assessment

An EqlA has not been completed and is not necessary as the report does not propose a change or revision to existing policies and practices.

Consultation

Consultations have taken place and remain ongoing between all stakeholders in the Pilot to develop and evolve the strategy, including the Education Governance Board, Business Technology Solutions, Education managers, school staff, pupil groups and parents.

1.0 Background

- 1.1 There has been an ever-increasing drive to allow staff and students to use their own devices in schools for years now and to support this Fife Council has developed an Anywhere, anytime strategy. It is hoped that this approach will help to embed technology into the curriculum giving staff and pupils the skills required not only for today but for further education and future employment. This approach should empower learners and encourage a relationship of trust between staff and pupils in the classroom.
- 1.2 Staff and pupils are currently unable to use personal devices to access the network or internet in schools. Pupils must use a school device meaning that their access is limited depending upon device availability in the school. Some schools are better provisioned than others leading to an inconsistent level of access to digital resources across Fife. In most cases pc / netbook access is timetabled meaning that access to digital resources is through the limited pc's in the classroom.

Digital ICT - National Approaches

- 1.3 The Scottish Government published its digital strategy in 2016. This aims to create the conditions to allow all of Scotland's educators, learners and parents to take advantage of the opportunities offered by digital technology to raise attainment, ambition and opportunities for all.
- 1.4 Education Scotland has identified 4 key Education ICT objectives in its latest strategy to embed the use of digital technology in the curriculum. These are to;
- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
 - Improve access to digital technology for all learners.
 - Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
 - Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.
- 1.5 To help achieve the shared objectives, local authorities were asked to develop local strategies which would take forward these key actions. This included "Have an ambitious strategy regarding the use of digital technology in education and actively look for opportunities to continually invest in a sustainable digital infrastructure, including the procurement of appropriate digital devices".
- 1.6 A survey by Young Scot consulted with children and young people from across Scotland aged 11-25. The young people consulted said that digital technology was an important learning aid in the classroom, a good tool for revision, provided an interactive learning experience and gave them a quick way to access information. However, they felt that in general, digital resources within their schools were low, could be unreliable and could be misused, and they felt that in many cases, teachers lacked the knowledge of how to use the digital technology they have.

- 1.7 Anywhere, anytime learning gives us an excellent platform to deliver this strategy across Fife schools. In tandem with enriching the learning experience, Anywhere, anytime learning will also enhance teaching. By bringing their own device into the classroom, pupils and staff will have the comfort and confidence of using a familiar device, with familiar software, and the added convenience of being able to take it home to continue working on the same device giving them 24/7 access to their work. This will also help encourage parental engagement at home by allowing pupils to show parents any work they have been doing in the classroom on their own device.
- 1.8 Anywhere, anytime learning aims to make the use of digital technology a central consideration in all curricular areas, thereby enriching learning and teaching and helping to raise levels of attainment and close the attainment gap. A curriculum focussed deployment of digital technology in our schools and early learning settings will also ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world.
- 1.9 To help to increase teacher skills and confidence BTS Education & Children has a team which has created a strategy for, along with the delivery of, ICT training for staff and pupils across Fife Schools. The increase in the numbers of pupils owning a personal digital device also means there is an increase in the understanding of the potential dangers associated with having access to digital technology. This is covered with a comprehensive Internet Safety training programme.
- 1.10 A move to a cloud based strategy by BTS lends itself perfectly to Anywhere, anytime learning as more and more learning apps, office apps and storage will be available from any device. This gives a perfect platform for pupils and staff to access work 24/7 from anywhere, to collaborate on work and to share the resulting work securely and easily. The Education Service currently uses GLOW across all schools which provides staff and pupils with access to multiple Microsoft applications such as Office 365 and will provide them with areas to store, share and access files.
- 1.11 Allowing pupils and staff to use their own devices will complement the existing school's pc's and hopefully reduce the pressures to periodically replace/ purchase new devices.
- 1.12 The Support for Learners Service has many pupils with complex needs and they are currently unable to use their own mobile devices with specialised software in schools to benefit their learning. Anywhere, anytime learning would enable these pupils to use their own specialised software and devices in school and at home.
- 1.13 Anywhere, anytime learning will enable all teachers and pupils to use their own mobile device within any school in Fife. Office and auxiliary staff will also benefit from this option. Corporate education staff will also be able to use this to deliver training or to use their own device whilst in schools. This also applies to Fife Council staff or trainers who come into the school.

2.0 Anywhere, anytime learning pilot

- 2.1 To test Anywhere, anytime learning in the education environment 2 schools, St Andrew's High school and Inverkeithing High School, were selected to run a Pilot programme. The pilot was scheduled to run for 3 months and was intended to test 2 key areas; the technical provisioning of network access for personal devices and the guidance and safe use policies required for staff and pupil use.

- 2.2 Safe user guides were created and current ICT policies revised to accommodate Anywhere, anytime learning (see appendix1). These were developed by school staff, Education managers and pupil groups. Pupils are required to sign this policy to state that they agree to abide by it. Staff have their own ICT policy which they are required to abide to.
- 2.3 Communications were sent out to Parents and carers explaining Anywhere, anytime learning and its intended use in schools. This communication makes it clear that Anywhere, anytime learning is not something that is expected of pupils, rather than something which is an option should they want to use it. Schools will always have a device for pupils when required. At this point parents/ carers/ pupils are given the choice to opt out of the ICT policy if they do not agree with the terms. These explain the benefits which are possible, the behaviours which are expected of their children and encourages parents to air any concerns or questions. Easing parental concerns is fundamental to Anywhere, anytime learning success.

3.0 Pilot results

- 3.1 Inverkeithing elected to create a short life working group with a Principal teacher from each of the 7 faculties represented to focus on embedding technology into the classroom. The staff were encouraged to use a flexible device in the classroom to enhance the learning and teaching experience to further test Anywhere, anytime learning alongside their existing apps. St Andrews had teacher/ staff awareness sessions in the lead up to the pilot going live.
- 3.2 The schools encouraged staff to use GLOW as a collaboration, sharing and storage tool and made devices available to pupils who did not have their own in the classroom.
- 3.3 The pilot proved successful, providing access to the internet through the wifi to all pupils and staff. Schools were able to use the experience to create a more bespoke safe user policy which better suited their own needs.
- 3.4 Key areas highlighted by the Pilot
 - More work is required to embed Anywhere, anytime learning into the curriculum
 - Increased training is required to give teacher confidence in using tools such as GLOW and O365 to allow sharing and collaboration
 - Restrictions are required on major software updates on personal devices
 - May pupils and staff have unlimited data and are happy to use their own, unfiltered access
 - More work is required to provide full Wifi coverage across whole schools
 - The network proved to be slow at times
 - Inverkeithing do not have full Wifi coverage so have several black spots where it is not possible to log in
 - Pupils found it easy to authenticate on their phones but not as easy on Netbooks
 - One member of staff not wishing to log in due to concerns about privacy

4.0 BTS actions post Pilot

4.1 Network speeds/ slow performance

Network performance was monitored over the pilot period and reports generated showing use. Peak network use was caused by pupils downloading system updates to their mobile phones and devices. These ranged from Apple IOS updates, Microsoft updates, app updates etc. It was originally thought we could make this available to allow pupils to have their phones up to date for classroom use but this is no longer possible. The ability to download system updates has now been turned off. Since doing this there have been no network performance issues and no complaints from pupils or staff that it is no longer available. This will be continually monitored.

4.2 WAN Upgrade

MLL took over the Councils WAN contract on the 1st September 2019. Benefits that will come with the new contract are;

- An enhanced 10GB Core Network
- Significant reduction in the exchange footprint
- 1Gbs to all High Schools across Fife Council (currently 100Mbs)
- Minimum of 80Mbs to all Primary schools (currently 10Mbs – 100Mbs)

MLL's objective is to deliver as much fibre infrastructure to Fife Council end sites as possible. Initially the Core Network will be upgraded to 10Gbs and the number of local exchanges reduced so there are faster connections on the core to increase the speed of all WAN traffic. After this phase is complete every site will be moved onto a Fibre connection to the core network.

4.3 Reporting

School technicians have access to a reporting tool highlighting levels of network traffic, lists of users (staff and pupils) and giving clear sight of websites accessed.

4.4 Wireless Access Points

We are working closely with schools to carry out infrastructure reports to allow them to increase the wireless coverage in their schools.

4.5 Devices

We are assessing several flexible devices to allow schools to provision for any pupils or staff who are not able to use their own devices in schools. This will ensure that no pupils are excluded. There is a concurrent Pilot running just now to assess the use of Chromium devices in schools which will help pupils who do not have their own.

4.6 Safe Use and Internet Filtering

Pupils and staff are required to use their existing school login details to access the internet on their own devices in school. By doing this their internet access is automatically filtered in the same way as it would be if they were using a school computer. This ensures any unsafe sites are not accessible. Pupils and staff have slightly different levels of access.

4.7 O365/ GLOW

Our digital skills team are working with the Inverkeithing Cluster schools to improve curriculum delivery by ensuring all teachers and pupils have access to, and the use of, digital technologies. This involves training in cloud based tools such as GLOW,

Sway, O365, OneDrive, internet safety all of which will allow access to teaching resources anywhere from any device. As part of this approach we have created Digital Leaders across the cluster schools. This group is part of the development process and helps shape how we embed this into the curriculum.

4.8 Inclusion and Access

There is a higher than ever ownership of devices across socio economic groups so this wasn't seen as a socially divisive matter. Most pupils already take their personal devices into school in one shape or form. Anywhere, anytime learning just moves them from below the desk to above the desk and allows them to be used in a controlled manner.

4.9 Where students do not own a device, they were be able to pick up a school owned device to use that.

4.10 Cloud based software

As part of our software rationalisation strategy, school software will move towards being cloud based, as opposed to the current physical media such as discs. This will make it easier to access from mobile devices via apps or webpages which are device agnostic.

4.11 Curriculum Improvement Cluster Strategy

To complement this, we are currently running a separate Pilot in the Inverkeithing cluster which aims to ensure that all teachers and pupils have access to and use of digital technologies.

At the heart of this is a focus to drive change in mindset and knowledge to;

- Embrace digital technology and learning
- Put digital learning at the heart of the curriculum
- Ensure all pupils are prepared for life, learning and the workplace
- Ensure that all pupils have safe access to digital technologies
- Create a cluster community to share experiences and learning

4.12 The Inverkeithing cluster have set up a cluster strategy group to implement a long term plan for technology in the cluster. This group will evaluate and recommend approaches to support teaching and learning in digital technologies, working closely with BTS to ensure the infrastructure is in place to sustain this going forward.

5.0 Issues and Options

5.1 Although technically Anywhere, anytime learning can be enabled quickly, embedding it into the curriculum will take time. Usage number in both pilot schools remain relatively low and will probably be a fair indicator of how this will be used across the rest of the school estate. Schools will need to work on a plan to maximise the effect this could have for staff and pupils. It will not happen on its own.

5.2 Work to increase network speeds into schools over the next couple of years will greatly increase speeds at which users can access network resources. This will create a better user experience and should encourage users.

5.3 The move to O365/ GLOW and cloud based resources will change the way users can access and store resources. This will lend itself very well to flexible devices in classrooms. Schools currently use the Novell network to store and access files but this will evolve to cloud based storage over the coming years.

- 5.4 Web filtering has been successful. Pupils and staff access to the internet has been controlled based on existing filtering policies. Sites accessed remain controlled by BTS networks/ Education and Children's Services and will need to be reviewed periodically moving forward.
- 5.5 Anywhere, anytime learning reporting is available to staff to allow them to monitor use. From this they can gauge the amount of network traffic, sites being accessed, who is logging on and when, giving them visibility of peaks and troughs, popular sites etc. This will be essential as web sites, storage options etc change going forward. Consideration will also need to be given here to the impact of software and apps being used in the classroom.
- 5.6 Safe user policies and communication documentation/ best practise can be shared to all schools based on the experience of the Pilot schools.

6.0 Conclusions

- 6.1 Prior to the pilot schools had reservations about allowing the use of personal devices in the classroom. Fears covered areas such as bullying did not prevail, unsafe sharing of files and access to the internet, class teachers being unable to support such devices in the classroom and a lack of teacher confidence in the use of digital ICT. The pilot has allayed fears and has helped shape a plan to improve IT infrastructure, support and training delivery for the future.
- 6.2 Teachers are not expected to support or to have any detailed knowledge of personal devices and are not expected to be experts in this area. Pupils will be empowered to utilise their own resources to improve their own learning experiences where teachers will simply be the facilitators of this.
- 6.3 By involving pupil groups in the development of Safe Use policies schools have given them a sense of ownership in Anywhere, anytime learning. With this comes a clear understanding of responsibilities of using digital devices in the school.
- 6.4 Although we will enable this for all schools each school will decide whether they want to make it available or not. This is not a mandatory feature.
- 6.5 Schools will have the ability to limit access to specific year groups or even classes should they decide that is best use for them.
- 6.6 There is demand from schools to make this available and the learning gained from the Pilot can be used to roll this out very quickly to all.

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11 February 2020

Agenda Item No. 9

Inspection Outcomes

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

Wards Affected: All

Purpose

The purpose of this paper is to provide for the Education and Children's Services Committee an overview of the outcomes and key messages from inspections of:-

- Early Learning and Childcare (ELC) settings, Primary, Secondary and Special Schools undertaken by Education Scotland
- Care Inspectorate within the Early Learning Centres
- Care Inspectorate within Family Placement Service
- Care Inspectorate within Out of School/Creche Provision

Recommendation(s)

The Education and Children's Service Committee is asked to:

- Scrutinise the outcomes of the overview; and
- Note areas of success and progress, as well as the actions being taken to ensure continued improvement

Resource Implications

None

Legal & Risk Implications

There are no direct legal/risk implication arising from the report.

Impact Assessment

An EqIA has not been completed and is not necessary as the report is not proposing a change or revision to existing policies and practices.

Consultation

There was no specific consultation related to this report

1.0 Background

- 1.1 The *Care Inspectorate*, formerly known as the Care Commission, is the independent scrutiny and improvement body for care and children's services. It regulates and inspects Care Services, Early Learning and Childcare including nursery classes. The timetable for inspections is organised directly by the Care Inspectorate with no notice given to head teachers/managers and staff prior to the inspection beginning.
- 1.2 On 1st April 2018 Scotland's Health and Care Standards came into effect, replacing the National Care Standards. The Care Inspectorate is required, by law to consider the Health and Social Care Standards when making decisions during our inspections.

The headline outcomes are:

- I experience high quality care and support that is right for me
- I am fully involved in all decisions about my care and support
- I have confidence in the people who support and care for me
- I have confidence in the organisation providing my care and support
- I experience a high-quality environment if the organisation provides the premises

- 1.3 The grades awarded to services at inspections by the Care Inspectorate describe how well those services are performing against quality themes and statements. Inspectors use their professional knowledge and experience, along with the National Care Standards, to determine the most appropriate grades. The Quality themes until April 2019 were as follows:

- Quality of Care and Support
- Quality of Environment
- Quality of Staff
- Quality of Management and Leadership

Since the end of April 2019, the Care Inspectorate Quality indicators have been:

- How well do we support children and young people's wellbeing?
- How good is our leadership?
- How good is our staff team?
- How good is our setting?
- How well is our care and support planned?

Account is also taken of information and intelligence received on the performance of care services: from people who use them, the complaints process, and from notifications received from services about significant events that happen or any major change that affect the service delivered.

- 1.4 It is not uncommon for care services to see their grades change over time, either positively or negatively. Inspectors always inspected on the first Quality Statement in the Quality themes (Care and Support) and now on the first and last theme (How well do we support children and young people's wellbeing? and How well is our care and support planned?). They may then pick other selected additional Quality Statements based on where they judge the service has most room for improvement. It is therefore hard to measure one inspection against another. Continual improvement is

needed to raise the bar and this is why services are required to undertake their own self-evaluation and improvement activity.

- 1.5 *Education Scotland* inspects in a range of educational establishments, including special schools, early learning and childcare, independent schools, primary schools, residential schools and secondary schools. Inspections are designed to serve the core purpose of 'improving outcomes for all Scotland's Learners.'
- 1.6 Education Scotland's approaches to inspection focus on the ability of an establishment to evaluate itself (self-evaluation). Education Scotland have a particular interest in how the school is developing children's skills and understanding in literacy, numeracy, health and wellbeing. In addition, they also look at how schools are working to close the poverty related gap in attainment and preparing children for the world of work.
- 1.7 From August 2016, Education Scotland have used 'How Good is Our School 4' (HGIOS4) and 'How Good is our Early Learning and Childcare' (HGIOELC) to evaluate the work of an educational establishment. (links for documents in background papers)
- 1.8 Education Scotland has two inspection models for schools.

The full model inspection is over 5 days and covers a range of Quality Indicators. (QIs). As part of this process the following areas are inspected:

- 1.3 Leadership of Change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring inclusion, wellbeing and equality
- 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
- 2.2 Curriculum – Learning Pathways
- 2.7 Partnerships – Impact of parental engagement
- 2.1 Safeguarding

In this process, QIs 1.3, 2.3, 3.1 and 3.2 are given an evaluative grade.

Educational establishments also select an additional quality indicator of their own choice.

- 1.9 The short model inspection is over 2 days and covers 2 Quality Indicators. As part of this process the following areas are inspected.
 - 2.3 Learning, teaching and assessment
 - 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)
- 1.10 Exactly when a school or Early Years' setting is inspected is decided by Education Scotland. Head teachers or managers are given two weeks' notice prior to inspectors starting the inspection in the school or ELC setting. Education Scotland decides whether a long or short model inspection will be used. A short report is published a number of weeks after the 'inspection week'. In Fife, the outcomes of inspections are shared at local level with Councillors.

- 1.11 As stated by Education Scotland, there was an increase of educational establishments inspected during session 2018 – 2019. Although this has increased it is still only a sample of Fife establishments which are inspected each year. Most recently, in 2018 – 2019, there were 0 inspections of ELC settings, 15 primary inspections (9 short model/6 full model) 2 Secondary inspections (1 short model and 1 full model), Pupil Support Service and 1 Secondary follow through inspection.

Education Scotland have confirmed that they will be continuing to increase number of education establishment inspections nationally in 2019 – 2020. Fife would expect to experience a proportionate increase in inspection activity.

- 1.12 Results from inspections can therefore only form part of the picture as to how well our establishments perform overall. Inspection is a very good source of objective evidence on our performance. It is important, however, that neither establishments nor the Directorate rely exclusively on this one source of evidence. As well as evidence from inspection, the Directorate, through a range of quality improvement processes with school leaders and schools, aims to build a sound knowledge of schools' strengths and areas for improvement. This knowledge is gained from Learning Partnerships/Extended Learning Partnerships in all educational establishments and yearly School Improvement Plans and Standard and Quality Reports.
- 1.13 In session 2018 – 2019 we have taken part in 4 thematic inspections led by Education Scotland. This is a new approach which involves cross-sectoral team working across local authority or selected schools.

