

Cabinet Committee

Committee Room 2, 5th Floor, Fife House, North Street,
Glenrothes / Blended Meeting



Thursday, 15th December, 2022 - 10.00 a.m.

AGENDA

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1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST** – In terms of Section 5 of the Code of Conduct, members of the Committee are asked to declare any interest in particular items on the agenda and the nature of the interest(s) at this stage.
3. **MINUTE** – Minute of meeting of the Cabinet Committee of 17th November, 2022. 3 – 8
4. **WORKFORCE MATTERS** – Report by the Head of Human Resources. 9 - 44
5. **CHILDREN AND FAMILIES' STRATEGY 2022-2025** – Report by the Executive Director (Education and Children's Services). 45 – 56
6. **FIFE YOUNG PEOPLE HEALTH AND WELLBEING CENSUS** – Report by the Executive Director (Education and Children's Services). 57 – 92
7. **SCHOOL LEADERSHIP MODELS** – Report by the Executive Director (Education and Children's Services). 93 – 120
8. **LOCHGELLY SOUTH PRIMARY SCHOOL – IMPROVEMENT WORK –** Report by the Head of Education and Children's Services. 121 – 133
9. **COMMUNITY ASSET TRANSFER APPLICATION BY FOOTPRINT EAST NEUK** – Joint report by the Head of Property Services and Head of Communities and Neighbourhoods Service. 134 - 145

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.

Lindsay Thomson
Head of Legal and Democratic Services
Finance and Corporate Services
Fife House
North Street
Glenrothes
Fife, KY7 5LT

8th December, 2022.

If telephoning, please ask for:

Michelle McDermott, Committee Officer, Fife House, North Street, Glenrothes
Telephone: 03451 555555, ext. 442238; email: Michelle.McDermott@fife.gov.uk

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THE FIFE COUNCIL - CABINET COMMITTEE – BLENDED MEETING

Committee Room 2, 5th Floor, Fife House, North Street, Glenrothes

17th November, 2022.

10.00 a.m. – 12.40 p.m.

PRESENT: Councillors David Ross (Convener), David Alexander, Lesley Backhouse, David Barratt, John Beare, James Calder, Fiona Corps, Altany Craik, Dave Dempsey, Graeme Downie (substituting for Councillor Linda Erskine), Derek Glen, David Graham, Peter Gulline, Judy Hamilton, Cara Hilton, Gary Holt, Rosemary Liewald, Jonny Tepp, Ann Verner (substituting for Councillor Carol Lindsay), Ross Vettraino, Craig Walker and Jan Wincott.

ATTENDING: Steve Grimmond, Chief Executive; Eileen Rowand, Executive Director (Finance and Corporate Services), Elaine Muir, Head of Finance, Laura Robertson, Finance Operations Manager, Emma Lennon, Accountant, Sharon McKenzie, Head of Human Resources, Lindsay Thomson, Head of Legal and Democratic Services, Helena Couperwhite, Manager (Committee Services) and Michelle McDermott, Committee Officer, Legal and Democratic Services, Finance and Corporate Services; John Mills, Head of Housing Services and Mhairi Mullen, Service Manager (Income, Poverty and Private Housing), Housing Services; Pam Ewen, Head of Planning, John Mitchell, Head of Roads and Transportation Services, Gordon Mole, Head of Business and Employability Services, Ronnie Hair, Property Investment and Development Manager, Bill Lindsay, Service Manager (Development Plan), Michael Anderson, Consultant Engineer (Bridges and Structures), Shona Cargill, Lead Officer (Climate Change and Partnerships); Carrie Lindsay, Executive Director (Education and Children's Services), Shelagh McLean, Head of Education and Children's Services (Early Years and Directorate Support), Vivienne Sutherland, Principal Psychologist, Rona Weir, Education Manager and Pam Colburn, Quality Improvement Officer, Education and Children's Services.

APOLOGIES FOR ABSENCE: Councillors Linda Erskine and Carol Lindsay and Mr. Brian Blanchflower, Church of Scotland and Alastair Crockett, Cupar Baptist Church, Religious Representatives.

41. DECLARATIONS OF INTEREST

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

42. MINUTE

The Committee considered the minute of the Cabinet Committee meeting of 20th October, 2022.

Decision

The Committee agreed to approve the minute.

43. REVENUE MONITORING 2022-23

The Committee considered a report by the Executive Director (Finance and Corporate Services) which provided members with a strategic overview of Fife Council's finances and advised of the current forecast position for 2022-23.

Decision

The Committee:-

- (1) approved the increase to the weekly free school meal holiday payment;
- (2) noted the ongoing financial impacts arising from recovery from the pandemic which continue to be managed using one off additional funding and from underspends;
- (3) noted the high level financial position as detailed in the report; and
- (4) noted that detailed monitoring reports would be submitted to the relevant Scrutiny Committees.

44. CAPITAL INVESTMENT PLAN UPDATE - PROJECTED OUTTURN 2022-23

The Committee considered a report by the Executive Director (Finance and Corporate Services) which provided a strategic financial overview of the Capital Investment Plan and the projected outturn for the 2022-23 financial year.

Decision

The Committee noted:-

- (1) the projected outturn position, that the level of financial risk appeared to be increasing and noted the mitigating actions for the major projects within the Capital Investment Plan;
- (2) that more detailed capital outturn reports for 2022-23 would be submitted to the relevant Scrutiny Committees of the Council; and
- (3) that budget variances would be managed by the appropriate Directorate in conjunction with the Investment Strategy Group.

45. HOUSING REVENUE ACCOUNT (HRA) CONSULTATIVE BUDGET 2023-24

The Committee considered a joint report by the Head of Housing Services and the Head of Finance to agree appropriate consultative rent options for 2023-24 to enable the Council to carry out its statutory duty to formally consult with Council tenants during December, 2022 and January, 2023. The outcome of the formal tenant consultation would be reported in the HRA budget report at the Council meeting in February, 2023.

Decision

The Committee:-

- (1) agreed to survey Council tenants around options for a rent increase in 2023-24 of 0%, 1%, 2% and 3% to also apply to charges for services, garage sites, lockups and temporary accommodation;
- (2)/

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- (2) noted that the outcome of the full tenant consultation would be reported to full Council in February, 2023;
- (3) noted the current HRA financial position, including the projected £6.627m shortfall for 2023-24;
- (4) noted the high level of financial risk the HRA was expected to be exposed to because of current pressures and assumed rental increases in 2023-24 and beyond;
- (5) noted that the HRA Business Plan Review was continuing with results to be reported to Council in February, 2023;
- (6) noted the balance of current HRA reserves as £7.005m; and
- (7) noted the legislative implications in relation to the Cost of Living (Tenant Protection) (Scotland) Act 2022.

46. DEVELOPMENT PLANNING AND POLICY

The Committee considered a report by the Head of Planning which updated members on changes to development planning and sought approval of the Fife Planning Obligations Framework Supplementary Guidance 2017 as a material consideration in the determination of planning applications.

Decision

The Committee:-

- (1) noted the information in the report describing current changes in planning legislation affecting statutory development planning; and
- (2) approved the published Planning Obligations Framework Guidance as a material consideration in determining planning applications.

Councillor Craig Walker left the meeting during consideration of the above item.

47. FIFE DEVELOPMENT PLAN SCHEME 12

The Committee considered a report by the Head of Planning which sought approval of the Fife Development Plan Scheme, 12th edition for publication and approval of future arrangements for subsequent editions of the scheme.

Decision

The Committee:-

- (1) approved the Fife Development Plan Scheme, 12th edition for publication, deposit and copying to Scottish Ministers (Appendix 1); and
- (2) agreed to delegate non-substantive edits to the Head of Planning.

Councillor Craig Walker re-joined the meeting during consideration of the above item.

48./

48. LEVEN RAILWAY BRIDGE WORKS - CAPITAL FUNDING

The Committee considered a report by the Head of Roads and Transportation Services which sought approval for the assurance of additional funding of £1.904m to allow the Leven Railway Bridge (Bawbee Bridge) contract to be signed with Network Rail and the works to commence.

Decision

The Committee agreed to approve additional funds of £1.904m to be funded from the Council's Future Construction Inflation budget.

49. CLIMATE CHANGE - PUBLIC BODIES DUTIES REPORT

The Committee considered a report by the Head of Planning which sought approval of Fife Council's annual submission of the Public Bodies (Climate Change) Duties Report for financial year 2021/22.

Decision

The Committee:-

- (1) approved the draft Public Bodies (Climate Change) Duties Report and instructed officers to submit this to the Scottish Government by 30th November, 2022;
- (2) noted the new reporting requirement to advise how the Council would align spending plans and use of resources to contribute to reducing carbon emissions as detailed in section 3d of the report; and
- (3) noted the availability of "Climate Knowhow" training for members.

50. REVIEW OF MOTHBALLING OF MILTON OF BALGONIE PRIMARY SCHOOL

The Committee considered a report by the Executive Director (Education and Children's Services) which responded to the decision of the Cabinet Committee of 22nd September, 2022 by outlining the legal position regarding the previous decision to mothball Milton of Balgonie Primary School and clarified the position regarding any previously approved planning applications within the Milton of Balgonie Primary School catchment area. The report also provided the detail of the August 2022 formal review of the mothballing of Milton of Balgonie Primary School.

Decision

The Committee:-

- (1) noted the terms of the report in respect of the matters that the Committee on 22nd September, 2022 asked to be addressed; those being the legal position regarding the previous decision to mothball Milton of Balgonie Primary School and clarification of any previously approved planning applications within the catchment area; and
- (2)/

- (2) agreed to continue with the existing mothballing arrangements for Milton of Balgonie Primary School;
- (3) agreed that, during the mothballing period, any children wishing to enroll at Milton of Balgonie Primary School would continue to be offered a place at Coaltown of Balgonie Primary School and provided with free transport if they met the distance criteria; and
- (4) noted that a further review of the mothballing by the Education Service was to take place in June, 2023, reporting the outcomes to the earliest available Committee thereafter.

51. EDUCATION AND CHILDREN'S SERVICES' MENTAL WELLBEING SUPPORTS AND SERVICES FOR SCHOOL-AGED CHILDREN AND YOUNG PEOPLE

The Committee considered a report by the Executive Director (Education and Children's Services) which responded to the Cabinet Committee's request of 22nd September, 2022 "to undertake an urgent rapid review of the Council's support for mental health, particularly for young people through schools and bring a report back to the Committee as soon as possible".

Decision

The Committee:-

- (1) noted the current context of Fife young people's mental health needs following on from the Covid-19 pandemic and at a time where many families were experiencing financial pressures;
- (2) noted the overview of the strategic approach and the key actions taken with regards to provision of mental health support for young people through schools and partnerships; and
- (3) noted the next steps as detailed in the report.

