Levenmouth Area Committee

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

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

<u>AGENDA</u>

<u>Page Nos.</u>

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.

1

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16 March, 2022

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THE FIFE COUNCIL - LEVENMOUTH AREA COMMITTEE – REMOTE MEETING

26th January, 2022   **9.35 a.m. – 10.55 a.m.**

PRESENT: Councillors Ken Caldwell (Convener), David Alexander, Ryan Smart, Colin Davidson, David Graham, John O'Brien and Alistair Suttie.

ATTENDING: Neil Watson, Lead Consultant (Roads & Lighting Asset Management), Eva Martinez, Technician Engineer - Traffic Management (North Fife), Assets Transportation and Environment, Roads and Transportation Services; Scott Urquhart, Head of Operations, Fife Sports and Leisure Trust; Andy Maclellan, Team Manager (Community Projects), David Paterson, Community Manager (Levenmouth), Communities and Neighbourhoods; Peter Corbett, Lead Officer, Pamela Stevenson, Service Manager - Economic Development, Economy, Planning and Employability Services and Michelle Hyslop, Committee Officer, Legal and Democratic Services.

ALSO   Inspector Paul Gillespie, Police Scotland.
ATTENDING:

301.   DECLARATIONS OF INTEREST

Councillors Caldwell and Suttie declared an interest in Para. 305 – Update on Levenmouth Swimming Pool and Sports Centre gym extension and studio project, as they were both members of Fife Sports and Leisure Trust. Both Councillors were satisfied that there were no decisions being made and they would therefore remain in the meeting for this item.

Councillor Graham declared an interest in Para. 307 – Supporting the Levenmouth Plan – Kennoway Bowling Club funding request, as he was a past president of Fife Bowling Association and had a connection playing Bowls locally within the Fife area. However, he was satisfied that this would not prejudice discussion or decision making and he would therefore remain in the meeting for this item.

302.   MINUTE

The Committee considered the minute of the meeting of the Levenmouth Area Committee of 17th November, 2021.

Decision

The Committee agreed to approve the minute.

303./

303.   PROPOSED 20MPH SPEED LIMITS, EAST WEMYSS

The Committee considered a report by the Head of Assets, Transportation and Environment asking members to consider the proposal to introduce new 20mph zones on Castleton Court, Newton Place and all other roads to be built within the area to the south of A955 shown in TRO/21/53.

Decision

The Committee in the interests of road safety: -

(1)   agreed to the promotion of a Traffic Regulation Order (TRO) to introduce the 20mph zones as detailed in drawing no. TRO/21/53 with all ancillary procedures, and

(2)   authorised officers to confirm the Traffic Regulation Order within a reasonable period unless there were objections.

304.   AREA ROADS PROGRAMME 2022-23

The Committee considered a report by the Head of Assets, Transportation and Environment which identified the projects proposed for approval for the Area Roads Programme in the Levenmouth Area for delivery in the 2022-23 financial year.

Decision

The Committee: -

(1)   approved the proposals identified in Appendices 1-3, of the report;

(2)   delegated authority to the Head of Assets, Transportation and Environment to manage the lists of Category 1 and 2 projects in line with the available resources/funding as the programme developed, in consultation with the Area Convener and Vice-Convener; and

(3)   noted Appendices 4 and 5 of the report.

305.   UPDATE ON LEVENMOUTH SWIMMING POOL AND SPORTS CENTRE GYM EXTENSION & STUDIO PROJECT

The Committee considered a report by the Head of Communities and Neighbourhoods which provided members with an update on the investment towards Levenmouth Swimming Pool and Sports Centre, which was in line with the Plan for Fife's commitment to improve health, sport participation and leisure through the investment of high-quality community facilities.

Decision

The Committee welcomed and noted the report.

306./

306.   SUPPORTING THE LEVENMOUTH LOCAL COMMUNITY PLAN – AREA BUDGET REQUEST- ANTI SOCIAL BEHAVIOUR APPROACH

The Committee considered a report by the Community Inspector, Police Scotland seeking to secure funding for the 2022/2023 financial year, to support the increased Police resource in the Levenmouth Area for a period of 7 months to focus on specific anti-social behavior issues.

Decision

The Committee: -

(1)   confirmed support for the coordinated approach previously taken by local partners in 2019, 2020 and 2021;

(2)   agreed to a contribution of £25,044,83 to be used towards the continued Police resource that is key in spearheading the partnership approach as a priority issue

(3)   noted this figure may be subject to change in April 2022; and

(4)   noted that Police Scotland would match fund this spend and would dedicate to provide further Police resource to create a team of two dedicated officers to countering anti-social behavior within the Levenmouth Area.

307.   **SUPPORTING THE LEVENMOUTH PLAN - KENNOWAY BOWLING CLUB – FUNDING REQUEST**

The Committee considered a report by the Head of Communities and Neighbourhoods seeking agreement to contribute £9,150 from the Local Community Planning Budget, Anti-Poverty component as match funding to upgrade the facilities at Kennoway Bowling Club as part of the wider regeneration of the building in preparation for its full opening in 2022.

Decision

The Committee agreed to a total contribution of £9,150 for 50% of the total cost of the project, and noted: -

(1)   the balance of funding would be drawn from Kennoway Bowling Club reserves;

(2)   cost of the works was based on the most competitive of three quotes;

(3)   the amount of work already carried out over the pandemic to improve the club as a space for the local community and the extent of its use by the local community; and

(4)   the use of anti-poverty funding as an economic support to improve facilities post pandemic and to help protect current and future job opportunities.

308./

308.   **LOCAL AREA ECONOMIC PROFILES (DECEMBER 2021)**

The Committee considered a report by the Head of Business and Employability presenting an annual overview of the local economic profile for each of the seven local committee areas using the latest available data to provide background and context to council activity within each locality to help inform the area committee on decision making.

Decision

The Committee: -

(1)   noted the issues raised from the analysis of the latest available data; and

(2)   recognised the ongoing economic impact and uncertainty resulting from the Covid-19 pandemic and recent UK exit from the European Union.

309.   LEVENMOUTH AREA COMMITTEE FORWARD WORK PROGRAMME

Decision

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

23rd March 2022

Agenda Item No. 04

Levenmouth Reconnected Programme Grant Awards

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

Wards Affected: Ward 21 – Leven, Kennoway and Largo, Ward 22 – Buckhaven, Methil and Wemyss Villages

Purpose

The purpose of this report is to allow Committee to consider the projects recommended for approval to receive funding from the £10m Levenmouth Reconnected Programme fund. It will also detail the process for the next round of grant funding and update the committee on projects that have received small grants.

Recommendation(s)

It is recommended that Committee:

1. Agree to approve the funding of projects detailed in Appendix 1 & 2 from the Levenmouth Reconnected Programme fund.

2. Note the revised grant application process for the second round of funding

3. Note the projects that have been successful on gaining grants from the small grant fund.

Resource Implications

The total grant award for recommended projects is £1,638,402. The total grant awarded to small projects is £42,134. This will be funded from the approved Levenmouth Reconnected Programme budget.

Legal & Risk Implications

Legal Services has reviewed and agreed the Grant terms and conditions

Impact Assessment

An EqIA Checklist is not required because the report does not propose a change or revision to existing policies and practices. Individual projects will carry out their own Impact Assessments.

Consultation

Fife Council Finance, Communications and Legal Services have been consulted in preparing this report.

Consultation has been undertaken with the Levenmouth Reconnected Working Group, Oversight Group and Transport Scotland in the assessment of individual projects.

1.0 Background

1.1 The process to approve grant awards from the £10m Levenmouth Reconnected Programme Fund was approved by the Policy & Coordination Committee on 13 May 2021 (2021 PC78 para. 296 refers). The committee agreed larger grant applications, seeking over £5,000 (up to a maximum of £5m), will be assessed by a Working Group panel with a recommendation made to the Oversight Group for approval and to advance to the Levenmouth Area Committee for decision. Small Grant awards will be assessed and processed by the Levenmouth Local Community and Neighbourhoods Panel.

1.2.0 Large Grant Applications were received from thirteen projects and were considered by the Working Group panel. Projects were scored on the criteria set out in the Large Grant funding strategy and guidance.

1.3 One project subsequently withdrew their application and two did not pass the technical check with regard to meeting the objectives of the Levenmouth Reconnected Programme.

1.4 Three projects did not score highly enough to progress beyond the assessment stage however these have been encouraged to submit a further application for the next round of funding.

1.5 Two projects have been deferred to the next round of funding. One due to timing issues and the other requiring further information not available within the timescales for this round of funding.

1.6 Projects were recommended by the panel to be progressed to the Oversight Group.

1.7 Feedback from groups and organisations seeking funding from the Large Grants fund have indicated that they would benefit from assistance to complete the application form and ensure their project meets the criteria and objectives for the Levenmouth Reconnected Programme.

1.8 applications to the small grant fund were received. To date 10 have been approved.

2.0 Issues and Options

2.1 At the 22nd of February meeting of the LRP Oversight Group, it was agreed that the projects selected by the Large Grant Assessment Panel be progressed to the Levenmouth Area Committee for final approval. The projects recommended to receive LRP grant funding are:

- Buckhaven Green Network Enhancement
- Silverburn Park Flax Mill Project
- Kennoway Pump Track
- Positive Futures / Community Trade Hub
- Levenmouth Business Park

2.2 Appendix 2 summarises these projects. It should be noted that additional information is required from the Community Trade Hub and any grant offer would be conditional on receipt of this information

2.3 For the second round of funding, expressions of interest will be invited from interested parties, to be received by the 31st of March. Projects will be screened and feedback provided on whether the project can meet the LRP grant funding requirements or not. If not assistance will be provided to aid bodies completing their application. The final deadline for completed applications will be the 30th of May 2022. It is then expected to return to the August 2022 Levenmouth Area Committee meeting with a paper on projects recommended by the Working Group panel to be approved for grant funding.

2.4 Appendix 3 summarises projects that have been successful in receiving small grants.

3.0 Conclusions

3.1 These projects have been scrutinised by the Working Group Assessment Panel and they meet the criteria set out in the LRP 'Funding Strategy' Document (LRP-GA002.) As such the panel is satisfied that these projects meet the objectives of the Levenmouth Reconnected Project and should therefore be approved by Levenmouth Area Committee to receive the requested grant funding.

List of Appendices
1. Large Grant Project Summary
2. Large Grant Project descriptions
3. Small Grant Project Summary

Background Papers

None

Report Contact

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Appendix 1

Project	Applicant	Total cost	LRP Funding Sought	Panel Score/100	Panel recommendation	Key Deliverables	Key benefits
Buckhaven Green Network Enhancement	CLEAR Buckhaven and Methill	£287,852	£178,345	57	Progress	Planting/environmental improvements along key corridors in Methill and Buckhaven linking to River Leven. Seating areas, small scale public art Community engagement	Biodiversity enhancement Volunteering opportunities, Public ownership, Enhancing active travel links to Cameron station Improved health through active travel, conservation volunteering
Silverburn Park Flax Mill Project	Fife Employment Access Trust	£8,464,088	£500,000	83	Progress	Renovation / Restoration of Silverburn flax mill Provision of tourist information hub Hostel, Café and shop Training facilities Community engagement programme	Visitor attraction on ATN. Coastal path Rural skills development Volunteering opportunities Community engagement Employment Improving health and wellbeing
Kennoway Pump Track	Fife Council	£189,401	£43,754	63	Progress	State of the art 'pump track' with flood lighting	Attract local users, located on ATN Attract visitors from elsewhere in Fife, particularly young people Use of rail line makes facility accessible to users

							along coastal communities and outwith Fife. Est 350 users per month
Positive Futures	Community Trade Hub	£269,400	£202,050	63	Progress	Training programme for young people bridging gap from education to work Links with Rail reinstatement project Local environmental improvements using training programme	Improve young persons skills, chances of employment Reduce antisocial behaviour Increase employment opportunities locally
Levenmouth Business Park	Fife Council	£2,281,000	£714,253	64	Progress	7 newly constructed heated business units 753m^2 and all ancillary services	Investment in business infrastructure, helping to create and sustain jobs in Levenmouth area Site very accessible from Cameron station on ATN
Total funding sought		**£1,638,402**					

Name of applicant organisation:	CLEAR Buckhaven & Methil
Type of organisation:	Charity – SCO43573

Main objectives of your organisation:

CLEAR objectives are: To improve the local environment; and to build civic pride and community engagement – in a deprived community where the public space has significantly deteriorated.

CLEAR stands for *C*ommunity-*L*ed *E*nvironmental *A*ction for *R*egeneration, started by a group of Buckhaven residents in 2007, becoming a charity in 2012 and extending actions to Methil in 2018.   CLEAR membership and participation is open to any Levenmouth resident while some volunteers come from farther afield.

Organisation's website address (if applicable):	www.clearfife.org

Project title:	Buckhaven-Methil Green Network Enhancement
Project location postcode:	Various public greenspace sites, Buckhaven & Methil (see attached maps for main sites)
Name and address of landowner of the project site (if applicable):	This work is planned across a number of individual sites and routes along four main corridors. Fife Council is the landowner in most cases but small separate sites will also be used with which landowner agreement has been reached
Anticipated project start date:	01/01/2022
Anticipated project completion date:	30/11/2024

Project summary: The Buckhaven-Methil Green Network Enhancement Programme will carry out a programme of environmental enhancement and community placemaking around key sections of The Leven Green Network south of the River Leven *(the more deprived and neglected of the two wards)* over a three-year period (https://theleven.org/projects/the-leven-green-network/).   The objective is to enhance some underused key sites and corridors along the network – focused on four primary intersecting corridors - creating more attractive and welcoming public spaces and encouraging greater use of the River Leven and new rail stations (especially Cameron Bridge) through planting and biodiversity (trees, bulbs, wildflowers, shrubs), food growing (fruit, vegetable beds) accompanied by low-cost hard infrastructure (benches, archways, totems, low-key heritage and art, etc). This extends the Buckhaven placemaking template which has begun changing perceptions of the town including the Orchard Trail, and Buckhaven-Methil Green Network. Implementation involves the collective community efforts of local volunteers, trainees/placements and staff (primarily young persons) as well as ongoing maintenance. In addition to addressing priorities

identified in both recent Buckhaven and Methil/Methilhill Community Action Plans neglected so far as well as certain themes in the Levenmouth Local Plan, this work involves direct, appropriate climate adaptation measures. See attached, Design Concept paper commissioned to inform this new chapter of the existing approach.

The components mainly utilise existing, underused greenspace assets in the public realm and are deliberately planned to require limited ongoing maintenance (for example, weeding, harvesting). It also seeks to extend the current street champion scheme whereby local residents clear litter and may maintain shrub or flower beds in their immediate neighbourhood. CLEAR will accompany this work with regular circulation of information, seeking engagement by residents and, where housing is nearby planned work, consultation. A lengthy shortlist of site options (both nodes and links) have been identified where such work would be beneficial but no timing/sequencing has yet been finalised due to the significant seasonality element (in relation to fund approval) and other factors but also since the final active travel routes (under the River Leven Connectivity component) have yet to be finalised and funded.

CLEAR considers this to represent a basic 3-year enhancement project but will seek to supplement this basic programme, as we have done for the past 12 years, with additional projects separately funded from other sources, such as those linked to a particular site or theme development (*eg homegrowing, small art, biodiversity projects)* so that the net and cumulative impact will be greater than the funds requested here which form a core programme only. The geographic focus will be on developing along the corridors and specific sites/nodes on four main intersecting axes of the network (see Annex 7), namely:

Very broadly South-West to North-East orientation, as follows:

    A. Methilhaven Road (from Percival Rd, Buckhaven -> Den Walk, Methil, which includes gateways – mainly roadside, parks and greenspaces along close to roads
    B. Percival Rd-> Bats Wood/Levenmouth Campus -> Kirkland Dam – mainly offroad

Also, very broadly, South East to North West orientation, as follows

    C. Swan Brae/Sea Road -> Chemiss Rd -> Methilhill Primary
    D. Methil Brae -> Steelworks Brae/Burnmill Dam

Some other isolated sites (such as existing shrub-beds in other high visibility locations) will receive some enhancement as plants, labour are available.

As a minimum, this core programme will include the following outputs to which CLEAR will seek separate resources to add to:

    1. Spring bulb planting along prominent roadsides and path network sites (at least quarter of a million crocus, daffodils, others etc)
    2. Replenishment/rehabilitation of existing shrub beds (approx. 200 plants per year)
    3. Native tree planting/small woodland or copses creation at appropriate wilder sites sites (approx 1,000-1,500 per year)
    4. Assisting Council rewilding efforts in parks by creating biodiversity corridors and wildflower planting in existing areas now unmown (linked with woodland and orchards creation)

5. Fruit planting/orchard creation at suitable sites for public use (approx. 4-500 per year); community rhubarb patches and one new EATS bed also established.
6. Community places created at strategic points along the four corridors/ path network (benches/picnic tables 10, simple wood art/archways, interpretation, waymarkers, etc) varying according to site suitability.
7. Annual maintenance of soft and hard landscaped sites (including gap filling) – ongoing.
8. Employment of young persons to assist at least 3 per year.   At certain peak planting times, maintaining the option of subcontracting some planting work to local small business.
9. Development of basic skills and experience working with groups from Community Trade Hub, Fife College and Levenmouth Academy and others (eg 16plus) in specific tasks (depends on their schedules but regular sessions envisaged)
10. Engagement of local voluntary groups and individuals in practical, healthy, outdoor exercise – ongoing (an estimated 3-5,000 voluntary hours per year)
11. Mobilising and equipping street champions to pick litter on an ongoing basis along the network (seeking to recruit 20-25 per year, hoping the majority continue)
12. Implementing recommendations of recent Community Action Plans (Buckhaven, Methil/Methilhill)
13. Where planned actions are located close to housing, consult local residents and adapt plans.
14. In general, maintain regular communication (social media, newsletter, local press) on specific plans and progress and seeking feedback and involvement

Note that some specific elements and targets may be adjusted during the course of the project and replaced by different sites or components (eg fruit trees for native trees etc). The inputs identified here will be fully implemented but the number and configuration at any one site may vary.

Funding support for a 3-year programme period allows CLEAR to gear up and plan, multi-seasonally. This project would form the core of our ongoing outreach programme of community placemaking which would not take place on this scale without this support. However, this also requires some flexibility both in terms of fulfilling all specific application conditionalities and also final definition of sites and specific inputs. Sites, especially or Years 2 and 3 may vary from those originally identified and the specific components for each site may also vary. CLEAR has been taking this approach in Buckhaven for the past 12+ years, mobilising funds from different sources but seeks some continuity to enable us to do more. This will benefit from the project in that it will enable us to seek additional resources as the project progresses.

Appendix 2

Name of applicant organisation:	Fife Employment Access Trust
Type of organisation:	Registered Charity (SC022263)
Main objectives of your organisation: Our vision is to enable and support individuals to reach their full positive mental wellbeing in a culture where there is no stigma. Working across Fife, and from a now established outreach centre at Silverburn Park in Leven, FEAT is a specialist and award-winning mental health and employability charity, working with people experiencing multiple disadvantages. We focus on supporting people with severe and enduring mental health conditions to better self-manage their conditions and prepare for, enter and sustain employment (or other meaningful activities)	
Organisation's website address (if applicable):	www.fifeemploymentaccesstrust.com www.silverburnpark.co.uk
Project title:	Heart, Mind and Soul: Silverburn. The Flax Mill Project
Project location postcode:	KY8 5PU
Name and address of landowner of the project site (if applicable):	Fife Council, Fife House, North Street, Glenrothes, KY7 5LT. *NB: a transfer of ownership to FEAT will take place upon completion of the Flax Mill renovations. Lease and Partnership Agreements are available on request*
Anticipated project start date:	15/03/2022
Anticipated project completion date:	31/05/2026

Project summary: . A major community-led initiative for wellbeing, enterprise and employment, benefiting the people of Levenmouth and beyond.

Currently derelict, the Flax Mill at Silverburn Park will be transformed into a dynamic visitor centre and community hub comprising: cafe, shop, backpackers' hostel, event/meeting/learning spaces, 4x craft studios, office space for FEAT and its wholly-owned trading subsidiary, public toilets with fully-accessible Changing Places facilities and interactive heritage displays. Community-led activity at Silverburn Park is already actively destination-making for repeat and prolonged visits to the region, benefiting the wider economy. Silverburn welcomed 257,370 visitors Mar'20 to Apr'21-projected to rise to over 300,000 annually, with enhanced facilities available at the Flax Mill. The project will facilitate direct opportunities for 9,000 local participants annually (a further 10,000 will engage digitally) on targeted activities, volunteering & tailored training/development programmes "under one roof". The Business Plan projects sufficient annual income to cover budgeted operating costs, with surpluses supporting FEAT's wider charitable work. We will also gain a permanent base for delivery of our growing range of therapeutic activities (and create employment!) for our clients and the wider community. The investment in Silverburn and the Flax Mill represent strategic organisational developments for FEAT, enabling crucial income-generation and thus reducing our core reliance on increasingly competitive grant or contract funding, into the future. A B-Listed red-brick industrial building dating from the mid-C19th, the Flax Mill is on the "Buildings at Risk" register. Substantial renovations will preserve and conserve the original features, whilst also achieving modern energy efficiency and safety standards. It is one of the few remaining buildings in Scotland that accommodated flax milling processes and "its relative lack of subsequent alteration gives it considerable significance" (Conservation Statement, 2018). Interpretation will celebrate the area's rich local industrial and social history (in its heyday, over 200 people worked at Silverburn, and one half of the wider Levenmouth population were involved in flax and linen trades). This project aims to celebrate interesting and important links with the past, and help to (re)build local pride and the community's sense of place. We seek support towards full match-funding of the Mill's restoration, enabling us to bring the Flax Mill alive once more and to achieve FEAT's full

vision, "Heart, Mind, Soul: Silverburn", benefiting the wider community, as well as creating more opportunities for tourism, leisure, training, education, employment and therapeutic activities to improve mental health and well being. It is vital to keep up the momentum that we have been building over recent years and ensure we deliver on local expectations for real change. We will create a unique, versatile and multi-use community space, that works for the community, and that the whole community can be truly proud of. It is already rekindling great local pride and affection (Heart), will further grow its renown as a pioneering centre for volunteering and training for people with mental health issues (Mind), and will highlight and safeguard the exceptional natural and built heritage (Soul) that characterises the area.

Name of applicant organisation:	Community Trade Hub Ltd
Type of organisation:	Social Enterprise

Main objectives of your organisation:

Community Trade Hub (CTH) is a skills and employability service providing a unique learning environment to engage youth in a variety of activities. We guide and support young people aged 16-24 facing multiple complex barriers to employment and further education to gain the confidence, skills, training and experience they need to move forward into positive futures and career paths.

The main objectives of CTH are:
- To give everyone an opportunity to use a space to develop practical and life skills within the community.
- To ensure that no one is left behind and are given an equal opportunity to succeed.
- Provide person-centred support to our clients - identifying their strengths, identifying barriers to growth and development. Allowing them space to work on overcoming these barriers in a friendly non-judgemental community environment.
- Expanding individual prospects through providing vocational training, work experience and support in gaining qualifications.
- Connect youth to the community, local organisations and the natural environment through community work experience and team building activities.
- Provide accessibility to education to the most vulnerable in the community.

Organisation's website address (if applicable):	https://www.communitytradehub.co.uk/

Project title:	Positive Futures
Project location postcode:	KY8 1JX
Name and address of landowner of the project site (if applicable):	Kenny McAllister
Anticipated project start date:	01/02/2022
Anticipated project completion date:	01/02/2023

Project summary:

Guided Start is a multi-disciplinary skills development and vocational training academy. We support youth between the ages of 16-24 to gain the skills, training and qualifications necessary for them to progress onto positive employment and further education pathways. Community is at the heart of the work we do. We believe it is vital for youth to be involved in local community projects as part of their training, as it not only helps to build their self-esteem and confidence but most of all a sense of belonging and connection in the community. The academy's purpose is to target the youth attainment gap and youth unemployment in Levenmouth through providing alternative supportive pathways to education and skills development.

The first-year objective of Guided Start is to support 80 young people in learning the personal, social and life skills needed to help them progress into employment. With potential of expansion and making this a long-term sustainable project within the community.

Overview:

Guided Start will work together with local schools such as Levenmouth Academy, career advisors, Police Scotland, job centres, community organisations, and local authority youth-initiatives to help promote the opportunities available and generate referrals into the service. We also anticipate a high level of self-referrals to the academy.

CTH will be a connector/link between these services to provide alternative pathways into employment and build on skills and self-development for the most vulnerable youth.

Breakdown:

The Academies will run on a 12-weekly cycle. The participants will work on practical and life skills. All participants will be offered work experience to build an understanding of the basic requirements of a working environment such as time management, communication/interpersonal skills, leadership, and organisation. Many small employers in the area no longer offer work placements due to the time and effort required to develop the young people to a minimum standard. These learning environments are imperative as they provide an important steppingstone towards employability.

A summary of the content of each academy is below:

Trades:

Participants will be able to develop skills in a variety of trades including Joinery, Plumbing, Plastering, Tiling, Painting, and Decorating and Electrics with the idea of narrowing the scope to a specific trade suited to the participant. Participants will gain an SCQF Practical Abilities (Level 3-5) as well as practical work experience through the CTH Community Works Programme where they can apply their skills via local community regeneration projects.

CTH are currently in the planning process of partnership with the Network Rail rail link development in Levenmouth. It is anticipated that in late 2022/2023 participants will have the opportunity to build work experience through planned and agreed construction and maintenance work on and/or around the new rail link. This will be invaluable work experience helping to build youths self-esteem and a sense of belonging in the community. As well as provide valuable insight into health and safety requirements.

In addition to this CTH will boost local economy by supporting Parbro Construction in their capacity building. Parbro currently struggle to hire trained and 'workplace ready' candidates.

Horticulture:

The Buckhaven CLEAR community garden will be utilised as a training environment to learn practical horticulture skills such as plant care, maintenance, cultivation and preparation, composting and landscaping. Participants will gain hands on knowledge of the industry within growing spaces, planting and garden maintenance. As well as understanding and learning about environmental sustainability and practice.

Working in partnership with The Leven project participants will be able to gain work experience through increasing ecological diversity and vibrancy along the new path network.

Participants will be able to use their new-found skills to work together with local environmental organisations and projects to improve and diversify the natural environment. For example, interconnecting with the Hospitality and Cooking academy at Wellsley Parish Church participants will be able to create and maintain a small vegetable garden where seasonal fruit and vegetable will be grown. This will also be utilised by participants working and training in Hospitality and Cooking to produce local grown meals for the community.

Hospitality and Cooking:

In partnership with Wellsley Parish Church participants will learn skills in food preparation, cooking, baking, and catering in their purpose-built training kitchen and community space. As well as learning knowledge of Health and wellbeing by learning how to cook healthy and balanced meals. They will also be supported to gain a vocational SCQF (Level 3-5) qualification in Hospitality, Food and Drink.

Participants will also be able to gain work experience by utilising the skills they learn by cooking and preparing meals for community events. This will also build on their work skills by developing organisation, communication, teamwork, and management in a kitchen environment.

Digital skills and employability support will be integrated within all of the academies. This will include support with writing and building the participants' CVs; adding their newfound skills, knowledge, experiences and qualifications.

In addition to this, if SCQF qualifications are not suitable participants can access Princes Trust Programmes and qualifications.

The Coronavirus pandemic has brought greater awareness of the importance of mental health, especially in the youth.

Health and wellbeing are at the centre of all our academies. Young people referred to the skills academies with be given 1:1 support by a key worker to help identify their strengths, key barriers they face and support in overcoming these barriers. Relationship building

Providing space for play and creativity is essential to the young people's personal and social development.

We will work together with local community groups and organisations such as the Scouts and Sea Cadets through team building/activities days to build skills in health and wellbeing awareness, pride of place and a sense of civic commitment. As well as bring awareness to local mental health peer support safe spaces such as Sam's Café to help guide and incentivise youth in reaching out to the free drop-in sessions available.

We will also host our own team building events/activities to help and support youth to 'get out their comfort zone'. Youth will be able to suggest fun or challenging activities they would like to do (no matter how small or large) to challenge themselves to achieve something they have never done before or may struggle with in a supported environment. The objective of this is to provide long term wider access to positive recreational activities in the area. A few examples of this (however not limited) could be water sport activities, karaoke events, creative exploration through art, music, dance, walks, baking, etc. This will help with personal development and growth by building their self-esteem, civic pride, and confidence through allowing self-expression and freedom.

This is essential as there is currently no spaces and infrastructure built to support and provide a sustainable programme of activities for youth. By ensuring these opportunities are available to all youth this acts as a preventative measure to youth taking negative recreational pathways due to a lack of infrastructure in place.

Name of applicant organisation:	Fife Council Communities
Type of organisation:	Local Authority
Main objectives of your organisation:	
Lead on Community Planning approaches in the Levenmouth area of Fife	
Project title:	Sandy Brae Kennoway Pump Track
Project location postcode:	KY8 5JN
Name and address of landowner of the project site (if applicable):	Fife Council
Anticipated project start date:	01/03/2022
Anticipated project completion date:	01/07/2022

Project summary: This project is aimed at the provision of a high-quality Pump track facility within the grounds of a well-used community centre in Kennoway, which is in the ownership of Fife Council and developed in conjunction with the centres management committee made up of community representatives.

The track has been specified for and will be built to competition standard and will provide both a local facility which will be utilised by a wide range of organisations and groups as well as a destination facility for visitors.

Kennoway is situated in an area with limited opportunities and resources for local people to participate in an active lifestyle which will improve their Health and Wellbeing. The Kennoway Pump Track will assist in creating a safe and inclusive facility that will inspire and support those who use it, to develop, hone and perfect their skills by offering positive experiences. (Kennoway SIMD Map 2020)

The facility will provide Levenmouth and Fife with an additional sports asset which can be packaged as a wider offer that will sit alongside its cultural, historical, social, coastal and green space assets, which can benefit inward investment by showing Fife as an attractive place to relocate as well as increasing tourism spend for short or longer stay visitors.

Detail

A pump track is a circuit of rollers, banked turns and features designed to be ridden completely by riders "pumping", i.e., generating momentum by up and down body movements, instead of pedalling or pushing.

Well-engineered pump tracks have unique features that allow children and adults of all skill levels to enjoy them at the same time, without fear of injury. A feature that a 5-year-old can roll through can be used as a gap jump for more advanced riders.

All riding surfaces and edges are low to the ground, so riders are not at-risk of falling from a high point. Rounded edges, gentle embankments and perfect geometry guarantee a safe ride.

Pump tracks can be used by mountain bike, BMX, skateboard, rollerblade, scooter riders and wheelchair users. They are an increasingly popular way to encourage exercise, whilst developing balancing and bike handling skills in a safe environment away from traffic. Pump tracks are relatively simple to use, fun and cater to a wide variety of riders and skill levels. The works required for the proposed pump track in Kennoway will include excavation of an existing BMX track area and subsequent formation of track bumps and berms of varying heights (betweeen0.4m-1.8m),with a minimum track width of 2m.This

shaped area will be surfaced with asphalt ,with painted lines following the
pump track edges to highlight lines of priority and delineate the pump track route.

Surface water from the track surface will be attenuated within the site via an attenuation swale.

The proposed pump track will be lit by 8no low energy LED floodlights mounted on 4no galvanized steel columns.

These have been positioned and orientated to provide a consistent light spread over the track and to limit potential for light spill for local residents. The planning application also makes provision for cabling to power these lights.

The proposed Kennoway pump track has been promoted by Fife Council in response to the identification of a specific local requirement. It has secured backing from a number of sources, and is supported by SportScotland who, in the run up to the UCI Cycling World Championships to be hosted in Scotland in 2023, have £8m of ring-fenced finance to provide accessible community and club facilities that inspire new and existing cyclists to make cycling a sport for life.

Appendix 2

Name of applicant organisation:	Fife Council - Economic Development
Type of organisation:	Local Authority

Main objectives of your organisation:
To enable and support economic prosperity across Fife by supporting business and community needs through the provision of infrastructure, premises and business development or sector growth services.

Organisation's website address (if applicable):	www.investfife.co.uk

Project title:	Levenmouth Business Park
Project location postcode:	KY8 1LJ
Name and address of landowner of the project site (if applicable):	Fife Council Economic Development
Anticipated project start date:	21/02/2022
Anticipated project completion date:	03/06/2023

Project summary:

The project will comprise of modern and attractive business units on a site within the Levenmouth Area. The proposed location is in close proximity to both proposed Levenmouth Rail Link passenger stations and is situated within Levenmouth Business Park. Active travel routes and other sustainable travel options including bus stops are also nearby.

Funding of £1.8M and planning permission has been secured for an initial phase of new build speculative employment units within the existing Levenmouth Business Park. This will fund the development of 5 new employment units comprising approximately 568m² of business space.

This project proposal set out in this application comprises the proposed construction of an additional 185m² of business space resulting in 7 units in total. The inclusion of heating will ensure that the business units delivered onsite are of a higher specification that is expected to attract a higher quality and wider range of business occupiers.

The units are to be constructed to meet market demand, proven through Fife Council business property availability enquiry monitoring analysis (Application Appendix 1) and through recent uptake evidence on comparable sites nearby including Queensway Technology Park in Glenrothes. The existing Fife Council Business Property estate within Levenmouth is 94% occupied with 64 (of 68 units) currently commercially let. However, the existing stock is generally older and often nearing the end of its natural life, unsuitable for modern business operations and in many cases, not energy efficient. It is also evident that there has been limited supply of new build premises in the Levenmouth area for many years having regard to development viability for the private sector. The proposed additional units will therefore have a maximum size of 140sqm which will support small and medium sized business to expand or locate to the Levenmouth area.

The proposed new units will assist the Levenmouth Reconnected Programme (LRP) area to capture and support anticipated economic growth following completion of the Rail Reopening Project. The project will contribute to supply of existing business accommodation which is expected to attract a range of businesses across a number of key sectors. It will also complement the strong existing Levenmouth business base within the local area including major employers such as Harland & Wolff, CessCon Decomm, Diageo and Pfaulder Balfour in addition to providing space for sectoral supply chain

businesses or local operators who seek to benefit from co-location and the enhanced rail accessibility.

The overall project will generate an estimated 14 direct additional jobs of which it is anticipated that a net additional 4 jobs can be attributed directly to the additionality now proposed through this LRP application. This represents an increase of 40% on the original project. Overall average multiplier assumptions (supply chain effects) indicate a likely 25 (14 x1.8) jobs. In addition, the project construction is estimated to create up to 26 additional jobs (*as calculated based on est. construction cost/s of £2M at 2017 prices*) The additional LRP units now proposed therefore are expected to create an additional 5 construction jobs when viewed against the existing project.

The project will build on the previous investment by Fife Council, Scottish Enterprise and Scottish Government, such as in the Energy Park Fife and Levenmouth Business Park.

The allocations of additional monies from the Levenmouth Reconnected Fund provide an opportunity to accelerate, maximise and unlock further development within the Business Park. A future phase of industrial units is proposed under the Edinburgh and South East Scotland (ESES) City Deal i3 programme.

The site location within 1.3km of the proposed Cameron Bridge rail station, also provides opportunity for business occupiers within the proposed employment units to increase sustainable travel patterns and will therefore serve to encourage higher patronage at that location by modes such as foot, wheeling, cycle or bus. This will ensure that Levenmouth Business Park is a high quality, attractive and accessible location, capable of accommodating indigenous or inward investors within the Levenmouth area.

The project proposal will provide additionality in terms of additional business floor space and enhanced specification incorporating heating infrastructure. It will also boost the economic profile of the area through the provision of additional modern business premises thereby ensuring that the availability of local business premises maximises the economic benefit to Levenmouth of the proposed Rail Reopening Project.

Levenmouth Reconnected Programme - Small Grant Applications (1st Round)

	Applicant	Grant Agreed	Total Project Cost	% of Grant	Application Title
1	Fife Council – Business & Employability	£ 4,900.00	£ 10,000.00	49%	Levenmouth Tourism Audit
5	Filshill Ltd	£ 5,000.00	£ 12,000.00	42%	Shop frontage improvement
6	Leven Environment Group	£ 1920.00	£ 2,304.00	83%	Shorehead lamp posts (electrical connections)
7	The Wemyss Improvement Group (TWIG)	£ 5000.00	£ 9,500.00	53%	East Wemyss Greenspace Regeneration
9	Parkrun UK (local ambassador)	£ 3,600.00	£ 4,000.00	90%	Cotlands Junior Parkrun
10	Families in Trauma	£ 4950.00	£ 5,500.00	90%	Trauma Informed Support with lived experience (online)
15	Methilhill Community Childrens Initiative	£ 5,000.00	£ 11,440.00	44%	Gardener
16	Largo Communities Together	£ 4,950.00	£ 5,500.00	90%	Largo Communities Together – Pier restoration- Fundraising and Feasibility Approach
17	Fifers for the Community	£ 5,000.00	£ 6,000.00	83%	Leven Promenade Concept design study
18	Leven Environment Group	£ 1,380.00	£ 1,533.60	90%	Two Tier Planters in the High Street.
		£41,700.00	**£ 67,777.60**		

Fife
COUNCIL

23rd March 2022

Agenda Item No. 05

Supporting the Local Community Plan - Budget Request – Community Shed Kennoway

Report by: Paul Vaughan, Head of Communities & Neighbourhoods

Wards Affected: Ward 21

Purpose

To seek agreement from the Area Committee for additional funding for electrical safety works to the Community Shed Kennoway, total funding requested being up to £10,000 from the 2022/23 local community planning budget.

Recommendation

The Committee is asked to agree to an allocation of up to £10,000 to fund additional costs incurred during the upgrading of the electrical systems at the Community Shed Kennoway. Although agreed at this Committee the funding would be drawn from the 2022/23 budget allocation.

Resource Implications

There will be sufficient funding available in the Local Community Planning Budget should this contribution of up to £10,000 to be agreed.

Legal & Risk Implications

There are no legal or risk implications arising from this report. The work at the Community Shed is required due to potential risks associated with the use of power tools in this environment. We wish to fully upgrade the electrical and lighting to ensure that the activities undertaken at the Shed are done so in an environment which meets the standards required for a workshop setting.

Impact Assessment

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

Consultation has taken place between Communities & Neighbourhoods and the occupants of the community shed – discussions on the initial delegated approach to this work has been broached at ward meetings. Councillors were first advised of the approach by e-mail in May 2021 and were supportive. At that time, it was expected that the work would fall under the £5000 threshold that would allow the proposal to proceed as a delegated action. This report has been submitted due to the initial costs rising and the additional aspect of a full lighting installation now being part of the work.

