

Conference Rooms 2/3 (FHWGF.007/FHWGF.008),
Ground Floor, Fife House, North Street, Glenrothes
Tuesday, 19 March, 2019 - 10.00 am

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) Education and Children's Services Committee of 22nd January, 2019. 3 - 7
 - (b) Education Appointment Committees of 11th and 20th February, 2019. 8 - 9
4. **REPORT ON EDUCATIONAL OUTCOMES IN FIFE 2017-18** - Report by the Executive Director - Education & Children's Services 10 - 25
5. **SUPPORT FOR VOLUNTARY ORGANISATIONS** - Report by the Executive Director - Education & Children's Services 26 - 46
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7. **ESTABLISHING THE WALKED ROUTES TO SCHOOLS – ASSESSMENT POLICY** – Report by the Executive Director – Education & Children's Services 49 - 74
8. **PUPIL EQUITY FUND** - Report by the Executive Director - Education & Children's Services 75 - 118
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10. **BUILDING FIFE'S FUTURE - WOODMILL AND ST. COLUMBA'S SECONDARY SCHOOLS** - Report by the Executive Director - Education & Children's Services 124 - 140
11. **BUILDING FIFE'S FUTURE – STRATEGY FOR THE EXPANSION OF SECONDARY SCHOOL INFRASTRUCTURE IN THE WEST FIFE AREA** - Report by the Executive Director - Education & Children's Services 141 - 148
12. **BUILDING FIFE'S FUTURE – INVERKEITHING HIGH SCHOOL** – Report by the Executive Director – Education & Children's Services 149 - 164

13. COMMITTEE WORK PROGRAMME

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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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12 March, 2019

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

22nd January, 2019

10.00 a.m. – 12.20 p.m.
1.00 p.m. – 2.05 p.m.

PRESENT: Councillors Fay Sinclair (Convener), David Barrett, James Calder, Bobby Clelland, Colin Davidson, Dave Dempsey, Linda Erskine, Ian Ferguson, Julie Ford, Helen Law, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Ryan Smart and Alistair Suttie and Mr Alastair Crockett, Mr George Haggarty and Mr William Imlay and Mr Bailey-Lee Robb.

ATTENDING: Carrie Lindsay, Executive Director (Education & Children's Services), Shelagh McLean, Head of Education & Children's Services (Equity & System Improvement), Dougie Dunlop, Head of Education & Children's Services (Enhancing Opportunities for the Vulnerable), Phil Black, Head of Education & Children's Services (Broad General Education), Jackie Funnell, Education Manager, Chris Moir, Senior Manager, Neil Finnie, Senior Compliance Officer, Avril Graham, Sustainable Estate Officer and Stuart Booker, Executive Support Officer, Education & Children's Services Directorate; Gary Moyes, Category Manager – Transportation, Alison Binnie, Business Partner and Susan Williams, Committee Administrator, Finance & Corporate Services Directorate.

101. **MINUTES**

- (a) Education & Children's Services Committee - 6th November, 2018

Decision

The Committee approved the minute.

- (b) Education Appointment Committees of 20th, 28th and 29th November and 6th, 12th, 14th and 17th December, 2018

Decision

The Committee approved the minutes.

102./

102. **CHILDREN & FAMILIES SOCIAL WORK STRATEGY UPDATE**

The Committee considered a report by the Executive Director (Education & Children's Services) providing an update on progress of the Children & Families Social Work Strategy (adopted by the Council in January, 2015), and outlining subsequent changes to national policy and legislation affecting implementation of the Strategy and seeking the Committee's approval for the Directorate's approach to continue implementing the Strategy.

Decision

The Committee:-

- (a) noted the progress that had been made with implementing the Children & Families Social Work Strategy and the outcomes that had been achieved to date;
- (b) approved the Directorate's planned approach to continue implementing the Strategy via the five strategic aims as set out in the report; and
- (c) supported a programme of work to identify the best available evidence on effective prevention and the resourcing needed to continue to deliver this, as the Strategy was being further developed.

(Councillor Rosemary Liewald entered the meeting during discussion of the above item).

103. **INSPECTION OUTCOMES**

The Committee considered a report by the Executive Director (Education & Children's Services) providing an overview of the outcomes and key messages from inspections of Early Learning and Childcare (EL) settings, primary, secondary and special schools undertaken by Education Scotland and the Care Inspectorate within the school session 2017-2018.

Decision

The Committee noted:-

- (a) the outcomes of the overview; and
- (b) areas of success and progress, as well as actions being taken to ensure continued improvement.

104./

104. **CONSULTATION REPORT ON THE PROPOSAL TO ESTABLISH A WALKED ROUTES TO SCHOOLS – ASSESSMENT POLICY**

The Committee considered a report by the Executive Director (Education & Children's Services) presenting the Consultation Report in respect of the proposal to establish a Walked Routes to Schools - Assessment Policy and seeking approval to proceed with the recommendations contained within the Consultation Report.

Decision

The Committee agreed:-

- (a) that the proposed Appeal Board should include three councillors in addition to three senior managers and the Board be chaired by elected members;
- (b) in principle, the policy on Walked Routes to Schools as set out in the report with implementation planned for August, 2020 and authorised officers to make minor amendments to reflect feedback at Committee; and
- (c) that the details of the assessment criteria, methodology and process should be subject to further scrutiny and referred this for detailed consideration by the Scrutiny Committee for any additional recommendations to be referred back to the next available meeting of the Education & Children's Services Committee before implementation.

The Committee adjourned at 12.20 p.m. and reconvened at 1.00 p.m.

PRESENT: Councillors Fay Sinclair (Convener), David Barrett, Bobby Clelland, Linda Erskine, Ian Ferguson, Kathleen Leslie, Rosemary Liewald, Dominic Nolan, Dave Dempsey, Ryan Smart and Alistair Suttie and Mr William Imlay.

105. **REVIEW OF THE 15-24 LEARNER JOURNEY**

The Committee considered a report by the Executive Director (Education & Children's Services) providing an update on the 15-24 Learner Journey Report.

Decision

The Committee agreed to support the progress on addressing the 15-24 Learner Journey priorities and endorsed the approach as outlined in the report.

106. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – REVENUE BUDGET 2018/19 PROJECTED OUTTURN**

The Committee considered a joint report by the Executive Director (Education & Children's Services) and the Executive Director (Finance & Corporate Services) providing details on the projected outturn for the 2018/19 Education & Children's Services Revenue Budget.

Decision/

Decision

The Committee agreed to:-

- (a) note the current financial performance and activity as detailed in the report;
- (b) note that officers would continue to manage the budget whilst ensuring that the risks associated with Looked After Children were appropriately managed; and
- (c) note that the Education & Children's Services Directorate continue to implement the strategy approved by the Executive Committee on 13th January, 2015, to reduce the reliance on purchase care placements and increase the number of children who could safely be looked after at home or in kinship care.

107. **EDUCATION AND CHILDREN'S SERVICES DIRECTORATE – CAPITAL INVESTMENT PLAN 2018/2019 PROGRESS REPORT**

The Committee considered a joint report by the Executive Director (Education & Children's Services) and the Executive Director (Finance & Corporate Services) providing details of the Education & Children's Services projected financial position against the capital budget for the current financial year, 2018/19 as well as an overview of progress on individual projects.

Decision

The Committee agreed to note the financial position as detailed in the report.

108. **NOTICE OF MOTION**

In terms of Standing Order No. 8.1(1) the following notice of motion had been submitted:-

Motion

“Committee

- **Notes**
 - Parental concerns around budget and other consequential changes in Fife's secondary schools.
 - A degree of confusion around these changes.
 - That schools have been asked to explore changes consequent on a budget decision that the Council has not yet made and may not make.
- Accordingly/

- Accordingly asks that a report be presented to the next meeting of this committee:-
 - Detailing, in total and for each secondary school
 - The overall DSM budgets and, where available, actual DSM spends for 2016-17, 2018-19 and any anticipated figures for 2019-20 which have been given to schools for planning purposes
 - The changes which schools have made or propose to make as a consequence of budget changes made in February, 2018 and/or anticipated for February, 2019
 - Describing the process for the approval and monitoring of the DSM budget in each school, including the proposed role of Parent Councils and elected members”

Proposed by Councillor Dave Dempsey

Seconded by Councillor Kathleen Leslie

Amendment

Councillor Fay Sinclair moved, seconded by Councillor Linda Erskine, to note the contents of the briefing paper which had been circulated on the managing change exercise last week and that members should contact officers for information such as requested in the motion at any point.

Vote

Amendment - 9 votes
 Motion - 3 votes

The Amendment was carried.

Decision

The Committee agreed to note the contents of the briefing paper which had been circulated on the managing change exercise last week and that members should contact officers for information such as requested in the motion at any point.

109. **EDUCATION & CHILDREN’S SERVICES COMMITTEE - WORK PROGRAMME**

Decision

The Committee noted the current version of the Work Programme which would be further updated, as appropriate.

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

11 February 2019

13.00pm to 14.30pm

PRESENT: Cllr, Linda Erskine, Cllr, Fay Sinclair, Phil Black, HOS, Deborah Davidson, Education Manager, Sally Jack, Chair Parent Council, Elaine Piggot , Vice Chair Parent Council.

59. 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.

60. HEADTEACHER – DULOCH COMMUNITY CAMPUS.

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

Decision

Agreed to recommend the appointment of, Laura Spence currently Headteacher at Dalgety Bay Primary School and Acting Headteacher at Duloch Community Campus.

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

20 February 2019

13.30pm to 15.45pm

**PRESENT: Cllr, David Graham, Cllr, Alistair Suttie, Peter McNaughton,
HOS, Jackie Funnell, Education Manager, Tracy Young, Cahir
Parent Council, Nicola Laing, Parent Council.**

61. 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.

62. HEADTEACHER –BUCKHAVEN PRIMARYSCHOOL.

The Committee interviewed two applicant on the short leet for this post.

Decision

Agreed to recommend the appointment of, David Green currently Acting Headteacher at Buckhaven Primary School. David's substantive post is Headteacher at Hill of Beath Primary School, Cowdenbeath.

19 March 2019

Agenda Item No. 4

Report on Educational Outcomes in Fife 2017-18

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

Wards Affected: All

Purpose

The purpose of this report is to update the Education and Children's Services Committee on the attainment outcomes achieved by pupils in Fife's schools during the school year 2017/18.

The paper also provides an overview of the range of strategies being developed to support our key priority to further raise attainment.

Recommendation(s)

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

1. Note the further progress in raising levels of attainment.
2. Note the strategies being implemented to further raise attainment.

Resource Implications

There are no resource implications arising from this report.

Legal & Risk Implications

There are no direct legal implications arising from this report. However, with the continual development of a new set of national qualifications and a relatively new national system for benchmarking school performance (Insight) it means that one of the risks is the need to continue to raise the awareness of school leaders, local authority officers and elected members in order to maximise the potential of data and new systems to inform future actions towards school improvement.

Impact Assessment

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

1.0 Aims and Ambitions

- 1.1 Our ambition is to provide an appropriate curriculum in the senior phase to allow all young people to realise their potential and secure a positive destination.

The senior phase of the curriculum also provides us with the opportunity to address three of the Directorate's six priorities, namely: Attainment, Equity and Employability. More specifically, throughout the senior phase we aim to:

- Further raise attainment
- Improve employability skills
- Increase levels of sustained positive destinations
- Contribute to a prosperous Fife economy and improve life chances for all

2.0 Context

- 2.1 The introduction of Curriculum for Excellence required schools to reflect on the purpose of the 'Senior Phase' of the curriculum and, in particular, how outcomes for young people should be measured. This led to a review of the senior phase across all our secondary schools allowing us to address the principles of Curriculum for Excellence in order to provide a more appropriate range of courses for all young people.
- 2.2 Today, the senior phase is seen as an integral part of the overall curriculum which more closely articulates with the Broad General Education. The Broad General Education provides the opportunity for young people to develop a wider range of skills and abilities in preparation for undertaking a series of qualifications in the senior phase and beyond.
- 2.3 The basis for this change in emphasis can be traced back to 'Building the Curriculum 3: A Framework for Learning and Teaching' (BTC3), 2008.
- 2.4 We now take an 'outcomes' based approach to attainment with the focus on all our young people at the point of exit rather than individual 'year on year' attainment.
- 2.5 Nationally, in terms of attainment, while the nine key measures are still used to compare schools, this increasing emphasis on 'outcomes' means we are more focussed on the 'destination' and 'employability' of the individual rather than the overall attainment of any year group.
- 2.6 In 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland (2016)', the Scottish Government set out a clear vision for securing excellence and equity for all young people. The Scottish Attainment Challenge, the Commission for Widening Access and the work of the Independent Advisor on Poverty and Inequality, have all supported delivery of that vision.

- 2.7 The National Improvement Framework, Insight and the development of the 'Participation Measure' have further supported the focus on improvement, outcomes and sustained destinations.
- 2.8 Most recently, updated guidance on 'Progression from Broad General Education to the Senior Phase' was also developed for local authorities, schools and teachers by the Assessment and National Qualifications (ANQ) Group in May 2016 and this guidance reinforced the notion of pathways in learning which should take account of different needs and interests.
- 2.9 BTC3 made clear that the senior phase curriculum should:
- Meet the need of all learners;
 - Comprise more than programmes which lead to qualifications;
 - Have a continuing emphasis on Health and Wellbeing;
 - Provide opportunities for personal achievement, service to others and practical experience of the world of work.
- 2.10 There is very good evidence from our most recent 'course choice' information in schools that the senior phase of the curriculum now offers a very broad range of courses beyond the 'national qualifications' including new opportunities such as Foundation Apprenticeships and National Progression Awards. This has been made possible by schools working more closely together, and in partnership with Fife College, to provide a much wider programme of courses.

3.0 Our Vision

- 3.1 Our shared vision across Fife, which also takes account of the key recommendations in the 15 to 24 Learner Journey Report, is to create communities of learners in each of our 7 localities and to work more effectively across schools and in partnership with Fife College by maximising the potential for more creative approaches to learning and teaching, more flexible use of resources across schools and the college, more effective development and deployment of staff and an innovative approach to timetabling.
- 3.2 This vision is being realised through jointly delivering on the following:
- A more collaborative approach across our secondary schools and the college to provide a relevant, coherent and appropriate curriculum for all learners informed by local context and need
 - Allowing all young people across Fife access to more curricular options and opportunities including all levels of apprenticeships based on a policy of equity and equality

4.0 Attainment

- 4.1 **Overall attainment of Fife school leavers**

4.1.1 How does the overall attainment of Fife school leavers compare with national outcomes?

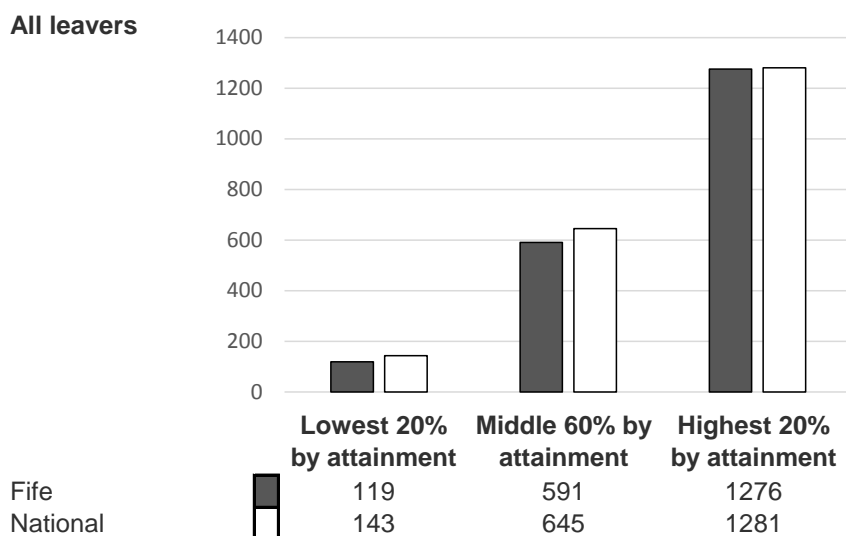


Figure 1. Attainment of Fife school leavers in 2018, compared with the attainment of school leavers nationally.

Overall attainment can be measured by two different scales of tariff points:

- Total tariff points reflect the total number of qualifications achieved over the course of the senior phase,
- Complementary tariff points reflect the key qualification set of each school leaver – the core set of qualifications most likely to influence their post school life chances.

As measured by the complementary tariff, the attainment of Fife school leavers is similar to their peers nationally. This is true at all levels of attainment. Further analysis also reveals that almost all of the difference in outcomes between Fife and Scotland is accounted for by the fact that pupils in the senior phase are more likely to stay on until stages S5 and S6 than in Fife (as can be seen in figure 2, below).

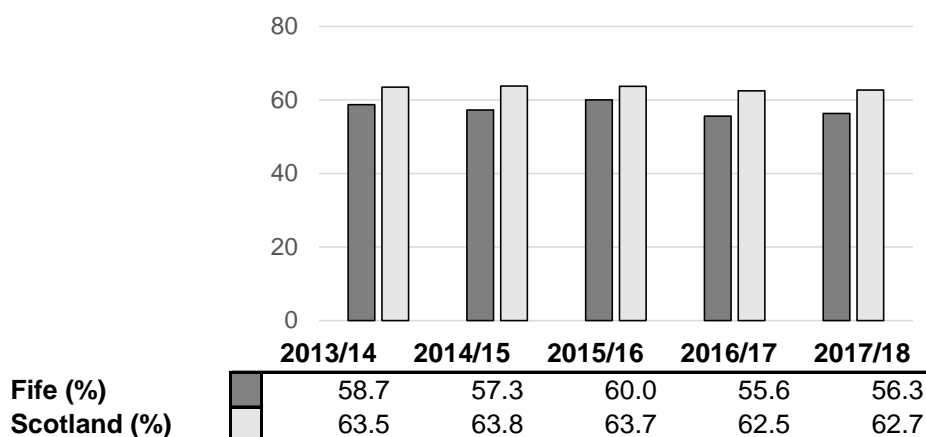


Figure 2. Percentage of pupils in the school leaver cohort who left school after stage S6.

4.1.2 How does the overall attainment of Fife school leavers compare with national outcomes for those living in SIMD quintile 1?

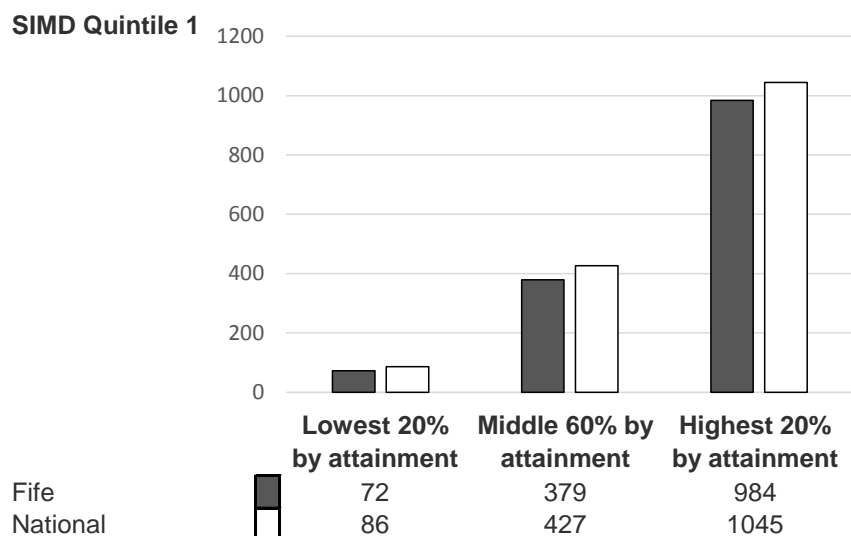


Figure 3. Attainment of 2018 Fife school leavers living in SIMD quintile 1, compared with the attainment of school leavers from SIMD quintile 1 nationally.

The overall attainment of school leavers from SIMD quintile 1 is also similar to the level of attainment achieved by school leavers from SIMD quintile 1 nationally. Again, the tendency of Fife pupils to leave school earlier accounts for most of the difference in outcomes between Fife and the rest of Scotland. Comparing figures 1 and 2, however, it is clear that a significant attainment gap remains in outcomes between those living in SIMD quintile 1 and other school leavers. Further closing this attainment gap remains a key priority for the Education & Children’s Services Directorate.

4.2 Wider attainment of school leavers

4.2.1 What does the wider attainment of school leavers look like?

Whilst overall outcomes at the cohort level for Fife school leavers are similar to those for other school leavers in Scotland, this masks a wide variety of attainment within the cohort. Appendix 1 presents an infographic summarising the attainment of the 2018 school leaver cohort, across a range of qualification sets. The infographic also shows the post school opportunities which each level of attainment allows access to, and provides a summary of the change in attainment seen over the past 5 years, between 2013/14 and 2017/18. (Note: changes in attainment that relate to a difference of fewer than 5 individuals within a cohort are reported as showing *no significantly, measurable difference*).

As can be seen, there have been improvements across a wide range of qualifications, particularly for those achieving Highers (enabling access routes on to Higher Education) and, to a very significant degree, for the key skills of literacy and numeracy.

The percentage of school leavers achieving formally accredited awards at SCQF levels 1 through 4 has reduced over the past five years. In part, this reflects an increasing focus on employability skills, including wider achievement.

4.2.2 What does the wider attainment of school leavers look like, for those living in SIMD quintile 1?

Appendix 2 presents an infographic summarising the attainment of the 2018 school leaver cohort, for school leavers from SIMD quintile 1. The infographic shows the same type of information as appendix 1, but also provides an additional column indicating the extent to which the attainment gap has closed over the period 2014-2018. (Note: the measure of the attainment gap used for appendix 2 is the difference in outcomes for school leavers from SIMD quintile 1 as compared with the outcomes of the cohort as a whole - i.e. the difference in outcomes apparent comparing appendices 1 and 2).

As can be seen, there have been improvements across a wide range of qualifications for school leavers from SIMD quintile 1, particularly for those achieving Highers (enabling access routes on to Higher Education) and, to a very significant degree, for the key skills of literacy and numeracy. This strong improvement has led to a closing of the attainment gap, generally, for those attaining Highers and (to a significant extent) for those attaining key skills in literacy and both literacy and numeracy. The lack of narrowing for the attainment gap for those achieving numeracy at SCQF level 5 reflects a strong improvement in numeracy across the cohort, notwithstanding a significant improvement for those living in SIMD quintile 1.

4.3 Attainment in literacy and numeracy

4.3.1 How do outcomes in literacy and numeracy compare with those seen nationally?

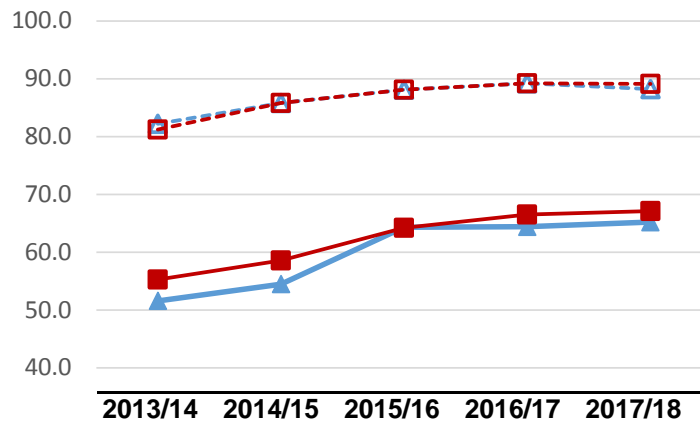
As is clear from appendices 1 and 2, there has been a significant improvement in attainment for the key skills of literacy and numeracy over recent years. This has contributed to a significant closing of the attainment gap for Fife school leavers. This improvement reflects the strong focus on improving the key skills of literacy and numeracy within the Education & Children's Services Directorate over recent years.

Figure 4, below provides a comparison of attainment for literacy and numeracy in Fife and Scotland (i.e. the proportion of school leavers achieving both literacy and numeracy at a particular SCQF level).

As can be seen:

- Attainment of literacy and numeracy at SCQF level 4 have shown a generally improving trend over recent years and closely match the levels of attainment seen nationally.
- Attainment of literacy and numeracy at SCQF level 5 has seen a significant improvement over recent years. The gap with national outcomes shows a generally closing trend.

All leavers



Fife (%)

	2013/14	2014/15	2015/16	2016/17	2017/18
SCQF Level 4	82.2	85.8	88.1	89.2	88.2
SCQF Level 5	51.6	54.5	64.3	64.4	65.2

National (%)

	2013/14	2014/15	2015/16	2016/17	2017/18
SCQF Level 4	81.2	85.8	88.1	89.2	89.1
SCQF Level 5	55.3	58.6	64.2	66.5	67.1

Figure 4. Attainment of literacy and numeracy at SCQF levels 4 and 5, compared with national outcomes.

4.3.2 How do outcomes in literacy and numeracy compare with those seen nationally, for those living in SIMD quintile 1?

Figure 5, below provides a comparison of attainment for literacy and numeracy in Fife and Scotland. As can be seen, attainment of literacy and numeracy at SCQF levels 4 and 5 have shown a generally improving trend over recent years. Attainment at SCQF level 4 has exceeded national outcomes over the past two years. A relatively small gap with national remains for attainment at SCQF level 5.

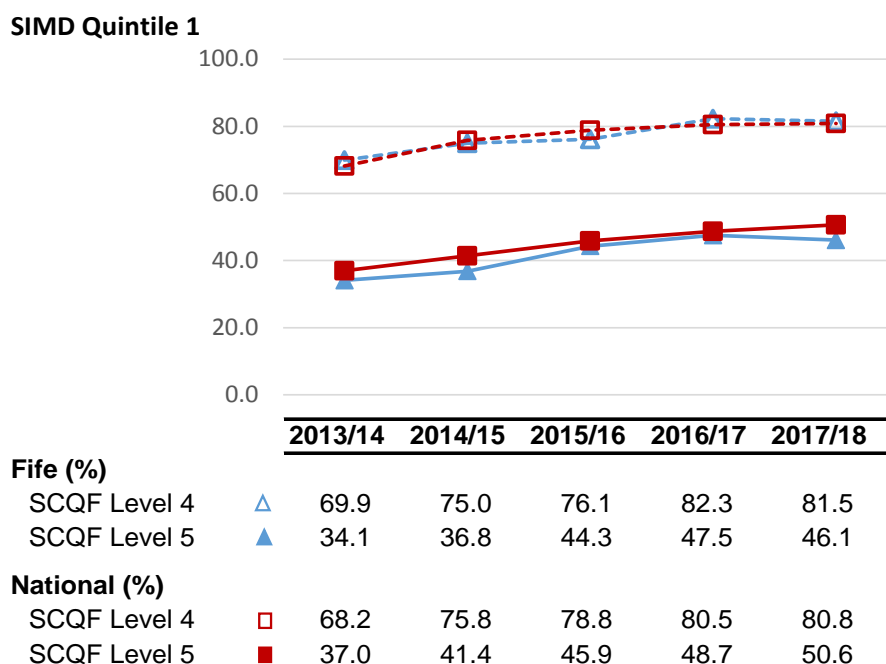


Figure 5. Attainment of literacy and numeracy at SCQF levels 4 and 5, compared with national outcomes, for those living in SIMD quintile 1.

It is clear from appendix 2 that attainment of numeracy at SCQF level 5 has increased significantly over recent years, to a level where more school leavers are now achieving the key skills of numeracy than are achieving 3, 4 or 5 passes at National 5. Having achieved this milestone for key skills, it is important that further improvements in literacy and numeracy are matched by improvements in wider attainment in future years.

5.0 Destinations

5.1 Two key datasets are recorded and reported nationally on school leaver destinations:

- Positive destinations from school (published in February each year). This provides data on the immediate destinations of school leavers as they progress to post school life and work. This focusses on Fife school leavers, but does account for how well post school destinations are maintained.
- The participation of 16-19 year olds in the local economy (published in August each year). This provides data on how well the participation of school leavers is maintained over the period following the ending of school. However, the data can be difficult to interpret in terms of educational interventions as it reflects those living in a local area rather than those who attended school there.

5.2 Initial destinations from school

5.2.1 Figure 6, below shows the post school destinations of Fife school leavers, as compared with national outcomes. As can be seen, the percentage of school leavers

entering a positive destination from school in Fife has remained broadly constant over recent years, whilst outcomes nationally have improved.

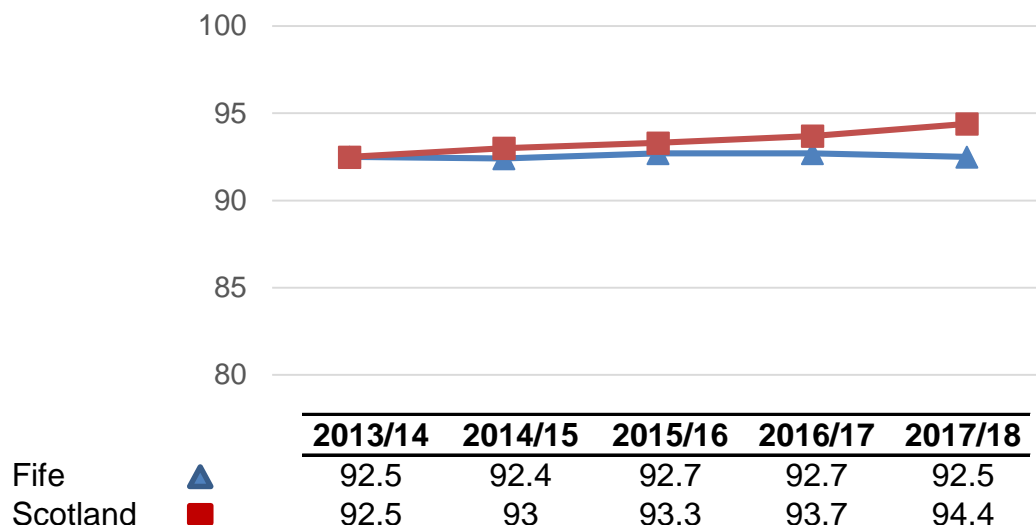


Figure 6. Initial leaver destinations from school

5.2.2 Figure 7, below, shows the initial post school destinations of school leavers from SIMD quintile 1. Whilst fluctuating from year to year, the general trend has been flat. Outcomes nationally have seen a generally improving trend over this period.

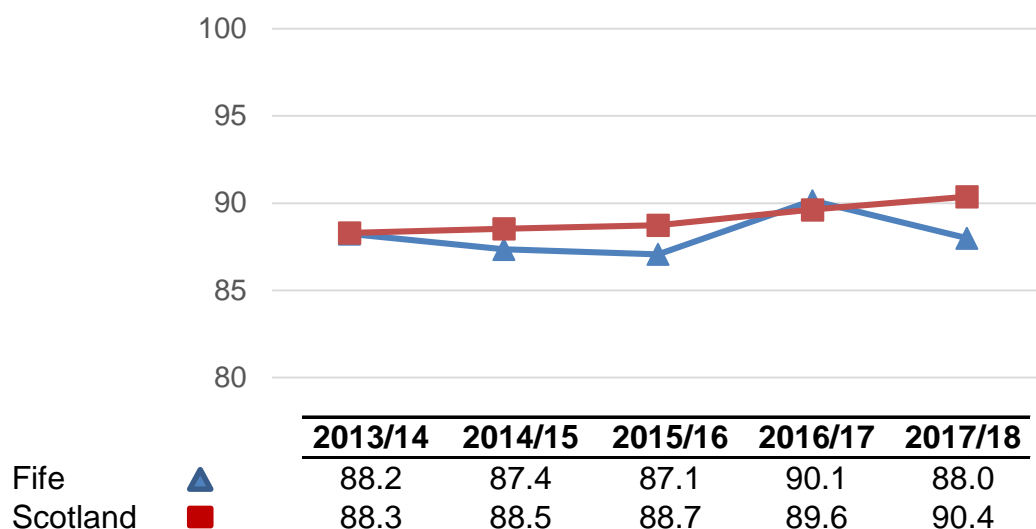


Figure 7. Initial leaver destinations from school, for school leavers from SIMD quintile 1.