Councillor Craig Walker left the meeting following conclusion of the above item.

The meeting adjourned at 12.00 p.m. and reconvened at 12.15 p.m.

52. TREASURY MANAGEMENT ANNUAL REPORT 2021-22 AND UPDATE 2022-23

The Committee considered a report by the Executive Director (Finance and Corporate Services) which was prepared in accordance with the Chartered Institute of Public Finance and Accountancy (CIPFA) publication, Treasury Management in the Public Services - Code of Practice and Cross Sectorial Guidance Notes which had been adopted by the Policy and Co-ordination Committee on 12th April, 2018. The report provided an update against the Annual Treasury Policy and Investment Strategy for both the previous year and the current year to date.

Decision

The Committee noted the contents of the report.

53./

53. RETIREMENT OF CHIEF EXECUTIVE

The Committee considered a report by the Head of Human Resources which asked members to note that the Chief Executive had advised of his intention to retire in June 2023 and to outline the recruitment process for a new Chief Executive.

Decision

The Committee:-

- (1) agreed to initiate a recruitment exercise for a new Chief Executive with membership of the Appointments Sub-Committee as detailed in paragraph 2.5 of the report; and
- (2) noted that the Appointments Sub-Committee would agree the process for the recruitment exercise with the salary in line with nationally agreed rates.

54. DISPOSAL OF LAND AT, FIFE INTERCHANGE NORTH, SANDPIPER DRIVE, DUNFERMLINE

The Committee considered a report by the Head of Business and Employability Services and the Senior Manager, Property Services which sought approval to the disposal of land at Fife Interchange North, Dunfermline extending to 1.89 ha or thereby.

Decision

The Committee approved the disposal of land extending to 1.89ha at Fife Interchange North, Sandpiper Drive, Dunfermline on terms as set out in the report and otherwise all on terms to the satisfaction of the Head of Business and Employability Services and the Head of Legal Services.

Workforce Matters

Report by: Sharon McKenzie, Head of Human Resources

Wards Affected: N/A

Purpose

This report sets out key strategic workforce activities. It covers our workforce strategy and outlines our approach to workforce planning and our recruitment strategy. It presents proposals for future reporting on the progress against the success measures and actions of Our People Matter (our workforce strategy) and on actions identified through the corporate workforce planning process.

Recommendation(s)

Cabinet is asked to: -

1. consider and agree to the future reporting of Our People Matter, the Council's workforce strategy and Our People Plan, the Council's corporate workforce plan; and
2. endorse the approach outlined in the recruitment strategy.

Resource Implications

Delivery of the workforce strategy, the framework for workforce planning and the recruitment strategy are led by the HR Service.

Corporate actions, as set out within the OPM, will be delivered by HR and Directorates will be responsible for their actions. A recording and reporting process has been established, input to which is the responsibility of HR and individual Directorates (or Services) as appropriate.

Legal & Risk Implications

Effective strategies, resource capacity and consistent organisational buy-in are pre-requisites for effective service delivery. Without them there is a risk that the Council will not have the employees, future leaders and future skills it needs. Regular and effective workforce planning is key to mitigating these risks and CET has recognised the need to collectively monitor this risk and review mitigations as part of the Council's ongoing risk management mechanisms. Services are expected to monitor and report on their workforce risks via Service Performance reports.

Impact Assessment

An EqIA has not been completed and is not necessary because this report presents information and does not impact on any of the protected characteristics or our general duties. This will be kept under review as our strategies evolve.

Consultation

There is regular engagement with Trade Unions, CET and Council Leadership on Our People Matter and other key workforce matters.

1.0 Background

- 1.1 The Council's workforce strategy, Our People Matter (OPM), sets out our ambitions and our commitment to providing a supportive working environment in which employees can make an optimised contribution to service delivery. The strategy identifies priority themes, covered later in this report, and key outcomes setting out what each priority theme intends to deliver and how progress will be assessed against key success measures.
- 1.2 The strategy is supported by other key strategies, including an HR-led recruitment strategy, and by other activities including workforce planning, with our approach to workforce planning providing a framework for activities at both service level and corporate level.
- 1.3 There are inter-dependencies between Our People Matter (OPM), workforce planning and the recruitment strategy and an overview of the priorities of each is given below as context.
- 1.4 **Our People Matter**
- 1.4.1 Our People Matter (OPM) is our commitment to supporting Fife Council's workforce through a positive culture, good leadership, inclusive experiences, development opportunities and support for employee wellbeing. Aligned to support delivery of the Plan for Fife, the OPM is the 3-year workforce strategy for Fife Council, setting both corporate and Directorate expectations over this period. It is supported by a range of tools to help enable understanding, delivery, and recording/reporting.
- 1.5 **Workforce Planning**
- 1.5.1 The recent refresh of workforce planning provides an updated framework and suite of supporting tools, enabling managers in Services to identify, assess and define actions needed on workforce matters such as recruitment, retention, deployment, development, upskilling, reskilling, wellbeing and change, to meet current and future challenges. At a corporate level, a corporate workforce plan will be created, reflecting common themes and priorities identified through Service level activity and reflecting the priorities of Our People Matter, our workforce strategy.
- 1.6 **Recruitment Strategy**
- 1.6.1 Our recruitment strategy sets out our strategic objectives, current activities, aspirations, and any limitations affecting future actions. It is expected that the current recruitment strategy will evolve linked to workforce plans and talent management strategies, including redeployment or re-training, that could be tested and deployed to retain and recruit the workforce we need.

2.0 Our People Matter

- 2.1. Our previous Workforce Strategy 2016 – 2020 set out four key themes to help us deliver our ambitions. The themes focussed on: -
- engagement and empowerment,
 - skills and performance,
 - agility, flexibility, and responsiveness, and;
 - visible and inspiring leadership.

Work to refresh our strategy was delayed due to Covid.

- 2.2 Following a review of our 2016 – 2020 strategy, our learnings from Covid and with a focus on supporting delivery of the Plan for Fife, we undertook the development of an updated workforce strategy. To ensure organisational commitment, we engaged with managers across Directorates and with trade unions. The updated workforce strategy is different from the previous one in several key ways:
- It is driven by cross-organisational engagement,
 - It is concise and future focused,
 - It is linked to key organisational drivers, and
 - It demands specific actions at both corporate and Directorate level
- 2.3 In March 2022, the Reform Board was presented with Fife Council's workforce strategy 2022-2025 entitled Our People Matter (OPM). The OPM provides a framework for employees to be hired, managed and developed in ways which supports our organisation's long-term goals, supporting delivery of the Plan for Fife.
- 2.4 Our People Matter sets out a strong and clear commitment from the organisation to employees – holding itself accountable to those who deliver for Fife communities. We are proud of our workforce. It is their skills, knowledge, enthusiasm and dedication that enables us to deliver essential services to our communities. The OPM provides a call to action and, importantly, a single point of reference for our intentions in support of our people and supporting delivery of the Plan for Fife.
- 2.5 The OPM is attached as Appendix 1 and a short introductory [video](#) (<2 mins) is available to all through the intranet. It guides us in creating a supportive environment for all employees around 5 priority themes:
- Culture and behaviours
 - Leadership and management
 - Employee experience
 - Employee development
 - Safety and wellbeing
- 2.6 The workforce strategy's key outcomes, actions and measures have been aligned against a range of key strategic and operational priorities within the Council. These include:
- **The Plan for Fife** - the OPM helps our workforce to meet the aims of the Plan for Fife by providing a clear framework and guidance to support a positive culture, good leadership, inclusive experiences, development opportunities and support for employee wellbeing. Key actions within the OPM directly aligned to the P4F include delivering a community-led approach to leadership, working collaboratively with those in other Services, Directorates and other partners and practicing good conversations both within and out-with the organisation focussed on improving outcomes.
 - **Delivery of the digital strategy** - the OPM and our digital strategy both support the development of a digital workforce who are confident to operate new, digital ways of working to support flexibility and service delivery. Key actions within the OPM include ensuring the development of essential digital skills for all and empowering employees to act as digital champions.
 - **Development of future workstyles** - the OPM has a proactive focus on the flexible and efficient deployment of our resources through our approaches to recruitment, development and how we use our workplaces to support new and future workstyles. Key OPM actions include creating conditions which support a flexible workforce and promoting workforce flexibility opportunities.

2.7 Organisational Context

2.7.1 The Health and Social Care Partnership has a duty to create a 3-year Workforce Strategy for 2022-25, to be published on 30th November this year in line with national legislation and National Workforce Strategy guidance. The OPM will be a key associated document used to guide the creation of the Partnership's Strategy. We will continue to work with the Partnership to identify where the OPM can offer support within and around their strategy development work and delivery.

2.8 Implementation of OPM

2.8.1 It is recognised that one size does not fit all and some Directorates / Services are at different stages of readiness across the priority themes. It is acknowledged that some Directorates and Services are already delivering, in part or in full, some of the actions. During engagement sessions, two clear areas of feedback were provided: -

- Directorates require time to allow a proper process of implementation and support in embedding OPM, and
- support is needed to identify / record progress against the stated actions within OPM.

2.8.2 HR will work in partnership with Directorates to support implementation. This will ensure consistency of implementation in respect of the themes and outcomes of the strategy, while supporting a flexible approach that accommodates differences in local contexts and embedded planning approaches in different Services and Directorates. This will take place over the coming 12-18 months. HR will also continue to provide operational and specialist advice to aid Directorates in the delivery of workforce aims and actions.

2.8.3 The OPM is a three-year strategy which does not set defined delivery dates for individual actions. With this flexible approach, Directorates are encouraged to prioritise the actions to allow focus on key areas relevant to them, whilst ensuring full delivery within the overall timescale.

2.8.4 This flexible approach is supported by a recording and reporting process. A maturity model has been created for Directorate actions to ensure all areas are assessing progress on the same basis. The maturity level for each action will be recorded along with the priority level attached and future planned work. This feeds to a dashboard which displays the information in a simple and accessible format and creates an automatic action plan for use in tracking progress. Work is also underway to develop a database for recording and reporting on corporate actions.

2.8.5 A series of additional tools has also been created to support implementation:

- a short video and standard presentation for use by managers in introducing team members or colleagues to the OPM
- a template version of the OPM document which enables individual Directorates, Services or Teams to translate the corporate document into one which reflects their own words, approaches and initiatives whilst supporting delivery of the actions set out within the original document
- comprehensive OPM pages within the new intranet to include the document itself, guides, links to additional documents and tools
- longer-term we aim to share case studies, create learning opportunities, and provide access to workshop support for teams.