1.0 Background

1.1   There is a requirement for all requests over £5000 from the local community planning budget to be considered and agreed by the Area Committee.

1.2   The area has specifically supported initiatives throughout Levenmouth that directly support communities where isolation is an issue.

1.3   The development of the Community Shed over the last few years in Kennoway , initially from the Pavilion and latterly at the former youth club building adjacent has been valuable in providing a regular drop in space for members of the community who are encouraged to get involved in activities that interest them.

1.4   Recently there has been specific interest in the membership of the Community Shed in carrying out craft work using both hand and electrical tools to create items of interest, some of which are sold to replenish funds for the work of the Shed itself. This is an innovative approach which should be supported given the need to ensure initiatives of this nature are able to operate without continual recourse to grant funding.

1.5   As part of a normal inspection process in May 2021, it was found that the use of tools in the building could potentially overload the existing electrical infrastructure. The type of plug points in use did not have safety cut off units as they were domestic fittings.

1.6   Local management agreed to commission Building Operations to carry out and upgrade to all the sockets in the designated workshop area to ensure that it would comply with any inspection regime – initially that work was estimated as likely to be below £5000.

1.7   Subsequent discussions on the matter have concluded that a larger overhaul of the electrical infrastructure within the facility would be the best approach – including the fitting of higher quality lighting within the area of the workshop to ensure a safer working environment.

1.8   This work originally included the replacement of wiring to all heating elements within the facility; however, we now understand that a more detailed inspection of this wiring has concluded that it is in fact in very good condition and is not requiring renewal.

2.0 Additional Work

2.1 As noted alongside the upgrade to lighting sockets there will require to be an upgrade to the main fuse box, significant replacement of wiring, new lighting including emergency lighting etc, some of this work will be invasive and replastering is likely in some areas. In total we expect this additional work to bring the total cost to just under £10,000.

2.2 The full breakdown of the lighting work required is shown below

Main Hall & Workshop

12 number RXL – COM015 41W surface LED in main hall

3 number LED Twin 6Ft IP65 Non-Corrosive in workshop

SUM £ 3144.22 excl vat

Toilets / Kitchen and other areas

9 number Luxna 30W 600x600 LED panels

2 number Luxna twin 5ft LED battens

1 number LED twin 6ft IP65 Noncorrosive

1 number 16w LED round bulkhead

SUM £ 1233.82.82 excl vat

Emergency Lighting

6 number 3-hour NM emergency LED fittings to replace existing

5 number 3-hour NM emergency LED fittings new wiring

SUM £ 1183.75 excl vat

External

3 number 22W Wall pack IP65

2 number 16W LED round bulkhead

SUM £694.59 excl vat

Total £ 6256.38 excl vat

2.3 This approach will have down the line revenue savings either for the Council or for a community based group which may want to take on the facility through lease or Community asset Transfer.

2.4 Savings will come from a modern lighting system that requires significantly less energy to produce better quality lighting, and less expenditure on consumables like bulbs given the longer life expectancy of the more modern units.

3.0 Conclusions

3.1 This project has helped support the Local Community Planning theme of Opportunities for All and Community Led Services and further underlines the Levenmouth Area commitment to improving community facilities to ensure they meet the needs of local people.

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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23rd March 2022
Agenda Item No. 06

Supporting the Levenmouth Plan – Pump Track Kennoway Contingency Funding

Report by: Paul Vaughan, Head of Communities and Neighbourhoods

Wards Affected: Ward 21,22

Purpose

The purpose of this report is to seek agreement from the Area Committee for a contribution from the Local Community Planning Budget capital (LCPB capital), of £20,000 to support possible cost increases for this project, if required this would be drawn on in the 2022/23 financial year.

Recommendation(s)

The Committee is asked to agree a total contribution of £20,000 to align with other commitments secured to complete the Kennoway Pump Track Project. This funding will cover

- Potential additional costs increase.

Resource Implications

Approval of this funding will reduce the LCPB capital element by £20,000. Members will be aware that the area received £78,000 per year for a two-year period as additional capital, this was contained in the March 2021 Fife Council budget statement.

Legal & Risk Implications

Risk management issues will be addressed when the project progresses to the construction stage by the contractor Velosolutions. The request for contingency funding in the report today will ensure that any risks associated with cost increases over the period of construction can be covered.

Policy & Impact Assessment

An Equalities Impact Assessment Checklist is not required because the report does not propose a change or revision to existing policies and practices.

Elected members are aware of this project, and discussions have also been had with Kennoway Community Council. The project is also supported by the Sandybrae Community Centre Management Committee.

A significant consultation has also been carried out with young people in and around Kennoway. This has shown considerable support for this proposal. Specific consultation was carried out with Kennoway Primary School in May 2019.

1.0 Background

1.1 The approved Capital Investment Plan for 2017-2027 included an allocation of £200K for each area over 2 years, as an Area Capital Fund to trial an approach to further support local community plans. The proposal also included a Fife wide sum of £3.5million, aggregated to £0.5million per area specifically for the investment in Area play and sports facilities. Members will be aware that we have largely allocated this funding to a range of projects, many of which were presented to the committee in the form of a report entitled 'Play Park Update and Next Steps' agreed at Committee on 19th May 2021.

1.2 It was agreed that Area Capital Budgets will be managed through the existing delegated authority for local community planning budgets to Area Committees. Each project will be approved by each Area Committee. As the funding is capital in nature, certain criteria are required to be met in terms of the type of project that can be funded. In addition to the guidance around what is capital in nature, projects should meet a recognised priority within the Local Community Plan.

1.3 The most recent budget statement from the Council in 2021 agreed a further allocation of capital funding for the areas equating to 78k in the current financial year and 78k in 22/23.

2.0 Issues and Options

2.1 The Levenmouth Plan notes that work to improve greenspace and facilities for leisure and fitness are key to improving wellbeing. The area has invested significant sums into improvements for play areas to ensure they are stimulating and challenging places for children, ranging from toddlers to teenagers, to play and learn social skills.

2.2 The Kennoway pump track proposal fits well with the key objectives and priorities for the and does not overlap any other provision in the area.

2.3 Members are aware of the background to the project up to this point, however this report is to update members further in terms of funding arrangements.

3.0   The Project

3.1   The total cost of the project has previously been noted as being £189,401 once we include fees and design and consultation costs. These were additional costs relating to professional fees for the management of the project by colleagues within Property Services to ensure design, CDM (Construction Design and Management Regulations) and procurement compliance, which required to be paid upfront, as well as initial design and consultation costs - these have been covered off through revenue funding in previous financial years. Taking these into account and discounting the current contingency of £7500 the balance required to complete the project without any cost pressures would be £165,401

3.2   The £165,401 total is currently covered by the following funding streams

- £75000 - from Sportscotland – funding confirmed

- £43754- from Levenmouth Reconnected Fund – funding to be confirmed at this Area Committee

- £30000- Local community planning funds ward 21 – confirmed

- £10000- Local community planning capital fund – to cover the new Scottish Power Connection – confirmed

- £5000 - Sponsorship and other donations

- £2500 - Crowdfund – confirmed

- £1500 - Levenmouth Community Safety Partnership – confirmed

- **Total £ 167,754**

3.3   Over the last year while the project has been moving through its consultation, design, and funding procurement stages – we have become aware of potential cost pressures relating to the project. We cannot fully quantify these at this point, but we are aware that projects currently on site have experienced both cost increases for materials and delays in sourcing supplies, which can again increase costs.

3.4   Over and above this we have been required to bear unexpected costs to satisfy planning requirements for both water drainage issues, and sound attenuation concerns, raised by our own environmental health team.

3.5   To insulate the project against these actual and potential cost increases we propose to set aside a total of 20K from local capital budgets, to ensure we can meet the costs comfortably if required.

3.6   We would hope not to require the full amount and members can be assured that any unused contingency will be immediately available for other project proposals.

4.0 Conclusion

4.1   This project will make an impact on several priorities for the area, around the promotion of active travel, health and wellbeing and climate change.

4.2   The project will put in place a significant asset for Kennoway and the Levenmouth area in general that will complement the key priorities of both Sportscotland and Levenmouth Reconnected who together are supplying over 60% of the total funding required.

Report Contact

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23rd March 2022

Agenda Item No. 07

Supporting the Levenmouth Local Community Plan – Fuel Poverty Approach

Report by: Paul Vaughan – Head of Communities and Neighbourhoods

Wards Affected: Ward 21, 22

Purpose

This report is to update members on the work of Greener Kirkcaldy/ Cosy Kingdom in delivering focussed fuel poverty advice and support in the Levenmouth area, and to seek funding agreement to extend this service in the 2022/23 financial year.

Recommendation(s)

Members are asked to:

- Note the latest performance figures relating to the fuel poverty work for the current financial year. (Q3 Update Report appended - Q4report will be produced soon and distributed post committee)
- Agree to fund this innovative approach by releasing £25,000 from the locally controlled Anti – Poverty budget, which will target help to the most vulnerable.
- Note the funding will be drawn from the 2022/23 local community budget allocation.

Resource Implications

The total cost of this approach will be £25000 committed from the Anti-Poverty budget for the area.

Legal & Risk Implications

There are no legal or risk implications for Fife Council inherent in this report.

Impact Assessment

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

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The work of Greener Kirkcaldy/Cosy Kingdom in the Levenmouth area over the last four years has earned plaudits from local colleagues involved in anti-poverty work from several Services. Elected members have commented on the detailed reporting element that highlights progress on a quarterly basis. This work is also supported at the local WRAP (Welfare Reform Anti-Poverty) group meetings.

1.0 Background

1.1 Members will be aware that the area has supported fuel poverty work in Levenmouth over several years, the relationship with Greener Kirkcaldy has become more formally established using the Cosy Kingdom approach of home energy advice, and home visits.

1.2 The original concept was based on a focus on private rented properties in the Buckhaven South area, where we had a particular issue relating to affordability for tenants notably in the winter period, who were faced with the option of heating or eating. Over the last few years, we have moved the focus of the work to different geographies around Levenmouth, while still retaining the flexibility to cover other settlements if demand required it.

1.3 We sought to introduce practical help to local people, through the provision of advice on best value tariffs for heating, and assistance to switch providers. Alongside this our Energy Advisor colleagues in Cosy Kingdom helped with advocacy to assist in the mitigation of debt issues relating to utilities cost, to the extent of helping write off long term debt for several overburdened households.

1.4 Coupled with this practical advice and advocacy support, the package of assistance offered stretched to a handy service where a range of practical interventions helped local people to heat, light and insulate their homes in a way that would positively impact the longer-term viability of their tenancy, through reduced fuel costs and better enjoyment of their current accommodation.

1.5 The availability of this advice and practical support was also extended in the first year to primarily to cover elderly homeowners, who were experiencing difficulties in relation to their utility costs, notably in large family homes that they now occupied on their own or with their spouse.

1.6 Work on the project in the current year specifically looked at Methil and Methilhill as its focus, and members have been kept updated on the progress of this work through the quarterly reports. These reports were very well received by Councillors and laid out in clear detail the benefits being accrued by residents. Due to the issues facing us this year in terms of utility prices we propose to spread the resource across the whole area given that those impacted most adversely will come from all parts of Levenmouth.

1.7 As members will be aware the normal ways of working were badly disrupted through the pandemic, and home visits which were the staple of the Energy Advisor approach, had to be significantly curtailed. There was a falloff in terms of access to the handy service also, which was unfortunate but unavoidable.

1.8 Despite this we did however benefit from our close relationship with Greener Kirkcaldy/Cosy Kingdom, in that they helped us to administer top ups and give telephone advice to a considerable number of local people throughout the height of the pandemic.

1.9 We believe that renewing this enhanced relationship with Greener Kirkcaldy at this time is a prudent approach given the horrendous issues facing individuals and families throughout the country when the cap on utilities lifts for many in April, we know this will disproportionally impact the poorest and most vulnerable in our communities.

2.0 Project Detail

2.1 The 2022/23 approach will build on the success of the Levenmouth Enhanced Energy advice project: by delivering home and telephone energy advice, plus an enhanced Handy service to all tenure types across the Levenmouth area.

2.2 In this project, our partners in Greener Kirkcaldy /Cosy Kingdom will engage with all parts of the Levenmouth area.

2.3 The previous project approach has shown benefits for many participants, but especially those who were hard to reach, and did not have the knowledge or confidence to improve their situation through negotiation.

2.4 The approach will be advertised widely and will include leaflet dropping and door knocking (when restrictions relax) to raise awareness of the project, which will lead to face-to-face discussions with participants who would not normally engage with local services. In the interim there will be engagement approaches with participants online through energy clinics using Zoom, whilst the current Covid restrictions are in place.

2.5 There will be close work with local partners such as the Peoples Pantry and Clued Up to engage participants who are currently identified as being in crisis.

2.6 A team of Energy Advisors, who are all qualified in City & Guilds Energy Awareness, will deliver the energy advice home visits. They will make an initial assessment, asking a series of questions about the home and the household's needs, concerns, and motivations, then gave advice, which includes:

- Options for physical improvements to the home: insulation, draught-proofing, new heating systems or controls and home renewable technologies
- Assisting with accessing statutory schemes such as the Warmer Homes Scotland Scheme
- Referrals to the Greener Kirkcaldy 'handy' service for simple energy-efficiency measures
- Helping to improve the understanding of energy bills, meters and tariffs, heating and hot water systems and heating controls
- Encouraging the best use of heating, lighting, and appliances
- Giving simple, low-cost tips to save energy
- Sign posting to Citrus Energy for impartial switching advice
- Giving advice on fuel debt and entitlements such as the Warm Homes Discount

- Sign posting to Citizen's Advice & Rights Fife for checks to maximise household income
- Energy monitor loans to help households understand their electricity usage

2.7 We also expect local people to benefit extensively from the Handy service as conditions in certain tenures often leaves households with poorly insulated homes, inefficient heating systems, and draughty windows and doors.

2.8. Accordingly, the offer will specifically include:
- Thermal Curtains ·
- Energy saving light bulbs
- Radiator insulation panels ·
- Draft excluders ·
- Energy-efficient room heaters
- Microwave ovens
- Fuel top ups

2.9 The highly practical approach taken by Greener Kirkcaldy/Cosy Kingdom in offering this service locally, will lead to a range of clear benefits.

2.10 Stabilising costs for heating and lighting is particularly important to older residents, many of whom are on a single pension income, and are often faced with the dilemma of funding adequate heating of their home against other essential expenditure.

2.11 For younger tenants this proactive assistance can make the difference between maintaining a property lease successfully, or failing due to debt pressures, that then force the individual into more unstable accommodation arrangements.

2.12 For ease of reference a copy of the previously distributed Q3 outcomes report for the project has been attached, the Q4 updates which will tell the full year story of progress made, will be forwarded to elected members, as soon as it is compiled. This document highlights some particularly good case studies which underline the value of this bespoke service.

2.13 The cost breakdown for this work is shown below and is based on an agreed target of household interventions

Item or Activity Cost (£)

- Working with each household to produce an 'energy action plan,' which includes a mix of changing habits and identifying energy efficiency improvements for the property £200 x 80 households **£16,000**

- Creating posters, leaflets and physical leaflet drop to target the hard-to-reach participants. **£1,000**

- Handy services –Installing simple energy efficient measures e.g., Thermal curtains, LED bulbs and radiator panels £200 x 40 households **£8,000**

- Making referrals to government, energy company or social landlord schemes for energy-efficiency measures such as insulation or a new heating system

- Lending out energy monitors to help people understand their energy use

- Checking that the most appropriate supplier and tariff is in place; giving advice and support to help people switch

- Encourage residents to consider Smart meters

- Giving advice on fuel billing and debt

- Offering benefit and tax credit checks to maximise income

- Making referrals to other support services as needed, e.g., food banks

- Acting as an advocate for clients if they need support to deal with energy suppliers or landlords

- Promoting voluntary work within the energy advice field to facilitate employment opportunities

- Inclusive in the cost above. **Total £25,000**

3.0 Conclusions

3.1 This approach aligns with a specific statement in our local community planning approach which seeks to find practical and long-term solutions when dealing with issues that negatively impact on the resilience of families especially around the impacts of fuel poverty.

List of Appendices

- Q3 2021 Update Report

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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Levenmouth Community Planning Group

Energy advice for Hard to Reach Households in Methil and Methilhill

Project update

October to December 2021

Introduction

Greener Kirkcaldy's "Energy Advice for Hard-to-Reach Households in Methil and Methilhilll" project is funded through Fife Council's Local Community planning group in Levenmouth. The funding is helping deliver free and impartial energy advice work to people who are particularly hard to reach or vulnerable and may not have otherwise engaged with the Cosy Kingdom service.

The project builds upon our 2020-21 work in Leven and Kennoway, which was aimed at owner-occupiers and private lets in specific streets identified as having participants that may be struggling to heat their homes adequately. Some owners lived in older properties, which can be difficult to heat.

We adapted our support last year due to the coronavirus pandemic. In compliance with statutory Covid-19 restrictions, our advisors were only able to offer in-depth support through telephone advice sessions and identify participants on prepaid meters who are struggling to top up their meters due to a change in their financial circumstances, or unable to heat their homes to a reasonable standard. As we move out of Covid-19 restrictions, we have been able to offer a blended approach to energy advice delivery, providing both telephone advice and home visits, and offering participants the most appropriate method to suit their individual circumstances and needs. Our Handy Service is now able to deliver its full package service, installing energy efficient measures in participants' homes, along with supplying microwaves, heaters and over-blankets to those in need.

Through our partnership with Citizens Advice & Rights Fife, we are also referring participants to a dedicated advisor to maximise incomes and conduct benefit checks, as well as for budgeting advice and debt clearance over the telephone.

Marketing

Quarter 3 marketing

As we move into Winter, our traditionally busy period, the 'UK Energy Crisis' became a major focus of our online advice provision.

Social Media and Blogs

The UK Energy Crisis rendered some of our previous advice out of date, particularly when it came to switching energy suppliers; several of our blogs had to be updated to reflect this.

Our focus on social media was to bring attention to the new advice. For example, to not switch energy suppliers, if the fixed deal on offer could lead to deals that were several hundred pounds more expensive than the standard variable tariff.

Several energy suppliers had also ceased trading (around 26 by the middle of December) and we needed to ensure the correct advice reached people with these suppliers.
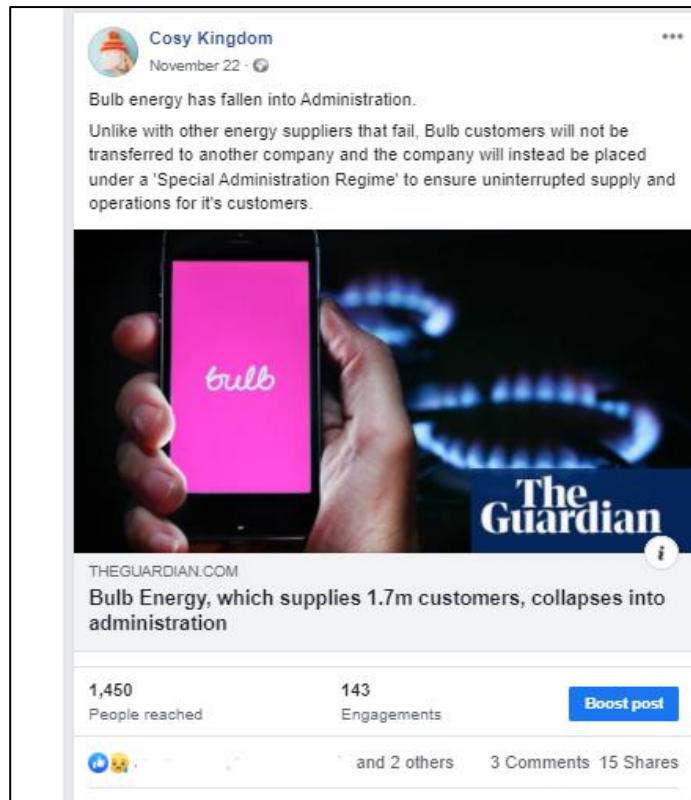
Two new blogs, that we regularly updated as new information emerged, were produced to compile all the relevant advice:

https://www.cosykingdom.org.uk/the-uk-energy-crisis-what-this-means-for-you/

https://www.cosykingdom.org.uk/what-happens-if-your-energy-supplier-goes-bust/

"Hey, I just read your blog post on what to do if your supplier goes bust and wanted to say thank you. I was somewhat concerned and wasn't sure whether I should switch to a fixed price tariff right away or wait. Your article set my mind at rest and put me fully in the picture. Thanks again!"

Over December, we also shared our festive-themed '12 tips of Christmas' to provide some simple energy advice that people could take onboard in the run up to Christmas.

Online Engagement

Our online engagement has continued into the winter months and has enabled us to provide training to staff from a range of organisations.

Events we attended include Fife Voluntary Action's Lunchtime learning 'Fuel Poverty and How to Help your Clients' and the Levenmouth MDT group.

We also delivered online talks and workshops to several groups including one hosted by Link Living and another by Fife Interfaith Group. These were well attended and there was lots of interest in the advice we had to offer.

Next Steps

Our next steps will include:

- Conduct targeted leaflet drops in January / February in local areas to advise of our services and to further increase our presence in the area.
- Continue to partner with local groups, food supports and Job Clubs, ensuring our services reach the most in need.
- Continuing to support local community events and give talks to local groups, advising of the support the project can provide.

Project targets and results

We continue to see a great demand for our energy advice project. Between October and December, the Greener Kirkcaldy energy advice team have provided in-depth energy advice to 158 households in the project area (131 households have received in-depth telephone energy advice sessions and a further 26 households have received an energy advice home visit). 63 of the households received 91 fuel top up vouchers to ensure they were not disconnected over the winter period. We have provided energy efficiency measures (through our 'handy' service) to 43 homes, increasing the energy efficiency of participants' homes, and helping participants to feel cosier within their home and saving them money.

Project Objective	Target	Completed
Number of telephone advice calls delivering energy advice	60	131
Number of energy advice home visits	20	27
Number of households receiving 'handy' service.	40	43
Number of fuel top ups provided	30	91

Financial Gains

During the project, we collate information about our participants' financial gains from the energy advisors. We get these financial gains from measures installed through the 'handy' service, money saved through debt clearance, fuel top ups, credit added to participants' meters and money received through the Warm Homes Discount. We also give out energy saving devices, including halogen heaters, microwave ovens and TV power downs.

To date 131 participants have received a total of £30,950 in financial gains, averaging £236.25 per home. These gains will increase through the life of the project as more debt is cleared and more 'handy' service measures are installed.

Gain Type	Total Financial Gain to date
LED light bulbs	£2,150
Charity fund application	£316
Curtains	£2,925
Fuel debt removed	£151
Halogen heater	£160
Microwave	£40
Mobile phone	£50
Over-blanket	£160
Foodbank voucher	£725
Warm Home Discount	£16,380
Fuel voucher	£3,357
Switching advice	£381
Slow cooker	£35
Boilers and radiators	£4,000
Cosy pack	£120
Total Amount saved	**£30,950**

Case Studies

Case Study 5

Situation

Mr P lives alone in a 2 bed Fife Council owned flat. The property is upstairs in a 4 in a block style building. He has lived here all of his adult life with his mother who sadly passed away around a year ago. All utilities were still in his mother's name and he had not started the process of getting these changed into his name or setting up payment methods for them. His fuel supplier was now sending final demand letters so he called us for some advice after hearing about the energy advice service online.

Support

Our energy advisor called Mr P first, as per current Covid guidelines, and discussed the situation. His fuel supplier is talking about enforced entry and changing meters so we called them straight way to discuss the matter.

Although the problem had been passed to a collection agency, through our intervention the supplier agreed to take back ownership. The supplier then arranged for prepayment meters to be fitted so Mr P can pay towards his usage whilst also repaying the arrears on the account at a reasonable rate. The supplier also agreed to rebill the account. As a consequence, Mr P is now only responsible for the debt accrued since his mother passed away.

We completed a Warm Home Discount (WHD) application to help with fuel costs moving into winter and gave detailed advice on how best to use the heating system whilst keeping costs to a minimum, and on how to help retain heat in the property better. We also discussed recent energy price increases and importance of being vigilant with energy use this winter.

We then referred Mr P to Citizens Advice & Rights Fife (CARF) to discuss his budgeting, have his benefits checked and to have a plan put in place to deal with other utility debts. Mr P was then referred to our 'handy' service for some thermal curtains, LED light bulbs and a halogen heater to help with keeping costs down and staying cosy.

Outcome

Mr P stated if he had known about our service, he would have been in touch long before now; he is angry that he let the utilities get to the point they did when he could have nipped all of this in the bud months ago.

He is now much more confident and prepared when dealing with utility companies and feels the advice we provided has been invaluable in making him feel in control for the first time since his mother passed away.

He feels the 'handy' service measures and advice we gave on using his heating system have helped him feel much cosier at home and he has just about managed to stretch his low income enough to keep on top of meters and arrears, which the award of WHD certainly helped with.

He continues to work closely with CARF to iron out issues with other household utility bills and debts but feels like he is making good progress there also.

He said, "Cosy Kingdom has been a godsend to me at a time when I couldn't see a way out of the mess I found myself in and I wouldn't hesitate in recommending your service to others".

Case Study 6

Situation

Mr A is a Syrian man who has recently moved to the UK with his wife and young daughter. The family do not speak English, and were referred to us by a support worker from Link Living (LL) to help explain how the supply and payment of fuel to their Fife Council (FC) rented property works, and to provide advice on the best way to use the heating system and on what payment method and energy tariff would best suit this family.

The support worker also wanted to look into what support is available to them for furnishing the property.

Support

A face to face home visit was booked so a translator could be present; the translator was arranged through Link Living.

Our energy advisor visited the property and checked who the energy supplier was, discussed payment options and what would suit the family best to allow for budgeting, as the family are just starting to receive benefits now.

We called the supplier and arranged for pre-payment meters to be fitted so they can spread the cost over the month rather than having one large outgoing every month (or every three if quarterly billing). A Warm Home Discount (WHD) application was also completed on this call.

We discussed how best to use the heating system to ensure costs are kept to a minimum whilst making property as cosy as possible, and also ways to keep electric costs down, including not leaving things on standby, switching to LED lights and using a microwave and slow cooker for cooking.

We provided contact details for Citizens Advice and Rights Fife (CARF) for some further advice on budgeting and ensuring benefits are correct. We also advised the best place to go for help with furnishing the flat and white goods would be the Scottish Welfare Fund (SWF) and provided details of how to apply.

Our energy advisor then referred the family to our handy service for some thermal curtains, LED bulbs and a halogen heater to help keep the property warm and to help keep costs as low as possible, we also provided a slow cooker to help reduce costs attached to using electric cooker for every meal.

Outcome

Mr A and family expressed their gratitude during the visit and were very happy with the support and advice we provided as it has helped them understand things much better.

They found the budgeting advice from CARF invaluable and stated that this has helped them get off to a positive start in regards to utility bills, rather than chasing their tails from the off.

They were awarded a grant from SWF for some furniture and white goods for the property.

The WHD was award was successful, too, and this has meant the family have been able to use the heating system as required to adequately heat their home. It also meant they have been able to put into practise the advice given by our energy advisor in regards to maintaining heat within the property.

The 'handy' service measures we installed have helped keep the family cosy as we move into winter and they have also used the slow cooker once or twice a week and have found it really helpful in keeping costs down.

The family stated they are very thankful for the support and advice they received and that we have made what was a very stressful time for them much easier.

Levenmouth Area Committee

23rd March 2022

Agenda Item No. 08

Supporting the Levenmouth Local Community Plan – Area Budget Request- Anti Social Behaviour Approach Camera Purchase

Report by: Inspector Paul Gillespie – Police Scotland

Wards Affected: 21, 22

Purpose

This report is to secure funding of £21,000 for the 2022/23 financial year to support the introduction of an improved CCTV infrastructure across both ward areas to enhance the prevention and investigation of crime, increasing public safety and confidence.

Recommendation(s)

Members are asked to:

- Agree funding of £21,000 in 2022/23 to support the introduction of a sustainable and flexible CCTV system, which will be managed by Police Scotland in known hotspots across both ward areas.
- Agree that ongoing maintenance and repair funding of £3000 per year from year 2 (2023/24) is remitted as a delegated decision to the Community Manager, which will ensure a sustainable approach to the prevention and investigation of crime, increasing public safety and confidence.

Resource Implications

Over the five-year life expectancy of the cameras the total resource impact will be £33,000 and will be jointly funded through both ward budgets.

This split funding approach will fully recognise that the issue of crime prevention and detection is well spread over both wards 21 and 22. There will be an equal split of three CCTV cameras per ward area, for location at known hotspots.

Legal & Risk Implications

The risks that may be associated with this report are that it is based on the following assumptions: that the budget allocation will be consistent to allow the Community Manager to continue to sanction the funds for ongoing maintenance over the expected lifespan of the camera network. Any variation on this point will require a subsequent report for approval.

All work will be risk assessed within standard operating frameworks.

Impact Assessment

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

Consultation

This matter has been the subject of significant discussion, both at Police Engagement meetings, Community Councils, Councillor Surgeries.

Police Scotland initiated contact with the CCTV provider; Eclipse Security and Safety Solutions, following successful installation of CCTV cameras across ward areas in the town of Glenrothes.

The Convenor and Vice Convenor have been engaged in the consultation process and recognise the need for a CCTV infrastructure across both ward areas.

1.0 Background

1.1 There is a requirement for all requests over £5000 from the local community planning budget to be considered and agreed by the Area Committee.

1.2 Since the first local community plan incarnation back in 2012, the issue of anti-social behaviour, most notably focussed on the illegal use of motorcycles and quad bikes has been considered a priority concern, both amongst elected members and local communities.

1.3 While there have been significant improvements in terms of the perception of crime within the Levenmouth community, there are still measurable concerns in relation to anti-social behaviour. To overcome this Police Scotland have undertaken the Improving Levenmouth Together initiative across 2019, 2020 and 2021.

1.4 Members were briefed in December 2021 on the success of the project and will be fully sighted on the approach, given regular monthly meetings and dialogue between Police and Local Area Committee.

1.5   The performance of the partnership approach led by Police Scotland and reported to Area Committee in December 2021 were impressive, and for member information are shown again below.

-   **36** vehicles seized - this includes Motorbikes, Cars, and a Quads.
-   **311** people charged in connection with Anti-social behaviour and Road Traffic offences.
-   **5** Drug Search warrants executed. Quantity of drugs recovered.
-   **4** Stolen vehicles recovered.
-   There has been a 91% decrease in motorbike related calls between 2018 / 2019 to 2021 / 2022.

1.6   The 2022 incarnation of this proposal will include a continued focus diversion, intervention, and prevention. Police Scotland and partners will work together to provide people with resources and environments to thrive and reach positive destinations.

1.7   A key focus of the prevention strand of Improving Levenmouth Together, is to increase public confidence and safety. The introduction of a CCTV infrastructure, which is effective and flexible, will enable Police Scotland to react positively to crime trends and hotspots, deploying CCTV as a prevention tactic and evidence gathering tool.

2.0 Project Detail

2.1   It is proposed a CCTV infrastructure is introduced in the Levenmouth area, which enables Police Scotland to react to anti-social behaviour and related criminality being committed in known hotspots across both ward areas.

2.2   A total of six solar powered CCTV cameras will be purchased with three CCTV cameras being deployed in Ward 21 and three CCTV cameras being deployed in Ward 22.

2.3   Fife Council will be the owners of the CCTV cameras and will hold responsibility for the ongoing maintenance and servicing of the CCTV cameras.

2.4   Police Scotland will hold responsibility for the deployment of the cameras and ongoing review of the CCTV camera footage. If funding is agreed the necessary arrangements and agreements to ensure clarity on these proposed roles will be drawn up between Police Scotland and Fife Council – we understand the model in place in Glenrothes should be transferrable.

2.5   As noted there will be annual costs related to the deployment of the CCTV cameras in terms of servicing, maintenance and the purchase of SIM cards and SD cards.

2.6   Aligned to the local policing priorities and the Levenmouth Local Community Plan, Thriving Places focus in respect to ASB, the key strategic aims for the project will remain the same and are shown below for reference –

- o Tackle anti-social behaviour in relation, public space concerns, including alcohol misuse, motor/quad bike offences and deliberate fire setting
- o Tackle crimes of violence
- o Improve our existing partnership approach
- o Increase public confidence
- o Ensure a more effective education, prevention and diversion programme is embedded by all partners.

2.7   The deployment of CCTV cameras will be a significant contributory factor towards getting traction on ASB issues. Accordingly, this report is seeking to secure the financial support from the LCP (Local Community Planning) budgets for wards 21and 22, to assist in restoring public safety and confidence, whilst also providing an essential tool for the investigation of crime.

2.8   Each CCTV camera costs approximately £3000.00 to purchase.

2.9   The ongoing annual cost of servicing and equipping each CCTV camera, over five years, is £2500.00 (£500 per camera per year for 5 years)

3.0 Conclusions

3.1   This approach aligns with a specific statement in the Levenmouth local community planning approach under the Thriving Communities headline and is a key priority within the local Policing Plan.

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23rd March 2022

Agenda Item No. 09

Supporting Welfare Reform Anti-Poverty - Budget Request – Reducing Digital Exclusion, Improving Access for All

Report by: Paul Vaughan, Head of Communities & Neighbourhoods

Wards Affected: Ward 21 & 22

Purpose

To seek agreement from the Area Committee for funding of up to £23,530 to purchase laptop equipment (Chrome Books) and associated data packages to improve digital access for those on low-income or at risk of digital exclusion. Improved access will enable immediate connectivity with wider services, information, and learning through equipment and broadband. The funding will provide 60 chrome books and 60 data packages for distribution throughout 2022/23.

Recommendation

- The recommendation of officers is that the Area Committee approve an allocation of up £23,530 from Anti-poverty funds to support digital inclusion.
- Note the total cost of the approach is £33,530, of which £10,000 from the FC Poverty Board is already secured.

Resource Implications

There is sufficient funding available in the Local Anti-Poverty Budget should this contribution be agreed.

Adult Learning support is in place via digital tutors based within the CLD team locally.

Procurement will be undertaken via SCVO arrangements which has been co-ordinated Fifewide.

Legal & Risk Implications

There are no legal or risk implications arising from this report. Those receiving machines or data will sign a user agreement adopting best practice already implemented through Connecting Scotland (SCVO).

Impact Assessment

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

Consultation

Consultation has taken place at Welfare Reform Anti-Poverty Group, Levenmouth; CLD Adult Learning Team; CLD Welfare Support Team.

1.0 Background

1.1   Area Committee considers all Requests over **£5000** from the Welfare Reform Anti-Poverty Budget.

1.2   Increasingly services, information and learning are predominantly accessed online. Those on a low income or without reliable broadband access are at risk of digital exclusion. This initiative seeks to improve digital inclusion in the Levenmouth area.

1.3   At additional risk are those who may, because of rising household bills, potentially give up their broadband, downgrade or not replace equipment that becomes obsolete. Therefore, the need to have a ready supply of equipment and data becomes increasingly relevant.

Should our area receive any families displaced by Global events, we would be able to provide both equipment and data to support this without delay. Access to online services and communication would be seen as a priority in this situation.

1.4   The area has benefitted from previous Connecting Scotland (SCVO) investment during the period of the pandemic 2019/20 and 2020/2; 100 machines and data have been allocated. CLD provided training, telephone support and follow up; this would form an integral part of this project. Distribution was done in tranches by referral; therefore, those who "missed the boat" were left without the prospect access equipment or data! This approach to providing a bank of machines and data seeks to reduce this risk; 60 devices and data packages will allow need to be met at the point of referral.

The combined cost of a Chromebook and unlimited data package for 24 months duration is £559 per unit.

2.0   Additional Information

2.1   The WRAP (Welfare Reform Anti-Poverty) Levenmouth group and adult learning partners will continue to support   access to learning and information, take action to reduce digital exclusion and improve access to services online.

2.2   Jobs Clubs are held regularly within community centres to support employment such as CVs, Job Search, and welfare benefit requirements i.e., Universal Credit journal updates.

2.3   Free Wi-Fi access is available at community centres/libraries through the Council's network. Whilst adequate during office hours is not always available evenings and weekends or during shutdowns.

2.4   Digital Fife continues to support community organisations who wish to have a presence online through the provision of websites, learning and volunteering. This programme is also a pathway for local people to promote, share and encourage local digital media.

2.5   The CLD team will be actively recruiting digital champions and volunteers during 2022/23 to widen support for learners, increase availability of learning centres and consolidate learning for volunteers.

3.0 Conclusions

3.1   This initiative will improve access for those identified at risk of digital exclusion. The design of the initiative will allow for access to resources across the year. Learning support is integral to the delivery of the equipment and the necessary permissions and safeguards will be implemented based on those used by the Connecting Scotland Programme implemented during the pandemic.

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

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23rd March 2022

Agenda Item No. 10

School Attainment and Achievement Report

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

Wards Affected: 8, 12, 13, 19, 21& 22.

Purpose

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

Recommendation(s)

The Committee: -

(1)   are encouraged to engage directly with local schools to find out more about School Attainment and Achievement;

(2)   are asked to note the details contained within this report in relation to the nature of this year's report due to the impact of the COVID 19 pandemic;

(3)   are asked to note the information provided in the enclosed secondary schools' reports;

Resource Implications

There are no resource implications.

Legal & Risk Implications

There are no legal implications.

Impact Assessment

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

Consultation

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

1.0 Background

1.1 Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than 2020 and, separately, 2021. Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches – Insight Sept 2021.

1.2 In addition, due to the COVID 19 pandemic, for Session 2020 - 2021 the Scottish Government did not uplift the data for Achievement of Curriculum for Excellence Levels for children and young people in S3.

1.3 As a result, this year's report does not contain attainment trend data for BGE data in secondary schools.

1.4 All schools have continued to monitor the progress of all learners. As children and young people return to school after lockdowns, tracking of progress continues to be a priority.

1.5 This year's report provides a list of schools in the local area and a link to where school Standards and Quality Reports 2012-21 and School Improvement Plans 2021-22 can be accessed. (Appendix 3) These provide details of progress in schools and priorities for improvement.

1.6 For secondary schools details of school context, the trends in the School Leavers Destination Report for the last three years and data on attainment of leavers for 2019-20 are included.

1.7 The SQA attainment of young people in Session 2020-21 was based on the Alternative Certification Model (ACM). Fife Guidance for Practitioners on the ACM is provided as Appendix 1.

2.0 School Performance

2.1 The attached reports on primary school attainment for the Levenmouth Academy, St Andrew's RC High School and The Waid Academy clusters (Appendices 7,8 & 9) provide details of CfE declarations in literacy and numeracy. It is worth noting that the primary data is the collated results of P1, P4 and P7. All children are included in the percentages - children with additional support needs in mainstream classes and where schools have Additional Support Classes or a Department of Additional Support Needs, these children are also included.