All thematic inspections have focused on an aspect of empowerment as set out in the Education Reform Joint Agreement June 2018.

National thematic inspection: readiness for empowerment - This thematic inspection focused on aspects of empowerment set out in the Education Reform Joint Agreement, June 2018. At local authority level they gathered evidence on improvement, curriculum, staffing and funding

Lochgelly High School and Kilmarnock Special School participated in the national thematic inspection focusing on curriculum leadership and how well headteachers and schools are empowered to design their curriculum in line with Curriculum for Excellence and in collaboration with their school community.

Madras College participated in the national thematic inspection focusing on numeracy and mathematics: The following areas were inspected: the numeracy and mathematics curriculum; the quality of learning and teaching in numeracy and mathematics; and the attainment and personal achievements of children and young people in numeracy and mathematics

Aberhill Primary School and John Fergus Special School participated in the national thematic inspection focusing on parent and community engagement; and pupil participation.

2.0 Issues and Options

Education Scotland inspections of Fife Council establishments, session 2018 - 2019

- 2.1 Primary short model inspections - Blairhall Primary School, Crossgates Primary School, Culross Primary School, Elie Primary School, Mountfleurie Primary School (Leven), Pitcoudie Primary School (Glenrothes), Pitlessie Primary School, Pitreavie Primary School (Dunfermline), Townhill Primary School (Dunfermline)
- 2.2 Primary full model inspections - Freuchie Primary School, Kings Road Primary School (Rosyth), Inverkeithing Primary School, St Leonards Primary School (Dunfermline), South Parks Primary School (Glenrothes), Valley Primary School (Kirkcaldy)
- 2.3 Secondary short model inspections - Beath High School (Cowdenbeath)
- 2.4 Secondary full model inspections – Inverkeithing High School
- 2.5 Balwearie Secondary School had a follow through inspection in session 2018 – 2019.
- 2.6 Pupil Support Service was inspected in session 2018 – 2019.
- 2.7 Outcomes for all schools including pre-school nursery centres compared with national statistics

Satisfactory	Fife	94%	National	90%
Good	Fife	56%	National	59%
Very Good	Fife	12%	National	14%
Excellent	Fife	1%	National	1%

Performance in Education Scotland inspections over time:

- 2.8 Over the last three years, 2016 - 2019, Fife continues to maintain positive inspection outcomes.

Care Inspectorate Inspections:

- 2.9 Throughout session 2018 – 2019, there were 13 out of school club and 4 creche inspections.
- 2.10 In February 2019 Supported Lodging (part of Family Placement Service) were inspected. This is a service which provides a placement service to young people between age 16 – 25. The service provides support for young people, offering accommodation and support within a family home to help them develop skills needed for independent living. There were no inspections with Adoption team, fostering teams or continuing care during session 2018 – 2019. (Overview in Appendix 1)

Performance in Care Inspectorate inspections (Early Years):

2.11 Analysis of the Fife data on Care Inspectorate inspections (Early Years) shows that almost all childcare facilities were evaluated as good or better within each Quality theme.

Key messages by sector from inspections, 2018 – 2019

Primary and Secondary Schools

2.12 Reports from last session indicated some important strengths in our Primary and Secondary Schools. These include:

- Polite, well-mannered and enthusiastic children who show an enjoyment for school and are motivated and eager to learn
- Schools promote a welcoming ethos and demonstrate positive relationships
- Commitment of staff towards improving schools and effective teamwork
- Strong partnership working which is enhancing children's learning
- Leadership demonstrated by the Headteacher and senior leadership teams
- High quality learning and teaching
- Developing use of digital technology

2.13 Areas for improvement for Primary and Secondary schools were also identified:

- Improve approaches to learning and teaching to ensure high quality experiences for all children which provide appropriate pace and challenge
- Continue to improve and develop the curriculum
- Build on approaches to self-evaluation to use evidence more effectively in improving outcomes for all learners, ensuring all stakeholders are involved
- Continue to develop approaches to assessment and moderation

2.14 Reports from last session indicated some important strengths in Pupil Support Service. These include:

- Staff take very good account of the individual needs, medical and care needs of learners and work together as a team to meet their needs
- Children and young people who are happy and ready to learn within a stimulating and caring environment.
- Strong partnerships working evident which is offering support to families

2.15 Areas for improvement for Pupil Support Service were also identified:

- More opportunities for children and young people to be involved in decisions about wider life of school
- Develop approaches to planning, tracking and monitoring to allow all staff to measure children and young people's progress and plan next steps in learning

2.16 During session 2018 – 2019, there was one *follow through inspection*. (Balwearie High School) Education Scotland noted that the school inspected had made progress since the original inspection. They noted that they were confident that the school, with support from the local authority, has the capacity to improve and so will make no more visits in connection with this Inspection.

- 2.17 Following inspections in 2017 – 2018, Education Scotland asked Fife Council to provide reports on progress for 3 Primary Schools. (Castlehill Primary School, Newburgh Primary School and Springfield Primary School). Education Scotland confirmed that all reports provided sufficient detail about further improvements in key areas identified. Therefore, Education Scotland will make no further visits to these schools.
- 2.18 Education Scotland will make 3 follow up visits during session 2019 – 2020 (Freuchie Primary School, Valley Primary School and Beath High School)
- 2.19 A breakdown of evaluative grades from all Education Scotland Inspections is found within Appendix 2.

Key Messages from Care Inspectorate for Family Placement Service

- 2.20 Supported lodgings had no requirements identified and one recommendation to ensure carers and young people are kept informed of changes to service's organisation and how they will be managed and supported.
- 2.21 Areas identified which the service does well are:
- Carers were properly vetted and screened
 - Placements and carers were regularly reviewed
 - Matching was done carefully to ensure placements would be as successful as possible
 - Young people and carers were able to access different types of support, advice and guidance from a range of professionals
 - The service provider had pathway plans in place for young people in placement

Key Messages from Care Inspectorate for Out of School Care and Creche Facilities

- 2.22 Reports from last session indicated some important strengths within Out of School Care. These include:
- Services provided a relaxed and nurturing environment that children were happy to attend the service
 - Staff were very knowledgeable on children's individual needs and worked hard to ensure these were met
 - Children were listened to and staff valued their ideas and opinions
 - Children were able to be active daily with good access to outdoor play spaces
 - There were a good range of activities/experiences for children to take part in
 - Staff benefited from having access to a good level of training, learning and development opportunities
- 2.23 Areas for improvement for Out of School Care were also identified: These include:
- Reviewing and developing the care plan/personal plan format to ensure it fully documents the needs of children and how these will be met
 - Further developing consultation methods with children
 - Developing the quality and range of resources
 - Increasing the level of challenge children can experience through activities particularly through the introduction of loose parts play

- Developing clear quality assurance processes for managers to follow to recognise what is working well, but also what areas of the service could be developed further

2.24 Reports from last session indicated some important strengths in the Creche Service. These include:

- Children being welcomed into a caring and nurturing environment that promoted their choice and independence
- The creches make good use of resources in the local community such as libraries
- Children had access to outdoor play spaces that they could generally access independently
- Staff having positive relationships with parents/carers
- Children benefited from quality interactions from staff
- Children’s information was kept up to date and accurately reflected the needs of children
- Staff benefited from having access to a good level of training, learning and development opportunities

2.25 Areas for improvement for the Creche service were also identified: These included:

- Developing staff’s knowledge on the language development of children
- Developing staff’s knowledge on schematic play and how to introduce this further into the creches
- Increasing the level of challenge children can experience through activities particularly through the introduction of loose parts play
- Develop the quality of next steps within children’s individual files to ensure there is a level of consistency across the service

Other evidence on the performance of Fife establishments

2.26 Results from inspections form part of the picture as to how well Fife establishments perform overall. In Fife, there is a range of other evidence on performance that complements the generally positive picture presented through inspection outcomes. While reporting of attainment and achievement provides a narrower focus than the view taken by Education Scotland in the course of the inspection process, nonetheless it offers a clear picture of how well our establishments do in ensuring positive outcomes for our children and young people. The Directorate reported to the Education and Children’s Services Committee on this in November 2018.

2.27 2019 is the fourth year of National Quality Improvement Awards. These awards celebrate and showcase a fantastic range of quality improvement practice that is taking place across Scotland. This year Fife were awarded 3 National Awards for best practice in Quality Improvement.

1. Excellence in using QI to support the best start in life (0-8 years)

“Look Who’s Talking!) St Serfs RC Primary School and NHS Fife Speech and Language Therapy Service

2. Achieving Results at Scale

3. Quality Improvement Leader of the Year Award

Sarah Else – Education Manager

Appendix 3 includes more detail of the above awards.

3.0 Conclusions

- 3.1 Inspections by both the Care Inspectorate and Education Scotland continue to be an important part of external scrutiny. These are important events which lead to a published report. Establishments take this process very seriously and staff work extremely hard to ensure that their good work is reflected in the evaluations and the published report.
- 3.2 Overall inspection evidence using Quality Indicators from “How Good is Our School 4” (Background Papers) and “How Good is our Early Learning and Childcare” (Background Papers) indicates that the performance of Fife ELC settings and schools, in terms of external evaluation maintain a positive level of outcomes.
- 3.3 Where Education Scotland find that a school is not performing to a satisfactory level, they will decide to return to the school for a further inspection or ‘follow up’ visit. In individual cases where there has been a ‘follow-up’ inspection in a Fife school, there is clear evidence of significant improvement having been achieved.
- 3.4 Within Fife, we seek continuous and sustained improvement through the engagement and empowerment of school leaders. School leaders are supported and challenged through Learning Partnerships which have been established across all schools. Learning Partnerships:
 - Focus on school improvement and improved outcomes for children and young people
 - Support strong partnership working between school leadership teams as well as outcomes focussed collaboration
 - Provide opportunities to share areas of good practice, expertise, strategies for improvement and offer challenge to achieve continuous improvement
 - Support the further development of self-improving systems at local level

The Directorate has been engaging school leaders and staff in a range of relevant professional learning which has included: developing quality improvement approaches within school settings, curriculum development, learning, teaching and assessment and Developing the Young Workforce.

Local Improvement Forums and Locality Networks have both been recently established and are now contributing to the on-going improvement journeys of individual schools and local areas.

We will continue to work in collaboration with schools within Fife and across the broader South East Improvement Collaborative to continue to improve outcomes for all children and young people in all educational establishments.

- 3.5 Information we gather both locally and nationally from Education Scotland Inspections is shared centrally within the Education Management Team and locally through Headteacher Engagement Sessions, Local Improvement Forums and Cluster meetings. As we continue to further develop our Quality Improvement work across the South East Improvement Collaborative this will become a focus for the Quality Improvement Workstream within the South East Improvement Collaborative.
- 3.6 Inspection activity in schools and centres is increasing. However, some schools will not have been inspected for a considerable period of time. We cannot and should not wait on inspection activity alone to help secure continuous improvement. Working with professionals across Fife, the Directorate is seeking to ensure that schools and practitioners take increasing ownership for improving practice and, of course, improving outcomes for our children and young people. This is entirely consistent with the national direction of travel in terms of emphasising the importance of schools and Headteachers leading the improvement process through the empowerment agenda.
- 3.7 Education Service is working jointly with Care Inspectorate to deliver shared professional learning sessions for all.

List of Appendices

1. Evaluative Grades for residential and family placements session 2018 - 2019
2. Evaluative Grades for educational establishments Session 2018 – 2019
3. National Quality Improvement Awards

Background Papers

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

- HGIO-ELC – How Good is Our Early Learning and Childcare Centre
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf
- HGIOS4 – How Good is Our School 4
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

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Appendix 1

Fife Council Registered Care Services Gradings (Care Inspectorate) 3- SATISFACTORY 4 – GOOD 5- VERY GOOD

Residential

Grade

Inspection date

Arndean

30.04.2019

How well do we support children and young people's wellbeing?	5
How good is our leadership?	-
How good is our staff team?	-
How good is our setting?	-
How well is our care and support planned?	5

Appendix 2

Evaluative Grades per establishment Session 2018 - 2019

- 1.3 Leadership of Change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring inclusion, wellbeing and equality
- 3.2 Raising attainment and achievement (or securing children's progress in the Early Years sector)

Schools	Inspection Date		1.3	2.3	3.1	3.2
Inverkeithing PS	17/09/2018		Satisfactory	Satisfactory	Satisfactory	Good
South Parks PS	22/10/2018		Good	Satisfactory	Good	Satisfactory
South Park PS (NC)	22/10/2018		Good	Satisfactory	Good	Satisfactory
Pitreavie PS	05/11/2018			Good		Good
Pitreavie PS (NC)	05/11/2018			Very Good		Very Good
Mountfleurie PS	12/11/2018			Satisfactory		Satisfactory
Inverkeithing HS	12/11/2018		Satisfactory	Satisfactory	Satisfactory	Good
Mountfleurie PS (NC)	12/11/2018			Good		Good
Pitcoudie PS	28/01/2019			Good		Good
Pitcoudie PS (NC)	28/01/2019			Good		Good
Valley PS	04/02/2019		Weak	Satisfactory	Satisfactory	Weak
Valley PS (NC)	04/02/2019		Good	Good	Good	Good
Blairhall PS	18/02/2019			Good		Good
Blairhall PS (NC)	18/02/2019			Good		Good
Beath HS	18/02/2019			Satisfactory		Weak
Pupil Support Service (Central)	25/02/2019		Very Good	Good	Good	Good
St Leonard's PS	11/03/2019		Good	Good	Good	Satisfactory
St Leonard's PS (NC)	11/03/2019		Good	Good	Good	Good
Crossgates PS	22/04/2019			Very Good		Very Good
Crossgates PS (NC)	22/04/2019			Good		Good
Culross PS	29/04/2019			Good		Very Good
Pitlessie PS	13/05/2019			Satisfactory		Satisfactory
Freuchie PS	13/05/2019		Weak	Satisfactory	Weak	Satisfactory
Freuchie PS (NC)	13/05/2019		Satisfactory	Satisfactory	Satisfactory	Satisfactory
King's Road PS	20/05/2019		Satisfactory	Satisfactory	Satisfactory	Satisfactory
King's Road PS (NC)	20/05/2019		Satisfactory	Satisfactory	Satisfactory	Satisfactory
Elie PS	27/05/2019			Good		Good
Townhill PS	17/06/2019			Very Good		Excellent
Townhill PS (NC)	17/06/2019			Very Good		Very Good

Appendix 3

Fife scooped 3 National Quality Improvement Awards 2019!

2019 is the fourth year of the Quality Improvement Awards. These awards celebrate and showcase a fantastic range of quality improvement practice that is taking place across the length and breadth of Scotland to make services the best they possibly can be for babies, children, young people and their families in all aspects of their lives.

Quality Improvement is helping us to strengthen services to give children the best start in life, with equal opportunities to learn and thrive, enabling our children and young people to realise their full potential <https://www.cypic.co.uk/2019-winners/>.

EXCELLENCE IN USING QI TO SUPPORT THE BEST START IN LIFE (0-8 YEARS)

‘Look Who’s Talking!’ St Serfs RC Primary School and NHS Fife Speech and Language Therapy Service

The ‘Look who’s talking’ project is a good example of collaborative working using quality improvement approaches to deliver the best possible outcomes for children in the early years. St Serfs primary school and Fife’s Speech & Language Therapy Service are mutually sharing their knowledge, skills and insights and this has helped reduce silo working and focus their efforts to deliver joint solutions and achieve what is not easily obtained by one service. The data shows that by using Quality Improvement approaches 88% of Primary 1 targeted learners achieved Early Level Listening and Talking Skills.

ACHIEVING RESULTS AT SCALE

Fife Council Education & Children’s Services

Spreading Learning for writing using Quality Improvement Methodology

Fife Council Education and Children’s Services has developed a local approach to improving outcomes in writing. Thoroughly tested across Carleton, St Serfs and Holy Name Primary Schools, they have gathered robust evidence of ‘what works’ and devised a framework to support scale-up across a further 10 schools.

Outcome measures for the project evidenced a 24% increase in the percentage of Primary 5 learners achieving First Level Writing Outcomes in 10 academic weeks, helping to close the attainment gap in children’s writing. Other improvement data demonstrated that children who had fallen behind expected benchmark criteria, were soon back ‘on track’ as a result of scaling up this successful improvement work.

QUALITY IMPROVEMENT LEADER OF THE YEAR AWARD

Sarah Else

Sarah Else is a strong advocate for Quality Improvement, using every opportunity to champion its use. She has been fundamental in developing a capacity and capability programme for Fife’s Quality Improvement workforce, opening up opportunities by tapping into available funding streams and enabling others to secure national and local training to strengthen Fife’s expertise.

Sarah has shown exceptional dedication to Quality Improvement. The calibre of improvement work across Fife is testament to her and those she supports and has placed Quality Improvement Methods at the forefront of Fife’s Improvement planning.

11 February 2020
Agenda Item No. 10

Secondary School Staffwise Survey - Progress

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

Wards Affected: All

Purpose

This report is to further inform Committee on the progress made by the Directorate and more specifically secondary schools with regards to the 'Staffwise' staff wellbeing survey undertaken within all educational establishments, centrally based Education, Children and Families and Criminal Justice teams in January/February 2019. This report follows on from the report on the survey presented at Education and Children's Services Committee on the 17th September 2019.

Recommendation(s)

The Education and Children's Services Committee is invited to:

- (i) Note the progress made so far by the Directorate and Secondary schools in progressing this work following analysis of the survey.
- (ii) Seek a further report on progress in Secondary schools in September 2020, to provide evidence on how well actions have been implemented in advance of the next survey going live in early 2021.
- (iii) Participate in local area workshops for more detailed information to be made available.

Resource Implications

None

Legal & Risk Implications

No direct legal/risk implications arise from this report.

Impact Assessment

An EqIA Checklist is not required as this is a performance report.

Consultation

Further consultation regarding the survey has taken place via several engagements with Headteachers including the School Operational Management meetings in November 2019. Over the course of the current academic session, managers and wellbeing volunteers have collaborated to develop the staff wellbeing strategy which was highlighted at the Committee meeting in September 2019. This was launched at the Directorate conference on the 18th September 2019.

1.0 Background

- 1.1 The Committee members in September 2019 sought further information from the Directorate, specifically on the survey results pertaining to the Secondary school sector, given that these were generally scoring less than the other school sectors. **Appendix A** refers.
- 1.2 This biennial survey was completed by Secondary school staff in Jan/Feb 2019, at a time of a significant managing change process. This looked to restructure all secondary school tiers of management to align with allocated budgets. This was also at a time when there was a particular focus on teaching staff workload and pay, with the potential for industrial action. Secondary schools are by their nature larger and more diverse than primary and nursery establishments and as a result, have more distinct staff groupings. These variances are reflected in some of the ten statements scoring notably lower than in other sectors (noted in appendix A in bold).
- 1.3 Given the Directorate's commitment to the Staffwise survey and the value placed on the outcomes, it was imperative that the survey was undertaken as planned, noting the context in the sector.
- 1.4 It may however be because of these circumstances, that the number of responses was higher on this occasion. This was in addition to the opportunity to share access to the survey directly with all staff through individual email accounts, which may also account for the increase in participation.