2.9 Governance

- 2.9.1 The Reform Board asked for strong accountability in delivering the strategy. To ensure the required accountability is met, HR will report annually to the Reform Board against the success measures and progress against both corporate and directorate actions set out within the OPM.
- 2.9.2 It is proposed that progress on the delivery of the OPM will also be reported annually to the Cabinet Committee.

2.10 Future Workstyles

- 2.10.1 Our workforce strategy encourages flexibility to ensure we can be proactive in deploying our resources effectively and efficiently. This includes how we use our workplaces to support new and future workstyles. As part of the distinct Future Workstyles project, five workstyles have been identified based on their location and time dependence; duties undertaken and equipment required, with each role in the Council allocated to one of the workstyles.
- 2.10.2 To further support this flexibility, we have developed and agreed principles for blended workers who are able to work remotely, taking account of employee voice and Trade Unions preferences expressed through consultation and survey work. 95% of employees who responded indicated a preference to work from home for all or some of their working time when asked in an initial employee survey and this has been borne out with the same percentage of the 2500 eligible employees formally opting into the principles of the blended workstyle which allow employees to work from home for at least 50% of their contracted hours.
- 2.10.3 We recognise that not all employees want to or are able to work from home and provisions within these flexibilities allow employees to work from Council offices for all their contracted hours. Provisions have also been enhanced for employees who work on a mobile basis with additional access to office accommodation being provided to allow them the choice to work from home or from Council accommodation when they are not with clients.
- 2.10.4 Recent engagement with Directorate Leadership Teams to seek feedback on the introduction of blended working has been positive and an employee survey aimed at employees eligible for blended working will be issued in December to gather more detailed feedback from employees on how this is working for them in practice. The results of the survey will be used, along with feedback from Services and Trade Unions, to further review and refine the principles of our workstyles.
- 2.10.5 As part of this work, we continue to explore and progress thinking on flexibilities for all other employee groups and current work with an external partner, Flexibility Works, focuses on low income and frontline roles.

3.0 Workforce Planning

- 3.1. Our current refresh of our approach to workforce planning, at both a service and a corporate level, stems from an understanding of the Council's needs at this time for a more straight-forward process and strengthened links with Our People Matter, our recruitment strategy, workforce youth investment, service change planning and community wealth building activities. In reviewing our approach, we have drawn on information and practice in other local authorities via our links through the Society of Personnel & Development (SPDS) and other professional associations.

- 3.2 Effective workforce planning should determine immediate staffing requirements and help to ensure that the future workforce is skilled, trained and deployed appropriately. Workforce planning provides a base of data and intelligence from which: -
- Capacity levels to best meet demand can be assessed
 - Response to financial pressures can be balanced and assessed against competing supply and demand pressures
 - Structural and role changes can be considered to optimise workforce deployment and flexibility
 - Relevant strategies for focused people development can be identified
- 3.3 This, in turn, will inform practices and strategies around: -
- Recruitment and selection
 - Retention planning
 - Talent management
 - Career planning
 - Learning and development
- 3.4 The expected benefits of effective workforce planning are: -
- Improved employee retention.
 - Improved work-life balance of employees.
 - Improved productivity and quality outputs.
- 3.5 Key to the success of workforce planning is a clear link to organisational goals and strategic plans.
- 3.6 At a practical level, our approach to workforce planning is designed to provide a flexible, relatable and value-added tool for Services to help them identify and progress actions to meet their challenges and will not duplicate or replace processes such as those in, for example, Health and Social Care or Education that are driven at a national level.
- 3.7 At a corporate level, a corporate workforce plan will reflect and seek to address common themes emerging from service level workforce planning activities, aligned with the priority themes and key outcomes of OPM.
- 3.8 The diagram below presents a summary of our refreshed approach to service level and corporate level workforce planning and shows workforce planning data as an important underpinning support tool, with activities structured over four phases:
- Phase 1 - Foundations to support Service Change Planning – from November 2022
- Phase 2 - Enabling People Plans at Service level - from January 2023
- Phase 3 - Creating the Corporate Workforce Plan - April 2023 onwards
- Phase 4 - Delivery and Monitoring - April 2023 onwards

Service Workforce Planning	Corporate Workforce Planning
<ul style="list-style-type: none"> • Builds on current practices, supplements rather than duplicates • Guidance and supporting tools, accessed through the intranet, covering natural sequence of workforce planning (Baseline, Supply, Demand, Gap Analysis, Action Plan, Deliver) • Sequence can be applied in its entirety or in part, depending upon starting point in Services • Can be used at a section/team/area/functional level or at a whole-Service level • Goal is the creation of a People Plan (output at Action Plan stage) that sets out actions to help drive change • Led by and owned by Services with support available from HR 	<ul style="list-style-type: none"> • Corporate Workforce Plan – called Our People Plan – is informed by both Our People Matter and themes identified from Service level workforce planning activities • Anticipated that corporate actions will capture outcomes related to wellbeing and learning and development, as well as removing “barriers” and identifying solutions to address recruitment challenges and workforce youth investment (WYI) activities • Led by HR, with governance from CET and elected members

Workforce Planning Data
<ul style="list-style-type: none"> • To support early service change plan considerations, a PowerBI tool of workforce profile data was created and shared*. This interim solution was well received • Work to create live, self-serve data functionality via Oracle Cloud is underway. This will provide workforce data as well as allow a degree of future modelling <p>* An illustrative screenshot is provided in Appendix 2.</p>

3.9 Our model also provides a platform from which other workforce management considerations naturally flow, such as talent management and succession planning activities. These activities allow us to identify and potentially grow future talent. It is anticipated that, informed by the first iteration of Service People Plans, work can commence in summer 2023 on such inter-related activities. Some aspects, however, have dependencies on existing HR procedures and practices and on developments in the functionality and future use of Oracle Cloud. These aspects may therefore require future consideration on resourcing, capacity and timing.

3.10 Service Change Planning

3.10.1 It is recognised that workforce planning does not sit in isolation. At a service level, aspects of workforce planning will both inform service change planning considerations (inputs) and aid delivery of outcomes and decisions arising from service change planning (outputs). Workforce planning and service change planning are not, however, to be conflated as they have different drivers and aims and different processes and purposes, but they are not exclusive.

3.10.2 As the Council enters further periods of financial planning and challenge, effective workforce planning at a service level becomes paramount, providing a solid foundation for understanding the profile, skills and ambitions of the current workforce, understanding the future pressures and what will be required of the workforce in future years and creating practical, proactive plans that deliver realistic outcomes. The workforce planning framework will help Services to understand their baseline, their supply and demand pressures and their future requirements and help to define actions that support service change planning considerations.

3.10.3 At a corporate level, broader considerations around financial challenges and strategic direction on corporate workforce change will be linked through the workforce strategy.

3.13 Oversight and Governance of Workforce Planning

3.13.1 The value that effective workforce planning can add, and the significant risks that ineffective workforce planning can create, make a level of oversight and governance an important consideration. Whilst ownership of Service-level workforce planning sits with each Service, a Directorate-level overview is important and will be achieved by discussion at Directorate leadership or management meetings at appropriate regular intervals.

3.13.2 For the corporate workforce plan, CET will have a role in the provision of oversight, achieved by annual review of our corporate objectives and our progress against those defined objectives.

3.13.3 It is also appropriate to consider the role elected members may have in governance of corporate workforce planning. With reference to the good practice guide produced by Audit Scotland [Scotland's public sector workforce - Good practice guide \(audit-scotland.gov.uk\)](https://www.audit-scotland.gov.uk/scotland-s-public-sector-workforce-good-practice-guide), the proposal is that elected members should be invited to comment on the expected objectives, aims and outcomes of the corporate workforce plan and monitor our progress via a report to Cabinet on an annual basis.

4.0 Recruitment Strategy

4.1 The Our People Matter workforce vision is for *"An engaged and empowered workforce who embrace new ways of working and are committed to making a difference. Our people have pride in their work, the council, and the communities of Fife."* It is therefore essential to recruit and retain employees who can help achieve this vision and deliver on goals.

4.2 A dynamic recruitment strategy is essential to respond to changes in the broader marketplace, service priorities and ensure the Council focuses on recruitment activities that will attract applicants and enable successful hires who can contribute positively to the vision and goals.

4.4 Any resourcing challenges and workforce planning considerations emerging from Service level People Plans mentioned in the section above will therefore continue to inform the corporate recruitment strategy. The recruitment strategy comprises five strands and a copy can be found in Appendix 3. The strands are:

- Attract
- Target
- Improve
- Retain
- Review

4.5 As with other UK organisations, including Scottish Councils, Fife Council faces resourcing challenges and HR plays a key role in enabling new approaches and providing professional support to services in response to them.

4.6 Some difficulties in attracting suitable applicants have existed for many years, especially in those areas where there has been a workforce expansion, or the location is geographically harder for some people to travel to. For instance, it has traditionally been harder to recruit to many roles, but especially care and catering and cleaning roles, in North East Fife.

- 4.7 The level of challenge has, however, increased post pandemic and so the effort to support recruitment has had to increase too. This can range from one-off help with promoting an advert to longer term work with services encompassing a range of activities designed around their needs. This situation is not unique to the Council and is caused by a range of factors such as shifts in the labour market and candidate expectations; changes to the world of work; people's health and life choices; and a reduction in the availability of migrant workers following the UK departure from the EU.
- 4.8 In 2019, the Council introduced a dedicated [fife.gov.uk jobs](https://fife.gov.uk/jobs) careers site to advertise vacancies and manage candidates. Employees can apply internally through this system and jobs can be published externally. Advertising can be supported by extra promotion on [social media](#) and where appropriate through additional coverage on MyJobScotland or other routes, such as professional journals.
- 4.9 The competition for talent means creativity and partnership working is required when attracting applicants to join Fife Council. It is no longer sufficient to 'post and pray;' there is a need to 'seek and sell' opportunities to potential applicants using a range of methods. Services are alert to this and there has been a surge in demand for this extra promotion on social media and, where appropriate, through additional coverage on MyJobScotland or other routes, such as professional journals.
- 4.10 There are things we must do as an employer in response to the current situation and these have been identified and are being actioned, piloted and/or considered corporately. Examples of this corporate activity include development of promotional information for use online and when attending career events in schools, colleges and job centres, showcasing existing employees to promote vacancies in a more personal way through "featured job," targeted use of employability programmes and bespoke career events in partnership with the Department of Work and Pensions (DWP).
- 4.11 As stated in para 4.7, HR is also engaging and action planning with services who have regular vacancies, with a focus on those that have high-volume recruitment such as social care and catering and cleaning.
- 4.12 More information on these activities, which range from partnership working with Employability, the DWP, schools, colleges and universities; to the creation of career pathways, targeted employability programmes and process improvements, can be found in Appendix 4.
- 4.13 Workforce Youth Investment**
- 4.13.1 The Workforce Youth Investment (WYI) fund of £1 million is an annual commitment to help those in the 16–24-year-old group gain and sustain employment by creating additional opportunities within the Council. The fund was established in 2013 and is an investment in our future workforce. It is used to support Services to create employment opportunities such as Modern and Graduate Apprenticeships, Traineeships and Graduate and Student placements, by funding the salary costs of those young people. These opportunities are aligned to workforce planning requirements, areas where young people are under-represented and where there is recognised hard to fill roles. Each year, we invite Services to bid for funding for opportunities where they can offer and support a young person. Services were asked to submit bids by end of November for the next financial year.
- 4.13.2 There is increasing demand for funding from Services. The WYI fund is limited to the number of opportunities that can be supported due to increased requests, increasing salary costs and commitments to continue funding for existing placements.