2.2 These tables provide percentages of young people attaining the recommended level in P1, P4 and P7 from SIMD 1 & 2 (Quintile 1), SIMD (Quintiles 2, 3 and 4) and SIMD 9 & 10 (Quintile 5) in Literacy and Numeracy.

2.3 Further tables give percentages of young people who are Free School Meal Registered (FMR) or are Looked after Children (LAC).

2.4 A summary of key practice on Covid Recovery, Ensuring Equity, Health and Well Being and Employability is included for each cluster (Appendices 10,11 & 12)

2.5 The reports for secondary schools serving young people from the local area are contained within Appendices 4, 5, & 6.

2.6   These provide detail of the school context including FMR (Free Meal Registration) SIMD (Scottish Index of Multiple Deprivation) profile, Attendance and Exclusions, Additional Support Needs, and Staying on Rates.

2.7   Three-year data for the secondary school, Fife, National and SEIC are provided for initial school leaver destinations from the SLDR (School Leaver Destination Report) which provides details of young people's post school destination in the first week in the October after they leave school.

2.8   Positive destinations include Higher Education, Further Education, Training, Employment, Personal Skills Development and Activity Agreements.

2.9   Activity Agreements now encapsulated within the Personal Skills Development category are put in place for young people who are not yet ready to transition to another positive destination and involve bespoke programmes for young people.

2.10   Negative destinations include unemployed seeking and unemployed not seeking (e.g. pregnant, in custody) and young people for whom the destination is unknown.

2.11   Five-year data for the secondary school is included for Level 4 and Level 5 Literacy and Level 4 and Level 5 Numeracy in S4, S5 and S6. This shows the percentage of the young people in each year group who achieved these levels of qualification from 2015 - 2016 through to 2020-2021.

2.12   Five year trends are given for the percentage of young people in S4 who gained at least one SCQF level 5 (National 5) qualification, S5 who gained at least one or four SCQF level 6 (Higher) qualifications and S6 who gained at least one, three, four or five SCQF level 6 qualifications.

3.0 SQA Qualifications 2022

3.1   All exams for SQA Qualifications were cancelled for Session 2020-21. Qualifications were determined using the Alternative Certification Model https://www.sqa.org.uk/sqa/96760.html

3.2   The SQA have produced guidance for the 2021-22 diet of exams which details changes to course content and possible scenarios that may be implemented dependent on public health advice. https://www.sqa.org.uk/sqa/96904.html

3.3   Further guidance has been produced for Fife practitioners (Appendix 2).

4.0 Conclusions

4.1   Due to the impact of COVID 19 we have been unable to provide School Attainment and Achievement Reports in exactly the same format as previous years.

4.2   This report and the appendices provide elected members with details of attainment and activity across schools in the local area.

List of Appendices

1.   Appendix 1 – Fife's Guidance for Practitioners SQA Alternative Certification Model 2021

2.   Appendix 2 – Fife's Guidance for Practitioners SQA Assessment 2022

3.	Appendix 3 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

4.	Appendix 4 – Levenmouth Academy School Report

5.	Appendix 5 – St Andrew's RC High School Report

6.	Appendix 6 – The Waid Academy School Report

7.	Appendix 7 – Levenmouth Academy Cluster Report

8.	Appendix 8 – St Andrew's RC High Cluster Report

9.	Appendix 9 – The Waid Academy Cluster Report

10.	Appendix 10 – Levenmouth Academy Cluster Summary of Activities

11.	Appendix 11 – St Andrew's RC High Cluster Summary of Activities

12.	Appendix 12 – The Waid Academy Cluster Summary of Activities

Background Papers

None.

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FIFE COUNCIL

Education and Children's Services Directorate

Guidance for Practitioners

SQA Alternative Certification Model 2021

Version 8.0 at 7.06.21

Version	Date	Revision Details
1.0	09.03.21	Initial guidance
2.0	23.3.21	Work of SLWG Volunteers
3.0	24.3.21	Feedback from volunteers
4.0	26.3.21	Feedback from Secondary Headteachers
5.0	8.04.21	Updated communication and inclusion of complaints
6.0	9.04.21	Final comments from Head of Service
7.0	22.04.21	SQA Messages 20.4.21 – Change of entry date for NQ, Head of Centre Statement of Assurance, Recording Evidence Forms, SQA Academy and security of SQA papers. Additions in purple.
8.0	7.6.21	Appeals Guidance, Contingency Arrangements and update of Local Authority Return 3 and 4. Additions in green.

Contents

1.0: Introduction and Background

▪ The following guidance has been developed to support the processes for producing and quality assuring provisional results for candidates being presented for SQA Qualifications in Session 2020 - 2021.

▪

This guidance is being provided in recognition of the unique set of circumstances faced by candidates and centres this session and is designed to ensure that we follow robust processes in line with national guidance to ensure that results are consistent, equitable and fair as outlined by SQA guidance on roles and responsibilities of all partners responsible for delivering the ACM. https://www.sqa.org.uk/sqa/96762.html

Section 7 onwards provides detailed guidance in relation to the Alternative Certification Model for National 5, Higher and Advanced Higher.

2.0: National 1 – National 4 Courses

▪ The deadline for entries is 14 May *(this is an extension to the previous date of 30 April)*. SQA anticipate that entries beyond this date will be by exception. Results for National 1 – National 4 Courses need to be submitted to SQA by **4 June** to ensure certification in August. Results received after this deadline may not be certificated until later in the year.

2.1: N4 Added Value Unit

▪ SQA have decided that learners will not have to complete National 4 added value units in session 2020-21. Removing the mandatory requirement to complete the added value unit will free up more time for learning and teaching and for assessing other units in National 4 courses, where this is needed.

2.2: Entering results for National 4 courses in session 2020-21

To achieve the overall course award for National 4 this session, learners must pass all contributing units in the National 4 course. Teachers and lecturers will still need to submit a 'pass' result for the added value unit to ensure learners are certificated for the course award, however this does not need to be evidence-based.

While there is no requirement to gather evidence for the added value unit this session, it is still important that learners have opportunities to develop and demonstrate the required skills, knowledge and understanding from across the course that are outlined in the National 4 added value unit specification, where possible. This will support learners as they progress to further learning and assessment at SCQF level 5.

3.0 Fife College: SQA Qualifications Check for Conditional Offers

Fife College have introduced an updated internal process for reviewing conditional offers as quickly as possible following the SQA August results day. The College now check SQA system data directly for the results of SQA group awards for students/pupils holding conditional offers. Therefore, in the scenarios where late resulting may mean that a group award is not printed on an August SQA certificate, this is no longer an issue, as College admissions staff will be checking live data on SQA and not relying on printed SQA certificates from students/pupils. This therefore removes the issues previously occurring where a student/pupil may not get a place on their desired course due to a group award qualification not showing on their August printed certificate. This change also means schools will not have to provide any other supporting evidence or communication to the College for any pupils whose results are not all shown on an August SQA certificate.

4.0: Other Internally Assessed Qualifications

For National Certificates, National Progression Awards, Skills for Work courses, and other Awards SQA have provided guidance accessed via
https://www.sqa.org.uk/sqa/95579.10432.html

Moderation processes for these qualifications should follow processes used in previous years.

5.0 Free Standing Units

▪ Entries for Free Standing Units need to be made by 30 April to guarantee certification in August. Results for Units need to be submitted to SQA by **4 June** to ensure certification in August. Results received after this deadline may not be certificated until later in the year.

6.0 Foundation Apprenticeships

To support learning providers, SQA's website contains the most up to date guidance on approaches to assessment. This includes updates to subject specific guidance and a Decision Tree to support centres in determining the appropriate route for assessment of the Group Award, using evidence based professional judgement. SQA's Centre Hub also has a dedicated area for centres who are approved to deliver Foundation Apprenticeships.

To ensure that the NQ certificate which learners receive on Results Day on 10 August lists their achievement of the Foundation Apprenticeship, providers should have results on the SQA system by 21 July. As in previous years, the Foundation Apprenticeship certificates will be issued separately by 10 August.

Support is available by contacting SQA at qualification.development@sqa.org.uk and SDS will continue to provide ongoing support. SDS has also published guidance on placement options and some examples of industry engagement to support providers.

7.0: National 5, Higher and Advanced Higher Qualifications

▪   While the awarding of grades for National Qualifications will be different this year in the absence of an exam diet, grades will nevertheless be based on evidence of knowledge, skills and understanding of individual candidates. Teachers and lecturers will determine results based on the evidence generated by individual learners and the level of attainment they demonstrate when compared against national standards - 'demonstrated attainment'.

▪

▪   **The deadline for entries for National Qualification courses is 14 May (this is an extension to the previous date 30 April).**

7.1: Key Principles

▪   **Evidence:**
  - Teachers have the flexibility to collate assessment evidence in ways and at times that are appropriate to the needs of their learners
  - Teachers will gather evidence of performance in assessments measured against the published requirements for each subject
  - There will be no adjustment for inferred attainment
  - There will be no algorithm applied
  - SQA has reduced the assessment evidence needed for each National Course to the minimum while keeping the standards of the qualifications
  - There is a clear focus on quality rather than quantity of the evidence
  - SQA has provided subject-specific guidance documents and assessment materials, as well as Understanding Standards materials to help teachers apply national standards consistently and fairly when assessing evidence
  - This evidence will be used by teachers to determine provisional results, which will be submitted to SQA by the national deadline of 25 June
  - SQA have produced an Academy course on determining provisional results
    ▪

▪

- **Quality Assurance:**
  - Quality assurance of the Alternative Certification Model for qualifications is the process of carrying out checks to make sure that assessments are accurate and consistent with the national standards. It is at the heart of fair and credible certification, carried out locally in schools (with support from local authorities where appropriate), colleges and training providers, and nationally by SQA
  - Schools and local authorities will need to carry out internal quality assurance on learner assessment evidence. This includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that national standards are being applied consistently
  - SQA quality assurance will take place in May and schools selected for a subject/level will need to submit assessment instruments, marking instructions and examples of assessed learner evidence. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected
  - Schools and local authorities will need to act on and share any feedback received from SQA's quality assurance, to ensure that assessment is consistent with the national standard
  - The head of centre will complete a Statement of Assurance which indicates that the feedback from SQA's quality assurance has been acted on within the centre
  - The head of centre will need to endorse the process and results per subject and level
  - Local authorities should develop and implement processes for the checking stage including: the processes implemented by the school/centre, the outcome of the checking exercise and the rationale for any variances
  - The appropriate local authority senior officer will need to endorse the process and note the outcomes per centre
    -
- **Results:**
  - SQA will not change provisional results. They will check for any administrative errors that may occur when schools enter the data into the system.

7.2: Timeline for the Alternative Certification Model

▪ The Alternative Certification Model has five stages as detailed below:

Stage 1: February to April 2021

▪ Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing

▪ Subject-specific guidance on selecting the appropriate learner evidence is available for all subjects at National 5, Higher and Advanced Higher

▪ National 5, Higher and Advanced Higher assessment resources are available to help inform assessment planning and evidence gathering

▪ SQA supports schools and colleges by adding new materials and webinars to its established Understanding Standards programme

▪ Schools and colleges are supported by local and national networks

▪ Schools and colleges further develop assessment plans (including any assessment arrangements needed for individual learners) and become familiar with internal quality assurance arrangements for learner assessments, including standardisation of all assessment instruments and marking instructions, sampling of assessment evidence and teacher marking to ensure that national standards are being applied consistently

▪ Schools and colleges carry out internal quality assurance processes in line with agreed procedures and engage in local authority / RIC activity as appropriate

Stage 2: April to May 2021

▪ Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing

▪ Schools and colleges put in place and record any assessment arrangements required by individual learners

▪ Schools and colleges assess learner evidence, carrying out and recording decisions in line with internal quality assurance procedures.

▪ Schools and colleges continue to provide feedback to learners on progress, including results based on evidence

▪ Schools and colleges continue to carry out and engage in internal quality assurance in line with their procedures and local authority / RIC quality assurance processes

- During May, on a proportionate basis, SQA selects courses from each school and college for national quality assurance and provides subject-specific feedback. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.

- Schools and colleges start to develop provisional results based on the available learner evidence and feedback from local and national quality assurance, including checking that results are consistent across the centre and based on learner evidence

- Schools, colleges or local authorities can speak to SQA if further support is desired.

- SQA issues further information on how to submit the provisional results

Stage 3: End of May to 25th June 2021

- Learning, teaching and assessment should be concluding for the purposes of certification in 2020-21

- Schools and colleges provide ongoing assessment feedback to learners, including provisional grades based on evidence

- Schools, colleges and local authorities complete final stages of quality assurance, taking account of feedback from the prior stages

- Schools and colleges record provisional results based on evidence of demonstrated attainment for each learner

- Heads of centre sign off the outcomes per subject, and local authorities endorse the process and engagement in reaching those outcomes

Stage 4: By 25th June 2021

- Schools and colleges submit provisional results by 25 June

- SQA undertakes administrative checks and addresses any queries with centres (e.g. potential data inputting errors)

- Schools and colleges retain learner assessment evidence.

Learners will receive their SQA results on 10th August 2021

Stage 5 Appeals process

- Appeals process outlined on page 16 following the SQA consultation.

-

7:3 Roles and Responsibilities for the Alternative Certification Model

▪   To deliver qualifications results for candidates that are consistent, equitable and fair partners across the system must work together. National guidance on roles and responsibilities have been developed and include details on support from SQA and Education Scotland.

▪

▪   SQA have outlined the roles and responsibilities of practitioners at each stage of the Alternative Certification Model. These are detailed below.

Stage 1: Ongoing until April 2021

Teachers
✓ teaching and learning ongoing - planning opportunities for assessment, in line with subject-specific guidance from SQA
✓ engage with Understanding Standards activities
✓ participate, as appropriate, in local and/or national subject networks
✓ develop assessment plans and assess learners' assessment evidence when appropriate
✓ ensure familiarity with centre and local internal quality assurance arrangements on learner assessments (this includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that marking is consistent with national standards)
Principal Teachers
✓ ensure all staff are engaging with the activities above
✓ coordinate assessment plans
✓ ensure staff familiarity with centre and local internal quality assurance arrangements on learner assessments
Senior Leadership Teams
✓ support teachers in their roles and responsibilities
✓ ensure that teaching staff are aware of, and using, SQA guidance on assessment and producing provisional results
✓ ensure that the centre's quality assurance procedures are being defined and made available to staff

Local Authorities

- ✓ Local authorities should consider how best to support/facilitate:

- Understanding Standards
- centre-level assessment approaches
- centre-level quality assurance
- local authority/area-based subject quality assurance
- quality assurance support by subject from Regional Improvement Collaborative (RIC), where a need is identified
- access to local SQA appointees to support identified subject areas

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Stage 2: April to May 2021

Teachers

- ✓ learning, teaching and consolidation of learning continues
- ✓ gather and assess learner evidence
- ✓ carry out internal quality assurance on learner assessment evidence, in line with centre procedures and local authority / RIC quality assurance processes. This includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that national standards are being applied consistently.
- ✓ if selected for SQA quality assurance for a subject/level, submit assessment instruments, marking instructions and examples of assessed learner evidence. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.
- ✓ act on any feedback received from SQA's quality assurance, to ensure that assessment is consistent with the national standard
- ✓ share any relevant feedback from SQA's quality assurance with others, for example through local subject networks
- ✓ start to develop provisional results based on the available evidence and feedback from local and national quality assurance

Principal Teachers

- ✓ ensure all staff are engaging with the activities above
- ✓ coordinate internal quality assurance at school level
- ✓ coordinate evidence for SQA quality assurance and ensure feedback is acted upon
- ✓ liaise with SLT re SQA quality assurance

Senior Leadership Teams

- ✓ continue to support teachers in their roles and responsibilities in relation to assessment and centre quality assurance
- ✓ support and facilitate teaching staff awareness and use of SQA guidance on assessment and producing provisional results
- ✓ support and facilitate the consistent application of centre's quality assurance procedures
- ✓ support teachers in their roles and responsibilities within the national quality assurance process
- ✓ support and facilitate teaching staff to act on any feedback received from SQA's quality assurance, to ensure that marking is consistent with national standard
- ✓ act on feedback received from SQA's quality assurance process to consider the effectiveness of the centre's quality assurance process and any adjustments required
- ✓ provide a declaration from the head of centre that the feedback from SQA's quality assurance has been acted on within the centre
- ✓ carry out checks that results are consistent with evidence, to inform any initial discussions within the centre

Local Authorities

- ✓ consider capacity to support the national quality assurance exercise by releasing a limited number of appointees to undertake this work if required
- ✓ identify and provide any additional support based on the findings of SQA's quality assurance

Stage 3: End of May to 25th June 2021

Teachers
- ✓ complete learning, teaching and assessment and continue internal quality assurance
- ✓ gather and assess learner evidence
- ✓ reflect on feedback from national quality assurance and make adjustments as appropriate
- ✓ provide ongoing feedback to learners regarding their progress and assessments, including, at the conclusion of the course, provisional grades based on evidence of demonstrated attainment
- ✓ produce provisional results for every candidate.

Principal Teachers

- ✓ ensure all staff are engaging with the activities above
- ✓ ensure feedback from national and local authority quality assurance is acted upon
- ✓ ensure provisional results are submitted for all candidates

Senior Leadership Teams

- ✓ carry out centre quality assurance on provisional results, prior to submission to SQA, including checking that provisional results are based on current learner evidence.
- ✓ engage in any further local quality assurance on provisional results with the local authority, clusters/partner schools, as appropriate to the centre
- ✓ local quality assurance could also include dialogue with SQA where the centre requests further support
- ✓ make any adjustments to provisional results and/or processes required as a result of centre, local and/or national quality assurance. Any adjustments would be made on the basis of current candidate evidence.
- ✓ endorse the process and results per subject and level
- ✓ Send provisional grades to Stuart Booker using proforma provided by 24 June
- ✓ Complete the Head of Centre Statement of Assurance

Local Authorities

- ✓ local authorities should consider how best to support/facilitate:

  - centre-level quality assurance
  - local authority/area-based subject quality assurance, perhaps through subject networks
  - RICs-level subject quality assurance, where a need is identified

- ✓ local authorities should develop and implement processes for the checking stage, building on processes implemented in 2020. This should include:

  - the processes implemented by the school/centre
  - the outcome of the checking exercise
  - the rationale for any variances

- ✓ this could also include engagement with schools/centres to agree a model for corresponding school/centre level checks and endorsement
- ✓ local authorities engage with schools and centres to consider centre data by subject. Internal checking processes provide a rationale for the centre's assessment judgements and may lead to a review of candidate evidence, if required, using local subject expertise.
- ✓ appropriate local authority senior officer endorses the process and notes the outcomes per centre

Stage 4 By 25 June 2021

- submission of provisional results by centres to SQA
- SQA undertakes administrative checks and addresses any queries with centres (e.g. potential data inputting errors)
- centres to provide a named contact who is able to deal with administrative queries regarding provisional results after the submission date
- centres retain learner assessment evidence and records

The local authority signs off the school's process

Stage 5 Appeals

- The Appeals Service opens for young people on 25th June and runs until 12th August.
- Priority Appeals must be submitted by 12th August.
- Non-priority appeals can be made by schools up to 27th August.
- Further guidance on the Appeals Service for schools will be provided by 11th June.

7.4: SQA Guidance on National 5, Higher and Advanced Higher Qualifications

To support the unique circumstances for Session 2020-2021 guidance documents, resources and assessment materials have been issued by SQA. It is important that practitioners are aware of all of the SQA guidance which can be accessed as follows. Please also see the Subject Checklist (Appendix 1).

▪

▪ General page with links to various sections	▪ https://www.sqa.org.uk/sqa/95157.html ▪
▪ General Guidance on gathering evidence and producing estimates	▪ https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf
▪ SQA Academy Determining provisional results at National 5, Higher and Advanced Higher.	▪ Access the SQA Academy course on determining provisional results ▪
▪ Guidance on Subject Specific Changes to Qualifications	▪ https://www.sqa.org.uk/sqa/45625.html ▪ Choose subject, choose National 5 – Advanced Higher Course Assessment 2020-21
▪ Subject Specific Guidance on Evidence for Qualifications	▪ https://www.sqa.org.uk/sqa/45625.html ▪ Choose subject and then choose level from top menu
▪ Understanding Standards materials for subjects	▪ https://www.understandingstandards.org.uk/ ▪ Choose subjects from top menu, choose level and subject to access materials
▪ SQA Assessment Instruments and Marking Instructions	▪ Available from SQA Secure via your SQA Coordinator

7.5: Data Provided by the Local Authority

The "National Qualifications experience 2020: rapid review" conducted by Professor Mark Priestly recommended:

> "the development of a nationally recognised, fully transparent and proportionate system for moderation of centre-based assessment …including protocols for using historical data showing both individual prior attainment and cohort variance"
> And
> "statistical moderation to identify variance from trends, accompanied by further qualitative verification (with clear messaging that this will focus on candidates not the system)."

SQA guidance states that local authorities should have rationales for variance.

Data sets are being provided to support understanding of cohorts and understanding of national standards. These will support discussion of key questions and quality assurance at school and local authority central team levels.

- What were previous trends?
- What is pupil evidence showing us?
- What evidence is there to support differences?
- What evidence do we have that shows assessment judgements have been verified?

Confidence in quality assurance process

Statistical data
e.g. trends over time for subject areas, levels, courses, etc

Qualitative evidence
e.g. information about improvement activities, disruption, etc

Evidence about the Learning of Individual Candidates
e.g. assessment evidence

Basis of SQA provisional result for candidate
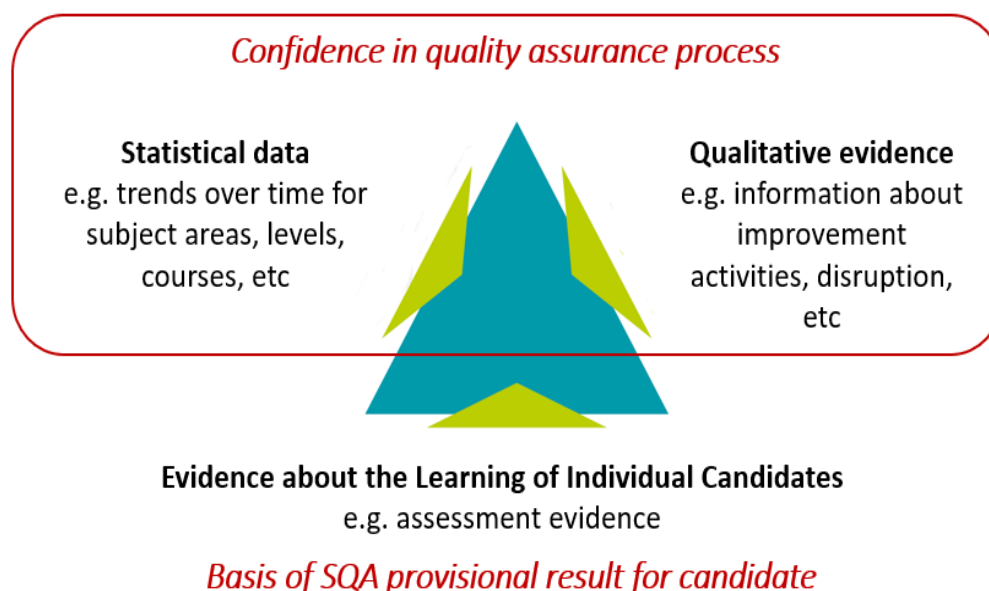
The data listed below was provided to schools in February 2021 and should be used by practitioners to familiarise themselves with recent subject trends, concordance of previous estimates to actual grades and allow consideration of relative performance of this year's cohort to previous cohorts. A presentation on the Use of Data was provided on the February In-Service Day and time will be made available on the May In-Service Day for practitioners to consider data for their subject. Provisional results will be based on candidate evidence; however, data trends can help support discussion and understanding of national standards.

Schools were provided with an individual spreadsheet of subject data at each level in May which allows consideration of statistical significance. Training in the use of data was also provided for staff.

Schools in Fife already have access to: -

1. Data on Estimates to Actual bands for the last five years prior to 2020 for every subject at National 5, Higher and Advanced Higher levels. This will allow schools to consider how concordant subject estimates have been in the past and help to support professional judgements for this session.
2. Data on the percentage grades achieved for every subject at National 5, Higher and Advanced Higher over the three years prior to 2020 and a three-year average. Data on the percentage grades achieved via teacher estimates in 2020. This will allow schools to consider trends in subjects over time and help to support professional judgements for this session.
3. The Power BI platform also provides schools with data on five-year trends in qualification sets for the S4, S5 and S6 cohorts.
4. Schools will also have access to National Qualifications Progression Statistics via the SQA website. This will allow schools to consider the progression rates of candidates from National 5 to Higher etc.

7.6: Assessment

It is recognised that formal assessment timetables and arrangements will vary across schools in line with the most up to date measures and mitigations to ensure public health during the pandemic.

When planning these across the school, care should be taken to manage the assessment burden for students.

Planning of assessment should also allow opportunities for young people to receive feedback to support their learning and progress prior to any further assessment in the same component.

A holistic approach which takes account of a range of evidence which demonstrates performance (against national standards) will contribute towards the professional judgements made by teachers/college lecturers when they decide upon the provisional grade and band to award.

All schools should continue to take measures to ensure appropriate supports are put in place for learners undertaking formal assessments, including Assessment Arrangements for identified individual candidates and young people who have missed an assessment due to absence.

SQA provided a new SQA Academy course on determining provisional results on 20.04.21. The course covers the principles that teachers and lecturers should consider when judging candidate evidence holistically to determine provisional results, in line with the subject-specific guidance on gathering evidence. SQA have produced "Questions to ask yourself when determining a provisional result" (Appendix 5).

7.6.1: Principles of Assessment

▪ Teachers have the flexibility to collate assessment evidence in ways and at times that are appropriate to the needs of their learners.

▪

▪ Each school should agree approaches to assessment and evidence gathering which suit their context.

SQA has published 116 subject-specific guidance documents across National 5, Higher and Advanced Higher courses. These documents summarise the key pieces of evidence required as the basis for provisional results and must be used as the basis for determining what form assessment will take.

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Teachers and lecturers will use their professional judgement of learner evidence to determine provisional results, supported by assessment resources and quality assurance. Provisional results must be based on demonstrated learner attainment consistent with the requirements set out in the subject-specific guidance.

- There is a clear focus on quality rather than quantity of the evidence.
- Not every topic in every area needs to be assessed exhaustively — a selection of representative questions and tasks evidenced under the appropriate conditions can represent good predictive value.

All assessments and approaches to evidence gathering for SQA qualifications used in each school must be:

valid   reliable   practicable   equitable   fair

As far as possible formal assessments should be carried out and supervised by staff in the same way as an SQA final exam in that subject.

Clear expectations should be set for young people during formal assessment. They should be reminded:

- they can only use the equipment needed for the assessment
- mobile phones will need to be stored away
- they cannot take an assessment paper away when they finish
- not to discuss details of any formal assessment with friends, family or on social media

Fife Subject Networks have been supporting discussion regarding assessments and generation of assessment instruments.

7.6.2 Assessment Instruments

SQA are not prescribing the use of any particular assessment instruments and accept that evidence will differ across schools.

Assessment instruments which are rigorous and demonstrate "high predictive value" across key course components should continue to be used to generate evidence for provisional grades.

SQA has provided 2021 question papers and marking instructions as an optional assessment resource to assist you in gathering learner evidence for provisional results.

If you are planning on using these question papers with your learners, you have the flexibility to decide how best to use them to meet the needs of your learners. The question papers can be used in full or in part.

For example:

- You can split the question papers into smaller sections to enable learners to demonstrate different aspects of attainment by completing parts of the question paper during class time on different days.

- Based on your professional judgement, you can extract content from the question papers and use it to devise your own classroom-based assessments.

However you plan to use the question papers with your learners, please remember that these are confidential assessment materials. While understanding that they are available to centres across Scotland, it is important that the integrity of these assessment resources is protected as far as possible.

With that in mind, please ensure that the question papers are stored securely when not in use. While you will undoubtedly have professional conversations with your colleagues over how these resources will best be used, please do not share or discuss the question papers and marking instructions online, including on social media, chat forums or in any other location where they could be accessed by unauthorised persons.

Taking these steps to maintain the security and confidentiality of the question papers will protect the integrity of these assessments and help to ensure fairness for all learners.

Coursework assessment tasks

National 5, Higher and Advanced Higher coursework assessment tasks are available from SQA NQ subject pages. SQA have also published coursework assessment tasks on the SQA Secure website for some subjects that normally have an annually released assignment. This includes Administration and IT, Computing Science, Design and Manufacture and Graphic Communication.

Assessment tasks may feature breadth, challenge and/or application. Provisional results that are based on performance in tasks that are similar to those used for course assessment are much more likely to give an accurate prediction of a candidate's final attainment. Questions and tasks that are suitable for assessment are exemplified in the specimen question papers, past papers and coursework assessment task for each course.

7.6.3 Grade Boundaries and Assessment Cut Off Scores

As all National Courses are internally assessed in 2021, centres have the flexibility to adjust their assessments or marking approaches to ensure they are consistent with national standards. If exceptionally they feel an assessment is more or less challenging than anticipated, they can take this into account when making the overall grading decisions for learners. The SQA Academy course provides guidance.

7.6.4 Assessment Arrangements

It is essential that all schools and subject teachers ensure that appropriate Assessment Arrangements are put in place for identified candidates and a record of these is kept throughout the assessment and evidence gathering which will contribute to a provisional result.

7.6.5 Assessment Record Keeping

▪ As per the Subject Checklist (Appendix 1) each subject in a school should develop a Record Keeping Proforma for candidates this should include details of assessment outcomes, dates completed, how these contributed to the provisional grade and a brief note of when outcomes of assessments were shared with learners. SQA have produced Recording Evidence Forms (Appendices 3 and 4) which can be used but are not mandatory.

7.6.6 Dual Presentation

▪ Where schools have evidence and it is in the best interests of the candidate dual presentation should be considered to ensure candidates achieve the best qualification outcomes possible.

▪ This may occur where candidates are "borderline" at the 4 June deadline for the entry of results for N1-N4 and Units and where evidence permits e.g. an entry at N4 can be made whilst evidence for N5 is still being gathered and assessed.

7.6.7 Assessment communication

It is recognised that this may be an anxious time for candidates and their parents and carers, and the need for clear, timely communication is important throughout all stages of the Alternative Certification Model.

Agreed central communication from Maria Lloyd, Head of Education should be distributed
to all candidates and parent/carers.

Regular communication with Parent Councils and elected members will ensure stakeholders
have a clear understanding of how assessment is being progressed within individual schools.

Regular communication with young people, including seeking their views and responding to queries and / or concerns should be a central element of the school's approach to delivering the Alternative Certification Model.

It is important that learners are engaged in dialogue relating to their learning and progress
on a course-by-course basis and teachers are involved in providing on-going feedback to learners.

Throughout all stages of the Alternative Certification Model schools should ensure that young people and their parents/carers have a clear understanding of the processes in relation to:

- provisional grades for all young people across the country will be based on *demonstrated attainment against national standards*
- assessment evidence will be determined by teachers and lecturers based on subject specific guidance and local context
- *evidence for appeals will comprise of the same assessment evidence used to determine the provisional result (awaiting details of appeals system)*
- the pieces of assessment evidence which will inform a young person's provisional grades for each subject in your school (or college where appropriate) as early as possible
- the proposed weighting that each piece of evidence has for a provisional grade (this should be in line with the subject-specific guidance)
- SQA's provision of subject-specific guidance documents and assessment materials to help teachers/college lecturers apply national standards fairly and consistently when assessing a young person's evidence

- the timeline for assessment and sharing of provisional grades
- how to raise any concerns or identified issues prior to the submission of provisional grades
- "final" provisional grades will be shared with young people and parents/carers only after a thorough process of quality assurance checks has been carried out at department, whole-school, local authority and SQA levels.

It is important that candidates and parents can raise issues or concerns in a timely way and that these are addressed rather than raised retrospectively e.g. through a complaint or appeal.

As a result of effective ongoing communication, there should not be a need for a high profile event to share provisional awards i.e. no school-level "results day".

7.7: Quality Assurance

The Alternative Certification Model is based on partnership working between SQA, schools and the local authority. This is focussed on quality assuring the robustness and validity of processes to ensure confidence in provisional grades submitted to the SQA.

The School Checklist and Local Authority Return (Appendix 2) provides details of the quality assurance processes at school and local authority level. The returns to the local authority at each stage of the Alternative Certification Model will facilitate discussion with central staff to ensure school and local authority level quality assurance is taking place.

Quality Assurance Cycle

Teachers use evidence gathered using moderated assessment instruments

Teachers discuss with others in school, cluster, authority. Develop a shared understanding of the national standard

Teachers come to a shared informed professional judgement about the evidence gathered

Teacher come to an agreed understanding of any specific areas that need to be addressed, including actions from feedback from school, local authority and SQA quality assurance

Teacher uses this information to reflect on assessment evidence and change aspects (grade or marking) based on feedback from quality assurance

7.7.1 Use of In-Service and Assessment Days

February In-Service Day Aims

- Share key national and Fife messages regarding the Alternative Certification Model and details of roles and responsibilities of practitioners at each level
- Share Fife datasets and raise awareness of how these can be used to facilitate understanding of national standards
- Ensure all staff are aware of Subject Updates for Session 2020-21
- Ensure all staff are aware of Subject-specific guidance on gathering key evidence in session 2020–21
- Ensure all staff have an opportunity to consider national standards
- Provide an opportunity to discuss evidence gathering and in school assessment and moderation practices
- Provide an opportunity to agree support across the Subject Network for Local Authority level moderation when evidence is available

May In-Service Day Aims

- Allow school subject level discussion of Fife datasets, raise awareness of how these can be used to facilitate understanding of national standards and consider how provisional results may differ from these and the rationale for any variance
- Allow school subject level discussion of assessment instruments, marking instructions, record keeping, plans for school level quality assurance
- Allow school subject level discussion of participation in local authority and national quality assurance

June Assessment Days Aims and Structure

Planning for the 3 and 4 June took place with Secondary Headteachers, the SLWG on SQA Assessment 2021 and Subject Leads.

The overarching aims of the two days was to support quality assurance at school, subject and local authority level. See 7.7.3 Local Authority Level Quality Assurance.

7.7.2 School Level Quality Assurance

Senior school staff led by the Headteacher will ensure staff participate in school level quality assurance as per the School Checklist and Local Authority Return. This includes participation in understanding standards activity, school level moderation and sampling of evidence and ensuring feedback from school level quality assurance is acted upon.

Headteachers/Senior Leaders will have ongoing engagement with faculty leaders/principal teachers to discuss the outcomes of provisional award process as per the Subject Checklist. This will include exploring areas which may require additional layers of quality assurance of learner evidence.

This on-going engagement will include comparison with prior attainment levels and trends for each subject and level. Subject PTC or PT will complete the Rationale as per the Subject Checklist. Any potentially anomalous or unexpected results or patterns may be further explored, and additional quality assurance of evidence undertaken.

Once final grades have been determined, the Subject PTC or PT will submit the completed Subject Checklist to the Headteacher, thereby signing off the provisional awards for their subject.

7.7.3 Local Authority Level Quality Assurance

Senior school staff led by the Headteacher will ensure staff participate in local authority and /or SEIC level quality assurance as per the School Checklist and Local Authority Return. This includes participation in local authority level quality assurance with partner schools and /or through engagement with quality assurance activities facilitated by subject networks.

Senior school staff led by the Headteacher will be responsible for ensuring feedback from local authority level quality assurance is acted upon.

Subject Networks have been convened for 25 subjects. These allow opportunities for practitioners across Fife to support each other and share resources. Subject Networks will have a key role in supporting quality assurance for the Alternative Certification Model.

Principles of Local Authority Quality Assurance

- All practitioners will engage with Subject Network activities where applicable
- Quality Assurance activities will be based on the candidate evidence held by each school for each subject at each level
- Subject Networks will facilitate quality assurance of candidate evidence through sampling the evidence for 3-6 (dependent on cohort size) learners for a subject at each level in each school. This will take place as agreed by Subject Networks and **will** include activity on the Assessment In-Service Days of 3 and 4 June
- Schools will identify subjects without a Subject Network and request alternative support
- The candidate evidence of all teachers presenting a subject at a level should be covered, where possible, within the sample
- Quality Assurance will be based on partnering schools and/or Subject Network activity to work together on quality assurance of candidate evidence
- SQA appointees identified via Subject Networks will support understanding standards and quality assurance of evidence
- Assessment In-Service Days will be used to support local authority quality assurance
- Schools will identify qualifications with no Subject Network and the local authority will seek support from SEIC or SQA
- Schools will identify qualifications requiring additional support (e.g. first presentations or previously unsuccessful verification) and / or where issues have been raised and /or candidate or parent / carer concerns have been received. Where possible SQA appointees will be identified to provide additional support and additional quality assurance of candidate evidence in their own time with remuneration. If support from SQA appointees at a Fife level is not available, a request will be made to SQA
- Feedback from local authority level quality assurance will be acted upon and reflected in reviews of all candidate evidence

7.7.4 National Level Quality Assurance

National quality assurance is carried out by SQA as support for teachers and lecturers to ensure understanding and the reliable and consistent application of the national standard across the country.

There are two parts to national quality assurance:

1. Teachers and lecturers continue to use a range of appropriate materials, including SQA <u>subject-specific guidance</u>, <u>assessment resources</u> and <u>Understanding Standards</u> materials for assessing learners following National 5, Higher and Advanced Higher national courses
2. SQA reviews selections of marked assessment evidence and provides feedback on how well teachers and lecturers have applied the national standard.

While the first part of the national quality assurance process is ongoing, the second part is planned to run during May and the early part of June to give schools and colleges time to consolidate teaching and learning, carry out assessment and continue the process of local quality assurance.

To support centre planning for the second part of national quality assurance, some further details about this can now be shared.

The use of learner evidence for quality assurance

While all schools, colleges and training providers will be included in national quality assurance, it is not necessary or possible to review every course in each centre. The number of courses that each centre is selected for will be small and proportionate depending on how many courses the centre delivers. More detail on this will be provided when there is final confirmation of course entries.

Schools, colleges and training providers will be notified of which courses they have been selected for in the last week of April. While most course selections will be random, there will be non-random selections made for those new to delivering courses this year and those which were not successful at the last verification stage.

The purpose of the review of learner evidence is to provide feedback to centres on how they apply the national standard in their marking. It is not a review of the provisional grade a learner may receive. For this reason, centres will be asked to provide assessment evidence from five learners for each course selected.