2.0 Context

- 2.1 All schools in Fife are required to produce a 'school improvement plan' which describes priorities and areas for particular focus over the coming academic session. There were 6 schools where, in relation to the Staffwise survey, a more targeted approach was identified for session 19/20. Each of these schools have included this work in their school improvement plans for the year ahead, which is discussed and agreed with staff. All of these plans have been checked and discussed with the relevant Head of Service.
- 2.2 Officers have engaged with Secondary Headteachers and requested that they provide high level information in the format, "you said...we did" to capture definitive actions that they will be progressing over the remainder of the academic session. They were asked to consider what were the 2/3 key areas were that staff felt strongly about and then say what they were already doing to address these as well as any further developments going forward.
- 2.3 Most schools have already made progress to address concerns raised and have identified specific tasks. This is summarised in **Appendix B**. More detail of how this work is woven into the activities the schools will undertake, is written into their school improvement plans. All of these have been examined by the Head of Service (Secondary Schools and Specialist Support).
- 2.4 In the main, communication was identified as a priority area for most school and they have already developed strategies, as agreed with staff, that will be implemented over the coming months, however many are well through the initial stages of making improvements.

- 2.5 Workload demands and the issues of control over workload that were described in the narratives coming out of the survey, have been recognised by Headteachers as another area of priority. Headteachers have already engaged in dialogue with colleagues and have plans in place to help to support their concerns.
- 2.6 In further recognition of the comments made by staff, supporting learners with a focus on the application of positive relationship / behaviour policies was identified as an area for improvement this session. The focus being to develop a framework that provides clarity on expectations and to equip staff with training and support.

3.0 What the schools and Directorate have done

- 3.1 Most schools have been able to describe engagement with staff that is underway. For example, setting up wellbeing focus groups, changing communication channels and developing remits for those in leadership roles to ensure that momentum is maintained.
- 3.2 Whilst the responsibility for taking forward wellbeing in individual establishments lies very much with the Headteacher, the Directorate is making progress through the staff wellbeing strategy, to implement tools that provide universal, additional and intensive support.

Five key projects have been identified:

- Rolling out mental health training
 - Improving the approach to addressing violence and aggression
 - Piloting a staff supervision / mentoring model
 - Developing wellbeing principles
 - Learning from staff feedback
- 3.3 Officers have been identified to lead on these projects (both from Children and Families / Criminal Justice and Education). The action plans around these are currently being fully developed.
- 3.4 A network of wellbeing representatives (colleagues from across the Directorate who came forward to assist) has been set up to complement the work of the Unwritten Ground Rules (UGRs) checkmates and support the delivery of the strategy. The Directorate has offered the support of the Wellbeing Representatives to schools.
- 3.5 Guidance on violence and aggression in schools, has been issued to staff to promote the recording and reporting of incidents. In addition, prepared a template for holding a debrief with staff following an incident, which describes the expectation on what support should be offered.
- 3.6 Heads of Service have also offered input from centrally based teams, where they can support specific projects or provide advice.
- 3.7 The Strategic Governance Group (SGG), which has members of staff from all areas of the Directorate, will be the key group to oversee the progress of the Staff wellbeing strategy.

4.0 Case Study: St Columba's RC High School

- 4.1 St Columba's RC High School, having scored relatively well in previous surveys, experienced a fall in their evaluations in 2019. Therefore, they have taken a very proactive approach to engage with staff and have implemented a plan that seeks involvement from across all departments and staff groups.
- 4.2 Following the survey, school management teams across Fife were given the opportunity to reflect on the results over the Spring 2019.
- 4.3 During the summer term St Columba's shared the statistical report. The results of which broadly echoed the work that was already being prioritised by their newly formed Staff Wellbeing group. This, along with feedback received from a consultation event held mid-term, informed the contents of the school's improvement plan.
- 4.4 Four key areas were identified – communication, consistency, workload and behaviour. A working document was prepared and circulated with staff which articulated what areas were to be addressed and progress made. The school has also prepared its own staff wellbeing strategy, which is consistent with the overarching Directorate strategy.
- 4.5 Both documents have been shared with the staff and there is a commitment to keep staff involved as actions are progressed.
- 4.6 Since August 2019, the Staff Wellbeing group has considered the responses from staff and have developed practical steps that could be implemented to address the issues raised as follows:
 - Reducing and consolidating school improvement priorities.
 - Implementation of Faculty Validated Self-Evaluation processes to ensure all staff have a voice and have access to high level messages around attainment and achievement. This process is about developing the culture of staff empowerment.
 - Implementation of staff rota (comprising school-based Police Engagement Officer, Pupil Welfare Officer and school managers) to formalise community supervision at interval and lunchtimes.
 - Allocation of 3 In-Service days and one collegiate activity time session to address workload for school improvement. On 6 January In-service day, a session was jointly delivered by the EIS representative and a DHT to highlight issues and how we could address them.
 - Communication process improvement include: introduction of fortnightly meeting between PTs Curriculum and SLT; further development of the school management information system (On The Button) to target email information to the specific staff and reduce irrelevant whole school emails; introduction of weekly staff bulletin to summarise key communications for that week; trial of "town hall"/surgery meetings open to all staff and SLT; development of "Consultation Panel Strategy" for pupil, parents and staff to increase opportunities for ongoing consultation.
 - Development of "Pivotal Behaviour approaches" with all staff involved in in-service training to develop positive relationships across the school.
 - From January 2020, the school is focused in developing appropriate strategies around Reporting progress to parents/carers and Assessment to provide the most effective information in the most manageable way.

- 4.7 These steps have been shared with staff as part of a “you said, we did” feedback sheet.

5.0 Next Steps

5.1 Future Plans for schools and teams

- We will monitor the effectiveness of School Improvement Plans and discuss with Headteachers at their Secondary Headteachers Collaborative meetings.
- At the end of June 2020, schools will report on their success using their Standards and Quality report and via a further return to the Directorate on their “You said....we did” submission.
- A report on the progress of the Staff wellbeing strategy including the action plan progress will be given to the SGG who will then decide on any further actions or reports needed.

6.0 Conclusions

- 6.1 Secondary school Head teachers have taken the staffwise survey seriously and are working to improve areas where they can in schools. The Directorate strategic approach has ensured that across the Directorate we are implementing the staff wellbeing strategy and all aspects of this.

List of Appendices

Appendix A – Sector Responses to the 10 statements for 2018/19

Appendix B – Overview of secondary school actions following “You said....we did”

Background Papers

None

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Appendix A – Sector Responses to the 10 Statements for 18/19 (% response of Agree/Strongly Agree)

Statement	Nurs	Prim	Sec	Special	Pupil Support	Central Teams	Supporting Learners	HTs	C&F	CJS	Total
There is a positive ethos in my team/school/centre	90	86	60	95	82	77	81	93	87	89	78
The demands made of me are manageable	77	75	51	95	89	77	75	54	75	89	68
I have enough control over the way that I carry out my work	86	85	66	90	95	83	80	74	84	91	79
My relationships with others at work are good	96	97	92	100	93	93	97	97	98	91	95
In my team/school/centre, change is managed effectively	80	75	47	84	83	75	69	91	77	83	67
I have appropriate support from my line manager / I have regular and effective supervision	82	84	74	94	85	87	82	87	91	94	82
I have a clear understanding of what I need to achieve in my job	96	95	91	100	95	94	95	95	95	97	94
I have a clear understanding of how I should carry out my job	96	93	89	98	95	93	92	95	94	97	92
My working environment allows me to carry out my job comfortably	89	83	66	85	87	69	83	85	69	73	77
There is effective communication within my team/school/centre	73	72	48	83	82	76	71	92	85	94	66

School	Communication		Workload/demands/control/ understanding		Supporting learners		Change		Environment		Ethos		Leadership		Relationships/line management	
	89%	Action	67%	Action	39%	Action	33%	Action	28%	Action	28%	Action	22%	Action	11%	Action
Auchmuty	1	develop existing approaches							1	maintain existing approaches					1	set up HWB group
Balwearie			1	staff support & planning	1	training and self evaluation			1	Planned improvements						
Beath	1	regular updates and gatherings	1	whole school focus	1	set up positive relationships group										
Bell Baxter	1	whole range of activity via SIP	1	systems and activities review			1	establish wellbeing group, management of pace			1	whole range of activity through SIP				
Dunfermline	1	Improved comms at all levels	1	focus on discussion and support			1	Streamlined improvement plans			1	positive behaviour and relationships policy				
Glenrothes			1	set up consultative group							1	Focus in SIP				
Glenwood	1	develop existing approaches			1	Training and setting expectations	1	whole range of activity								
Inverkeithing	1	develop existing approaches									1	set up group				
Kirkcaldy	1	improve data sharing	1	whole school approach (mainly around exams)												
Levenmouth	1	introduce weekly update	1	workshop activities			1	whole range of activity								
Lochgelly	1	sharing information earlier	1	prelim diet reviewed					1	potential refurb of areas and heating resolution						
Madras	1	Focus priority under 1.3, leadership of change			1	discuss with individual departments										
Queen Anne	1	whole range of activity	1	collegiate activity	1	Training, guidance, expectation setting, LGBT Developments	1	bedding in following restructure					1	Investment following leadership restructure		
St Andrews	1	weekly briefings									1	New Relationships Policy	1	Review of policies and HWB group		
St Columbas	1	whole range of activity	1	whole range of activities	1	Training and process review							1	whole range of engagement activities		
Viewforth	1	set up a working group	1	set up an working group	1	set up a working group										
Woodmill	1	review approaches through return to site							1	look at whole school resources. Refresh of building			1	develop shared expectation and standard		
Waid	1	launch of daily bulletin and app use	1	Narrowing of school priorities			1	reconfigured collegiate work	1	standardise room facilities					1	develop leadership capacity of PTCs

11th February 2020

Agenda Item No. 11

Chief Social Work Officer Annual Report 2018/19

Report by: Kathy Henwood, Chief Social Work Officer

Wards Affected: All

Purpose

The Education and Children's Services Committee agreed that an annual report on the role of the Chief Social Work Officer would be provided to Members.

Recommendation(s)

It is recommended that members consider and note the content of the report.

Resource Implications

There is no resource implication arising from this report.

Legal & Risk Implications

None arising from this report.

Impact Assessment

There is no requirement for an impact assessment as the report is for noting only.

Consultation

Nil

1.0 Introduction

- 1.1 An annual report by the Chief Social Work Officer (CSWO) has been presented annually to a committee of the Council from 2009. The current report follows a standard template issued by the Scottish Government for the purpose of ensuring comparison of these reports across Scotland. The report is designed to provide an overview of social work services within Fife and reflects the formal statutory responsibilities held by the role undertaken by the Chief Social Work Officer.

2.0 Background

- 2.1 All Scottish local authorities are required to appoint a professionally qualified Chief Social Work Officer (CSWO). The function of the CSWO post is to ensure the provision of effective, professional advice to local authorities, including elected members and officers in the authority's provision of social work services. The post should assist authorities in understanding social work service delivery and the role that social work plays in contributing to the achievement of local and national outcomes.
- 2.2 The CSWO is also responsible for providing professional governance for the delivery of social work and social care services, whether these be provided by the local authority or purchased from the voluntary or private sector.
- 2.3 In addition, there are a number of specific duties and decisions that relate primarily to the curtailment of individual freedom and the protection of both individuals and the public, which must be made by the CSWO or by a professionally qualified delegate.
- 2.4 From 2014 the duties of the Chief Social Work Officer has been held by the Head of Service post responsible for Children & Families and Criminal Justice social work services.

3.0 Conclusions

- 3.1 The attached report is submitted to the Scottish Government as part of the statutory responsibilities of the role of the Chief Social Work Officer and provides members with an overview of key aspects of social work provision in Fife.
- 3.2. Members will note the role and range of functions covered by the Chief Social Work Officer including social work and social care services provided by both the authority and by the Health and Social Care Partnership

List of Appendices

1. The 2018/19 Chief Social Work Officer Report

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Chief Social Work Officer Annual Report 2018/19

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Introduction

Welcome to Fife's Chief Social Work Officer Report for 2018-19. The report provides an overview of the key issues that social work services in Fife have been addressing in the last year. It follows the structure provided by the Government for the CSWO reports to allow a level of consistency and benchmarking across the country.

The social work service has seen significant structural and service change during the past few years, with the establishment of the Health and Social Care Partnership, and the Education and Children's Service Directorate. 2018-19 has built upon the changes and begun to address some of the major challenges facing social care in Fife and across the country.

Despite being across two organisational arrangements, social work and social services in Fife continue to have a clear professional approach to assisting those in need and to working with partners in helping to offer support to those who require assistance. Central to this has been support offered to staff to maintain the high professional standards for social work and social care and to play an integral role in the development of new and innovative approaches to helping those who need our support.

I hope that you enjoy reading the report and that it gives you an insight into the scale and range of social work services across Fife, and the role that services play in continuing to support some of our most vulnerable citizens.

K Henwood

Chief Social Work Officer

1. CSWO's Summary of Performance – Key Challenges, Developments and Improvements during the Year

Fife Health and Social Care Partnership

2018/19 has been a key year for the Fife Health and Social Care Partnership in redesigning services across Fife focusing on helping to support people within their own communities wherever possible. This activity has been particularly critical given the ongoing pressures from demographic change in population, resource, financial pressure and changes in legislation.

The Partnership works with around 300 organisations across the Voluntary and Independent Sectors who are a vital part of the approach in delivering services. Fife is one of the largest Health and Social Care Partnerships in Scotland with around 5,000 staff, a joint budget of around £5.29 million, and an acute set-aside budget of £35m.

The Health and Social Care Partnership is fully responsible for:

- Overseeing the development and preparation of the Strategic Plan for services delegated to it
- Allocating resources in accordance with the Strategic Plan
- Ensuring that the national and local Health and Wellbeing Outcomes are met

Services include:

- All Adult and Older People's Social Work Services
- Community Health Services
- Nursing, Physiotherapy and Mental Health Services
- Children's Community Health Services
- Housing Services which provide support to vulnerable adults, and disability adaptations
- Planning of some services provided in hospital e.g. medical care of the elderly.

The depth and range of initiatives and transformation in Fife has been designed to support people at any point of their care journey, from the most complex care needs to those people who need just a little help to regain skills and confidence.

Similarly, the social work landscape is undergoing significant change through the recent changes in social care legislation and policy. The Health and Social Care Partnership ensures that robust monitoring, evaluation and improvement plans are aligned with transformational changes. Changes include self-directed support, health and social care integration, Scottish Social Services Council (SSSC) codes of practice revision, Care Inspectorate quality standards revision, and the impact of carers' legislation.

The partnership has been exploring further opportunities to 'shift the balance of care' closer to home and continues to 'shift the balance of decision making' to local communities through locality planning. Improving access to integrated health and social care will enhance experience of care and will achieve better outcomes for the people of Fife.

Education and Children's Services

Children and Families Services

2018/19 saw the development of stage 2 of the Children and Family Social Work Strategy. Stage 1 was a five-year plan which laid out a number of key priorities for the service including a shift towards a more preventative approach to families in need along with a focus on high quality care and protection planning for children. This included increased recruitment to front-line social work positions, along with the new partnership approaches such as the Child Wellbeing Pathway and the Six for Safety within child protection which has helped provide a clearer framework for services to come together to support families.

The strategy had helped to reduce the overall numbers of children being Looked After by the local authority and increase kinship care arrangements for children who could not live safely at home. These changes were complemented by reductions in numbers of children on Fife's Child Protection Register and reductions in numbers of children subject to Child Protection Orders. Taken together, these give a good picture of an increased preventative capacity that has helped families get assistance at an earlier stage.

However, during 2018 there was a recognition that the plan needed refreshed to reflect increasing pressures across the service resulting from financial constraints, impact of increasing levels of poverty and the impact of the publication of national and local Significant Case Reviews. Phase 2 of the strategy involves enhancing an earlier intervention approach, utilising strengths from across the Children's Services partnership to better manage risk and developing a model of crisis intervention, STEPP (Short Term Emergency Placement Planning).

To support these changes the service has developed a structured approach to self-evaluation involving staff at all levels and this approach has been complemented by improvement activity such as the PACE initiative in permanency planning which has given a good indication of what is working well and has supported overall approaches to improvement.

There remains, however, significant challenges for the service. Levels of need amongst families show little sign of diminishing and, given the established links between poverty and Looked After Children, the impact of wider demographic pressures means that demand for support from social work services remains high.

The importance of effective multi-agency child protection services has been emphasised in Fife, given a number of high-profile events, and these services will continue to have a strong developmental focus at an individual service and partnership level.

Our looked after children resources including the fostering and adoption service and the children's residential houses continue to be well regarded and the majority have received very positive recent inspections from the regulatory bodies. The recruitment of foster carers remains a priority and, although the approach within Fife has had some success in a very competitive market, this will continue to be a priority in the coming period.

Criminal Justice Service

The Criminal Justice Social Work Service (CJSW) has continued to play an active part in the Reducing Offending and Re-offending Partnership Group (RORPG). Key developments throughout the year have included: -

- The extension of the presumption against shorter sentences (PASS) is likely to increase demand to the service in terms of finding suitable alternatives to custody. It is, as yet, too early to quantify that 'demand', but it will require close monitoring upon implementation.
- The full implementation of the Caledonian Project work, to combat domestic abuse by supporting the rehabilitation of male perpetrators. Staff are now in place, and training has been rolled out service-wide to ensure there are no gaps in service provision.
- The development of the TURN Project which works specifically with adult male offenders in an intensive manner to achieve positive outcomes. This will initially provide a service in the West Fife area, and dependent upon progress, roll out will be considered service-wide.
- Further investment has been put into our Women's Justice Team. This includes the addition of an Assistant Psychologist and a Mental Health Liaison Nurse.
- The service continues to actively participate in the collaborative ABCD Plan across all seven Local Area Networks and at a strategic level through the Service Manager.
- Continuing to play an active role in the provision and improvement of services related to MAPPA including the revision of the Environmental Risk Assessment (ERA) process.