5.2.3 Figure 8, below, shows the range of positive destinations which Fife school leavers entered in 2017/18, compared with the preceding year. As can be seen, the main

destinations are continuing education (with 69.5% entering either higher or further education), and employment (with 18.4% entering employment directly from school).

Destination	Percentage of leavers		Percentage point change
	2016/17	2017/18	
Higher Education	35.0	36.6	1.6
Further Education	33.9	32.9	-1.0
Employed	19.3	18.4	-0.9
Training	2.1	2.0	-0.1
Activity Agreement	1.8	2.0	0.2
Voluntary Work	0.5	0.5	0.0
Any positive destination	92.7	92.5	-0.2

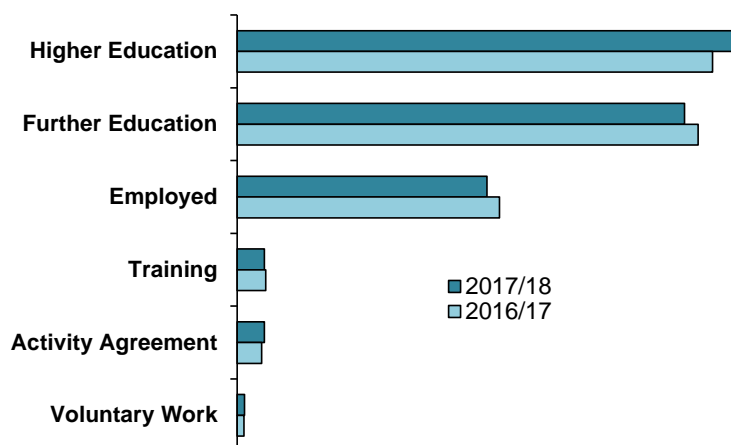


Figure 8. Breakdown of post school destinations of initial school leavers.

5.2.4 Figure 9, below, shows data for the percentage of school leavers entering a positive destination from school for a range of groups within the school leaver cohort. Generally, there has been relatively little change in the positive destinations achieved by most groups over the past 5 years. However, there has been further improvements in the proportion of looked after children entering a positive destination directly from school, to a level of 81.9%, which remains above national outcomes.

	Fife			Scotland		
	2013/14	2017/18	Change	2013/14	2017/18	Change
All Leavers	92.5	92.5	0.0	92.5	94.4	1.9
S6 leavers	96.0	95.7	-0.3	95.7	97.1	1.4
S5 leavers	87.2	88.7	1.5	88.0	90.9	2.8
S4 leavers	88.0	87.3	-0.7	84.9	87.5	2.6
SIMD Quintile 1	88.2	88.0	-0.2	88.3	90.4	2.1
LAC leavers	77.8	81.9	4.2	73.3	80.4	7.2

Figure 9. Percentage of school leavers entering a positive destination from school for a range of groups within the school leaver cohort.

5.3 Participation of 16-19 year olds

5.3.1 Data was previously available to local authorities on sustained post school destinations, recording the extent to which school leavers had sustained their positive destinations six months after leaving school. This return had shown over recent years that school leavers were more likely to maintain a post school positive destination than school leavers nationally. The most recent data on sustained school leavers destinations (for the 2017/18 cohort of school leavers) shows:

- How effectively initial destinations are sustained in Fife
- The increasing role of employment in helping to improve sustained post school opportunities. There was a further increase in the number of young people entering work at 27%, the highest ever recorded in Fife.

However, the percentage of sustained positive destinations still showed a significant variation across Fife from a high of 96% in the North East of Fife down to 83.9% in more deprived areas of Fife.

5.3.2 The data on sustained post school outcomes has now been replaced by a dataset that measures participation in the local economy of 16-19 year olds. The 'Participation Measure' report for Fife, published last August, is an annual update on the number of young people, aged 16 to 19, in learning, training or work.

As with sustained post school destinations data over recent years, the annual Participation Measure report for 2018 shows an improving picture and the key messages are as follows:

- The proportion of 16-19 year olds participating for Fife council was 90.1%, a 1.4% rise from 2017 but still 1.7% lower than the national rate.
- The proportion of 16 to 19 year olds not participating for Fife was 4.3%, a 0.5 % fall from 2017 and 0.9% higher than the national rate.
- The proportion of 16-19 year olds reported as unconfirmed for Fife Council was 5.6%, a 0.9% point fall from 2017 and a 0.9% higher than the national rate.

6.0 Action Planned to Further Raise Attainment

6.1 What will bring about further improvement and more consistency across all schools?

Effective self-evaluation is at the heart of continuous improvement and 'How good is our school? 4 (HGIOS4) provides a basis for schools to reflect and undertake self-evaluation. The framework underpinning self-evaluation in HGIOS4 supports the Directorate and school leaders to work together and challenge teachers to:

- Ensure educational outcomes for all learners are improving
- Address the impact of inequity on well-being, learning and achievement
- Consistently deliver high quality learning experiences
- Embed progression in schools for learning, life and work from 3-18.

We have reflected on the way we engage with schools and agreed to increase our level of scrutiny through a series of visits and improved analysis of the data.

6.2 Secondary Scrutiny of Outcomes and Developing Collaborative Approaches to Quality Improvement

6.2.1 The aim of the secondary scrutiny of attainment and achievement is to:

- To continue to provide all secondary schools with an opportunity to engage in collective scrutiny with Education managers and Heads of Service
- Support schools to improve attainment continuously over time and/or maintain consistently high standards of attainment for all learners.
- Support schools in closing the attainment gap.

6.2.2 In schools, this is undertaken through a rigorous process of review of attainment in SQA exams involving curriculum leaders and class teachers. Each school's attainment report and action plan is discussed with Heads of Service and Education Managers and forms the basis for the school Improvement Plan. Evaluation of progress with the plan is subject to regular review in a series of meetings throughout the year

6.2.3 Schools are also expected to take part in Learning Partnerships to work with and learn from other schools.

6.3 The recently established Strategic Governance Group has also agreed to create a work stream to consider what further steps need to be taken to raise attainment.

6.4 Since the publication of the SQA results in August we have increased our level of scrutiny with each school. By October, we completed a first round of meetings with all secondary schools to review attainment and to agree a plan of action with each school.

6.5 Schools have submitted a summary of these meetings and points for action. An evaluation of these reports is to be shared across the Directorate.

6.6 A second round of scrutiny will take place in March following the publication of the Insight update.

7.0 Conclusions

7.1 The evidence summarised in section 5 shows that there has been a significant improvement in outcomes for school leavers in Fife over recent years. Improvement has been particularly pronounced for:

- Attainment of the key skills of literacy and numeracy.
- Sustained post school destinations of school leavers.
- Equity, including closing the attainment gap for pupils living in SIMD quintile 1, and widening access to post-school opportunities.

These areas have been a key focus for improvement activity across Fife schools over recent years.

7.2 There remains clear scope for further improvement, and work to ensure that further improvement is achieved will be supported by:

- Effective use of the HGIOS4 framework for self-evaluation (as described in section 5.1).
- Increased scrutiny of attainment and the further development of collaborative approaches.
- The development of a new Raising Attainment Strategy. This will provide a renewed and strengthened focus on key areas for further improvement and will ensure an effective use of the support for quality improvement provided through Fife's participation in the South East Improvement Collaborative.

List of Appendices

1. Infographic providing a comparison of the qualification sets and key skills of school leavers in the 2017/18 cohort with those of the 2013/14 cohort of leavers.
2. Infographic providing a comparison of the qualification sets and key skills of school leavers in the 2017/18 cohort with those of the 2013/14 cohort of leavers, for those living in SIMD quintile 1.
3. Glossary.

Background Papers

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

- Education and Children's Services Directorate Plan 2017-20

Sources of evidence

The information provided in this report is based on analysis of data from a number of sources, including: Scottish Government Statistics, the Insight benchmarking tool February 2018 update and the 16+ National Data Hub.

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Appendix 1 - Comparison of qualification sets and key skills of school leavers in 2018 with those who left school in 2014

Achievements of 2018 school leavers	Typically, pupils with this range of qualifications ...		Change in qualification sets and key skills for cohort of school leavers (2014-2018)
 98.0% of pupils achieved awards at SCQF level 1 or above	Have accredited achievement to evidence personal skills		<p>There was no significant, measurable difference in outcomes between 2014 and 2018</p>
 89.6% of pupils achieved 3, 4 or 5 National 4 awards	Are qualified for a range of selective Modern Apprenticeships & employment opportunities		<p> 1.9% fewer pupils achieved 3, 4 or 5 National 4s</p>
 88.2% of pupils achieved literacy & numeracy at SCQF level 4	Are able to evidence accredited achievement of both key literacy and key numeracy skills		<p>6.0% more pupils achieved literacy & numeracy at SCQF level 4 </p>
 79.1% of pupils achieved literacy at SCQF level 5	Are able to evidence accredited achievement of more advanced literacy skills		<p>11.5% more pupils achieved literacy at SCQF level 5 </p>
 67.9% of pupils achieved numeracy at SCQF level 5	Are able to evidence accredited achievement of more advanced numeracy skills		<p>12.0% more pupils achieved numeracy at SCQF level 5 </p>
 67.3% of pupils achieved 3, 4 or 5 National 5 passes	Are qualified for a range of more selective Modern Apprenticeships & employment opportunities		<p>0.8% more pupils achieved 3, 4 or 5 National 5 passes </p>
 57.2% of pupils achieved 1 or more Higher passes	Are qualified for an HNC, providing a route to Higher Education		<p>3.0% more pupils achieved 1 or more Higher passes </p>
 40.3% of pupils achieved 3, 4 or 5 Higher passes	Are qualified for direct entry to Higher Education for a wide range of courses		<p>1.6% more pupils achieved 3, 4 or 5 Higher passes </p>
 22.8% of pupils achieved 4 or 5 Highers at grades A or B	Are qualified for more selective degree courses (e.g. science, etc)		<p>1.7% more pupils achieved 4 or 5 Higher passes at grades A or B </p>
 10.3% of pupils achieved 4 or 5 Highers at grade A	Are qualified for the most selective degree courses (e.g. veterinary science, medicine)		<p>There was no significant, measurable difference in outcomes between 2014 and 2018</p>

Appendix 2 - Comparison of qualification sets and key skills of school leavers from SIMD quintile 1

Achievements of 2018 school leavers from SIMD quintile 1	Typically, pupils with this range of qualifications ...		Change in qualification sets and key skills for cohort of school leavers from SIMD quintile 1(2014-2018)	Change in gap with cohort of all leavers (2014-2018)
 96.2% of pupils achieved awards at SCQF level 1 or above	Have accredited achievement to evidence personal skills		<i>No significant, measurable difference in outcomes</i>	<i>No significant, measurable difference in outcomes</i>
 83.3% of pupils achieved 3, 4 or 5 National 4 awards	Are qualified for a range of selective Modern Apprenticeships & employment opportunities		 2.0% fewer pupils achieved 3, 4 or 5 National 4s	<i>No significant, measurable difference in outcomes</i>
 81.5% of pupils achieved literacy & numeracy at SCQF level 4	Are able to evidence accredited achievement of both key literacy and key numeracy skills		11.6% more pupils achieved literacy & numeracy at SCQF level 4 	The attainment gap has closed by 5.6%
 65.5% of pupils achieved literacy at SCQF level 5	Are able to evidence accredited achievement of more advanced literacy skills		17.8% more pupils achieved literacy at SCQF level 5 	The attainment gap has closed by 6.3%
 50.4% of pupils achieved numeracy at SCQF level 5	Are able to evidence accredited achievement of more advanced numeracy skills		11.2% more pupils achieved numeracy at SCQF level 5 	The attainment gap has widened by 0.7%
 48.3% of pupils achieved 3, 4 or 5 National 5 passes	Are qualified for a range of more selective Modern Apprenticeships & employment opportunities		<i>No significant, measurable difference in outcomes</i>	The attainment gap has widened by 1.0%
 37.7% of pupils achieved 1 or more Higher passes	Are qualified for an HNC, providing a route to Higher Education		3.9% more pupils achieved 1 or more Higher passes 	The attainment gap has closed by 0.8%
 22.1% of pupils achieved 3, 4 or 5 Higher passes	Are qualified for direct entry to Higher Education for a wide range of courses		2.5% more pupils achieved 3, 4 or 5 Higher passes 	The attainment gap has closed by 0.8%
 9.0% of pupils achieved 4 or 5 Highers at grades A or B	Are qualified for more selective degree courses (e.g. science, etc)		1.1% more pupils achieved 4 or 5 Highers at grades A or B 	<i>No significant, measurable difference in outcomes</i>
 2.9% of pupils achieved 4 or 5 Highers at grade A	Are qualified for the most selective degree courses (e.g. veterinary science, medicine)		<i>No significant, measurable difference in outcomes</i>	<i>No significant, measurable difference in outcomes</i>

Appendix 3 – Glossary

This appendix defines some of the key terms referred to in the paper.

Insight is a benchmarking tool designed to help bring about improvements for learners in the senior phase (S4 to S6). The system is updated twice annually, around September for attainment results, and February for school leavers' data. It is particularly valuable to inform improvement planning, and provides schools with a range of information to help support school improvement.

Insight uses **Tariff Points** to measure the overall attainment of school leavers. The overall attainment of each school leaver is assigned a number of tariff points that depends on: the number of awards achieved, the SCQF level of each award achieved, the grade of each award (if graded), and the number of credit points assigned to the award (which reflects the number of hours typically needed to complete that particular award). Two summary measures are reported at school level:

- **Total tariff points** – which provide a measure of the total attainment achieved by school leavers during the senior phase.
- **Complementary tariff points** – which reflect the key qualification set achieved each school leaver – the core set of qualifications most likely to influence their post school opportunities and life chances.

SCQF levels indicate the general level of difficulty of an award, enabling broad comparisons to be made between the skills and learning required to achieve a range of different qualifications.

The **Participation Measure** records the post school experiences of young people aged 16-19 years. Data is drawn from a database accessible to a range of partners and managed by Skills Development Scotland (SDS). SDS report annually at national and local authority levels on the proportion of young people, aged 16-19, in education, employment and training.

Areas in **SIMD quintile 1** are the most disadvantaged 20% of geographical areas in Scotland, as measured by the Scottish Index of Multiple Deprivation (SIMD).

19th March 2019

Agenda Item No. 5

Support for Voluntary Organisations

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

Wards Affected: All

Purpose

This report presents recommendations for the level of support to voluntary organisations funded by Education and Children's Services in Fife for the period 2019-2020 including recommendations for voluntary organisations funded through the Pupil Equity Fund (PEF) and Our Minds Matter (OMM) funding.

Recommendation(s)

It is recommended that Committee:

- Approve the level of funding to voluntary organisations as detailed in the attached Schedule.
- An update report with recommendations from the review is considered at the Education & Children's Services Committee in August 2019

Resource Implications

The grant schedules appended to this report detail recommendations from Education & Children Services totalling £2,352,578.95, including £235,445.95 for voluntary organisations funded by the Pupil Equity Fund. Many of the financial awards are for the first 6 months of the financial year pending the outcome of the programme of review as detailed in section 1.9.

The total amount awarded in 2018/19 was £4,075,715 including £146,375 of PEF funding.

Members are requested to note that the Pupil Equity Fund figures are for school academic sessions and not financial years.

Legal and Risk Implications

All awards are recommended for support subject to compliance with Fife Council's Monitoring and Evaluation Framework which requires that they are reviewed on an annual basis as part of the Council's ongoing commitment to ensuring organisations are meeting the terms of their Service Level Agreement.

Impact Assessment

An EqIA and summary form have been completed – the summary form is attached to the report. Discussions have taken place with Third Sector organisations regarding the potential for further efficiency savings and how best organisations can work together to minimise the impact on service outputs. For the majority of organisations this will involve adjustment to either staff hours or a reduction in number of service recipients.

Consultation

Members are encouraged to contact the relevant Service Monitoring Officer if they wish to discuss individual awards or require further information prior to the Committee meeting. The contact information for Service Monitoring Officer is detailed on the footer of the appendix of this report. The Service Monitoring Officers have been involved in the preparation of this report. The appropriate Service Management Team has considered each of the awards being presented and recommendations outlined.

1.0 Introduction

- 1.1 During 2018/19 Fife Council provided just over £4 million in grant support to voluntary organisations commissioned to contribute and add value to Education and Children's Services activity. The majority of this support is provided through recurring grants directly to the organisations with a small amount being delivered through the non-recurring Grants Schemes. Funding available through the Pupil Equity Funds during 2018/19 totalled £146,375
- 1.2 The appended schedule (1) details the awards recommended for approval contributing to the delivery of agreed activities for Education and Children's Services to achieve outcomes within the Directorate Plan 2017-20. Included in this are details of projects funded through the Pupil Equity Fund.
- 1.3 As part of the financial strategy 2017-2020 the budget saving of £900,000 in respect of support provision across Education, Social Work and the Third Sector was agreed. The saving target of £450,000 was attributed to both Fife Council family support services and Third sector organisations.
- 1.4 During 2018 family support services within Fife Council were subject to redesign and a saving of £ 450,000 was achieved leading to a more streamlined and efficient service working collaboratively across children's services.
- 1.5 Awards to Third sector organisations funded by Education & Children's Services were considered at the Education & Children's Services Committee on the 22nd of May 2018. The Committee approved the recommendation of a 1% reduction in funding for the last 9 months of 2018/19 for voluntary organisations receiving total awards of over £100,000. A further savings total of £200,000 for Third sector organisations was set for 2019/20 with a view that there would be further engagement with organisations to assist them in identifying how this would be achieved.

- 1.6 Fife Council Revenue Budget 2019-20 was approved on the 21st of February 2019 and the budget saving of £410,000 attributed to the Third Sector confirmed. This saving took into account the previous saving target for 2018/19 which was not fully achieved. It is recognised that the Third Sector plays a significant part in the overall provision of services. Individual organisations have previously been subject to service reviews and the outcome of these reviews are reflected where appropriate in the awards made to those organisations.
- 1.7 A series of meetings have been held during 2018/19 involving members of the Children Services Strategic Commissioning Group and members of the Voluntary Sector Children's Forum group. Fife Voluntary Action has conducted a survey with Third sector organisations seeking views on models of delivery within the context of efficiency savings. An application has been submitted to the Fairness Matters group to obtain funding to appoint an external consultant to undertake a review of current delivery models to support future commissioning. This work will be completed within a 6 month period and inform the strategy to achieve the saving target.
- 1.8 It is recommended that the agreed saving target of £410,000 attributed to Third Sector organisations is approved. As noted a programme of work is shortly to commence which will influence and inform the future delivery of services across the continuum of prevention to intensive support to vulnerable children and families. Services commissioned by Criminal Justice , Our Minds Matters and Pupil Equity funding are not affected by any reduction in award . As outlined in the grant schedule some voluntary organisation are developing new services as a result of the additional funding from the Pupil Equity Fund.

2.0 Monitoring and Evaluation

- 2.1 The Monitoring and Evaluation Framework is continually updated and developed, putting robust procedures in place within Services providing support to voluntary organisations. The work is overseen by the Voluntary Sector Task Group which includes representatives from each of the Council's Services awarding grants to voluntary organisations as well as Audit Services and representation from the third sector. The Task Group is responsible for reviewing the overall Framework and updating particular sections as necessary.
- 2.2 The following monitoring and assessment procedures are undertaken prior to each award being presented to the Education and Children's Services Committee for a decision:
- Organisations are required to submit an application or forward plan outlining the services they aim to provide during the period 2017/18. For organisations seeking a 2 or 3 year funding agreement this would normally include an appropriate budget for that period;
 - All projects funded in the previous year have undergone either an annual monitoring exercise or if appropriate a 3-year evaluation. Where the organisation receives over £10,000, the annual monitoring is carried out by the appointed Link Officer. An independent officer who is not the organisation's Link Officer carries out the 3-year evaluation. As part of these monitoring procedures an assessment of the governance of

the organisation is made. This includes compliance with relevant legislation such as child protection.

- The organisation's constitution and latest set of annual accounts have also been checked. The latter are checked by officers from Finance and Corporate Services;
- The project is assessed by the appropriate Service Management Team against the priorities of the Service, the Council's priorities and the Fife Community Plan.
- Having gone through each of these stages the award is then be presented to Committee for decision. If the award fails to satisfy all elements of the Monitoring and Evaluation Framework, the recommendation will be delayed and presented for Members' consideration at a future Committee meeting. Where compliance conditions are not being met, it may be recommended that no funding is provided.

3.0 Conclusions

3.1.1 The awards presented to Committee have been assessed in line with Service priorities and the Council's Monitoring and Evaluation Framework and are considered to make a valued contribution to the delivery of services across Fife.

Appendices

- 1 Equality Impact Assessment Summary Report
- 2 List of recommendations for recurring grants from Education and Children's Services.

Background Papers

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

- Policy Paper: Review of Support for the Voluntary Sector – Policy and Resources Committee, Fife Council 16.02.06
- Code of Guidance on Funding External Bodies and Following The Public Pound - COSLA/Accounts Commission 1996
- Voluntary Sector Monitoring & Evaluation Framework

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Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

<p>Which Committee report does this IA relate to (specify meeting date)?</p> <p>Education & Children's Service Committee</p>
<p>What are the main impacts on equality?</p> <p>There could be a reduction in number of children, young people and vulnerable families receiving a service as SLA output figures could be reduced.</p>
<p>What are the main recommendations to enhance or mitigate the impacts identified?</p> <p>As part of the GIRFEC framework services are being designed to be responsive and adaptable to local needs, this requires greater collaboration locally, building on the strength of universal services. This will ensure families receive the right services at the right time within the available budget. The redesign of E&CS to a whole family approach will result in greater scope for existing services to work in partnership with colleague sin the Third sector and mitigate against any possibility of families welling needs not being addressed early and proportionately. Further review work to be undertaken involving E&CS and Third Sector organisations to inform future commissioning arrangements.</p>
<p>If there are no equality impacts on any of the protected characteristics, please explain.</p>
<p>Further information is available from: Name / position / contact details:</p> <p>Lynn Gillies Service Manager (Children & Families) Tel 03451 555 555 ext 443043</p>

One of the following statements must be included in the “Impact Assessment” section of any committee report. Attach as an appendix the completed EqlA Summary form to the report – not required for option (a).

- (a) An EqlA has not been completed and is not necessary for the following reasons:
(please write in brief description)
- (b) The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
- (c) An EqlA and summary form have been completed – the summary form is attached to the Report.

Appendix 2

Recommended Awards - 2019/20

Education and Children's Services

Organisation	Project Description	Award 18/19	Requested Grant 19/20	Recommendation				Additional Comments
				2019/20 (For 1 st 6 Months unless stated)	2020/21	2021/22	Total 2019-2022	
Aberlour Childcare Trust	Provision of Residential Short Break and Outreach Service for children with Learning Disabilities and Autism.	£511,717	£541,383	£255,214	£0	£0	£255,214	Funded by Children & Families
Apex	Offer young people who are looked after and have left the looked after system support and advice in making progress towards employment, training or education.	£53,455	£70,472	£53,455 (Full Year)	£0	£0	£53,455 (Full Year)	Funded by Children & Families
Barnardo's Child and Family Support Services (Fife)	Family assessment and support services, Parenting Assessment and Children's Rights Service shaped around 'The Getting it Right for Every Child' Principles.	£490,397	£494,103	£244,581	£0	£0	£244,581	Funded by Education and Children & Families
Barnardo's	Fairer Fife Funding	£45,276	£45,618	£22,581	£0	£0	£22,581	Funded by Children & Families
Barnardo's	Family support service – complimentary funding with	£90,064	£90,745	£44,919	£0	£0	£44,919	Funded by Education Service

	C&F Intensive Support Service Funding.							
Barnardo's	Family Support Service- Fife wide	£125,000	£125,000	£62,500	£0	£0	£62,500	Award reduced last year due to a £40,900 underspend in 2016/17. Award increased to previous levels for 2018/19.
Birthlink	Provides assistance in the fulfilment of statutory duties towards adults affected by adoption.	£4,963	£6,820	£4,963 (Full Year)	£0	£0	£4,963 (Full Year)	Funded by Children & Families Under 10K
CHAS (Children's Hospice Association Scotland)	CHAS is established to provide hospice services in Scotland for children and young people with life limiting conditions Fife contributes to the overall funding in line with COSLA agreement.	£46,342	£46,342	£46,342 (Full Year)	£0	£0	£46,342 (Full Year)	Rate set nationally by COSLA
Childline Scotland	Contribution to the telephone helpline, free confidential access to all children and young people.	£2,108	£5,620	£2,108 (Full Year)	£0	£0	£2,108 (Full Year)	Funded by Children & Families Under 10K
Clued Up Project	Provides a comprehensive youth friendly drug information and support service to young people under 25 in the Kirkcaldy area.	£133,592	£139,858	£66,628	£0	£0	£66,628	Funded by Children & Families
The Cottage Family Centre	Community based family support to children and families (3 yrs.), living in the Gallatown area of Kirkcaldy.	£83,751	£87,091	£41,770	£0	£0	£86,770	Funded by Education Service through the Family Nurture Approach. Additional funding to cover additional property costs.

The Cottage Family Centre	The Cottage run various groups for children aged 6weeks to pre-school age that improve the life chances for children and families at risk in Fife.	£116,341	£142,972	£58,024	£0	£0	£58,024	Funded by Children & Families
The Cottage Family Centre	Fairer Fife funding	£54,974	£55,389	£27,418	£0	£0	£27,418	Funded by Children & Families
Children's Parliament	To facilitate two Children's Parliament groups in Fife exclusively for younger looked after children who will explore, through creative arts and focussed group work	£69,000	£69,000	£34,500	£0	£0	£34,500	Funded by Children & Families
Crossroads (Fife Central)	Provides respite for carers to enable them to have a break from their caring role.	£26,994	£38,865	£13,497	£0	£0	£13,497	Funded by Children & Families
Drug and Alcohol Project Ltd (DAPL)	Provides specialist counselling, support and information and awareness to people affected by their own substance use.	£303,108	£310,008	£151,172	£0	£0	£151,172	Funded by Children & Families
Drug and Alcohol Project Ltd (DAPL)	Our Minds Matters Framework to support children & young people's emotional wellbeing in Fife – Work stream 1	£60,000	£50,000	£60,000 (Full Year)	£0	£0	£60,000 (Full Year)	Funded by Education Service Our Minds Matter Funding
Early Years Scotland	Development Officer support to Playgroup committees to ensure financial sustainability, explore alternative management models and promote best management practice and procedures.	£45,764	£45,764	£22,882	£0	£0	£22,882	Funded by Education Service

Enable Scotland	Range of services to children and their families including Short Breaks, Contract Carers & Individual packages	£51,503	£51,503	£25,752	£0	£0	£25,752	Funded by Children & Families
Families First	Supports families and provides activities for families through a range of supports.	£38,384	£64,306	£19,192	£0	£0	£19,192	Funded by Children & Families
Families Outside	Counselling Service for Children and families affected by imprisonment	£14,000	£14,000	£7,000	£0	£0	£7,000	Funded by Education Service
Family Mediation Tayside/Fife	Provides information, mediation counselling and other closely related service to separated and divorced parents and their children.	£55,313	£77,122	£27,657	£0	£0	£27,657	Funded by Children & Families
Fife Employment Access Trust (FEAT)	Our Minds Matters Framework to support children & young people's emotional wellbeing in Fife – Work stream 1, 2 & 3	£40,000	£40,000	£40,000 (Full Year)	£0	£0	£40,000 (Full Year)	Funded by Education Service
Fife Gingerbread	Provides accessible and non-judgemental support, advice and information to lone parent in Fife.	£95,595	£97,412	£47,677	£0	£0	£47,677	Funded by Children & Families
Fife Gingerbread	Teen Parenting Project - Support to teen parents across Fife, offering a range of practical parenting interventions on a 1-1 or group work basis.	£124,063	£126,421	£61,875	£0	£0	£61,875	Funded by Education Service through the Family Nurture Approach and Match funded by The Big Lottery.
Fife Women's Aid	Provides refuge, follow-on and outreach support for children	£382,197	£387,335	£190,617	£0	£0	£190,617	Funded by Children & Families

	and young people aged 0-16 years that have experienced domestic abuse.							
Fife Young Carers	Provides support service to young carers age 8 – 18 years.	£135,745	£159,779	£67,701	£0	£0	£67,701	Funded by Children & Families
Homestart (Dunfermline)	Provides support to vulnerable families. Families referred are experiencing difficulties and have at least one child under 5.	£97,311	£103,034	£48,656	£0	£0	£48,656	Funded by Children & Families
Homestart (East Fife)	Provides support to vulnerable families. Families referred are experiencing difficulties and have at least one child under 5.	£71,479	£108,500	£35,739	£0	£0	£35,739	Funded by Children & Families
Homestart (Glenrothes)	Provides support to vulnerable families. Families referred are experiencing difficulties and have at least one child under 5	£88,006	£90,512	£44,003	£0	£0	£44,003	Funded by Children & Families
Homestart (Kirkcaldy)	Provides support to vulnerable families. Families referred are experiencing difficulties and have at least one child under 5.	£91,070	£98,682	£45,535	£0	£0	£45,535	Funded by Children & Families
Homestart (Levenmouth)	Provides support to vulnerable families. Families referred are experiencing difficulties and have at least one child under 5.	£80,122	£81,740	£40,061	£0	£0	£40,061	Funded by Children & Families

Homestart (Lochgelly)	Provides support to vulnerable families. Families referred are experiencing difficulties and have at least one child under 5.	£84,342	£104,400	£42,171	£0	£0	£42,171	Funded by Children & Families
Relate Fife	Provides a confidential counselling service for people in Fife who are experiencing difficulties in their marriage or intimate personal relationship.	£22,826	£23,057	£11,413	£0	£0	£11,413	Funded by Children & Families
RNIB	Provision of specialist resources, information, advice and support for families, childcare settings and staff to enable child centred support specific to children's individual needs.	£30,690	£31,342	£15,345	£0	£0	£15,345	Funded by Education Service
Scottish Child Law Centre	Promotes the rights and welfare of children and young people through the provision of free specialist legal advice, information and training.	£2,209	£10,000	£2,209 (Full Year)	£0	£0	£2,209 (Full Year)	Funded by Children & Families Under 10K
SCMA	Community Childminding - Childminding services for children and families at times of crisis and need, support is tailored to family's needs and	£47,520	£67,904	£23,760	£0	£0	£23,760	Funded by Education Service through the Family Nurture Approach.

	priority is given to children 0-3 yrs. of age. Inc. Development Officer Support.							
Scottish Association for Mental Health (SAMH)	Our Minds Matters Framework to support children & young people's emotional wellbeing in Fife – Workstream 2 & 3	£40,000	£40,000	£25,000 (Full Year)	£0	£0	£25,000 (Full Year)	Funded by Education Service Our Minds Matter Funding
Seal Association	Support aimed at children and young people experiencing difficulties at home, school or in the community.	£28,596	£32,495	£14,298	£0	£0	£14,298	Funded by Children & Families
Snowdrop	Provides a crèche for 15 children giving respite for parents/carers in Lower Methil.	£2,314	£3,300	£2,314 (Full Year)	£0	£0	£2,314 (Full Year)	Funded by Children & Families Under 10K
Who Cares?	Provide independent safeguard for young people who are looked after and accommodated within Fife's residential units.	£43,209	£44,353	£21,604	£0	£0	£21,604	Funded by Children & Families
Education & Children's Services Total				£2,072,133	£0	£0	£2,072,133	