Teachers and lecturers will send SQA examples of marked learner assessment evidence, along with the assessment instrument and marking instructions. Where possible, the assessment evidence from the five learners should be spread over a range of performances from different learners and where possible across the teaching staff delivering at that level. Guidance will be provided to support teachers and lecturers in doing this.

Centres should provide the quality assured assessment evidence completed at the point of uplift. We recognise that this evidence may be partial or incomplete and not the full or

final evidence base for each learner. For example, it could consist of the evidence for one or two components, as set out in the subject specific guidance.

SQA can take receipt of digital or paper-based assessment evidence, though for an individual learner in a specific course it must be all in paper or all in digital format.

SQA subject specialists will review the assessment evidence. They will then provide supportive centre-specific feedback followed by an overview of the learner evidence review process for all schools, colleges and training providers on key themes for each course by the end of the first week in June.

Schools, colleges and training providers will act upon this feedback, adjusting their marking and local quality assurance processes, if this is deemed necessary.

As per the Subject Checklist and School checklist and Local Authority Return the PTC or PT will confirm that SQA feedback has been acted upon and that any adjustments have been made.

8.0 Submission of Provisional Results

SQA will provide a 'Provisional Results Service' through the SQA Connect secure portal. This will allow for secure storage of school level data. This service will open on 5 May 2021 and operate until 25 June 2021.

Access to the system and associated reports is provided to enable centres and local authorities to work together to undertake their respective roles in the quality assurance process. From the opening of the service, centres can input learner data which can be viewed and discussed with the local authority. This data can be changed up to the final submission date of 25 June 2021.

This service will enable summary reports to be created and consider summary data.

Provisional Results – incomplete data

SQA have indicated that "It is important for centres to understand what will happen in the event of incomplete provisional results data after the 25 June deadline. On **Monday 28 June** we will email co-ordinators in centres with incomplete data advising that a data integrity report is available via Exchange on SQA Connect. This report will only be issued where we have identified outstanding or incomplete provisional results data due to one of the following scenarios:

- You have open entries without any provisional results
- You have withdrawn entries but have entered and submitted provisional results
- You have open entries with withdrawn provisional results

- You have flagged a candidate as 'Incomplete Evidence' and then withdrawn the entry. To be eligible for the incomplete evidence contingency, the candidate entry must remain open.

Please respond to all issues noted in your data integrity report by **Wednesday 7 July**.

Please contact national.qualifications@sqa.org.uk if you have any questions about this activity."

All schools must provide details of who in their school will be available to respond to and complete any action in relation to incomplete data queries to SQA and to Lynn Porter, Education Manager by 18th June 2021.

Where incomplete data queries are not resolved by 5th July 2021, SQA will contact the local authority.

8.1 Headteacher Sign Off and Local Authority Endorsement

The School Checklist and Local Authority Return provide statements for sign off for the Headteacher and endorsement by the local authority. Heads of Centre are required to complete the Statement of Assurance (Appendix 6).

9.0 Contingency Arrangements for Incomplete Assessment Evidence

SQA have indicated that "to ensure a degree of equity for learners who have been unduly disadvantaged by severe disruption to learning and teaching, a limited opportunity to submit Provisional Results by 3 September 2021 is being created. This can be offered to candidates who have completed the learning and teaching of their course but who have not been able to complete their assessment evidence in time for the 25 June submission date.

The contingency arrangement would cover learners who have experienced extreme disruption during the centre's evidence-gathering process. Examples might include:

- A learner whose medical condition has prevented full and timely engagement with the centre's evidence-gathering process.
- A learner who has been required to self-isolate due to COVID, either as a case or contact, during the centre's evidence-gathering process.
- A learner who has suffered bereavement or other trauma during the centre's evidence-gathering process.
- A learner who was shielding during the centre's evidence-gathering process.

This arrangement must not be used as an opportunity to delay assessment and to seek benefit from an extended period of preparation over the summer break. Nor does it enable learners to have another opportunity for assessment that has already been undertaken, in pursuit of a higher grade. It is not a resit."

If a school has young people who are in the situation where you have completed the learning and teaching for a course but have not been able to generate evidence for any of the reasons described above the school should help the young people and their parent / carer to consider the situation carefully and advise on which of the available options would be in their best interests:

- use this contingency arrangement, submitting evidence by noon on 3 September.
- be presented for an alternative qualification
- repeat the course and be presented in 2022

10.0 Appeals
The SQA announced details of the Appeals Service for qualifications for 2021 on 2nd June 2021. The key elements of this are summarised below but more details and a booklet for learners can be accessed at Appeal 2021 Information for Learners.

Guidance on the Appeals Service for schools will be provided by 11th June 2021.

The appeals service is free and can be accessed directly by learners from 25th June, the date by which Provisional Results must be submitted to SQA. Schools and /or parent/carers can also submit an appeal on your behalf of a young person.

There are three types of appeal:

1. an appeal against the academic judgement made
2. an appeal against an unresolved administrative error
3. an appeal on grounds of discrimination where:

there has been a breach of the Equality Act 2010 (which must have been either acknowledged by your school, college or training provider or established by a court or the Scottish Public Services Ombudsman), or your school, college or training provider failed to provide agreed Assessment Arrangements.

Appeals will be based on demonstrated attainment against the national standard and evidence will be reviewed by an SQA Subject Appointee. The outcome of an appeal could be that the **grade goes up, stays the same or goes down**. Schools will be contacted by SQA to provide the evidence they used for the Provisional Result.

SQA have indicated to candidates that "once your teacher or lecturer has explained your provisional results, if you are still unhappy, you can register that you want to appeal

directly on the SQA website. The registration service will **open on Friday 25 June and will close on Thursday 12 August.** Your appeal will be processed after Results Day on Tuesday 10 August.

If you need to, or prefer to, you can ask a parent or carer to register for you.

You will be asked for the following information:

- your name
- your date of birth
- your Scottish Candidate Number
- the subject and level of the course that you want to register an appeal for
- notification that you are awaiting the result of the appeal for a college or university place – if so, your request will be **processed as part of the priority appeal service** and we will ask you for details of your conditional offer
- your reason for appealing, from one of the three types
- if you are appealing against an unresolved administrative error or on the grounds of discrimination contrary to the Equality Act – you will be asked to provide a short, written explanation of what you believe has happened."

Priority Appeals – For candidates waiting on a result for a university or college place or for an employment or training programme, appeals will be processed as a priority and **the appeal must be registered by Thursday 12 August.**

Non-Priority Appeals - For non-priority appeals (those for which the results are not needed for a university or college place or for an employment and training programme) **candidates should register by 12th August or the school can make an appeal on behalf of a candidate until 27th August.**

Schools must ensure that all candidates and parents/carers are aware of the Appeals Service and create opportunities for young people and parents/carers to discuss any concerns they may have about Provisional Results before the schools finish for the summer break on 24th June. Young people need to be aware that it is very important to speak with staff before making an appeal as their result can go down, stay the same or go up.

Fife schools do not return from the summer break until Monday 16th August. Schools must make young people and parents/carers aware of arrangements if they need to speak with a member of staff when SQA results are received on Tuesday 10th August.

11.0 Subject Access Requests

Candidates will know their provisional results from the school and should also know the evidence used to generate the provisional result. If the candidate asks for more detailed information in relation to the provisional result. This should be considered as a request to access their records held by the school or Fife Council, this would be considered a Subject Access Request or SAR as determined by the Data Protection Act 1998.

Where a candidate makes a request of the school to access their records, they should be asked to submit this request in writing to the Information Management and Requests Team by using one of the following 3 methods:

1. Forward email to information.requests@fife.gov.uk
2. If request is received by letter, scan and email to information.requests@fife.gov.uk
3. Complete on-line request form

Information that falls within scope of the request should be directed to IMRT to consider response.

The ICO's guidance/code of practice in relation to SAR states:

1. Individuals may exercise the right to personal information held by making a written Subject Access Request or SAR
2. Personal data relates to a living individual
3. The SAR request does not have to be in a particular format and does not need to state the words SAR - even without those words 'it is nevertheless valid and should be treated as such, if it is clear that someone is asking for their own personal data'.
4. The Council cannot insist on a particular format or form for the request
5. Before responding to a SAR for information held about a child, you should consider whether the child is mature enough to understand their rights. If you are confident that the child can understand their rights, then you should respond to the child rather than the parent/carer. What matters is that the child is able to understand what it means to make a SAR and how to interpret the information they receive as a result of doing so.

In line with Council procedures the IMRT in Fife House should know of these request as they will need to keep track of responses and timescales to ensure we comply with the legislation.

12.0 Complaints

Effective communication and clear processes for allowing candidates and /or parents /carers to raise issues throughout the Alternative Certification Model are required to

ensure any issues are explored and explanations received prior to the submission of provisional results.

In discussions with candidates and parents it is important that schools emphasise the guidance provided by SQA and Fife and the robust nature of the processes used. Taking time to talk with candidates and/or parents who are aggrieved and/or upset and listening to their concerns is important.

For candidates and/or parents who wish to make formal complaints the school should ensure that Fife Complaints Procedure as detailed below is followed.

What happens when I have complained?

We will always tell you who is dealing with your complaint.

Our complaints procedure has two stages:

Stage 1 - frontline resolution (School level, end of Stage 1 should involve Headteacher)

We aim to resolve complaints quickly and close to where we provided the service. This could mean an on-the-spot apology and explanation if something has clearly gone wrong, and immediate action to resolve the problem.

We will give you our decision at Stage 1 in five working days or less, unless there are exceptional circumstances.

If we can't resolve your complaint at this stage, we will explain why and tell you what you can do next. We might suggest that you take your complaint to Stage 2. You may choose to do this immediately or sometime after you get our initial decision.

Stage 2 – investigation (Local Authority level, can only be used after Headteacher involvement in Stage 1)

Stage 2 deals with two types of complaint: those that have not been resolved at Stage 1 and those that are complex and require detailed investigation.

When using Stage 2 we will:

- acknowledge receipt of your complaint within three working days;
- discuss your complaint with you to understand why you remain dissatisfied and what outcome you are looking for; and
- give you a full response to the complaint as soon as possible and within 20 working days.

If our investigation will take longer than 20 working days, we will tell you. We will agree revised time limits with you and keep you updated on progress.

What if I'm still dissatisfied?

After we have fully investigated, if you are still dissatisfied with our decision or the way we dealt with your complaint, you can ask the Scottish Public Services Ombudsman (SPSO) to look at it. There is no further level of appeal within the council.

The SPSO **cannot** normally look at:

- a complaint that has not completed our complaints procedure (so please make sure it has done so before contacting the SPSO);
- events that happened, or that you became aware of, more than a year ago; and
- a matter that has been or is being considered in court.

You can contact the Scottish Public Services Ombudsman in the following ways:

In person: SPSO, Bridgeside House, 99 McDonald Road, Edinburgh. EH7 4NS

By post: Freepost SPSO

Freephone: 0800 377 7330

Online: **www.spso.org.uk/contact-us**

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Appendix 1

SQA Provisional Results

For Candidates 2021

Subject Level Checklist

School:

Subject:

Level:

All staff delivering qualifications to be given a copy and PT/PTC to complete returns to SLT

SLT are requested by the LA to have a copy of all subject paperwork

- **Roles and responsibilities – Subject Level**

- As detailed in the document produced by the NQ2021 Group - Alternative certification model - National Qualifications 2021 - it is essential that all practitioners are aware of their responsibilities in each of the five stages of the ACM process for 2021.
  1) What happens at each of the five stages?
  2) What is the role of each stakeholder – SQA, teacher, centre senior management, local authority – at each of the five stages?

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- In preparation for the collection of evidence and submission of provisional grades, all practitioners need to be aware of the following subject specific support available:
  - Subject-specific guidance on selecting the appropriate learner evidence is available for all subjects at National 5, Higher and Advanced Higher
  - National 5, Higher and Advanced Higher assessment resources are available to help inform assessment planning and evidence gathering
  - SQA supports schools and colleges by adding new materials and webinars to its established Understanding Standards programme.

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- In addition, practitioners need to be aware of the more general support available:
  - Details of the Alternative certification model for the National Qualifications in 2021.
  - Guidance on gathering evidence for provisional results.
  - Latest updates giving information on recently published guidance and support.

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- Following participation in the February In-Service Day:
  1) you will be familiar with the key information currently available
  2) you will ensure you are up to date with processes and expectations. You may already have accessed some of this information and/or completed some of these activities earlier in the session.

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- **STAGE 1 (ongoing until April 2021) Preparation Phase**

- **General Preparation**

Action	Links and Further Information	Date (s) Completed by all subject staff
Read SQA general Guidance on gathering evidence and producing estimates	https://www.sqa.org.uk/sqa/files_ccc/ng-estimates-guidance-2020-21.pdf	
Complete SQA Academy on Determining provisional results at National 5, Higher and Advanced Higher.	Access the SQA Academy course on determining provisional results	
Read Guidance on Subject Specific Changes to Qualifications	https://www.sqa.org.uk/sqa/45625.html Choose subject, choose National 5 – Advanced Higher Course Assessment 2020-21	
Read Subject Specific Guidance on Evidence for Qualifications	https://www.sqa.org.uk/sqa/45625.html Choose subject and then choose level from top menu	
Access Understanding Standards materials for your subject at all levels you are presenting in	https://www.understandingstandards.org.uk/ Choose subjects from top menu, choose level and subject to access materials	
You have access to National 5, Higher and Advanced Higher papers and Marking Instructions	SQA Past Paper Search SQA Secure for 2020 Papers released for use in 2021	
You have engaged with the materials produced by the Subject Network from the February In-Service Day	Contact been made with other members of your moderation group. Staff have engaged with materials produced.	

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- **For Completion and Submission to / Discussion with SLT**

Action	Brief Summary	Date (s) Completed

▪ Develop an assessment plan ▪ This process may well have started from earlier in the session but must articulate with the wider school plan.	▪ Include Assessment Instruments and Weighting of Elements	▪
▪ Assessment Arrangements ▪ You must ensure any Assessment Arrangements for identified candidates are implemented throughout the assessment and evidence gathering process.	▪ How is this being overseen?	▪
▪ Consider how you will participate in school level moderation ▪ Have you already completed any of this? ▪ Have you already discussed this? ▪ Does your subject have guidance already?	▪	▪
▪ Develop Record Keeping Proforma for all candidates or use SQA Recording Evidence Forms (Appendices 3 and 4) ▪ Include details of assessment outcomes, dates completed, how these contributed to the provisional grade and a brief note of when outcomes of assessments were shared with learners.	▪ Attach Proforma	▪

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- **STAGE 2 (April to May/June 2021) Assessment Phase**

Action	Links and Further Information	Date (s) Completed
Learner evidence is generated and assessed at school level	Some evidence may have already been gathered earlier in the session	
Consider prior attainment data.	Engage with the "Use of Data" presentation produced by Stuart Booker for the February In-Service Day and the data for your subject.	
Carry out internal quality assurance on learner assessment evidence. This may involve communication with partner schools within your Moderation Group.	This includes: - agreement of assessment instruments used. - standardisation activities e.g. agree Marking Instructions to be applied. - sampling of learners' assessment evidence to ensure that national standards are being applied consistently.	
Prepare for potential selection for SQA Quality Assurance procedures	Have the following materials available: - Assessment instruments - Marking Instructions with annotations if applicable - Examples of assessed learner evidence. (The assessment evidence can be partial or incomplete. This process is about "applying the national standard")	
Act on any feedback received from SQA's quality assurance, to ensure that assessment is consistent with the national standard.	Review assessment decisions made for ALL candidates, based on feedback from SQA. Apply feedback to further assessments as applicable.	
Share any relevant feedback from SQA's quality assurance with others, for example through local Subject Networks.	Share relevant key information with: 1) moderation group 2) local authority subject group through Subject Leads	
Start to develop provisional results based on the available evidence and feedback from local and national quality assurance.	The provisional grade decided for each learner is an evolving process. Information is shared with the learner through regular learner conversations, and accurate records kept of working grades / provisional decisions reached to date.	

For Completion and Submission to / Discussion with SLT

Action	Brief Summary	Date(s) Completed
Assessments administered,		

alternative assessment arrangements provided, and young people informed of working grades/provisional decisions		
▪ Participation in school and local authority quality assurance	▪ Include details of partner schools	▪
▪ Feedback from quality assurance and next steps	▪	▪
▪ Feedback and next steps from any SQA quality assurance	▪	▪

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▪ **STAGE 3 (End of May/June to 25 June 2021) Quality Assurance Phase**

▪ Action	▪ Links and Further Information	▪ Date(s) Completed
▪ Learning is completed, and final learner evidence is generated and assessed at school level.	▪ Final evidence is collated as teaching and learning is completed for the course.	▪

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▪ Continue internal quality assurance on learner assessment evidence.	▪ This includes: • agreement of assessment instruments used. • standardisation activities e.g. agree Marking Instructions to be applied. • sampling of learners' assessment evidence to ensure that national standards are being applied consistently.	▪
▪ Reflect on feedback from national quality assurance, where applicable, and make adjustments as appropriate.	▪ Review assessment decisions made for ALL candidates, based on feedback from SQA. ▪ Apply feedback to all assessments to be considered, as applicable.	▪
▪ Reflect on feedback from authority level quality assurance carried out with Moderation Group and Subject Network and make adjustments as appropriate.	▪ Review assessment decisions made for ALL candidates, based on feedback from SQA. ▪ Apply feedback to all assessments to be considered, as applicable.	▪
Provide ongoing feedback to learners regarding their progress and assessments, including, at the conclusion of the course, provisional grades based on evidence of demonstrated attainment.	▪ The provisional grade decided for each learner has been an evolving process. Information is shared with the learner, and accurate records kept of provisional decisions reached to date.	▪
Produce provisional results for every candidate.	▪ Final provisional result submitted, using Bands 1 to 9.	▪
Consider provisional results against prior attainment data and produce rationale for any significant variances where they may occur.	Engage with the "Use of Data" presentation produced by Stuart Booker for the February In-Service Day.	▪
For Stages 4 and 5 Centres retain learner assessment evidence and records.	▪ Records of attainment and candidate evidence to be collated and easily retrieved in support of provisional grades submitted. Stored in a secure place.	▪

▪ **Subject Level Preparation for Completion and Submission to / Discussion with SLT**

▪ Action	▪ Brief Summary	▪ Date(s) Completed
▪ Update on assessments administered, alternative assessment arrangements provided, and young people informed of working grades/provisional decisions	▪	▪

▪ Update on participation in school and local authority quality assurance including details of partner schools	▪	▪
▪ Update on feedback from quality assurance and next steps	▪	▪
▪ Update on feedback and next steps from any SQA quality assurance	▪	▪
▪ Details of grade profile for subject	▪	▪
▪ Provisional Results submitted, and learners informed	▪ Attach Provisional Results	▪

Rationale for each subject and level - Submit to SLT

Rationale for insert subject   insert level
Detail of how estimates compare to average for the grade profile in the three years before 2020.
Details of any circumstances that can justify the variance in estimates from previous data. Changes to course, nature of cohort, etc.
Details of any additional quality assurance, support from SQA appointees.

For Stages 4 and 5

Subject staff and link SLT are aware of where learner assessment evidence and records are stored.	▪ Records of attainment and candidate evidence to be securely stored and easily retrieved in support of provisional grades submitted.	▪

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Appendix 2

SQA Provisional Results

For Candidates 2021

School Checklist and Return to Local Authority

School:

Education Manager:

Alternative Certification Model 2021

Stage 1: Ongoing until April 2021

Teachers

- ✓ teaching and learning ongoing - planning opportunities for assessment, in line with subject-specific guidance from SQA
- ✓ engage with Understanding Standards activities
- ✓ participate, as appropriate, in local and/or national subject networks
- ✓ develop assessment plans and assess learners' assessment evidence when appropriate
- ✓ ensure familiarity with centre and local internal quality assurance arrangements on learner assessments (this includes pre-assessment agreement of assessment instruments, standardisation activities and sampling of learners' assessment evidence to ensure that marking is consistent with national standards)

Principal Teachers

- ✓ ensure all staff are engaging with the activities above
- ✓ coordinate assessment plans
- ✓ ensure staff familiarity with centre and local internal quality assurance arrangements on learner assessments

Senior Leadership Teams

- ✓ support teachers in their roles and responsibilities
- ✓ ensure that teaching staff are aware of, and using, SQA guidance on assessment and producing provisional results
- ✓ ensure that the centre's quality assurance procedures are being defined and made available to staff

Local Authorities

- ✓ Local authorities should consider how best to support/facilitate:

- Understanding Standards
- centre-level assessment approaches
- centre-level quality assurance
- local authority/area-based subject quality assurance
- quality assurance support by subject from Regional Improvement Collaborative (RIC), where a need is identified
- access to local SQA appointees to support identified subject areas

Stage 1: Understanding Standards, Assessment Approaches and Communication with Stakeholders

Please submit this Stage 1 return to your Education Manager, Maria Lloyd and Lynn Porter by Friday 23rd April 2021. If you are submitting any attachments e.g. school guidance documents, please reference relevant pages in the Key Questions boxes. Please put dates in boxes where possible.

Understanding Standards	Expectations and processes have been communicated to all staff.	
	All staff have engaged with their Subject Network(s) / Understanding Standards activity.	
	All staff have engaged in February INSET.	
	All staff have completed SQA Academy.	
	SQA appointees from your school are supporting Subject Networks.	

Key Questions:

Which subjects / levels are presenting for the first time?

Which subjects were not successful in the last round of verification?

Which subjects / levels do not have a Subject Network? What other support are they accessing?

Are there any subjects requiring support and if so what kind of support? Have you considered subjects where issues were identified last year?

Engagement with data	Subject and school data has been shared with all staff.	
	All staff watched the PPT by Stuart Booker.	
	Support in using data has been offered.	

Key Questions:

In which areas have initial issues been identified? What are the next steps?

Approaches to assessment and evidence gathering	Approaches to assessment and evidence gathering have been agreed at school and subject level.	
	We are providing opportunities for young people to act on feedback provided by teachers.	
	We are ensuring young people who are absent or self-isolating will	

	have opportunities to demonstrate performance for evidence gathering.	
	We are ensuring identified young people are receiving appropriate Assessment Arrangements throughout the assessment and evidence gathering process.	

Key Questions:

What are your arrangements for assessment and gathering evidence and what is your rationale for these?

How are you ensuring appropriate Assessment Arrangements are in place for identified young people throughout the assessment and evidence gathering process?

	Approaches to school level quality assurance have been agreed at school and subject level.	
Quality Assurance	Meetings have been held with PTCs/depts/faculties to discuss processes, progress and evidence.	
	Any evidence generated by this stage has been moderated at school subject level.	

Key Questions:

What Quality Assurance at school level has taken place to date and what are your plans for the next few weeks?

	Both letters from Maria Lloyd 9 Dec 2020 and 18 March 2021 have been shared with young people and parents / carers.	
Communication	We have communicated with staff to ensure consistency and confidence in message.	
	We have communicated to parents and young people about processes for assessment and evidence gathering in our school at school and subject level.	

Key Questions:

What are the questions / issues being raised?

Feedback / Follow Up from Local Authority   **Date:**   **LA Officer:**

Please include a sample subject department paperwork to date.

Stage 2: April to May 2021

- Learning, teaching and assessment (to guide further support for learners) together with consolidation of learning, are ongoing

- Schools and colleges put in place and record any assessment arrangements required by individual learners

- Schools and colleges assess learner evidence, carrying out and recording decisions in line with internal quality assurance procedures.

- Schools and colleges continue to provide feedback to learners on progress, including results based on evidence

- Schools and colleges continue to carry out and engage in internal quality assurance in line with their procedures and local authority / RIC quality assurance processes

- During May, on a proportionate basis, SQA selects courses from each school and college for national quality assurance and provides subject-specific feedback. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected.

- Schools and colleges start to develop provisional results based on the available learner evidence and feedback from local and national quality assurance, including checking that results are consistent across the centre and based on learner evidence

- Schools, colleges or local authorities can speak to SQA if further support is desired.

- SQA issues further information on how to submit the provisional results

Stage 2: Assessment, Evidence Gathering and Record Keeping, Quality Assurance and Learner Conversations

Please submit this Stage 2 return to your Education Manager, Maria Lloyd and Lynn Porter by Friday 28th May 2021. If you are submitting any attachments e.g. school guidance documents, please reference relevant pages in the Key Questions boxes. Please put dates in boxes where possible.

The following documentation should be submitted with your Stage 2 Return:

1. **Paperwork and communication regarding Assessment Arrangements e.g. timetables, letters for young people and parents (if you have not already submitted these with your Stage 1 Return).**
2. **Some information regarding the AA verification by your link EP either within the comments section of your return or as an attachment.**
3. **Subject Record Keeping for English, Maths and two other subjects - records of evidence, learner conversations, moderation activity undertaken or planned, any feedback from moderation activity.**
4. **Details of any communication with young people and parents.**

Assessment, Evidence Gathering and Record Keeping	Alternative assessment arrangements for identified learners have been put in place in each subject.	
	Subject staff are keeping records of assessment evidence and grades.	
	Arrangements are in place for young people who have been absent or self-isolating.	

Key Questions:

How can you evidence that alternative assessment arrangements have been put in place? How are you monitoring subject level record keeping?

Engagement with data	Staff have examined previous subject level data.	
	SLT have discussed previous subject data and likely outcomes this year with subject staff.	
	Subject staff are aware of the need to complete rationales for variance.	

Key Questions:

In which areas have initial issues been identified? What are the next steps?

Quality Assurance	School level quality assurance is taking place in all subjects at all levels.	
	Subjects are keeping records of participation, feedback and actions from feedback from school level quality assurance.	
	Subjects are keeping records of participation, feedback and actions from feedback from Local Authority level quality assurance.	
	Subjects are keeping records of participation, feedback and actions from feedback from SQA level quality assurance.	

Key Questions:

Please give details of any subjects requiring additional support and the nature of support required.

What evidence do you have of subject level participation and actions arising from Local Authority quality assurance? Are there any subjects requiring additional support?

Which subjects and levels have been selected for SQA quality assurance?

What evidence do you have of subject level actions arising from SQA quality assurance?

Learner Conversations	Young people are aware of what evidence is being used in each subject.	
	Young people are aware of the quality assurance processes in place within school and out with including SQA sampling.	
	Young people are aware of their current progress and any next steps if appropriate.	

Key Questions:

What evidence do you have that young people are aware of their progress? Are there any issues being raised by young people or parents/carers?

Feedback / Follow Up from Local Authority   Date: LA Officer:

Please include a sample subject department paperwork to date.

Stage 3: End of May to 25th June 2021

- Learning, teaching and assessment should be concluding for the purposes of certification in 2020-21

- Schools and colleges provide ongoing assessment feedback to learners, including provisional grades based on evidence

- Schools, colleges and local authorities complete final stages of quality assurance, taking account of feedback from the prior stages

- Schools and colleges record provisional results based on evidence of demonstrated attainment for each learner

- Heads of centre sign off the outcomes per subject, and local authorities endorse the process and engagement in reaching those outcomes

Stage 3: Final Quality Assurance, Submission of Provisional Results and Sign-Off
Submit this Stage 3 return to your Education Manager, Maria Lloyd and Lynn Porter by 12pm on Friday 18th June to ensure the Local Authority can sign off your school's processes. If you are submitting any attachments e.g. school guidance documents, please reference relevant pages in the Key Questions boxes.

Engagement with link officer

Stage 2 returns asked you to identify any subjects where issues have been identified with reference to concordance with previous data trends. It is imperative that your link officer is made aware of these subjects by 11th June at the latest to allow them to engage with you to ensure a robust analysis of rationales is being undertaken within your school.

Provisional grades should also be within SQA Connect by 18ᵗʰ June or submitted to Stuart Booker using the spreadsheet provided by 18ᵗʰ June. If this deadline cannot be met you MUST contact your link local authority officer, Maria Lloyd, Lynn Porter and Stuart Booker by 11ᵗʰ June 2021.

Communication	Letters for young people and parents/carers from Maria Lloyd dated 7ᵗʰ June 2021 have been distributed.	
	Arrangements are in place to ensure young people and parents/carers receive Provisional Results week beginning 21ˢᵗ June 2021.	
	Young people and parents/carers are aware of the Appeals Service and the deadlines and arrangements for registering.	
	Young people and parents/carers are aware of the need to speak with school staff regarding Appeals as the result can go up, stay the same or go down.	

Final Quality Assurance	All staff have engaged with school and Local Authority quality assurance process.	
	All staff engaged in the Assessment In-Service Days of 3 and 4 June	
	Provisional Grades reflect feedback from quality assurance at school, Local Authority and SQA level.	
	All subjects have completed rationales for variances.	

Key Attachments:

Please attach rationales for variance with your return. Please include details of any feedback from moderation activity at school, local Authority and SQA level and communication with learners and parents.

Submission of Final Results	The school is on track to meet the 25ᵗʰ June deadline and young people and parents/carers will be made aware of their provisional results week beginning 21ˢᵗ June 2021.	
	Young people and parents / carers are aware of the Appeals process and have opportunities to speak with staff if they have concerns regarding Provisional Results before schools close on 24ᵗʰ June 2021.	
	Young people and parents / carers are aware of arrangements to contact the school before the 12ᵗʰ August deadline for Priority Appeals.	

Key Questions:

What are the questions / issues being raised?

Sign-Off	SLT have engaged with all subjects and ensured all processes have been followed including AAA, opportunities for those who have been isolating to catch up, in school moderation and subject cross school moderation.	

	SLT are satisfied that all subjects have appropriate record keeping and evidence in place. Evidence is securely stored and accessible to support any Appeals submissions.	
	The headteacher is confident in signing-off the school's provisional results for all subject departments.	

Arrangements post 25th June 2021	SQA Coordinator or nominated individuals (SQA aware of whom) available to deal with incomplete data queries from 28th June – 7th July.	Please insert names and contact details
	SQA Coordinator or nominated individuals available to deal with candidate and parent/carer queries from 10th August – 12th August.	Please insert names and contact details

Feedback / Follow Up from Local Authority   Date: LA Officer:

Stage 4: By 25th June 2021

- Schools and colleges submit provisional results by 25 June

- SQA undertakes administrative checks and addresses any queries with centres (e.g. potential data inputting errors)

- Schools and colleges retain learner assessment evidence.

Learners will receive their SQA results on 10th August 2021

Stage 5 Appeals process

- Appeals process for 2020-21 to be advised following consultation.

Stage 4: Completion of Provisional Results, Preparation for Administrative Checks and Records for Appeals

Please submit this Stage 4 return to your Education Manager, Maria Lloyd and Lynn Porter by Thursday 24th June. Please note if you have not returned the Stage 3 request by 18 June at noon then this will not be singed off by LA officer.

Provisional grades should also be within SQA Connect by 18th June or submitted to Stuart Booker using the spreadsheet provided by 18th June. If this deadline cannot be met you MUST contact your link local authority officer, Maria Lloyd, Lynn Porter and Stuart Booker by 11th June 2021.

Completion of Provisional Results, Preparation for Administrative Checks and Records	All Provisional Results have been submitted to SQA.	
	Arrangements are in place to ensure any queries regarding possible administrative checks can be responded to. This has been communicated to SQA. Please provide details.	
	Candidate evidence, assessment instruments and marking instructions are securely stored and easily accessible.	

Headteacher confidence statement

I can confirm that I am confident that all SQA provisional results submitted on behalf of my school have been created following the processes outlined above. The provisional results are based on teacher professional judgement of demonstrated learner attainment consistent with the requirements set out in the subject-specific guidance. Staff involved in providing provisional results have participated in quality assurance at school and local authority level and acted on feedback where selected have acted on feedback from SQA.

School name:

Signed	
Date	

Headteacher Completes and Submits Statement of Assurance to Local Authority Officer and to SQA

NQ 2021 Alternative Certification Model

Head of Centre Statement of Assurance

Name of centre:

_____

In submitting our provisional results to SQA, I confirm that all our roles and responsibilities have been carried out to the best of my knowledge.

Head of Centre:

_____

Signature:

_____

Date:

_____

Summary of key roles and responsibilities for submitting provisional results:

- SQA's subject-specific documents on assessment guidance on Understanding Standards have been read, understood and used by all teaching colleagues.
- SQA's guidance on producing provisional results has been shared, understood and used by all teaching colleagues.
- All agreed assessment arrangements for individual learners have been implemented.
- Assessment evidence has been internally quality assured.
- Assessment judgements have been internally quality assured and are fair and free from bias.
- Adjustments have been made where appropriate following any relevant feedback from SQA's national quality assurance exercise.
- Provisional results submitted to SQA are accurate and based on the attainment demonstrated by authentic assessment evidence produced by each learner.
- We have provided ongoing feedback to learners regarding their progress and assessment outcomes, including their provisional results.
- Provisional results have been quality assured, including rationales for any variances, and confirmed by our centre.
- Provisional results have been quality assured, including rationales for any variances, and confirmed by our local authority (for local authority schools only).

Local Authority confidence statement

I can confirm that the SQA provisional results submitted on behalf of the school have been created following the processes outlined above and I am aware of the outcomes for this centre.

Local Authority Representative/Education Manager:

Signed	
Date	

A copy of this will be returned to the HT.

Appendix 3: SQA Recording Evidence Form Cohort

NQ 2021 – Alternative Certification Model

**Whole cohort record of evidence for
National 5, Higher and Advanced Higher provisional results**

This form is an optional resource that is intended to help teachers and lecturers record assessment evidence for their whole cohort of learners.

SQA acknowledges that you may already have your own recording documents/system in place. This form is not intended to replace or duplicate any equivalent documentation that you plan to use. Please only use this form if you find it useful.

Centre
Name: _____

Subject:		Level:	
Cohort of learners			

Information for the whole cohort of learners:

Assessment used	Date(s) of assessment	Conditions of assessment	Comments

Understanding standards activities undertaken by teaching team:

Quality assurance activity undertaken	Sampling approach (where applicable)	Any action taken following quality assurance
eg Internal verification of assessments		
eg Cross/blind marking of assessments		
eg Review of feedback from SQA QA selection		
eg Review of generic feedback from SQA QA		
eg Peer moderation of provisional results		

The provisional results submitted for this cohort are accurate and based on the attainment of each learner which is demonstrated through assessment evidence. This assessment evidence has been subject to application of our internal quality assurance systems, and any relevant feedback from SQA's national quality assurance exercise has been reviewed and acted upon where appropriate.

I have reviewed the provisional results and am satisfied that the evidence base for the provisional results is robust.

Signed: _____ Date: _____
(Principal Teacher/Head of Section/Curriculum Leader) *(delete as appropriate)*

NQ 2021 Alternative Certification Model

Individual learner record of evidence:
National 5, Higher and Advanced Higher provisional results

This form is an optional resource that is intended to help teachers and lecturers record assessment evidence for individual learners who, due to circumstances out with their control, have been unable to undertake assessment in line with the approach used for the rest of their cohort.

SQA acknowledges that you may already have your own recording documents/system in place. This form is not intended to replace or duplicate any equivalent documentation that you plan to use. Please only use this form if you find it useful.

Centre
Name:

Subject:		Level:	

Information for individual learners

Learner Name:	SCN:
Comments relevant to the individual learner's circumstances: *(for example, agreed assessment arrangements, details of the learner's specific disruption to learning, private candidate entered and resulted by the centre)*	

Assessments undertaken	Date(s) of assessment	Conditions of assessment	Marks/grades for each assessment
		(eg closed/open book)	
Provisional Result (grade, band)			

Repeat the above information for each individual learner as required.

The provisional results for this/these learner(s) are accurate and based on their attainment which is demonstrated through assessment evidence. This assessment evidence has been subject to application of our internal quality assurance systems, and any relevant feedback from SQA's national quality assurance exercise has been reviewed and acted upon where appropriate.

I have reviewed the provisional result(s) and am satisfied that the evidence base for the provisional result(s) is robust.

Signed: _____ Date: _____

(Principal Teacher/Head of Section/Curriculum Leader) *(delete as appropriate)*

Appendix 5

Questions to ask yourself when determining a provisional result

You could use this checklist or similar to check that you are confident in your decision.

Step 1	Evaluating the quality of the key evidence	Notes
	Do you have adequate key evidence to make a judgement?	
	Does the key evidence cover enough of the course?	
	Was each assessment at an appropriate level of demand?	
	Did the assessment include appropriate levels of differentiation for grades A and C?	
	Does the candidate's key evidence show consistent performance across the course requirements, as outlined in the subject-specific guidance?	
	How has the candidate performed in grade A and C items?	
	How does candidate performance differ across components, taking account of relative weightings/scaling where required?	

Step 2	Assigning a band	
	Is the band assigned based on a holistic judgement of all the key evidence as outlined in the subject-specific guidance?	
	Is the band assigned based on demonstrated attainment?	
Step 3	Reflecting on your judgement	
	Have you avoided implicit bias?	

NQ 2021 Alternative Certification Model

Head of Centre Statement of Assurance

Name of centre:

_____

In submitting our provisional results to SQA, I confirm that all our roles and responsibilities have been carried out to the best of my knowledge.

Head of Centre:

_____

Signature:

_____

Date:

_____

Summary of key roles and responsibilities for submitting provisional results:

- SQA's subject-specific documents on assessment guidance on Understanding Standards have been read, understood and used by all teaching colleagues.
- SQA's guidance on producing provisional results has been shared, understood and used by all teaching colleagues.
- All agreed assessment arrangements for individual learners have been implemented.
- Assessment evidence has been internally quality assured.
- Assessment judgements have been internally quality assured and are fair and free from bias.
- Adjustments have been made where appropriate following any relevant feedback from SQA's national quality assurance exercise.
- Provisional results submitted to SQA are accurate and based on the attainment demonstrated by authentic assessment evidence produced by each learner.
- We have provided ongoing feedback to learners regarding their progress and assessment outcomes, including their provisional results.
- Provisional results have been quality assured, including rationales for any variances, and confirmed by our centre.
- Provisional results have been quality assured, including rationales for any variances, and confirmed by our local authority (for local authority schools only).

Appendix 2 – Fife's Guidance for Practitioners SQA Assessment 2022

Appendix 2

1.0: SQA Qualifications Plan A, B and C

The following guidance has been developed to ensure practitioners are aware of assessment requirements for candidates being presented for SQA qualifications in Session 2021-2022.

The SQA Qualifications guidance for session 2021-22 is accessible via the link below:

https://www.sqa.org.uk/sqa/96904.html

The Cabinet Secretary announced in August that the following three scenarios were in place for assessment of SQA qualifications in Session 2021-22.

Plan A is the current assumption.