2. Partnership Working - Governance and Accountability Arrangements

Fife Council Political Structure

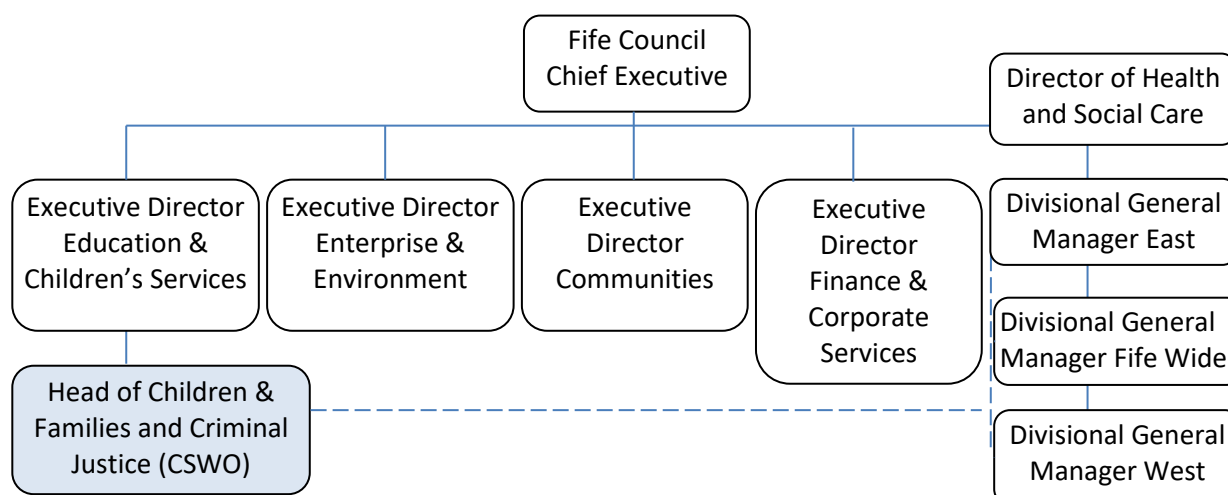
There are 22 electoral wards in Fife and each ward has three or four councillors who have been elected by the people of that ward to represent them. In total, there are 75 councillors.

They are responsible for setting policy for the Council and may sit on various committees where they can vote on a range of matters from local planning to decisions on welfare or education.

Breakdown by political groups	
Scottish National Party	29
Labour	23
Conservative	16
Liberal Democrats	7
Independent	0
Other	0
Total	75

Fife Social Work Governance Arrangements

In Fife, the Chief Social Work Officer (CSWO) is the Head of Children and Families, and Criminal Justice. The post sits within the Education and Children’s Services Directorate and reports through the Executive Director to the Council Management Team and Elected Members.



The CSWO is responsible for monitoring social work service activity across the Council and, within the Fife Health and Social Care Partnership, to ensure that agreed targets are being met and that professional standards are maintained. Operational management responsibility for social work service delivery rests with relevant management arrangements in Children and Families, Adult, and Older People’s Services and a reporting system is in place in relation to those social work services where the CSWO has no operational management responsibility.

These reporting arrangements cover:

- Statutory decision-making including adoption, secure accommodation, and guardianship
- Performance outcomes and trend information
- Critical incident reports including significant case reviews
- Direct reporting by the CSWO to the Council and the Chief Executive

The CSWO also has a role to play in specific advisory bodies such as the Chief Officer Public Safety Group and in advising the Council in relation to matters affecting social work services arising from Community Planning and other Partnership bodies.

The CSWO also has access as required to the Council's Chief Executive and Elected Members.

Financial Responsibilities of the CSWO

The CSWO has direct operational responsibilities for the financial management within the Children and Families, and Criminal Justice Social Work Services. The role also has oversight of the standards involved in the delivery of social work within Adult and Older People's Services, and any budgetary implications that may arise from this.

Fife Health and Social Care Partnership

The Health and Social Care Strategic Plan 2016-19 sets out the priorities for and establishes the framework in which resources will be used. The Fife Health and Social Care Partnership delivers a range of community-based health and social care services relating to all adults, as well as children's community services such as Health Visiting.

The Health and Social Care Partnership Board is responsible for planning and ensuring the delivery of a wide range of health and social care services and is accountable for delivering the National Health and Wellbeing Outcomes. An integrated Performance Management Framework is used to prepare a list of targets, measures and arrangements which relate to functions of the Health and Social Care Partnership. The Partnership Board is also responsible for monitoring and reporting in relation to the delivery of the integrated services on behalf of NHS Fife and Fife Council.

The Board receives detailed work plans and reports from the Partnership outlining progress for the year against the delivery of the Strategic Plan and uses performance reports to help inform future strategic planning.

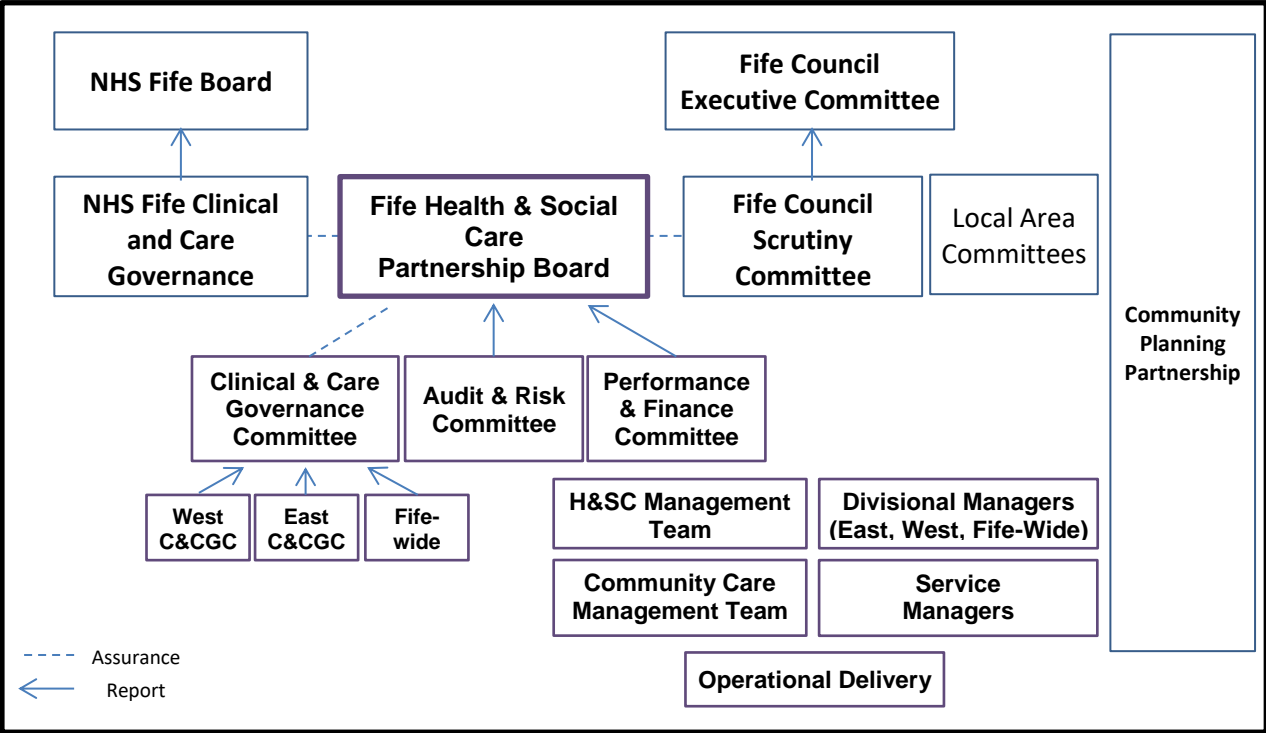
The Strategic Plan is driven by law and national and local policy and aims to meet the needs of people now and in the future.

The Strategic Plan Priorities are as follows:

- Strategic Priority One – Prevention and Early Intervention
- Strategic Priority Two – Integrated & Coordinated Care
- Strategic Priority Three – Mental Health & Wellbeing
- Strategic Priority Four – Tackling Inequalities

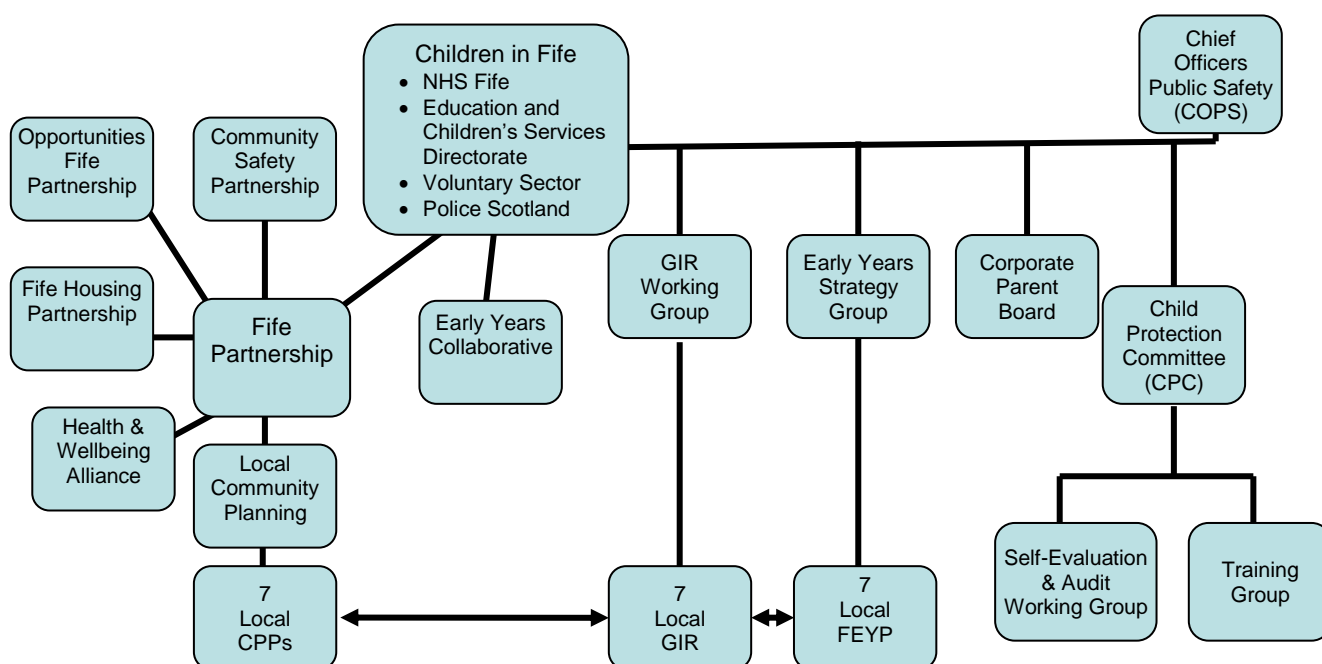
Reporting on the Strategic Plan takes into account non-delegated targets and measures when these are affected by the performance and funding of integration functions. The Performance Framework focusses on dealing with the correct issue at the correct level of detail and this includes consideration of core operational plans and objectives, as well as national strategic targets, local targets, and improvement goals.

Decision Making Structure



These arrangements help ensure effective management of performance throughout Partnership social work services in Fife. This allows focus on particular areas of activity to assist in identifying where additional development is required. From this information, it is clear that there are a number of areas of strong performance as well as areas that require additional support. A particular focus in the coming period will be to ensure a level of consistency in relation to the quality of assessment and care planning across all service user groups, allied to ensuring that those in need of services get the assistance they require at the earliest possible stage.

Fife Children's Services



The partnership between services for Children in Fife is well established at both a strategic level and across local areas. The responsibility for the Children's Services Plan (2017-2020) is held by the Fife Partnership, represented by the Children in Fife Group. This partnership binds Fife Council, the voluntary sector, Police Scotland, Scottish Children's Reporter Administration, NHS Fife, and Health and Social Care in common purpose. The Children in Fife Group reports to the Fife Partnership.

This plan is nested within Fife's Community Plan, in particular these four outcomes:

- Improving early years development of children in Fife
- Raising educational attainment and reducing educational inequality
- Improving the health of Fifers and narrowing the health inequality gap
- Making Fife's communities safer

Engagement with Individuals, Carers and Communities

For Education and Children's Services, there is a well-established engagement process for Looked After Children supported by the activity of the Corporate Parenting Board which includes young people as core members. This activity includes crucial contributions from both the 2BHeard forums for care experienced young people and the Seen+Heard initiative run by the Children's Parliament which promotes the rights of younger looked after children. In addition, there is a range of feedback processes such as surveys and questionnaires for families who are receiving services from Children and Families Social Work. Criminal Justice have similar feedback processes for partners in the Criminal Justice system, including Sheriffs, along with recipients of Community Payback activity. Feedback on the effectiveness of services from people who have offended is also gathered.

3. Social Services Delivery Landscape

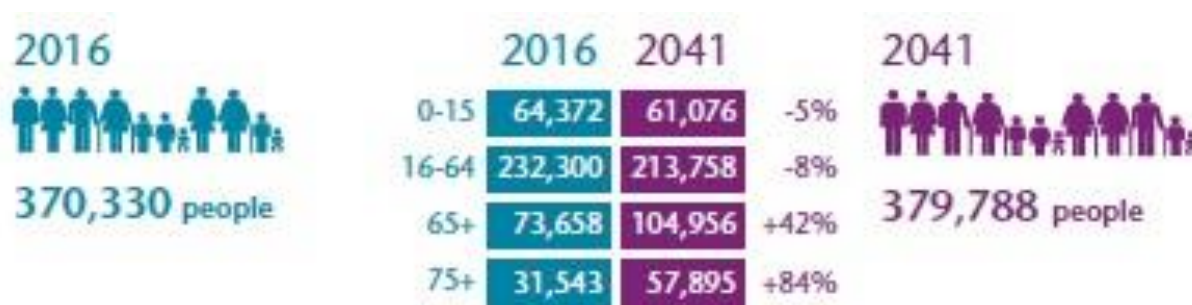
Fife Population Profile

Fife is similar to the Scottish average proportions for those households experiencing some form of deprivation across each of the four deprivation dimensions of employment, education, health and housing: with 33% (52,647) of households found to be deprived in one dimension, 21% (33,448) in two dimensions, 6% (8,962) in three dimensions, and 1% (660) in all four dimensions.

Changing Population

With changing demographics, it is expected that demand for social care services will rise year-on-year. This will mean an increased demand for particular services such as:

- Early Years and Under-12s provision
- Over-12s provision
- Children with additional support needs
- Community-based services such as homecare
- Services which enable people to remain independent for longer by support, such as reablement
- Older people with multiple care and support needs



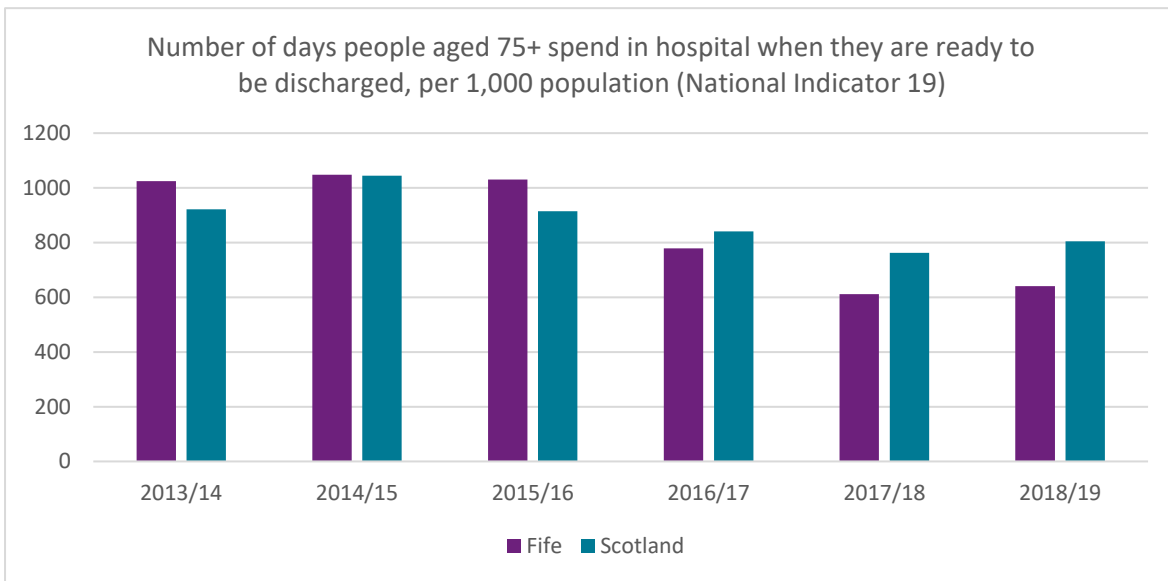
Commissioning Intentions

There continues to be an increasing trend in the number of care packages for older people with an impact on expenditure and resulting pressure on Older People’s Services budget. Demographic growth trends indicate that the number of persons aged 85 and over in Fife is expected to rise by 113% from 8,513 in 2016 to 18,117 in 2041. Increases of 12% and 73% are predicted for persons aged 65-74 and 75-84 respectively for the same time period.

Throughout 2018-19 the Health and Social Care Partnership continued to develop models of care to improve delayed discharges. Fife’s performance against delayed discharge targets continues to be a challenge, compounded but the rising demand of homecare services throughout Fife.

We continue to work in partnership with the independent and voluntary providers supporting the delivery of home care, continued investment in technology, along with continued development of alternative models of care designed to enable people to return. to their home

Number of days people aged 75+ spend in hospital when they are ready to be discharged, per 1,000 population (National Indicator 19).



Short Term Assessment and Reablement Team (START)

The Short-Term Assessment and Review Team (START) is provided by the Health & Social Care Partnership's Care at Home Service. This reactive Care at Home service is designed to support a person's discharge from hospital and significantly improves discharge planning for people with assessed needs. Residents of Fife with care needs, who wish to return home, are referred to the service from any hospital. The service also takes referrals for people in crisis at home and other models of care to deliver the right care, at the right time, in the right place.

In 2018-19 the START service continued to grow. The number of people who received a START service was 1,115 compared to 942 from the previous year.

- 776 people required an ongoing service after enablement;

- 35.1% of service users had a reduction to their care following their START service;
- 3.4% of service users required an increase to their service; and
- the average hours at the commencement of the service was 10.25 hours per week and by the end of their START service, this reduced to 5.25 hours per week, a reduction of 51%.

Over the coming year, Fife Health & Social Care Partnership will recruit more Enablement Support Workers to grow this service and will continue to monitor this service to ensure that it delivers care to those who are most in need and can be supported to remain at home independently.

Short Term Assessment and Review service (STAR)

The Short Term Assessment and Review (STAR) service supports people to return home following a period in hospital and to regain confidence and skills to remain at home. The service is available to those who are over 65 years of age and will be provided for up to six weeks. STAR beds are located within 3 of the Partnership's care homes.

In 2018-19, 146 people accessed a STAR bed.

GP Direct Access to STAR Beds

A successful pilot has taken place in Napier House in Glenrothes, which was one of the agreed locality priorities, to support older people who may become ill and need care and support to get better and removes the need for an admission to hospital.

The aim of the project is to help people get well and regain the skills and confidence to live more independently in their local community and ensure a safe return home as soon as possible.

It is an integrated approach between the local GP's and linking them with the Short-Term Assessment and Review (STAR) Unit at Napier House, enabling people to continue to live in their own homes as independently as possible, preventing unnecessary admission to hospital or long-term care. The Health & Social Care Partnership are now looking at rolling out this pilot across some of their other GP practices across Fife.