Pupil Equity Funded Awards					Recommendation			Total 2019-2022	Additional Comments
Organisation	School	Project Description	Award 18/19	Requested Grant 19/20	19/20	20/21	21/22		
Kelly Laing	Glenwood High School	<p>Mindfulness Based Courses for adults and young people</p> <p>Parent / Carers / Teachers Course and young person's course the courses are based on the traditional Mindfulness based Stress reduction course and runs over 8 weeks.</p> <p>Chill Skills - Chill skills for teens and young people is run over 6-8 week. During this pupils will learn how to relax and de-stress Achieve goals; learn how to recognise and deal with emotions in a healthy way; learn about mindfulness and the brain</p>	£8,580	£8,580	£8,580	0	0	£8,580	Funded by Scottish Government attainment Challenge Fund via Education Service
Glenrothes Boxing Club	Glenwood High School	The programme aims to teach girls the fundamental skills of boxing and exercise. The programme will cover various areas of health and fitness including cardiovascular training, strength & conditioning, goal setting, fitness testing as well as basic boxing skills. Using boxing training and various elements of exercise the aim is to encourage these girls to become more confident, fitter, healthier in both mind and body and to show	£1,200	£1,200	£1,200	0	0	£1,200	Funded by Scottish Government attainment Challenge Fund via Education Service

		them the benefits of competing within a sport.							
Fighting Chance Project (Scotland)	Glenwood High School	Targeting pupils aged between 11-18 who are disengaged, are socially isolated or lack positive role models, have low self-confidence or self-esteem, are victims of neglect, crime or bullying and who may engage or be at risk of taking part in low level antisocial behaviour or from being excluded from education by offering them the chance to take part in the Yellow Belt Challenge	£3,200	£3,040	£3,040	0	0	£3,040	Funded by Scottish Government attainment Challenge Fund via Education Service
Kenny Morrison	Glenwood HS	To provide a four week seminar on practical basic self-defence to raise awareness of possible situations and how to avoid / control and defend against attackers. Written handouts are provide on the course material that is taught and a question answer session is completed at the end of the seminar.	£500	£600	£600	0	0	£600	Funded by Scottish Government attainment Challenge Fund via Education Service
DAPL	Glenrothes High School	Engage with S1 to S3 who are identified as having self regulation and peer issues and /or pressures from the home setting	0	£16,800	£16,800			£16,800	Funded by Scottish Government attainment Challenge Fund via Education Service
Columba 1400	Glenrothes High School	Outdoor activities to support pupils in developing skills, values and leadership capacity	0	£15,000	£15,000			£15,000	Funded by Scottish Government attainment Challenge Fund via Education Service

Fighting Chance Project (Scotland)	Glenrothes High School	Targeting pupils aged between 11-18 who are disengaged, are socially isolated or lack positive role models, have low self-confidence or self-esteem, are victims of neglect, crime or bullying and who may engage or be at risk of taking part in low level antisocial behaviour or from being excluded from education by offering them the chance to take part in the Yellow Belt Challenge	£3,200	£3,040	£3,040	0	0	£3,040	Funded by Scottish Government attainment Challenge Fund via Education Service
Fare Share	Glenrothes High School	Charity providing food for use in The Glen, Breakfast Club and Home Economics. Reducing Pupil Hunger	0	£3,600	£3,600	0	0	£3,600	Funded by Scottish Government attainment Challenge Fund via Education Service
RUTS	Balwearie HS	Motorbike outreach programme of 30 sessions, one per week. Engaging youngsters in bespoke programme for 6 weeks followed by 4 week outdoor or additional activities	0	£7,500	£7,500	0	0	£7,500	
Judo Scotland / Fighting Chances / Yellow belt	Balwearie HS	Fighting Chances / Yellow Belt Challenge will facilitate and deliver a project at Balwearie High school over the session 2019/2020 term 1 to term 4. Targeting pupils aged between 11-18 who are disengaged, are socially isolated or lack positive role models, have low self-confidence or self-esteem, are victims of neglect, crime or bullying and who may engage or be at risk of taking part	£ 3,040	£ 2,000	£ 2,000	0	0	£ 2,000	Funded by Scottish Government attainment Challenge Fund via Education Service

		in low level antisocial behaviour or from being excluded from education by offering them the chance to take part in the Yellow Belt Challenge							
BRAG Enterprises Ltd / Formula 24 Green Power Kit car	Balwearie HS	BRAG Enterprises LTD will facilitate and deliver a project at Balwearie High school over the session 2019/ 20/20 term 1 to term 4. Targeting pupils who are disengaged from school and those deemed at risk of being in a negative destination post school.	£5,500	£7,500	£7,500	0	0	£7,500	Funded by Scottish Government attainment Challenge Fund via Education Service
Nordoff Robins Music Therapy in ASC	Canongate PS	To deliver one year of music therapy sessions Targeted pupils will access the music therapy sessions. Monday mornings a qualified Music therapist will work with individuals and groups of pupils with ASN to develop communication, social, emotional and creativity skills.	£3,695	£7195	£7195	0	0	£7195	Funded by Scottish Government attainment Challenge Fund via Education Service
Families First	Waid Academy	Improving the wellbeing and resilience of identified young people, focusing on strengths, assets and in turn building positive relationships	0	£1,300	£1,300	0	0	£1,300	Funded by Scottish Government attainment Challenge Fund via Education Service
Clued UP	Waid Academy	Supporting young people to enhance their core personal skills.	0	£5,500	£5,500			£5,500	Funded by Scottish Government attainment

		This will incorporate one to one sessions as well as group							Challenge Fund via Education Service
Skills Force	St Columba's HS	National Award Programme This programme is organised and run by ex-service personnel. Activities are planned around developing inner strength, making good choices, developing confidence to think independently and make positive and informed decisions.	£5,800	£5,800	£5,800	0	0	£5,800	Funded by Scottish Government attainment Challenge Fund via Education Service
Drug and Alcohol Project Ltd (DAPL)	Lochgelly West	A DAPL Counsellor will deliver tailored counselling and support to the identified young people and families.	£33,600	£33,600	£33,600	0	0	£33,600	Funded by Scottish Government attainment Challenge Fund via Education Service
Drug and Alcohol Project Ltd (DAPL)	St Josephs	Counselling and Support service 28 hours per week over 40 weeks in St Joseph's school	£28,500	£30,500	£30,500	0	0	£30,500	Funded by Scottish Government attainment Challenge Fund via Education Service
Drug and Alcohol Project Ltd (DAPL)	Kirkcaldy High School	DAPL will provide a qualified Counsellor for 2 days per week over 40 weeks to Provide creative group process for young people; who are identified as struggling to engage in school process due to complex home /life situations associated poverty and related social issues.	£7,650	£8,400	£8,400	0	0	£8,400	Funded by Scottish Government attainment Challenge Fund via Education Service

Drug and Alcohol Project Ltd (DAPL)	St Kenneths PS	Counselling and Support service 21 hours per week over 40 weeks in St Kenneths primary school	£28,500	£28,500	£28,500	£0	£0	£28,500	Funded by Scottish Government attainment Challenge Fund via Education Service
Drug and Alcohol Project Ltd (DAPL)	Queen Anne High School	Counselling and support service 2 days per week over 40 weeks in Queen Anne High School	£7,000	£14,000	£14,000	£0	£0	£14,000	Funded by Scottish Government attainment Challenge Fund via Education Service
Clued Up	Kirkcaldy High School	Clued Up will provide a dedicated Kirkcaldy High School Project worker for one full day a week. The worker will engage with the most vulnerable young people in S1, S2 and S3 who are affected by substance use and are struggling to engage with education. The worker will provide intensive support and work alongside partners to help support their families	£5,358	£5,358	£5,358	0	£0	£5,358	Funded by Scottish Government attainment Challenge Fund via Education Service
Families First	Guardbridge PS	To support and work with targeted families offering appropriate support to develop resilience and engagement	£1,051.95	£1,051.95	£1,051.95	£0	£0	£1,051.95	Funded by Scottish Government attainment Challenge Fund via Education Service
Holistic Minds Fife	Southwood PS	Provision of yoga sessions to support identified youngsters	0	£180	£180			£180	Funded by Scottish Government attainment Challenge Fund via Education Service
DAPL	Lynburn PS	Counselling and support service 3 days per week over 40 weeks to	0	£25,200	£25,200			£25,200	Funded by Scottish

		support identified youngsters and families							Government attainment Challenge Fund via Education Service
Pupil Equity Funding			£146,374.95	£235,445.95	£235,445.95	£0	£0	£235,445.95	
Education & Children's Services					£2,072,133	£0	£0	£2,117,133	
Combined Total								£2,352,578.95	

Lead Officers

Christopher Campbell

Lynn Gillies

Sarah Else

19th March 2019

Agenda Item No. 6

Annual Uplift in Payments to Foster Carers for Financial Year 2019/20

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

Wards Affected: All

Purpose

The purpose of this report is to provide the Council with information on the proposed uplift in payments to Foster Carers.

Recommendation(s)

It is recommended that members approve:

- a) The application of 2.5% increase in the maintenance payments made for children in a foster care setting.
- b) The application of an uplift of 2.5% in the fees paid to Foster Carers.

Resource Implications

The funding for this increase is included within the current budget.

Legal and Risk Implications

None

Impact Assessment

There is no requirement for an impact assessment in respect of this report as no change or revision to existing policies and practices is proposed.

Consultation

None

1.0 Background

- 1.1 Social Work Children and Families Service support Foster Carers who care for looked after children via a weekly fee and a maintenance payment. Foster Carers provide an essential service for Fife's looked after children and young people in their family home.

- 1.2 Fostering is a way of providing a family life for children and young people who are unable to live with their parents. This can be due to a variety of reasons from parental illness to abuse and neglect. Foster care gives children a secure, safe and stable environment where they can grow in confidence. It is different from adoption in that the child remains the legal responsibility of the Council and/or their birth parents.
- 1.3 Carers provide different types of fostering from providing a home for a few days, months or even years. Many of them will return to their families but others may need help for longer either through continued fostering, adoption or being helped to live independently. Foster care provides children, who may be with siblings, have disabilities, or have experienced abuse and neglect a secure, safe and stable home.
- 1.4 The fees and maintenance payments to Foster Carers providing this care are normally reviewed at this point in the financial year, following approval of the Revenue Budget, and recommendations are brought forward for increase. Increases to Fees are normally similar to the level of pay award for council staff and Increases to Maintenance are subject to any budget inflationary increases.
- 1.5 Kinship Carers of looked after children and Non Looked After children with a Residence order or equivalent who are in receipt of an allowance will also benefit from this decision as the basis for the payment of Kinship Allowance and Non LAC Kinship Allowance is the Fostering Maintenance Allowance.

2.0 Conclusions

- 2.1 In order to support Foster Carers it is recommended that in recognition of rising household costs, the fees payments made to Foster Carers in respect of children in a foster care setting are increased by 2.5% for 2019-20 and Maintenance will be increased in 2019-20 by 2.5%.

Appendices

None

Background Papers

None

Report Contact

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19 March 2019
Agenda Item No. 7

Establishing a Walked Routes to School - Assessment Policy

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

Wards Affected: All

Purpose

This report presents the revised Walked Routes to Schools - Assessment Policy for full consideration by members. This policy was subject to review by elected members of the Scrutiny Committee, on 26 February, and includes their feedback to allow elected members, of this committee, the opportunity to consider the amendments.

Recommendation(s)

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

- i. the content of the *Walked Routes to Schools - Assessment Policy* (Appendix 1), as amended in light of the feedback from the Education & Children's Services Committee of 22 January 2019 and the Scrutiny Committee of 26 February 2018.
- ii. a post implementation review report being submitted to a future Education & Children's Services Committee, after a period of at least one year from implementation i.e. after August 2021.

Resource Implications

In implementing the above, Procurement, Education & Children's Services (E&CS) and Passenger Transport Services (PTS) staff will continue to work together on the implementation of this policy. Officer time will be required to implement the recommendations of the proposal and resources will need to be allocated for the implementation, if approved.

Legal & Risk Implications

There is a risk to the Council of a 'do nothing' approach as the Education (Scotland) Act 1996 requires a Local Authority to have regard to the safety of pupils in relation to their walk route to school. Failing to have a policy in place to consider this leaves the Council in a vulnerable position and it could legitimately be argued that the Council is failing in its statutory duty to consider safety on an equitable basis. In addition, The Equality Act 2010 places a general duty on Local Authorities to eliminate unlawful discrimination. Without clear guidance and criteria to assess walk routes, the decision making process is open to challenge. Such challenge has been, and may continue to be, escalated to the Scottish Public Services Ombudsman (SPSO) and ultimately the Scottish Government.

Impact Assessment

An EqlA has been completed – the form is attached to the report as Appendix 2.

Consultation

Initial consultation included staff in Education & Children's Services, AT&E Services and Legal Services, plus the Council's Road Safety Organiser, Police Scotland and the Council Communications Officer.

In September 2015, the former Executive Committee agreed the need for a policy and remitted the former *Education, Young People, Children & Families Policy Advisory Group* (PAG) to establish one that it could approve. This was progressed with Councillors and the PAG until its dissolution in 2017. Work has continued more recently as part of a wider school transport review, reporting to the Education & Children's Services Committee.

Officers of the Education Service, Legal Services and Assets, Transportation & Environment Service have been consulted in preparation of the Consultation Report.

The proposed assessment policy has been subject to the process of public consultation.

Further assessment of the policy has been carried out by members on the Scrutiny Committee, on 26 February 2019, and the feedback has been incorporated into the revised document within Appendix 1.

1.0 Background

- 1.1 On 22 January 2019, the Education & Children's Services Committee agreed:-
- (a) that the proposed Appeal Board should include three councillors in addition to three senior managers and the Board be chaired by elected members;
 - (b) in principle, the policy on Walked Routes to Schools as set out in the report with implementation planned for August, 2020 and authorised officers to make minor amendments to reflect feedback at Committee; and
 - (c) that the details of the assessment criteria, methodology and process should be subject to further scrutiny and referred this for detailed consideration by the Scrutiny Committee for any additional recommendations to be referred back to the next available meeting of the Education & Children's Services Committee before implementation.
- 1.2 On 26 February 2019, the Scrutiny Committee undertook the detailed consideration of the assessment criteria, methodology and process, providing further recommendations.
- 1.3 The changes recommended at both of these committees have been incorporated in Appendix 1.

2.0 Education & Children's Services Feedback

- 2.1 At the Education & Children's Services Committee meeting, on 22 January 2019, the following areas of feedback were suggested and have been incorporated into the updated Walked Routes to School - Assessment Policy and Assessment Form within Appendix 1:
- a reference to disability/additional support needs as part of the general *Home to School Transport Policy*
 - a request to show hyperlinks in full for those reading a paper version of the document
 - that elected members of the ward, where the walk route is located, be invited to attend any walked route assessment (Form to be amended also)
 - that the restriction on who can dispute an assessment is removed
 - that 3 councillors be invited to be part of the Review Board, one of whom will be Chair
 - that clarification on 'roadside strips' is provided
 - that clarification on Gap Analysis is provided

3.0 Scrutiny Committee Feedback

- 3.1 At the Scrutiny Committee meeting, on 26 February 2019, the following amendments were recommended by elected members:
- a) paragraph 1.1 - insert a statement relating to safety at the end of the paragraph;
 - b) paragraph 4.4, fifth bullet point - insert "reasonable" before the word "doubt";
 - c) paragraph 5.2.4 - include the Chair of the Parent Council in the list of invitees;
 - d) paragraph 5.5.2 - consider whether to provide crossing point 'gap' statistics in time format, in addition to the number of vehicles;
 - e) section 6.2 - include a statement that members of the Review Board may take the opportunity to walk the proposed routes if required;
 - f) appendix A to include a general statement regarding individual factors not necessarily discounting the route and highlighting that all impacting factors must be considered together;
 - g) appendix A, section 2 - insert the missing sentence "Where a footway or roadside strip exists, but is less than 1 metre in width, assessing officers will consider the combination of site specific factors, including the following, to determine availability";
 - h) appendix A, paragraph 3 -include bullet point clarifying that if there is any doubt on the part of assessing officers around visibility at roundabouts, then the route may be assessed as unavailable;
 - i) appendix A, paragraphs 5, 6 and 7 - delete last sentence of each paragraph;
 - j) appendix A, paragraph 7 - delete "casualty" from first sentence;
 - k) appendix B - amend numbering in Part 1 to alphabetical numbering.
- 3.2 Members also requested that the updated draft policy be circulated to Scrutiny Committee members prior to submission to the Education and Children's Services Committee, along with the draft Minute of Meeting of 26th February 2019.
- 3.3 Although not suggested by the Scrutiny Committee, the following changes have also been included by the Education Service:
1. para 6.6 – officers have recommended that a maximum of three additional parties should take part in any assessment review
 2. para 6.8 – further details of the Fife Council complaint process should be added to ensure that anyone making a complaint understands that this will review the process that has been followed, not the decision.
 3. the addition of a new statement, from Council's Environmental Health team, relating to pollution

4.0 Conclusions

- 4.1 A clear policy, with robust criteria, for assessing walked routes to school will:
- future-proof the Council's walked route assessment standards
 - ensure up-to-date, relevant assessment criteria are applied to all routes
 - ensure fairness and equality for all pupils
 - establish accurate assessment records for each route
 - introduce a regular review for all such routes

- encourage more pupils to walk and cycle to school, thus increasing levels of physical activity and improving health and wellbeing.

4.2 The amendments to the Walked Routes to School - Assessment Policy, in light of the discussions with elected members at the Education & Children's Services and Scrutiny Committees, have been incorporated in Appendix 1.

List of Appendices

Appendix 1 - Revised Walked Routes to School – Assessment Policy

Appendix 2 - EqIA

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**Walked Routes to Schools - Assessment Policy**

Document Owner	Version	Date of Publication	Date of Next Review
Neil Finnie, Senior Compliance Officer	1	19 March 2019	March 2022

Contents

1. Introduction
2. References and Source Data
3. Policy Statement
4. Expectations
5. Assessment of Walked Routes
6. Reviewing a Decision

Appendices

Appendix A Criteria to be considered during a Walked Route Assessment

Appendix B Blank Walked Route Assessment Form

1.0 Introduction

- 1.1 Fife Council has a responsibility to ensure that suitable arrangements are in place for distance entitled pupils to be transported to and from school. However, the Council also has a responsibility to consider walk route availability for those pupils living less than the agreed entitlement distances and to have regard to their safety.
- 1.2 This document outlines the Council's policy on determining available walk routes and the methodology adopted in carrying out assessments. In most cases, assessments will be carried out on walk routes up to 1 mile from a pupil's catchment area primary school or 2 miles from their catchment area secondary school. However, the policy can equally be applied in those situations where a pupil already qualifies for distance entitled transport but the walk route to their transport boarding point requires to be assessed.
- 1.3 This policy does not apply to pupils with additional support needs who have made a formal application for transport assistance under Section 22 of the Council's *Home to School Transport Policy*.

2.0 References and Source Data

- 2.1 The Education (Scotland) Act 1996 states:

After section 51(2B) of the Education (Scotland) Act 1980 (provision of transport and other facilities) there shall be inserted the following subsection—

“(2C) In considering whether to make any arrangements under subsection (1) above in respect of pupils attending schools, an education authority shall have regard to the safety of such pupils.”

- 2.2 The Scottish Government provides guidance in its *School Transport Guidance Circular* (<http://www.gov.scot/Topics/Education/Schools/Parents/transport/transport-guidance>). This document is primarily aimed at the burden placed on local authorities in circumstances where transport is provided due to distance entitlement. However, they do make reference to reviewing particular criteria:

Ministers expect authorities to keep under review their criteria (on this provision) by introducing added flexibility and taking into consideration the increased volume of traffic on our roads, the availability of crossings, sufficient pavement and footpaths, subways, built-up and wooded areas, adequate street lighting etc.

- 2.3 Road Safety GB & Royal Society for the Prevention of Accidents (RoSPA) jointly produced a guidance document in 2012, (updated in 2016), – *Assessment of Walked Routes to School* – covering the methodology for assessing walking routes to school. The Guidelines can be purchased from Road Safety GB at <http://roadsafetygb.org.uk>.
- 2.4 Fife Council provides general information for parents relating to school transport. This is detailed at www.fifedirect.org.uk/schooltransport.

3.0 Policy Statement

- 3.1 Fife Council uses Road Safety GB guidelines as the benchmark for the assessment of walking routes to school, to ensure fairness in the provision of free transport on the grounds of road safety.
- 3.2 This policy, along with the supporting procedures for assessing a route, ensures a transparent decision making process to allow an objective outcome to be determined.
- 3.3 The Council will ensure each school has a regularly reviewed *School Travel Plan*, to raise awareness of, and encourage more active and sustainable, travel choices. These plans set out practical measures and initiatives for reducing the number of car trips made to school and for improving safety on journeys.

4.0 Expectations

- 4.1 In support of our aim to safeguard pupils who walk to school there are a number of actions that are expected:
 - All Fife schools work with their school and local communities, partnership groups and the Council's Roads & Transportation and Education Services to produce a *School Travel Plan*. Travel Plans are reviewed from time to time and will be made available on school websites to promote a positive safety culture.
 - Schools and Education Services also produce a traffic management plan for traffic and pedestrian circulation within each school's boundary. These plans will also be published on school websites.
 - Pupils who walk to school act responsibly themselves and are accompanied by a responsible adult, where appropriate.
 - In the absence of intervening circumstances (such as substantial or significant changes in legislation, guidance or temporary/permanent infrastructure changes which may affect the availability of the route), existing assessments for routes that are not deemed to be available are reviewed 5 yearly. New assessments are carried out as the need arises.
 - If there is any **reasonable** doubt, on the part of the Council, about the availability of a route, the Council provides transport.
 - Road users will behave reasonably and responsibly.

5.0 Assessment of Walked Routes

5.1 Persons Walking the Route

- 5.1.1 Parents/carers may want to consider additional appropriate measures, for example, the use of fluorescent or light-coloured clothing etc. It is assumed that all children walking a route will be accompanied by their parent/carer or another responsible adult where appropriate; that they wear suitable clothing and footwear; remain vigilant and alert at all times and that they will comply with all

aspects of the Highway Code relating to pedestrians.

5.2 Assessing Officers

5.2.1 Walking routes are assessed by a core team of Assessing Officers who will walk the route on a school day, in the hour before morning bell time and the hour after afternoon bell time, to observe and note the features of the route and to gather additional information as required. They use a walked route assessment form (Appendix B) to record their findings.

5.2.2 All walk route assessments are carried out by a minimum of 3 assessing officers, comprising of representatives from the following:

- Fife Council Education & Children's Services
- Fife Council Asset, Transportation and Environment Services
- Fife Council Safer Communities Team
- Police Scotland

5.2.3 The group comprises professionals who have experience in reviewing and assessing walk routes to school. A collective decision on the availability of the route, based on the policy criteria, will be made by the assessing officers.

5.2.4 Elected members of the ward and the chair of the relevant parent council, where the walk route is located, will be invited (with appropriate notice) to attend the walked route assessment.

5.3 New Assessments

5.3.1 When a new request for a route assessment is received (this may come from a school, external body or individual in writing), this will be carried out, as soon as possible, subject to the availability of the assessing officers and arranging the timing of the assessment to be carried out within term time. Where a route has been assessed, there will be a 12-month time limit for any subsequent request for a reassessment, unless there is a significant change to the route.

5.3.2 The walk route assessment form will be completed, with the findings shared with the person making the request within 28 days of the date of the assessment. Any appropriate actions will be taken forward by the Council.

5.4 Review of Assessments (for routes deemed not to be available)

5.4.1 Routine re-assessments of a route will be carried out in accordance with a 5 yearly review timeline, with updated assessments being retained centrally. Only where there are significant interim changes will re-assessments be brought forward. Where a review results in a change to the availability of a route, any appropriate actions will be taken forward by the Council.

5.5 Criteria

5.5.1 The main criteria for determining the availability of a walked route are detailed in Appendix A.

5.5.2 In summary, for a route along or adjacent to a public highway to be considered available, there normally needs to be:

- a continuous, adequate footway or roadside strip on roads which carry normal to heavy* traffic, or
- step-offs, on roads which are lightly* trafficked and which have adequate visibility to provide sufficient, advance warning or
- on roads with light* traffic flow and no step-offs, adequate road width, visibility, observed traffic speed, volume and composition to provide sufficient, advance warning,

and, if there is a need to cross roads, there must be:

- Crossing facilities (Zebra or Signalised pedestrian crossings), or
- Pedestrian phases at traffic signals (including pedestrian refuges), or
- School Crossing Patrols, or
- Traffic calming (sufficient to enable safe road crossing), or
- Pedestrian refuges, or
- Sufficient gaps in the traffic flow and adequate visibility to allow enough opportunities to cross safely.

* traffic flow definitions are based on the RoSPA/Road Safety GB guidance mentioned in 2.3.

- Light flow is <240 vehicles per hour (if flow was evenly spaced across the whole hour, this would mean gaps between vehicles of at least 15 seconds)
- Low flow is 240-400 vehicles per hour (if flow was evenly spaced across the whole hour, this would mean gaps between vehicles of 9-15 seconds)
- Medium flow is 400-840 vehicles per hour (if flow was evenly spaced across the whole hour, this would mean gaps between vehicles of 4½-9 seconds)
- Heavy flow is >840 vehicles per hour (if flow was evenly spaced across the whole hour, this would mean gaps between vehicles of less than 4½ seconds)

6.0 Reviewing an Assessment Decision

6.1 There may be instances where the findings of an assessment are disputed. Under these circumstances a copy of the assessment and the details of the dispute will be forwarded from Education Services to a Review Board.

6.2 The Review Board will comprise of 3 Senior Managers of the Council from Education & Children's Services; Assets, Transportation & Environment and Communities & Neighbourhoods – who will not have taken part in the original, disputed walk route assessment (but who may subsequently choose to do so as part of a Review Board assessment) - and 3 councillors (not representatives from the ward where the walk route is located) will be invited to be part of the Review Board with the Senior Managers as part of the decision making process. One of these councillors will chair the Review Board.

6.3 The composition of the Review Board may vary depending of the availability of staff and will only meet to review specific requests as they are presented.

6.4 The appellant(s) will have the opportunity to present the reasons for requesting a review to the panel before a determination is made.

- 6.5 Where the Review Board is in agreement with the assessment a formal letter of response will be sent to the appellant(s) within 14 days of the meeting, advising of the Board's decision and no further action will be taken.
- 6.6 Where the Review Board is not in agreement with the assessment, the board may request that a further assessment be carried out by the assessing officers or that additional information be provided by other internal or external agencies for them to consider. Other interested parties e.g. a parent, headteacher, councillor or pupil (up to a maximum of 3 people) may accompany the assessing officers for the assessment to provide their views. This position will be advised to the appellant(s) within 14 days of the Board meeting. A further letter will be sent to the appellant(s) within 14 days of each subsequent Review Board meeting, outlining additional information considered and the decision reached.
- 6.7 If the Board overturns the findings of the assessment, its written findings and explanation will be appended to the assessment form for completeness and the required actions will be taken forward by the Council.
- 6.8 Escalation of a Review Decision
- 6.8.1 Any further dispute will require to be submitted to the Council as a formal complaint, in writing. See *Making a Complaint to Fife Council*: <https://www.fifedirect.org.uk/topics/index.cfm?fuseaction=service.display&p2sid=11A40CEA-9F1B-C7F2-223EBA949090113D>).

Criteria for Use During a Walked Route Assessment

The following criteria will be taken into account, recorded or measured by assessors to ensure consistency in all assessments. It is, however, recognised that, in reaching a decision about a walk route, assessors should not necessarily consider each criterion in isolation but should consider its interaction with all others to determine walk route availability at particular locations.

1. Accompaniment

The assessment assumes that a child walking a route will be accompanied by a responsible adult, where appropriate. This is on the basis that the Council's statutory duty to ensure pupils get to school covers:

- those who live over the entitlement distance from their catchment school
- those who have an unavailable walk route.

Beyond this, it is a parent/carer's responsibility to ensure attendance at school, by virtue of Section 30(1) of the Education (Scotland) Act 1980:

"It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means."

The above is consistent with local authority policy across the UK and is backed by case law – most notably two House of Lords decisions (Rogers & another v Essex County Council 1986 and Regina v Devon County Council 1988), in which the former states,

"A route to be 'available'...must be a route along which a child accompanied as necessary can walk and walk with reasonable safety to school. It does not fail to qualify as 'available' because of dangers which would arise if the child is unaccompanied."

Notwithstanding the above, the Council's overarching *Home to School Transport Policy* does state (Section 24):

"The Council reserves the right to use its discretion and give consideration to requests for travel assistance in exceptional circumstances."

Any such decision would be family specific and not result in a route being deemed unavailable.

2. Footways and roadside strips

For all sections of road where there is a footway or roadside strip of greater than 1 metre in width, capable of being walked along, the route is considered to be available for that part of the journey. Verges and other unsurfaced strips at the side of a road will only be considered available if they can be walked without hindrance from vegetation or other obstacles and are free from undulations.

Where a footway or roadside strip exists, but is less than 1 metre in width, assessing officers will consider the interaction of site-specific factors, including the following, to determine availability:

- length of footway less than 1m width
- ability to step off onto an adjacent verge
- any necessity to step off onto the road itself
- traffic flow and speed limit
- sightlines/visibility
- additional footway obstructions
- accident data.

Where there is no suitable footway or roadside strip on roads where the two-way traffic flow (one way of a dual carriageway) is less than 240 vehicles per hour, the route may still be considered available if:

- there are verges which provide a “step off” for pedestrians when vehicles are passing, or,
- the width of the carriageway, observed speed, volume, composition of traffic and visibility deem the route as available.

3. Crossing Points

In all cases, it is assumed that pupils and the accompanying adult will, at some point, have to cross a road to make use of footways, roadside strips or verges and that they will observe the Highway Code at all times.

Where it is necessary to cross a road, the following circumstances will be considered:

- Assessing officers will make a note of where there is a need to cross a road, where it is appropriate to cross and the visibility at that point.
- All marked pedestrian crossings, zebra crossings, pedestrian refuges, signal controlled junctions (with a pedestrian phase) and locations with a School Crossing Patrol will be considered available.
- A crossing point will also be considered available where the two-way (or one way of a dual carriageway) traffic flow is fewer than 240 vehicles per hour and there is sufficient visibility.
- At locations with no crossing facilities and where the two-way traffic flow (or one way of a dual carriageway) is greater than 240 vehicles per hour, the crossing point will be assessed to ensure there is sufficient visibility. This assessment may include the application of traffic counters at the crossing point and a subsequent gap analysis for the hour before morning school bell and after afternoon school bell time (though, if the crossing point is distant from the school, the hour will be adjusted to reflect realistic walking times). A gap analysis will use the formula

$$\begin{array}{ccccc}
 \textit{Road} & & \textit{Average} & & \textit{Minimum} \\
 \textit{Width} & & \textit{Walk Speed} & & \textit{Gap Time} \\
 \textit{(metres to 2} & & \textit{(0.91 metres} & & \textit{(rounded to} \\
 \textit{decimal} & \div & \textit{per second)} & = & \textit{nearest} \\
 \textit{places)} & & & & \textit{second)}
 \end{array}$$

In general, if there are 4 gaps of at least the Minimum Gap Time in every 5 minute period then the road is assessed as available to cross.

- Where a crossing point is required on an exit road from a roundabout, assessors will observe and record any potential uncertainties, caused by vehicle movements on the roundabout itself, which could cloud the decision to cross at the crossing point.

4. Other routes

An available route may include roads – metalled or otherwise – public paths, rights of way, footpaths and bridleways, which provide a suitable walking surface, passable without hindrance from surrounding vegetation or other obstacles.