Plan A: Current Planning:

An examination diet for National 5, Higher and Advanced Higher courses will be held in session 2021-2022. The current timetable is accessible via the link below:

https://www.sqa.org.uk/sqa/files_ccc/nq-2022-exam-timetable.pdf

SQA exams will take place from **26 April to 1 June 2022** with results day on **9 August 2022**. Detailed planning for delivering exams is underway.

Plan B: In the event of further significant disruption to learning:

If there is further significant disruption to learning and teaching this session, beyond that experienced in 2020-21, appropriate additional support measures for learners will be put in place to ensure that exams can still go ahead. For some courses this could include, for example, advance notice of some topics which will feature in exams or allowing candidates to use aide-memoire during exams. These are currently being considered. Such further amendments will not be suitable for all courses.

Plan C: In the event of significant changes to public health conditions at exam time:

If changes to public health advice mean that large gatherings of people are no longer permitted in April to June, and exams are cancelled, SQA will ask teachers and lecturers to use their professional judgement of assessment evidence to determine learners' grades.

Schools, colleges and training providers will not be required to carry out any additional assessments, as they did in 2020-21. Instead, teachers and lecturers will be asked to

determine learners' grades, based on the work that learners have already completed throughout the year.

To prepare for this scenario, teachers and lecturers must — as they would in a normal year — gather examples of learners' work and keep a record of any assessments that take place throughout the session, for example prelims, practical performances or class tests that provide an appropriate degree of challenge, integration and application of the key knowledge and skills of each National Course.

Gathering completed assessments as learners progress through the session, will provide a reliable collection of evidence that can be used to determine their grades if exams are cancelled at short notice and ensure the national standards are upheld.

1.1: SQA Resources Assessment of Qualifications 2021-22

SQA have published the following video which features a presentation from SQA Head of Operations, Jean Blair on Qualifications 2021-22:

https://www.youtube.com/watch?v=aoxfQ1-7_qQ&list=PLsTxfQ0AJyywLdVlmZ2WvaIUguc62vN4z&index=5

SQA have also published a Question-and-Answer Session held with School Leaders Scotland (SLS) accessible via the link below:

https://www.youtube.com/watch?v=zS43fVHGHLE&list=PLsTxfQ0AJyywLdVlmZ2WvaIUguc62vN4z&index=3

2.0: National 1 – National 4 Courses

These courses are internally assessed by teachers and lecturers throughout the session. Most courses will be assessed as normal in Session 2021-22. In some courses the amount of assessment has been reduced.

2.1: N4 Added Value Unit

SQA have decided that learners **will not** have to complete National 4 added value units in session 2021-22. Removing the mandatory requirement to complete the added value unit will free up more time for learning and teaching and for assessing other units in National 4 courses, where this is needed.

3.0: National 5, Higher and Advanced Higher Qualifications

Modifications to the assessment requirements for each National 5, Higher and Advanced Higher course were announced in June. The modifications will help reduce the volume of assessment and ease teacher, lecturer, and learner workload, while maintaining the credibility of these qualifications. This will also allow for any lost learning caused by Covid-19 and will support learners as they progress to the next stage of their qualifications.

4.0: Course Modifications

Modifications to SQA Qualifications for Session 2021-22 can be accessed at:

https://www.sqa.org.uk/sqa/98682.html

Modifications by subject and level are presented as follows:

Administration and IT	National 3	We will partially reinstate the databases topic and will publish further information at the beginning of session 2021–22.
Administration and IT	National 4	We will partially reinstate the databases topic and will publish further information at the beginning of session 2021–22. There will be no requirement to complete the added value unit assessment.
Administration and IT	National 5	We will partially reinstate the databases topic and the question paper will remain modified at 40 marks. We will publish further information at the beginning of session 2021–22. This will include the areas of the databases topic that will not be assessed in the question paper.
Administration and IT	Higher	We will partially reinstate the databases topic and the assignment will remain modified at 60 marks. We will publish further information at the beginning of session 2021–22. This will include the areas of the databases topic that will not be assessed in the assignment.

It is important that all practitioners are aware of the modifications for this session for their own subject areas.

5.0: Generating and Moderating Estimates

SQA have provided guidance on generating and moderating estimates which can be accessed at:

https://www.sqa.org.uk/sqa/files_ccc/nq-2022-estimates-guidance.pdf

SQA have also provided an SQA Academy Course on generating and moderating estimates which can be accessed at:

https://www.sqaacademy.org.uk/course/view.php?idnumber=estimateqa

The current date for estimates to be submitted to SQA for most courses is 22nd April 2022.

Given that estimates will be used as candidate grades if Plan C is enacted and evidence gathered to support estimates will be used for exceptional circumstances consideration and appeals, it is important that all practitioners are fully aware of the SQA guidance in relation to generating and moderating estimates for Session 2021-22.

On-going moderation should take place within subjects as pieces of evidence are marked to ensure consistent application of the national standard.

Subject Networks and SQA Appointees are available to support with moderation and practitioners may wish to consider the use of partner schools for moderation to support professional learning and consistency.

Should the exam diet be cancelled, SQA have indicated that a national sampling exercise, similar to that undertaken in Session 2020-21, will be conducted if time permits. This is likely to lead to the date for estimates being moved to June.

6.0 Assessment Arrangements

It is essential that all schools and subject teachers ensure that appropriate Assessment Arrangements are put in place for identified candidates for SQA exams and all assessment instruments that will be used to determine estimates. A record of assessment arrangements for individual candidates should be kept throughout the assessment and evidence gathering which will contribute to the determination of estimates as well as for SQA exams.

SQA have sign-posted the following Assessment Arrangements Explained: Advice for Centres:

https://www.sqa.org.uk/sqa/files_ccc/AssessmentArrangementsExplained.pdf

To avoid any discrimination under The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009), it is essential that schools have rigorous processes related to Assessment Arrangements. Schools should ensure the link Educational Psychologist is fully involved in this process.

7.0 Communication with young people and parents / carers

It is recognised that this may be an anxious time for young people and their parents / carers and the need for clear, timely communication is important throughout the session.

SQA are sending the following booklet to all schools for distribution to candidates:

https://www.sqa.org.uk/sqa/files_ccc/Your-NQ-2021-22.pdf

Agreed central communication from Maria Lloyd, Head of Education should be distributed
to all candidates and parent/carers.

It is important that learners are engaged in dialogue relating to their learning and progress
on a course-by-course basis and teachers are involved in providing on-going feedback to learners.

Learners should be made aware that on-going moderation of evidence will take place.

Regular communication with Parent Councils and elected members will ensure stakeholders
have a clear understanding of current planning.

8.0 Exceptional Circumstances Consideration Service

This service allows alternative evidence to be considered in the case of a candidate not being able to sit the external exam due to circumstances outwith their control, or due to circumstances that affected their performance in the external exam.

SQA are currently considering their guidance on this service. It is likely that due to the pandemic and young people self-isolating that greater numbers of exceptional circumstance considerations may need to be submitted. This is an evidence-based service

and if young people are unable to sit exams, the evidence used for estimates would need to be submitted to SQA for consideration.

9.0: Appeals

SQA are currently considering the Appeals Service for 2022 and further guidance will be issued to schools when available. The service will be evidence based and will require schools to submit the evidence used to generate the candidate's estimate.

10.0: Subject Networks and SQA Appointees

Fife Subject Networks met during the November In-Service Day to ensure all practitioners are aware of the modifications to assessment for Session 2021-22. Subject Networks are a good source of support for assessment and moderation activities and understanding national standards. Further time for Subject Networks to meet will be provided on the February In-Service Day.

Across Fife there are a large number of SQA appointees willing to support practitioners. Support can be accessed via Subject Leads as detailed below or by contacting Lynn Porter, Education Manager at lynn.porter@fife.gov.uk

Fife Subject Leads

Subject	Name	School	Email
Accounting	Stephen Forbes	Madras College	Stephen.forbes@fife.gov.uk
Admin and IT	Yvonne Nessel	Kirkcaldy HS	Yvonne.nessel@fife.gov.uk
Art and Design	Jenna Graham	Dunfermline HS	Jenna.graham@fife.gov.uk
Biology	Caroline Craig	Lochgelly HS	Caroline.craig@fife.gov.uk
Business Management	Steven Argo	Dunfermline HS	Steven.argo@fife.gov.uk
Computing Science	Scott Pullar	Viewforth HS	scott.pullar@fife.gov.uk
Chemistry	Alistair Dick	Kirkcaldy HS	Alastair.dick@fife.gov.uk

	Blair Hopcroft	Beath HS	Blair.hopcroft@fife.gov.uk
Design and Manufacturing	Kirsty McDermid	Woodmill HS	Kirsty.mcdermid@fife.gov.uk
Drama	Meresha McBride	Inverkeithing HS	Meresha.mcbride@fife.gov.uk
Engineering Science	Alan Hamilton	Kirkcaldy HS	Alan.hamilton-kk@fife.gov.uk
English	Angela Malcolm	St Columba's RC HS	Angela.malcolm@fife.gov.uk
Graphic Communication	Iain Simpson	Auchmuty HS	Iain.simpson@fife.gov.uk
Geography	Shonagh Barbour	Madras College	Shonagh.barbour@fife.gov.uk
History	Lucy Gilchrist	Dunfermline HS	Lucy.gilchrist@fife.gov.uk
Home Economics	Angela Duncan Morag MacManus	Madras College Madras College	Angela.duncan@fife.gov.uk Morag.mcmanus@fife.gov.uk
Latin and Classical Studies	Sarah Schofield Esther Brown	Madras College Kirkcaldy HS	Sarah.schofield@fife.gov.uk Esther.brown@fife.gov.uk
Maths	Euan Williamson	Queen Anne HS	Euan.williamson@fife.gov.uk
Modern Languages	Pauline Morris	Kirkcaldy HS	Pauline.morris-dn@fife.gov.uk
Modern Studies	Bruce Robertson	Madras College	Bruce.robertson@fife.gov.uk
Music	Mandy Miller	Lochgelly HS	Mandy.miller@fife.gov.uk
Music Technology	Craig Cuthbertson	Auchmuty HS	Craig.cuthbertson@fife.gov.uk
Physics	Tim Reid	Dunfermline HS	Tim.reid@fife.gov.uk
Physical Education	Ally Jack	Auchmuty HS	Alastair.jack@fife.gov.uk
Psychology	Victoria Nash	Levenmouth Academy	Victoria.nash@fife.gov.uk

Practical Woodwork	John Lamb	Dunfermline HS	John.lamb@fife.gov.uk
RMPS	Ruairi Mulholland	St Columba's RC HS	Ruairi.mulholland@fife.gov.uk

Appendix 3 – List of local schools and link to where Standards and Quality Reports and School Recovery Plans can be accessed.

Schools by Cluster

Levenmouth Academy

Aberhill Primary School   Balcurvie Primary School

Buckhaven Primary School   Coaltown of Wemyss Primary School

Denbeath Primary School   East Wemyss Primary School

Kennoway Primary School   Methilhill Primary School

Mountfleurie Primary School   Parkhill Primary School

St Andrew's RC High School

St Agatha's RC Primary School   St Marie's RC Primary School

St Ninian's RC Primary School   St Patrick's RC Primary School

St Paul's RC Primary School

Waid Academy

Anstruther Primary School   Colinsburgh Primary School

Crail Primary School   Elie Primary School

Kirkton of Largo Primary School   Lundin Mill

Pittenweem Primary School   St Monans Primary School

Link to Standards and Quality Reports and School Improvement Plans

https://www.fife.gov.uk/kb/docs/articles/education2/schools-in-fife/schools-statutory-information

Appendix 4 – Levenmouth Academy School Report

Education & Children's Services
Improving life chances for all

Fife
COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Levenmouth Academy

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	795	845	1640

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	12	9	7	13	7	5	**53**

Estate		
Year	Capacity	Capacity %
2020/21	1800	91.11

Percentage of pupils with FMR

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

Levenmouth Academy				
2016/17	2017/18	2018/19	2019/20	2020/21
28.40	27.80	27.10	29.30	29.90

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

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

Levenmouth Academy

SIMD

Number of Pupils per SIMD Decile (2020/21)
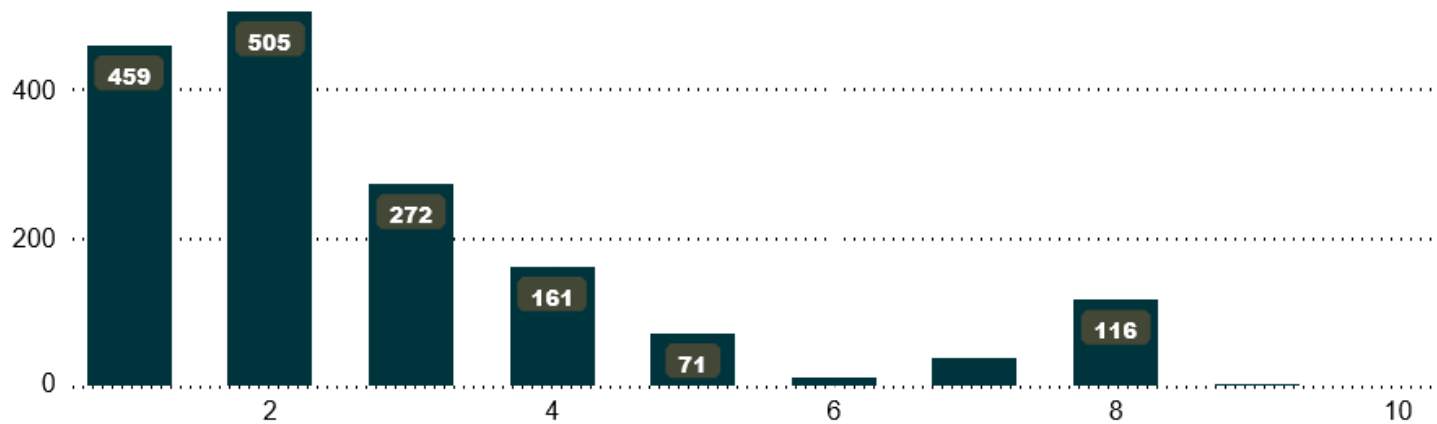
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	459	505	272	161	71	12	37	116	1	0	1634

Levenmouth Academy ⤓

Poverty Percentage - Percentage of children (under 16) in poverty
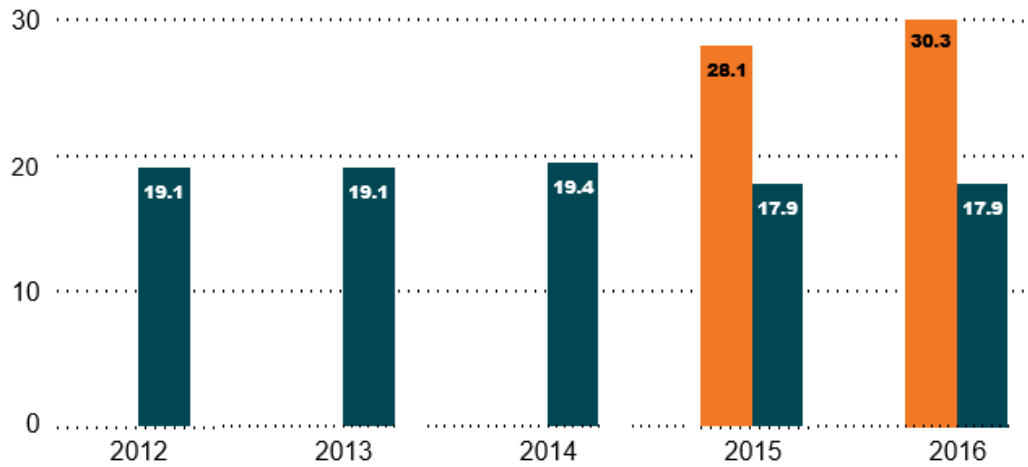
Year	School Poverty Rate %	Fife Poverty Rate %
2012		19.1
2013		19.1
2014		19.4
2015	28.1	17.9
2016	30.3	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	0	76	85	80	82

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	0	54	62	43	53

Fife

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

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

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Levenmouth Academy ⌄

Attendance & Exclusions

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

Attendance and Absences percentages	Levenmouth Academy					Fife					National		
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21	2014/15	2016/17	2018/19
Attendance %	87.00	86.07	85.42	84.20	87.82	90.69	90.26	90.17	88.84	91.06	88.50	91.20	90.10
Authorised Absence %	6.49	6.94	7.67	7.44	5.00	5.60	5.87	5.74	6.30	4.71	5.30	5.30	0.00
Unauthorised Absence %	6.38	6.85	6.86	8.30	7.15	3.66	3.82	4.05	4.82	4.20	2.80	3.40	0.00
Temporary Exclusions													
Number of Exclusions per 1000 pupils	114	88	15	43	20	43	31	14	21	21	50	48	0
Days Excluded per 1000 pupils	269	190	28	76	46	98	68	30	41	48	119	109	0
LAC Temporary Exclusions													
Number of Exclusions per 1000 pupils	7	13	3	4	2	2	4	1	3	3			
Days Excluded per 1000 pupils	14	29	6	5	6	4	10	3	6	6			

Levenmouth Academy ↲

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	2
Early Acquisition	4
Developing Competence	5
Competent	9
Fluent	18
English as a "first language"	1600
Limited Communication	2
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	62
Bereavement	11
Communication Support Needs	13
Deafblind	0
Dyslexia	99

Student Need Category	No. of Pupils with Need
English as an additional language	29
Family issues	42
Hearing impairment	18
Interrupted learning	19
Language or speech disorder	35
Learning disability	41
Looked after	41
Mental health problems	14
More able pupil	8
Other	59
Other moderate learning difficulty	52
Other specific learning difficulty (e.g. numeric)	62
Physical health problem	49
Physical or motor impairment	28
Risk of exclusion	11
Social, emotional and behavioural difficulty	193
Substance misuse	1
Visual impairment	13
Young carer	19

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Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	294	309	266

Levenmouth Academy %			
	2017/18	2018/19	2019/20
Positive %	90.5	90.9	83.5
Higher Education %	26.9	21.4	16.9
Further Education %	39.8	39.2	44.4
Training %	1.4	7.8	9.0
Employment %	18.0	21.0	11.7
Activity Agreements %	4.1		
Personal Skills Development %		1.29	1.50
Unemployed %	7.5	7.8	13.9
Unemployed Seeking %	5.4	5.8	11.3
Unemployed Not Seeking %	2.0	1.9	2.6
Unknown %	2.0	1.3	2.6

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

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

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

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

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Levenmouth Academy ⬇

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	294	309	266

Levenmouth Academy %			
	2017/18	2018/19	2019/20
Positive %	90.5	90.9	83.5
Higher Education %	26.9	21.4	16.9
Further Education %	39.8	39.2	44.4
Training %	1.4	7.8	9.0
Employment %	18.0	21.0	11.7
Activity Agreements %	4.1		
Personal Skills Development %		1.29	1.50
Unemployed %	7.5	7.8	13.9
Unemployed Seeking %	5.4	5.8	11.3
Unemployed Not Seeking %	2.0	1.9	2.6
Unknown %	2.0	1.3	2.6

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

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

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School

Levenmouth Academy ⌄

SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	75.61	70.63	65.41	79.53	76.44
2	77.67	82.95	76.32	75.93	88.10
3	90.48	100.00	80.00	100.00	75.00
4	100.00	94.44	82.35	92.86	84.62
5	100.00	66.67	100.00	80.00	100.00
Total	**78.96**	**77.90**	**71.48**	**80.55**	**80.46**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	44.51	39.86	35.22	40.35	34.48
2	44.66	54.55	48.25	45.37	44.05
3	61.90	66.67	50.00	47.06	70.00
4	62.50	72.22	52.94	64.29	65.38
5	100.00	66.67	60.00	40.00	100.00
Total	**47.57**	**48.69**	**41.97**	**44.38**	**42.67**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	80.49	78.32	76.10	83.63	78.74
2	86.41	86.36	81.58	82.41	86.90
3	90.48	86.67	70.00	100.00	80.00
4	100.00	94.44	88.24	96.43	88.46
5	100.00	100.00	100.00	80.00	100.00
Total	**84.47**	**82.77**	**79.02**	**85.11**	**82.08**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	43.90	30.07	28.30	26.90	21.84
2	48.54	31.82	40.35	32.41	30.95
3	52.38	40.00	50.00	17.65	55.00
4	62.50	55.56	29.41	35.71	42.31
5	100.00	66.67	60.00	20.00	66.67
Total	**47.90**	**33.33**	**34.10**	**28.88**	**28.66**

SQA Attainment - S4 Literacy & Numeracy Graphs

Levenmouth Academy

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	83.61	77.30	78.47	71.43	83.60
2	83.05	82.69	86.21	75.41	76.19
3	90.91	94.74	100.00	88.89	100.00
4	91.30	100.00	85.71	84.21	96.67
5	100.00	100.00	75.00	100.00	80.00
Total	**84.53**	**81.76**	**82.59**	**74.68**	**83.74**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	54.64	56.44	51.39	48.70	55.03
2	63.56	64.42	64.37	62.30	52.38
3	72.73	89.47	85.71	77.78	66.67
4	86.96	87.50	76.19	73.68	80.00
5	100.00	100.00	75.00	100.00	40.00
Total	**61.32**	**63.52**	**59.63**	**57.14**	**57.06**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	85.25	80.98	85.42	76.62	84.13
2	90.68	87.50	83.91	81.15	82.14
3	90.91	89.47	100.00	88.89	100.00
4	91.30	100.00	90.48	89.47	96.67
5	100.00	100.00	100.00	100.00	80.00
Total	**87.97**	**85.02**	**86.30**	**79.87**	**85.58**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	40.98	49.08	33.33	38.96	49.74
2	44.92	56.73	31.03	54.92	42.86
3	72.73	63.16	57.14	55.56	50.00
4	82.61	62.50	57.14	63.16	53.33
5	66.67	100.00	75.00	50.00	20.00
Total	**47.28**	**54.07**	**36.30**	**47.40**	**47.85**
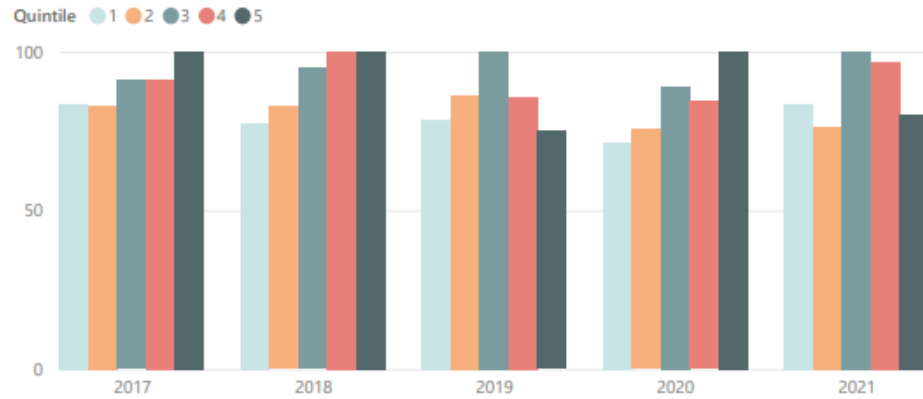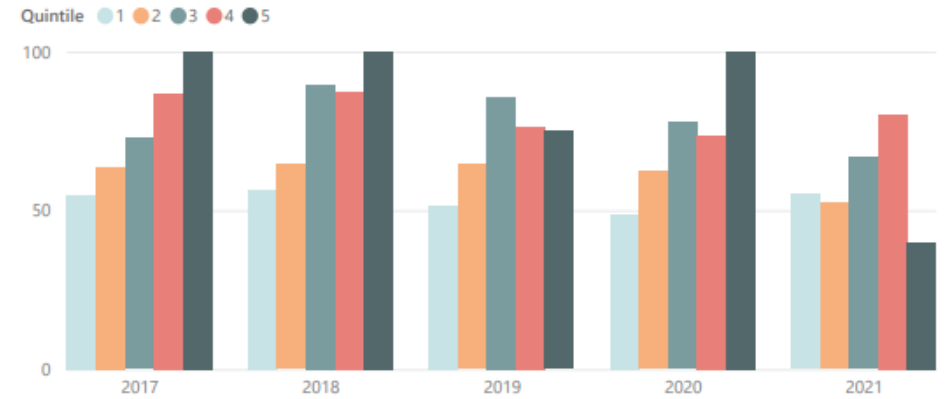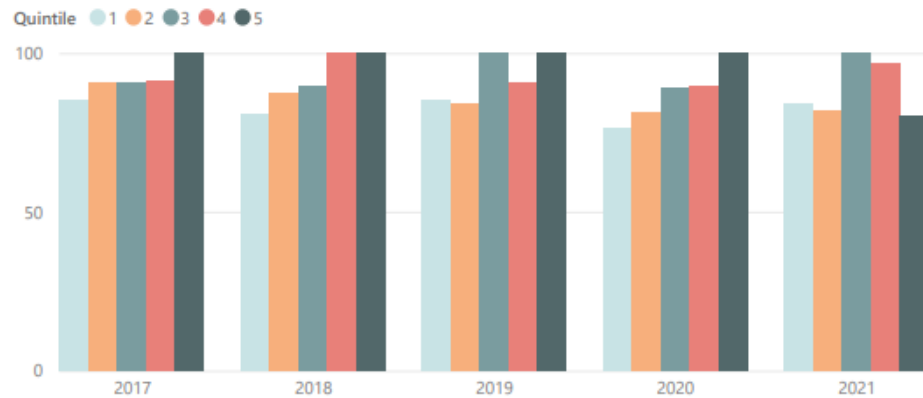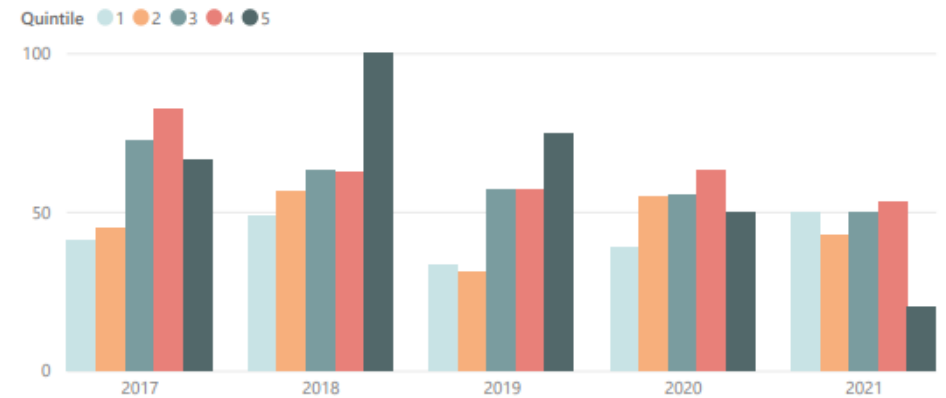
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SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	81.13	83.61	77.64	77.40	72.15
2	85.60	83.05	84.76	86.52	73.04
3	81.82	90.91	94.74	100.00	92.31
4	100.00	91.67	100.00	94.74	83.33
5	87.50	100.00	100.00	75.00	100.00
Total	**83.84**	**84.57**	**82.74**	**82.72**	**74.35**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	57.23	55.74	55.90	51.37	53.16
2	63.20	62.71	65.71	65.17	59.13
3	59.09	72.73	89.47	85.71	84.62
4	85.71	87.50	88.24	78.95	72.22
5	87.50	100.00	100.00	75.00	100.00
Total	**61.59**	**61.71**	**63.84**	**59.93**	**58.44**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	76.73	85.25	80.75	84.25	77.85
2	77.60	90.68	88.57	84.27	79.13
3	86.36	90.91	89.47	100.00	92.31
4	92.86	91.67	100.00	94.74	88.89
5	87.50	100.00	100.00	100.00	100.00
Total	**78.66**	**88.00**	**85.34**	**86.03**	**79.87**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	46.54	42.62	50.31	34.93	45.57
2	46.40	50.00	59.05	34.83	52.17
3	68.18	72.73	63.16	57.14	76.92
4	71.43	83.33	64.71	63.16	66.67
5	75.00	66.67	100.00	75.00	50.00
Total	**49.70**	**50.00**	**55.70**	**38.60**	**50.65**
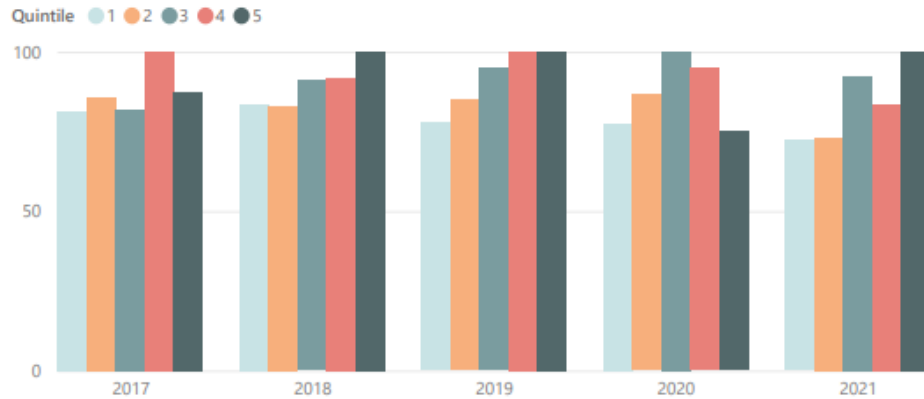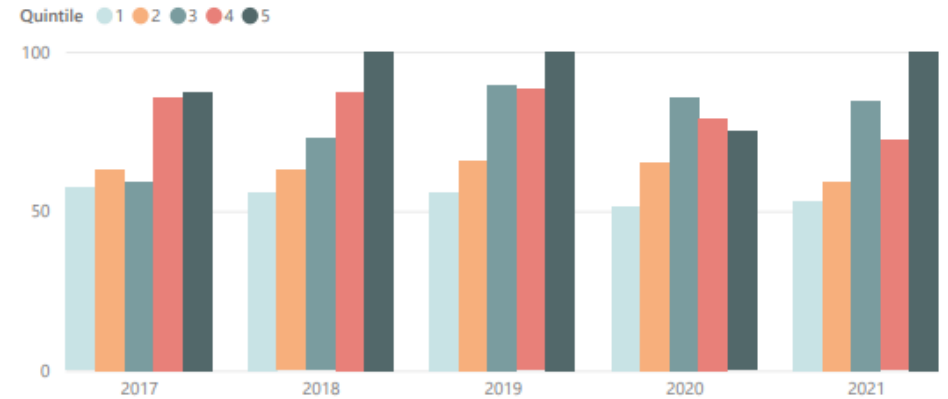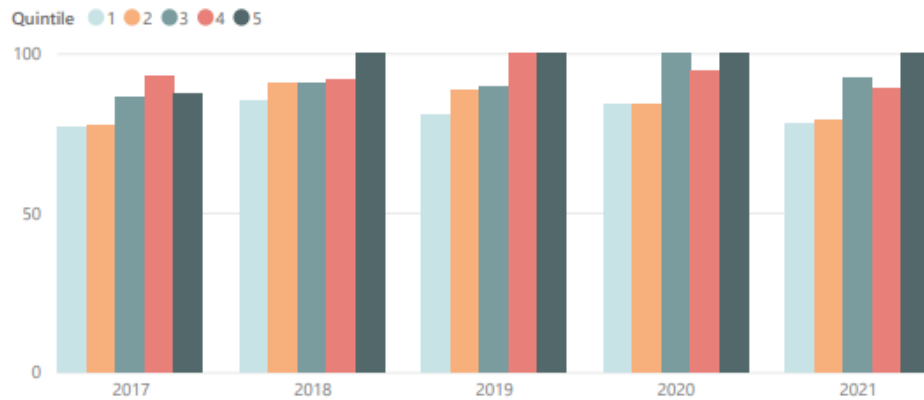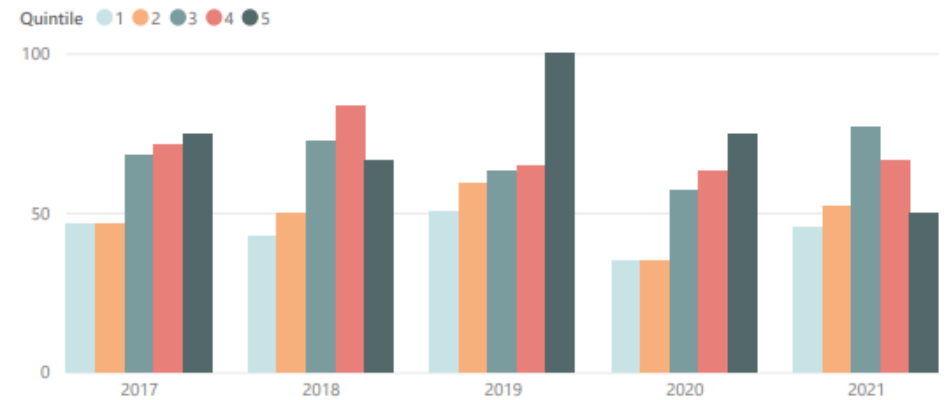
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Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)
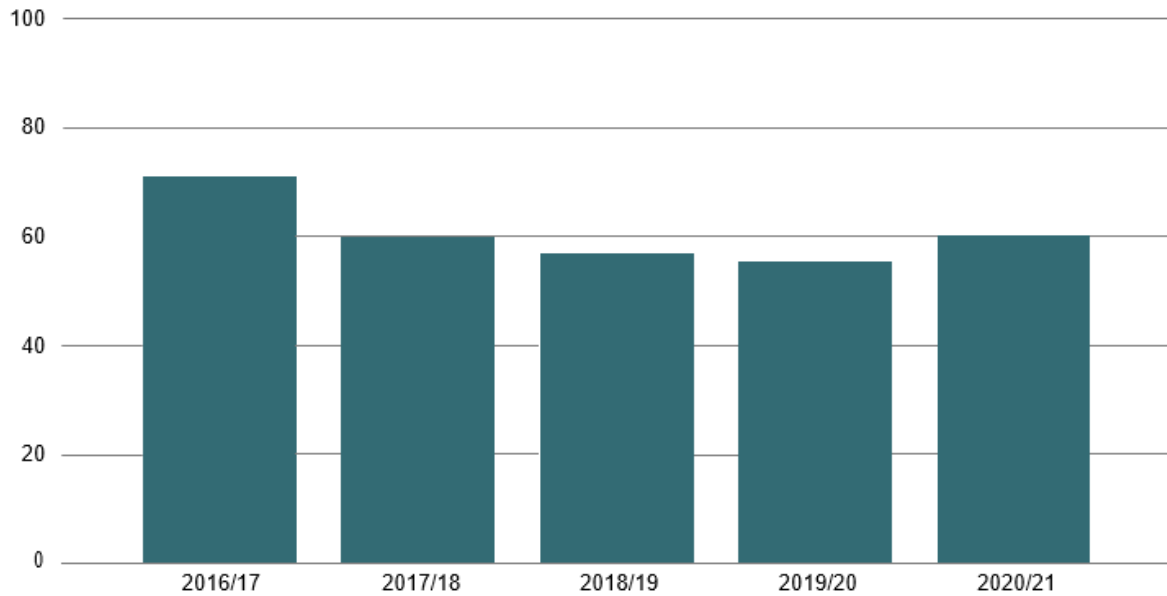
Year	1 or more
2016/17	70.87
2017/18	59.93
2018/19	56.72
2019/20	55.32
2020/21	60.59

Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)
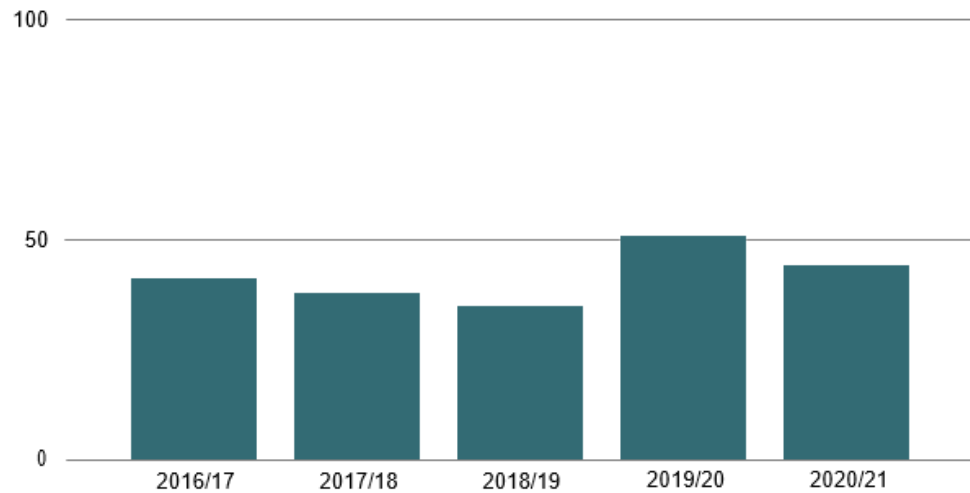
Year	1 or more
2016/17	41.26
2017/18	37.79
2018/19	34.81
2019/20	50.65
2020/21	44.17

S5 - 4 or more at National 6 (%)
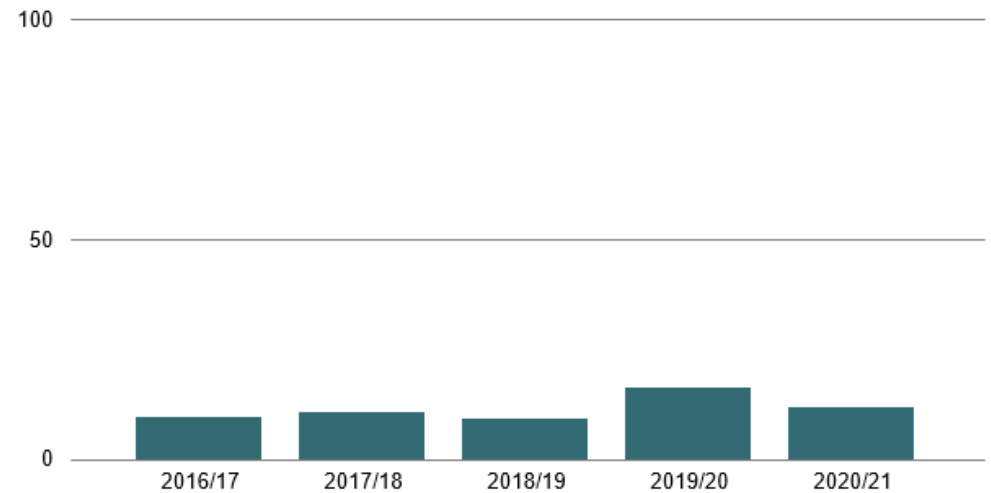
Year	4 or more
2016/17	9.74
2017/18	10.75
2018/19	9.26
2019/20	16.56
2020/21	11.96

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Attainment for the S6 cohort

<u>Five year</u> trend for 1, 3, 4 and 5 or more passes at level 6 for the school in S6 as a percentage of the S4 cohort.
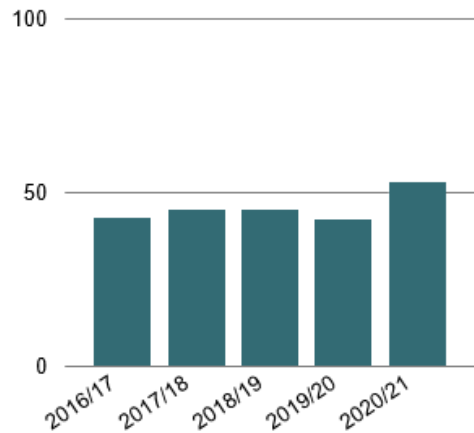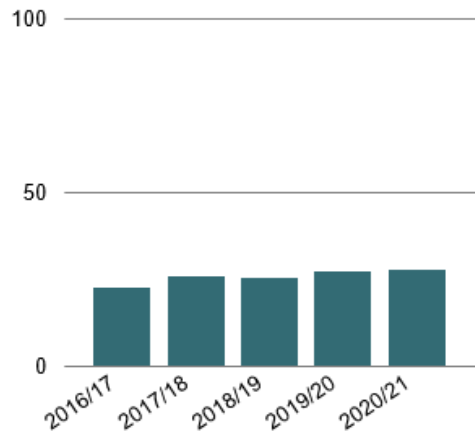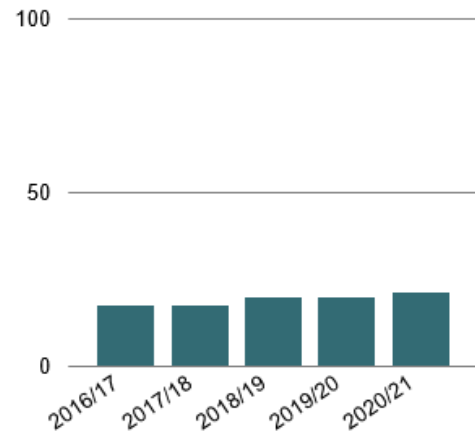
S6 - 1 or more at National 6 (%)
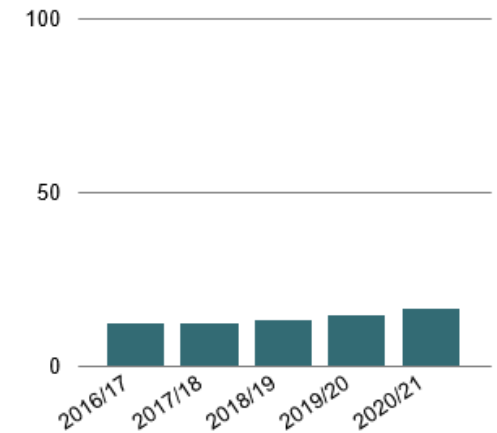
Year	1 or more
2016/17	42.86
2017/18	44.77
2018/19	45.10
2019/20	42.16
2020/21	52.94

S6 - 3 or more at National 6 (%)

Year	3 or more
2016/17	22.67
2017/18	25.87
2018/19	25.49
2019/20	27.24
2020/21	27.45

S6 - 4 or more at National 6 (%)

Year	4 or more
2016/17	17.39
2017/18	17.44
2018/19	19.93
2019/20	19.78
2020/21	20.92

S6 - 5 or more at National 6 (%)

Year	5 or more
2016/17	12.11
2017/18	12.21
2018/19	13.40
2019/20	14.55
2020/21	16.34

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Appendix 5 – St Andrew's RC High School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

St Andrew's R C High School

St Andrew's R C High School ⤓

School Context

School Roll - from the September 2020/21 census.