- 4.13.3 In 2022/23, the WYI fund supported 24 posts across a range of Modern Apprenticeships, Traineeships and Student Placements within Services including Housing, Civil Engineering, Outdoor Education, Customer Service, Planning, Pupil Support, Childcare, Business Support, Finance, Electoral Services, Procurement, HR and Social Care. In addition to the agreed bids from 2022/23, WYI is also currently funding approximately 31 employees undertaking a range of Modern Apprenticeships, Graduate Apprenticeships and Traineeships in engineering, security and compliance, software development, planning, estates, early years, social work, horticulture, communications and marketing, active schools, business support, sports development and paralegal.
- 4.13.4 Discussions are taking place with the Council's Employability team around what funding is available and what support can be given to young people who have completed employability programmes or funded placements within Fife Council to support them into either an appropriate WYI funded opportunity or suitable vacancies within Services.
- 4.13.5 Work is also ongoing with Developing Young Workforce colleagues within schools, supporting employment initiatives and attending career fairs to promote the different opportunities available and routes into employment within the Council.

4.14 Community Wealth Building

- 4.14.1 Community Wealth Building is a strategic priority, aligned to and supported by actions set out in the Plan for Fife, recovery and renewal priorities and local People and Place Leadership actions. At a corporate level, there is central co-ordination and collaborative working on actions such as, for example, increasing employment within the areas of highest social deprivation. Such activity aligns with priorities and principles in our recruitment strategy where, for example, HR is looking at alternative and creative recruitment interventions to our hard to fill and long-term vacant entry level positions to promote and provide employment opportunities to those most vulnerable to experiencing barriers to employment or in greatest need of employment to address poverty and inequality impacts.
- 4.14.2 At a service level, there may be local actions related to Community Wealth Building, such as creating capacity or upskilling staff for anti-poverty or welfare support or creating additional employment opportunities, or the uptake of initiatives on a pilot basis that are captured in Service workforce plans.

5.0 Conclusions and Next Steps

- 5.1 Successfully embedding and refining the separate but related key strategic workforce activities of Our People Matter, workforce planning and recruitment will be critical to service delivery in the coming years, particularly given the significant workforce challenges the Council faces.
- 5.2 HR will continue to lead on delivery of this and will provide professional support and monitoring. However, as with the OPM, CET is responsible for delivery.
- 5.3 In support of the above, an annual report will be provided to Cabinet to set out progress made against the success measures of Our People Matter and on actions identified through the corporate workforce planning process. This will allow elected members to offer governance on strategic workforce matters and to provide direction on future priorities.

List of Appendices

Appendix 1 – Our People Matter

Appendix 2 – Workforce Profile PowerBI Tool – Illustrative Data Screenshot

Appendix 3 – Recruitment Strategy

Appendix 4 – Recruitment Activities

Report Contacts:

Our People Matter

Ruth Brown

HR Lead Officer

Human Resources

Email – ruth.brown@fife.gov.uk

Recruitment Strategy

Nicola Harris

HR Lead Officer

Human Resources

Email – nicola.harris@fife.gov.uk

CWB/WYI

Linsey Gilmartin

HR Lead Officer

Human Resources

Email – linsey.gilmartin@fife.gov.uk

Workforce Planning

Lee Ryan

HR Business Partner

Human Resources

Email – lee.ryan@fife.gov.uk

Fife Council's Workforce Strategy 2022-2025

Our vision

An engaged and empowered workforce who embrace new ways of working and are committed to making a difference. Our people have pride in their work, the council and the communities of Fife.



Our Workforce

We are proud of our workforce. We recognise that our skills, knowledge, enthusiasm and dedication are what allow us to deliver our services. Our People Matter is our commitment to supporting Fife Council's workforce through a positive culture, good leadership, inclusive experiences, development opportunities and support for employee wellbeing. Making the Council a great place to work.

This document sets out the workforce strategy for Fife Council and provides guidance to Directorates, Services and Teams in making it real for all, in support of the overall aims. Our People Matter is focussed on the future, it recognises the very real resourcing challenges we face and is integrated with the Reform Agenda and the Digital Strategy, to deliver the Plan for Fife.



Our Future

The strategy acknowledges that the future is not certain as we move through a journey of recover > reform > thrive. Therefore it allows for flexibility to ensure we are constantly able to be proactive in deploying our resources effectively and efficiently. This will include how we use our workplaces to support new and future workstyles.

Fife Council's Digital Strategy identifies areas of focus for us as a digital council with the need for a digital workforce mindset (culture & behaviours) and practice (leadership, performance & skills). Our aspirations under mindset and practice support the development of a digital workforce who are confident to operate new, digital ways of working and service delivery.

Work is what you do, not where you do it.

How we work matters and we will be working digitally.

Our Priority Themes

How what we do, and how we do it, makes it feel around here.

Creating a great place to work through inclusion and engagement.



Resilient leaders and managers who empower and support the workforce and role-model positive behaviours.

Employees with the right skills and opportunities - now and for the future.

Health and safety matters and our people are at work and well.

Our Key Outcomes

Employee voice – employees feel they have a voice; we continue to build upon our positive and constructive relationship with our recognised trades unions.



Personal performance – employees understand what is expected of them, how they are performing and how to access support.



Learning & development – employees have the skills and knowledge to fulfil their role and the opportunities to develop for the future.



Health & safety – employees are safe whenever or wherever they are carrying out their role and H&S performance is reported to Scrutiny committee.



Recruitment & retention – employees are recruited and promoted who enable us to achieve our vision and deliver on our goals.



Attendance & wellbeing – employees are actively supported to remain in, or return to, the workplace.



Equalities – the Council understands its workforce better and it reflects the diversity of the local population.



Workforce flexibility – we continually explore new ways of working and the use of digital technology to support it.



Our Responsibility

Delivery of our workforce strategy is the responsibility of us all, as individuals, teams, Services and Directorates.

Corporate reporting against our success measures will be taken annually to the Reform Board.

Positive change starts with you

Our Actions Matter

Actions must be undertaken at both a Corporate and Directorate level to meet our outcomes and deliver for our workforce across the 5 priority themes.

Corporate Actions

Directorate Actions

Culture & Behaviours How what we do, and how we do it, makes it feel around here

- Clearly communicate our cultural aspirations.
- Set-out the mutual expectations of the Council and our workforce in our joint commitment to make a difference for the people of Fife
- Embed the How We Work Matters (HWWM) framework which describes how we are all expected to work
- Demonstrate how we treat people around here by putting in place people policies aligned with our cultural aspirations
- Managers drive improvement work to support local culture change.
- Each of us must role-model the KNOW, BE and DO of HWWM and challenge those who don't
- Apply people policies and procedures with fairness and regard to the specifics of individual situations

Leadership & Management Resilient leaders and managers who empower and support the workforce and role-model positive behaviours

- Create a shared understanding of self-leadership and support its practice at all levels
- Deliver a community-led approach to leadership to ensure our Fife communities are at the heart of what we do
- Create a shared understanding of what it means to have good conversations and provide support to develop individuals' skills
- Make easily available, specific leadership learning and development opportunities
- Empower people through a supportive and enabling approach to work and innovation
- Work collaboratively with those in other Services, Directorates, partners and community organisations
- Practice having good conversations and using coaching approaches. Strengthen these approaches within teams / Services
- Support leaders and managers to undertake all mandatory training available to them and create an environment in which to do more

Employee Experience Creating a great place to work through inclusion and engagement

- Regularly review pay & conditions strategies to ensure we are fair and fit for the future
- Attract a broad range of applicants to help diversify our workforce and create an organisation whose diversity reflects our Fife communities
- Create conditions which support a flexible workforce
- Deploy employee feedback tools to capture the employee voice
- Maintain a positive relationship with our recognised trades unions through direct engagement
- Recruit with the future in mind and try new approaches when jobs are hard to fill e.g. engage with HR about options such as WYI, Career Fairs, liaising with schools, colleges and universities, use of social media
- Promote workforce flexibility opportunities e.g. consider apprenticeships or traineeships, role design & development, access to flexible working
- Maximise employee participation in employee feedback tools, such as pulse and heartbeat surveys, and act on feedback
- Actively engage employees and Trade Union representatives from the early stages of decision making that directly affects them

Employee Development Employees with the right skills and opportunities now and for the future, working in a culture that enables learning & development

- Deploy a consolidated performance management model based on the approach of 'having good conversations'
- Deliver an accessible learning and development framework in support of How We Work Matters
- Deploy succession planning and talent management tools to enable Services to grow talent and fill future business critical roles
- Develop essential digital skills for all - no employee left behind
- Ensure all employees have regular performance and development conversations and the opportunity to have an annual development meeting
- Support employees to identify suitable development activities and facilitate access during working time wherever appropriate
- Use workforce and service planning approaches to set and deliver actions which ensure we meet future workforce needs
- Empower employees to act as digital champions to others

Safety & Wellbeing Working together to build a sustainable culture where health & safety matters and our people are at work and are well

- Health & Safety (H&S) governed through a single council wide governance structure backed by open, 2-way communications with directorates
- Manage risk by working to embed the health and safety management framework (HSMF) so services know 'How Good is My Health and Safety'. Share and standardise good practice
- Engage with Directorates, employees and partners to create a culture of safety compliance and care for others
- Aid employee wellbeing through the provision of work-life guidance and policies, information sign-posting and practical mental health support
- Maintain and periodically review Directorate H&S governance structure. Ensure active participation and reporting
- Use HSMF, other evidence and engagement with employees at H&S Forums to identify and prioritise issues and hot spots
- Take action to ensure safe and legally compliant practice
- Consider every change/budget reduction proposal for the long-term health, safety and wellbeing risk, including effective mitigation
- Ensure early wellbeing support through regular discussion with employees and the signposting of appropriate interventions / tools

Our Success Measures

Employee voice

Increasing uptake of pulse, heartbeat and other Service surveys. Improved scores in repeated pulses. Improved engagement index.