For off-road routes, which include parks, wooded areas, grassland and public spaces, assessing officers will consider the interaction of site-specific factors including:

- surface
- lighting
- visibility/sightlines
- surrounding walls, vegetation or other barriers
- advice from Police Scotland.

Routes through cemeteries, graveyards, crematoria and places of worship will not be considered available for the purposes of route assessment.

Assessments may include information on an alternative walking route to the available one. Parents/carers/pupils may also identify alternative routes of their own. Such alternative routes may not be the most direct or the fastest route. Where an alternative route is longer than the distance entitlement criteria this would not lead to free transport entitlement given the existence of the originally assessed available route.

5. Gradient

The presence or absence of a gradient is part of the overall assessment of the availability of a route.

6. Street lighting

The presence or absence of street lighting is part of the overall assessment of the availability of a route.

7. Assessment of accident data

The assessors will note accidents over the previous 3 years – using data provided by Police Scotland – as part of the assessment. Accident data for the route may be taken into account.

8. Weather conditions

Weather is not considered in the assessment of walk route availability. However, the *impact* of weather on a route's availability may be taken into account e.g. regular flooding making a route impassable.

9. Pollution

Air Quality Management Areas (AQMA) exist for Cupar Town Centre and Appin Crescent, Dunfermline. A number of households, shops and businesses are located within these AQMAs. The Environmental Health Team tackles pollution levels within these AQMAs through the implementation of the associated Air Quality Action Plans (AQAPs) and both AQAPs have been successful in reducing air pollution within these areas to below the relevant statutory objectives.

In addition, air quality is monitored across Fife and, where exceedances of the statutory objectives are recorded over a two-year period, an AQMA would need to be declared with an AQAP set up to detail how air quality in the area will be improved. Unless recommended through an AQAP, air quality will not be considered as one of the criteria for defining walk route availability.

10. Crime

Police Scotland considers a *Community Impact Assessment (CIA)* for every serious crime and this takes into account ongoing issues for an area. If a specific threat is identified - as part of a CIA - that concludes that pupils in an area may be at risk, Police Scotland would consider and implement various protective and preventative measures including liaison with Fife Council if this was deemed to be necessary.

Registered sex offenders (RSOs) are managed by Police Scotland's Offender Management Unit and their placement in a community involves a risk assessment of the individual and the neighbourhood in which they live. This includes proximity to schools and other establishments which could be at an increased risk, depending on the individual's history. The Offender Management Unit manages the RSOs, on an ongoing basis in the community.

11. Trunk Roads

Where a walk route is along or crosses (at surface) a trunk road, the assessors will liaise with Transport Scotland as to any specific, additional requirements for consideration.

WALKED ROUTE ASSESSMENT FORM

School/Educational Establishment & Route details

School/Educational Establishment Name	Route – write a brief description only (start/end point and key roads). <i>Attach map at end of document</i>
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Assessment Details

Date	Time
Weather Conditions	Key Observations

Assessors

Name	Designation	Organisation	Contact Details

Observers (including Councillors)

Name	Designation	Organisation	Contact Details

Key Notes for the Assessor

- The assessment should take place at a time when pupils would usually be walking to/from school
 - It should be assumed pupils will be accompanied by a responsible adult, where appropriate.
 - On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly.
 - Each route should be assessed independently, taking account of the specific features on the route. Continuous judgement of the assessor is required.
 - 'Footway' includes surfaced or unsurfaced pavements, roadside strips, paths and verges which can be walked without hindrance from vegetation or other obstacles and are free from undulations.
 - Weather is not considered in the assessment of walk route availability. However, the impact of weather on a route's availability may be taken into account e.g. regular flooding making a route impassable.
 - Street lighting or its absence should be noted but does not make a route unavailable on its own.
 - Routes through cemeteries, graveyards, crematoria and places of worship are not permitted.
 - The presence or absence of a road gradient should be noted but does not make a route unavailable on its own. Check the list of road lengths $\geq 12\%$ (1 in 8) and $\geq 100\text{m}$ (provided by Roads & Transportation) held on file. Path, ramp and step gradients are not considered as part of an assessment.
 - Pollution: check if an AQAP is in place and its recommendations.
 - Fear of crime is not considered.
 - If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing. You must discuss the need for a traffic count and gap analysis, on return to the office, if you have any doubts.
 - A conclusion should only be established when matters such as traffic counts and vegetation removal are completed. As a result, the outcome may not be finalised on the day the assessment takes place.
-

1. Is there a continuous adequate footway?

Footpath suitability /
condition / length

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If length of footway is
less than 1m width:

Consider the combination of site-specific factors including the following to determine availability:

- length of footway less than 1m width
- ability to step off onto an adjacent verge
- any necessity to step off onto the road itself
- traffic flow and speed limit
- sightlines/visibility
- additional footway obstructions
- accident data.

Requirement/need to cross a road

Where it is appropriate to cross this road

Visibility at the point of crossings

CONCLUSION: continuous adequate footway? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 2.

2. In the absence of a continuous adequate footway, are there step offs with adequate sight lines?

Suitability and nature of step offs

Visibility

CONCLUSION: step offs with adequate sight lines? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 3.

3. If there are no step offs, are there adequate sight lines?

Provide details

CONCLUSION: are there adequate sight lines? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, the route is an unsafe walking route, please go to question 5.

4. Are there any other considerations that will impact on the assessment outcome?

Visibility / sight lines for pedestrians*

Traffic flow (observed) *

List all crossings / patrols / islands & speed limits

Paths/ Wooded Areas/ Vegetation/ flooding (frequency over a year)

Availability of public transport

Exceptional features e.g. type of vehicles on route

Transport Scotland Input (if appropriate) for routes along A92 & A985

Accident Data (damage only, slight, serious & fatal covering the last 3 years)

CONCLUSION: Are there any other considerations that will impact on the assessment outcome? Yes No

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interrupters.*

5. CONCLUSION: is the route available? Yes No

**WALKED ROUTE ASSESSMENT FORM
SUPPLEMENTARY INFORMATION**

Insert map, photographs here

Equality Impact Assessment

Part 1: Background and information

Title of proposal	Introduction of a <i>Walked Routes to Schools – Assessment Policy</i>
Brief description of proposal (including intended outcomes & purpose)	To introduce a policy for use in defining the availability of walk routes to school. This would contribute towards the Council’s vision of <i>A Fairer Fife</i> by ensuring fairness and equality in transport provision by application of consistent, robust standards for all pupils across Fife who live less than the free transport entitlement distance from their catchment school.
Lead Directorate / Service / Partnership	Procurement Service
EqlA lead person	Category Manager (Travel & Transportation)
EqlA contributors	E&C School Estate Team
Start date of EqlA	03/11/2014

How does the proposal meet one or more of the general duties under the Equality Act 2010? (Consider proportionality and relevance on p.12 and see p.13 for more information on what the general duties mean)

General duties	Please Explain
Eliminating discrimination, harassment and victimisation	Introduction of a policy would ensure that walk routes to school can be assessed based on robust and clear criteria that could be applied to all routes – and, therefore, all pupils – on a fair and equitable basis. The policy would include a formal appeals procedure and establish a route review process.
Advancing equality of opportunity	The Council is leaving itself open to accusations of unfairness in transport provision by failing to adhere to a set of standards and reviewing them on a regular basis. The proposal would assess walk routes based on the same criteria using a “walk route assessment form” for all walk routes. This would ensure that any concerns regarding individual walk routes were picked up and appropriate action taken.
Fostering good relations	

Having considered the general duties above, if there is likely to be no impact on any of the equality groups, parts 2 and 3 of the impact assessment may not need to be completed. Please provide an explanation (based on evidence) if this is the case.

n/a

Part 2: Evidence and Impact Assessment

Explain what the positive and / or negative impact of the policy change is on any of the protected characteristics

Protected characteristic	Positive impact	Negative impact	No impact
Disabled people			
Sexual orientation			
Women			
Men			
Transgendered people			
Race (includes gypsy travellers)			
Age (including older people aged 60+)			
Children and young people	Ensuring fairness and transparency in pupil transport provision by applying a standard policy and criteria to new walk route assessments	Historic walk routes and their transport provision may be discontinued by application of the policy.	
Religion or belief			
Pregnancy & maternity			
Marriage & civil partnership			

Please also consider the impact of the policy change in relation to:

	Positive impact	Negative impact	No impact
Looked after children and care leavers			
Privacy (e.g. information security & data protection)			
Economy			

- Please record the evidence used to support the impact assessment. This could include officer knowledge and experience, research, customer surveys,

service user engagement.

- Any evidence gaps can also be highlighted below.

Evidence used	Source of evidence
1. Report to E&C Services' DMG (November 2014) and reports to 6 subsequent Education PAGs (January 2015-March 2017); Report to E&C Committee (May 2018)	Analysis of pupil data provided by AT&E Services; online analysis of pupil walk routes.
2. Walk route surveys using proposed criteria (January 2015 onwards)	Walk Route Assessment Forms for each route and data on traffic flows/gap analyses (where applicable)
3. Legislation and best practice	The Education (Scotland) Act 1980; The Education (Scotland) Act 1996; Assessment of Walked Routes to School (Road Safety GB/RoSPA)
Evidence gaps	Planned action to address evidence gaps
How to apply the policy fairly historic routes	Where an assessment indicates that a historic route is now available, undertake appropriate consultation with relevant stakeholders prior to any decision of transport withdrawal. Engage with bus operators with a view to providing replacement transport on a commercial basis.

Part 3: Recommendations and Sign Off

Recommendation	Lead person	Timescale
1. Acceptance by E&C Committee	Gary Moyes, Shelagh McLean	November 2018
2. Consultation on the implementation and application of the Policy to historic walk routes	Gary Moyes, Shelagh McLean	January/March 2019

Sign off

(By signing off the EqIA, you are agreeing that the EqIA represents a thorough and proportionate analysis of the policy based on evidence listed above and there is no indication of unlawful practice and the recommendations are proportionate.

Date completed: 28/05/15 (updated)	Date sent to Equalities Unit: 28/05/15
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November 2015, February 2016, May 2018, September 2018)	(updates sent November 2015, February 2016, May 2018, September 2018) Enquiry.equalities@fife.gov.uk
Senior Officer: Gary Moyes name	Designation: Category Manager (Travel & Transportation)

FOR EQUALITIES UNIT ONLY

EqIA Ref No.	EqIA/591/15/LPRO
Date checked and initials	29 May 2015 ZR

Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

Which Committee report does this IA relate to (specify meeting date)?
Education & Children's Services Committee (6 November 2018) and any subsequent reports
What are the main impacts on equality?
Ensuring fairness in pupil transport provision by using a standard policy and criteria which applies to all future walk route assessments.
What are the main recommendations to enhance or mitigate the impacts identified?
Where an assessment indicates that a historic route is now available, undertake appropriate consultation with relevant stakeholders prior to any decision of transport withdrawal. Engage with bus operators with a view to providing replacement transport on a commercial basis.
If there are no equality impacts on any of the protected characteristics, please explain.
-
Further information is available from: Name / position / contact details:
Gary Moyes (Category Manager – Travel & Transportation) ext.444429

19 March 2019

Agenda Item No. 8

Pupil Equity Fund

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

Wards Affected: All

Purpose

To outline the progress of the Pupil Equity Fund through updating members on the work of schools in their practice to address the challenge of Closing the Poverty Related Attainment Gap. This report presents an overview of the rationale, implementation and impact, to date, of the Pupil Equity Fund across Fife school establishments.

Recommendation(s)

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

- note the contents of this report;
- note the aim of the interventions;
- continue to seek updates of the impact of these interventions on improving educational outcomes for our children, at a Fife wide level through this committee and locally through Local Area Committees;
- at Local Area Committee, link with the Area Convener to determine how they wish to best be informed as to the work and impact of the Pupil Equity Fund within their area; and
- note the work of schools in developing their practice to address the challenge of Closing the Poverty Related Attainment Gap.

Resource Implications

There are no resource implications

Legal & Risk Implications

None

Impact Assessment

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

Consultation

No formal consultation was required prior to implementation of PEF (Pupil Equity Fund) as this is a national initiative being implemented by Scottish Government

1.0 Background

Nationally

- 1.1 The Pupil Equity Funding (PEF) is funding allocated directly to identified schools by Scottish Government and targeted at closing the Poverty Related Attainment Gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017 and until the end of this Parliament.
- 1.2 The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. This fund is directly allocated to schools.
- 1.3 In 2018/19, Fife Council schools received a total of £10,101,480 in Pupil Equity Funding, to support the closing the Poverty Related Attainment Gap. This can be broken down as follows:
 - Primary - £7,755,880
 - Secondary - £2,236,400
 - Special - £109,200

A list of schools in receipt of Pupil Equity Funding in session 2018/2019, along with their allocation, can be at viewed at <https://www.gov.scot/publications/pupil-equity-fund-school-allocations-2017-to-2018/>

- 1.4 The 2018/19 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:
 - The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria.(<https://www.gov.scot/policies/maternal-and-child-health/free-school-meals>) This was done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3.
 - The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
 - The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

- 1.5 It is the aim of the Education and Children’s Service Directorate to improve life chances for all of Fife’s young people. We believe that high levels of attainment and achievement are fundamental to this. This aim underpins the work in all of our educational settings.
- 1.6 The national drive to close the “Poverty-Related Attainment Gap”, supported by Pupil Equity Funding, further supports the work of our schools in raising attainment. The allocation of Pupil Equity Funding, directly to schools, enables our leaders to identify and directly target additional resources to address barriers to learning for identified young people within their settings.
- 1.7 As noted in our report of March 2018, (<https://www.fifedirect.org.uk/news/index.cfm?fuseaction=committee.event&evntid=7DEB0A55-9688-F132-FC65573856585275>) schools have been advised, through National (<https://www.gov.scot/publications/pupil-equity-fund-operational-guidance-2018/>) and Local Guidance (Appendix 1), that Pupil Equity Funding must be used to develop activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in:
- Literacy
 - Numeracy
 - Health and Wellbeing
- and which focus upon developing:
- Learning and teaching
 - Families and communities
 - Leadership
- 1.8 Schools have also been advised, through National and Local Guidance, that any activity funded by the Pupil Equity Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. Schools are encouraged to make use of the National Improvement Hub, (<https://education.gov.scot/improvement>); Education Endowment Framework, (<https://educationendowmentfoundation.org.uk/evidence-summaries/>) and sharing practice across the Clusters and South East Improvement Collaborative to support them in identifying research based practice.
- 1.9 Within both sets of guidance it is clear that funding should not be used in ways that stigmatises or identifies children and young people or isolates them from their peer group. In order to ensure this, all school plans are reviewed by the Education Manager with responsibility for this area, alongside the Closing the Gap Development Officer and Education Scotland Attainment Advisor. Where there may be concerns that planned interventions may cause isolation or stigmatisation this will be discussed with the school and support given to amend planned interventions.
- 1.10 In support of this approach the Government have also introduced a new funding stream to support the educational attainment of care experienced children. This funding has been allocated to local authorities to be used strategically to develop support for this group under the direction of the Chief Education Officer and the Chief Social Work Officer. Full year funding for 2019/2020 is £800k.

- 1.11 To take this initiative forward Education and Children's Services has established a multi -agency strategic oversight group. This group has set out its initial approach to work in this area and has confirmed this with the Scottish Government. The initiative will be led by a central team involving a senior teacher seconded from a Fife school supported by an educational psychologist and a senior social worker. This team will work with schools and care settings, including foster care and kinship carers of looked after children, to ensure children and young people will get the best support available to help in their educational attainment. A further report on the work in this area will be presented to commmmittee later in 2019/20.

2.0 Current Position

- 2.1 In order to provide continued support to schools with the planning and implementation of Pupil Equity Funding, the Education and Children's Service issued revised guidance locally (Appendix 1) This guidance continued to reflect the national guidance (<https://www.gov.scot/publications/pupil-equity-fund-operational-guidance-2018/>) but took cognisance of learning from the first year of implementation of Pupil Equity Funding within Fife schools.
- 2.2 As well as an updated timeline of the support and guidance given to school leaders within Fife (Appendix 2) Closing the Gap Networks have been developed to encourage staff who are engaged in the work related to the Pupils Equity Fund to come together to share practice and learn from each other. These networks are cross sector and are supported by our Closing the Gap Development Officer alongside our Education Scotland Attainment Advisor. Professional development sessions have also be held for key groups of staff including Probationers; Pupil Support Assistants; Supply Teachers; Early Year Lead Officers for nursery and staff leading on Closing the Gap within their settings. Work has also been undertaken with our South East Improvement Collaborative colleagues in relation to engaging with our most vulnerable families. To ensure that work in relation to Closing the Gap is shared more widely we also make use of twitter. This enables us to reach the wider staff audience.
- 2.3 To specifically support schools, a range of support visits have been undertaken. These have included visits to all secondary schools to discuss Pupil Equity Fund planning, interventions and impact. Feedback from these has been positive with school leaders and staff indicating that the professional dialogue challenged thinking around their plans and gave clarity to how best to move forward with this initiative.
- 2.4 Further visits to schools will take place throughout March and April 2019 to support schools in planning for the next round of funding and to look at good practice so that this can be shared more widely. Support will also be given through cluster sessions and ongoing Pupil Equity Fund Networks.

Planning and Implementation

- 2.5 As noted in our report of March 2018, planning for the use of the Pupil Equity Funding should be integrated into ongoing self-evaluation and improvement planning processes. This is in order to ensure that the interventions in relation to closing the Poverty Related Attainment Gap, whilst targeted at identified pupils and groups, are

seen as core business and not peripheral to the ongoing work of the school. Schools continue to be advised that planning for this should directly involve pupils, parents and community.

- 2.6 During year one of Pupil Equity Funding schools were advised that they are unable to allocate funding for capital expenditure (building works etc.) through the Pupil Equity Fund.

Monitoring and Reporting

- 2.7 Schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and include specific sections in their annual reporting through School Improvement Plans and Standards and Quality Reports.
- 2.8 To ensure transparency, these reports, and any other information on Pupil Equity Funding, plans should be publicly available so that parents and other key parties can understand, and be engaged in, what is happening in their school. The Pupil Equity Plan, along with the School Improvement Plan, should be available on all school websites.
- 2.9 To ensure that schools are supported in the implementation and monitoring of the impact of Pupil Equity Funding, schools have been asked to provide an interim and summary report to their Education Officer with the former being compiled in December 2018 and the latter in May 2019. These will continue to enable the Directorate to identify and share good practice as well as target support for schools around emerging themes.
- 2.10 Summary information with regards to the impact of Pupil Equity Funding will also be included in each school's annual Standards and Quality Report for parents.
- 2.11 Through Education Scotland inspection of schools there is a greater focus on how schools are closing the poverty related attainment gap. In Fife inspections, during the last year, the following was noted:

“Having identified a need to create an ethos and culture, built on nurturing approaches, PEF has been used to create, ‘The Cosy’, a nurturing, safe space to provide learners with social and emotional support to enable a readiness to learn. Feedback from children, staff and parents around the impact on engagement in learning is positive.” Pitreavie PS

“Senior leaders and teachers are aware of children who may face barriers to learning due to socio-economic circumstances. This group of children is closely tracked and targeted interventions are implemented to secure improvements in various aspects of their school life. Plans have been agreed to use the Pupil Equity Funding (PEF) to enhance resources in order to raise attainment. Key staff are providing effective support to particularly vulnerable children and those who experience barriers to learning. The school is experiencing some success in closing the attainment gap between the lowest and highest attaining learners.” Mountfleurie PS

“Senior leaders have been developing the school’s approaches to parental engagement, and a Family Worker has been employed to lead and coordinate this work. Staff work with a range of partners to support children and families including community learning and development (CLD), Gingerbread and Women’s Aid. They assist parents to access individualised support and also provide rooms for support groups, including some which are led by parents.” South Parks PS

“A range of very high quality targeted supports is in place, including well planned sessions in the ‘hub’ for children, who find social times and transitions a challenge. As a result, there has been a reduction in the loss of learning time for these children, as well as reduced incidence of misbehaviour both in classrooms and the playground. Children who attend support groups in the ‘snug’ are able to talk about strategies to manage anxiety and to resolve friendship difficulties. Staff and parents say that this is increasing children’s confidence and sense of self-worth. Parents also value the support they receive, both as individuals and as part of the support groups which are arranged.” Dalgety Bay PS

“The school has recently been awarded over £50 000 in PEF. Consultation with staff, parents and carers resulted in the funding of a range of initiatives to improve the health and wellbeing of children and young people such as holiday provision, the development of a sensory processing area and a nurture club.” Calaiswood PS

Scrutiny around Finance

- 2.12 Schools continue to be well supported with the financial aspects of Pupil Equity Funding by their link Business Manager. As a result of learning from year one, all Business Managers received input and guidance to enable them to support schools more effectively. It is essential that Pupil Equity Funding spend is clearly identifiable within school budget systems to ensure that this budget, and spend against it, is tracked discretely for reporting purposes at local and national levels. To support this, all Pupil Equity Fund Spend has a specific code. This enables spend against Pupil Equity Fund to be clearly identified at school, cluster and local authority level.
- 2.11 From our monitoring of spend in the first year of funding i.e. session 2017-2018, schools were allocated a total of £9,787,200. From this, they spent a total of £5,773,414, leaving an underspend across our schools of £4,013,786. This underspend was carried forward into session 2018-2019. This money was therefore retained. Schools were asked to have a clear plan in place for use of these funds. Analysis of this underspend identified that many schools had allocated planned spend to additional staffing. Due to delays in appointment of staff to positions, many were not appointed until 6 months into the year. As a result of this, schools were unable to spend the funds as planned within the financial year.
- 2.12 In order to ensure that money being carried forward was spent appropriately all schools were asked to submit a request to carry monies forward and clearly show how this would be spent to support targeted pupil groups.
- 2.13 For the current school session, the spend to date has been £9.277 million against a budget of £14.115 million. This last figure is made up from the allocation for 2018-19 of £10.101 million and a carry forward from last financial year of £4.101 million.

Governance

- 2.14 The national operational guidance (<https://www.gov.scot/publications/pupil-equity-fund-operational-guidance-2018/>) requires schools to adhere to their Council's policies in terms of HR (recruitment), commissioning (voluntary sector support) and procurement (goods and services). Separate advice was included for each of these elements within the local authority guidance which was updated in May 2018. (Appendix 1)

Range of interventions

- 2.15 Themes identified by schools in year one of Pupil Equity Funding (2017/18) as key barriers to learning are shown in the Figure 1, below.

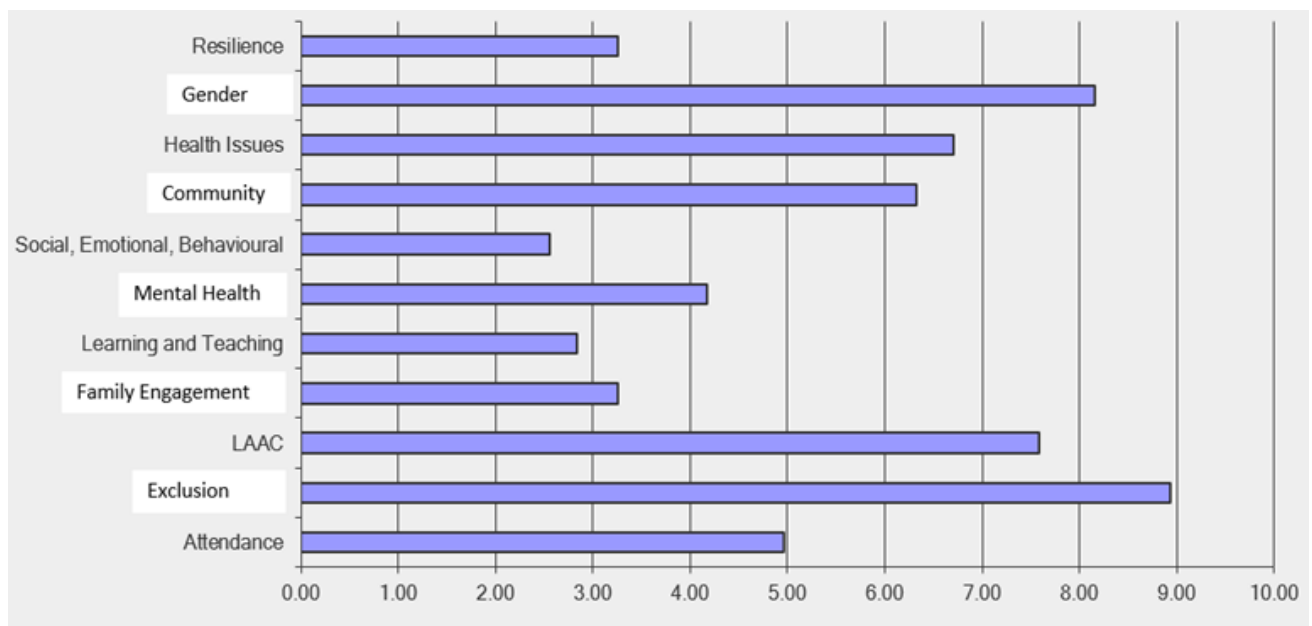


Fig 1

Upon identifying these barriers in session 2017/18, schools also identified a range of partners to support them in the work of closing the poverty related attainment gap in their schools. (Fig 2). These partners include those from the Third Sector e.g. Barnardo's, and Gingerbread. This shows the percentage of schools engaging with specific partners.

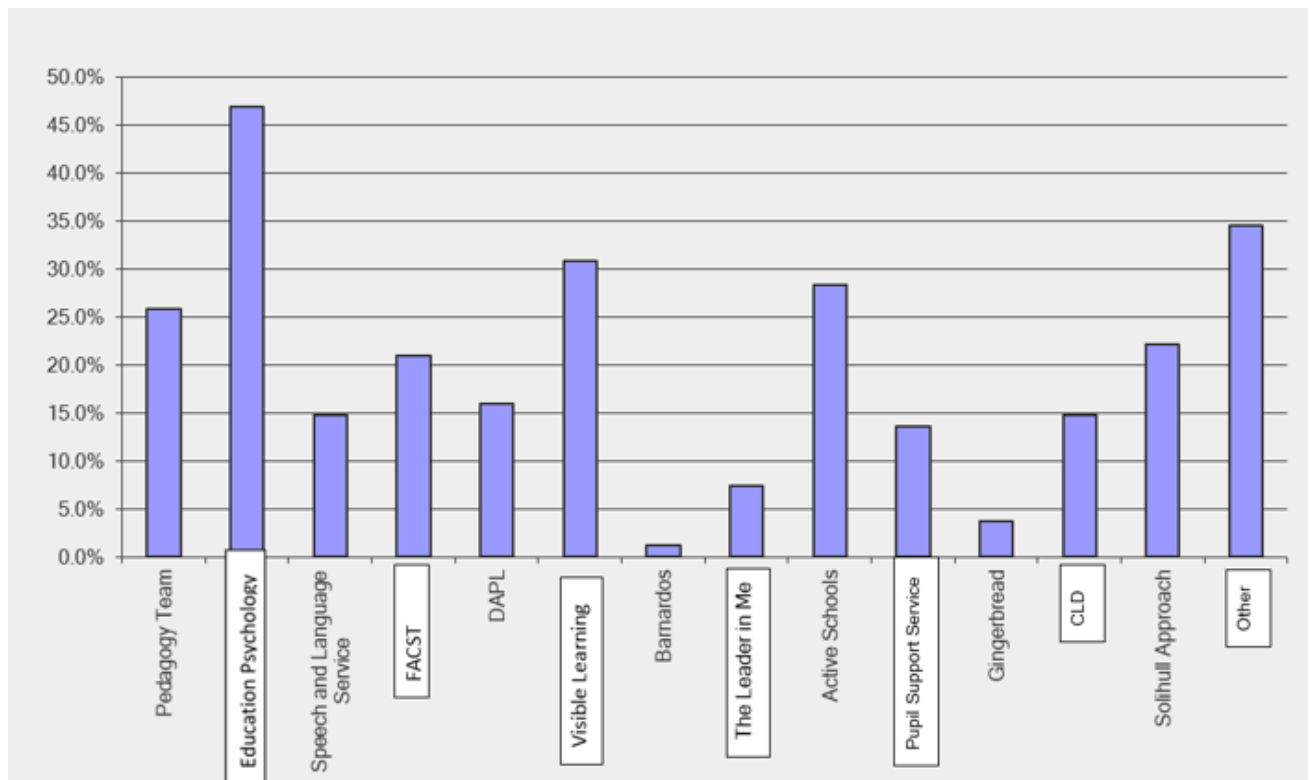


Fig 2

*FACST- Family and Community Support Team

DAPL – Drugs, Alcohol and Psychotherapies Ltd

CLD – Community Learning and Development

2.16 As noted in our report of March 2018, although Pupil Equity Funding was launched in March 2017, schools were encouraged, nationally and locally, to use the time from April 2017 to June 2017 to identify targeted pupils and groups; link with partners; identify possible interventions and plan appropriately. There was also associated time to advertise for and employ additional staff to support the planned work. As a result, almost all schools started actual implementation of interventions from August 2017. This is a pattern that is replicated nationally.

Additional Staffing

2.17 As highlighted in our report of March 2018, many schools have made use of Pupil Equity Funding to recruit additional staff. These staff are employed over and above the school's core provision and are used to target support, monitor the impact of interventions and identify pupils who would benefit from targeted interventions. As many of these staff were recruited on contracts of up to twenty three months, they continue to be employed by schools into year 2 of the Pupil Equity Funding.

2.18 This additional staffing continues to include Pupil Support Assistants, teaching staff and additional promoted staff such as Principal Teachers and, in some schools, Depute Head Teachers. In all instances, a key role of these staff is to build the capacity of other staff within the establishment and to support them in developing practice to ensure that the work being undertaken is sustainable for the future.

These staff members have remits that are directly linked to Closing the Poverty Related Attainment Gap.

From Interim Reports submitted, schools are identifying the impact that these staff are having within their settings. Two examples are noted below:

“X has overseen several large scale interventions and supported 130 + students either on a one – one or group basis. Stronger links established with primary schools and the teacher of PEF has also increased capacity within the support centre.”

“Children will approach X in the corridors or pop along to the Sunshine room to speak to her and staff also direct children. This has reduced the amount of events in classes and X has been building capacity within the school by sharing further support with staff.”

2.19 The table below shows the number of staff employed within Fife schools in session 2017/2018, and session 2018/2019, financed through Pupil Equity Funding.

Staff	Session 17/18	Session 18/19
Teaching staff – based on 52 week contracts	14 Full Time/ 6 Part-Time of various hours	25 Full Time/ 46 Part-Time of various hours
Pupil Support Assistants – based on 39 week contracts	1 Full Time/ 7 Part-Time of various hours	0 Full Time/ 228 Part-Time of various hours
Early Years Officers - based on 39 week contracts	9 Full Time / 13 Part-Time of various hours	12 Full Time/ 18 part-Time of various hours

Impact

2.20 Overall, levels of attainment in literacy and numeracy in Fife have improved significantly in recent years, as noted in our Report on Attainment and Education Outcomes, October 2018 (http://publications.fifedirect.org.uk/c64_AgendaPapersECSC061118.pdf).

2.21 When we specifically analyse the attainment of the group of pupils targeted through the Pupil Equity Fund i.e.those pupils registered for free school school meals and those within SIMD 1 and 2, we can see that their attainment has improved since 2017 and the introduction of Pupil Equity Funding. (Figures 1,2,3,4,5). This is not to say that Pupil Equity Funding alone has resulted in this improvement, but that it is an important part of our overall work to close the poverty related attainment gap. These graphs show the combined literacy and numeracy declarations.