School Roll				
Year	Female	Male	⚙	Total
2020/21	401	401		802

DAS Roll							
Year ⚙	S1	S2	S3	S4	S5	S6	**Total**
2020/21	3	0	0	0	0	0	**3**

Estate			
⚙	Year	Capacity	Capacity %
	2020/21	1137	70.54

Percentage of pupils with FMR

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

St Andrew's R C High School				
2016/17	2017/18	2018/19	2019/20	2020/21
16.90	19.90	17.70	19.20	17.50

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

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

SIMD **Number of Pupils per SIMD Decile (2020/21)**

SIMD Decile	Pupils
1	110
2	122
3	221
4	79
5	55
6	37
7	29
8	87
9	46
10	10
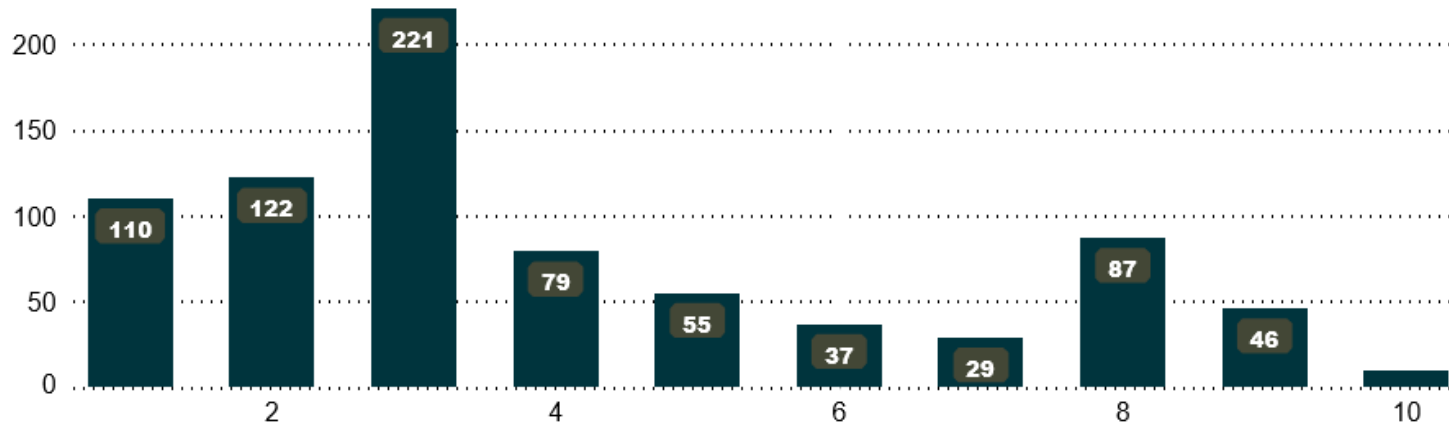
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	110	122	221	79	55	37	29	87	46	10	796

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St Andrew's R C High School ⤓

Poverty Percentage - Percentage of children (under 16) in poverty
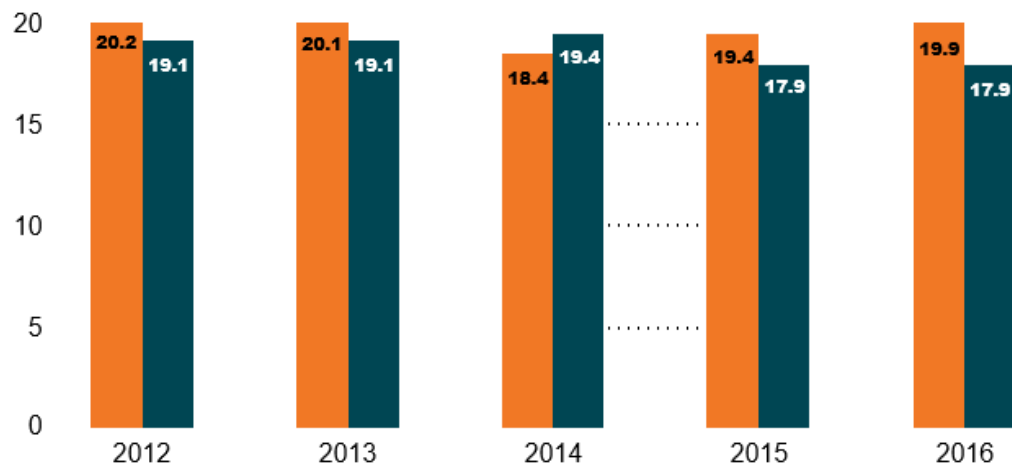
Year	School Poverty Rate %	Fife Poverty Rate %
2012	20.2	19.1
2013	20.1	19.1
2014	18.4	19.4
2015	19.4	17.9
2016	19.9	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	85	83	83	77	85

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	70	61	70	68	82

Fife

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

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

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School

St Andrew's R C High School ⤓

Attendance & Exclusions

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

Attendance and Absences percentages	St Andrew's R C High School						Fife						National		
	2016/17	2017/18	2018/19	2019/20	2020/21		2016/17	2017/18	2018/19	2019/20	2020/21		2014/15	2016/17	2018/19
Attendance %	89.54	88.04	88.00	85.41	89.52		90.69	90.26	90.17	88.84	91.06		88.50	91.20	90.10
Authorized Absence %	5.86	6.75	5.55	7.21	6.15		5.60	5.87	5.74	6.30	4.71		5.30	5.30	0.00
Unauthorized Absence %	4.57	5.10	6.40	7.29	4.27		3.66	3.82	4.05	4.82	4.20		2.80	3.40	0.00
Temporary Exclusions															
Number of Exclusions per 1000 pupils	32	56	12	35	36		43	31	14	21	21		50	48	0
Days Excluded per 1000 pupils	94	153	35	104	109		98	68	30	41	48		119	109	0
LAC Temporary Exclusions															
Number of Exclusions per 1000 pupils	4	8	1	13			2	4	1	3	3				
Days Excluded per 1000 pupils	12	25	4	38			4	10	3	6	6				

St Andrew's R C High School ⤓

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	0
Early Acquisition	2
Developing Competence	10
Competent	35
Fluent	75
English as a "first language"	680
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	20
Bereavement	8
Communication Support Needs	0
Deafblind	0
Dyslexia	69

Student Need Category	No. of Pupils with Need
English as an additional language	123
Family issues	39
Hearing impairment	5
Interrupted learning	44
Language or speech disorder	15
Learning disability	0
Looked after	29
Mental health problems	9
More able pupil	5
Other	1
Other moderate learning difficulty	23
Other specific learning difficulty (e.g. numeric)	47
Physical health problem	21
Physical or motor impairment	9
Risk of exclusion	18
Social, emotional and behavioural difficulty	128
Substance misuse	3
Visual impairment	8
Young carer	26

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School

St Andrew's R C High School

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	149	163	121

St Andrew's R C High School %	2017/18	2018/19	2019/20
Positive %	92.6	93.3	91.7
Higher Education %	51.0	35.6	39.7
Further Education %	30.9	34.4	43.0
Training %	0.7	2.5	
Employment %	8.1	18.4	8.3
Activity Agreements %	1.3		
Personal Skills Development %		1.23	
Unemployed %	6.7	6.7	5.8
Unemployed Seeking %	6.0	5.5	4.1
Unemployed Not Seeking %	0.7	1.2	1.7
Unknown %	0.7		2.5

	2017/18	2018/19	2019/20
No. of Leavers	3532	3635	3404

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

	2017/18	2018/19	2019/20
No. of Leavers	49707	49717	47435

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

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St Andrew's R C High School

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	149	163	121

St Andrew's R C High School %	2017/18	2018/19	2019/20
Positive %	92.6	93.3	91.7
Higher Education %	51.0	35.6	39.7
Further Education %	30.9	34.4	43.0
Training %	0.7	2.5	
Employment %	8.1	18.4	8.3
Activity Agreements %	1.3		
Personal Skills Development %		1.23	
Unemployed %	6.7	6.7	5.8
Unemployed Seeking %	6.0	5.5	4.1
Unemployed Not Seeking %	0.7	1.2	1.7
Unknown %	0.7		2.5

	2017/18	2018/19	2019/20
No. of Leavers	9824	9920	9223

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

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SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	96.23	90.48	82.69	88.33	88.57
2	93.75	100.00	92.86	95.24	92.73
3	100.00	100.00	100.00	100.00	100.00
4	92.00	100.00	100.00	100.00	100.00
5	93.33	100.00	100.00	81.82	90.00
Total	**94.84**	**96.03**	**91.18**	**92.20**	**93.23**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	96.23	60.32	53.85	61.67	54.29
2	93.75	75.56	78.57	54.76	67.27
3	100.00	68.75	86.67	87.50	78.57
4	88.00	100.00	94.12	90.00	94.74
5	93.33	77.78	80.00	63.64	80.00
Total	**94.19**	**71.52**	**72.06**	**65.25**	**69.92**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	88.68	80.95	75.00	83.33	88.57
2	89.58	95.56	90.48	90.48	85.45
3	92.86	100.00	100.00	100.00	100.00
4	92.00	100.00	88.24	95.00	100.00
5	86.67	100.00	100.00	100.00	100.00
Total	**89.68**	**90.73**	**86.03**	**89.36**	**90.98**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	52.83	44.44	38.46	30.00	40.00
2	58.33	44.44	54.76	38.10	47.27
3	71.43	68.75	80.00	62.50	71.43
4	72.00	94.44	82.35	65.00	73.68
5	66.67	77.78	90.00	54.55	70.00
Total	**60.65**	**54.97**	**57.35**	**41.13**	**53.38**
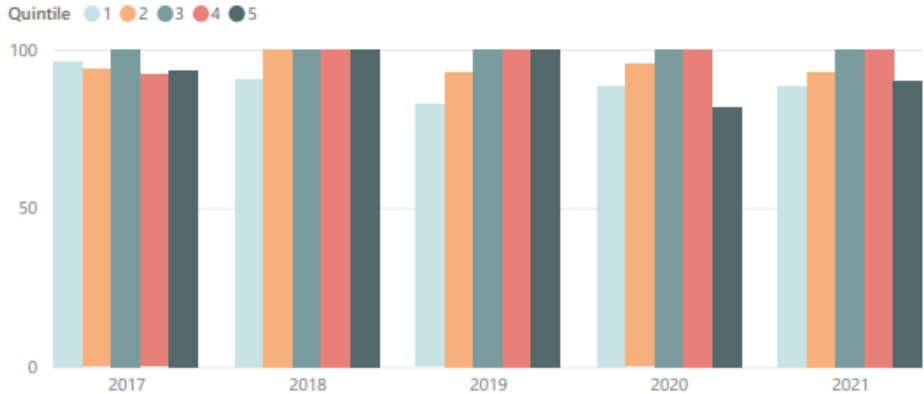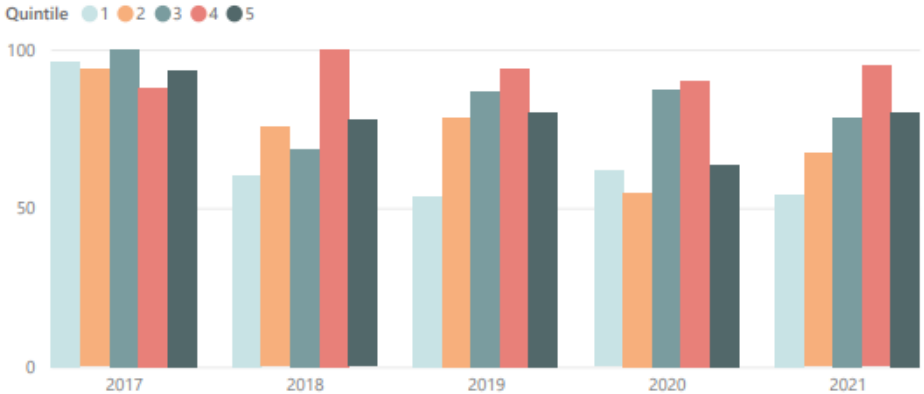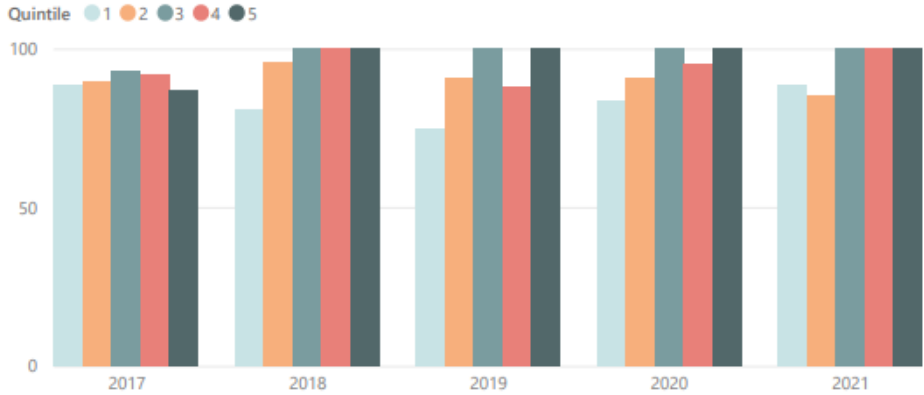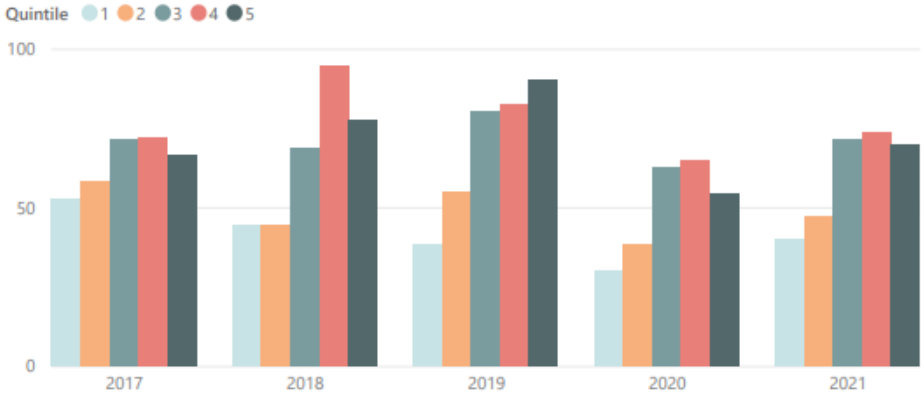
St Andrew's R C High School ⌄

SQA Attainment - S5 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	95.35	96.23	90.63	86.27	84.78
2	97.06	93.75	100.00	92.86	96.23
3	94.74	100.00	100.00	100.00	100.00
4	100.00	88.00	100.00	100.00	100.00
5	100.00	100.00	100.00	100.00	90.00
Total	**97.04**	**94.87**	**96.05**	**92.54**	**92.91**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	86.05	96.23	71.88	62.75	65.22
2	89.71	91.67	88.89	85.71	75.47
3	84.21	100.00	86.67	92.31	93.75
4	96.30	84.00	100.00	93.33	93.75
5	91.67	100.00	77.78	92.31	70.00
Total	**89.35**	**93.59**	**82.24**	**79.10**	**75.89**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	88.37	88.68	82.81	78.43	84.78
2	91.18	87.50	95.56	95.24	90.57
3	94.74	100.00	100.00	100.00	100.00
4	92.59	88.00	94.74	93.33	100.00
5	100.00	92.31	100.00	100.00	100.00
Total	**91.72**	**89.74**	**90.79**	**89.55**	**91.49**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	65.12	66.04	50.00	50.98	50.00
2	73.53	62.50	51.11	71.43	50.94
3	73.68	82.35	80.00	92.31	68.75
4	74.07	68.00	89.47	93.33	81.25
5	83.33	76.92	88.89	84.62	70.00
Total	**72.19**	**67.95**	**60.53**	**69.40**	**57.45**
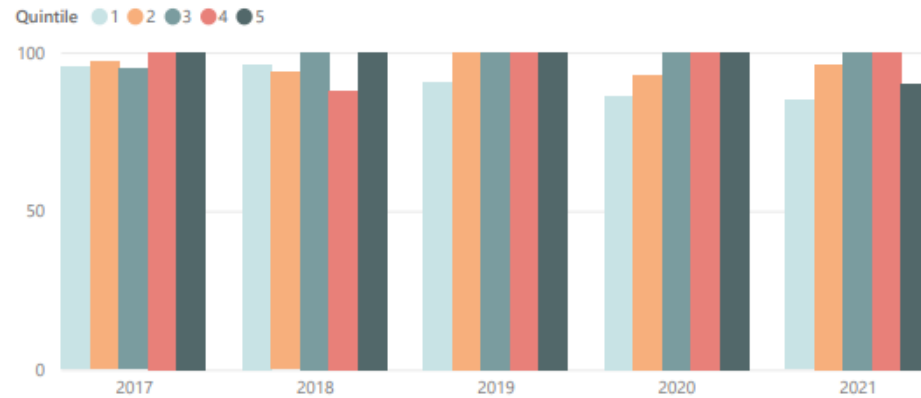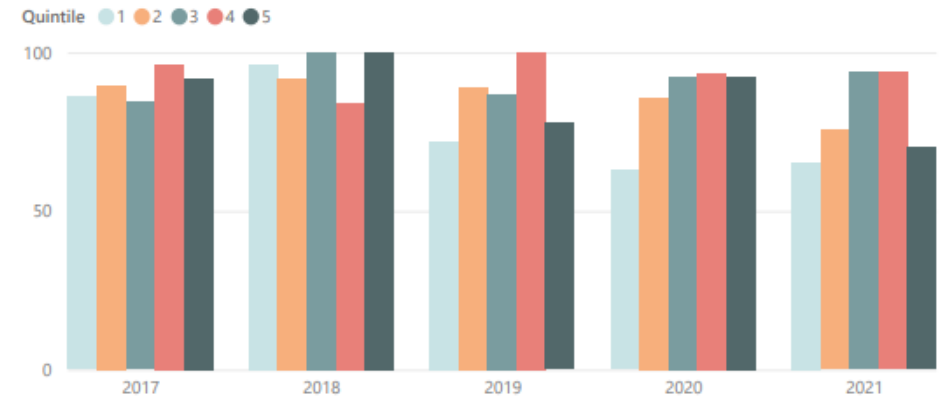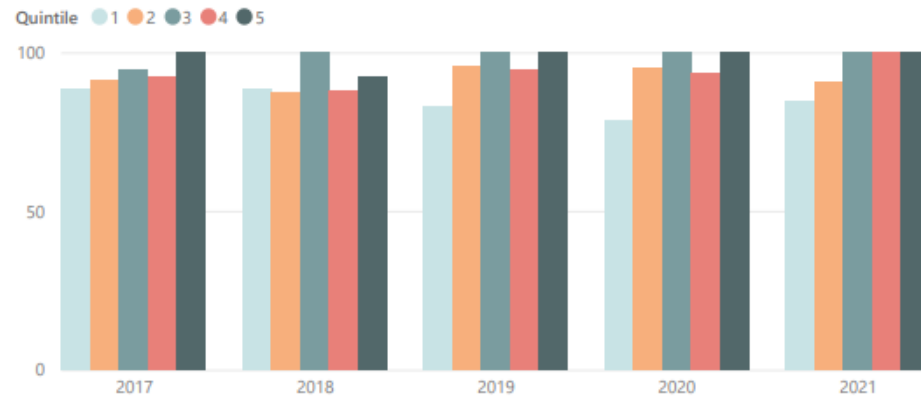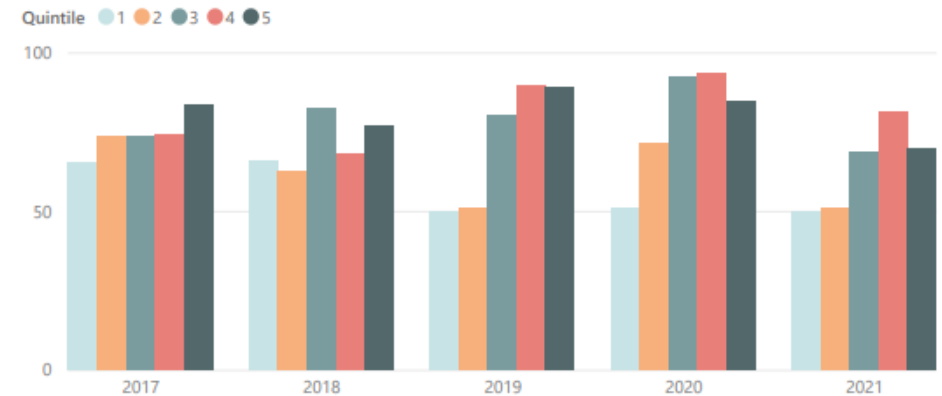
St Andrew's R C High School ⌄

SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	94.12	95.35	96.00	90.91	83.67
2	92.31	97.06	95.83	100.00	93.75
3	100.00	94.44	100.00	100.00	100.00
4	100.00	100.00	88.89	100.00	100.00
5	93.75	100.00	100.00	100.00	100.00
Total	**95.30**	**97.02**	**95.57**	**96.10**	**91.97**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	74.51	86.05	96.00	72.73	61.22
2	74.36	89.71	93.75	88.37	83.33
3	91.30	88.89	100.00	84.62	92.31
4	95.00	96.00	85.19	100.00	93.33
5	93.75	92.86	100.00	80.00	100.00
Total	**81.88**	**89.88**	**94.30**	**82.47**	**78.83**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	76.47	88.37	88.00	83.33	73.47
2	84.62	91.18	89.58	95.35	95.83
3	91.30	94.44	100.00	100.00	100.00
4	100.00	92.00	88.89	95.45	93.33
5	87.50	100.00	92.86	100.00	100.00
Total	**85.23**	**91.67**	**90.51**	**90.91**	**88.32**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	58.82	67.44	66.00	56.06	46.94
2	61.54	75.00	68.75	62.79	72.92
3	56.52	77.78	84.21	76.92	92.31
4	95.00	72.00	74.07	95.45	93.33
5	81.25	85.71	78.57	90.00	91.67
Total	**66.44**	**73.81**	**71.52**	**67.53**	**69.34**

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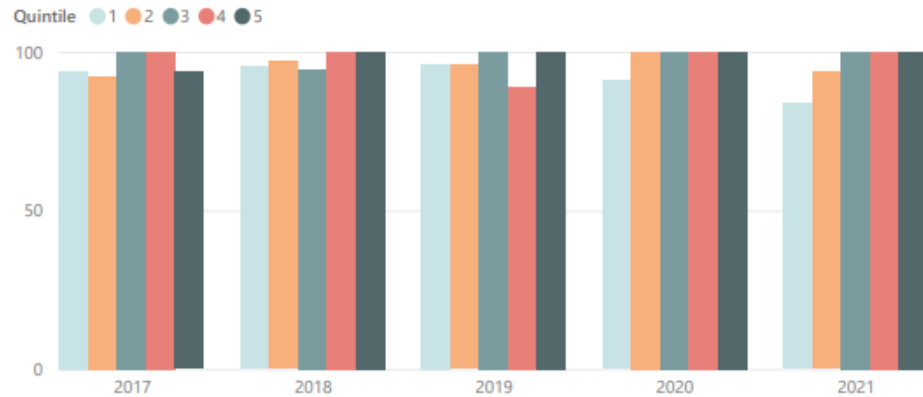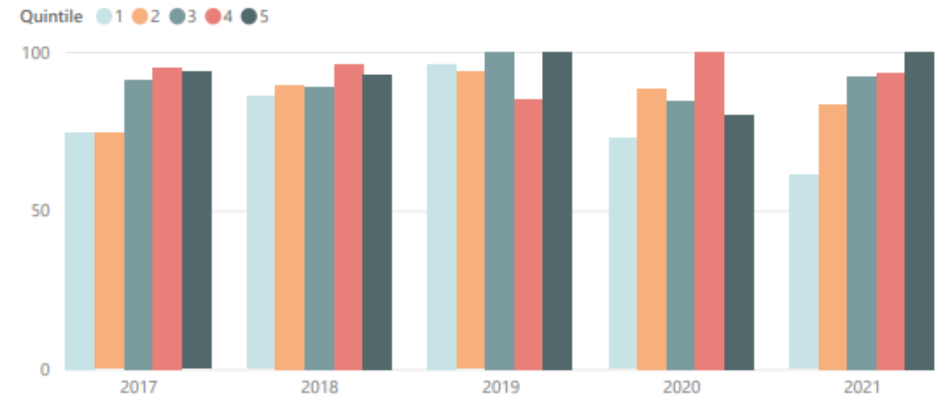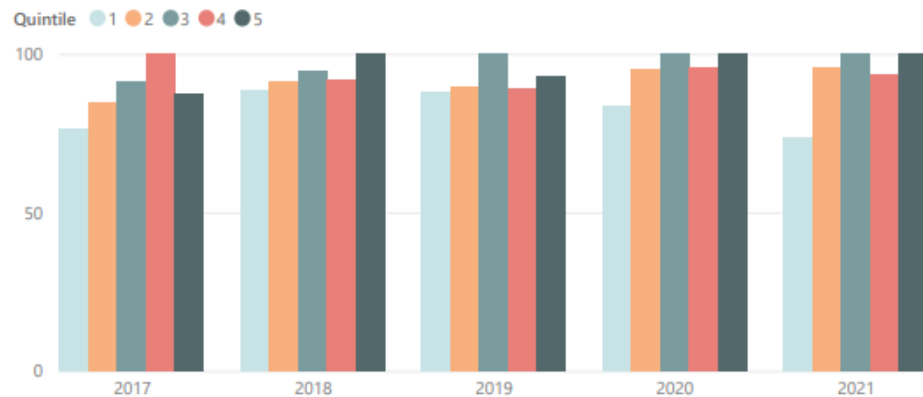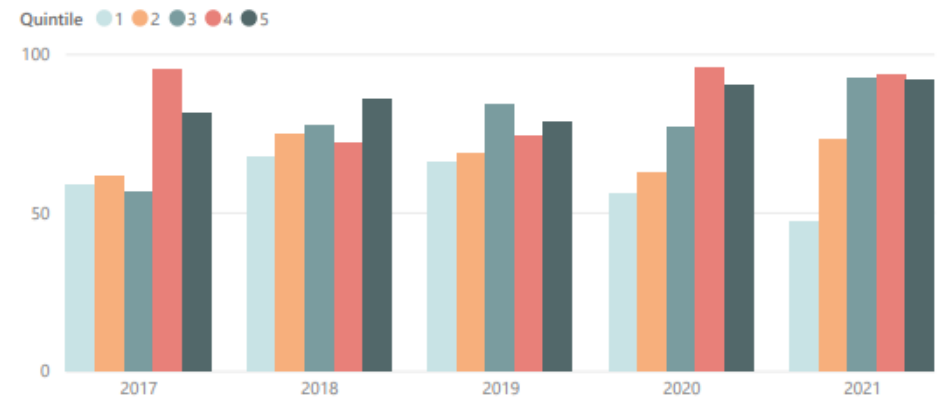
St Andrew's R C High School ↓

Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)
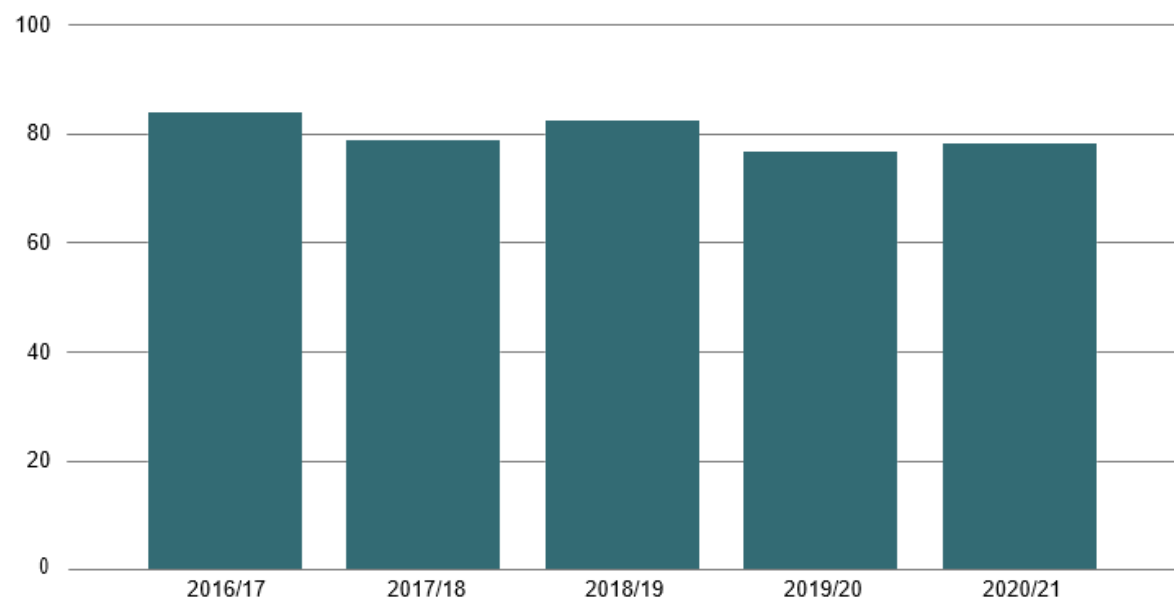
Year	1 or more
2016/17	83.87
2017/18	78.81
2018/19	82.35
2019/20	76.60
2020/21	78.20

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Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)
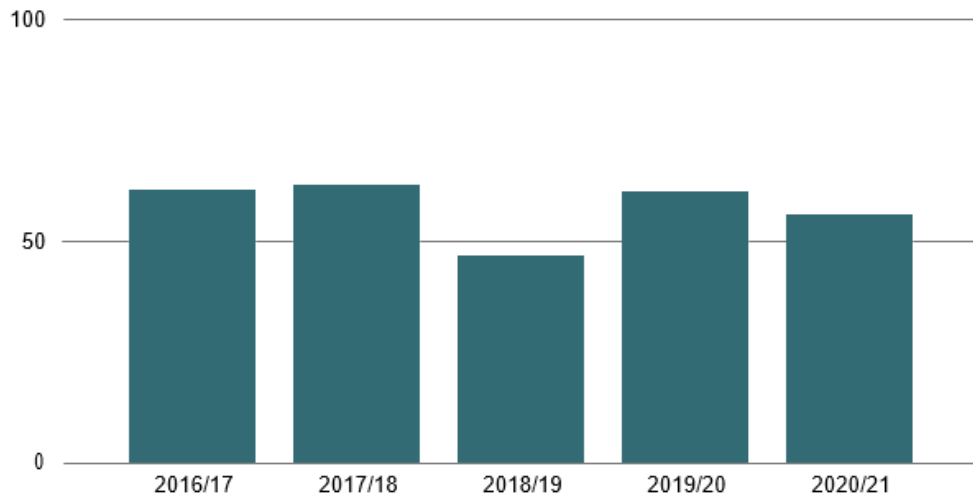
Year	1 or more
2016/17	61.54
2017/18	62.82
2018/19	46.71
2019/20	61.19
2020/21	56.03

S5 - 4 or more at National 6 (%)
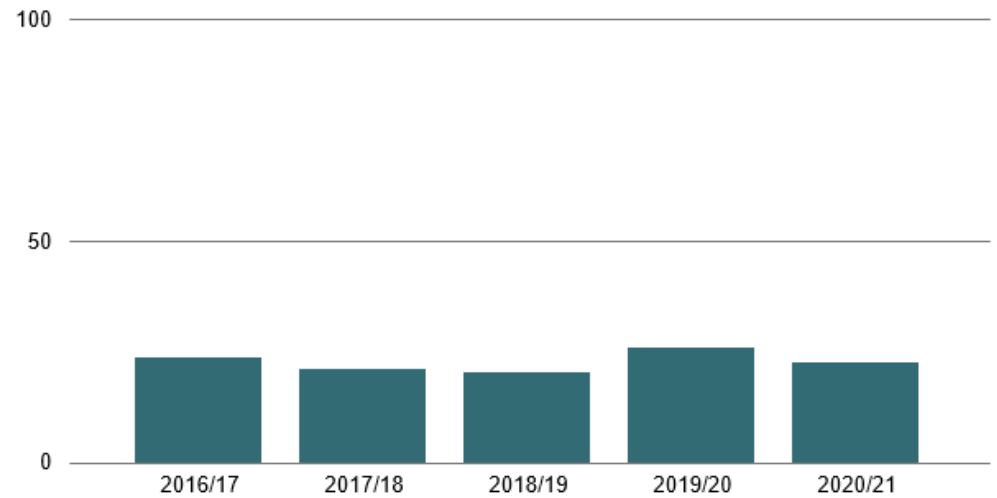
Year	4 or more
2016/17	23.67
2017/18	21.15
2018/19	20.39
2019/20	26.12
2020/21	22.70

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Attainment for the S6 cohort

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

S6 - 1 or more at National 6 (%)
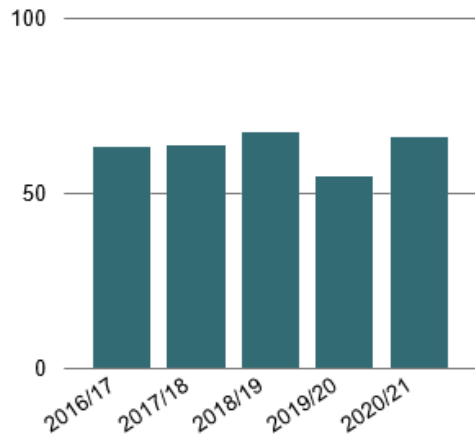
S6 - 3 or more at National 6 (%)
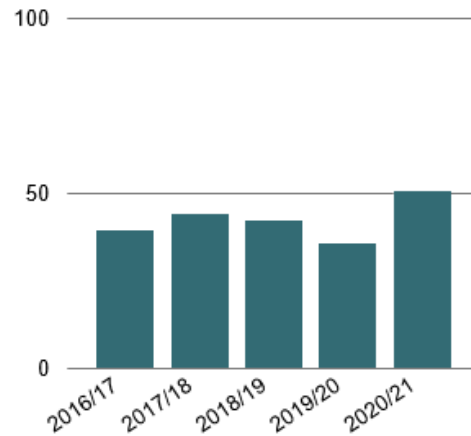
S6 - 4 or more at National 6 (%)
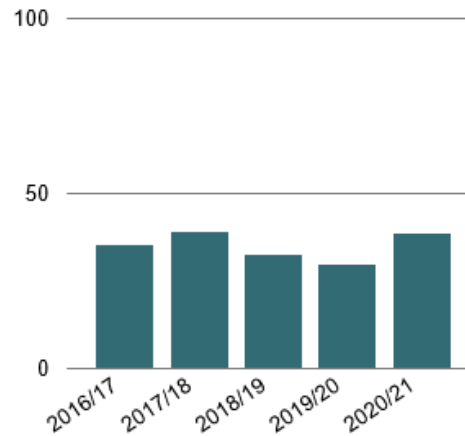
S6 - 5 or more at National 6 (%)
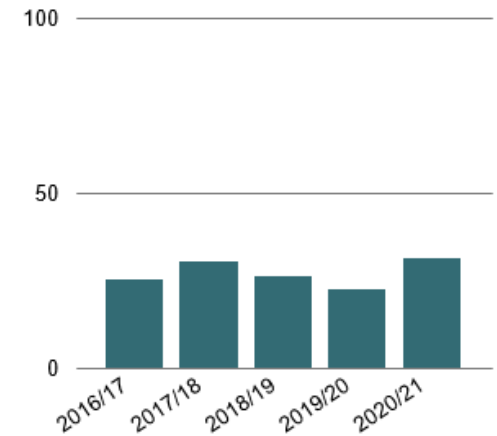
Year	1 or more
2016/17	63.27
2017/18	63.64
2018/19	67.52
2019/20	54.61
2020/21	66.18

Year	3 or more
2016/17	39.46
2017/18	44.24
2018/19	42.04
2019/20	35.53
2020/21	50.74

Year	4 or more
2016/17	35.37
2017/18	38.79
2018/19	32.48
2019/20	29.61
2020/21	38.24

Year	5 or more
2016/17	25.17
2017/18	30.30
2018/19	26.11
2019/20	22.37
2020/21	31.62

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Appendix 6 – The Waid Academy School Report

Education & Children's Services
Improving life chances for all

Fife COUNCIL

Whole School Social Context and Attainment and Achievement Report

Session 2020-21

Waid Academy ↧

School Context

School Roll - from the September 2020/21 census.