Other developments for STAR beds

Towards the end of 2018-19, a test of change commenced at Lindsay House in Lumphinnans to provide direct referral to a geriatrician. Part of this test of change included a joint medication review with the geriatrician, pharmacist and pharmacy technician to optimise the residents' medication. This has proved beneficial for individuals and the sustainability of this model through the health and wellbeing hub is being explored.

The Health & Social Care Partnership is looking at additional STAR beds in the west of Fife as part of the community hospital re-design.

Community Assessment Beds

Community Assessment Beds support individuals to leave hospital, to continue their care and assessment out of hospital, where it is anticipated they may require residential or nursing home placement.

In 2018-19, the community assessment bed model continued to be developed and more services were made available. At the start of 2018, there were 48 placements available within 8 care homes and by the

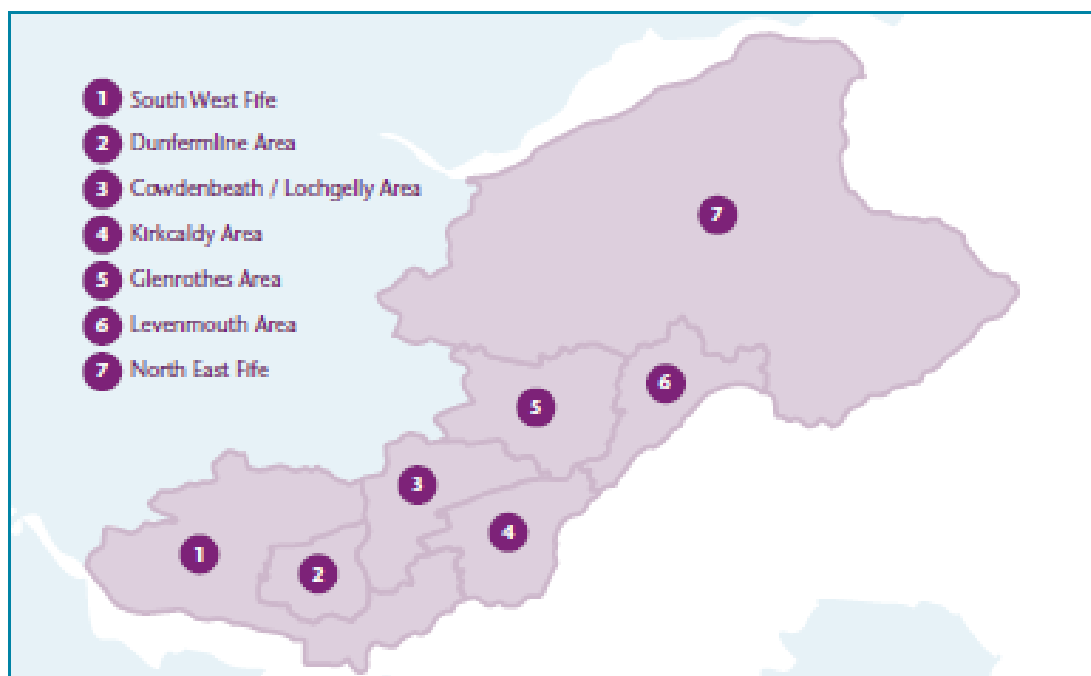
end of March 2019 the available placements had increased slightly to 51 and was available within 9 independent sector care homes.

In 2018-19, 243 individuals used this service allowing staff an extended time for the completion of their care assessment and to identify appropriate levels of support to achieve personal outcomes.

Whilst available services increased slightly, there are some areas in Fife where assessment beds are needed to enhance the service further and give greater choice to those individuals accessing this service. The Health & Social Care Partnership is looking at options and is working with our independent care home providers and partners to look at the continued expansion and development of this service.

Connecting with Communities through Locality Planning

Early Intervention and Prevention in promoting health and wellbeing and how we are joining up health and social care across our communities is at the heart of our Locality Planning arrangements. We are working with all our partners through Integrated Health and Social Care arrangements to tackle the challenges in respect of health and wellbeing across seven localities in Fife.



Fife Health & Social Care – Locality Planning Core Groups

Our seven Health and Social Care Locality Planning Core Groups are now established. The Core Groups mirror the existing GP Cluster, Area Committees and Local Community Planning areas of Fife.

The Core Groups will plan, take action at a local level, and aim to improve people's health and wellbeing outcomes as a result.

The Core Groups meet 4 times per year. All seven areas have met for their first meeting of 2019 and are developing and getting to know each other as a group. The Core Group is responsible for ensuring that the agreed priority actions identified by the Health and Social Care Wider Stakeholder events are delivered for their area.

The agreed priority plans are available on the

www.fifehealthandsocialcare.org/publications page or on each locality page within the www.fifehealthandsocialcare.org/your-community pages and the Core Groups are now planning on linking back with their Wider Stakeholder Groups to feedback on progress to date.

Fife Wide Priorities

Our local community Wells are connecting local people with local support and we now have seven Wells up and running in each of our seven localities. By working in partnership with our local communities and partners across Fife, we are building and supporting individual and community capacity, cohesion and resilience by changing from a service delivery approach that can only help people once they are in crisis, to a model where people are supported earlier to focus on the outcomes important to them and the promotion of wellbeing.

During 2018-19, we continued to work with the National Development Team for Inclusion Community Led Support Programme (NDTI CLS) to develop and embed the Wells Fife-wide across our seven locality planning areas.

Our partnership between social work, housing and the third sector, as equal partners, and with each local community, designs and delivers support through the Well, tailored to meet the needs that local people and staff have said are valuable to them in each area, but with some common principles that govern the work.

Evidence is emerging that this innovative and genuine partnership is supporting local people earlier. It has also improved staff morale, joined up working and understanding of each other's roles.

Children and Families

The increase in staffing within the social work service in 2015 led to observable improvements in many aspects of direct work with children and their families. Caseloads have, as a direct consequence of increased staffing numbers, fallen and this has allowed for a focus on the development of relationship-based practice, clearer analysis of children's situations, improved assessment of risk and improving outcomes for children and families. However, despite this significant investment, Fife remains in the lowest quartile of authorities in Scotland in relation to staffing.

Support for staff is provided in their day-to-day practice through informal support and formal supervision, and also through development networks such as the 'Newly Qualified Group', 'Senior Practitioner Groups', 'Social Worker Group and the Social Work Assistant Group'. Supervision is offered every 4-6 weeks from either a team manager or supervising senior practitioner. However, newly qualified social workers receive more regular supervision which is enhanced by monthly group supervision. The supervision and induction policies were refreshed during 2018/19 and results received from survey data confirm that 90% of staff are supervised within service standards and feel supported in their workplace.

Average case load size across the service has reduced from 28 (August 2015) to 19 currently. Each case equates to one child. In addition there is scrutiny at service manager level to ensure that no member of staff should have more than 25 cases unless (agreed by exception) to allow for meaningful opportunities for service user contact and relationship building.

These changes have led to the overall numbers of formally looked after children reducing by approximately 10% to 979 in March 2019, with almost 50% of all looked after children being cared for in foster care settings (478 and 49%). There has been a significant increase in numbers of non-looked after children financially supported in kinship care arrangements (418). Since the introduction of the new kinship care legislation in 2016 Kinship Care in Fife has become an increasing priority. Children can be

cared for in Kinship in three different ways in Fife: LAC Kinship, non-LAC Kinship and support for family carers funding with the total across each area in March 2019 being 598.

The data above evidences considerable progress in relation to shifting the balance of care in that out of 1397 children and young people who are either on a compulsory supervision order, looked after in a voluntary agreement or in supported kinship care, less than half – 44% - are in formal care (617) with 780, 56% either on orders at home or in Kinship arrangements.

Children in purchased residential care had reduced from a high point of 135 in 2015 to 109 in March 2018, however this increased during 2018 to 124 by March 2019 and targeted work is successfully being undertaken to reduce this number. The Council retains a small estate of six residential care houses. Two of these houses provide respite for children affected by disability with the remaining four being small community-based houses, one of which has a particular focus on helping young people move on from formal care settings. The opening of a new unit has been delayed due to planning issues however is expected to open early 2020 increasing in house capacity to 25 by March 2020.

The residential and foster care resources within the authority and across purchased providers has been impacted by Continuing Care Legislation and work is ongoing to ensure that children leaving care are supported through their next steps to independence with 37 young people currently living within a continuing care placement.

The change in this service landscape has been assisted by the development of a greater range of intensive support services to families in times of crisis and a more coordinated deployment of resources through the use of an intensive community support panel.

Overall these figures indicate a shift in the balance of care with more children being supported in family in community arrangements and fewer in residential settings.

The Education and Children's Service directorate has led a renewed focus on locality planning for services to vulnerable children with the development of the "A Better Connected Directorate" initiative (ABCD). This approach has brought together key service leaders to help create stronger networks of support to children and families and to help ensure easier access to support provision. This initiative is being rolled out across the authority area and has been expanded to include children's service partners.

The service was subject to a Children's Service's Inspection during 2018/2019 and received grades of good across all areas. As this was a new model of inspection it is not possible to make direct comparisons with the previous inspection of 2017, it should be noted that there was an improvement in the grade given around the QI for assessment and planning.

4. Resources

Fife Council and the Fife Health and Social Care Partnership face a challenging financial environment, and there is likely to be a continuing and prolonged period of public sector austerity. This means a real-term reduction in resources for the Council and the Partnership, with impact on social work service expenditure.

The Council and the partnership have a medium-term financial planning model that includes demographic pressures, and the estimated cost of these pressures are included in the budget model.

Fife Health and Social Care Partnership

Delivering Best value

NHS Fife and Fife Council delegate budgets to the Integrated Joint Board (IJB). The IJB decides how to use these resources to achieve the objectives of the Strategic Plan. The IJB then directs the Health and Social Care Partnership to deliver services in line with this plan.

The Health and Social Care Partnership ensures proper administration of its financial affairs by having a Chief Financial Officer (section 95 of the Local Government (Scotland) Act 1973). To strengthen governance arrangements and oversee the IJB's significant transformation programme, the Joint Strategic Transformation Group was established and chaired by Michael Kellet, IJB Chief Officer, with senior representation from the Health and Social Care Partnership services, and senior representation from NHS Fife and Fife Council.

Evidence of transformational change to help address budget pressures include:

- Joined Up care transformation programme
- Mental Health Redesign
- Further extension of START programme
- Home Care Redesign through Technology
- Robust Winter Planning
- Assessment Unit bed model

The most significant risks faced by the Health and Social Care Partnership Board over the medium to longer term can be summarised as follows:

- the wider financial environment, which continues to be challenging
- the increased demand for services alongside reducing resources
- the impact of demographic changes and the ageing population
- the cost pressures relating to primary care prescribing
- the impact of the Living Wage and other nationally agreed policies
- the Transformation Programme does not meet the desired timescales or achieve the costs associated
- the ability to recruit permanent staffing across the service – impacting on increased use of locums and agency at a higher cost

Revenue Budget	2018/19 Budget 000s	2018/19 Outturn 000s
Health and Social Care - East	£45,609	£47,851
Health and Social Care - West	£37,912	£36,938
Health and Social Care – Fife-wide	£66,057	£69,720
Health and Social Care - Resources	(£3,976)	(£6,172)
Children & Families / Criminal Justice	£65,661	£70,088

Financial Recovery Plan – Fife Health and Social Care Partnership

The provisional 2018/19 outturn position is £9.236m deficit prior to external annual audit sign off. For Social Care the outturn was £9.710m. As part of the risk share agreement funding of £6.975m was received by Fife Council from NHS Fife which took the revised outturn position to £2.735m (see above)

The key contributors to the out-turn deficit was:

- The prescribing overspend of (£2.155m) reflects an increase in the average cost and volume of medicines as well as the price impact of a national shortage in supply of some medicines.
- Overspend in Social Care on adult packages and homecare as demand rises (£6.275m).

Older People Care Packages

The Homecare service has a provisional outturn deficit of £2.520m, an increase in overspend of £0.087m from the January position. The overspend is primarily as a result of external care packages rising due to continuing increased demand as well as the impact of the ongoing redesign of the internal service.

The budget incorporates a savings target of £1.4m through the roll out of the START model within Homecare which was achieved despite the over-spend. Given the increasing pressure on the need for Homecare, approval has been given to invest in a further 50 START posts by the Director and both CEOs in the week commencing 14 January 2019. This approval allowed the staffing complement to be increased by 50 FTE to deal with the additional pressure in the community and to facilitate reductions in delayed discharge within 2019/20. To date 25 posts have been successfully recruited to and recruitment to the remaining posts is underway. The full year cost of this additional staffing compliment of £1.3m is expected to be self-financing and there is a requirement to bring spend back in line with budget despite this increased cost. This will be closely scrutinised during 2019/20 to ensure deliverable outcomes are as planned.

Adult Care Packages

There is a provisional overspend of £3.755m on adult placements, a movement since January of £0.257m which is predominantly due to new packages of care in adult services. This budget has been the subject of regular scrutiny throughout the year which has resulted in a year end position that supports the robust forecast produced during the year.

Fife Council

Children and Families Service

Across the Children and Families Service, the Council's Strategy for Children and Families has invested in new posts to address the increasing demands on staff and to ensure that resources can be targeted to early intervention and prevention. The aim of the strategy is to maintain children within their local communities wherever possible and minimise the disruption in attachments that can come from more formal interventions. The strategy has been enhanced by investment in Family Work and Early Years provision within a universal setting, including the creation of family nurture hubs alongside more targeted support of groups such as kinship carers, and families with a child affected by disability.

Criminal Justice Services

2018/19 was the third year of direct grant to the Criminal Justice Social Work Service following the dissolution of Community Justice Authorities. The allocation of grant based on reflecting the level of activity by authorities has meant that Fife has benefitted from an increase in 2018/19 and this has allowed investment in front line staff and in commissioned support aimed at helping reduce reoffending. Additional funding from initiatives such as Caledonian funding has increased the resources available to the service to target specific areas such as domestic abuse.

5. Service Quality and Performance, including Delivery of Statutory Functions

Priority Outcomes from the Fife Council's Plan4Fife (2016-2019)

The current Council Plan defines four key aims for the Council through to 2019 and twenty priority outcomes. The table below summarises the key outcomes which Social Work has a responsibility for delivering and how these cascade into Service Plans.

Area of the Service			
	Community Care (Adult & Older People's Services)	Children and Families Service	Criminal Justice Service
Council Plan Aim:	Improving quality of life in local communities.	Increasing opportunity and reducing poverty and inequality.	Improving quality of life in local communities.
Council Plan Outcome:	Improving the health, wellbeing and care of vulnerable adults and older people.	Giving children the best start in life.	Reducing antisocial behaviour.
Within the Council Plan, performance against this priority will be monitored in relation to:	Increasing the percentage of older people receiving intensive care at home. The integration of health and social care provision.	Percentage of children who have been looked after for twelve months and who have a plan for permanency. Percentage of looked-after children in community placements.	Percentage of people who have had experience of antisocial behaviour within the past twelve months (split into key categories).
This Council Plan outcome has been cascaded into Social Work Service Plan theme:	Adult Service - Provide targeted care and support to improve outcomes for adults with support needs and their carers to help them to maximize their quality of life and do this in the most efficient and effective ways possible. Older People's Service - Provide targeted care and support to improve outcomes for older people and their carers to help them to maximize their quality of life and do this in the most efficient and effective ways possible.	Giving children the best start in life – Improving outcomes for children, families and young people who are vulnerable, at risk, or in trouble to help them develop their full potential and do this in the most efficient and effective way possible.	Reducing antisocial behaviour – Providing Criminal Justice Social Work Services to help reduce re-offending and contribute to public safety and to do this in the most efficient and effective way possible.

Priority Outcomes from the Education and Children’s Services Plan 2017-2020

The diagram below sets out the key themes and actions for the Education and Children’s Services Directorate.

Implementing Our Plan Education & Children’s Services Directorate Improvement Plan 2017 - 2020

Key themes within our Action Plan for Improvement

The work required to achieve our vision are set out in the **Action Plan for Improvement**, summarised below. The following six pages give a more detailed account of our Action Plan for each individual area of improvement.

Strengthening the implementation of GIRFEC
Better targeting resources, in order to achieve a greater impact on children and families locally.
Consolidating the design of services available to meet local needs and improving the impact of our partnership working.
Focussing on the most effective ways to improve attainment and close the attainment gap
Ensuring more coherent and effective approaches to self-evaluation and improvement.
Supporting the continued improvement of, and achieving a greater impact from, learning and teaching.
Targeting services & resources to meet the greatest need
Better identifying and supporting the needs of all children, particularly the disadvantaged and the most vulnerable.
Consolidating and further developing our systems and support services, to better support those with the greatest needs.
Supporting more consistent approaches to improving health and wellbeing
Ensuring that our policies and strategies: promote health & wellbeing, encourage responsible attitudes and behaviours and consistently support children to be active.
Ensuring that our service design and ways of working better support the emotional wellbeing of all children.
Developing our delivery model to improve the employability skills and the life chances of young people
Strengthening pathways to employability and other positive destinations for young people.
Offering a range of vocational and academic opportunities and experiences for all, which are valued equally.
Empowering and supporting local communities
Providing person-centred and collaborative services that are increasingly designed and delivered with the participation of children, young people and families.
Ensuring that our services are effective in supporting early intervention strategies that prevent and reduce reoffending.

Priority Outcomes in relation to the Integration of Health and Social Care

The Scottish Government has devised a set of Health and Social Care Integration National Outcomes:

- 1 People are able to look after and improve their own health and well-being, and live in good health for longer.
- 2 People, including those with disabilities or long term conditions, or who are frail, are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community.
- 3 People who use health and social care services have positive experiences of those services, and have their dignity respected.
- 4 Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services.
- 5 Health and social care services contribute to reducing health inequalities.
- 6 People who provide unpaid care are supported to look after their own health and well-being, including to reduce any negative impact of their caring role on their own health and well-being. We are also preparing for the impact of the new carers’ legislation.
- 7 People using health and social care services are safe from harm.
- 8 People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide.
- 9 Resources are used effectively and efficiently in the provision of health and social care services.

Key Achievements in Relation to Outcomes during 2018/19

Carers Act and Carers Strategy

The Carers (Scotland) Act 2016 (Carers Act) came into effect on 1st April 2018, leading us to increase our focus to support Fife's 34,828+ self-identified unpaid carers and many more carers who are 'hidden'.

During the year we completed our consultations and published the 'Carers Strategy for Fife 2018–21', and a separate 'Getting it Right for Young Carers in Fife Strategy 2018-21'. We also published our 'Fife Carers Short Breaks Service Statement'. These were key requirements within the Carers Act which were delivered ahead of time.

We identified supporting more carers as a key outcome from our investment to implement the Carers Act. Our Health & Social Care Social Workers supported 595 of the most critical need unpaid adult carers with an Adult Carer Support Plan during the year, an increase of 206 (53%) on the previous year. A further 380 non-critical carers were supported to develop their Adult Carer Support Plan through Fife Carers Centre, our commissioned partner, a significant increase of 51% on the previous year.