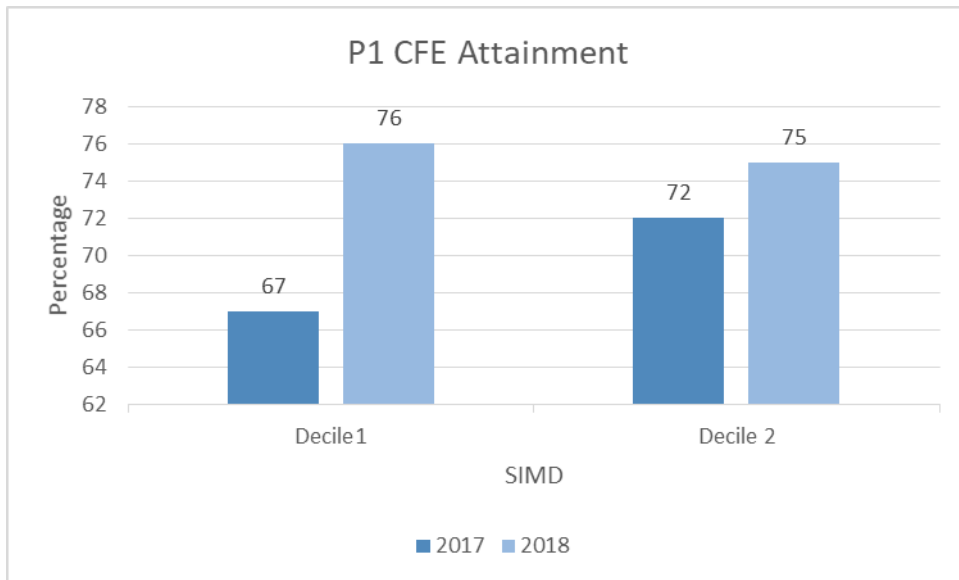


Figure 1

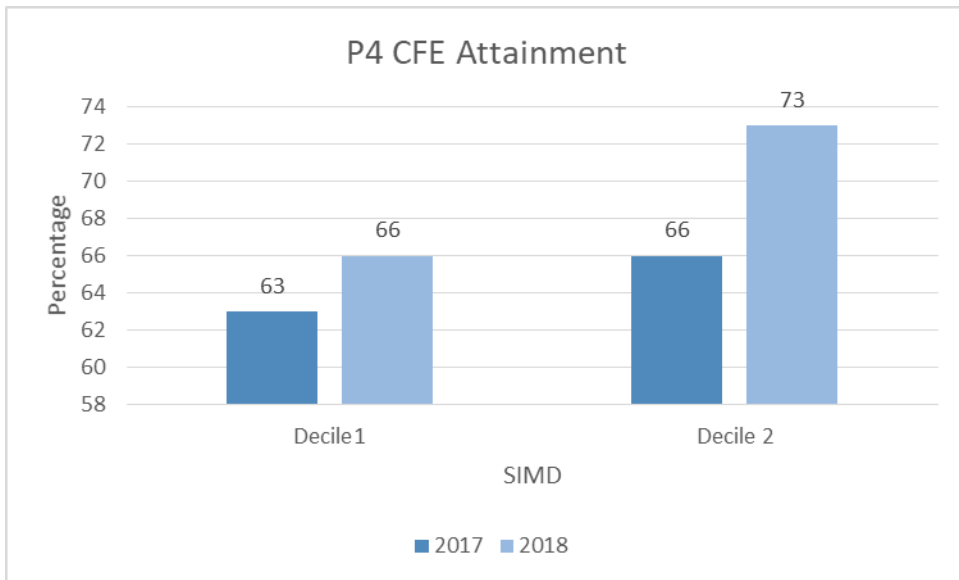


Figure 2

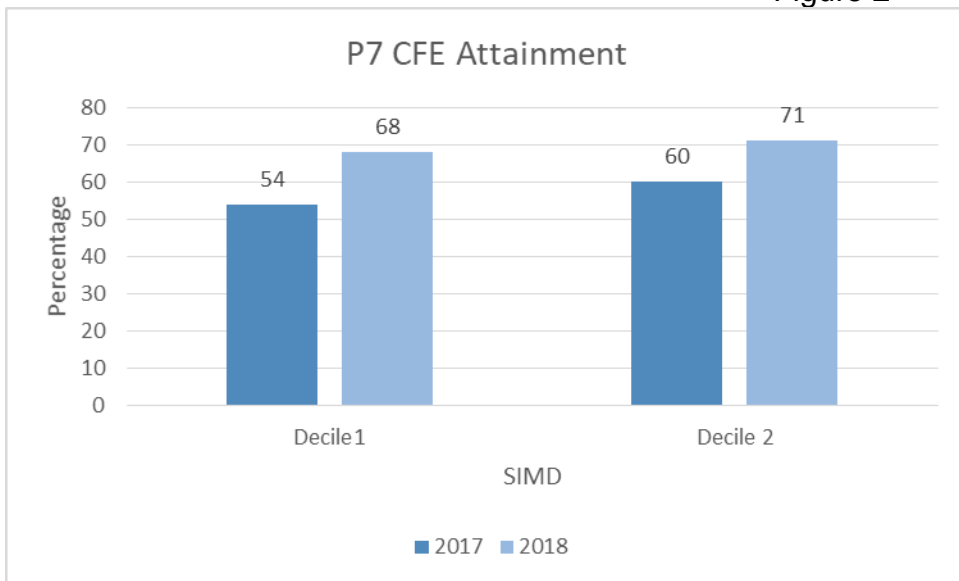


Figure 3

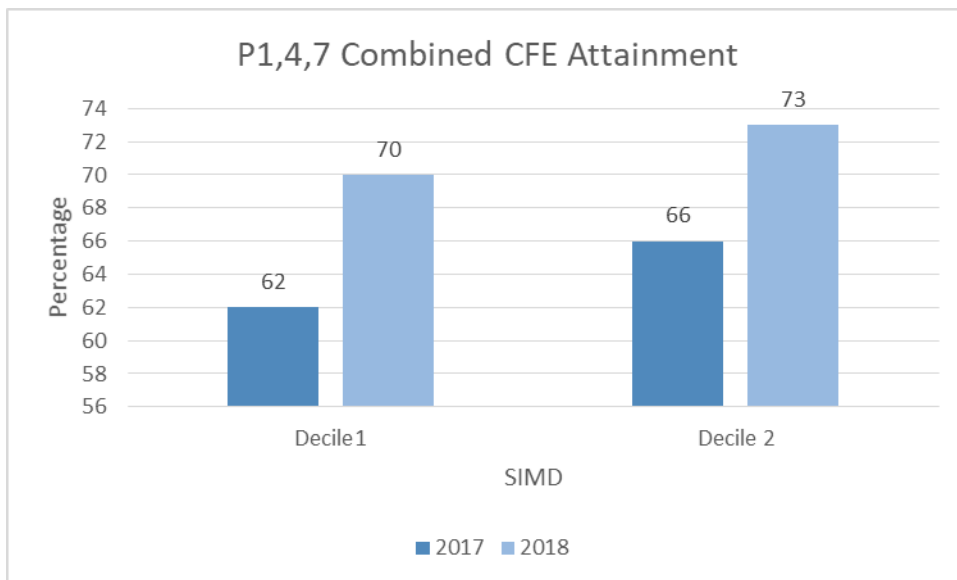


Figure 4

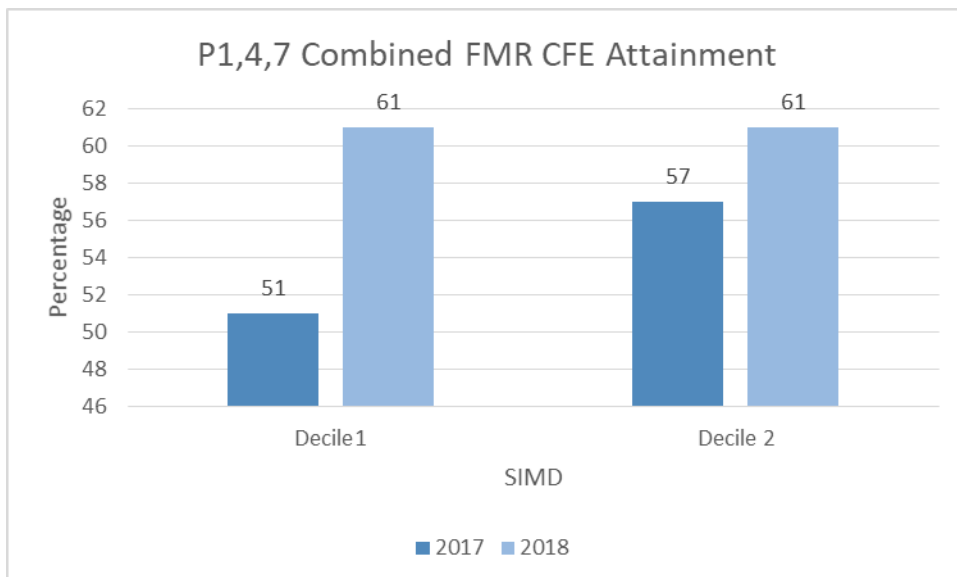


Figure 5

2.22 The combined average level attainment for P1,4 and 7 within Deciles 1 and 2 (Quintile 1) is 71.5%, this is now in line with the Scottish Government stretch target of 71.5% (average of literacy and numeracy)
<https://www.gov.scot/policies/schools/national-improvement-framework/>

2.23 Within the interim reports schools are reporting the positive impact that their work is having on children and families. Two examples from these interim reports are noted below:

“Biking and repair project. - Excellent attendance from pupils in this group resulting in improved school attendance”

“The Parent group is continuing to be well attended with an average attendance of 48% over 5 meetings since the end of March. Impact on individual pupils/families: * Parents have formed friendships through the Parent Group that have now gone out

with its meetings and are supporting each other. * Many of the parents report that their personal health and confidence have improved.”

- 2.24 Further examples of the impact of Pupil Equity Funding interventions can be found in Appendix 3
- 2.25 From a review of the Pupil Equity Fund plans, for session 2018/20, it is noted that schools are continuing to work on the barriers initially identified and continue to work with identified partners.
- 2.26 Local Area Reporting of Pupil Equity Funding will enable further scrutiny of the work being undertaken and will show localised impact on pupil groups. Dates have been agreed with each area committee and will take place between April and June 2019.
- 2.27 A review of Pupil Equity Fund, Year End Reports, in summer 2019 will enable us to identify more clearly and fully the impact of these interventions. This information will enable us to identify and share good practice in relation to the themes of literacy, numeracy and health and wellbeing

Support and Challenge

- 2.28 Support for schools in the implementation of Pupil Equity Funding is provided at school, Cluster, Education and Children’s Services Directorate and national levels. Fife has invested appropriately in ensuring high quality support and challenge for schools. This is because of the importance of addressing what is an accepted national issue and because of the large sums of money involved.
- 2.29 At a school level, Head Teachers and staff are being supported by their link Education Officer, Business Manager, Educational Psychologist and, when required, by the Closing the Gap Development Officer for Fife.
- 2.30 Within School Clusters, Head Teachers are encouraged to share practice, discuss challenges in implementation and support colleagues. At Cluster meetings, of which there are 6 each school session, Pupil Equity Funding is a standing item on the agenda. This gives dedicated time for each school to provide a brief update on progress, impact and challenges and will also allow for sharing of practice across schools. The Cluster link Education Officers attend these meetings and provide challenge and support for the school and seek positive outcomes for children.
- 2.31 A full time link Education Scotland Attainment Advisor has been allocated to Fife for the work within the Scottish Attainment Challenge schools and works closely with the link officer to ensure that learning from this can be used to support the work of the Pupil Equity Fund. He works closely with the Lead Education Manager and the Closing the Gap Development Officer for Fife.
- 2.32 Within the Directorate, the Education Manager with the strategic overview and responsibility for Pupil Equity Funding works closely with the Education Scotland Attainment Advisor to ensure that schools and link Education Officers are kept up to date, supported and challenged with work in this area. They provide relevant information to schools through a range of vehicles that support schools in the aim to close the poverty related attainment gap. This Education Manager, along with the

Closing the Gap Development Officer, takes a monitoring role in the implementation of Pupil Equity Funding within schools, reporting at local and national levels.

- 2.33 Nationally, guidance is provided by Education Scotland as well as Scottish Government through the National Improvement Hub (NIH).

<https://education.gov.scot/improvement>

3.0 Conclusions

- 3.1 Necessarily, the initial focus of the implementation of Pupil Equity Funding was the review and scrutiny of data to identify pupils who would benefit from targeted support. Increasingly, schools are now focussed on delivering identified support and ensuring that this makes a tangible difference for our pupils.
- 3.2 Schools are continually reflecting upon the use of Pupil Equity Funding and evaluating successes and challenges. Where Head Teachers have reported success with their interventions they are building upon these and are looking to build sustainability. Where there have been challenges, Head Teachers have been supported to revise their plans to ensure that their interventions have the greatest chance of success for children and their families.
- 3.3 Reporting on the impact of the Pupil Equity Fund continues to raise challenges for Head Teachers, particularly where there is not yet robust data to reliably measure progress. This is most evident within the area of Health and Wellbeing and is one which is a challenge nationally. Work to support the measurement of impact will continue.
- 3.4 Due to the incremental nature of the interventions on a pupil or family, there will not always, necessarily, be a noticeable, immediate, gain in pupil attainment within the Curriculum for Excellence levels. For example, in the instance of a child where the intervention is targeting attendance then the short term impact will be on time spent in school, the longer term gain, over time, will be with regards to improved attainment. As such, it is not always immediately possible to see impact on school attainment as a direct result of interventions through Pupil Equity Funding.
- 3.5 Whilst our focus is, as always, upon the increased attainment for our pupils, there is a need to recognise and celebrate the work that is being undertaken in schools in relation to the incremental improvement in outcomes for learners through targeted interventions funded by the Pupil Equity Fund.

List of Appendices

1. Local Pupil Equity Funding guidance 2018/2019
2. Timeline of Support 2018/19
3. Examples of Impact

Background Papers

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

- None

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2018

Pupil Equity Fund Guidance



PUPIL EQUITY FUND

CLOSING THE GAP

Closing the gap is a shorthand expression for all of the work to break the cycle of deprivation for children and families living in poverty and remove the pattern between poverty and low attainment and future life chances.

WHAT IS THE PUPIL EQUITY FUND?

Additional targeted funding of £1,200 in 2018-19 for each child in Primary 1 to S3, or equivalent, who is eligible and registered for free school meals.

In 2018/19 the funding allocation will be calculated using the most recently available Healthy Living Survey and Pupil Census data and will be based on:

- **The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria.**
- **The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.**
- **The estimated number of special school pupils in the P1-S3 age range registered for free school meals.**

Although the funding is allocated to schools on the basis of free school meal eligibility, Head teachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on equity. Pupil Equity Funding will continue until the end of this Parliament.

WHAT CAN IT BE USED FOR?

Funding must be used to support activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in

- **Literacy**
- **Numeracy**
- **Health and Wellbeing.**

The organisers for the interventions can fall into

- **learning and teaching**
- **families and communities**

- leadership.

The support may be direct with learners or through working with their families inside or outside the school environment.

Any activity funded by the Pupil Equity Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. It may also be used to reduce the cost of the school day although plans around this should still have a clear rationale for the impact of the learners.

Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages. Schools may also wish to consider the use of parenting programmes that have been shown to have impact on early learning such as PEEPS.

Participatory Budgeting should be considered as this can be an effective way to engage parents, partners and pupils – particularly those who face barriers to participation.

Headteachers can work at an individual school and local community level or collaboratively in wider school clusters and beyond at local authority level to address common interests.

Interventions should be considered within the context of the school planning cycle and should align closely with School Improvement Plans. They must be targeted towards closing the poverty related attainment gap.

Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Funding should not be used in ways that stigmatises or identifies children and young people or isolates them from their peer group.

DECISION MAKING AND USE OF THE PUPIL EQUITY FUNDING (PEF)

Decisions schools make about the most appropriate interventions and approaches should be based on effective self-evaluation and improvement planning, including robust measures of impact and progress.

Planning for the use of the PEF should be integrated into ongoing self-evaluation and improvement planning processes.

When making decisions about the most impactful use of PEF schools should:

- Form an in-depth understanding of the specific challenges and needs in each individual school environment
- Seek support and advice from partner services and colleagues;
- Involve parents and young people throughout the process; particularly in 2018 Year of Young People.
- Explore opportunities to work collaboratively between and beyond schools into the communities where children and their families live

- Identify interventions that can be targeted at the children and young people who are most disadvantaged, using existing evidence-based research;
- Consider the scale and sustainability of possible interventions and approaches and factors which support effective implementation
- Explore a wide range of possible areas of focus, and then, with a clear rationale, refine to concentrate on a manageable number of key aspects
- Consider and clearly articulate the equity focused outcomes that will be achieved
- Have a clear understanding of how the impact of interventions will be measured and how progress will be monitored.

The Effective Implementation toolkit could be helpful here; your link Educational Psychologist will be able to provide advice and support with this.

<http://fish.fife/fish/uploadfiles/Publications/Implementation%20Toolkit%20-%20MASTERCOPY%20final%20200917.pdf>

WHAT SCHOOLS CAN DO TO CLOSE THE ATTAINMENT GAP.

1. Put the child at the centre
2. Address individual needs
3. Build respect and trust - culture-ethos-relationships

The list below shows six broad key areas, informed by evidence-based educational research, that are demonstrably effective in closing the attainment gap.

- High quality teachers and teaching
- Strong school leadership
- Engagement with families and community partners
- Reflective practice and research
- A network of support and collaboration
- Effective assessment and evaluation
- Early intervention

Any would-be leader of improvement must recognise the indissoluble bond between improvement and change. Not all change is improvement, but all improvement is change.

Donald M Berwick

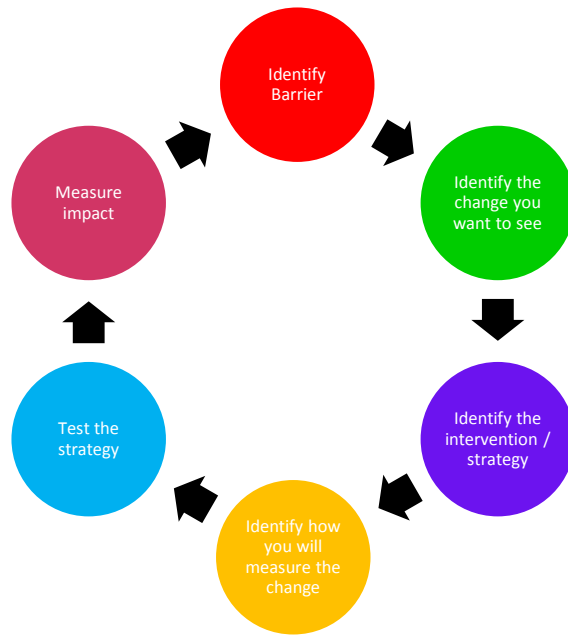
Key Principles of Change

- Real improvement comes from changing systems, not changing within systems
- To make improvements we must be clear about what we are trying to accomplish, how we will know that a change has led to improvement, and what change we can make that will result in an improvement
- The more specific the aim, the more likely the improvement
- Concentrate on meeting the needs of pupils rather than the needs of the organisation
- Measurement helps to know whether innovations should be kept, changed, or rejected; to understand causes; and to clarify aims
- Effective leaders challenge the status quo both by insisting that the current system cannot remain and by offering clear ideas about superior alternatives
- Measurement is best used for learning rather than for selection, reward, or punishment
- You win the Tour de France not by planning for years for the perfect first bicycle ride but by constantly making small improvements

SOME POINTS TO CONSIDER WHEN PLANNING:

- Do ensure that your plans focus on improvements to specific educational outcomes for those young people specifically disadvantaged by the impact of poverty.
- Do use the funding to cover staff costs, both teaching and support, logistics, resources or services. Don't allocate funding for capital expenditure as this is not supported by the Pupil Equity Fund
- Do ensure that the funding provides additionality to core service delivery in new or enhanced activity.
- Do ensure that your planning includes specific outputs such as hours of activity, numbers of pupils, analysis of pupils' background, parental involvement etc..
- Do specify your target outcomes: for example, attainment levels, attendance, exclusions, positive destination.
- Stretch targets – this funding will continue for at least another 2 years beyond 18/19 allocation so planning should build upon each previous year. Consider how your plan for year 2 aligns with the work and planning from year 1. NB see stretch targets in the National Improvement Hub.

CYCLE FOR IMPROVEMENT AND EFFECTIVE IMPLEMENTATION






Identify
Barrier


In your plan, with the support of your local authority support/ colleagues/ partners, identify the issue to be addressed, and the target group (or groups) of pupils most in need of additional support, based on an analysis of local evidence and data.

You should choose to utilise funding in a way which best meet pupils' needs, based on an analysis of your local needs, and the current evidence base.



Identify the
change you
want to see


To support effective implementation, schools should ensure that they focus on a small number of areas to meet local and national priorities These should be consistent with areas of focus within the School Improvement Plan. The funding should be focused on activities and interventions that will lead to improvements in Literacy, Numeracy, and/or Health and Wellbeing.



Identify the
intervention /
strategy

Whilst a particular focus may overlap with other areas, there should be a clear rationale for why you have chosen this approach, with clear plan for implementation, including how to measure impact in this area. The use of funding should complement and add to the school's approaches to raising attainment.

Consideration should be given to working in partnership with other schools, sharing practice and building capacity. Other partnerships should also be considered, such as with local third sector partners, for example, to support family learning or health and wellbeing.



Identify how
you will
measure the
change

Measures are essential to quality improvement. They detect when changes are successful, do or do not have the desired impact, or create an unexpected or adverse effect. Measures should be simple enough to collect regularly over agreed time intervals (e.g., daily, weekly, or monthly).

Questions that might help you identify measures:

- What does “better” look like?
- How will we recognise better when we see it?
- How will we know if change is an improvement?

Key points to consider when starting to measure:

- Do your measures clarify relate directly to what you are trying to achieve?

- Do you know your baseline and the change you wish to make to this?
- Have you integrated the measurement into your daily routines so that it is part of “what you do”?
- Does your measure focus on learning rather than monitoring?
- Are all relevant stakeholders involved?



When implementing a new strategy it is important to try out the intervention on a small scale, perhaps one or two pupils, a small group or a class. In doing this we prevent

- the risk of wasting resources on ineffective changes;
- the risk of unintended or unexpected consequences, because changes are tested over time in different settings; and
- resistance to change, because participants feel that, on this smaller scale, “It doesn’t hurt to try.”

Once you have tested your strategy and collected evidence of impact it is necessary to examine this and decide whether or not the intervention is one that has had a positive impact on the learners and therefore should be adopted as practice; has had some impact but should be adapted and further testing done/ evidence collected or has had very little, no or perhaps even a negative effect and should therefore be abandoned.

Regular, frequent testing and collection of data will enable you to make decisions quickly and wisely and avoid prolonged use of interventions that waste time, energy and resources.

Do not be afraid to stop something if it is having no effect.



Whilst implementing the intervention it is important to and collect evidence to show whether or not the intervention is having any impact and if so, what that impact is.

Impact should be considered in terms of the desired outcomes for pupils and how progress towards these will be measured over time. Improvement plans should include consideration of how data will be collected and reported.

At this stage the decision would be made as to whether the intervention is on which should be adopted, adapted or abandoned.

PLANNING TEMPLATE

A new template is provided in Appendix 2 which should be used to set out detail of the proposed plan. Your interim update and end of year update will all be on the same planning sheet.

SUPPORT

A new timeline has been provided outlining the range of supports that will be provided and expectations of school teams. (Appendix 3)

Support will be made available at school, cluster, Education and Children's Services Directorate and national levels.

School

- Education Officer support/ challenge
- Business Manager
- Educational Psychology Service

Cluster

At each cluster meeting PEF will be a standing item on every agenda during which time will be given for each school to provide a brief update on progress, impact, challenges.

Education Officers will provide challenge and support at these meetings.

Local Authority

- Education Officer link (Sarah Else) and Educational Psychology Service
- School Improvement Planning guidance.
- Closing the Gap Development Officer (Kylie Watson).
- Twitter Page – Closing the Gap Fife @CTGFife

National

- Attainment Advisors – Fife Link – Hugh Martin
- A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required.

Grants will be issued to Local Authorities for the 2018/19 financial year and will be paid on a bi-annual basis (i.e. every 6 months). Funding is for the financial year 2018/19 and will continue until the end of this Parliament. It is possible, based on the calculation method used, that the grant available at individual school level will change each year based on FMR confirmed through the Healthy Living Survey. This session any decrease in allocation has been capped at 10%.

Allocation of Funding

The Government has advised head teachers of the PEF allocation their school will receive. Funding has been advised for the 2017/18 financial year only at this stage. This funding is routed through the Council and will be allocated to your school's budget by the Finance Service. It is important that this budget, and the spend against it, is tracked separately for reporting purposes. Therefore, a Funding Source has been created within ERP to accommodate this (funding source 0208). This will ensure that the funding is identifiable, in order that spend against the grant can be monitored and reported at school level.

Good Governance

Your school's plans for the funding will be described in your Improvement Plan and should align closely with School Improvement Plans. Spend should mirror the priorities identified. It is anticipated that the financial governance around PEF will be rigorous, therefore it is imperative that your school Business Manager is involved at all stages of planning and implementation. The financial information included in any progress reports required by Government must be sourced from and reconciled to the financial systems.

The national operational guidance issued requires schools to adhere to their Council's policies in terms of HR (recruitment), commissioning (voluntary sector support) and procurement (goods and services). Separate advice is included for each of these elements in this guide.

Our external auditors may be tasked with specific audit work around PEF, so it is important to maintain the integrity of the financial data.

It is expected that a summary report will be submitted to the Executive Director at the end of each academic year, outlining actual spend and evaluating progress towards targeted outcomes.

In addition, financial governance will be scrutinised through a future committee of the Council

Unspent funds

Where schools have been unable to spend their full allocation during the financial year, any unspent grant can be carried forward, but should be spent by June 2018 to complete identified projects.

Whilst PEF is allocated to the school's devolved budget under the funding source, the amount of PEF will be treated separately. It will be excluded from the calculation of the 2.5% DSM carry forward and the rules governing the DSM will continue to apply to the school's core DSM budget.

Please note, the funding cannot be used for capital expenditure.

Funding may be allocated, by schools, to cover staffing costs for both teaching and single status roles. Appendix 4 includes an updated spreadsheet which can be used to calculate the costs of potential staffing scenarios for full-time equivalent or term-time equivalent posts. This is available from the school Business Manager.

As indicated, there are two staff groups which can be considered; those on Fife Council terms and conditions and those on SNCT terms and conditions.

There are person specifications written for each role under Fife Council terms and conditions. You will find it useful to consider these before deciding which role you wish to introduce. Further information on salary scales and other allowances is available from FISH

- <http://www.fish.fife/fish/uploadfiles/Publications/PY50%20Pay%20Scales.pdf>

For those posts under SNCT terms and conditions, you should write a clear job description. The job description should set out clearly the outcomes you are expecting from the post holder. The role then needs to be job-sized.

Further information on salary scales for teachers is available from the SNCT web- site

- http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1

Any staffing must be in your plan and have a clear rationale that is beyond 'core' within the school. This will be signed off by Education Officer or Development Officer prior to advert. Please also be aware that posts should not exceed 23 month temporary contracts and seek advice if on this if you are unsure.

It is important to note, when employing staffing resources, that the overall pattern of charging has been examined. All such funded initiatives draw on central services, particularly administration, management, quality assurance, data collection and analysis, etc.

It is, therefore, acceptable to cost officer time against such projects and this has been built in to the costs included in the spreadsheet (based on National Audit Office information). This can be referred to as a unitary charge.

Also, if you engage and pay a business, partnership or individual for work that may be seen as that of an employee of Fife Council e.g. via an intermediary such as a personal services company (PSC) or an agency, new legislation has been introduced that will impact payments made for such work which currently affects contracts with the Public Sector. (This type of labour is often known as off-payroll working.) Since April 2017, the Council will become responsible for considering the new rules and where relevant operate PAYE (tax and national insurance contributions) on any payments made to the worker. The new legislation has applied to payments made on or after the 6th April 2017, irrespective of when the work was carried out. Therefore head teachers will be required to identify any such arrangements as this will impact on the cost of the contract.

Fife Council Educational Psychology Service - Pupil Equity Fund opportunities

As discussed at Area Leadership Meetings, the Educational Psychology Service will provide a Core Offer to all schools. This will necessarily be on a reduced basis due to budget cut implications.

This Core Offer will be negotiated through their Shared Working Framework documentation and reviewed throughout the year. It will involve:

- Consultation
- Priority casework
- School development

HTs may consider using PEF funding to invest in the EP Service in order to receive an enhanced service, over and above their Core Offer, to focus on:

- evidence based practice in learning and teaching, relationships and behaviour and health and wellbeing, designed to impact on this population
- Support with project design, how to use data to target your efforts effectively, how to implement for success, and how to evaluate to demonstrate impact
- our experience of successful projects and developments already being implemented across Fife and beyond.

Initiatives can be tailored to the needs and priorities within your school, but examples could include:

- use of the How Nurturing is our School Toolkit, developed by the EP Service, to deliver staff training and evaluate the impact on young people's social and emotional wellbeing and teaching and learning experiences
- bespoke design and implementation of the De-escalation Pack, with staff training, development and evaluation of impact
- implementation of the ASD Early Intervention pack, including staff training and support, and impact measures for the target population
- a staff development project on Mistakes, Praise and Feedback and evaluation of the impact on the targeted population
- other project ideas tailored to your school's needs

Access to these enhanced opportunities would depend on recruitment of additional EP staff through PEF and would be on the basis of EP time throughout the school session. For example, one day a fortnight of EP time = 20 full days of EP time per school session = approx. £7000.

If you may be interested in this, please discuss your ideas with your link EP as soon as possible, and contact Vivienne Sutherland, Principal Educational Psychologist with your proposal either by email:

vivienne.sutherland@fife.gov.uk or VOIP 442083.

Pedagogy Team - Pupil Equity Fund opportunities

The pedagogy team will also continue to offer a core service delivering the Workshop for Literacy, Making Maths Count and Nurture programmes, agreed on an annual basis and reviewed throughout the year. This will also involve the intensive work with schools, staff training and school development work, taking into account school improvement priorities and readiness.

Headteachers will be able to commission additional support beyond that which is currently available within the service's existing capacity, to focus on activities identified above in relation to addressing the poverty related attainment gap. In the first instance, please discuss your ideas with Shirley Donaldson and if you wish to take this further, please approach Angela Logue, Education Officer, with your proposal.

PROCUREMENT

Investment to support the activity identified in the School Improvement Plan may require schools to reference the Council's Procurement Processes. The National Operational Guidance is clear that any purchase of resources, equipment or services must comply with the existing procurement procedures for Fife Council.

The Council's procurement policy is set out in the Scheme of Tender Procedures, and the Procurement Service has made additional information available to schools in the past around contracts which are specific to the Education Service. These documents are available to schools for reference.

As part of this guidance the flowchart below indicates the values applicable to various procurement routes.

Where schools choose to work together and combine PEF to buy goods/services the procurement process will apply to the total value. In these circumstances a "lead" school may be nominated to manage the governance process around Procurement.

A central exercise will also be required to be undertaken within the service to collate the amount of PEF being spent on goods/services to determine whether procurement limits have been reached.

Advice for schools is available from the Procurement Service.

The Fife Council Procurement Process Flowchart is attached as Appendix 5

COMMISSIONING

Our Minds Matter

This is the framework that will be in place to support children and young people's emotional wellbeing in Fife. The framework recognises that children and young people need support from good, broad pastoral care around them and a means of support if they experience difficulties.