School Roll			
Year	Female	Male	Total
2020/21	363	348	711

DAS Roll							
Year	S1	S2	S3	S4	S5	S6	**Total**
2020/21	4	2	3	2	0	0	**11**

Estate		
Year	Capacity	Capacity %
2020/21	800	88.88

Percentage of pupils with FMR

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

Waid Academy				
2016/17	2017/18	2018/19	2019/20	2020/21
10.80	12.10	10.20	10.90	14.10

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

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

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SIMD

Number of Pupils per SIMD Decile (2020/21)
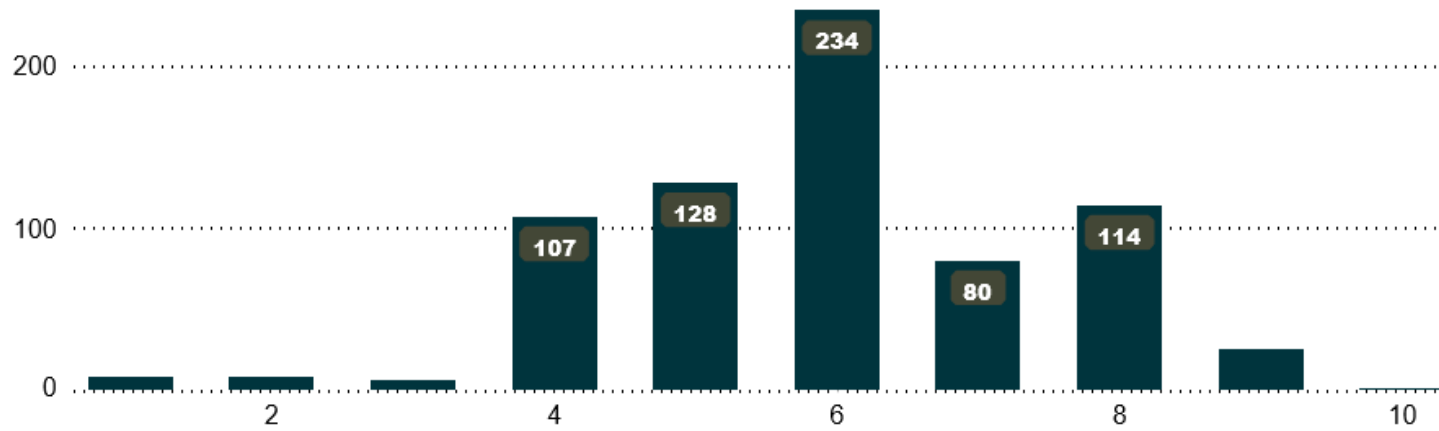
SIMD

Year	1	2	3	4	5	6	7	8	9	10	Total
2020/21	8	8	6	107	128	234	80	114	25	1	711

Waid Academy

Poverty Percentage - Percentage of children (under 16) in poverty
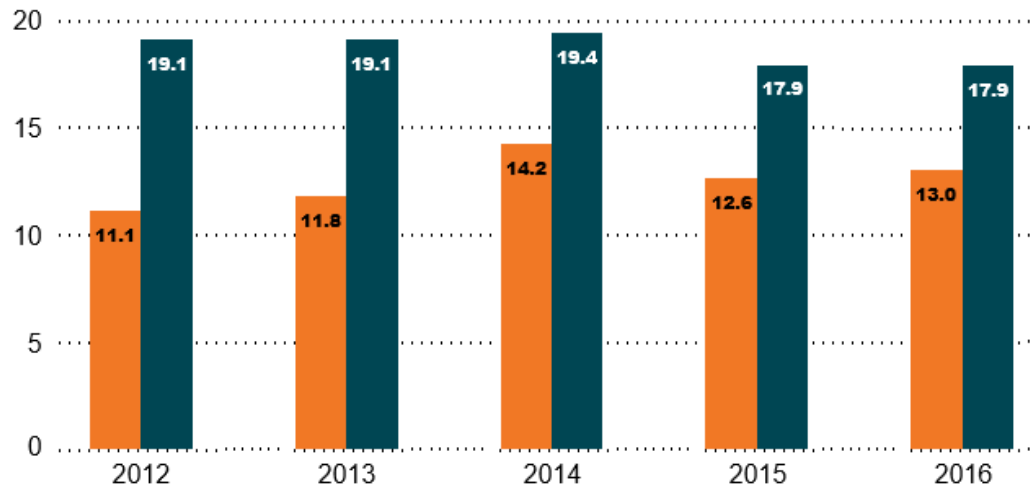
Year	School Poverty Rate %	Fife Poverty Rate %
2012	11.1	19.1
2013	11.8	19.1
2014	14.2	19.4
2015	12.6	17.9
2016	13.0	17.9

Staying on Rates

S5 staying on rates represent the proportion of the prior year's S4 roll who were on the S5 roll in September.
S6 staying on rates represent the proportion of the prior year's S5 roll who were on the S6 roll in September.

School

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S5	96	97	91	97	89

Stage	2016/17	2017/18	2018/19	2019/20	2020/21
S6	81	79	73	75	72

Fife

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

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

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Waid Academy ↧

Attendance & Exclusions

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

Attendance and Absences percentages	Waid Academy						Fife						National		
	2016/17	2017/18	2018/19	2019/20	2020/21		2016/17	2017/18	2018/19	2019/20	2020/21		2014/15	2016/17	2018/19
Attendance %	93.93	93.23	92.88	91.81	93.46		90.69	90.26	90.17	88.84	91.06		88.50	91.20	90.10
Authorised Absence %	3.93	4.09	4.05	5.11	3.63		5.60	5.87	5.74	6.30	4.71		5.30	5.30	0.00
Unauthorised Absence %	2.15	2.68	3.07	3.08	2.91		3.66	3.82	4.05	4.82	4.20		2.80	3.40	0.00
Temporary Exclusions															
Number of Exclusions per 1000 pupils	0	0	0	0	0		43	31	14	21	21		50	48	0
Days Excluded per 1000 pupils	0	0	0	0	0		98	68	30	41	48		119	109	0
LAC Temporary Exclusions															
Number of Exclusions per 1000 pupils	0	0	0	0	0		2	4	1	3	3				
Days Excluded per 1000 pupils	0	0	0	0	0		4	10	3	6	6				

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School

Waid Academy ⤓

Level of English & Additional Support Needs

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

Level of English	No. of Pupils
New to English	1
Early Acquisition	0
Developing Competence	0
Competent	0
Fluent	3
English as a "first language"	707
Limited Communication	0
Not Assessed	0

Student Need Category	No. of Pupils with Need
Autistic spectrum disorder	31
Bereavement	1
Communication Support Needs	1
Deafblind	0
Dyslexia	73

Student Need Category	No. of Pupils with Need
English as an additional language	3
Family issues	12
Hearing impairment	5
Interrupted learning	9
Language or speech disorder	5
Learning disability	8
Looked after	15
Mental health problems	12
More able pupil	0
Other	2
Other moderate learning difficulty	23
Other specific learning difficulty (e.g. numeric)	20
Physical health problem	21
Physical or motor impairment	16
Risk of exclusion	12
Social, emotional and behavioural difficulty	79
Substance misuse	0
Visual impairment	2
Young carer	8

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	117	116	124

Waid Academy %			
	2017/18	2018/19	2019/20
Positive %	95.7	97.4	96.8
Higher Education %	41.9	42.2	46.8
Further Education %	21.4	31.9	22.6
Training %	0.9	0.9	1.6
Employment %	29.1	21.6	22.6
Activity Agreements %	1.7		
Personal Skills Development %			1.61
Unemployed %	4.3	1.7	3.2
Unemployed Seeking %	2.6		2.4
Unemployed Not Seeking %	1.7	1.7	0.8
Unknown %		0.9	

	2017/18	2018/19	2019/20
No. of Leavers	3532	3635	3404

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

	2017/18	2018/19	2019/20
No. of Leavers	49707	49717	47435

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

School

Waid Academy ⬇

Initial Leaver Destinations

	2017/18	2018/19	2019/20
No. of Leavers	117	116	124

Waid Academy %			
	2017/18	2018/19	2019/20
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Employment %	29.1	21.6	22.6
Activity Agreements %	1.7		
Personal Skills Development %			1.61
Unemployed %	4.3	1.7	3.2
Unemployed Seeking %	2.6		2.4
Unemployed Not Seeking %	1.7	1.7	0.8
Unknown %		0.9	

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

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

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SQA Attainment - S4 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	33.33	100.00	100.00	100.00	
2	100.00	84.21	100.00	92.86	100.00
3	97.67	100.00	98.21	96.77	93.22
4	97.50	93.55	100.00	97.44	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**96.49**	**96.12**	**99.15**	**97.01**	**96.52**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	33.33	50.00	50.00	80.00	
2	58.33	63.16	66.67	78.57	80.00
3	72.09	80.65	69.64	77.42	81.36
4	82.50	77.42	83.87	58.97	91.18
5	81.25	86.67	100.00	78.57	71.43
Total	**74.56**	**77.52**	**74.36**	**72.39**	**83.48**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	66.67	100.00	100.00	100.00	
2	100.00	78.95	100.00	92.86	93.33
3	100.00	100.00	98.21	91.94	93.22
4	95.00	93.55	96.77	92.31	100.00
5	100.00	93.33	100.00	100.00	100.00
Total	**97.37**	**94.57**	**98.29**	**93.28**	**95.65**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	33.33		25.00	80.00	
2	25.00	36.84	33.33	57.14	86.67
3	65.12	72.58	48.21	67.74	81.36
4	75.00	67.74	64.52	58.97	85.29
5	68.75	80.00	75.00	71.43	57.14
Total	**64.04**	**65.89**	**51.28**	**64.93**	**81.74**

SQA Attainment - S5 Literacy & Numeracy
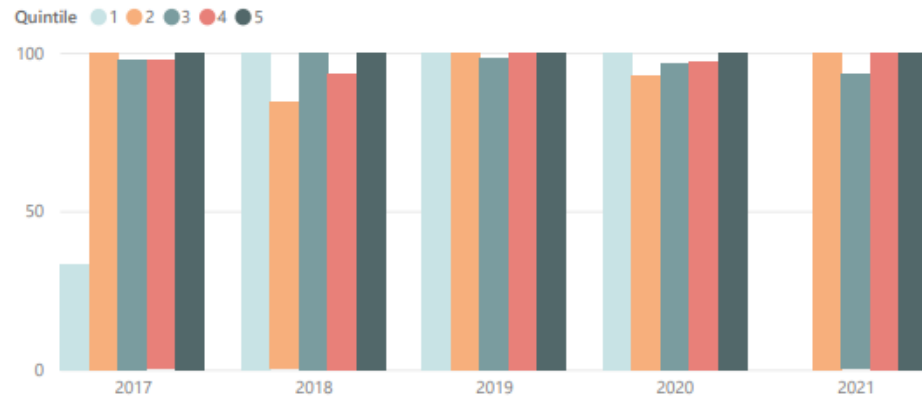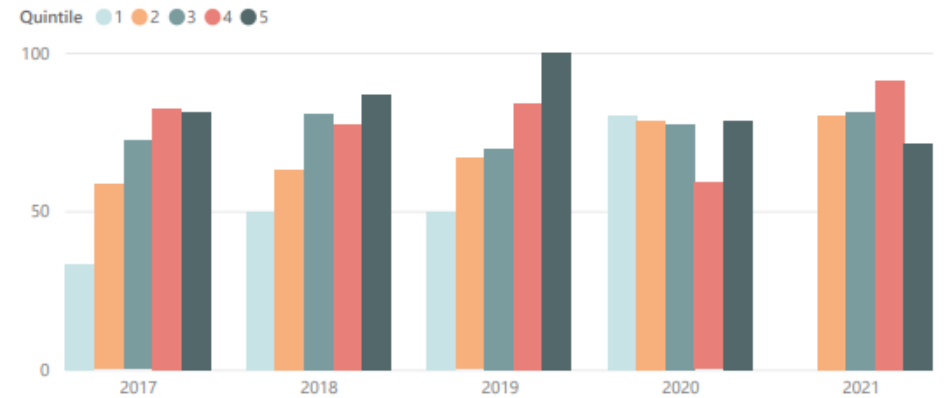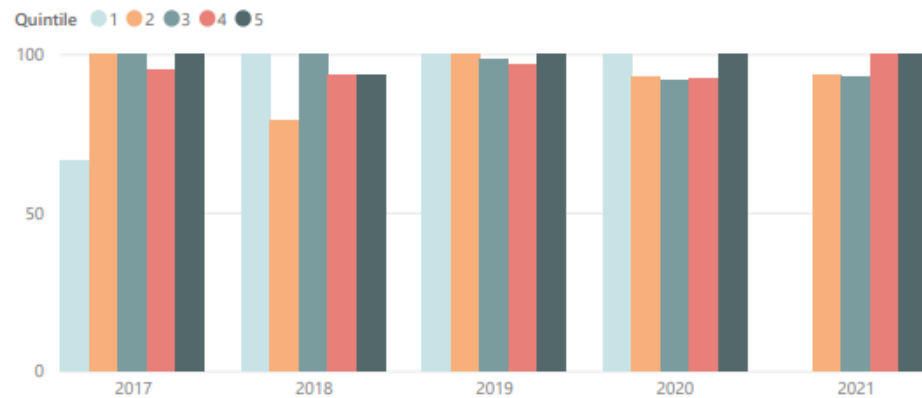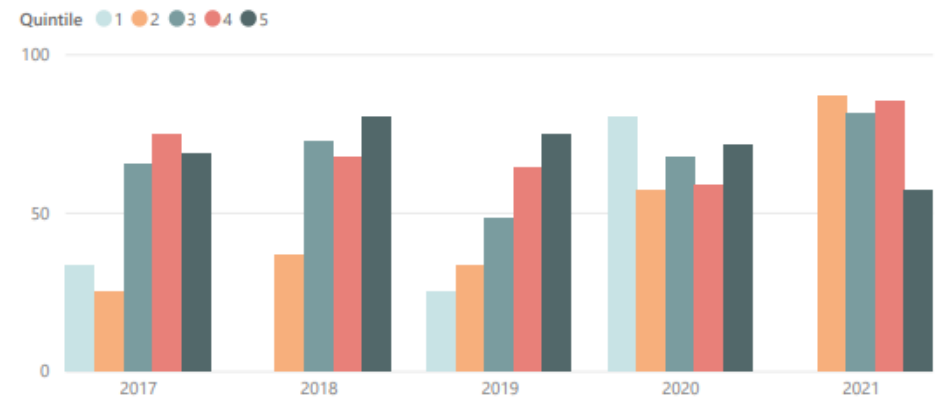
% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00	100.00	100.00	100.00
2	100.00	86.67	89.47	100.00	90.48
3	93.33	100.00	100.00	98.11	96.49
4	96.97	95.35	90.91	100.00	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**95.24**	**96.61**	**96.21**	**99.18**	**97.08**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00		66.67	83.33
2	88.24	80.00	57.89	70.00	85.71
3	86.67	81.40	80.60	79.25	75.44
4	93.94	88.37	75.76	88.57	79.17
5	100.00	93.75	91.67	100.00	60.00
Total	**89.52**	**85.59**	**76.52**	**81.15**	**78.10**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	100.00	100.00
2	100.00	93.33	78.95	100.00	90.48
3	95.56	97.67	100.00	98.11	89.47
4	100.00	93.02	93.94	100.00	97.92
5	100.00	100.00	91.67	100.00	100.00
Total	**98.10**	**95.76**	**94.70**	**99.18**	**93.43**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	50.00	100.00		50.00	83.33
2	82.35	60.00	42.11	65.00	76.19
3	80.00	79.07	77.61	69.81	70.18
4	81.82	76.74	72.73	82.86	79.17
5	87.50	81.25	83.33	75.00	100.00
Total	**80.95**	**76.27**	**71.21**	**72.13**	**75.91**

SQA Attainment - S4 Literacy & Numeracy Graphs

179
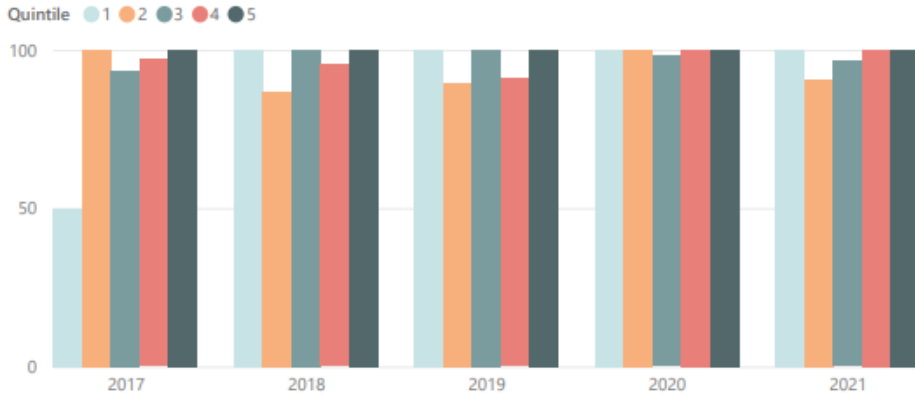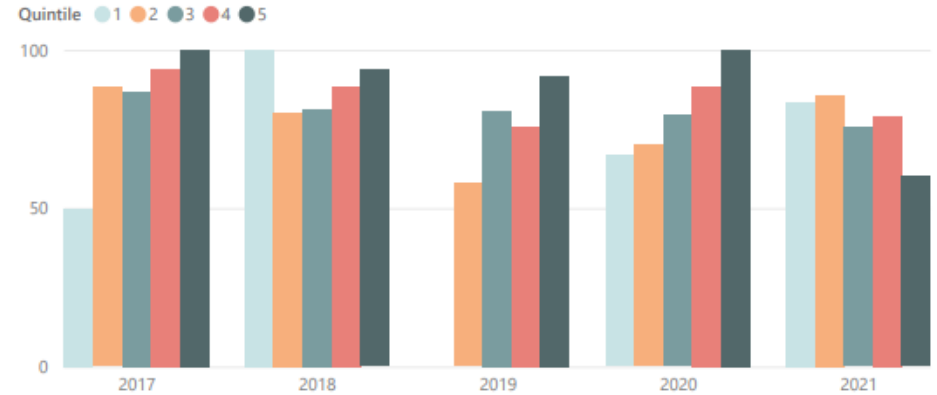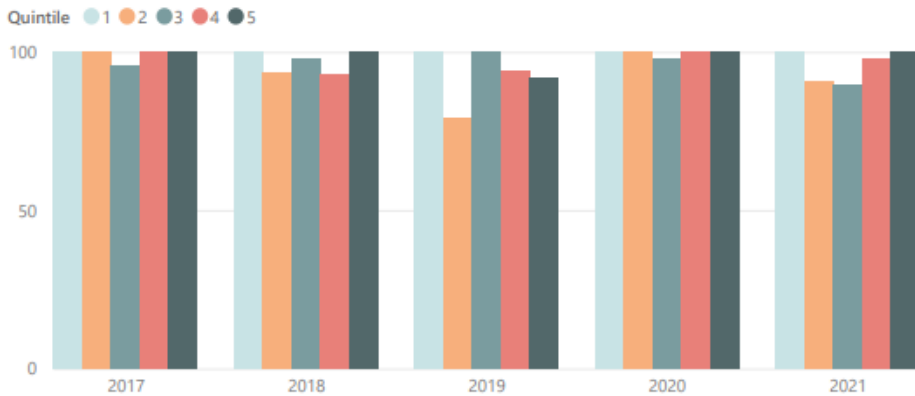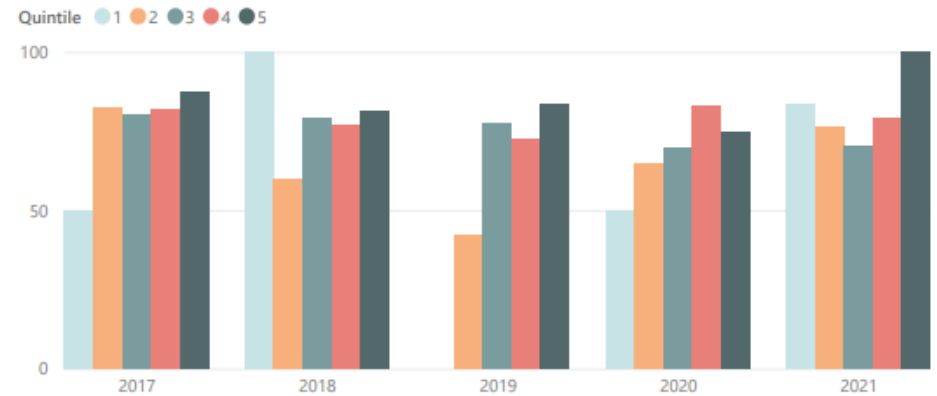
SQA Attainment - S6 Literacy & Numeracy

% Level 4 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00	100.00	100.00
2	100.00	100.00	86.67	89.47	100.00
3	100.00	93.62	100.00	100.00	98.04
4	91.67	96.67	95.12	90.91	100.00
5	100.00	100.00	100.00	100.00	100.00
Total	**96.38**	**95.28**	**96.64**	**96.21**	**99.19**

% Level 5 Literacy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00		66.67
2	75.00	89.47	86.67	63.16	72.73
3	86.00	87.23	84.44	80.60	78.43
4	65.00	93.33	87.80	72.73	89.74
5	80.00	100.00	93.75	91.67	100.00
Total	**75.36**	**89.62**	**87.39**	**76.52**	**81.30**

% Level 4 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	100.00	100.00	100.00	100.00
2	100.00	100.00	93.33	84.21	100.00
3	94.00	95.74	97.78	100.00	98.04
4	95.00	100.00	92.68	93.94	100.00
5	93.33	100.00	100.00	91.67	100.00
Total	**94.93**	**98.11**	**95.80**	**95.45**	**99.19**

% Level 5 Numeracy

Quintile	2017	2018	2019	2020	2021
1	100.00	50.00	100.00		50.00
2	75.00	84.21	66.67	47.37	63.64
3	80.00	82.98	80.00	77.61	72.55
4	63.33	80.00	80.49	69.70	82.05
5	86.67	87.50	81.25	91.67	80.00
Total	**73.19**	**82.08**	**78.99**	**71.97**	**73.17**

180
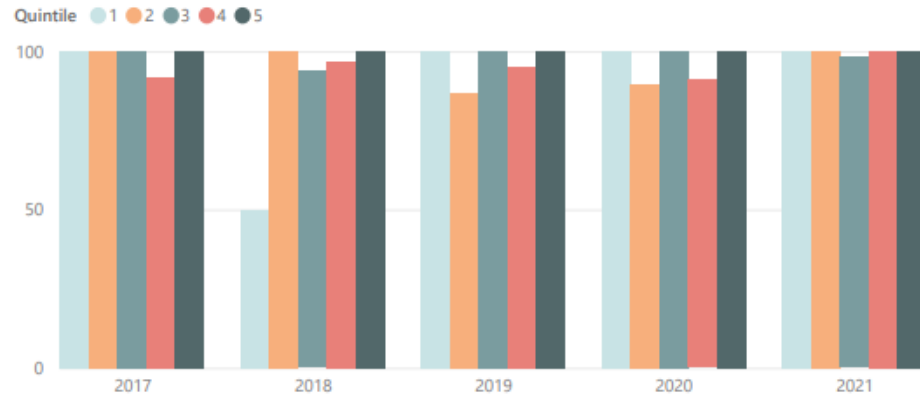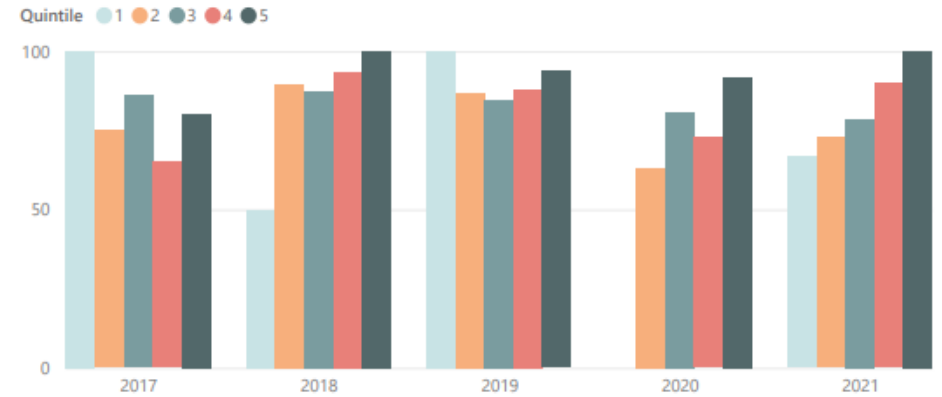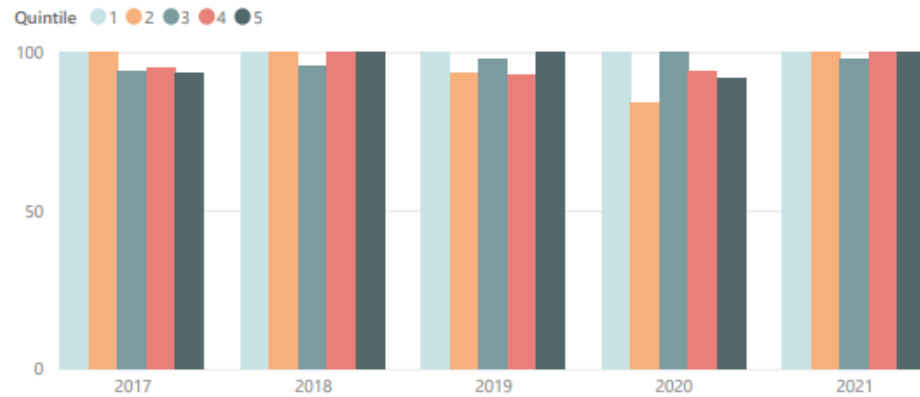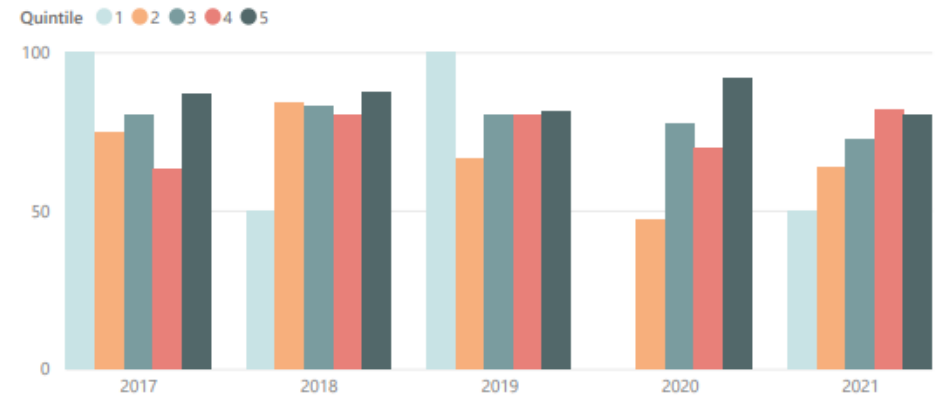
Attainment for the S4 cohort

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

S4 - 1 or more at National 5 (%)
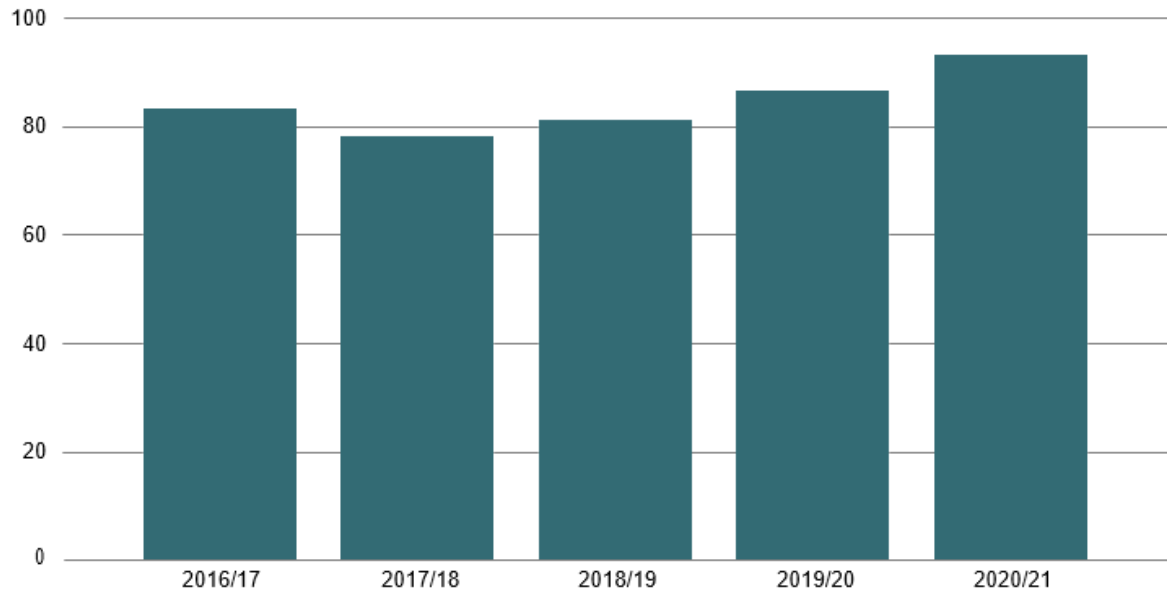
Year	1 or more
2016/17	83.33
2017/18	78.29
2018/19	81.20
2019/20	86.57
2020/21	93.04

Waid Academy

Attainment for the S5 cohort

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

S5 - 1 or more at National 6 (%)
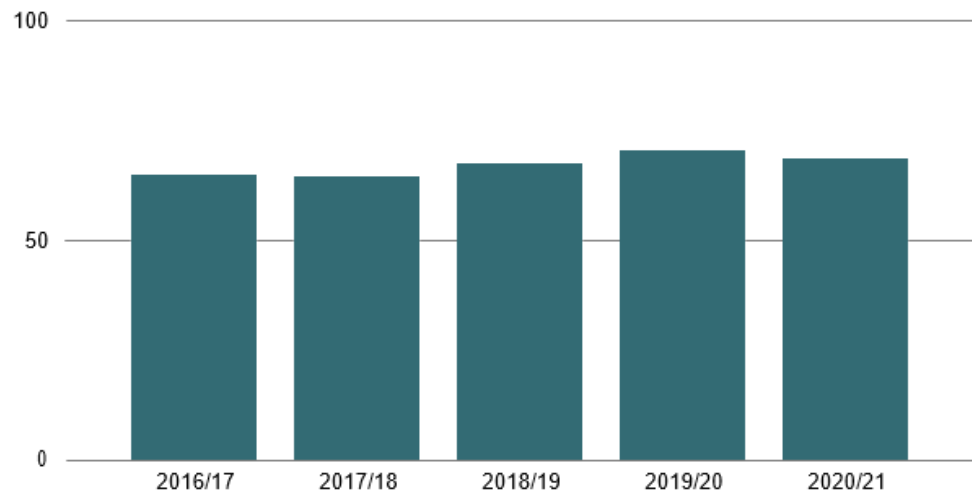
Year	1 or more
2016/17	64.76
2017/18	64.41
2018/19	67.42
2019/20	70.49
2020/21	68.61

S5 - 4 or more at National 6 (%)
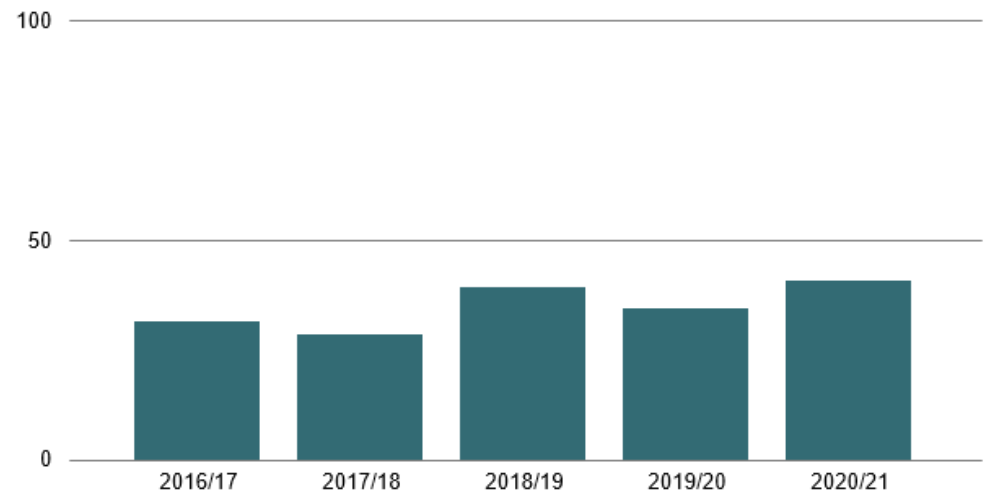
Year	4 or more
2016/17	31.43
2017/18	28.81
2018/19	39.39
2019/20	34.43
2020/21	40.88

School

Waid Academy

Attainment for the S6 cohort

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

S6 - 1 or more at National 6 (%)
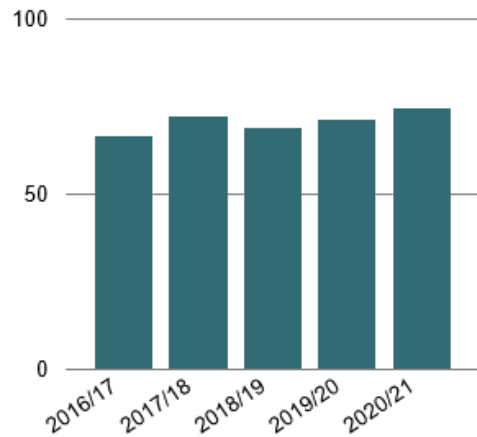
S6 - 3 or more at National 6 (%)
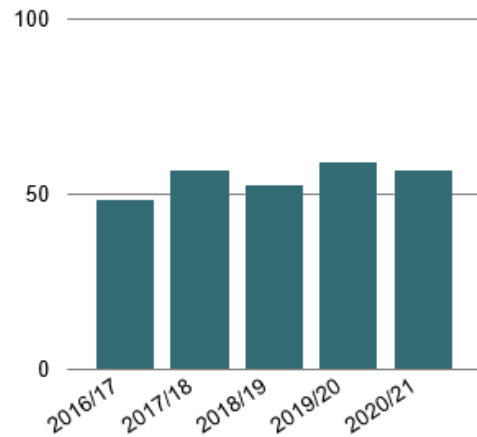
S6 - 4 or more at National 6 (%)
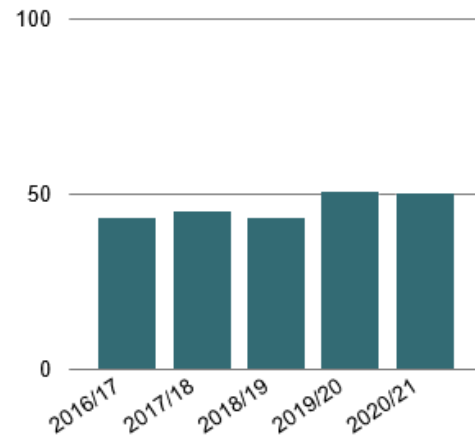
S6 - 5 or more at National 6 (%)
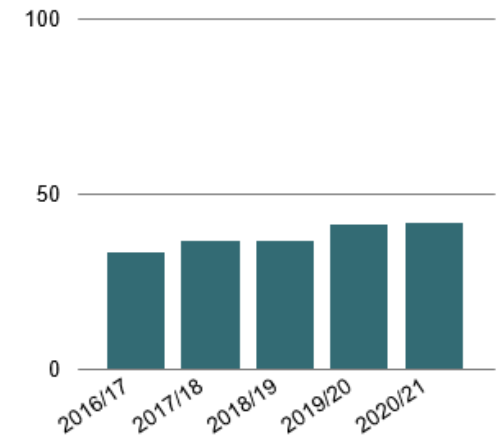
Year	1 or more
2016/17	66.67
2017/18	72.12
2018/19	68.64
2019/20	71.32
2020/21	74.59

Year	3 or more
2016/17	48.15
2017/18	56.73
2018/19	52.54
2019/20	58.91
2020/21	56.56

Year	4 or more
2016/17	42.96
2017/18	45.19
2018/19	43.22
2019/20	50.39
2020/21	50.00

Year	5 or more
2016/17	33.33
2017/18	36.54
2018/19	36.44
2019/20	41.09
2020/21	41.80

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Appendix 7 – Levenmouth Academy Cluster Report

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

Choose Cluster Here : Levenmouth

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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Aberhill PS	274	55.5%	5.8%	1.5	101	3	0	0	104
Balcurvie PS	147	11.6%	1.4%	5.8	8	42	1	0	51
Buckhaven PS	241	46.1%	5.4%	1.8	101	8	0	0	109
Coaltown of Wemyss PS	64	17.2%	1.6%	4.2	4	24	0	1	28
Denbeath PS	190	39.5%	3.2%	1.9	74	8	0	1	82
East Wemyss PS	148	31.8%	4.7%	3.1	30	37	0	1	67
Kennoway PS	420	41.7%	4.0%	2.7	90	93	0	3	183
Methilhill PS	398	51.5%	3.8%	1.7	152	25	0	5	177
Moun leurie PS	328	31.1%	0.9%	4.4	19	119	0	0	138
Parkhill PS	283	21.6%	2.5%	3.6	60	67	1	1	128
Total	**2493**	**38.3%**	**3.5%**	**2.9**	**639**	**426**	**2**	**12**	**1067**