Personal performance

All employees understand what they need to achieve in their job. All employees have access to development opportunities which help them to do their job better.



Learning & development

Increasing completion of all personal mandatory learning. Increasing use of Council online learning opportunities.



Health & safety

Regular performance reporting to Corporate H&S Strategy Group by all Directorates. Annual H&S reporting to Scrutiny Committee undertaken by HR.



Recruitment & retention

Reduced employee turnover for those Services with >15% annual turnover. Increasing recruiting manager satisfaction.



Attendance & wellbeing

Improved attendance. Increasing employee awareness of available wellbeing supports.



Equalities

Improved employee diversity that better reflects that of our Fife communities. Increased workforce representation of young people (age 16-24).



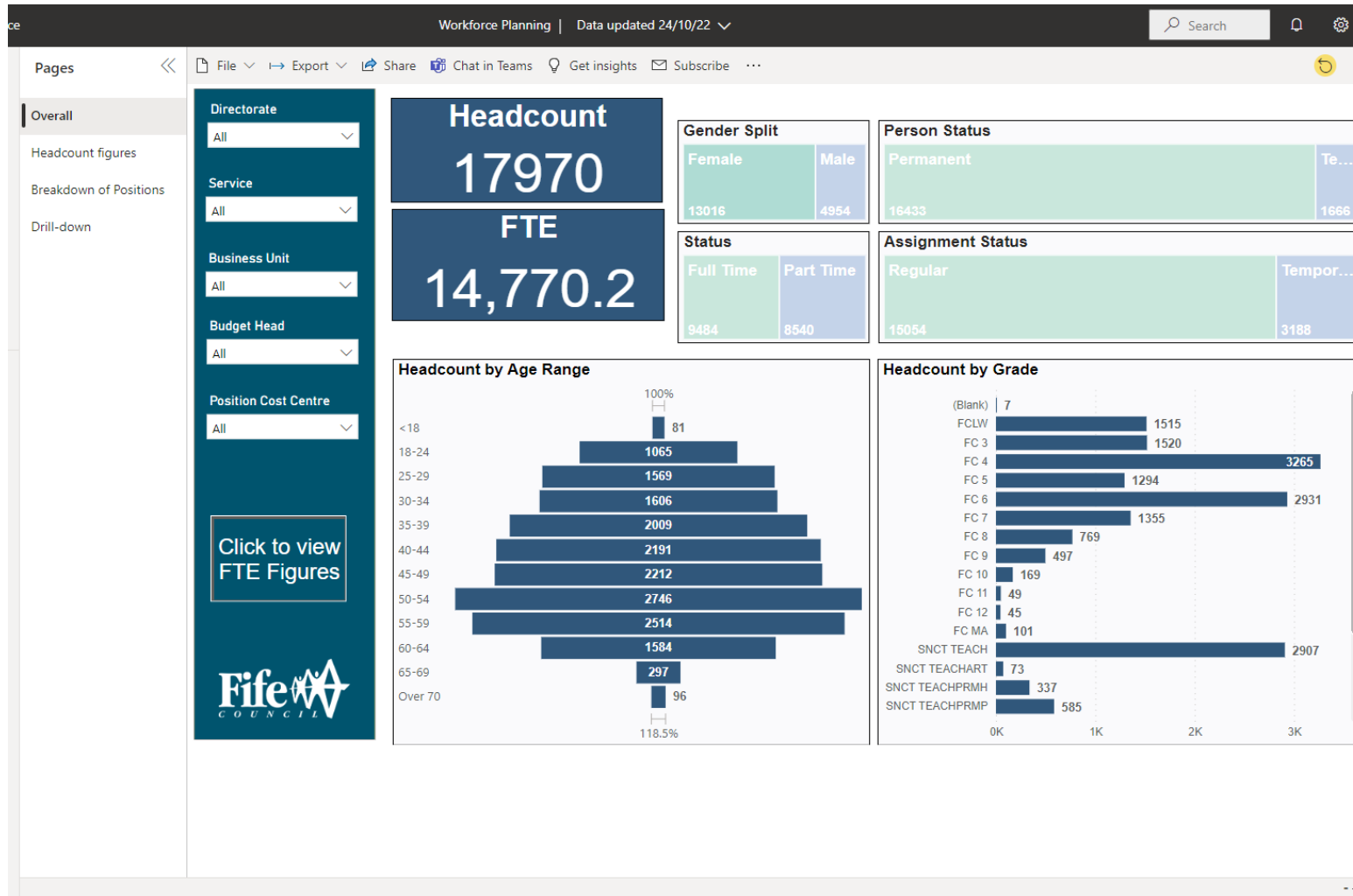
Workforce flexibility

Flexible workstyles accessible to employees in increasing numbers of roles. Increasing use of evolving approaches to recruitment.

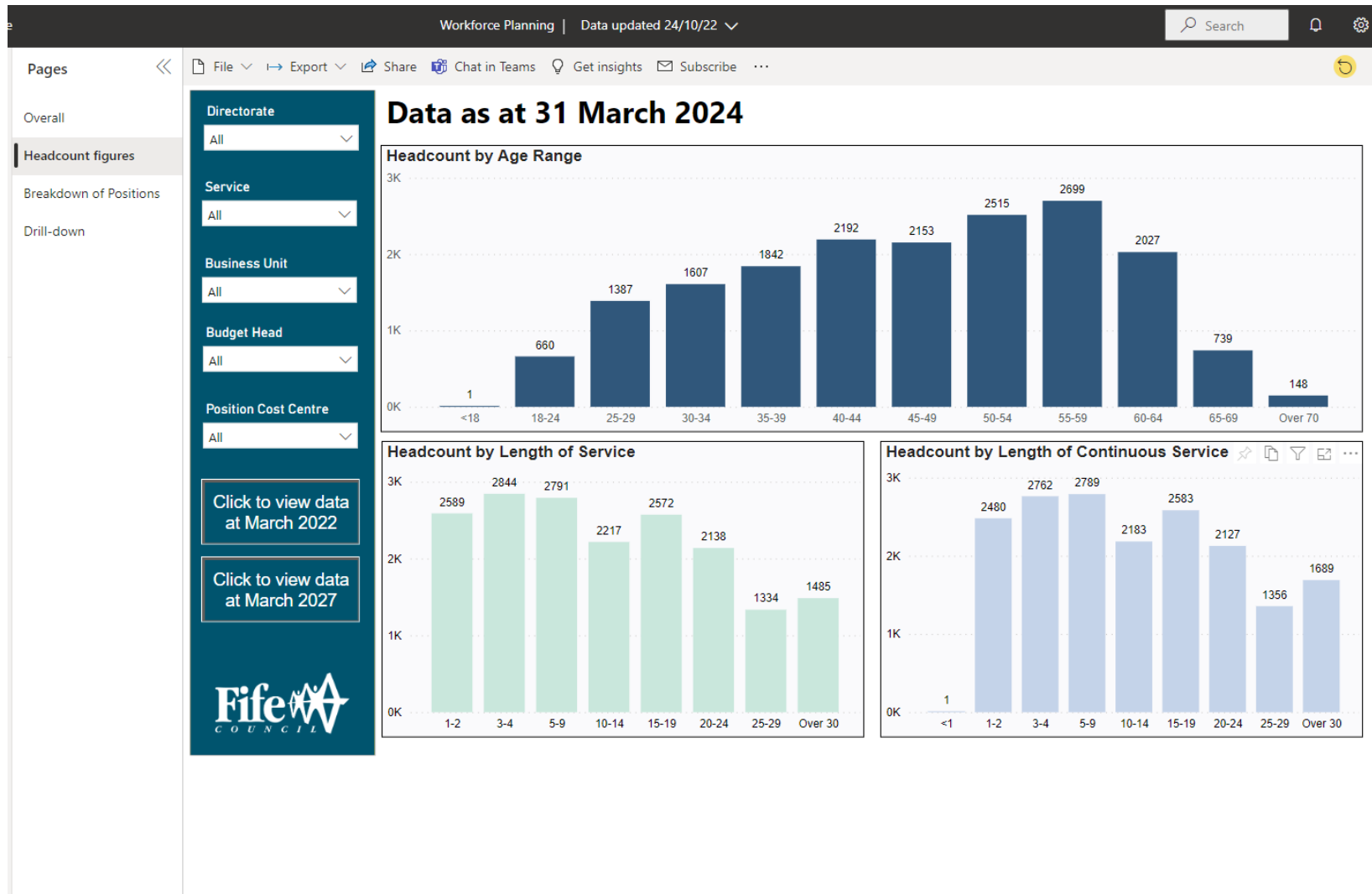


Appendix 2 – Workforce Profile PowerBI Tool – Illustrative Data Screenshot

Whole Council overview:



Example of forward projection – assumed workforce profile as at March 2024 (whole Council):



Example of drill down functionality – whole Council:



Appendix 3 – Our Recruitment Strategy & Plan

Includes current activities, aspirations and limitations

Overview Information				
Attract	Target	Improve	Retain	Review
<p>BRAND DEVELOPMENT & SOCIAL MEDIA ADVERTISING</p> <p>Develop ‘Fife Council Jobs’ branding, ensure it is visible and incorporates employees. Promote using a range of tools, both traditional and online and use as a basis for Oracle Career Site and Social Media advertising</p>	<p>PARTNERSHIP WORKING & TARGETED RECRUITMENT</p> <p>Ongoing engagement with range of partners to help build awareness of job vacancies, work areas and application process. Consider feedback, make changes to process where it is relevant to do so and possible.</p>	<p>ONGOING IMPROVEMENTS TO PROCESS</p> <p>Ongoing collaboration with services to review data, discuss concerns and agree improvement actions. Feedback received during discussions with services and partners considered by HR. Keep abreast of Oracle roadmap.</p>	<p>RETAIN THE RIGHT SKILLS IN THE RIGHT PLACE</p> <p>Respond to workforce planning concerns, formal change projects and high employee turnover to retain employees with the right skills and behaviours for the future.</p>	<p>ACTIVITIES AND APPROACH MUST ADD VALUE</p> <p>Review of data and feedback from services required to assess impact of activities and inform future direction. Assessment of budget information to ensure activities are cost effective and affordable.</p>