Our overarching framework aims to give focus to services for children and young people to clarify who is involved in this support, what it looks like at different levels and to encourage integration and sharing of approaches.

The framework outlines the resources available however, should a Headteacher plan to provide additional support or time within this area then please speak to Rona McLean Ross - 441985

Voluntary Sector

The Council has developed a framework to comply with the principles of Audit Scotland's "Following the Public Pound", to ensure that there is accountability in terms of demonstrating that public money is well spent. Through this Monitoring and Evaluation Framework the Council needs to ensure (a) that voluntary organisations are meeting their agreed objectives and (b) that the voluntary organisations have in place effective systems of governance and control. These principles will also apply to the governance around PEF.

Where schools choose to work together and combine PEF to commission the voluntary sector the framework will apply to the total value of the award. In these circumstances a "lead" school/service may be nominated to manage the governance process around the grant.

The detailed guidance around the approval and administration of grants is provided separately, however a summary of the process is provided below.

For grants up to £10,000 – the Service can seek delegated powers to approve these grants without the requirement for committee approval for each individual award. – This will only apply if we are confident that the amount being paid in total to any one organisation does not exceed £10,000. As individual schools do not have a Fife wide overview of this it is essential that any school intending to engage with a voluntary organisation completes the paperwork and submits this to sarah.else@fife.gov.uk so that we can assess whether or not the approval requires to move to step 2, i.e. the non-recurring grants process.

You may not engage the services of any voluntary organisation unless you submit this paperwork and are given approval to go ahead.

For grants over £10,000 – the non-recurring grants process will apply and proposed funding will require to be submitted to an appropriate committee for approval.

A central exercise will also be required to be undertaken within the service to collate the amount of PEF placed with the individual organisations within the voluntary sector to assess the requirement for formal committee approval.

For advice around the applicability of the Monitoring and Evaluation Framework contact the Funding and Monitoring Team within Community Investment Team within Community Provision Service ext. 441248

Commissioning Projects

A policy is being developed on commissioning staff for projects and will be shared in due course.

Schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and include specific sections in their annual School Improvement Plans and Standards and Quality Reports. To ensure transparency, these reports, and any other information on Pupil Equity Funding plans should be publicly available so that parents and other key parties can understand what is happening in their school. Plans should be available on school websites. It is expected that an interim and summary report will be submitted. New Template as provided in Appendix 2.

The summary report will be integrated into the annual update in the Education and Children's Services Standards and Quality Report and would also be included in the school annual standards and quality report for parents.

PEF AND QI

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. The 'How Good Is Our School? 4' includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

It is expected that current Fife QI processes such as cluster learning rounds and Learning Partnerships are used to support and challenge schools in examining the impact of their interventions. Link Eos will support this.

This paper should be read in Conjunction with the Scottish Government information available through the following links:

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund>

<https://education.gov.scot/improvement/Pages/Interventions-for-Equity.aspx>

<https://educationendowmentfoundation.org.uk/>

<https://beta.gov.scot/publications/pupil-equity-fund-operational-guidance-2018/Pupil%20equity%20fund%20-%20national%20operational%20guidance%202018.pdf?inline=true>

<https://education.gov.scot/improvement>

<https://education.gov.scot/improvement/eefsearch>

<https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Third%20sector%20organisations>

Setting up a new initiative – Implementation and Evaluation Framework

To effectively plan, implement and design any initiative, there are a number of key questions to consider. Going through these systematically will ensure that an evaluative structure can be built in from the start. This means that any baseline data can be identified and gathered, and methods for the collection of short, medium and long term data can be developed at an early stage.

The following structure should cover the main issues. As you'll see, this one has been completed using the example of a supported reading initiative to promote the development of language skills in early primary as an example.

Your link Educational Psychologist will be happy to support you in the completion of this plan.

Implementation and Evaluation Framework:

1. What is the problem you are trying to solve?
Poor language skills in P1 and P2 inhibiting the development of literacy skills
2. Who are the pupils you are trying to change this for? Who is your target population?
P1 and P2 pupils who live in SIMD 1 and 2, those who are eligible for free school meals, those whose school attendance is less than 90%
3. What do we think can make a difference in this area – from research, information from other schools and anecdotal evidence?
Skilled readers reading with children regularly and frequently; discussions about stories that have been read, with an adult scaffolding the discussion through open questions, picture cues, using new language and having pupils repeat it etc.
4. How will we know we have made a difference?
More children from the target group choosing to read books at Choosing Time; children spending longer with a book each time they choose it; read more at home; turn taking in interactions with adults about the story become more balanced, with the child having more to say about the story; children use more complex language in everyday classroom interaction; pupils become more fluent readers with better comprehension.
5. What will we do and who will do it?
Teachers identify target pupils in P1 and P2

Does this link to work ongoing in school?

What data have you used to identify that these pupils are your target?

You can seek advice from HT colleagues, your EP and EP about ideas which have an evidence base, or it may be a new idea you want to try

Ensure that these are observable and measurable

Do staff understand what is trying to be achieved?

Do they know who the target group are?

Recruit additional PSA staff, so that time can be targeted to this initiative in school.

Recruit 0.2 Family Support Worker to communicate with parents, provide training, and regular updates.

LS staff train PSA staff in Paired Reading approaches, and developing comprehension through the use of open questioning, picture cues, scaffolding of language, repetition.

PSA staff read 1:1 with each target pupil once a day, every day for 10 minutes, with at least 5 mins discussion time for each pupil.

PSA staff read with a group of three target pupils three times a week for 10 minutes, and facilitate a group discussion for 10 minutes.

FSW to engage with parents of target pupils. Offer information and training on reading with their child at home. Run drop in sessions in school to see their children reading with PSA staff and to share ideas with each other about how to encourage reading at home.

6. What will we measure, who will do it and when?

Before we start?

- number of times target pupils choose a book at choosing time
- length of time target pupils spend reading a book independently when they choose or are directed to choose a book (sample this over two separate days, for example)
- survey of parents to get a baseline about reading at home - how often, for how long, independently or with parents; measure of communication skills (E-LiPS?)
- survey of pupils to get baseline on attitudes to reading, their views of themselves as good readers

In the short term (end of each term) - as above

In the medium terms (every 12 months) - as above plus PIPS scores and CfE declarations

In the long term (after three years) - as above

Have the activities and the tasks been clearly identified?

Is there a plan for troubleshooting any problems?

Have you identified who will collect the data, and how?

Think about how you use the data to adjust your planning as you go along



2018/19 Proposal

Pupil Equity Fund

Proposal Period	April 2018 – March 2019
School and Key Contact:	
Education Officer:	
School PEF Allocation 2018/19	£

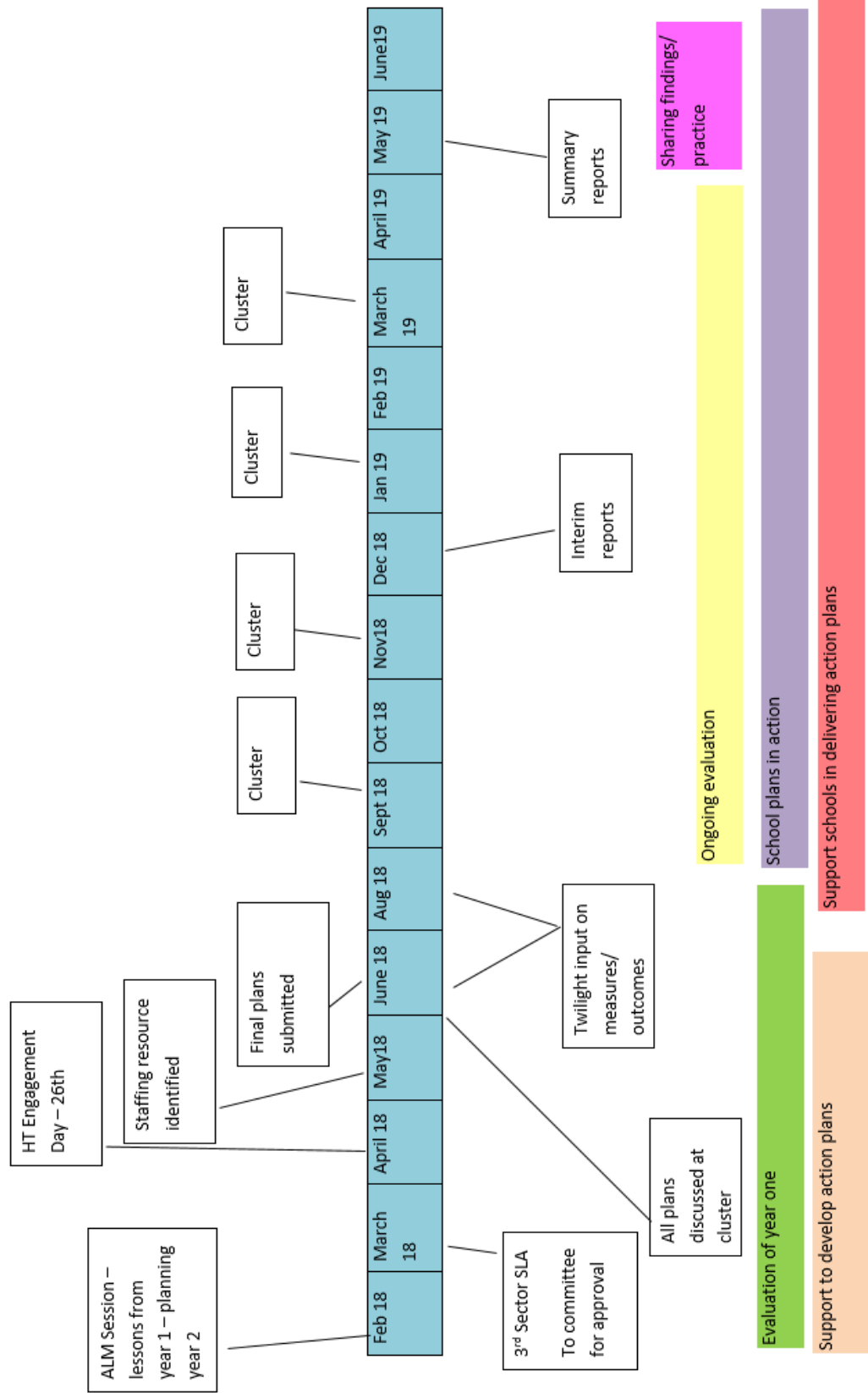
Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
		Teachers			
		Family Link Workers			
		Speech & Language Therapists			
		Other:			
		Other:			Total for 2018/19
Non-Staff Total 2018/19		Staff Total 2018/19			

Aims and Measures	Intervention Description New Interventions – description and clear rationale Continuing Interventions – name and brief progress update Max 200 words	Intervention Theme			Organiser			Type of intervention			Continuation of 2017/18 Plans Y or N?	Impact on Learners to date To be completed at Dec 18	Impact on Learners To be completed at End of Year (June 2019)
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource			
Aims	Intervention 1 Max 200 words												
Measures													
Aims	Intervention 2												
Measures													
Aims	Intervention 3												
Measures													

Aims	Intervention 4													
Measures														
Outcomes	Intervention 5													
Measures														

Pupil Equity Timeline 18-19



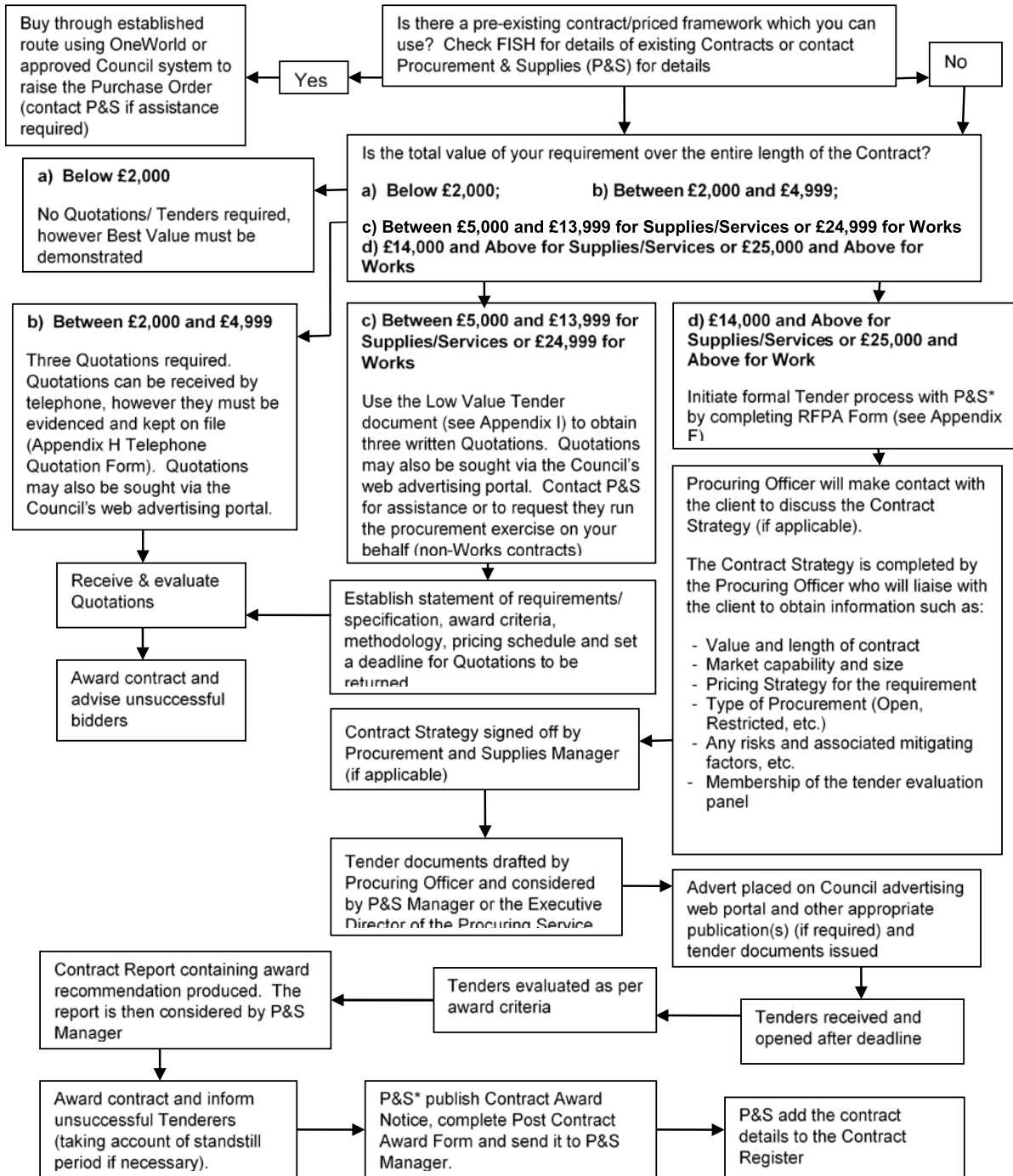
NB. Double click on a cell to change content and work out costings.

PEF Costings 2018/19									
SINGLE STATUS									
(Single Status Based on Top of Scale)									
		36 Hours	36 Hours						
		Annual Salary	Term Time	Hourly Rate	Hourly rate (incl. holiday entitlement)				
Clerical Asst	FC3	22952	19641.62	12.26068	13.98975				
PSA2	FC4	25929	22189.24	13.85096	15.8043				
EYO	FC6	33070	28300.29	17.6656	20.1569				
Please note: - Single Status staff on term time contracts (39 weeks) will be paid holidays approximately									
TEACHERS									
		35 Hours	3.5 Hours (Half Day)		April - July		Aug - March		
		1FTE	Hourly Rate	0.1FTE	FTE	TOTAL	Cost	Cost	
Probation	T01	29241.32	16.06666	2924.132	0.2	5848.263	2193.099	3655.165	
Teacher	T02	35320.3	19.40676	3532.03		0	0	0	
Teacher	T03	37482.44	20.59475	3748.244		0	0	0	
Teacher	T04	39676.31	21.80017	3967.631		0	0	0	
Teacher	T05	42050.11	23.10445	4205.011		0	0	0	
Teacher	T06	44786.24	24.60782	4478.624		0	0	0	
Teacher	T07	47343.44	26.01288	4734.344		0	0	0	
Differentiated	T07-T10	4379.56		437.956	1	4379.56	1642.335	2737.225	
Principal	T10	51723	28.41923	5172.3	1	51723	19396.13	32326.88	
Depute Head	T18	58819	32.31813	5881.9		0	0	0	
Depute Head	T19	60666	33.33297	6066.6		0	0	0	
Depute Head	T20	62705	34.4533	6270.5		0	0	0	
Depute Head	T21	64899	35.65879	6489.9		0	0	0	
All costs include a projected 1.5% pay increase from 1st April 2018.									

Fife Council Procurement Process Flowchart

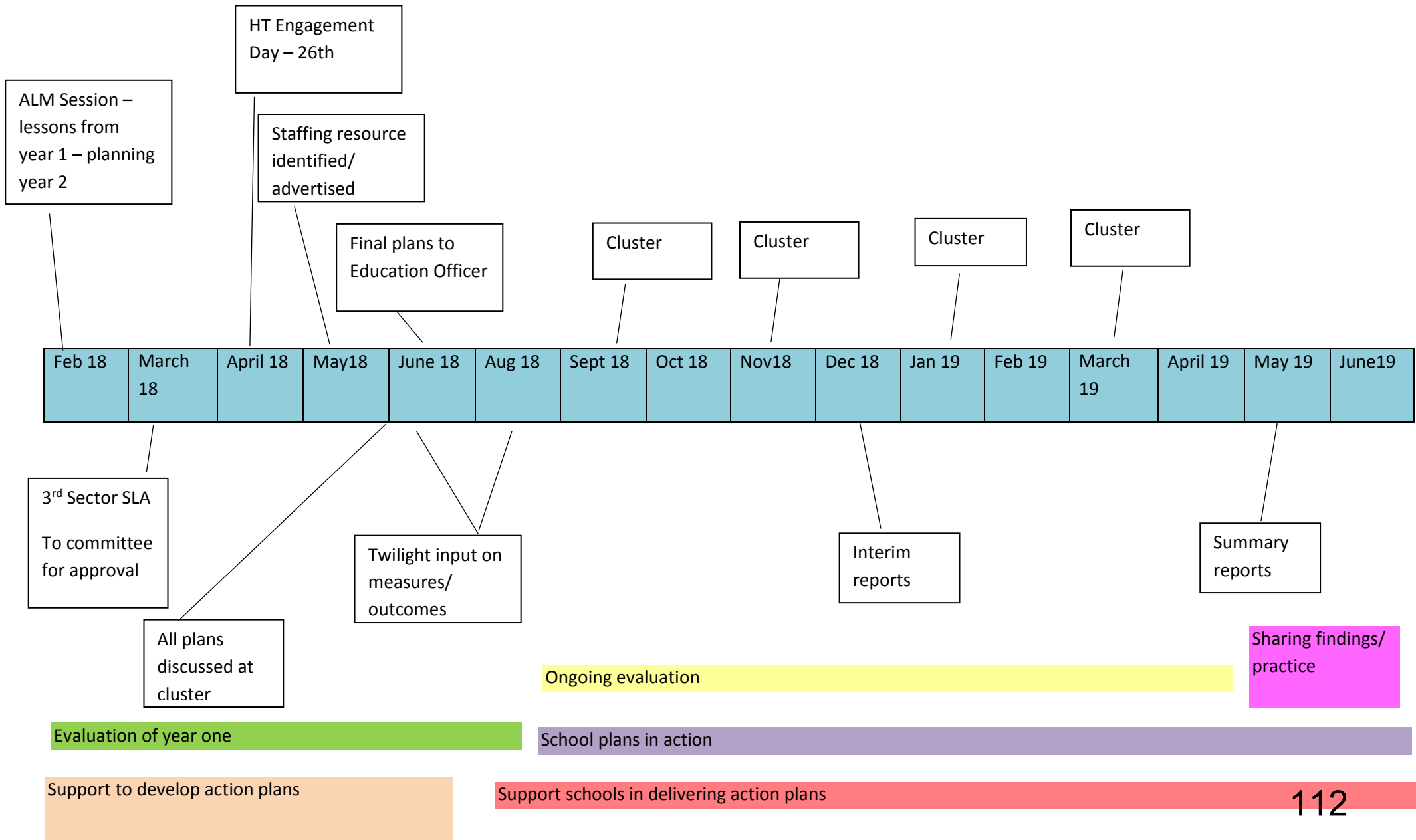
APPENDIX 5

N.B. All amounts are exclusive of VAT and relate to the total value of the contract, not the annual value



* Or relevant procuring service (Property, Social Work, etc.)

Pupil Equity Timeline 18-19



Appendix 3

Literacy		
Aim	Intervention	Impact
<p>To raise attainment in literacy through targeted support to socially vulnerable, gypsy traveller, ASN and looked after children and families.</p>	<p>Appointment of a DHT with responsibility for partnership working with</p> <ul style="list-style-type: none"> • The university of St Andrews and the Robertson Trust through their First Chances Foundation Programme, Fife College and local businesses • GATE to target attainment among the Gypsy Traveller children, working in liaison with the GATE teacher and ii. Provide support for families who have issues with late attendance. He/she will also link with the Attendance Support Officer. <p>Parents through the following initiatives: Chatterbooks, Reading for All and First Minister's Reading Challenge.</p>	<p>Literacy initiatives focused on reading have encouraged increased aspirations and have a positive impact on learners' confidence and self-esteem.</p> <p>Whole school involvement in the First Ministers Reading Challenge, has promoted reading for pleasure and whole school involved in paired reading on a Friday afternoon.</p> <p>Targeted groups have focussed on building their vocabulary through the Robust Vocabulary approach. This has begun to have a positive impact when children are speaking but also when producing written work. Chatterbooks have been used within a book club targeting reluctant readers. This has provided structured comprehension and written tasks. GATE teacher is currently working closely with SFL to work with targeted gypsy traveller children and their families to promote good attendance.</p>
<p>To raise attainment in Writing for targeted cohort</p>	<p>PT will work across all classes to promote best practice and support planning for targeted learners. PT to implement new tracking processes.</p>	<ul style="list-style-type: none"> - All learners in targeted groups in P2/3 and P4 could not write in an accurate sentence in August 2018. All learners in these groups can now write a quality sentence. (Big Write Assessments) - Targeted group in P2 can now all speak in a quality sentence.

Appendix 3

	<p>PT to implement new Early Level Tracking including use of ELIPS to identify target groups for EYLO.</p>	<ul style="list-style-type: none"> - Big Write Assessments in P7 show that all targeted learners are now using increased numbers of robust vocabulary in their writing. - Children are observed by staff to be much more eager to write and demonstrate increased confidence and independence.
<p>To significantly raise attainment in Writing</p>	<p>Releasing staff to observe successful pedagogical approaches to writing Cluster wide and Nationally. Appointing PEF funded practitioners with a specific remit of raising attainment within literacy, with a particular focus on writing. Enabling teachers to work with their stage partner during the school day to observe, cooperatively teach, assess and moderate writing</p>	<p>P4/5 and P5/6 class teachers have engaged with the Model for Improvement in writing Our Identified youngsters are more confident to write and are showing a greater engagement and raised attainment in writing across the curriculum. PEF funded teacher has identified and worked with small focus groups of writers to supplement the core writing curriculum. Identified groups of youngsters are supported by PEF funded teachers within class writing lessons, this is through cooperative teaching and modelling lessons which is having a positive impact on all writers. ICT equipment has been ordered but identified youngsters have access to the current provision we have of iPads and Netbooks. This is having a positive impact on literacy development and learner engagement. Due to an increased number of PSAs, many who are PEF funded, the teacher leading the phonological awareness has spent time training new members of staff. Tracking shows impact and progress for every identified learner. This will continue over the next 2 terms.</p>
<p>To increase reading age by 1 year at least by Christmas 2018 and two years by June 2019. Improve ZPD by 2 points Improve CFE by one outcome</p>	<p>ROAR has been identified as an intervention to support S1 learners with lower literacy outcomes. This group of learners have been identified through CFE tracking from transition and SNSA data completed in P7.</p>	<p>Improved scaled score and reading age from STAR reading Attendance for sessions sit between 95-99% weekly. Participation and Engagement from S1 has been evidenced through session observation and learning presented</p>

Appendix 3

Numeracy		
Aim	Intervention	Impact
Increase the numeracy performance of the lowest 20% as in school improvement plan and data gained from insight	Numeracy Full Sumdog license for all pupils in SIMD 1&2 and Numeracy support group. Sumdog was identified in that it would help raise attainment for those in SIMD 1 to 3 following research by Lothian Council. It enables Learners to engage with Numeracy out with their class time.	Numeracy (Quantitative data): Mean score (January to March 18) S1 1.21 to 1.28 S2 1.27 to 1.32 S1 numeracy group 1.05 to 1.12 S2 numeracy group 1.05 to 1.18 S2 group continuing to use Sumdog in a small group setting for 9 pupils and further testing to be taken in Jan 19 Numeracy (People’s views): “We are very proud of Pupil A and believe she more than deserves it! She is very proud of herself too and this has really given her a boost. Thank you to Teacher A for all the support in class.”
Building capacity with colleagues in maths faculty Young people will increase their self-confidence and self-esteem. Improve baseline numeracy understanding Improve mental numeracy skills	3-Cooperative Teaching in Maths Faculty for S1 and S2/ Extraction model for Numeracy (flexible grouping) Learners have been identified through transition information. Both SNSA and CFE were starting points for targeting individuals. Further evidence was gained at start of S1 and S2 with numeracy assessments. Target grouping which is flexible has been organised. This is fluid dependent on how learners are performing on a weekly basis.	Average Score for S2 has improved significantly in assessments this academic year. S1 will carry out second set of diagnostic assessments in December and tracking will be updated. Within numeracy S1 groups 6 out of the group have scored 100% on TJ diagnostics and will return to class and further pupils will be targeted from second set of diagnostics, through the flexible grouping system.
To further reduce the poverty related attainment gap for all targeted children in numeracy	Additional teaching time for FME/SIMD1&2 pupils	Out of 28 children, 18 have shown significant improvements in their ability to comprehend mathematical concepts. They are more confident at using

Appendix 3

		resources and asking questions. Furthermore they are improving at being able to verbalise how they solve something.
85% of targeted P7s to have achieved second level by May 2019	P6/7 targeted maths support from PEF DHT. These are children we could see with specific support would be more likely to achieve second level by the end of P7. Focussing on times table knowledge and confidence with the four operations, including decimals.	The group started with 61% knowledge of their tables. At the end of June they have achieved 84% knowledge.

Health and Wellbeing		
Aim	Intervention	Impact
To support self-regulation of emotion to allow for more concentrated time learning to increase by between 5% and 20% depending on the individual. 80% of the targeted group to be more able to self-regulate. 65% of families introduced to emotion works will have success with emotional regulation more of the time at home.	To support children with emotional regulation difficulties we will utilise Emotion Works programme as a vehicle to support self-regulation. Universally the Emotion Works programme has been introduced to the whole school to support self-regulation, making this accessible for all pupils. Family sessions will also be offered to support the child in the home environment.	This direct input has already seen 65% of the pupil group being more able to self-regulate in both the classroom setting and in the playground. 47% were able to do this assisted, whilst 18% were able to do this unassisted and use the visual prompts in the classroom setting. Through direct observations, teachers are now seeing learning time of the targeted pupil group increase overall by an average of 11%. 15% of the pupils have now engaged in one to one sessions in school. These sessions have increased their knowledge of the programme and their self-regulation by 67%. 28% of families have now engaged in one to one sessions and workshops. They have reported significant changes in the home environment and relationships. 5.6% less of FSS referrals were made as a result of parents using the Emotion Works Programme at home with their children, to help de-escalate situations and help self-regulate emotions.

<ul style="list-style-type: none"> • To provide a softer/nurturing start for those young people who face anxiety/social emotional difficulties in school • To provide breakfast for those young people who are regularly not provided with breakfast • To further build relationships with those harder to reach pupils. 	<p>Breakfast club EEF research: “Breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments” “Schools should consider breakfast clubs as a cost effective way to raise attainment”</p>	<p>Breakfast club (Quantitative data): Pupil attendance at school</p> <ul style="list-style-type: none"> • KL Aug-sept 80.3% after 87.14% • KC Aug-sept 53.03% after 75.10% • AR Aug-Sept 95.45% after 98.34% • SM Aug-Sept 100% after 94.61% • JH Aug-Sept 87.88% after 83.82% • AH Aug-Sept 100.00% after 95.44% <p>Breakfast club (People’s views - Parent): “My son feels as though attending breakfast club gives him the opportunity to: Socialise with his peers and teaching staff and also to Settle his feelings before beginning his lessons ahead of him each day.” “He feels he has somewhere safe to go in the mornings.” “Pupil B is happier going into school if she can go to breakfast club first”</p>
<p>To develop the engagement in learning of identified pupils tracked using the Leuven Scale and 4 week analysis in December and again in March will show reduction in learning time lost to playground incidents.</p>	<p>Flying Start Group – Targeted nurture intervention for pupils. The Flying Start group is based in our Nurture Area. It provides a supportive start to the day for children who, for whatever reason, do not arrive at school ‘ready to learn’. These children are often reluctant to come to school. It offers children the opportunity to eat breakfast at a table with peers and to speak with an adult if they have any worries or concerns. The PSA can effectively gauge the mood and</p>	<p><u>Flying Start Group</u> A group of children access the ‘Flying Start’ group on a daily basis. All pupils who attend the flying start group have above 90% attendance at school (Aug – Dec). An ongoing evaluation of lateness and attendance for these children is tracked and monitored. New pupils have started to attend the group to see if there is an improvement in attendance and this will also be monitored and tracked.</p>

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	<p>needs of pupils. We have clear evidence from children, parents and staff that the Flying Start group has a positive impact. See evaluations from session 17-18.</p>																			
<p>To improve punctuality and attendance within a targeted group of pupils.</p>	<p>Breakfast Café with walking bus and mini/maxi movers.</p>	<p>- Walking Bus is now established with 7 targeted children. Children in targeted group were regularly late for school and under achieving. Of the targeted children there have been considerable improvements in punctuality. For example,</p> <table border="1" data-bbox="1245 603 1722 935"> <thead> <tr> <th>Pupil</th> <th>Lates recorded Aug 17-Dec17</th> <th>Lates Recorded Aug 18-Dec 17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>4</td> </tr> <tr> <td>2</td> <td>11</td> <td>4</td> </tr> <tr> <td>3</td> <td>14</td> <td>2</td> </tr> <tr> <td>4</td> <td>12</td> <td>0</td> </tr> <tr> <td>5</td> <td>14</td> <td>2</td> </tr> </tbody> </table>	Pupil	Lates recorded Aug 17-Dec17	Lates Recorded Aug 18-Dec 17	1	25	4	2	11	4	3	14	2	4	12	0	5	14	2
Pupil	Lates recorded Aug 17-Dec17	Lates Recorded Aug 18-Dec 17																		
1	25	4																		
2	11	4																		
3	14	2																		
4	12	0																		
5	14	2																		

19 March 2019
Agenda Item No. 9

Mothballing of Gateside Primary School

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

Wards Affected: Ward 16

Purpose

As a result of the declining school roll at Gateside Primary School, and the fact that no children have enrolled for session 18/19 or 19/20, the report proposes the mothballing of Gateside Primary School with immediate effect.

Recommendation

The Education & Children's Services Committee is asked to:

- (a) agree to mothball Gateside Primary School with immediate effect
- (b) agree that during the mothballing period any children wishing to enrol at Gateside will be offered a place at Strathmiglo Primary School and provided with free transport if they meet the distance criteria.
- (c) agree that a further report be brought to Committee, in October 2019, reviewing this decision

Resource Implications

There are no resource implications relating to finance, people or assets.