Our strategy focuses on providing all carers with access to appropriate support to help them avoid reaching crisis. This universal support is free to all and includes:

- Increasing the carers hospital discharge support at Victoria Hospital in Kirkcaldy where 379 carers were supported, up by 127 (50%) on the previous year. In October 2018 we extended this support to Queen Margaret Hospital in Dunfermline where 103 carers were supported in the first 6 months of this support being available. This support is offered through our partnership with Fife Carers Centre.
- In November 2018, launching a new independent advocacy support project for all carers in Fife delivered through a partnership between Fife Carers Centre and Fife Young Carers.
- The Young Carers Befriending Project developed and agreed offering additional support to Fife's 6,000+ young carers through a partnership between Fife Young Carers and LEAD Scotland (LEAD Scotland supports young people and adults and carers across Scotland to access learning opportunities).
- Commissioning a new universal specialist income maximisation support offer for unpaid adult carers provided by Citizen's Advice and Rights Fife.
- A suite of information leaflets for carers, as well as a new carers information web-site developed, to help them understand their rights under the Carers Act. This is part of the ongoing awareness raising campaign.

Our investment will increase in 2019-20 to include more carers support workers through our main partners, and further expansion of the hospital discharge support into community hospitals.

We will host the first Carers' Gathering to increase awareness of support for carers.

We will launch new universal support through our web-site and access to Carers Scotland's digital carers' resource.

We will support healthcare and teaching professionals to identify carers and make appropriate onward referrals for support.

Modernising through Technology

Care at Home

TotalMobile has effectively transformed Care at Home using mobile technology for everyday services which make a real difference to people's lives. Through dynamic resource scheduling, TotalMobile has improved visibility in all areas of Care at Home service delivery and offers robust evidence for continuous improvement.

TotalMobile is now fully imbedded within the Partnership's Care at Home Service. The service delivers care to around 1,300 service users across Fife, providing approximately 20,000 visits per week.

We are looking to move the use of TotalMobile into the Mobile Emergency Care Service (MECS) which should allow us to increase our ability to respond to more calls across Fife.

Technology Enabled Care

Fife Health & Social Care Partnership will provide technology, support or practical help, to people who require additional support to enable them to live at home independently.

Technological support such as Community Alarms and Telecare offer an effective means of support to people, from a distance. As technology continues to improve the range of equipment and aids has grown.

In 2018-19, the number of people in Fife who live at home with technology (including community alarms) continued to rise with 8,997 individual pieces of telecare equipment or community alarms in service users own homes in March 2019, an increase of 3.15% compared to the 8,722 in March 2018.

Adult Services

The Keys to Life

The Keys to Life is the ten-year national strategy for people with learning disability that was launched in 2013. The strategy sets out a vision for improved Health and Social Care Partnership working to deliver better outcomes in the areas of life that people have told us are the most important to them. Adult Services are continuing their commitment to work in Health and Social Care Partnership to deliver this strategy, and to develop and enhance services for people with learning disabilities.

Self-Directed Support (SDS):

Self-Directed Support offers choice and flexibility to those assessed as being eligible over their care and support. Following assessment people are offered four ways in which they can take control, manage their independence and meet their personal outcomes.

- Option 1 – Direct Payment – people choose and direct their own support and manage their own budget.
- Option 2 – Individual Service Fund – people choose and direct their own support with either the local authority or a third party managing the budget
- Option 3 – The local authority selects, arranges and manages the service provision on the person's behalf.
- Option 4 – A mix of options 1, 2 and/or 3.

The personal outcomes approach to assessment and supporting planning continues to be embedded across Health & Social Care. This has been evidenced this year with the launch of our new Short Breaks Service for Adults (65 years and under). Fife Health & Social Care Partnership established a small centralised team who provide information to supported individuals and their families/carers to assist

them to access creative and innovative short break provisions, using their individual short break budget and their chosen option through self-directed support. The team has collated a bank of information ranging from an accessible travel agency registered with the Care Inspectorate, fully adapted buildings, accessible caravans and holiday lets as well as breaks that offer activity opportunities for individuals with additional needs. Details of all short break options gathered are available under the Short Breaks section on “On Your Doorstep Fife” (www.onyourdoorstepfife.org)

Adult Protection

Fife’s Adult Support and Protection Committee (ASPC), as the primary strategic planning mechanism for inter-agency adult protection work in Fife, continues to promote adult protection at the highest level in all partnership organisations, and collaborates with other office holders and public bodies on the exercise of functions which relate to the safeguarding of adults at risk in Fife. Fife Council is the lead agency for adult protection as per adult protection law which recognises the importance of social work professional skills and judgement.

The Adult Support and Protection Committee (ASPC) Improvement Plan for 2018-2020 has 4 key objectives:

1. Individuals known or believed to be an adult at risk of harm who refuse or are resistant to support or protection deemed necessary will receive a consistent and person-centred inter-agency response.
2. Agencies with access to homes as part of their job role are confident and competent in recognising, responding and reporting harm identified or disclosed.
3. Residents or patients in care settings are in receipt of person-centred and good quality care in a safe environment. All levels of staff working in or with access to care settings are confident and competent in recognising, responding and reporting harm when disclosed or indicated.
4. Agencies involved in adult support and protection activity will build in opportunities to explain the process, its aims and potential impact, and capture service user feedback at key points during the process, and at the resolution of the adult support and protection process. They will also record and respond to any spontaneous feedback about the process the service user gives. Adults will be confident that reporting harm will be a positive experience, and one in which they can contribute to and influence the outcome.

In order to achieve these objectives, which were identified through self-evaluation activity and consultation with ASPC membership, a set of actions linked to each objective were identified and progress is being monitored by the ASPC on a quarterly basis.

Key achievements: The Inter-agency ASP Guidance has been reviewed and refreshed and includes an expanded Multiple Report of Harm Protocol and a new Engagement Escalation Protocol. This was approved in May 2019 and is currently being introduced to staff groups from all partnership organisations. This provides staff with supportive guidance when working with individuals at risk of serious harm who are resistant to engagement with services.

The ASPC hosted a successful learning event with a focus on self-neglect with presentations by Professor Michael Preston-Shoot who has undertaken extensive research in this subject, where agencies have difficulty engaging with the adult and may withdraw, accepting the “lifestyle choice” the adult has made.

Work has also been initiated to embed, at specific aspects of the adult protection process, inter-agency chronology.

Learning opportunities have been developed, are being delivered and are evaluating well in relation to Harm in the Home and Harm in Care Settings targeting managers of the respective settings.

The pre-existing Large-Scale Investigations Guidance and Procedure has been extensively refreshed and inter-agency chronology is a new feature. This was launched on 30th Sept.

In response to the prevalence of financial harm being reported in Fife the ASPC have introduced a financial harm working group which has developed a strategy to address the range of financial harm that is experienced.

A service user strategy for the ASPC is currently out for consultation with service user groups.

The ASPC has developed and distributed a range of easy read and accessible information to inform adults at risk and their carers of harm and how it may present, how to keep safe and what to do if harm has occurred. Wherever possible these are developed with and influenced by individuals with lived experience. All information is hosted on Fife Direct Adult Protection pages.

The ASPC has a full programme of inter-agency and single agency self-evaluation activity to monitor practice and measure the impact of improvement activity.

In preparation for the proposed inter-agency adult protection inspection programme announced by the Scottish Government's Adult Protection Policy Team for 2020 and beyond, the ASPC has formed a short life working group to ensure the positive activity already in sway is maintained, fully identified and recorded

Adult Resources

In 2018/19 Adult Services (Resources) have maintained a quality service as evidenced through maintaining its 'Very Good' (5) grading from the Care Inspectorate with no recommendations or requirements. People are supported by staff who promote dignity, respect and choice in appropriate environments to deliver the right support to the right person at the right time.

Stratheden Hospital Redesign Programme

A multi-disciplinary team comprising of social work, OT, nursing staff, CPN staff and speech and language therapy staff have been working together to support the discharge of 20 long stay patients from rehabilitation wards at Stratheden Hospital. The team have been working intensively with nine patients to assess and plan their transition from hospital. Work to date has included:

- Identifying a support provider to provide bespoke packages of care and the development of a core and cluster service allowing long-stay patients to live in their own home in the community
- Working closely with the support provider to develop comprehensive, person-centred, outcome focused support plans and risk assessments/management plans with input from all stakeholders

To date, six people have been discharged to core and cluster accommodation in North East Fife with the remaining three due to be discharged imminently. An evaluation of service user views has taken place throughout their journey. Informal feedback from those discharged has been extremely positive in terms of outcomes being met with one service user stating 'This is braw. I love being in my own house so much and never want to go back to hospital!'

The multi-disciplinary team has now evolved into a community rehabilitation team and will continue to work collaboratively with service users and providers. This ensures continuity for service users in terms of relationships that have been built and will hopefully ensure service users remain living within their own home, even in times of crisis, rather than having to be readmitted to hospital.

Going forward, it is clear that there is a need for additional models of support for those with enduring mental health difficulties throughout Fife. It has been identified that there is a gap in service provision in West Fife and consideration could be given to the development of a multidisciplinary team to drive this forward.

The main challenges being faced are in relation to the complex legal and procedural issues regarding leasing of the properties.

The aim is for this to be a model of support with an 'exit-strategy' for service users to move on to independent living, if appropriate. This would ensure the sustainability of the resource allowing a flow of service users from hospital to community.

New Build Housing and Housing Adaptations

We continue to work hard to deliver improved performance in relation to Housing Adaptations. This year we have taken 23 days on average to complete approved medical adaptations. (In 2016/ 17 this was 30.27 days and in 2017 /18 this was 24 days).

89% of approved medical adaptations were completed.

The Affordable Housing programme continues to make a significant contribution to Housing for older people within Fife. A 23-unit Retirement Housing Complex in Oakley has just been completed and we are on schedule to deliver a new Extra Care Housing Complex in Glenrothes. We have just completed a full modernisation of our Retirement Housing Complex at Den Court, Cardenden – this will deliver 13 new units of Retirement Housing.

Fife Council Housing Service has just completed a pilot using wearable technology to monitor tenants' health and wellbeing. We are looking to run potentially a further pilot of this technology in an Extra Care Housing Complex to test how this works with a frailer group of tenants.

Older People's Services

Day Services

During 2018-19 the Health & Social Care Partnership continued to work collaboratively with the voluntary sector to re-design day services for older people. Day services now offer more flexibility and choice for individuals while continuing to offer support for carers.

There has been an uptake in individuals choosing SDS option to engage and tailor their own day supports to meet their personal outcomes.

We will continue to keep day services under review as demand and expectations change to ensure what is provided meets need and desired outcomes.

Improving services for people living with Dementia

During 2018-19 we have invested in developing a range of support services for people with dementia and their carers through Dementia Investment Monies. This has been done in partnership with the Third Sector, Fife Sports & Leisure, Fife Cultural Trust, Shared Lives and Fife Carers Centre.

A full time Project Manager has been appointed for 2 years to roll out the development of Dementia Friendly Communities across Fife. A dementia friendly community is made up of the whole community; people who are committed to working together and helping people with dementia to remain a part of their community.

The project has aimed to deliver Glenrothes as the first Dementia Friendly Community in Fife. The objectives of the Dementia Friendly Glenrothes Project have been:

- To deliver a Dementia-Friendly community that will make it easier for people living with dementia to be understood, valued and continue to be able to contribute to their community.

- To support businesses and services in Glenrothes including shops, banks, leisure and cultural services (e.g. swimming pools, theatres, libraries) and transport providers to understand what they can do to assist their customers living with dementia.
- The creation of safe, public open spaces for people with dementia so that they can enjoy walking and other active leisure pursuits. Physical activity and access to safe open space is key to maintaining the health, wellbeing and social inclusion of people with dementia.

To date 150 businesses or services have achieved Dementia Friendly status and there are 4,500 registered Dementia Friends.

The Project is now in the process of working with people in Burntisland, Lochgelly, Ballingry, St Andrews, Cupar and Newburgh to take the same approach forward in these areas. It is anticipated that by the end of the Project all these villages, and hopefully many more, will have achieved Dementia Friendly status and be delivering dementia friendly activities. Through the engagement of local people who are taking ownership of this agenda in their local communities we hope to have rolled out Dementia Friendly Communities across Fife by October 2020.

Children and Families Service

Getting It Right For Every Child

Within the children and families service assessment and report formats have been amended to ensure they reflect the Getting It Right For Every Child (GIRFEC) practice model with an emphasis on ensuring children’s and parent’s views are presented and inform practice.

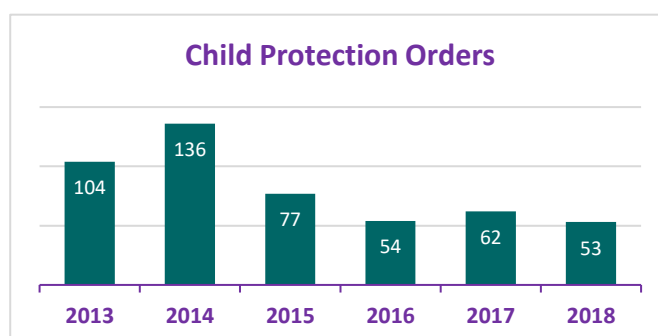
Further guidance/process has been significantly developed including:

- Working with Scottish Children’s Reporter Administration (SCRA) to produce a joint working protocol between that service and social work. This is being used as a good practice example across other authorities.
- Implementing a new parenting capacity assessment approach which is supporting staff to carry out this work with families in a transparent and effective manner.
- The roll out of the child wellbeing pathway as a means to help coordinate early intervention and planning for children across the partnership at the early stages

Permanence

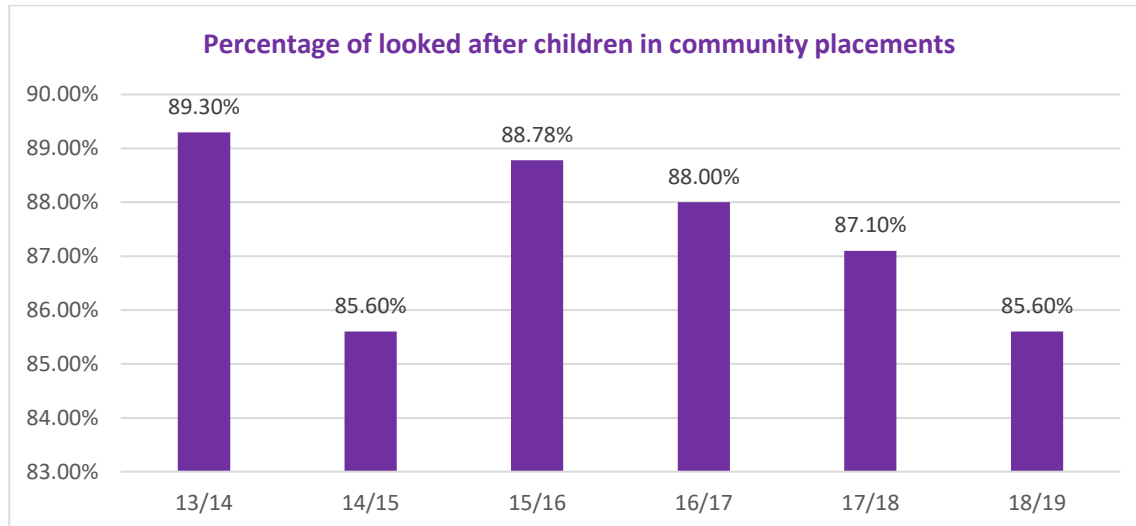
Permanence work continues to be a priority within the service. Progress is being made in planning for permanence with a resulting reduction in timescales. The permanence mentoring team has been effective in supporting staff to learn about process and practice relating to permanence through adoption and permanent fostering. Additionally, Permanence and Care Excellence (PACE) are working with staff in a number of tests of change.

These changes have resulted in improvements in both the support offered to families both at early stages and in more formal care and protection planning arrangements. The impact of this has been significantly fewer children being subject to emergency protection measures along with reductions in the numbers of looked after children and children on the child protection register.



Looked After Children:

We want to increase the proportion of children supported in a home/kinship setting and reduce the proportion of looked after children placed outwith Fife and in residential placements. The chart below shows the percentage of Looked After Children in Community Placements.



Criminal Justice Service

- The service retains a bespoke Operational Performance and Quality Assurance Officer to ensure a consistent line of reporting to Government and to Council. This position is pivotal to the service maintaining its consistently robust reporting and quality assurance standards.
- Team Managers continue to undertake monthly quality assurance audits to ensure standards remain high and are maintained. These are done both on an individual basis and as part of a structured peer review process. The learning is shared across the service manager group and with the CSWO.
- A number of challenges have been identified in terms of five-year trend information relative to several key performance indicators. A plan will need to be developed to address some of these issues.
- Staff continue to actively participate in multi-agency auditing and planning as is evidenced by work undertaken with the Caledonian Project at a national level along with Local Partnership working with colleagues from Police Scotland in respect of the MAPPA process.

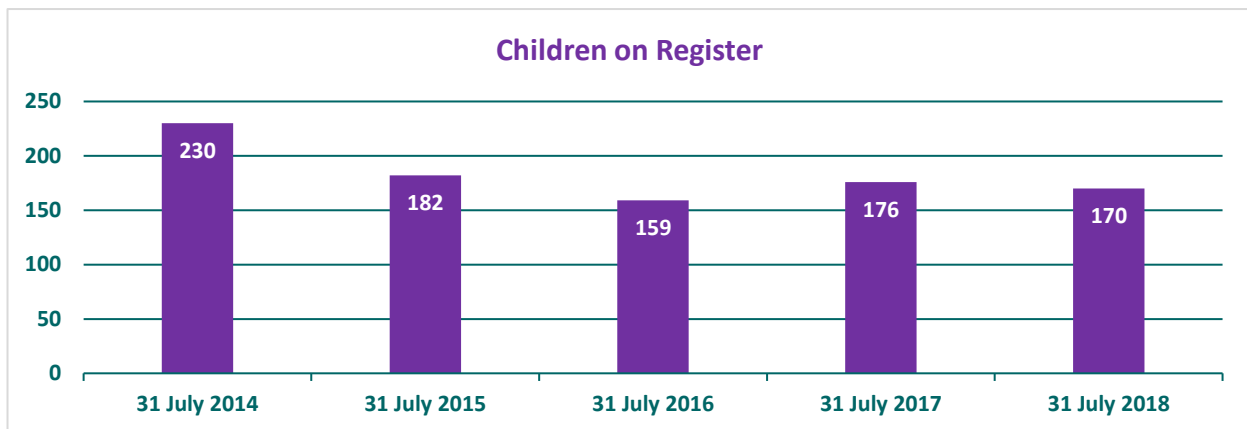
Performance

Children and Families

Child Protection:

There remain a significant number of children in Fife in need of care and protection. These issues are often linked with neglect and lack of parental care, and associated with parental misuse of drugs and alcohol. The Child Protection Committee is the key local body for developing and implementing child protection strategy across and between agencies in Fife. The Social Work service continues to work with partners to ensure that appropriate arrangements are in place to protect children that are identified as being at risk.