Current Activities				
Attract	Target	Improve	Retain	Review
<p>Promotion of brand using a range of methods:</p> <ul style="list-style-type: none"> • Career Site www.fife.gov.uk/jobs • Social Media @fifecounciljobs on Facebook • Promotional literature and banners used at events and venues • Council vans branding • Specific campaigns including Kingdom FM • Featured Job of the week for internal staff – tell your family and friends <p>Development of social media presence using branding; established a process for managers to request extra promotion; manually track applicant numbers to help inform responses to future requests:</p>	<p>Work with a range of partners including:</p> <ul style="list-style-type: none"> • Liaison with college, universities and schools, including attending career events, classroom visits with pupils and students and sharing vacancies. • Regularly attend job events with DWP awareness sessions with work coaches to share details of our career site and accept feedback. • Collaboration with employability service and third parties linked to Community Wealth Building. Pilot opportunities being considered for specific client groups • Communicating with Welfare support, DWP and others to find out more about barriers 	<p>Fife Centre for Equalities conducting a survey on our behalf about their recruitment and employment experience with Fife Council.</p> <p>Programme of meetings with service representatives re improvement activities, include:</p> <ul style="list-style-type: none"> • Advert Content – really sell the role so advert stands out • Career Site Content – development of career pages with job information, video case studies and links to relevant adverts • Campaign style advertising – minimise number of adverts / streamline process • Alternatives to recruitment – e.g., sometimes no requirement to 	<ul style="list-style-type: none"> • Review leaver data to identify retention concerns. Share with HRBPs to ensure these are explored and acted upon. • Offer redeployment opportunities to employees who are displaced because of workforce change projects or for health reasons. • Voluntary movement of staff to areas of critical need piloted with Team Fife, Community Testing and HSC priority programmes. • Take positive action to encourage retention, including promoting benefits to employees of working for Fife 	<ul style="list-style-type: none"> • Impact of social media and additional advertising tracked and reviewed in HR • Recruitment dashboard data collated for initial service discussions. Limited data, manual process. Candidate sources and outcome only. • Bespoke recruitment reports requested via Oracle team and specifications developed. Once ready, will be able to track recruitment metrics, including source of hire, diversity of applicants/hires, time to hire, applicants per hire • Report in development - can track where applicants say they saw advert • Actions agreed must be affordable and within

Current Activities				
Attract	Target	Improve	Retain	Review
<ul style="list-style-type: none"> • @fifecounciljobs on Facebook – 13,000 followers and counting! • @fcjobsofficial on Twitter - over 1000 followers • Post to Fife Council LinkedIn and Instagram on ad-hoc basis 	<p>being faced by their clients and available supports.</p>	<p>advertise, can return to talent pool if there are appointable candidates</p> <ul style="list-style-type: none"> • Service contacts for career events and other areas of improvement • Supporting Statement – remove/amend supporting statement for some roles <p>Refreshed e-learning for elected members involved in Chief Officer Recruitment has been developed and it is intended to develop a similar resource for all hiring managers.</p>	<p>Council; offering learning and development opportunities; and flexible working etc</p> <ul style="list-style-type: none"> • Policies and Procedures in place to enable voluntary redeployment from areas of reducing demand to shortage roles, or in response to corporate need. • Guidance in place around alternatives to recruitment as way to do things differently with existing employees where circumstances allow. 	<p>available budget – sometimes shared payment is required</p>

Aspirations & Limitations

Attract	Target	Improve	Retain	Review
<ul style="list-style-type: none"> • Use LinkedIn more regularly for some professional roles to assess impact. Trial with roles which currently seek promotion on myjobscotland. • Revisit the use of TikTok and Instagram with Comms Team • Add to pool employees who are the 'face of the council' on branding and seek their permission to share stories on social media to help promote vacancies. Try to include a diverse range of employees, including those in non-traditional roles • Promotion within available budget, including radio campaign and more vans 	<ul style="list-style-type: none"> • Raise awareness of supports available to people who can't afford to take up work. Consider whether anything further can be done. <p>Work towards having a more co-ordinated approach to sectoral career events.</p>	<ul style="list-style-type: none"> • More career pages so we have a 'hub' of information. Limited by scale of task and resource required, will impact timeframe. • Advert that highlight our Employee Value Proposition (EVP), our employee benefits that can help attract candidates, including supports available. • Replacement of supporting statement with an application question to simplify the process. Limited by lack of functionality on Oracle, • A simple feedback loop for managers and candidates – to be developed. • Explore Talent Pools – potential to allow managers to consider 	<ul style="list-style-type: none"> • Once People Planning is better embedded, deploy succession planning with more focussed effort on developing people for future roles or linked to People Planning. • Supporting HR systems, policies and processes explored and developed. Leadership support and ownership sought. • When offering redeployment, aspire to proactively move from surplus to shortage areas. • Ability to redeploy proactively is limited by lack of corporate system. • Current approach is manual, resource 	<ul style="list-style-type: none"> • Ability to track success has been limited by lack of reporting information. Once reports are available, process will be less manual, more information will be available, and we will be able to assess the impact of initiatives and plan for the best use of available budget. <p>No timescale for bespoke recruitment reports, development has not started</p>

Aspirations & Limitations

Attract	Target	Improve	Retain	Review
<p>Encourage potential applicants to sign up for Job Alerts / join our community.</p>		<p>previous applicants for roles but limited understanding of system capability and resource to progress.</p> <ul style="list-style-type: none"> • Clear instructions for hiring managers who are onboarding a candidate. <p>Corporate system for supply workers – current approach is fragmented in areas</p>	<p>intensive and only allows small scale, reactive redeployment.</p> <ul style="list-style-type: none"> • Limited scope to offer voluntary redeployment corporately due to system limitations and resource implications. • Ability to redeploy from shortage to surplus roles limited by qualification gaps and/or pay differentials. • Lessons from mobilisation - ability to redeploy limited by the age profile, needs and expectations of the workforce. 	

Cabinet Committee December 2022 Recruitment Strategy & Plan



ATTRACT

brand development & social media advertising, develop branding, promote using a range of tools both traditional and online



TARGET

partnership working & targeted recruitment - engagement with range of partners to help build awareness of job vacancies, work areas and application process



IMPROVE

ongoing improvements to process - ongoing collaboration with services to review data, discuss concerns and agree improvement actions



RETAIN

retain the right skills in the right place - respond to workforce planning concerns, formal change projects and high employee turnover to retain employees



REVIEW

activities and approach must add value - review of data and feedback, assessment of budget information



- Corporate Challenges
- Leavers by Directorate
- New Starts by Directorate
- Corporate - Work so far
- Corporate - Successes
- Corporate – Next Steps
- Service Specific Challenges
- Communities overview
- Education & Children’s Services overview
- Enterprise & Environment overview
- Health & Social Care Partnership overview
- Finance & Corporate Services overview
- Social Work – covering Children’s Services and HSCP overview

Corporate Challenges

National recruitment challenges and competition for talent

Links to EU departure & legacy of COVID-19 pandemic, Candidate driven job market, Increasing challenge evident across many service areas, Related reduction in student numbers in some sectors

Ability to track the impact of our work is limited by lack of reporting.

Visibility to potential applicants is restricted by 'spam like' website address for career site.

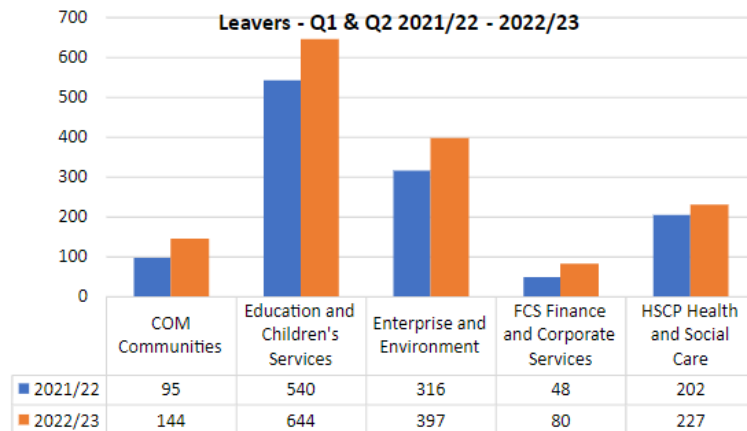
Must target diverse applicants to our roles. Employees, including those in non-traditional roles, will be asked to promote opportunities.

System limitations impacts on application process. In lieu of a standard question, applicants are asked to upload a supporting statement. This complicates process.

Ageing workforce profile - high number of retirements and resignations heightens the recruitment challenges being faced. See next slide for snapshot info.

Leavers by Directorate Q1 & Q2 2021/22 – 2022/23

DIRECTORATE	Q1&Q2 2021/22(April – September)	Q1&Q2 2022/23 (April – September)	Grand Total
COM Communities	95	144	239
Education and Children's Services	540	644	1184
Enterprise and Environment	316	397	713
FCS Finance and Corporate Services	48	80	128
HSCP Health and Social Care	202	227	429
Grand Total	1201	1492	2693

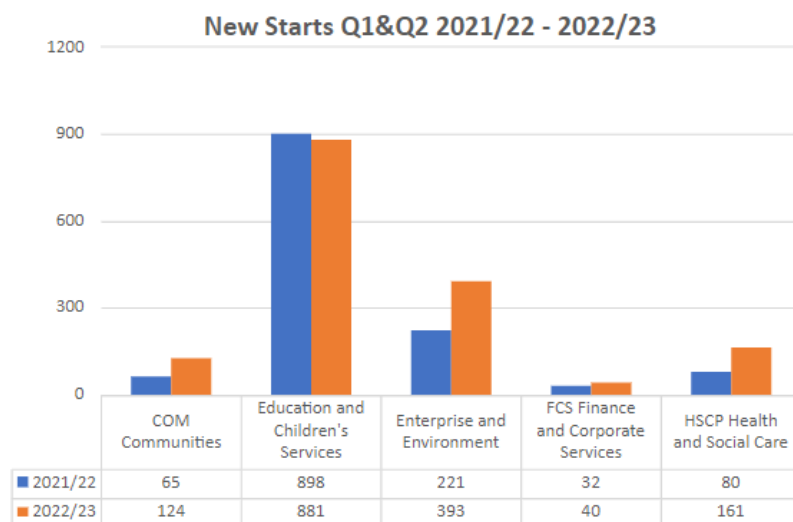


***"Resigned" is where the manager hasn't selected/captured another reason for leaving the organisation.

TOP 3 REASONS BY DIRECTORATE	Q1 & Q2 2021/22	Q1 & Q2 2022/23	Grand Total
COM Communities			
01 Resigned*	62	89	151
02 Retired	17	23	40
03 End of Temporary Contract/Fixed Term Contract	7	27	34
Education and Children's Services			
01 Resigned*	274	313	587
02 Retired	115	133	248
03 End of Temporary Contract/Fixed Term Contract	107	110	217
Enterprise and Environment			
01 Resigned*	172	214	386
02 Retired	65	78	143
03 End of Temporary Contract/Fixed Term Contract	29	45	74
FCS Finance and Corporate Services			
01 Resigned*	22	33	55
02 Retired	10	25	35
03 End of Temporary Contract/Fixed Term Contract	8	15	23
HSCP Health and Social Care			
01 Resigned*	121	146	267
02 Retired	46	43	89
Dismissal - Capability (Permanent Ill-Health)	12	11	23
Grand Total	1067	1305	

New Starts by Directorate- Q1 and Q2 2021/22 – 2022/23

DIRECTORATE	Q1&Q2 2021/22 (April – September)	Q1&Q2 2022/23 (April – September)	Grand Total
COM Communities	65	124	189
Education and Children's Services	898	881	1779
Enterprise and Environment	221	393	614
FCS Finance and Corporate Services	32	40	72
HSCP Health and Social Care	80	161	241
Grand Total	1296	1599	3694



New Starts and Leavers – Key Observations

Data excludes internal hires. New starts to Fife Council only. Note this data comparison is for Q1 and Q2 across 2021/22 and 2022/23.