Legal & Risk Implications

The consideration and determination of this report is by the Council acting as Education Authority. There are no risks associated with this paper, however there will be a requirement for statutory consultation on any future proposal to formally close this school, which would be carried out in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010.

Impact Assessment

An EIA (Equalities Impact Assessment) was not required in the preparation of this report. Full impact assessments would be carried out as part of any future statutory consultation process.

Consultation

Discussion has taken place with the Headteacher of Gateside and Strathmiglo Primary Schools and regular updates to parents have been provided through school bag mail. The Education Service wrote to all parents, in July 2018. The Education Service also held a parental meeting, in Strathmiglo PS, on 17 September 2018, to allow parents an opportunity to ask questions about education provision.

A letter was sent to parents in early February 2019 advising them of the current position with Gateside Primary School and to notify parents that the Education Service would be seeking approval by the Education & Children's Services Committee to mothball the school with immediate effect.

1.0 Background

1.1 Gateside Primary School is a small rural school with capacity for 47 pupils. In August 2016, the Headteacher of Strathmiglo Primary School accepted the post of Headteacher of Strathmiglo and Gateside Primary Schools. Strathmiglo Primary School is located 2 miles from Gateside Primary School.

1.2 The Gateside Primary school roll has fallen progressively in recent years. The school rolls for the last 6 years are as follows:

Year	School Roll
2013	30
2014	26
2015	22
2016	11 (no primary one pupils)
2017	5 (no primary one pupils)
2018	0

1.3 During academic session 2016/17 and 2017/18, the school operated as a single teacher primary school.

1.4 As the expected school roll for August 2018 was to be one pupil, the Headteacher advised the parent of the pupil that this would be the case. The parent, at that point, decided to move their child to Strathmiglo Primary School. For session 2018/19, all of the expected Primary One pupils living in the Gateside PS catchment area had enrolled as placing requests to Strathmiglo PS for that forthcoming session.

1.5 Due to this unique situation, the Education Service wrote to all parents, in July 2018, and arranged transport for those pupils living in the Gateside Primary School catchment area, who were living more than 2 miles from Strathmiglo Primary School, to receive free transport from August 2018. There are 11 pupils living in the Gateside PS catchment who receive free transport to Strathmiglo PS.

1.6 In terms of staff resources, Gateside PS had one teacher, one PSA and one clerical assistant at June 2018. The clerical assistant retired at the summer holidays (June 2018) and both the teacher and PSA were relocated to alternative schools, at their choice, within the authority.

1.7 The Education Service invited nursery parents with children due to start Primary One in August 2019 to a meeting, in Strathmiglo PS, on 17 September 2018. Two parents attended this meeting with the Head of Service and the Strathmiglo PS Headteacher. This meeting was held to allow parents an opportunity to ask questions about education provision.

1.8 The Headteacher has advised that all of the expected Primary One pupils living in the Gateside PS catchment area have enrolled within Strathmiglo Primary School for session 2019/20. Therefore, Gateside PS will have no pupils for session 2019/20.

- 1.9 The latest publication of the Housing Land Audit (i.e.2018) has been shared with the Education Service in order that it can establish whether there is likely to be substantial housing growth in this community. There is no planned housing contained within the catchment area of Gateside Primary School.
- 1.10 Future pupil projections for Gateside Primary School catchment area (using data provided by NHS Fife), indicate that pupils numbers will remain under 5 pupils over the next 4 years:
- | | |
|------------------------|------------------------|
| August 2019 – 2 pupils | August 2021 – 3 pupils |
| August 2020 – 4 pupils | August 2022 – 3 pupils |
- 1.11 Although the school is not in operation, the school is still being regularly checked and maintained by staff within Janitorial and Property Services.
- 1.12 At a request of a local councillor, in September 2018 the 20 mph signage on the main road at Gateside Primary School was turned off.

2.0 Mothballing

- 2.1 The Scottish Government has issued statutory guidance under the Schools (Consultation) (Scotland) Act 2010, published May 2015, in relation to consideration of mothballing of schools.
- 2.2 The term ‘mothballing’ is used to refer to a temporary decision to close a school where the roll has fallen to zero. Mothballing, rather than closing a school, gives the opportunity for it to reopen should circumstances change. However there is no legal process for mothballing.
- 2.3 Paragraphs 62 to 64 of the Guidance, deals with the issue of mothballing:

63. In considering alternatives to closure, authorities may choose to consider “mothballing” a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

64. It is vital that this flexibility to close a school for a temporary period is not used to undermine the requirements under the 2010 Act to consult on all school closure proposals. Mothballing is only appropriate for a temporary period and should be subject to regular review, at least annually, against the same requirements which led to the original decision to mothball the school (or stage of education). The maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote. The condition of the school building and cost of maintaining the mothballed provision will also be relevant.

65. A school can be mothballed where the school roll has fallen to zero and continues to be zero. It *may* also be appropriate where the roll or potential roll is very low and the authority considers the only other option to be closure. However, in circumstances where a school is mothballed rather than closed and some children and young people remain in the catchment area, this decision should be taken in consultation with the parents involved, and the possibility should be raised as early as possible, in order to ensure that families can understand the options open to them. Mothballing should not be a way of denying parents' access to the statutory consultation process required under the 2010 Act and if the majority of parents oppose mothballing, it would be appropriate to move to statutory consultation on closure as soon as possible.

- 2.4 Based on the background information and this Scottish Government guidance, the Education Service recommends the 'mothballing' of Gateside Primary School, with immediate effect. The Education Service also recommends that this decision is reviewed in October 2019.

3.0 Parental Consultation

- 3.1 A letter was sent to parents in early February 2019 advising them of the current position with Gateside Primary School and to advise parents that for August 2019/20 session, Gateside Primary School would have no pupils.
- 3.2 Parents were notified, within this letter, that the Education Service would be seeking approval by the Education & Children's Services Committee to mothball the school with immediate effect. This early notification to parents of all Gateside PS catchment pupils was requested to allow parents an opportunity to put their views of this proposal in writing. The Education Service, to date (25 February 2019) has received no feedback from local elected members or parents of any Gateside Primary School catchment pupils.

4.0 Conclusions

- 4.1 The school roll of Gateside Primary School has continued to fall in the last 5 years. The school for session 2018/19 had no pupils and the roll is expected to be 0 pupils for session 2019/20 as parents within the catchment area have enrolled at alternative schools.
- 4.2 This report includes a recommendation to elected members to mothball, with immediate effect, based on the current position and in the absence of any feedback from parents disagreeing with the proposal of the Education Service.

List of Appendices

N/A

Background Papers

Schools (Consultation) (Scotland) Act 2010

<https://www2.gov.scot/Resource/0047/00477028.pdf>

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19 March 2019

Agenda Item No. 10

Building Fife's Future – Woodmill and St Columba's Secondary Schools

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

Wards Affected: 1,2, 3,4,5 and 6

Purpose

This report provides an outline of the educational requirements and initial assessment of site options for the replacement of St Columba's RC HS and Woodmill HS, while considering development of a joint learning campus in conjunction with Fife College.

Recommendation

Committee is asked to:

Determine whether a project proposal for a joint learning campus with Fife College should be progressed and if so:

- a. approve submission of a project proposal to Scottish Government to endeavour to secure funding;
- b. ask the Executive Director (Education and Children's Services) to engage in formal discussions with the communities and, if necessary, to prepare a report for Education & Children's Services Committee to commence a statutory education consultation;
- c. endorse a proposal that the Head of Legal Services, in conjunction with the Head of Assets, Transportation and Environment, agrees terms for an Option Agreement with Shepherd Offshore (Scotland) Limited for the purchase of a site for a joint learning campus (A separate report with the details of the Option Agreement will require to be submitted to Policy and Co-ordination Committee); and
- d. approve the appointment of the necessary teams to progress a planning application.

Resource Implications

The project will require significant investment and a dedicated team for delivery. Capital budget is currently allocated within the Council's capital plan, for the replacement of 5 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, Scottish Futures Trust, Scottish Funding Council and Fife College regarding potential opportunities for additional investment. Developer's contributions will also be required to fund any increased capacity required to address the impact of development pressures. The budget cost for this proposal will be reviewed as due diligence is undertaken on the project and an update will be provided as part of the final business case for the project.

Legal & Risk Implications

As noted above, an Option Agreement requires to be agreed for a site for a joint learning campus and will be the subject of a separate report to be submitted to Policy and Co-ordination Committee.

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. Agreement to proceed with any site other than the existing school sites will trigger a formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

Initial legal advice has been taken on delivery of a joint learning campus. Based on initial discussions with Scottish Government, Scottish Futures Trust and Scottish Funding Council it is possible that the project would be led by the Council and potentially procured as a revenue funded project through hub East Central. The legal advice has identified the novel nature of such a proposal and identified the following key procurement risks:

- (a) the procurement of the joint facility was not envisaged in the original hub procurement and therefore any contract between the Council and the hubco could be challenged; and
- (b) the contracts between the College and the Council in respect of the specification of the works and the ongoing occupation and use may be considered as works or services contracts which could be challenged.

The legal advice is that these risks would be best managed through achieving a contractual structure which:

- (i) ensures there is an appropriate governance mechanism demonstrating a commonality of purpose;
- (ii) sets up the contractual structure such that it reflects a collaborative structure as opposed to a contract for services and goods; and
- (iii) in developing a technical solution, considers a level of integration.

A governance mechanism and contractual structure will need to evolve as any proposal is developed and proposals will form part of the final business case for any project.

Policy & Impact Assessment

An EqlA and summary form have been completed – the summary form is attached to the report.

Consultation

The proposal has been considered in conjunction with Fife College and early discussions with Scottish Government, Scottish Futures Trust and Scottish Funding Council have indicated strong support for the joint learning campus. The Headteachers and senior management teams from both affected schools have also been consulted about the proposal.

It is proposed that a paper be taken to a future Education & Children's Services Committee to undertake any statutory Education Consultation process required. Full details of the proposal, including the consultation process and opportunities to comment, will be distributed and made available under the terms of the relevant Act.

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, 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 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 However, the Council's ability to deliver all of these facilities remains dependent upon significant levels of additional capital funding from both developer's contributions and the Scottish Government.
- 1.6 The Education & Children's Services Committee, on 28 August 2018, also agreed the set of principles that would be adopted for the development of the school estate, including those relating to:
 - Condition, Suitability, Occupancy
 - New School Site Assessment
 - Size of Secondary schools
 - Learning Campuses
- 1.7 Therefore, one of the principles is that partnerships, for example with Fife College, will be founded on developing and delivering an appropriate curriculum for all, with clear articulation between school and college, with identified pathways from National and/or industry based Qualifications through to degree opportunities.
- 1.8 As Fife College proposes to construct a new College at Halbeath, Dunfermline, to be located at the Shepherd Offshore site, Fife College and Fife Council have been working closely with Scottish Government, Scottish Futures Trust and Scottish Funding Council to develop an overarching vision for a more integrated schools and college learning provision across this area.
- 1.9 The ambition would be to develop and deliver 'one coherent offer' to young people which highlights the learning packages available to them across school and college and the routes for progression rather than continues to distinguish between the different ways we offer the curriculum at present. We would seek to create

opportunities for more flexible learning with that learning linked to employability and tailored to socio economic needs.

- 1.10 The overall vision for this area, therefore, must set out this developing strategic approach to proposed changes to the secondary school estate in the wider Dunfermline area, as it affects the potential replacement and/or relocation of Woodmill HS, St Columba's HS and Inverkeithing HS, in this context.
- 1.11 St Columba's RC HS, and Woodmill HS are in C condition.
- 1.12 However, condition is only one factor in considering the investment needs of the school estate. Another major consideration is sufficiency i.e. ensuring there is sufficient capacity to meet demand. There is a significant sufficiency issue in the secondary schools in Dunfermline in the medium term. This project affords an opportunity to support addressing both the overall sufficiency and the condition issues in this area.
- 1.13 Woodmill HS currently has a pupil roll of 1390 against a capacity of 1445. However, current projections show a significant growth in this pupil population. Woodmill HS currently has a suitability rating of C. Woodmill HS also houses a large Department of Additional Support (DAS).
- 1.14 St Columba's RC HS currently has a pupil roll of 838 against a capacity of 1069. St Columba's RC HS currently has a suitability rating of C.
- 1.15 For the purposes of planning the school estate and in recognition of the level of efficiency in occupancy levels that can be delivered during catchment changes, a factor must be applied to take into account pupil movement. This factor, of 90%, is applied to the overall capacity of each secondary school when reviewing the potential available capacity within and across the identified geographical area. The planning capacities for Woodmill HS and St Columba's RC HS are 1,330 and 962, respectively.
- 1.16 There is a backlog and future maintenance liability of approximately £9m at St Columba's RC HS and approximately £24m at Woodmill HS.
- 1.17 As part of Fife Council's planning for future education provision, Dunfermline has been identified as an area in which forecast new housing development will create pressures on existing school capacities. Both of these schools face current challenges in providing high quality education by virtue of their physical environments suffering from being poor quality in terms of both condition and suitability.
- 1.18 As a result of all of the above, the detailed proposals for significant investment for either major refurbishment or replacement are being developed.

2.0 Site assessment

- 2.1 As outlined in the in the 'Building Fife's Future – Education Infrastructure Development for Dunfermline' Committee Report, of 6 November 2018, the processes involved in implementing any change to secondary school infrastructure are as follows:

- Site Selection/Feasibility Study
- Planning & Design Process
- Statutory Consultation
- Construction

2.2 The first process involved in implementing any change to secondary school infrastructure is the Site Selection/Feasibility Study.

2.3 The criteria required to test any available site options for future school developments are:

- 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.

2.4 These criteria relate solely to the site characteristics and not to the detailed design of the new school buildings. Additionally, these criteria relate to the Education Authority's requirement for a school.

2.5 These education criteria alone are insufficient to definitively identify a new site and a range of technical, environmental and planning considerations also impact on site selection. Therefore, a two-stage process is undertaken to limit the in-depth work required, by early elimination of any sites which do not match the base education criteria.

2.6 The Stage 2 assessment is primarily based on a SWOT analysis which examines the **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats applicable to each site.

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 may arise on each of the proposed or preferred 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.

- 2.7 These assessments are carried out by the technical team within Property Services, as an integral part of their professional assessment of the different sites, by use of individual design disciplines. All of the individual issues raised are then subjected to peer review, by the whole technical team, to provide a summary SWOT Analysis.
- 2.8 Any site selection process undertaken by Property Services identifies the best possible location of a new school and identifies any associated risks which could delay the build process.
- 2.9 An extensive site assessment has been undertaken to review all available sites within Dunfermline against these criteria.
- 2.10 As the existing Woodmill and St Columba's High Schools are situated very close to each other, on either side of Woodmill Road, an initial options appraisal and feasibility review was undertaken to help explore the merits of developing new school solutions on the aggregated sites of the existing two schools. This review identified a number of potential options through which it would be possible to redevelop the existing sites. However, the review concluded that the benefits of such a proposal would be outweighed firstly by the need to make substantial changes to the existing road network (to enable the sites to be brought together) and secondly by the significant and prolonged disruption that any development (which would require to be delivered in phases) would cause to the operation of the schools.
- 2.11 The review also recognised that any redevelopment of St Columba's RC HS and Woodmill HS could not support addressing the capacity challenges across the wider Dunfermline area, where there is the potential shortfall in secondary capacity arising from the impact of new housing development.
- 2.12 To address this, another parallel feasibility study was undertaken to identify sites which could be suitable for the development of a new secondary school.
- 2.13 Following consultation with the Planning Service, fourteen potential sites were identified for initial consideration. (See Appendix 1) Six sites were immediately discounted on the basis that they did not have sufficient area to accommodate a new school and the minimum external area requirements. Consequently, desktop studies were carried out on the remaining eight sites (See Appendix 2).
- 2.14 Following conclusion of this options appraisal process, four sites were considered potentially suitable for the provision of a new secondary school. None of these sites are owned by the Council:
 - Fife College
 - Shepherd Offshore
 - Masterton

- Pitreavie Fields

2.15 However, there are challenges associated with deliverability of three of these sites:

- The existing College site will only become available when the College has relocated;
- Masterton is now being redeveloped for other uses; and
- Pitreavie provides an important local location for sport and recreation activities and would require to be replaced if the existing site were redeveloped.

2.16 This leaves the Shepherd Offshore site as the only credible location likely to be available within a reasonable timescale for an additional, new secondary school.

2.17 This study also identified that the Shepherd Offshore site offers the potential for a larger school and subsequently potentially for co-location with the College.

3.0 Fife College Estate

3.1. Following the creation of Fife College in August 2013, the College has identified the redevelopment of its estate in Dunfermline as a priority. Proposals have been informed by joint working, between the College and Fife Council, on integrated curricular planning that builds on the most innovative senior phase solutions.

3.2. Discussions between Fife Council and Fife College have identified possible opportunities for further co-production in the Dunfermline area. These proposals involve the idea of co-locating schools, other services and the college on to a single joint learning campus.

3.3. The College's preferred option is to relocate from its existing campus at Halbeath and in November 2018 it concluded the purchase of part of the Shepherd Offshore site to accommodate a new 20,000m² state of the art replacement teaching campus to replace their existing facilities in Dunfermline.

4.0 Opportunity

4.1. There is an opportunity to bring together the work being done by the Council to replace Woodmill and St Columba's with the work being done by the College to create an exciting new joint learning campus. As the existing school sites are too small to accommodate the College, this leaves the Shepherd Offshore site as the only site large enough to accommodate both the new schools and the College. This opportunity to co-locate with the College could enable the creation of a new joint learning provision for students aged 15+. This would enable young people to access courses, wider experiences and opportunities on a single campus. This is more than the schools on their own would be able to provide and is aligned to the Education and Children's Services Directorate's ambition to develop learning campuses to drive improved outcomes: attainment; employability skills; and sustained, positive destinations for all young people. The ambition would be to develop and deliver 'one coherent offer' to young people which highlights the learning packages available to them across school and college and the routes for progression rather than continue to distinguish between the different ways we offer

the curriculum at present.

- 4.2. To assist with realisation of this ambition we have developed, jointly with the College, a Vision for Learning, with the aim to raise attainment, improve employability skills, increase levels of sustained, positive destinations, contribute to a prosperous Fife economy and improve life chances for all. This shared vision takes account of the recommendations in the 15 to 24 Learner Journey Report, and is to create a community of learners from early years to adulthood. Our vision can benefit from the unique opportunities presented by working together on one campus, and these include:
- the potential for more creative approaches to learning and teaching;
 - more flexible use of resources across schools and the college; and
 - more effective development and deployment of staff and an innovative approach to timetabling.
- 4.3. In realising our vision, we would seek to create opportunities for more flexible learning, linked to employability and tailored to socio-economic needs. In practice this could mean:
- a strengthening of the senior phase with greater and deeper college involvement in school, supported by collaboration at earlier stages (BGE);
 - greater articulation from college through an expansion of associate student;
 - models and development of new models, supported by more new modes of delivery starting in the senior phase;
 - increased college delivery of franchised degrees, especially in industries where the recognised qualification for entry is a degree; and
 - timetabling could be coordinated across any joint learning campus.
- 4.4. Through development of our Community Use offer a joint campus also offers the potential to provide for the needs of current and future community requirements, all accommodated in a modern purpose built facility.
- 4.5. Whilst a joint learning campus will aid the delivery of our vision, it is anticipated that the vision will be deployed across Fife, particularly through the use of digital pathways to enable the linking of all learning communities.

5.0 A Joint Learning Campus

- 5.1. Based on the site selection/feasibility study process, to enable the replacement of Woodmill and St Columba's High Schools; to support addressing the capacity challenges, arising from new housing development across the wider Dunfermline area, and to enable young people to access courses, wider experiences and opportunities on a single campus, the creation of a Joint Learning Campus is the most viable approach.
- 5.2. To achieve this Fife Council would need to acquire a site adjacent to the land recently purchased by the College. On this site we will be able to bring together a new Fife College, Woodmill HS, St Columba's RC HS and community facilities. Both schools will be able to retain their individual identities.

- 5.3. This project would be the first of its kind in Scotland, acting as a pathfinder for change in the delivery of education across secondary, further and higher education. It is envisaged that a learning campus will also provide a digital gateway for learning opportunities across Fife, enabling enhanced learning opportunities, in particular within the senior phase.
- 5.4. A plan showing the envisaged location of the campus is to be found at Appendix 3. This shows the College site and the additional land which it is proposed the Council should acquire. The terms agreed for the additional land would be similar to the arrangements agreed between the College and Shepherd Offshore. As the College has now acquired ownership of their site, it is proposed the Council should secure control of the additional land by way of an Option Agreement, conditional upon agreement of the final business case for the project (to include planning permission and funding being obtained for the proposed development) and the outcome of a statutory education consultation process.
- 5.5. Such an option agreement would need to be the subject of a separate report to Policy & Coordination Committee.

6.0 Planning

- 6.1. In the current approved Local Development Plan (FIFEplan, 2017) the additional land needed for a Joint Learning Campus is allocated for employment purposes:
 - Proposal DUN 059 – Employment/Development Opportunity
- 6.2. Shepherd Offshore Ltd have cleared most of the site and, as part of the terms agreed with the College, will now demolish the one remaining building on the site. Shepherd Offshore Ltd has already obtained Planning Permission in Principle (PPP) for a mixed use development for employment, housing and an educational campus. The PPP includes mixed employment uses, residential areas and an educational campus.
- 6.3. The key planning issues are:
 - the quantum change in the education campus size and local impacts
 - the need for iconic buildings with sustainability and energy specifications at high level.
 - the requirement for any employment land displaced to be replaced/financed at a suitable location
 - the existing vacant office building on site at Shepherd Offshore will be demolished to enable a clear site. An appropriate amount of employment land be retained adjacent to the existing office building to incorporate future business requirements of the development as a whole.
 - the potential legacy sites from the vacated schools and college will be available for redevelopment with residential and compatible uses the likely preferred option. Large scale retail would not be supported.
 - the relationship of building/use to adjacent planned uses.
 - traffic management.
 - the approved masterplan and legal agreement (with Shepherd Offshore) will require to be adjusted.

7.0 Project Costs

- 7.1. It is anticipated that the overall cost of the joint learning campus could be very significant. Using the Scottish Futures Trust cost metric and allowing for ICT and off-site road works, which are excluded from the metric, the schools' component of this would be around £90m, exclusive of site purchase costs but before any allowance is made for the greater efficiencies that might be expected from co-locating the College and schools.
- 7.2. Agreement on a joint project brief would be required to quantify the total likely cost of the joint learning campus and again the detail of this would be confirmed in a final business case.

8.0 Timescales

- 8.1. The College aspires to complete the project for the start of the new academic session in 2023. There are some key points to note when seeking to deliver a project for this date. These are:
 - the magnitude of this project requires the procurement to be advertised in the Official Journal of the European Union (OJEU). The form of procurement would be similar to a competitive dialogue using the documentation and structures developed by Scottish Government and Scottish Futures Trust. It is understood the form of contract could be similar to that used for our Levenmouth project. Nonetheless the procurement process is likely to be lengthy. Scottish Futures Trust advises that for a project of this size and complexity an 18-month procurement process should be anticipated from the date an advert is published in the OJEU. Prior to that date a significant amount of work would be required, including; agreement of a joint brief, development of an exemplar design, planning consent in principal for the development and completion of the statutory consultation process.
 - the timescale associated with the statutory education consultation that would be required.
 - the briefing and exemplar design work would be undertaken in a similar manner to the work recently completed for Waid Academy. This process would allow stakeholders to examine how accommodation could best be allocated and utilised to fit the needs of the whole learning community and would identify key areas for integration or sharing of space between the schools and the College. The delivery timeline requires that this work should be undertaken in parallel with the statutory education consultation process.
- 8.2. Therefore, work to create the joint brief will require to commence almost immediately.

9.0 Governance

- 9.1. A project of this scale and complexity requires clear and robust governance arrangements. If a project is agreed, a joint project board would require to be formed, with joint Senior Responsible Officers (SROs) from both Fife Council and

Fife College.

- 9.2. Sitting under, and reporting to, the project board would be three distinct work streams:
- Educational Team, which would oversee the joint educational approach and outcomes
 - Procurement and Technical Team, which would ensure that procurement and delivery of the project complies with all relevant legislation and best practice, etc.
 - Operating Model Team, which would oversee the design and delivery of a joint operating model
- 9.3. To the best of our knowledge, there are no directly comparable models upon which to base such a proposed joint learning campus. To ensure that the interests of the Council, the College and both schools are correctly represented it would be imperative that both the Council and the College have appropriate representation on the Project Board and all of its sub-groups have appropriate representation from the major stakeholders.
- 9.4. In addition to setting out the governance structure, consideration would need to be given to the principles of risk sharing between Fife Council and Fife College and this would be detailed in a final business case.
- 9.5. Strong relationships do exist between Fife Council and Fife College and there is considerable willingness for such a project to succeed. However the risks, and the timescales in which we would need to manage these risks, would be extremely challenging. The risks and associated issues would need to be closely managed before the commencement of a procurement process and therefore there needs to be a firm commitment from both Fife Council and Fife College to the resolution of these risks and issues.

10.0 Next steps

- 10.1. On approval from committee the next steps would be:
- to continue to develop a proposal for the creation of a joint learning campus with Fife College on the Shepherd Offshore site
 - to continue to work with Scottish Government, Scottish Futures Trust and Scottish Funding Council to explore additional investment opportunities to support such a proposal
 - to present a report to Policy and Coordination Committee regarding an Option Agreement to purchase the site
 - to formally engage with the education communities
 - the development of an Education Statutory Consultation proposal to incorporate Woodmill HS and St Columba's RC HS on a joint learning campus. Any proposal would be brought to a future meeting of this committee for consideration

List of Appendices

Appendix 1 – 14 Potential Sites identified or consideration for a New Secondary School
Appendix 2 – Site Selection Exercise for a New Secondary School
Appendix 3 – Joint Learning Campus Site Plan
Appendix 4 - EqIA summary form

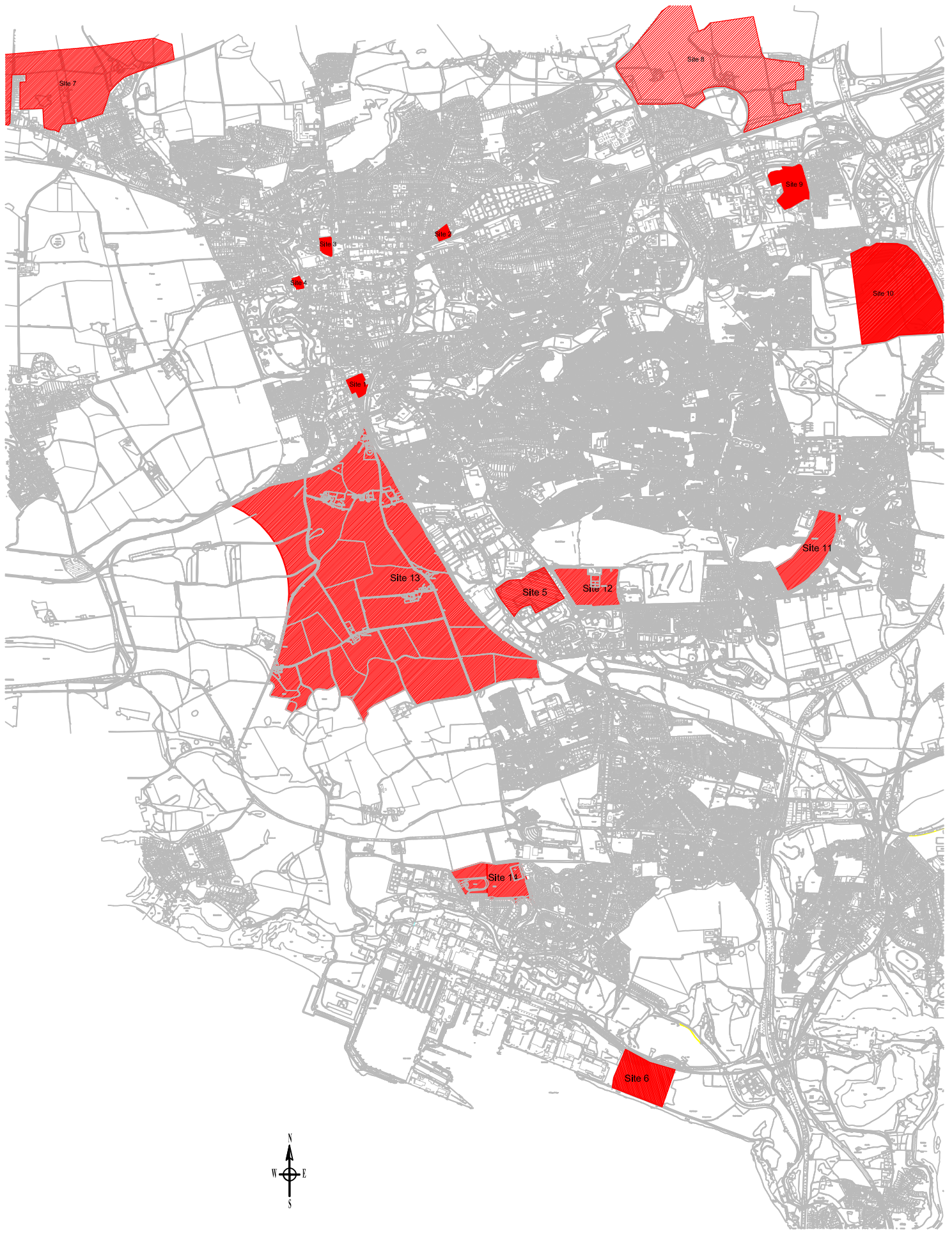
Background Papers

N/A

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 Scale **N T S**


Dwg No **W16 R0360**

Department
Property Services - Estates

Potential School Replacemnet Site
Dunfermline & Rosyth

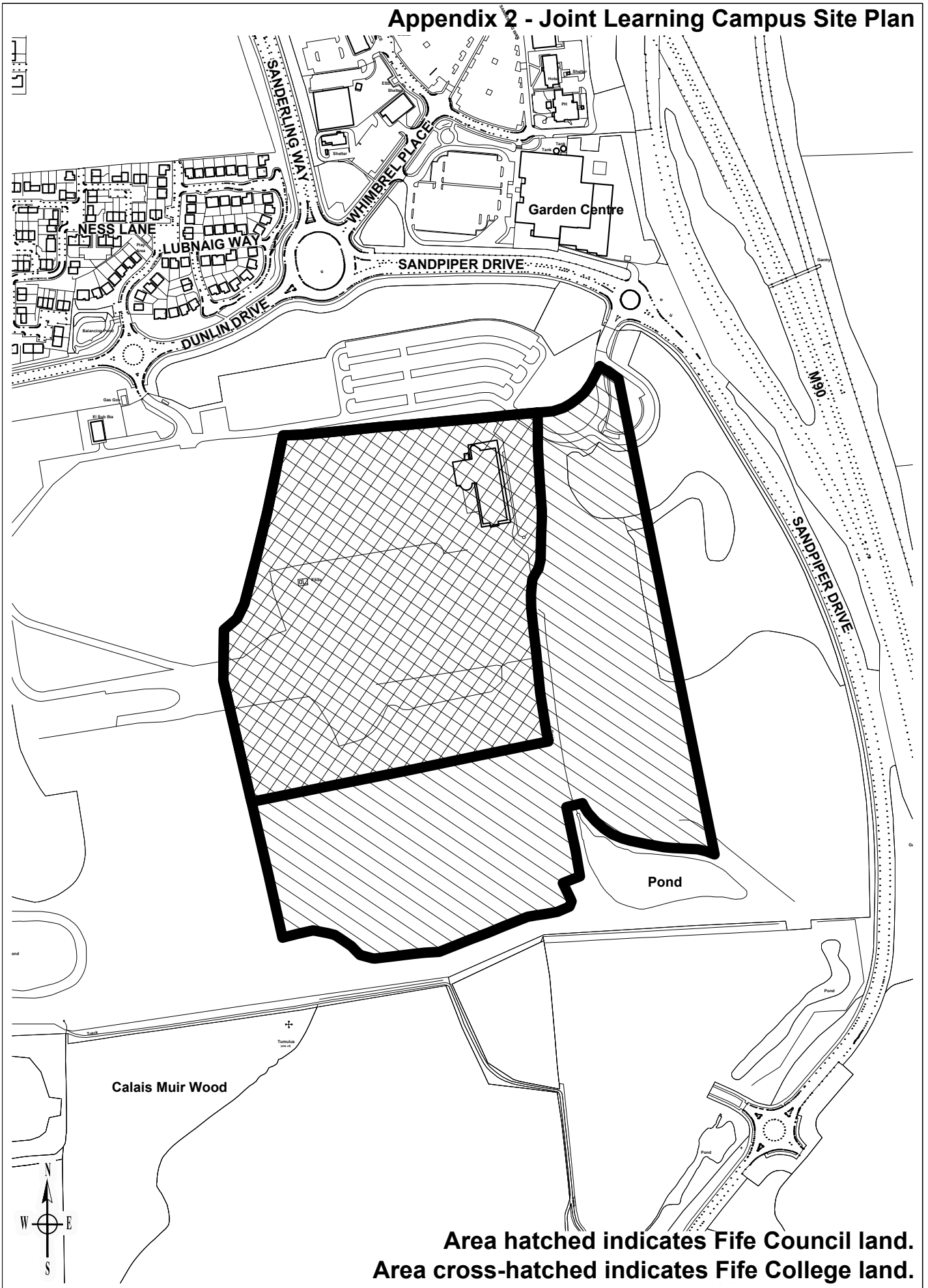
Date **08/03/2019**

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Ref	Site Name	Description	Stage 1		Stage 2	
			Fail	Pass	Fail	Pass
1	Elgin Street Depot	Fife Council Depot Land & Buildings	x			
2	Leys Park Road	Bellyeoman Works Depot	x			
3	CastleBlair Works	Industrial land	x			
4	City Car Park	Car Park Central Dunfermline	x			
5	Old Philips Factory, Pitreavie	Industrial land	x			
6	Rosyth Water Front	Former industrial land identified for development	x			
7	Swallowdrum	Undeveloped land identified on the Land Housing Audit		√	x	
8	Halbeath	Undeveloped land identified on the Land Housing Audit		√	x	
9	Fife College	Existing site of Fife College in Dunfermline		√		√
10	Shepherd Off Shore Site	Undeveloped land identified on the Land Housing Audit		√		√
11	Masterton	Fife Council/Scottish Enterprise site, identified for development		√		√
12	Pitreavie Fields	Greenfield site not identified for development		√		√
13	Broomhall	Undeveloped land identified on the Land Housing Audit, in private ownership		√	x	
14	Fleet	Undeveloped Council land in Rosyth		√	x	

Appendix 2 - Joint Learning Campus Site Plan



**Area hatched indicates Fife Council land.
Area cross-hatched indicates Fife College land.**

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Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

Which Committee report does this IA relate to (specify meeting date)?
Education & Children's Services Committee on 19 March 2019
What are the main impacts on equality?
New buildings will be fully accessible to all.
In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?
Not anticipated, The programme will bring jobs to the wider Fife area and beyond, due to the extensive supply chain required. Construction of the new facilities will provide numerous types of construction jobs, including apprenticeship training. The new buildings will support the raising of educational attainment and will increase opportunities for vulnerable people to use the facilities.
What are the main recommendations to enhance or mitigate the impacts identified?
Full engagement with communities and stakeholders in the design of the projects, including any statutory education consultation required.
If there are no equality impacts on any of the protected characteristics, please explain.
N/A
Further information is available from: Name / position / contact details:
Shelagh McLean, Head of Education & Children's Services, VOIP 444229

One of the following statements must be included in the "Impact Assessment" section of any committee report. Attach as an appendix the completed EqIA Summary form to the report – not required for option (a).