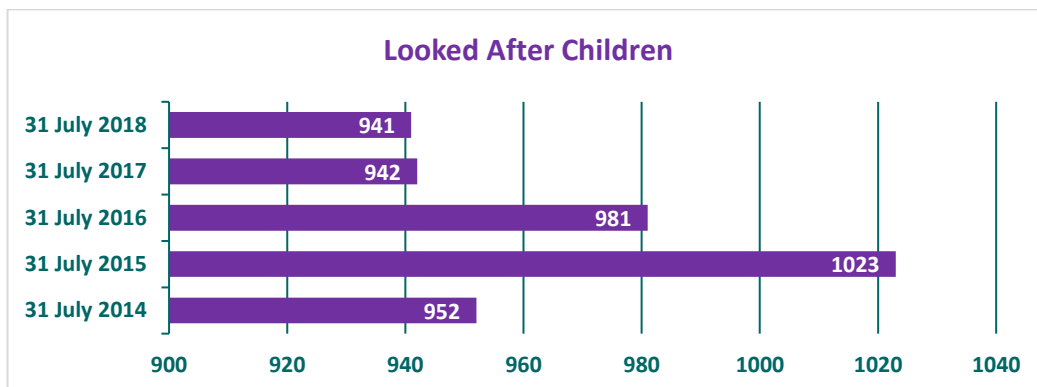
The number of registrations during 2017/18 was 327 which is a 4% increase on the previous year's total of 314. 2018/19 registrations will be reported at a later date as the reporting year runs from 1st August to 31st July.



Looked After Children:

The Social Work Service has a duty to provide services, appropriate to their level of assessed need, for children and young people who are cared for by the local authority. There are a number of reasons why a child may be looked after by a local authority. Most often it is because the child has been exposed to harm or neglected either by the parents or those with parental responsibility, or the child may have committed an offence.

The number of children looked after in Fife continues to reduce with 941 children reported to be looked after as at the 31st July 2018. Annual reporting figures for 2018/19 will not be available until later this year as the period runs from 1st August to 31st July.



Family Placement:

For some children, it is not possible for them to be cared for with their birth parents and it is therefore essential that alternative families are found for them. Some of those children will be cared for by foster carers but others require more permanent arrangements.

As at 31 December 2018, there were 217 children placed with Fife Council foster carers, a decrease of 7% from 232 as at 31 December 2017.

The CSWO is the Agency decision-maker in terms of Fostering and Permanence (Adoption) decisions.

The following table details the activity related to adoption over the years 2014 to 2018 (as at 31st December each year).

	2014	2015	2016	2017	2018
Number of young people approved for adoption by an adoption panel, awaiting adoption placement as at 31 December	20	26	8	13	13
Number of children & young people approved for adoption by an adoption panel and placed with approved adopters between 1 January and 31 December	10	15	44	35	24
Number of adoptive families that have received post-adoption support between 1 January and 31 December	73	76	101	141	113
Total number of new adopters approved between 1 January and 31 December	8	8	25	21	14
Number of approved adopters as at 31 December	73	76	101	109	113

Criminal Justice Service

The Service actively participates in the Reducing Offending and Re-offending Partnership Group (RORPG).

The Service is actively engaged with NHS Fife Addictions Services to develop nursing provision for people with substance misuse issues and/or poor mental health.

A Mentoring Service option for men with convictions and who are subject to statutory supervision has been developed in partnership with Sacro.

Continuing to increase the number of successful completions of Community Payback Orders and post-custodial licences/orders remains an important objective and as the number of orders continue to fall, this will become more achievable.

The Service also actively engages with colleges and universities in relation to recruitment of newly-qualified staff.

New initiatives will include the implementation of arrangements around electronic monitoring newly announced by the Scottish Government, and to absorb the number of new Community Payback Orders anticipated as a consequence of the increase of the presumption against short-term sentences from three months to twelve months.

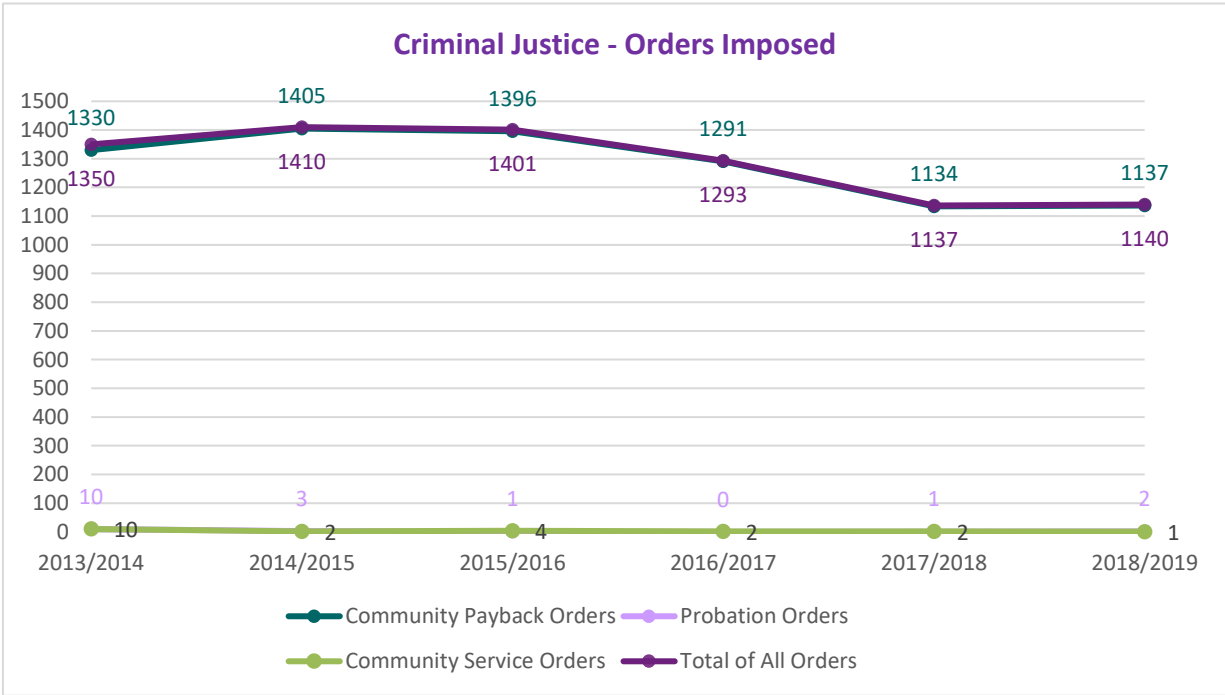
People with Convictions in the Community Subject to Statutory Supervision

The Social Work Service works in partnership with a range of statutory and voluntary agencies in respect of supporting and supervising people with convictions who are subject to statutory community-based and post-custodial sentences.

The Community Payback Order (CPO) was introduced from 1 February 2011. It replaces a number of existing community sentences, including Probation Orders (PO) and Community Service Orders (CSO) although these sentences may still be imposed where the crimes were committed prior to February 2011. The following chart shows the orders imposed since 2013/14.

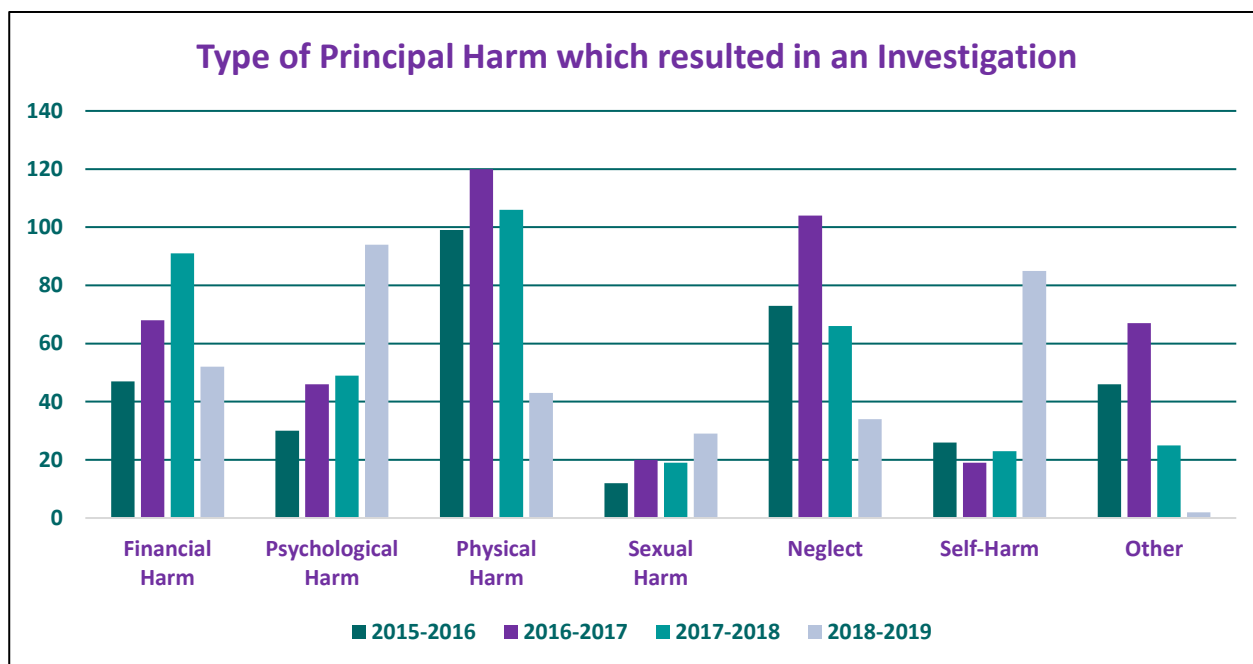
There has been a significant uptake of the new CPOs by the Fife courts and this has led to an expansion of the services being delivered by the Criminal Justice Social Work Service. Following a peak in 2014/15, there is clear evidence of the number of orders imposed beginning to plateau.

In addition to the above, Multi-Agency Public Protection Arrangements (MAPPA) are formal working arrangements between Criminal Justice Social Work and Police Scotland which means that both agencies have a responsibility to share information, jointly assess and risk-manage registered sex offenders.



Adult Support & Protection

During 2018/19, 339 adult protection investigations were conducted; the majority of these were for people aged between 40 and 64 which is a shift from previous years when the majority were aged over 80. As illustrated in the chart below, in 2018-19 the most common type of principal harm recorded which resulted in an investigation was 'Psychological harm' (28%) and 'self-harm' (25%) which is a change from previous years where physical harm was most likely to be reported. Caution must be taken when exploring this as only one principle type of harm can be reported when in practice, multiple types of harm may have taken place and been recorded. The principle location of harm for most cases in 2018/19 (66.7%) was in an individual's home and represents a very slight increase from 64.9% in 2017/18.



Adult Support and Protection Case Conferences

- There were 92 cases subject to an Adult Support and Protection (ASP) case conference in 201/19 of which 59 were initial case conferences.
- There were no Protection Orders granted between 2018 and 2019.
- One Large Scale Investigations (LSI) was carried out. These are initiated when it appears that multiple individuals are at risk of harm within a managed care service.

Current improvement activities:

- As part of the annual Adult Support and Protection Procedure review in 2019 specific focus was given to the Interagency Large Scale Investigation Procedure and resultant to this, a new guidance and procedure was developed collaboratively with partner agencies.
- A robust performance management process has been put in place in 2019 to support improved data collection, assist in the collection of themes in relation to quality monitoring, and help inform future learning and development for workers.

Adults with Incapacity: Welfare and Financial Guardianship Orders:

The Adults with Incapacity (Scotland) Act 2000 (AWIA) ascribes a number of significant roles to the CSWO. The statutory framework requires the CSWO to exercise a personal decision-making function. The roles of the CSWO under the Act are to act as guardian to an adult with incapacity where the guardian’s power relates to the welfare of the adult, to act as the recipient of notices that applications for guardianship or intervention orders are to be made, to ensure that appropriate reports are provided for the court process, and to provide reports to court on the appropriateness of a guardianship or intervention order where the incapacity relied upon is not a mental disorder.

Fife Council will only apply to appoint the CSWO as Welfare Guardian where no one else is willing or able to make an application. This will only be done when an individual lacks capacity and powers may be required in order to safeguard the individual’s personal welfare, property or financial affairs. The main powers sought (although not exclusive) are to decide where the adult should reside and be cared for, and to determine what support the adult requires and to arrange for such support to be provided.

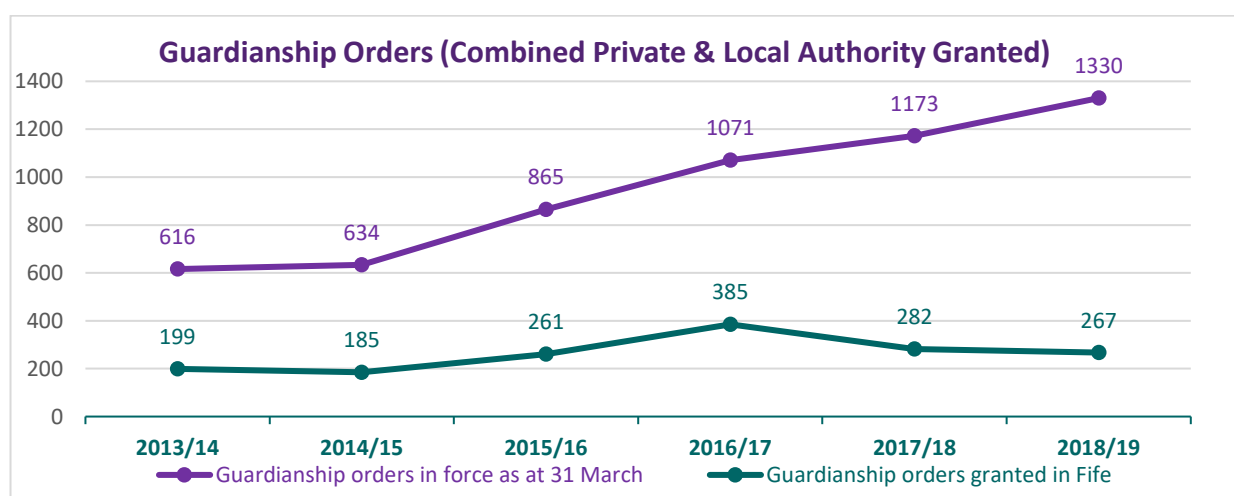
Fife Council involvement in Guardianships is mainly confined to Welfare Orders although they still have responsibilities regarding applications relating to financial powers. Fife Council may have to apply for Financial Guardianship where no one else is applying. However, they cannot act as Financial Guardians, only as Financial Interveners. If no one else is willing or able to apply, Fife Council can nominate a suitable person, such as a solicitor or accountant as Financial Guardians.

The Mental Health Officer team is involved in providing AWIA reports for local authority and private guardianship applications. Increasingly, these cases are becoming more complex and each year the demand for such reports is rising. The MHO team is also involved in the delayed discharge process and for providing AWIA reports timeously for those patients who are delayed in hospital. This has resulted in a reduction in days delayed.

The table below shows the number of legal orders granted during each financial year.

Type of legal order	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Financial Guardianship	4	5	6	6	9	11
Welfare Guardianship	56	68	159	141	185	139
Welfare & Financial Guardianship	35	35	69	94	93	88
Interim Financial Guardianship	2	3	2		3	7
Interim Welfare Guardianship	11	8	23	10	35	19
Interim Welfare & Financial Guardianship	1	2	5	2	3	3
Grand Total	109	121	264	253	328	267

The chart below outlines Guardianship Orders in force across Fife, as at 31st March each year.



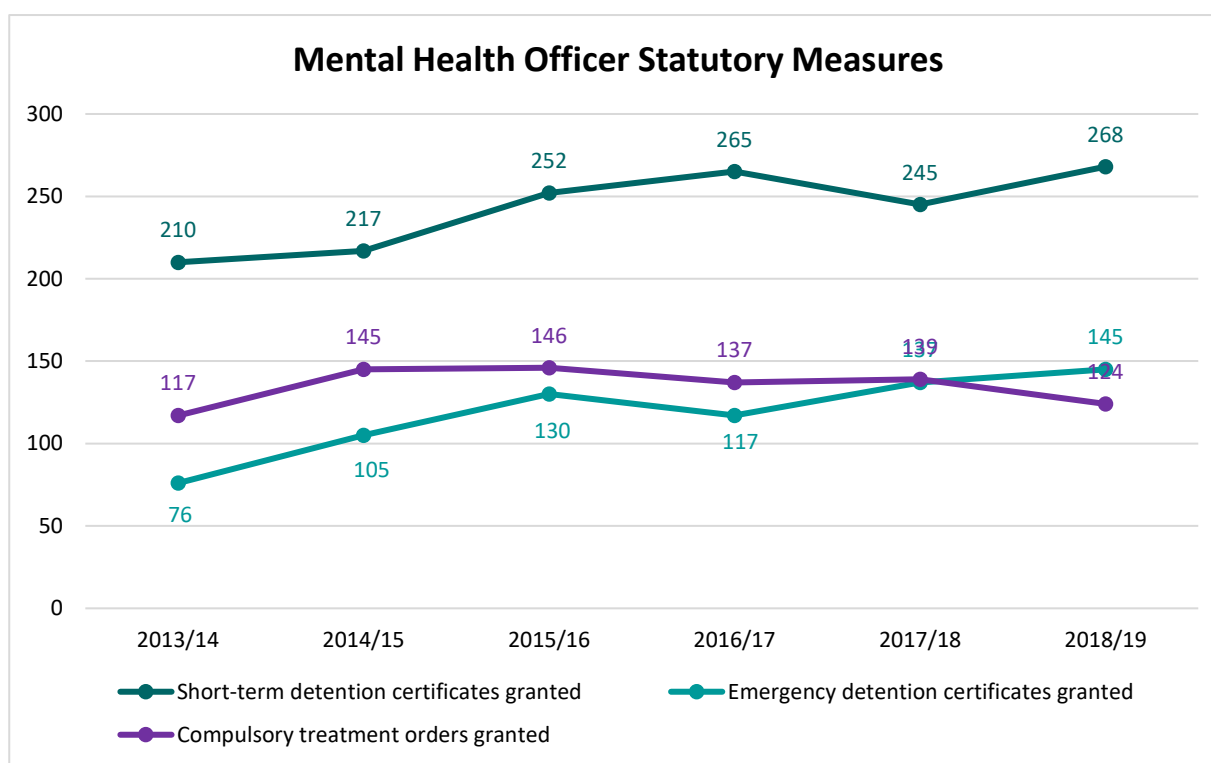
Mental Health Officer Team

The Mental Health Officer Team provides a service to individuals who are at risk of harm and who may need protection using statutory measures. The Mental Health Officer Team strives to balance the need for compulsory treatment while promoting the rights and needs of people who have mental health problems or who lack capacity. This mainly involves using legal powers under the Mental Health (Care and Treatment) (Scotland) Act 2003 (which covers compulsory detention in hospital or compulsory treatment in the community), the Adults with Incapacity (Scotland) Act 2000, and the Adult Support and Protection (Scotland) Act 2007.