- In 22/23 the number of leavers increased from 1201-1492. There were more leavers in ALL Directorates than in the previous year.
- The number of resignations increased in all Directorates in 22/23 and the number of retirements also increased in all but HSCP. In HSCP the number of retirements only fell by 3.
- 197 people left Fife Council (excluding HSCP) at the end of a temporary contract in 22/3. This increased from 151 in 21/22. Figures are particularly high in Education + Children's Services and Enterprise and Environment.
- 1599 people started working with Fife Council as new starts in 22/23. This is 303 more than in 21/22.
- There is alignment between the number of leavers and new starts in both years. The number of new starts to Fife Council exceeds the number of leavers by approximately 100 in each period.
- The number of new starts increased significantly in Communities, Enterprise and Environment and HSCP. There was a slight increase in Finance and Corporate Services and the number of new staff in Education and Children's Services fell slightly by 17 to 881.

Corporate Work so far...

- Refreshed and promoted Fife Council Jobs branding – promoted on Social Media, Career Site, publications, council vans and other bespoke advertising.
- Established a process for services to request extra vacancy promotion
- Partnered with Kingdom FM to promote selected job vacancies in late 2021 and early 2022
- Impact of social media and additional advertising tracked manually to help inform responses to future requests
- Introduced 'Featured Jobs of the Week' on [Council Intranet](#) to promote vacancies to internal workforce and ask them to share with family and friends
- Engaged with a range of partners - College, Universities, Schools, DWP, Employability Service, Princes Trust, Fife Gingerbread, Fife Centre for Equalities, Welfare Support and third parties to target a wider pool of applicants.
- Provided posters for Community Job Clubs, Job Centres and content for Fife Centre for Equalities website to increase awareness of Fife Council Jobs career site
- Met with DWP job coaches to demonstrate our career site so they can better support their clients
- Regular engagement with service representatives to agree improvement activities – include advert content, career pages on our site, campaign style advertising, alternatives to recruitment and joint attendance at career events
- Explored barriers to recruitment and sought feedback to help make applying for jobs simpler. Fife Centre for Equalities survey on recruitment with Fife Council will provide extra feedback for consideration.
- Refreshed e-learning for elected members involved in Chief Officer Recruitment, hiring manager version planned
- Developed Alternatives to Recruitment guidance and encourage services to consider before full recruitment when appropriate, eg return to a candidate pool is someone is appointable.

Featured jobs

See all



Job of the Week - Supply Clerical Assistant

They say every day's a school day and that could be true...

28 October



Job of the week - Link Workers de-stress the community

Link Life Fife is a much-needed service run by a friendly...

6 October



Featured job: Savoy Sports Pavilion Caretaker/Cleaner

The caretaker/cleaner is the most important person in...

15 September



Job of the week: Catering Assistant

With cash-strapped households everywhere, it's never...

30 August

Your new career is closer than you think!

Fife Council has a wide range of jobs available right now at:

www.fife.gov.uk/jobs

Corporate Successes



@fifecounciljobs on Facebook –
14,000 followers and counting!



@fcjobsofficial on Twitter
- over 1000 followers



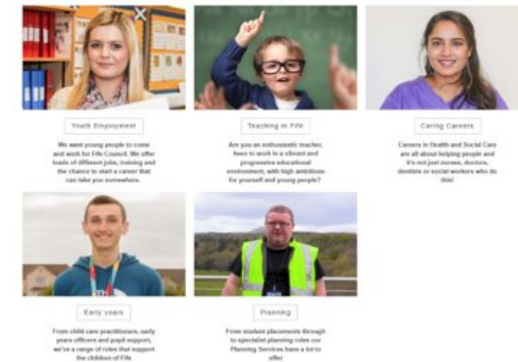
@Use of LinkedIn and
Instagram on ad-hoc basis

- Job adverts now include November 2022 pay increase, SSSC and PVG fee waivers - selling point for entry level roles & positive action to encourage retention
- More service specific Career Pages on www.fife.gov.uk/jobs and more pages are being developed now!
- In 2022/23, Workforce Youth Investment (WYI) has funded 24 posts across a range of Modern Apprenticeships, Traineeships and Student Placements
- Employability opportunities are being offered through Fife Job Contract (FJC) aligned to the Young Person's Guarantee (YPG), No One Left Behind and Fife Council employability initiatives
- Processed more successful applicants in 2022 overall than in 2019. This indicates that our approach is working despite challenges being faced
- Access to the "Our..." community pages on the Fife Council Jobs [social media pages](#) – we now share our job vacancies with relevant community groups
- Kickstart Scheme placed 51 under 25 year olds into 6-month placements with Fife Council. 23 young people stayed within us after their placement
- Supported our Developing Young Workforce (DYW) colleagues in schools. This allowed us to promote the different employment opportunities and routes into working with the Council
- Some services report improvements in applicant numbers
- High level of engagement in some Services - Social Work and Facilities Management
- 50% increase in requests for supplementary advertising in 2022. 62% of supplementary adverts received 5+ applicants (51% in 2021) indicating that we are reaching more potential applicants.
- More partnership working, both external and internal to Fife Council, enabling us to trial more targeted approaches when recruiting.



Corporate Next Steps...

- Work in partnership with Communications Team colleagues to develop a Digital First campaign approach for 2023. Focus on high volume recruitment with extra promotion for Job Alerts and Employee Benefits.
- Further develop the use of social media platforms – LinkedIn, Snapchat etc.
- Continue to develop our career site – more dedicated career landing pages - Social Work and Facilities Management
- Services will soon be invited to bid for 2023/24 WYI funding
- Trial use of Featured Jobs approach on social media
- Article in Winter 2022 edition of 'Down Your Neighbourhoods' promoting career site to 30,000 council tenants
- Actively seek to attract more Afghan and Ukrainian refugees to our roles
- Identifying opportunities to run pre-employment programmes in areas where we are struggling to fill vacancies (CWB)
- Explore possible Employability pathway for Housing Tenants to Employment – Community Wealth Building (CWB)
- Consider potential pathway for school leavers who have completed a Foundation Apprenticeship
- Improve impact analysis of activities once bespoke recruitment reports are developed by BTS colleagues
- Continue working with services on improvement activities to reduce the number of hard to fill vacancies
- Work with BTS colleagues to improve visibility of career site – updated URL on search engines is a priority
- Sign up as a Local Authority to Young Person's Guarantee - provide young people with meaningful and sustainable job opportunities



Service Specific Challenges

Communities - Housing statutory changes & Afghan/Ukrainian resettlement increased demand – refocussed & added roles. College courses cancelled in Community Education - low student numbers impacted pipeline of talent. Contact centre vacancies attracting low numbers of applicants.

Education & Children's Services – National shortage secondary teachers - Maths, English, Home Ec, CDT & Computing. Social Workers/Teachers compete for talent and concerns re number & quality of applicants. Part time Childcare Practitioners and Pupil Support roles- hard to fill.

Enterprise and Environment – National Shortages with HGV Drivers, Technical Officers, Planners, Environmental Health, Trading Standards. Many roles in this sector have a salary difference with private sector – high numbers of leavers in Assets Transportation & Environment. Lots of unfilled Catering & Cleaning part time vacancies. Licence qualification a barrier for some roles.

Finance and Corporate - BTS believe struggle to attract IT professionals is attributed to salaries in private sector. High turnover in transactional roles

HSCP – High level of vacancies in front line roles. Concerns over winter heightened due to staff absences and turnover. Recruitment fills gaps, does not add capacity. Social Care college courses cancelled due to low demand. Impact on placements and pipeline of talent

Communities

- Community Education & Youth Work
 - Review job adverts to better sell the job and benefits
 - Request additional advertising where required
 - Consider featured job of the week
 - Engage with college and universities
 - Service to develop a dedicated landing page on career site & leaflets to help promote vacancies
 - Adopted a grow your own approach using WYI funding to recruit Trainee Community Education Worker and MA Youth Workers
- WYI funded posts within Outdoor Education and Active Fife
- Customer Services
 - Provided supplementary advertising when they advertised for contact centre in 2023. Included an internal Featured Job
 - Follow up meeting requested to discuss dedicated landing page on career site
 - College partnership
 - Improved job adverts including campaign approach to advertising
 - No bulk recruitment planned currently but we will continue to support when required

We are also developing links with Housing Service and Welfare Support to help promote www.fife.gov.uk/jobs to their clients!



Education & Children's Services

- **Secondary Teaching**
 - National difficulties recruiting to shortage subjects in secondary sector
 - Education posting secondary job vacancies to myjobscotland. Impact being tracked to ensure advertising on this platform is cost effective
 - Await nomination of Education reps to form a recruitment working group with HR to discuss, agree and progress how the Service can better promote teaching in Fife to attract more candidates
- Primary recruitment is currently stable
- **Childcare Practitioners**
 - Social media promotion of vacancies continues to help fill posts.
 - Engagement with Fife College and DYW
 - Service able to offer flexibility around hours of work
 - Established Modern Apprenticeship programme
 - Dedicated landing page on our career site developed. Promotional leaflets being developed to share at career fairs.
- **Early Years/Pupil Support**
 - Improvements being made to dedicated landing page to help promote childcare roles

Social Workers in Children and Families and Criminal Justice service – see separate slide

Childcare Services do not expect a high number of Childcare Practitioner vacancies within the service by the end of 2022. Social Work are reporting an increase in applicants but still have concerns about the quality.