- (a) An EqIA has not been completed and is not necessary for the following reasons:
(please write in brief description)
- (b) The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
- (c) An EqIA and summary form have been completed – the summary form is attached to the report.

19 March 2019

Agenda item 11

Building Fife's Future – Strategy for the expansion of Secondary School infrastructure in the West Fife area

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

Wards Affected: 1,2,3,4,5 and 6

Purpose

This report outlines the proposed strategy to address the major capacity issues for the secondary school infrastructure in the wider Dunfermline area.

Recommendation

The Education & Children's Services Committee is asked to:

- (a) note the contents of the report
- (b) endorse the strategy for expansion and
- (c) authorise officers to undertake the steps necessary to prepare proposals for further consideration.

Resource Implications

The proposals will require significant investment and a dedicated team to deliver the project. Budget is currently allocated within the Council's capital plan, however it is recognised that this will need to be supplemented by additional funding in order to address the issues outlined in this report. Developer's contributions will also be required to fund any increased capacity required to address the impact of development pressures. The budget cost for this proposal will be reviewed as due diligence is undertaken and updates will be provided as part of the final business case(s).

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 proposals following hereon.

Policy & Impact Assessment

An EqIA and summary form have been completed – the summary form is attached to the report. (Appendix A)

Consultation

It is proposed that a paper will be taken to a future Education & Children's Services Committee to undertake any required statutory Education Consultation process. Full details of the proposals, including the consultation process and opportunities to comment, will be distributed and made available under the terms of the relevant Act.

1.0 Background

- 1.1 As outlined in previous reports there are significant and continued challenges for the school estate in Fife, with ongoing issues of poor condition in some of our buildings. In the secondary sector within the wider Dunfermline area this is compounded by the impending shortfall in school capacity.
- 1.2 Currently there are five secondary schools across five sites:
 - Dunfermline HS
 - Inverkeithing HS
 - Queen Anne HS
 - St Columba's RC HS
 - Woodmill HS
- 1.3 Of these, Dunfermline HS and Queen Anne HS are rated 'A' for Condition and Suitability. Inverkeithing HS, St Columba's RC HS and Woodmill HS are all rated as 'C' for Condition and Suitability.
- 1.4 An option to co-locate Woodmill HS and St Columba's RC HS, with Fife College, is the subject of a separate report, as is the consideration of the replacement of Inverkeithing HS.
- 1.5 Dunfermline HS currently has a pupil roll of 1630 against a reported capacity of 1750. Inverkeithing HS currently has a pupil roll of 1181 against a reported capacity of 1634. Queen Anne HS currently has a pupil roll of 1632 against a reported capacity of 2050. Woodmill HS currently has a pupil roll of 1390 against a reported capacity of 1445. St Columba's RC HS currently has a pupil roll of 838 against a reported capacity of 1069.
- 1.6 Through Fife Council's planning for future education provision, Dunfermline has been identified as an area in which forecast housing development will create pressures on the existing school capacities. The current projection is that there will be a significant shortfall, over and above the maximum planning capacities for the existing 4 non-denominational schools.
- 1.7 To maximise the impact of the capital budget that is (or could be) available, the development of a strategic approach must consider how to reduce the overall cost associated with the replacement of schools and how to reduce the additional revenue costs associated with operating additional schools.
- 1.8 Options include the development of integrated learning campuses and also the rationalisation of the number of schools.

2.0 Development Pressures

- 2.1 Development is proposed across the Dunfermline and South West Fife area, with areas of development planned in each of the existing secondary school catchment areas.

- 2.2 Given this geographical spread of development, it is important to consider the cumulative effect of all the development across the area and determine an appropriate solution to the increased need for non-denominational secondary education accommodation.
- 2.3 For the purposes of planning the school estate and in recognition of the level of efficiency in occupancy levels that can be delivered during catchment changes, a factor must be applied to take into account pupil movement. This factor, of 90%, is applied to the overall capacity of each secondary school when reviewing the potential available capacity within and across the identified geographical area.
- 2.4 Therefore, the planning capacities of the non-denominational Dunfermline Secondary schools are:

	Planning capacity
Dunfermline HS	1575
Queen Anne HS	1845
Woodmill HS	1300
Inverkeithing HS	1470
Total planning capacity	6190

- 2.5 When the impact of all proposed development is added to the roll projections, there is insufficient capacity to accommodate all of the additional growth.
- 2.6 Whilst some of the future development can be accommodated within the available capacity, the 90% planning capacity across Dunfermline schools will be exceeded between 2020 and 2021, with the peak of the overcapacity being from 2025. From this time period, additional secondary capacity will be required to accommodate all the projected secondary pupils that will be living within the Dunfermline and West Fife area.
- 2.7 The scale of the new secondary provision to support the development is determined by pupil projections less the planning capacity. Factoring in the additional units currently forecast to be built the new capacity should be built to accommodate all anticipated pupils, resulting from the development that cannot be accommodated within the existing schools.
- 2.8 The solution for providing additional secondary accommodation is yet to be finalised. The solution could be in the form of a new school, or extensions to existing buildings.
- 2.9 The solution should be tailored to meet the level of demand. Any solution must be able to be adaptable and flexible to allow it to be phased in line with development, so that additional capacity is available when required, without building accommodation which may be under-utilised until future phases of development are undertaken.
- 2.10 As indicated above, to maximise the impact of the budget that is (or could be) available, the development of the strategic approach, for this area, must consider how to reduce the overall cost.

3.0 Options

- 3.1 From the pupil projections it is clear that additional capacity will be required and that this will need to be provided over a number of years. The additional capacity could be provided in different ways.
- 3.2 The most obvious would be to simply build a new secondary school on a new site yet to be determined. However, there are some serious issues inherent in this approach. As not all of the capacity would be required immediately, and developer contributions would align with the increasing capacity requirements, then construction of the new school would need to be phased over a number of years.
- 3.3 This approach would present a number of issues;
- Due to the likely profile of developer funding it is unlikely that the full range of facilities could be provided in the earlier phases
 - The operation of the new school would be severely impacted by successive building phases over a long number of years and some pupils may spend their entire secondary school career in a school that is constantly being extended and upgraded.
 - Currently there is no site identified for a new secondary school and it would take some time to assess potential sites and acquire the most appropriate site. There is no guarantee that an appropriate site can be acquired within the timescale required to match rising capacity.
 - It may not be possible to secure a site that meets the educational site selection criteria.
 - Developing a school in this manner would be more expensive.
 - It may be difficult to align the profile of the likely Section 75 contributions with the expenditure profile of the different phases, as the cost/pupil of the earlier phases will be greater than the cost/pupil of the later phases due to the need to provide the basic infrastructure to suit a larger school and ensure the fullest range of facilities possible to ensure curricular needs are met.
 - The provision of a new school on a new site will incur substantial additional revenue costs.
- 3.4 An alternative to building a new school in multiple phases may be to provide temporary accommodation for a number of years at the existing schools, until the increased capacity is sufficient to enable construction of either the full new school or at least a much larger school with the need for only minor extensions similar to the future development plans for Auchmuty High School and the Windmill Campus. Although this would be a much more efficient and less disruptive than the provision of a new school it would incur substantial additional costs and commit pupils to a long number of years being partially taught in temporary accommodation outwith a main school building.
- 3.5 The final option would be to distribute all of the increased capacity required across the replacement and the existing education provision. Dunfermline HS and Queen Anne HS have the highest ratings for both condition and suitability and could be remodelled/extended to increase their capacity. The option to replace St Columba's RC HS and Woodmill HS, by co-locating with Fife College, easily lends itself to the incorporation of some additional capacity without any disruption to either of the existing schools or the project. Additionally, the option to replace Inverkeithing HS and increase the size of the replacement will not impact on the existing school or any replacement project.

- 3.6 One major advantage of this approach is that the extra capacity provided in each of the individual projects could be matched more easily to the additional capacity profile, the available capital resources and the anticipated profile of developer contributions.
- 3.7 The timescales for each of the individual projects will be different as, for a variety of reasons, the individual projects have varying timescales for delivery. However, it should be recognised that, of all of the potential projects, Dunfermline HS is capable of delivery within the shortest time due to the fact that;
- the site is already owned by Fife Council
 - the site is already zoned for Education

4.0 Conclusion

- 4.1 Distributing all of the increased capacity across the existing education provision is the option which:
- provides the best educational benefits;
 - meets the objectives in terms of maximising the impact of the capital budget that is (or could be) available;
 - reduces the overall cost associated with the replacement of schools;
 - reduces the additional revenue costs associated with operating additional schools; and
 - ensures that the best quality of education provision is available as and when required.
- 4.2 The next steps would be:
- to develop proposals for a distributive model that will address both the capacity and condition issues within the wider Dunfermline area
 - to continue to work with Scottish Government and Scottish Futures Trust to explore additional investment opportunities to support such proposals.

List of Appendices

Appendix A - EqlA summary form

Background Papers

N/A

Report Contacts

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Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

Which Committee report does this IA relate to (specify meeting date)?
Education & Children's Services Committee on 19 March 2019
What are the main impacts on equality?
New buildings will be fully accessible to all.
In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?
Not anticipated, The programme will bring jobs to the wider Fife area and beyond, due to the extensive supply chain required. Construction of the new facilities will provide numerous types of construction jobs, including apprenticeship training. The new buildings will support the raising of educational attainment and will increase opportunities for vulnerable people to use the facilities.
What are the main recommendations to enhance or mitigate the impacts identified?
Full engagement with communities and stakeholders in the design of the projects, including any statutory education consultation required.
If there are no equality impacts on any of the protected characteristics, please explain.
N/A
Further information is available from: Name / position / contact details:
Shelagh McLean, Head of Education & Children's Services, VOIP 444229

One of the following statements must be included in the "Impact Assessment" section of any committee report. Attach as an appendix the completed EqIA Summary form to the report – not required for option (a).

- (a) An EqIA has not been completed and is not necessary for the following reasons:
(please write in brief description)
- (b) The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
- (c) An EqIA and summary form have been completed – the summary form is attached to the report.

19 March 2019
Agenda Item No. 12

Building Fife's Future - Inverkeithing High School

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

Wards Affected: 1,2, 3,4,5 and 6

Purpose

The purpose of this report is to outline progress towards the assessment of the sites for the replacement of Inverkeithing High School, in accordance with the Education Authority requirements.

Recommendation(s)

The Education & Children's Services Committee is asked to:

- note the completion of the Phase 1 site assessment exercise, in line with the education criteria previously set by the Executive Committee
- agree that six sites require further consideration and authorise the preparation of phase 2 feasibility studies, on these remaining 6 sites, to be reported to Committee in May
- 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 Education & Children's Services Committee to commence a statutory education consultation

Resource Implications

The project will require significant investment and a dedicated team for delivery. Capital budget is currently allocated within the Council's capital plan, for the replacement of 5 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 project 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. In this regard and in the context of this report, 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 will be identified following more detailed technical appraisal, including consideration of the need for a formal consultation under the terms of the Schools (Consultation) (Scotland) Act 2010, which may form part of the process undertaken in pursuit of any future planning application.

Impact Assessment

An EqlA and summary form have been completed – the summary form is attached to the report.

Consultation

Early discussions with Scottish Government and Scottish Futures Trust have taken place. The Headteacher and senior management team from the school has also been involved in discussions.

It is proposed that a paper be taken to a future Education & Children's Services Committee to undertake any statutory Education Consultation process required. Full details of a proposal, including the consultation process and opportunities to comment, would be distributed and made available under the terms of the relevant Act.

1.0 Context

- 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, 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 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 housing development.
- 1.5 However, the Council's ability to deliver all of these facilities remains dependent upon significant levels of additional capital funding from the Scottish Government.
- 1.6 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.

2.0 Education requirements

- 2.1 On 16 August 2016, the Executive Committee considered a report outlining the Authority's '*educational requirements*' and "*agreed the criteria . . . required . . . for assessment of sites for any future school developments as follows:*"
 - [1] *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;*
 - [2] 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;
 - [3] 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;

- [4] 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;
- [5] 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;
- [6] 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;
- [7] the school should be available for occupancy within a reasonable timescale;
- [8] 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;”

2.2 It should be noted that these criteria relate solely to the site characteristics and not to the detailed design of the new school building. Additionally, these criteria relate to the Education Authority's requirement for a school. Detailed planning assessments will be undertaken as part of the planning application process. The Planning Authority will determine the application on the basis of the Development Plan and material planning considerations.

3.0 Process

3.1 It is recognised that application of the education criteria is insufficient to definitively identify a new site and that a range of technical, environmental and planning considerations will impact on site selection. However, it is appropriate, before embarking upon any of the technical studies across the sixteen sites identified, that a two-stage process be considered to determine whether it is possible to limit the in- depth work required, by early elimination of those sites which do not match the base education criteria. This can be followed by a more detailed technical assessment of a reduced numbers of sites i.e.:

Stage 1

- Site assessment based on 'educational criteria' outlined above, in so far as possible
- Assessment supported by high level consideration of any significant issues
- Identification and elimination of those sites which do not satisfy the above criteria and are not deemed worthy of further consideration

Stage 2

- Detailed technical assessment of the remaining sites deemed worthy of further consideration
- Further consideration of the education criteria including any 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
- 3.2 The Stage 1 assessment has been carried out by a cross-service group of officers from Education, Planning and Property Services.
- 3.3 In general, each criterion naturally leads to a definitive answer, therefore the assessment is conducted on the basis of a simple pass/fail, with no attempt to calculate any form of weighted score.
- 3.4 Inevitably there was some debate about the definitive intent of each of the criteria and, where appropriate, the assessors' detailed interpretations have been listed as assumptions against each of the criteria.

4.0 Site Assessment

- 4.1 Details of the assessment of the sixteen potential sites identified, against each of the criteria, is provided as Appendix A.
- 4.2 Assessment based on Criteria 1 - 6 is fairly straight forward and consensus scores applied as shown. At this point it is apparent that most sites do not comply with the first six criteria, leaving six sites that seem worthy of further consideration.
- 4.3 Assessment based on Criteria 7 & 8 requires further consideration with regard to their application.
- 4.4 Criterion 7 sets out an obligation that “the school should be available for occupancy within a reasonable timescale” without defining the limits with regard to what is, or is not, a reasonable timescale. To ensure a consistent and equitable approach, the assessment needs to take into account any potential planning issues which are unlikely to support the principle of the development, whether any major impediments to development exist in comparison to delivery of other schools within the Building Fife’s Future Programme and the necessity or otherwise of decanting pupils during build. A detailed planning assessment will be undertaken during Stage 2.
- 4.5 Criterion 8, relates to the affordability of the project. However, without further technical input it is not possible to provide equitable costs at this stage and, for this reason, this criterion will be assessed at Stage 2 for the remaining sites.

5.0 Next Steps

- 5.1 The assessment of the sites demonstrates that not all sites meet the education criteria previously set by the Executive Committee. (Appendix A) However, it does suggest that six sites may meet the first six education criteria and are worthy of further detailed examination at Stage 2. These are as follows:
- Site 3 - Inverkeithing HS
 - Site 4 - North of A921
 - Site 9 - Rosyth Waterfront
 - Site 10 - Fleet Gounds
 - Site 11 - HMS Caledonia
 - Site 12 - West Rosyth

- 5.2 Feasibility studies should now be carried out on each of the shortlisted sites. These studies include technical studies, planning studies and budget costs for each of the sites. This will enable an equitable comparison across all of the remaining sites and the results will be presented to a later meeting of the Education & Children's Services Committee.

6.0 Conclusion

- 6.1 A first stage assessment of the site options, giving due consideration to all sites currently identified, has been undertaken.
- 6.2 This has demonstrated that not all sites meet the education criteria previously set by the Executive Committee. However, it suggests that six sites may meet the first six education criteria and are worthy of further detailed examination at Stage 2.

List of Appendices

Appendix A - Site Assessment Matrix
Appendix B – Site Map
Appendix C – EqlA Summary Form

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 Executive Committee, 18 August 2016 – Madras College: Education Requirements

Report Contacts

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Criteria -	Sites -	Site 1 Ballast Park	Site 2 Spencerfield	Site 3 Inverkeithing High School	Site 4 North of A921
	Site Areas (Ha)	6.41	14.69	11.27	31.17
1. A Single School & Site	A Single site for all curricular activity.	No	Yes	Yes – depends on existing building retention	Yes
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	No	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	Yes	Yes	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		No	Yes	Yes – depends on existing building retention	Yes

Criteria -	Sites -	Site 1 Ballast Park	Site 2 Spencerfield	Site 3 Inverkeithing High School	Site 4 North of A921
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks.	Yes	Yes	Yes	Yes
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	Yes	Yes
Notes/Comments			Planning permission granted for alternative use.		

Criteria -	Sites -	Site 5 South of A823 Rosyth Rail Halt	Site 6 Dover Heights	Site 7 Calais Muir Wood	Site 8 SLA - Broomhall
	Site Areas (Ha)	20.16	12.01	30.54	Unknown
1. A Single School & Site	A Single site for all curricular activity.	Yes	Yes	Yes	Yes (site unknown)
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	Yes	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		No – north of the railway line	No	No	No
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		Yes	Yes	Yes	Yes

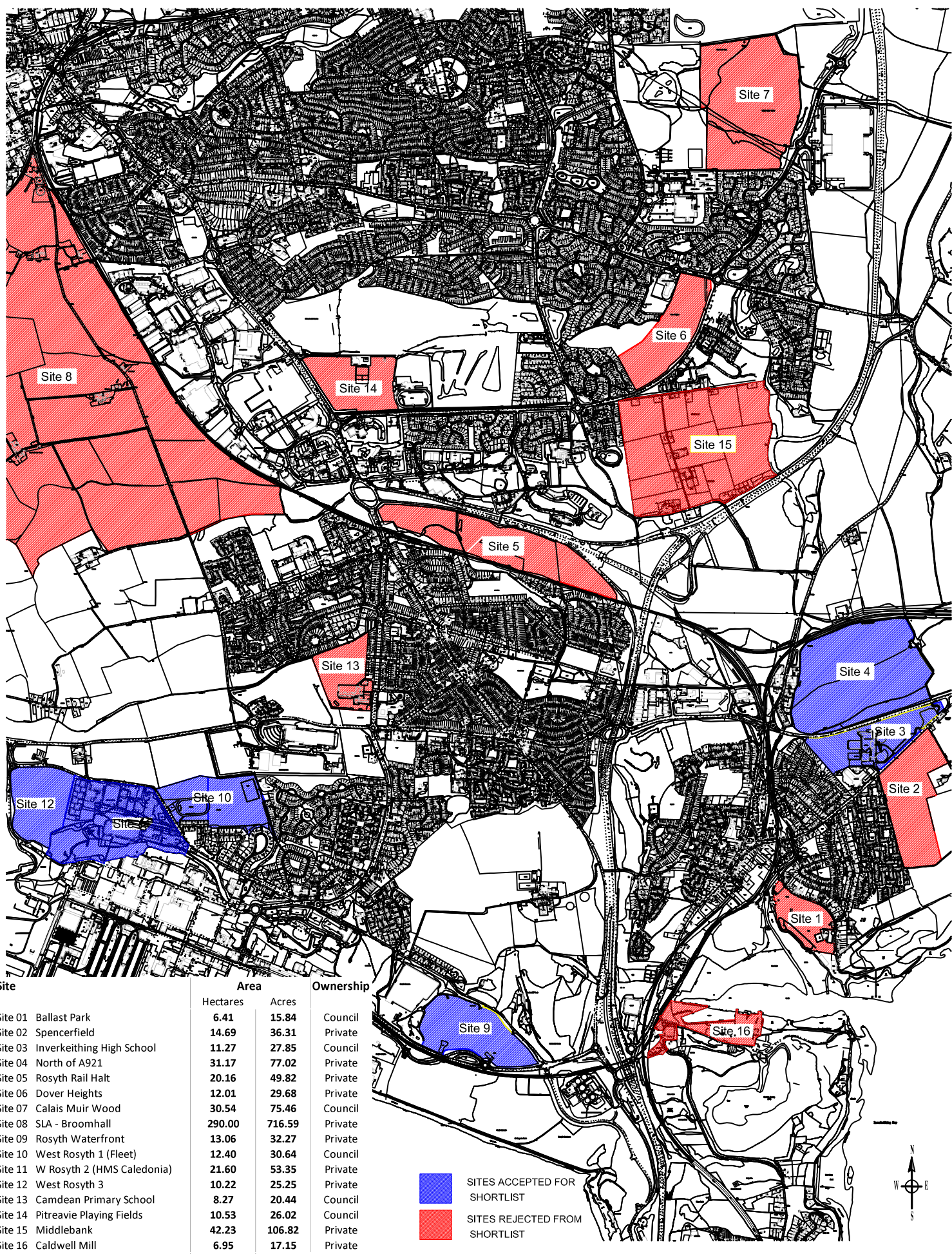
Criteria -	Sites -	Site 5 South of A823 Rosyth Rail Halt	Site 6 Dover Heights	Site 7 Calais Muir Wood	Site 8 SLA - Broomhall
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks. (students and community)	No – railway line restricts access	No – railway line / distance	No – railway line / distance	No – distance
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	No	No
Notes/Comments					

Criteria -	Sites -	Site 9 Rosyth Waterfront	Site 10 West Rosyth 1 (Fleet)	Site 11 West Rosyth 2 (HMS Caledonia)	Site 12 West Rosyth 3
	Site Areas (Ha)	13.06	12.40	15.51	10.22
1. A Single School & Site	A Single site for all curricular activity.	Yes	Yes	Yes	Yes
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	Yes	Yes	Yes	Yes
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	Yes	Yes	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		Yes	Yes	Yes	Yes

Criteria -	Sites -	Site 9 Rosyth Waterfront	Site 10 West Rosyth 1 (Fleet)	Site 11 West Rosyth 2 (HMS Caledonia)	Site 12 West Rosyth 3
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks.	Yes	Yes	Yes	Yes
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	Yes
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		Yes	Yes	Yes	Yes
Notes/Comments			Assumes acquisition of adjacent MOD site		

Criteria -	Sites -	Site 13 Camdean Primary School	Site 14 Pitreavie Playing Fields	Site 15 Middlebank	Site 16 Caldwell Mill
	Site Areas (Ha)	8.27	10.53	42.23	6.95
1. A Single School & Site	A Single site for all curricular activity.	No	Yes	Yes	No
2. A site with net acreage to contain a school, open space & to accommodate peak forecast roll & an element for future expansion	Peak forecast - 2000. (Sites have not been assessed on the aspect ratio of the site as defined in education requirements and this will be assessed in the Stage 2 feasibility study)	No	Yes	Yes	No
3. A site should be located within the designated catchment area, where pupil population was greatest. Accessible, minimising pupil travel distance & support delivery of appropriate community facilities		Yes	No	No	Yes
4. A sufficient site to accommodate all curricular, external learning, sports facilities & community engagement. Any site being assessed having regard to the size of the site & its ability to accommodate the school its curricular & extra-curricular activities		No	Yes	Yes	No

Criteria -	Sites -	Site 13 Camdean Primary School	Site 14 Pitreavie Playing Fields	Site 15 Middlebank	Site 16 Caldwell Mill
5. A site able to ensure that the design could deliver full accessibility for all, including appropriate vehicular access & car parking facilities	1. The building will be accessible from both physical and educational perspective.2. The site is in a location which is easily accessible by foot and or existing transport networks. (students and community)	Yes	No – railway line restricts access	No- railway line restricts access	No
6. A site which could enable a design that would deliver a safe & secure environment, with ease of movement throughout the building and site	Curriculum only	Yes	Yes	Yes	No
7. The school should be available for occupancy within a reasonable timescale	Not enough information available at this Stage to assess.				
8. A site where the cost of the site & site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated	Not enough information available at this Stage to assess.				
Sites Progressing to Technical Assessment		No	No	No	No
Notes/Comments					



Site	Area		Ownership
	Hectares	Acres	
Site 01 Ballast Park	6.41	15.84	Council
Site 02 Spencerfield	14.69	36.31	Private
Site 03 Inverkeithing High School	11.27	27.85	Council
Site 04 North of A921	31.17	77.02	Private
Site 05 Rosyth Rail Halt	20.16	49.82	Private
Site 06 Dover Heights	12.01	29.68	Private
Site 07 Calais Muir Wood	30.54	75.46	Council
Site 08 SLA - Broomhall	290.00	716.59	Private
Site 09 Rosyth Waterfront	13.06	32.27	Private
Site 10 West Rosyth 1 (Fleet)	12.40	30.64	Council
Site 11 W Rosyth 2 (HMS Caledonia)	21.60	53.35	Private
Site 12 West Rosyth 3	10.22	25.25	Private
Site 13 Camdean Primary School	8.27	20.44	Council
Site 14 Pitreavie Playing Fields	10.53	26.02	Council
Site 15 Middlebank	42.23	106.82	Private
Site 16 Caldwell Mill	6.95	17.15	Private

SITES ACCEPTED FOR SHORTLIST
 SITES REJECTED FROM SHORTLIST

NTS

Potential School Replacement Sites

Dwg No W16 R0360

Date 25/11/2016

Department

Property Services - Estates



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Equality Impact Assessment Summary Report

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

Which Committee report does this IA relate to (specify meeting date)?
Education & Children's Services Committee on 19 March 2019
What are the main impacts on equality?
New buildings will be fully accessible to all.
In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?
Not anticipated, The programme will bring jobs to the wider Fife area and beyond, due to the extensive supply chain required. Construction of the new facilities will provide numerous types of construction jobs, including apprenticeship training. The new buildings will support the raising of educational attainment and will increase opportunities for vulnerable people to use the facilities.
What are the main recommendations to enhance or mitigate the impacts identified?
Full engagement with communities and stakeholders in the design of the projects, including any statutory education consultation required.
If there are no equality impacts on any of the protected characteristics, please explain.
N/A
Further information is available from: Name / position / contact details:
Shelagh McLean, Head of Education & Children's Services, VOIP 444229

One of the following statements must be included in the "Impact Assessment" section of any committee report. Attach as an appendix the completed EqIA Summary form to the report – not required for option (a).

- (a) An EqIA has not been completed and is not necessary for the following reasons:
(please write in brief description)
- (b) The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
- (c) An EqIA and summary form have been completed – the summary form is attached to the report.



WORK PROGRAMME 2019

MEETING ON 19 MARCH 2019			
Report	Lead Officer / Contact	Source	Comments
Senior Phase Outcomes			
Pupil Equity Fund			
Building Fife's Future West Fife Estate	Executive Director (Education & Children's Services) (Shelagh McLean)		
Walked Routes to School	Executive Director (Education & Children's Services) (Shelagh McLean)		
Grants to Voluntary Organisations	Executive Director (Education & Children's Services) (Dougie Dunlop)		

MEETING ON 21 MAY 2019

Report	Lead Officer / Contact	Source	Comments
ABCD Update			
Cost of the School Day Update and Anti-Poverty Plan	Sarah Else		
Children's Services Report	Dougie Dunlop		
Building Fife's Future	Shelagh McLean		
Our Minds Matter Update	Sarah Else		

MEETING ON 27 AUGUST 2019

Report	Lead Officer / Contact	Source	Comments
Finance Reports x 2			
Update on Early Years & Childcare	Jacqueline Price		
Update on Support for Voluntary Organisations	Rona Weir		

MEETING ON 29 OCTOBER 2019

Report	Lead Officer / Contact	Source	Comments

TO BE CONFIRMED/ALLOCATED TO MEETING DATES

Report	Lead Officer / Contact	Source	Comments
Dunfermline North Catchment Review	Executive Director (Education & Children's Services) (Shelagh McLean)	Para 88 of 2018EChSC52 refers	To carry out a catchment review asap in Dunfermline North.