The Mental Health Officer's work involves contact with individuals, families, carers, colleagues in health, other social work teams, police, courts and solicitors. Mental Health Officers take into account the principles set out in the Acts to ensure that any intervention is carried out in the least restrictive manner. Mental Health Officers provide advice, guidance and assistance in relation to adult protection matters.

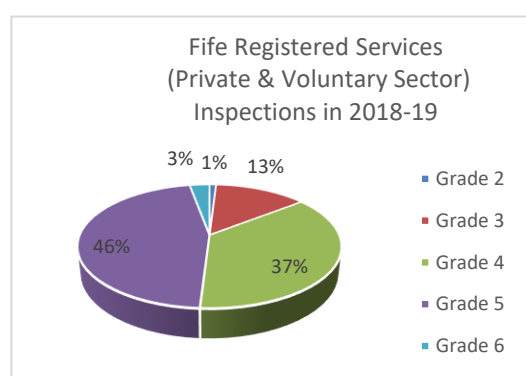
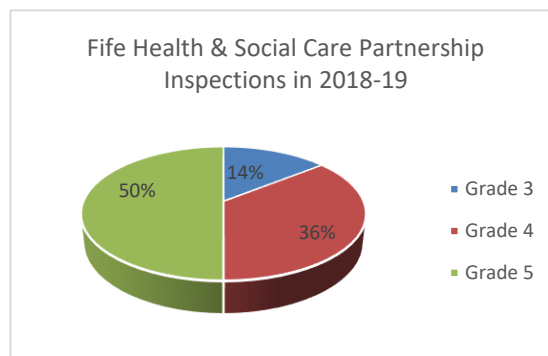
The following chart details the key activities that the Mental Health Officers were involved in during the period 2013/14 to 2018/19.

Legal Orders recorded in SWIFT	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Short-term detention certificates granted	210	217	252	265	245	268
Emergency detention certificates granted	76	105	130	117	139	145
Compulsory treatment orders granted	117	145	146	137	139	124



Inspection of Social Care Providers Care Inspectorate 2018-19

All registered Social Care services undergo inspection from the Care Inspectorate. 14 Fife Health & Social Care Partnership registered services were inspected during 2018-19. For both Adults and Older People, 12 of the 14 services (86%) that were inspected were graded 4 (Good) or above.



For all registered adult social care services (including Older People) within the Fife Health & Social Care Partnership area, delivered by the Voluntary and Independent Sector, 104 Care Inspectorate inspections were carried out. 89 of the 104 services (86%) that were inspected were graded 4 (Good) or above.

Quality Assurance and Improvement

Continuous improvement lies at the heart of the future development of Social Work services in Fife. A Quality Assurance (QA) section, along with operational Social Work and Care staff, is responsible for the development of an effective quality assurance and standards culture. The activity involves a range of different approaches including staff and service user feedback and performance reporting. This is designed to capture both quantitative performance data and qualitative information that reflects the experience and outcomes for individuals. It is supporting the progress of service integration by strengthening the quality of services delivered within Social Work and from purchased care providers, including the voluntary sector. The QA Unit engages with national developments and links closely with external scrutiny bodies, e.g. Care Inspectorate, Mental Welfare Commission, SSSC, and Adult Protection.

Services have also undertaken regular detailed self-evaluation processes to review and reflect on practice. This approach includes a programme of case file auditing and staff development initiatives such as groups for newly qualified staff, senior practitioners and supervisory senior practitioners.

6 Workforce

An annual Workforce Development Plan setting out the underpinning of the learning and organisational development activity delivered to the social work and social care workforce located within the Education and Children's Services and the Health and Social Care Partnership directorates is prepared annually. The content of the plan is based on comprehensive learning needs analyses undertaken by the Workforce Development Team in consultation with senior managers across all services and is endorsed by the Chief Social Work Officer and Divisional General Manager from the Health & Social Care Partnership. All learning and organisational development activity is designed and delivered in-house, or in partnership with external agencies including NHS Fife, or is commissioned from external providers through our procurement service to ensure best value. The content of the plan reflects and supports agreed business and service priorities, including those identified through internal and external improvement processes.

Workforce Development

The focus of workforce development activity during 2018/19 has continued to be on key service priority improvement areas, statutory training, and the development of skills and internal capacity. A growing area has been a focus on organisational development activity supporting services to improve organisational culture and leadership. Social work and social care services in Fife are delivered in different directorates; however, it is recognised that the nature of social work means that the practice focus can transcend organisational and directorate boundaries. For this reason, we have continued to adopt an approach to workforce development that looks across organisational and directorate structures. A key benefit is that this allows for the identification of synergies, efficiencies and areas where there are common skills and knowledge requirements. Examples of the latter include self-directed support, mental health, disability, violence and aggression and practice learning.

Our Workforce Development Action Plan for 2018/19 was based around seven thematic areas:

- Professional Leadership and Management Development
- The Health & Social Care Partnership
- Protection, Risk Management, and Health & Safety (across directorates)
- Social Work Information Technology and Systems
- Qualifications for Professional Registration
- Skills Development (across directorates)
- Talent Management & Succession Planning

The content of the plan was updated throughout the year and a diverse range of activities was undertaken, aligned to each of the seven themes. The development inputs delivered reflected the outcomes from the learning needs analyses and ongoing priorities referred to above.

Qualifications for Registration

Qualifications linked to the registration of social workers and social care workers continue to be given priority. The Workforce Action Plan and supporting processes ensure that resources are targeted to support staff to achieve relevant awards within the required timescales to meet statutory registration requirement. Qualifications are managed from within our in-house SVQ Assessment Centre. During 2018/19, there has continued to be a significant increase in the numbers of staff who either started or completed a professionally-accredited award. A total of 414 staff started an award, representing an 11% increase from 2017/18.

The numbers of those completing awards was 308, an increase of 11% on 2017/18. These figures reflect the opening of the new register for Housing Support and Care at Home staff, alongside developing partnership initiatives with colleagues from Education. This work focuses on ensuring all staff across Education and Children's Services who require a qualification to register with the SSSC can access these, as well as the management and delivery of Foundation Apprenticeships across Fife schools. Available resources will continue to be targeted on qualifications for registration in order that Fife Council continues to meet its statutory obligations and affected individuals are provided with the opportunity to complete relevant awards within stipulated timescales.

Post-Qualifying Training

A diverse range of externally delivered specialist post-qualifying awards continue to be delivered in support of service priorities and skills requirements, based on strategic priorities agreed at workforce planning forums. Four staff enrolled on Mental Health Officer training and further candidates will be expected to join the programme in 2019/20, given the age demographic and demands placed on this section of the social work workforce. Significant investment has also been made in other priority areas including Child and Adult Protection, Professional Supervision and specialist areas including dementia studies and permanence planning.

We continue to support the Postgraduate Certificate in Practice Education in Social Work. This underpins the commitment to practice learning and demonstrates our recognition of the priorities set out in the National Health and Social Care Workforce Plan Part.2.

Training for Foster Carers

A core and optional training programme for foster carers has continued to run, and within 2017/18 new courses relating to Life Story work, Children's Hearing training, Foetal Alcohol Spectrum Disorder and supporting children transitioning to teenage years and adulthood were developed and delivered.

Other additional learning opportunities have been developed to reflect legislative and policy requirements as well as development needs identified by foster carers and Family Placement staff. A Workforce Development Lead Officer meets with Fife Foster Care Association representatives on a regular basis to provide a forum to establish ongoing and emerging training needs and allow carers to contribute their ideas directly to the development of new training programmes. This model of consultation is being further enhanced through the current development of regular consultation groups, attended by foster carers, that will influence the review and development of future training programmes.

In addition to the core and optional training programme, Fife Council continues to offer a number of places on the SVQF Level 7 (Social Services) Children and Young People award for those foster carers interested in further developing their knowledge and skills.

Organisational Development & Collective Leadership

The second Collective Leadership cohort within the Education & Children's Services A Better Connected Directorate (ABCD) approach completed in July 2018. This cohort focused on the Kirkcaldy locality and key leaders who are expected to work collaboratively in this area, including Social Work Team Managers, High School Head Teachers and Deputies, Primary School Cluster Chairs, Depute Principal Educational Psychologist, Family Nurture Head Teacher, Area Parenting Coordinator, Family Support Managers and a Supported Learning Head Teacher. The work was evaluated very positively by Graham Short MBE in his report 'A Better Connected Directorate Towards 2020' and a further cohort, extended to include representatives from across the Children's Services Partnership Group in Fife, is planned for 2019/20. This approach will be rolled out to the other six Fife localities during 2018/19 to further embed this model of collaborative working.

In his conclusion, Graham Short writes, “The ABCD initiative is proving to be highly worthwhile and is valued by the staff involved. Improved outcomes are presently being realised in terms of the benefits of higher levels of integrated professional working with increased inter-service knowledge, trust and confidence. These early successes merit the extension of ABCD to all areas of Fife. The value of this programme will quickly yield benefits through the intention to reduce bureaucracy, streamline procedures and reduce the need for meetings. The indications are that this is resulting in streamlining of work, more appropriate referrals between services and therefore an ability to better respond to the needs of children. By moving from discussion to genuine collaboration, as envisaged by ABCD the aims of GIRFEC will be more easily realised resulting in better decisions for children and further successful implementation of Fife’s child wellbeing pathway and the efficient fulfilment of statutory obligations.”

Our CALM Associate model is firmly embedded across social work and social care to train, advise and support our staff in all areas of behavioural management. Leaders from Care at Home, Adults Resources, Criminal Justice, Older People’s Service, Residential Child Care work with the Lead Officer within the Workforce Development Team to create policies and procedures, review and standardise practice and train staff in CALM Module 1 and 2 (where appropriate).

A range of organisational development interventions have been delivered to support teams and services where requested to support improvement in working together. Organisational Development work has taken place with several teams and services who sit within the Education and Children’s Directorate, including Child Care Residential Services, the Reviewing Service and the Family Support Service. The focus of these sessions is determined by each individual service, in the context of their strategic, cultural and relational needs with our Workforce Development Lead Officer providing facilitation to ensure progress in their reflections, discussions and forward planning.

Within the Health & Social Care Partnership the organisational development work was undertaken with the Care at Home service and their newly established Short-Term Assessment & Review Team (START) Service. The intention was to create a joint vision, establish a benchmark for values and leadership capabilities required within the service, set standards, action plan for operational processes and consider team working, communication and support. Work was also focused on facilitating change with Older people’s Residential & Day Care Services and on development sessions to support Adult Services (Resources), Housing Support and Community Support Services.

Skills Development Training

During the year, a total of 654 face-to-face learning events were designed, delivered or facilitated by the Workforce Development Team, which provided 8489 places to Social Work and Social Care staff. This represents a significant improvement in utilising the capacity of learning events from 2017/18, reducing the number of events (from 1098 to 654) to recognise the difficulty services are having in releasing staff, whilst maintaining the number of places utilised (8608 places in 2017/18 to 8489 in 2018/19), an increase in utilisation of available spaces.

The training focused on a wide range of core and specialist topics identified by managers as learning priorities to support skills development, service improvement and the implementation of policy.

Digital learning continued to grow as a key part of a blended approach to reaching staff across social work and social care, with an increasing range of topics available, cost benefits and advantages for an increasingly mobile and workforce.

Multi-Agency and Inter-Professional Training

The content of the Workforce Action Plan recognises the importance of single and multi-agency training in support of effective, collaborative service delivery to achieve improved outcomes. Social workers and social care staff continue to participate and contribute to a large variety of multi-agency training

activities, including those delivered by the Adult and Child Protection Committees and Self-Directed Support Strategic Board.

The second cohort of our collaborative Collective Leadership approach that completed in 2018/19 within Education & Children’s Services evaluated very positively in its aim to facilitate a more collective approach and better connectivity across disciplines to improve outcomes for the children and families within Fife.

A third cohort has been commissioned, designed to further extend the reach of the collaborative approach to include all agencies within the Children’s Services Partnership Group, including Social Work (Residential Child Care Manager, Family Placement Kinship Manager Senior Practitioner), Education (Depute Head High School, Primary School Head, Principal Teacher Pupil Support), Police, Housing, School Nurses, Health Visitor Team Leaders, Community Learning & Development, Child & Adolescent Mental Health Team Manager and Third Sector representatives (Barnardo’s, Fife Gingerbread, Families First Fife). This work will form the basis of a research programme by Edinburgh University, led by Professor John Devaney.

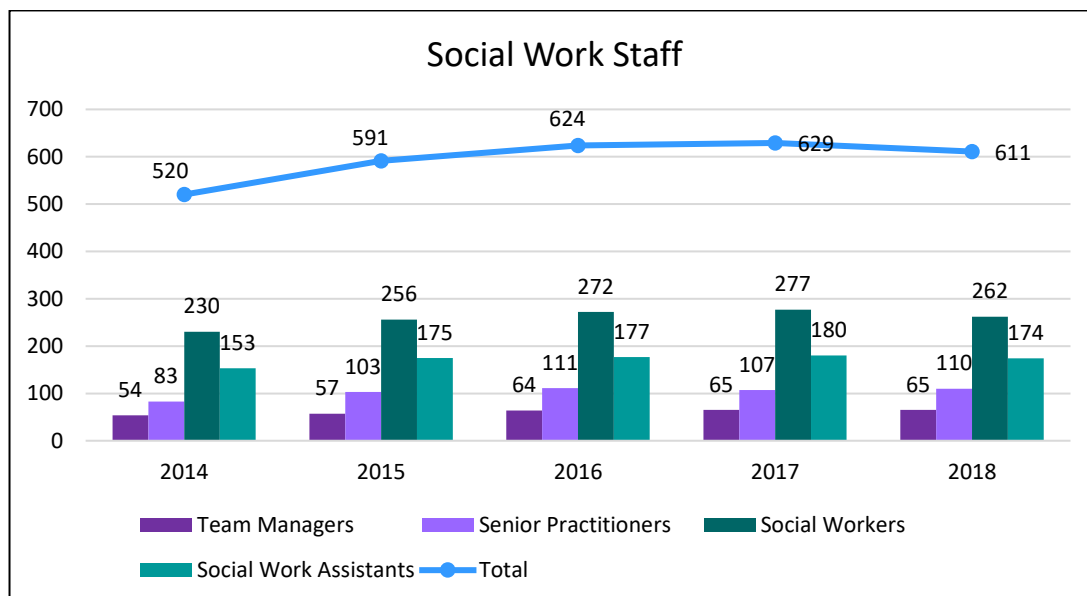
The work with NHS and Third Sector partners around the delivery of Good Conversations training is now firmly established as a multi-agency training approach, led by the SDS Strategic Board.

Quality Assurance

Quality assurance of workforce development activity is undertaken analysing impact and effectiveness with commissioning managers at different points throughout the year and within annual workforce planning forums.

Employment

Over the past ten years, Fife Council (including the Fife Health and Social Care Partnership) has committed to increasing the number of social work staff employed in order to fulfil priorities and requirements. As shown in the figure below, the total number of social work staff had increased from 520 to 629 between 2014 and 2017, however it has dropped by 2.9% to 611 in 2018.



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Fife Council, Rothesay House, Rothesay Place, Glenrothes, KY7 5PQ
Telephone: 03451 555555, Extension 441189**



31 March 2020			
Title	Service(s)	Contact(s)	Comments
Senior Phase Outcomes	Education and Children's Services	Maria Lloyd	
Review of the 15 - 24 Learner Journey	Education and Children's Services	Maria Lloyd	
Grants to Voluntary Organisations	Education and Children's Services	Kathy Henwood	
Education & Children's Services Committee Work Programme 2020	Education and Children's Services	Carrie Lindsay	
Consultation Report - Gateside Primary School	Education and Children's Services	Shelagh McLean	Previous report considered 29.10.19
Building Fife's Future	Education and Children's Services	Shelagh McLean	
Early Years Expansion 1140 Update	Education and Children's Services	Jacqueline Price; Shelagh McLean	

19 May 2020			
Title	Service(s)	Contact(s)	Comments
Children's Services Inspection Update	Education and Children's Services	Kathy Henwood	
Cost of School Day Update and Anti Poverty Plan	Education and Children's Services	Sarah Else	
Education & Children's Services Committee Work Programme 2020	Education and Children's Services	Carrie Lindsay	
Building Fife's Future	Education and Children's Services	Shelagh McLean	
Early Years Expansion 1140 Update	Education and Children's Services	Shelagh McLean; Jacqueline Price	

01 September 2020			
Title	Service(s)	Contact(s)	Comments
Pupil Equity Fund (PEF)	Education and Children's Services	Sarah Else	

Title	Service(s)	Contact(s)	Comments
Education & Children's Services Committee Work Programme 2020	Education and Children's Services	Carrie Lindsay	
Workforce Planning	Education and Children's Services	Shelagh McLean	
Education & Children's Services Directorate Plan 2020-2023	Education and Children's Services	Stuart Booker	
SAC (Scottish Attainment Challenge) Update	Education and Children's Services	Sarah Else	
Education and Children's Services Directorate – Revenue Budget 2019-20 – Provisional Outturn	Education and Children's Services; Finance and Corporate Services	Alison Binnie	
Education and Children's Services Directorate – Capital Investment Plan 2019-20 – Provisional Outturn	Education and Children's Services; Finance and Corporate Services	Alison Binnie	
Education and Children's Services Directorate – Revenue Budget 2020-21 – Projected Outturn	Education and Children's Services; Finance and Corporate Services	Alison Binnie	
Education and Children's Services Directorate – Capital Investment Plan 2020-21 – Projected Outturn	Education and Children's Services; Finance and Corporate Services	Alison Binnie	

03 November 2020

Title	Service(s)	Contact(s)	Comments
Education & Children's Services Committee Work Programme 2020	Education and Children's Services	Carrie Lindsay	
Education and Children's Services Directorate – Revenue Budget 2020-21 – Projected Outturn	Education and Children's Services; Finance and Corporate Services	Alison Binnie	
Education and Children's Services Directorate – Capital Investment Plan 2020-21 – Projected	Education and Children's Services; Finance and Corporate Services	Alison Binnie	

Unallocated			
Title	Service(s)	Contact(s)	Comments
Dunfermline North Catchment Review	Education and Children's Services	Shelagh McLean	Para. 88 of 2018.EChSC.52 refers - to carry out a catchment review asap in Dunfermline North.
Annual Uplift in Payments to Foster Carers 2020/2021	Education and Children's Services	Kathy Henwood	19th March, 2019 Para 115
Establishing the Walked Routes to Schools - Assessment	Education and Children's Services	Shelagh McLean	19th March, 2019 Para 116 - to come back one year from implementation ie after August 2021
Children & Families Social Work Strategy Update	Education and Children's Services	Kathy Henwood	