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Achieved Percentages by SIMD Band, for Literacy organisers

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

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Aberhill PS	51.5%	100.0%	0.0%	52.9%	49.5%	100....	0.0%	51.0%	69.3%	100.0%	0.0%	70.2%
Balcurvie PS	50.0%	57.1%	100.0%	56.9%	50.0%	54.8%	100.0%	54.9%	75.0%	71.4%	100.0%	72.5%
Buckhaven PS	42.6%	62.5%	0.0%	44.0%	34.7%	50.0%	0.0%	35.8%	49.5%	50.0%	0.0%	49.5%
Coaltown of Wemyss PS	75.0%	83.3%	0.0%	82.1%	50.0%	75.0%	0.0%	71.4%	100.0%	95.8%	0.0%	96.4%
Denbeath PS	52.7%	62.5%	0.0%	53.7%	47.3%	50.0%	0.0%	47.6%	63.5%	75.0%	0.0%	64.6%
East Wemyss PS	46.7%	70.3%	0.0%	59.7%	40.0%	59.5%	0.0%	50.7%	60.0%	75.7%	0.0%	68.7%
Kennoway PS	73.3%	75.3%	0.0%	74.3%	64.4%	71.0%	0.0%	67.8%	83.3%	83.9%	0.0%	83.6%
Methilhill PS	49.3%	60.0%	0.0%	50.8%	48.7%	56.0%	0.0%	49.7%	59.2%	68.0%	0.0%	60.5%
Mountfleurie PS	78.9%	68.9%	0.0%	70.3%	73.7%	63.9%	0.0%	65.2%	84.2%	81.5%	0.0%	81.9%
Parkhill PS	65.0%	85.1%	100.0%	75.8%	61.7%	77.6%	100.0%	70.3%	66.7%	85.1%	100.0%	76.6%
Total	**54.8%**	**72.1%**	**100.0%**	**61.8%**	**50.2%**	**66.2%**	**100.0%**	**56.7%**	**65.1%**	**80.5%**	**100.0%**	**71.3%**

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Achieved Percentages by SIMD Band, for Numeracy organisers

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

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Aberhill PS	62.4%	100.0%	0.0%	63.5%	57.4%	100.0%	0.0%	58.7%	54.5%	100.0%	0.0%	55.8%
Balcurvie PS	62.5%	57.1%	100....	58.8%	62.5%	57.1%	100.0%	58.8%	62.5%	57.1%	100.0%	58.8%
Buckhaven PS	34.7%	50.0%	0.0%	35.8%	36.6%	50.0%	0.0%	37.6%	36.6%	50.0%	0.0%	37.6%
Coaltown of Wemyss PS	75.0%	87.5%	0.0%	85.7%	75.0%	87.5%	0.0%	85.7%	75.0%	87.5%	0.0%	85.7%
Denbeath PS	67.6%	75.0%	0.0%	68.3%	77.0%	75.0%	0.0%	76.8%	67.6%	75.0%	0.0%	68.3%
East Wemyss PS	40.0%	64.9%	0.0%	53.7%	43.3%	64.9%	0.0%	55.2%	40.0%	64.9%	0.0%	53.7%
Kennoway PS	67.8%	73.1%	0.0%	70.5%	72.2%	76.3%	0.0%	74.3%	72.2%	75.3%	0.0%	73.8%
Methilhill PS	55.3%	68.0%	0.0%	57.1%	55.3%	68.0%	0.0%	57.1%	55.3%	68.0%	0.0%	57.1%
Mountfleurie PS	89.5%	72.3%	0.0%	74.6%	89.5%	73.1%	0.0%	75.4%	89.5%	72.3%	0.0%	74.6%
Parkhill PS	60.0%	73.1%	0.0%	66.4%	63.3%	77.6%	0.0%	70.3%	63.3%	77.6%	0.0%	70.3%
Total	**57.3%**	**70.9%**	**50.0%**	**62.7%**	**59.0%**	**72.5%**	**50.0%**	**64.4%**	**57.3%**	**72.1%**	**50.0%**	**63.2%**

Free School Meal Registered

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

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	44.0%	36.6%	54.2%	40.7%	45.4%	43.6%	273

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

Looked After Children

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

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	27.3%	30.3%	42.4%	33.3%	36.4%	36.4%	33

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

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Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   91.3

Fife % :   93.7

Number of Days of Exclusion

Cluster :   82

Fife :   409

Exclusion Percentage

Cluster % :   0.02

Fife % :   0.01

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

Chart 1. compares the percentage of pupils who have achieved the appropriate level (or above) for their stage. The first bar shows the FMR pupils in the cluster, the second shows the FMR pupils across Fife and the third shows the percentage for all Fife pupils. There are 6 graphs for each subject, across key stages P4 and P7 only (all P1 pupils are automatically registered).
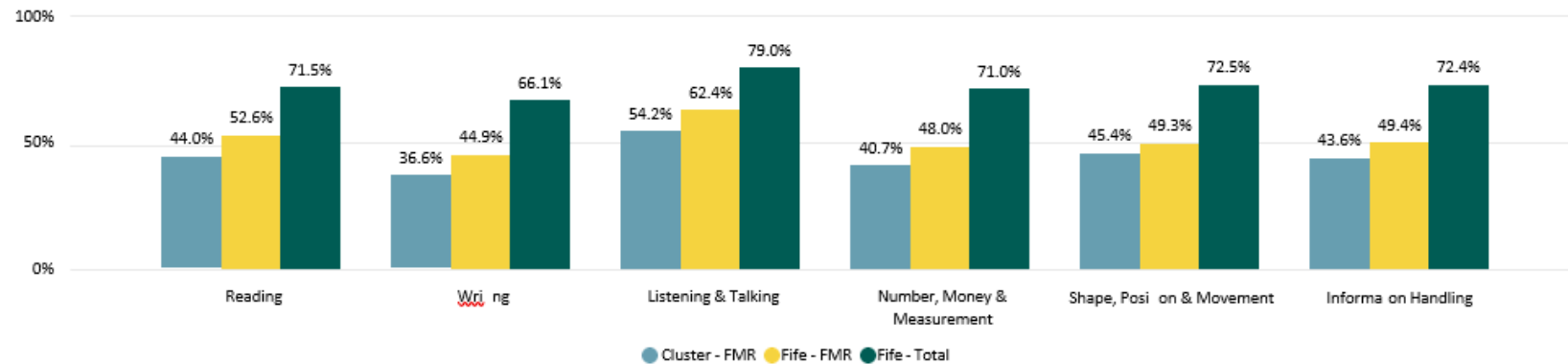
Reading: 44.0%, 52.6%, 71.5%
Wri ng: 36.6%, 44.9%, 66.1%
Listening & Talking: 54.2%, 62.4%, 79.0%
Number, Money & Measurement: 40.7%, 48.0%, 71.0%
Shape, Posi on & Movement: 45.4%, 49.3%, 72.5%
Informa on Handling: 43.6%, 49.4%, 72.4%

● Cluster - FMR ● Fife - FMR ● Fife - Total

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

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

Reading: 27.3%, 42.1%, 71.5%
Wri ng: 30.3%, 36.4%, 66.1%
Listening & Talking: 42.4%, 56.3%, 79.0%
Number, Money & Measurement: 33.3%, 40.6%, 71.0%
Shape, Posi on & Movement: 36.4%, 42.9%, 72.5%
Informa on Handling: 36.4%, 43.3%, 72.4%

● Cluster - LAC ● Fife - LAC ● Fife - Total

191
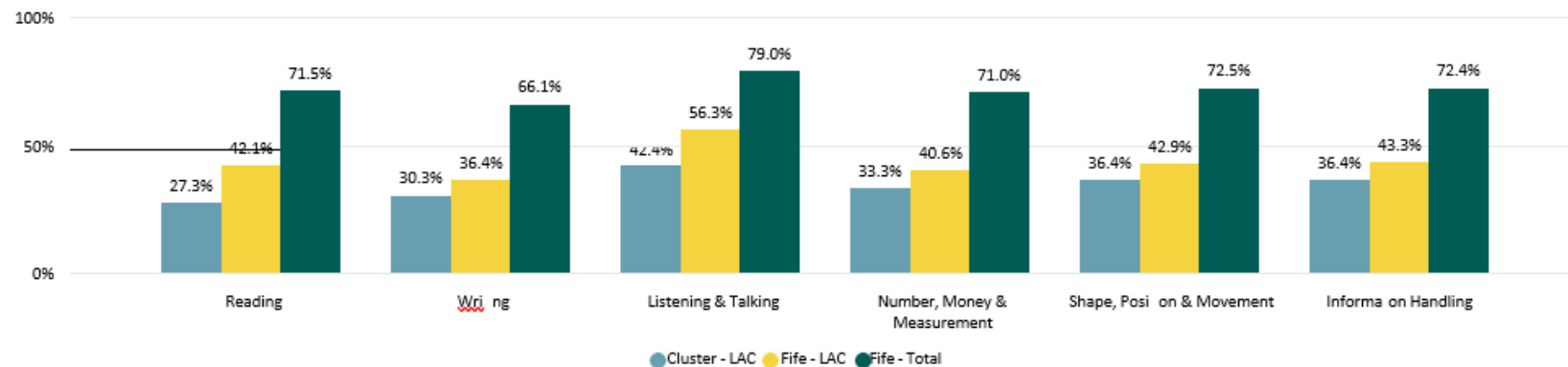
Appendix 8 – St Andrew's RC High Cluster Report

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

Choose Cluster Here :   St Andrews

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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

Table 1. displays the following information for the cluster schools:
- The total school roll
- The total percentage of pupils registered in the school as receiving free meals
- The total percentage of pupils in the school marked as Looked After
- The average SIMD decile for the whole school
- The number of key-stage pupils (P1, P4 and P7) in each SIMD band.

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
St Agatha's PS	234	29.5%	3.0%	3.2	35	61	0	2	96
St Marie's PS	377	22.0%	1.1%	3.8	54	80	26	0	160
St Ninian's PS	137	30.7%	0.7%	3.6	4	56	0	1	61
St Patrick's PS	174	13.8%	1.7%	3.9	13	79	0	0	93
St Paul's PS	195	24.6%	1.5%	4.0	30	47	6	1	83
Total	**1117**	**23.8%**	**1.6%**	**3.7**	**136**	**323**	**32**	**4**	**493**

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Achieved Percentages by SIMD Band, for Literacy subjects

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

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
St Agatha's PS	45.7%	62.3%	0.0%	56.3%	31.4%	52.5%	0.0%	44.8%	54.3%	65.6%	0.0%	61.5%
St Marie's PS	77.8%	88.8%	92.3%	85.6%	79.6%	82.5%	84.6%	81.9%	94.4%	98.8%	100.0%	97.5%
St Ninian's PS	100.0%	78.6%	0.0%	80.3%	100.0%	71.4%	0.0%	73.8%	100.0%	82.1%	0.0%	83.6%
St Patrick's PS	92.3%	73.4%	0.0%	75.3%	76.9%	72.2%	0.0%	72.0%	92.3%	72.2%	0.0%	75.3%
St Paul's PS	76.7%	68.1%	100.0%	73.5%	76.7%	68.1%	100.0%	73.5%	83.3%	85.1%	100.0%	85.5%
Total	**71.3%**	**75.2%**	**93.8%**	**75.3%**	**66.9%**	**70.3%**	**87.5%**	**70.4%**	**81.6%**	**81.1%**	**100.0%**	**82.6%**

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Achieved Percentages by SIMD Band, for Numeracy subjects

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

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
St Agatha's PS	40.0%	54.1%	0.0%	49.0%	42.9%	57.4%	0.0%	52.1%	40.0%	54.1%	0.0%	49.0%
St Marie's PS	77.8%	85.0%	96.2%	84.4%	81.5%	86.3%	96.2%	86.3%	81.5%	86.3%	96.2%	86.3%
St Ninian's PS	75.0%	75.0%	0.0%	75.4%	75.0%	75.0%	0.0%	75.4%	75.0%	78.6%	0.0%	78.7%
St Patrick's PS	92.3%	69.6%	0.0%	72.0%	92.3%	69.6%	0.0%	72.0%	92.3%	69.6%	0.0%	72.0%
St Paul's PS	76.7%	72.3%	100....	75.9%	76.7%	72.3%	100.0%	75.9%	76.7%	74.5%	100.0%	77.1%
Total	**69.1%**	**71.8%**	**96.9%**	**72.6%**	**71.3%**	**72.8%**	**96.9%**	**73.8%**	**70.6%**	**73.1%**	**96.9%**	**73.8%**

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Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	59.1%	54.5%	76.1%	56.8%	60.2%	61.4%	88

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

Looked After Children

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

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	57.1%	57.1%	100.0%	71.4%	100.0%	100.0%	7

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

Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   93.9

Fife % :   93.7

Number of Days of Exclusion

Cluster :   8

Fife :   409

Exclusion Percentage

Cluster % :   0.00

Fife % :   0.01

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

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

Chart 1 bar graph — legend: Cluster - FMR, Fife - FMR, Fife - Total

Subject	Cluster - FMR	Fife - FMR	Fife - Total
Reading	59.1%	52.6%	71.5%
Wri ng	54.5%	44.9%	66.1%
Listening & Talking	76.1%	62.4%	79.0%
Number, Money & Measurement	56.8%	48.0%	71.0%
Shape, Posi on & Movement	60.2%	49.3%	72.5%
Informa on Handling	61.4%	49.4%	72.4%

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

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

Chart 2 bar graph — legend: Cluster - LAC, Fife - LAC, Fife - Total

Subject	Cluster - LAC	Fife - LAC	Fife - Total
Reading	57.1%	42.1%	71.5%
Wri ng	57.1%	36.4%	66.1%
Listening & Talking	100.0%	56.3%	79.0%
Number, Money & Measurement	71.4%	40.6%	71.0%
Shape, Posi on & Movement	100.0%	42.9%	72.5%
Informa on Handling	100.0%	43.3%	72.4%

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Appendix 9 – The Waid Academy Cluster Report

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

Choose Cluster Here : Waid

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

Description of Tables and Charts

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

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

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

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

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

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

School Rolls, FMR Percentage and SIMD Roll Breakdown

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

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

School Name	Total Roll	Total FMR %	Total LAC %	Total Average SIMD	SIMD Band Roll for Key Stages				
					1 & 2	3 to 8	9 & 10	None	All
Anstruther PS	327	21.1%	0.9%	5.6	0	122	14	0	136
Colinsburgh PS	39	23.1%	2.6%	5.2	0	20	0	0	20
Crail PS	78	17.9%	0.0%	7.3	0	34	2	2	36
Elie PS	26	11.5%	0.0%	5.5	0	8	0	0	8
Kirkton of Largo PS	27	40.7%	0.0%	5.4	0	9	0	0	9
Lundin Mill PS	103	9.7%	1.9%	6.5	0	40	0	0	40
Pittenweem PS	73	28.8%	0.0%	6.9	0	28	0	0	28
St Monans PS	90	34.4%	1.1%	4.6	0	34	0	1	34
Total	**763**	**22.0%**	**0.9%**	**5.8**	**0**	**295**	**16**	**3**	**311**

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Achieved Percentages by SIMD Band, for Literacy subjects

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

School Name	Reading				Writing				Listening & Talking			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Anstruther PS	0.0%	67.2%	92.9%	69.9%	0.0%	64.8%	92.9%	67.6%	0.0%	74.6%	92.9%	76.5%
Colinsburgh PS	0.0%	80.0%	0.0%	80.0%	0.0%	65.0%	0.0%	65.0%	0.0%	95.0%	0.0%	95.0%
Crail PS	0.0%	67.6%	100.0%	69.4%	0.0%	55.9%	100.0%	58.3%	0.0%	73.5%	100.0%	75.0%
Elie PS	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%
Kirkton of Largo PS	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%	0.0%	55.6%
Lundin Mill PS	0.0%	82.5%	0.0%	82.5%	0.0%	75.0%	0.0%	75.0%	0.0%	85.0%	0.0%	85.0%
Pittenweem PS	0.0%	82.1%	0.0%	82.1%	0.0%	75.0%	0.0%	75.0%	0.0%	82.1%	0.0%	82.1%
St Monans PS	0.0%	73.5%	0.0%	73.5%	0.0%	70.6%	0.0%	70.6%	0.0%	73.5%	0.0%	73.5%
Total	**0.0%**	**72.2%**	**93.8%**	**73.3%**	**0.0%**	**66.8%**	**93.8%**	**68.2%**	**0.0%**	**77.3%**	**93.8%**	**78.1%**

Achieved Percentages by SIMD Band, for Numeracy subjects

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

School Name	Number, Money & Measurement				Shape, Position & Movement				Information Handling			
	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All	1 & 2	3 to 8	9 & 10	All
Anstruther PS	0.0%	74.6%	92.9%	76.5%	0.0%	74.6%	92.9%	76.5%	0.0%	74.6%	92.9%	76.5%
Colinsburgh PS	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%
Crail PS	0.0%	64.7%	50.0%	63.9%	0.0%	70.6%	100.0%	72.2%	0.0%	70.6%	100.0%	72.2%
Elie PS	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%	0.0%	75.0%
Kirkton of Largo PS	0.0%	44.4%	0.0%	44.4%	0.0%	55.6%	0.0%	55.6%	0.0%	44.4%	0.0%	44.4%
Lundin Mill PS	0.0%	80.0%	0.0%	80.0%	0.0%	82.5%	0.0%	82.5%	0.0%	82.5%	0.0%	82.5%
Pittenweem PS	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%	0.0%	82.1%
St Monans PS	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%	0.0%	61.8%
Total	**0.0%**	**72.5%**	**87.5%**	**73.3%**	**0.0%**	**73.9%**	**93.8%**	**74.9%**	**0.0%**	**73.6%**	**93.8%**	**74.6%**

Free School Meal Registered

Table 4. displays the percentage of pupils marked as FMR who have achieved the appropriate level (or above) for their stage. For key stages P4 and P7 only.

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of FMR
Cluster :	51.9%	44.4%	51.9%	40.7%	40.7%	40.7%	54

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

Looked After Children

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

	Reading	Writing	Listening & Talking	Number, Money & Measurement	Shape, Position & Movement	Information Handling	No. of LAC
Cluster :	33.3%	33.3%	66.7%	33.3%	33.3%	33.3%	3

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

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Table 6. Attendance and Exclusion Figures

Attendance Percentage

Cluster % :   95.6

Fife % :   93.7

Number of Days of Exclusion

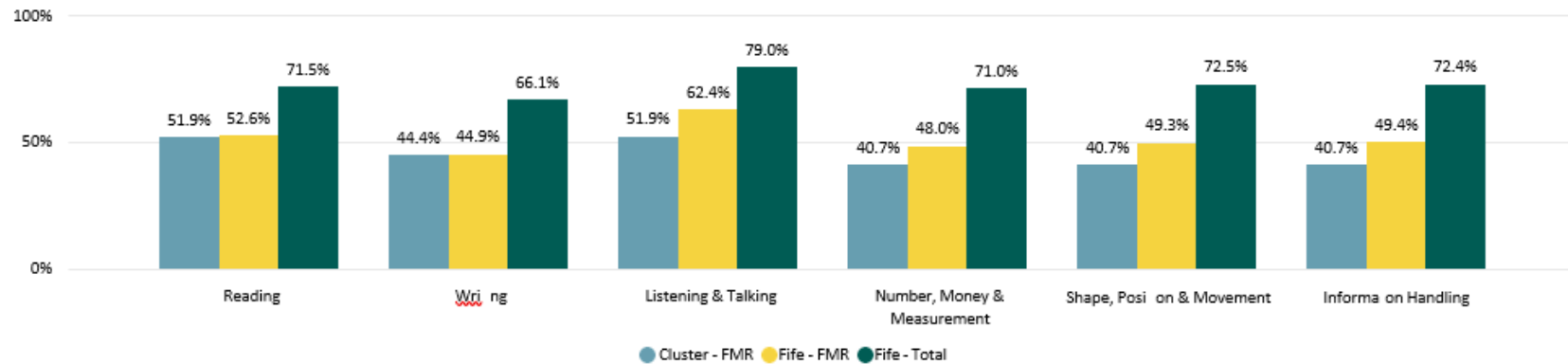Cluster :   0

Fife :   409

Exclusion Percentage

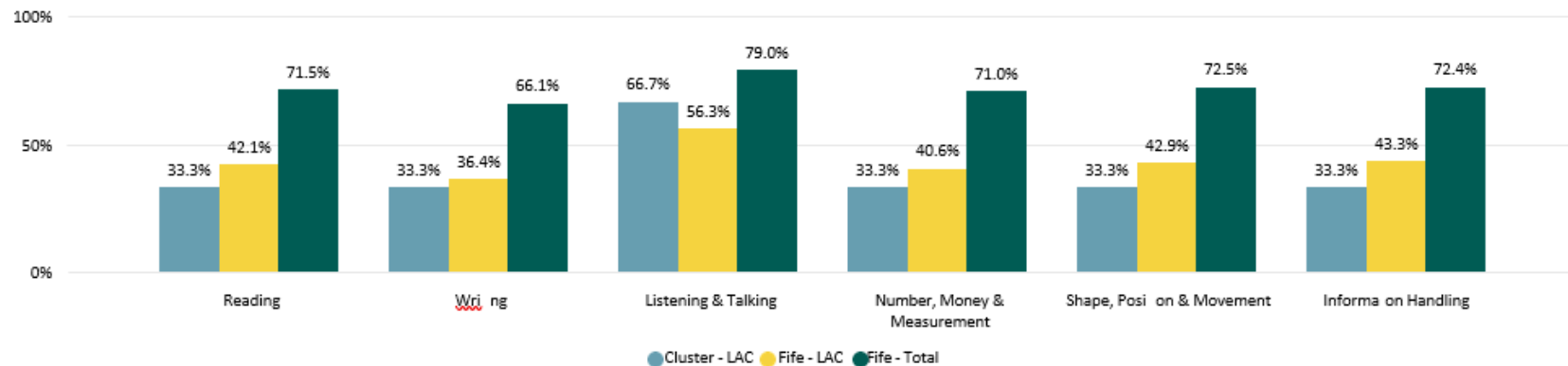Cluster % :   0.00

Fife % :   0.01

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

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

	Reading	Wri ng	Listening & Talking	Number, Money & Measurement	Shape, Posi on & Movement	Informa on Handling
Cluster - FMR	51.9%	44.4%	51.9%	40.7%	40.7%	40.7%
Fife - FMR	52.6%	44.9%	62.4%	48.0%	49.3%	49.4%
Fife - Total	71.5%	66.1%	79.0%	71.0%	72.5%	72.4%

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

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

	Reading	Wri ng	Listening & Talking	Number, Money & Measurement	Shape, Posi on & Movement	Informa on Handling
Cluster - LAC	33.3%	33.3%	66.7%	33.3%	33.3%	33.3%
Fife - LAC	42.1%	36.4%	56.3%	40.6%	42.9%	43.3%
Fife - Total	71.5%	66.1%	79.0%	71.0%	72.5%	72.4%

Name of Cluster: Levenmouth	Cluster Chair: Garry Blyth

Covid Recovery
- Staff have actively engaged in on-line professional digital learning to support high quality remote learning
- Staff have analysed and interrogated SNSA/BASE data in order to plan for progression, particularly in Numeracy, Literacy and H/WB
- Using on-line platforms to continue to engage with parents
- Staff have been deployed to support recovery, however this has been incredibly challenging due to significant and consistent staff absence/vacancies across Nursery to P7, in all staff roles. This has greatly hampered our ability to strategically plan across our establishments.

Next steps
- We will continue to manage our teams to ensure core provision is in place, prioritising our most vulnerable children to enable them to access the curriculum
- Collaborative Cluster work using data to establish shared priorities, to support a culture of improvement

Equity

- Using data to identify and prioritise cohorts of learners to plan for targeted interventions
- As part our curriculum rationale, the cost of the school day, is taken into consideration

Next steps
- Continue to use PEF to minimise the poverty-related gap

Health and Wellbeing
- We have analysed our SHINE data and as a result we have collaborated with Active Schools to plan for targeted programmes of work for improving girl's self-image
- Prioritising children, families and staff wellbeing
- OMM

Next steps
- Appoint PSO using OMM funding
- Participate in H/WB national census

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Employability

- Continuing with external providers virtually e.g. Emergency services, Virtual Coding Academy, RAF, Fife College STEM, St. Andrews Uni etc
- Learning through enterprise
- Continuing to raise aspirations and make meaningful links to skills and employability through teaching and learning
- Learning through sustainability e.g. whole school focus COP26

Next Steps
- When mitigations allow, resume face-to-face visits and events

Summary

We would like to ensure you of our continued commitment to improving outcomes for all. This has been an exceptionally challenging period as leaders of Levenmouth Schools as we try to meet the needs of our school community. The impact of staffing and maintaining staff morale and wellbeing has been particularly difficult.

Appendix 11 – St Andrew's RC High Cluster Summary of Activities

Name of Cluster: St Andrews Cluster	Cluster Chair: Marie Hagney

Covid Recovery

A few schools in the cluster took part in the Model for Improvement project to improve writing. This work supported schools with their focus on improving writing attainment. Other schools in the cluster have increased the frequency of writing and schools are reporting that this is having an impact on overall attainment in writing.

Cluster schools are working together with Osiris using PEF to improve the quality of feedback for learning across the cluster. Teachers had opportunities to meet with stage partner colleagues from other schools across the cluster to have professional dialogue around effective feedback. Teachers reported that this was very worthwhile.

Targeted support groups for identified pupils are in place to enhance learning and attempt to close learning gaps that have been identified since returning to school.

Moderation of writing is taking place across and between cluster schools to raise attainment particularly at first level writing. This will ensure that staff are accurately assessing children consistently against the national expectations.

Scottish Government additional teachers are in most schools and were planned to support closing the gap however in most schools this additional resource has been used to cover staff absences.

Next steps

Continue to monitor Staff and pupil absence. The significant increase in absences is having an impact on recovery plan success.

Supply staff are difficult to secure and this is impacting on learning and teaching being delivered and experiences for children in classes.

Continue with focused plans in place to ensure all schools are improving outcomes for all children and families.

Equity

During lockdown and on return to school, digital devices were allocated to pupils along with Wifi devices to ensure learning at home can take place if having to isolate. This has improved digital connectivity for some of our most vulnerable pupils. Digital support of chromebooks and wifi has continued and will for the rest of the session to support home learning.

Breakfast cafes were restarted as quickly as possible to ensure pupils had breakfast and able to start the day right.

One cluster school are piloting the use of devices in P3 to take between home and school. This pilot could lead to positive changes across the LA.

PEF is being used for additional staffing to raise attainment and close the poverty related attainment gap for identified pupils across the cluster, this is having a positive impact on pupils where absence is not an issue.

A Play Therapist is employed using PEF in one of the cluster school, this is having a positive impact on identified pupils.

Outdoor learning and partnership with Lochore Meadows and the Ecology centre is taking place in one of the cluster schools as a regular feature. Pupils are benefitting from this in terms of their health and wellbeing.

Bikes have been sourced to support the delivery of Bikeability in one of the cluster schools to ensure no child misses out

All schools across the cluster are working to ensure delivery of The Promise.

Next steps

To secure further funding to ensure work can continue with recovery and school improvement beyond 21/22

Health and Wellbeing

Most of the cluster schools are Kitbag schools using Kitbag as a universal tool to support the emotional wellbeing of pupils. They have created a SWAY and have access to Kitbags for home use and online resources too. This is having a positive impact on Health and Wellbeing of pupils.

One of the cluster schools has a recovery focus on the 5 Ways to Wellbeing and pupils are recognised for demonstrating at home or school one of the 5 Ways. This is having a positive impact on pupils emotional literacy.

Our Minds Matter funding is being used for identified pupils from data to access outdoor learning at Lochore Meadows, this is having a positive impact on the pupils taking part, the feedback from pupils is positive.

Most schools in the cluster are trained in delivering Seasons for Growth to pupils and parents who have experienced loss, change or bereavement.

Lego Therapy is a key feature in our primary schools and is used to support identified pupils effectively.

Residential trips have been organised for end of term 3 or 4 to ensure smooth transition to high school, funding is secured for pupils who would not be able to make the trip without financial support.

Bikeability is going particularly well in a couple of schools in the cluster.

Online links with Elderly Care Home is going well and is good for the residents and pupils.

The Parentwise cluster survey report that the majority of parents agree or strongly agree that the schools support the emotional and physical wellbeing of pupils.

Natural Connections continues to run in all cluster schools and one school is running the John Muir award, allowing pupils to track their achievement and recognising success across the curriculum.

Laudato Si is now running as a way of recognising the work of Eco and Global Citizenship from a Catholic school's perspective, this is starting to have positive impact on the tracking of skills and achievement.

Staff are offered staff wellbeing meetings and other ways to ensure they are looked after in these difficult times.

Relationships with our Parish Priests continue to be strong and supportive for the benefit of pupils.

Next steps

To continue with the above to ensure good practice is embedded to support the emotional and physical wellbeing of our pupils and families.

Employability

Schools work closely with the local Community Trade Hub for example, where children requested Buddy Benches for the playground, the team at the Community Hub made them. Pupils were delighted with the result.

Schools across the cluster had online inputs from SSPCA, Vane Farm, University of St Andrews, Shelter, Barnardos, Dementia training, SSERC training for all cluster schools to keep partnerships and the world of work current and part of the curriculum offer in school.

Some schools have worked with local farmers and police as part of our DYW programme

Online assemblies have guest speakers from the world of work e.g Rotary, Shelter Scotland, The Leven Project to keep partnerships active

Next Steps

To continue with our online approach above and plan to enhance our DYW programme when partners are allowed in school

Summary

All schools are working hard to help pupils recover from any gaps in learning developed since March 2020., Progress is impacted upon by absence of pupils and staff. All interventions planned and priority work being delivered is having a positive impact for individual pupils and our school communities. There is a relentless focus across all the schools to continue to raise attainment and improvement outcomes for all our children. Almost all staff and pupils are looking forward to restrictions being eased and being able to welcome parents and visitors to school when it is safe to do so.

Appendix 12 – The Waid Academy Cluster Summary of Activities

Name of Cluster: Waid Cluster	Cluster Chair: Nicola Wallace

Covid Recovery

- Cluster SHINE data was used to identify common themes across the primary schools. This was used to form the cluster plan for session 2021-22.
- All cluster primary schools are using the Glasgow Motivation and Wellbeing profile with all pupils. This is being carried out at identified times within the school calendar and interventions planned accordingly to support individuals and groups.
- Additionality being used in schools to support children in a variety of ways, including KitBag, Lego Therapy and Literacy and Numeracy interventions. Staff are using data in a robust fashion to identify learners where interventions are required.
- Schools have purchased a number of different online subscriptions to support learning and teaching, both in school and at home. This includes online reading books, SumDog, IDL and Education City. Clicker licenses have also been shared with home to support children.
- Staff within schools and across clusters are supporting each other to continue to upskill. This has been particularly apparent with the use of digital technology following lockdown. There is a significant increase in staff confidence and sharing of ideas has supported this learning.
- Use of digital technologies to support communication with parents/carers has increased. Teams and SeeSaw are used across the cluster to support the delivery of homework, sharing of news and uploading information for home.
- Teams and SeeSaw have been used as learning tools within the classroom and are an integral part of the children's learning.
- Nurseries have made effective use of SeeSaw to ensure open communication with parents/carers regarding their child's time in nursey. Parents/carers have engaged well with this and use SeeSaw effectively to support their child's learning.

Next steps
- The additionality in schools has supported a number of interventions to support learners. If staff levels are reduced in future then consideration has to be given to how to sustain these interventions in the future.
- Digital technology has supported communication between home and school. This needs to be an ongoing development to ensure that we continue to build on the current successes.

Equity

- Knowledge of our families and gathering of data ensured that all families who required a digital device to support online learning were able to access this. This helped to increase the number of children who engaged in online learning.
- Throughout the lockdown period and beyond schools would ask local community groups to support families, e.g ENST. These groups were able to provide support such as food, money advice etc.
- Schools were and continue to be supportive of vulnerable families. This included weekly phone calls and regular check ins to identify where supports could be put in place.

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- Additionality teachers were timetabled to work with identified cohorts of children to continue to raise attainment. Due to staff absence, there were occasions when these staff were required to cover classes which had an impact on the ability to follow plans.

Next steps
- Continue to use the knowledge of our families to support them and signpost supports available to them.
- Ensure that maintain and improving attainment is a priority and, where possible, interventions are able to continue regardless of staff absence.

Health and Wellbeing

- A focus of the cluster plan for session 2021-22 is supporting the PSA staff through training on nurture and developing their confidence to set up a listening service. These are being set up in each school, in a way that best suits the needs of that school. This service will give children the opportunity to speak to a trusted adult around any concerns that they may have.
- The 5 Ways to Wellbeing is being used within cluster schools. This supported, and continues to support, children's health and wellbeing following the lockdown.
- A clear focus on the wellbeing indicators and how these impact on children on a daily basis. Staff are ensuring that children have a clear understanding of each of the indicators.
- Planning in place for peer mediation training to be delivered to all cluster schools. This will enable children to take on responsibility within their schools.
- This session there will be a focus on P7 transition. This will involve children having opportunities to meet throughout the session while engaging in outdoor learning opportunities. Children will also engage in using the Branch Out programme to support transition.
- Supporting staff wellbeing has been a priority for all SMT. It has been noted that there has been increasing pressure on all staff members to support children and their families.

Next steps
- Ensure that there is sustainability for PSA staff. Ensure that new staff are giving appropriate training to support initiatives set up in school.
- Continue to further support children's understanding of the wellbeing indicators.

Employability

- Within cluster schools, children are able to apply for roles of responsibility through applications, presentations, playground buddies and pupil leadership roles. These roles encourage children to develop their leadership skills.
- Questionnaires to families enquire about skill sets of families and how they would be able to support school and nursery classes.
- Children are part of committees within schools and have opportunities to use their voice to direct improvements within their school setting.

- Teachers are linking daily learning to future roles and encouraging the transfer of skills to different curricular areas. This is helping children to develop their awareness of skills and language around this.
- Children have opportunities to set goals and targets and identify how these are going to be achieved. This is helping to promote a growth mindset among children.

Next Steps
- Where possible, invite people in to school to support children's learning around Developing the Young Workforce.

Summary

Throughout the two lockdowns and since the return of all children to the school buildings, staff across the Waid Cluster have worked hard to identify gaps in learning, support children through the return to school, and identify appropriate interventions to close the attainment gap. The cluster priorities for this session reflect this and have been based on the SHINE data that was returned from all schools.

Throughout the current climate, staff have continued to ensure that children are experiencing a range of learning activities and experiences. This has all been done with consideration given to risk assessments in place. The increasing use of digital technologies has supported learning and teaching and has also ensured that communication with parents/carers is maintained.

Date 23 March 2022

Agenda Item No. 11

PROPERTY TRANSACTIONS

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

Wards Affected: 21 and 22

Purpose

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

Recommendation(s)

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

Resource Implications

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

Legal & Risk Implications

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

Impact Assessment

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

Consultation

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

1.0 Background

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

2.0 Transactions

2.1 Acquisitions

2.1.1 **15 Robertson Avenue, Leven**
Date of Acquisition: 28 January 2022
Price: £107,500
Seller: Claire Currie and Jason John William Grant

2.2 Leases by the Council – New Leases

2.2.1 **Office 15, Fife Renewable Innovation Centre, Methil**
Term: 1 Year from 5 November 2021
Rent: £6,135 per annum
Tenant: Collette Ford

2.2.2 **Block 5, Unit 7, Benbeath Industrial Estate**
Term: 1 Year from 22 October 2021
Rent: £3,800 per annum
Tenant: Alan Moffat

2.2.3 **Office 17, Fife Renewable Innovation Centre, Methil**
Term: 1 Year from 29 October 2021
Rent: £8,395.95 per annum
Tenant: Kayleigh's Keepsakes Ltd

2.2.4 **Office 20, Fife Renewable Innovation Centre, Methil**
Term: 1 Year from 18 June 2021
Rent: £2,413.80 per annum
Tenant: Griffiths Inspection and Training Services Ltd

2.2.5 **Office 3, Fife Renewable Innovation Centre, Methil**
Term: 1 Year from 18 June 2021
Rent: £3,067.50
Tenant: Families in Trauma Ltd

2.2.6 **Office 21, Fife Renewable Innovation Centre, Methil**
Term: 1 Year from 25 June 2021
Rent: £5,650 per annum
Tenant: Independent One 2 One Ltd

2.2.7 **Unit 13, Burnmill Industrial Estate, Leven**
Term: 1 Year from 20 April 2021
Rent: £5,300 per annum
Tenant: Neil Clark

2.2.8 **Unit 3, Burnmill Industrial Estate, Leven**
  Term: 1 Year from 17 May 20212
  Rent: £5,300 per annum
  Tenant: Ian Barrett

3.0 Conclusions

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

List of Appendices
1. N/A

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

Report Contact

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Unallocated			
Title	**Service(s)**	**Contact(s)**	**Comments**
Pupilwise / Parentwise Update Report	Education and Children's Services	Deborah Davidson	Due 2022
Update on school leaver destinations	Education and Children's Services	Lynn Porter, Sarah Else	Update wont be available until 2022 as per email 27.10.21 Due 2022
Area Housing Plan Update 2022	Housing Services	Peter Nicol	Due 2022
Health & Social Care Partnership Report - Local Priorities	Health and Social Care	John G Thomson, Tracey Harley	Tracey Harley - contact
Economic Report - Levenmouth Area		Pamela Stevenson	
Interreg Funding Request		Brian Odonnell-Crm, David Paterson	
Kennoway Den - Environmental improvements and Training Opportunity -Funding Request 40K		David Paterson	
Common Good and Settlement Trust Update	Finance and Corporate Services	Eleanor Hodgson, David Paterson	Due 2022
Scottish Fire and Rescue Service Local Plan Annual Performance Report	Scottish Fire & Rescue Service		Annual Report Due June/July 2022
Safer Communities Team Update Report	Communities and Neighbourhoods Service	Liz Watson-SC	Annual Report due June/July 2022
Operational and Community Briefing on Policing Activities within Levenmouth	Police Scotland	Paul Gillespie/Brian Poole	Annual Report Due June/July 2022