The poster features a yellow background with a faint illustration of three stylized human figures holding hands. The text is centered and reads: 'We're Hiring!' in a large, bold, white font. Below it, 'Childcare Practitioner' is written in a slightly smaller, bold, white font. Underneath that, the salary range '£19,672.46 - £22,018.89 (Pro-Rata)' is displayed in a smaller white font. At the bottom, a red horizontal band contains the slogan 'Your new career is closer than you think!' in white, followed by the Fife Council logo.

Enterprise & Environment

Facilities Management – Working proactively to increase applicant numbers. Examples - targeted job event at Fife Gingerbread, College/school engagement, Cottage Centre event, employee benefits promotion in adverts, attends career fairs, supporting statement removal/replacement

Facilities Management are also developing a dedicated page on career site with promotional videos and working with employability services to set up Academies to seek to increase employment opportunities.

Planning – Working closely with Universities and Fife College to address national shortage. Developed excellent promotional information for career site

WYI funded posts in Service areas including Planning, Estates, Property Services and Civil Engineering in recognition of ageing workforce

Adopting a Grown your Own Strategy for areas with national shortages such as Trading Standards Officer, Environmental Health and Building Standards

Nationally, we face a shortage of Environmental Health Officers, with fewer graduates than required. In 2022, we advertised on 3 occasions and managed to make 2 appointments. We promoted widely using our career site, social media and myjobscotland



Health and Social Care Partnership



CONTEXT INCLUDING WINTER PRESSURES

Social Care is a shortage area locally and nationally
Affects all parts of sector – Public, Private and Third/Independent

Temporary Health and Care visa introduced by Home Office due to difficulties
PVG scheme membership for Social Care roles being waived until spring 2023
SSSC membership for local government part of pay award in 2022

Less interest in Social Care roles and falling student numbers
Lots of college courses being cancelled due to lack of students.

'Winter Pressures' concern as sector already struggling due to high absence and turnover rates. Currently recruiting to replace and not to build capacity.

PROACTIVE RESPONSE TO WINTER PRESSURES & STAFFING

Range of measures specifically being considered and/or introduced:

1. Digital Campaign on multiple Social Media platforms 'Be a Winter Hero'
2. STV Campaign seeking more staff for sector
3. Promotion of PVG and SSSC fee waivers in adverts
4. Dedicated Social Care Career Fair hosted by Glenrothes Job Centre on 1st December 2022
5. Consideration to building a rolling employability programme for Social Care
6. Contacting recent leavers about short term work over winter
7. Prince's Trust 'Get Started in Health & Social Care' course in connection with Fife College with link to Home Care roles
8. Distribution of leaflets to care homes across Fife promoting roles in Home Care

The service have also been:

- Attending Career Fairs and networking with Colleges & Universities
- Redesigning their adverts to include benefits of working with us
- Building a dedicated landing page at www.fife.gov.uk/jobs/caring
- Developing a Modern Apprenticeship Programme for Care Assistants and Home Carers
- Considering removing the supporting statement for entry level roles.

Finance & Corporate Services

- **Business Support**
 - Job Advert reviewed to include benefits and really sell the job
 - Campaign style adopted to help increase applicant pool – service reported increase in applicants following campaign and actions
- **BTS**
 - Increased level of turnover (loss of talent to external buoyant market) has led to an increased volume of recruitment
 - Slow to attract number and calibre of candidates; some positions re-advertised = additional pressures on managers and other staff
- WYI funded posts in Service areas including Legal & Democratic Services, Electoral Services, Health & Safety, Procurement, Business Support and BTS.

The extra promotional work for Business Support did help increase the number of applicants in business support. We are available to offer support for future campaigns.

We're Hiring!

Business Support Assistants

£20,460.86 - £21,681.00

Your new career is closer than you think! 

Social Work – Children & Families/HSCP

- Ongoing discussion with Services to raise profile of Social Work in Fife.
- Key activities include:
 - Review and update Job adverts
 - Social media, myjobscotland and other promotion as required
 - Dedicated landing page on our career site being developed including video case study of an employee
 - Engage with Scottish Universities to promote vacancies
 - Target Newly Qualified Social Workers
 - Attend relevant Career Fairs

As similar difficulties are being reported in Children and Families and Health and Social Care Partnership, a similar approach is being taken. To date, some increase in applicant number is being reported but there are still concerns about quality of applications.



Children and Families' Strategy 2022-2025

Report by: Carrie Lindsay - Executive Director, Children and Families

Wards Affected: All Wards

Purpose

This report reviews the Children and Families Strategy, 'Belonging to Fife' and recognises what has been achieved to date.

The report outlines next steps in our strategy referred to as 'Belonging to Fife (2)'.

Recommendations

- to approve next steps in the children and families' strategy, B2F(2), which includes, investment in additional staffing from the existing service budget,
- to approve in principle the progression of Barnardo's Gap Homes, to improve young people's transitions to independence and provide a revenue saving to the Council
- to note the test of change work around Community Social Work.

Resource Implications

Implementation of the B2F (2) strategy is affordable within the existing service budget. It will involve a budget re-alignment in the region of £1.5 million, using capacity in the High-Cost Placement budget to fund the increase in Social Work staff as outlined in the report.

In addition, once the Barnardo's Gap Homes are fully established it is estimated that by commissioning this service at a cost in the region of £1.2m per annum, that further savings could be generated in the region of £3m, a potential net saving of £1.8m. This will be tested in the business case that is currently being developed.

The necessary budget realignments will be actioned in the budget process for 2023/24.

Legal & Risk Implications

The implementation of the three-year strategy maintains the Council's legal obligations to supporting vulnerable children and helps to minimise risk of poorer outcomes for vulnerable children and young people.

Impact Assessment

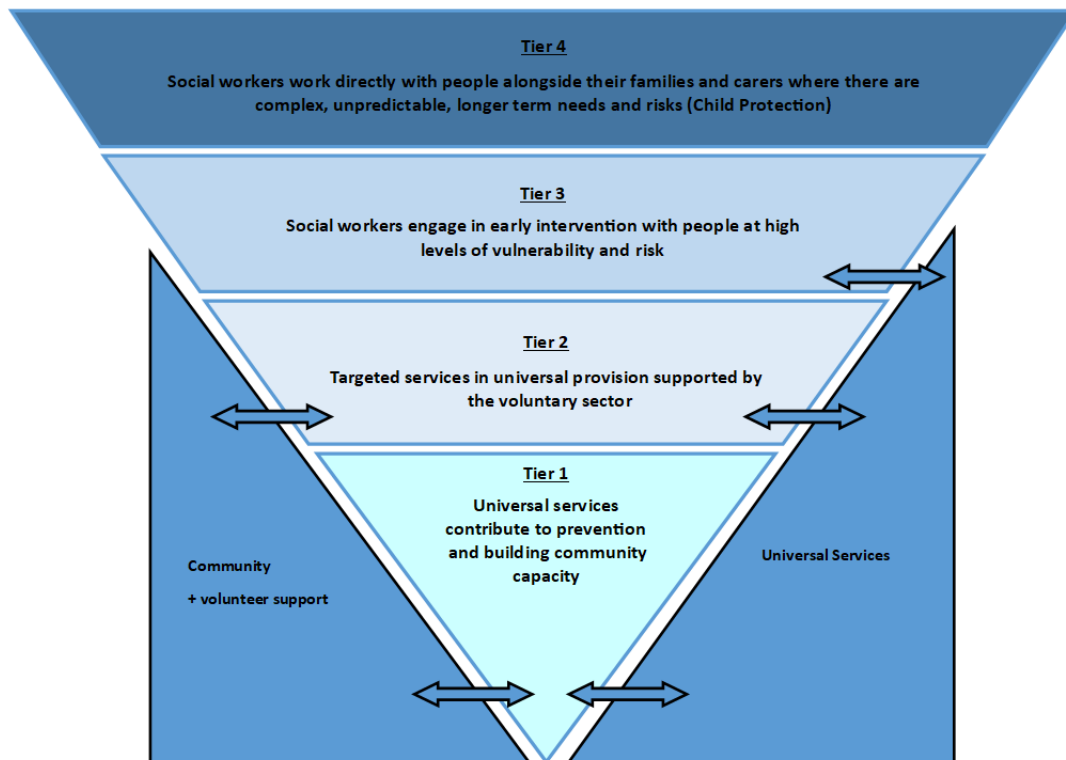
The implementation of the strategy continues to be focussed towards meeting the needs of the most vulnerable children and families in Fife.

Consultation

None.

1.0 Background

- 1.1 The Children and Families strategy, Belonging to Fife (B2F) is coming towards the end of its first phase and is now evolving into B2F (2)
- 1.2 The focus of the B2F strategy was on reducing service overspend through:
 - shifting the balance of care
 - reducing unit care costs -in relation to HCRP (High-cost residential placements)
 - service redesign and
 - achieving savings through 3rd sector commissioning.
- 1.3 The initial success of B2F, exceeded our original ambition and expectations, with the reduction in the balance of care being the key deliverable.
- 1.4 First stage service redesign allowed resources to be dedicated to expediting children and young people's plans to return home /or supporting them to remain in Fife.
- 1.5 Increased resources in staffing and provision of Fife residential care, fostering, kinship and supported lodgings extended support to families and allowed more children and young people, who could not live with their families, to stay within their own community in Fife.
- 1.6 Residential care dedicated to short term crisis support reaffirmed the central focus on 'family' and has changed culture and practice, working with families through whatever difficulty is faced.
- 1.7 Alongside this, external investment was secured from:
 - the National House project, supporting young people who are care experienced into their own tenancies. This is a joint project with Children and Families and Housing colleagues. (£0.165m one year funding -which has translated into permanent posts)
 - The Promise -to develop a model around Community Social work and Embrace - Fife.com, working alongside the care experienced community and kinship carers (£0.200m one year funding -which has translated into permanent posts)
 - The Promise –to recruit people with care experience into lead posts (£0.100m one year -to translate into permanent posts)
 - The Promise -to better understand and meet the support needs of parents whose babies are placed for adoption (£0.50m one year funding - no ongoing funding required -will lead to service redesign).
- 1.8 Our ambition to be best in Scotland, is being achieved through:
 - a significant reduction in the numbers of care experienced young people in High-Cost Residential Placements (HCRP)
 - an increase in Kinship placementswhich have improved overall outcomes against national trends. **See Appendix 1**
- 1.9 Children and families social work traditionally operates in the higher end of service provision, positioned within additional intensive levels, Tier 3 and Tier 4, often referred to as intensive support.



- 1.10 As such, it is reliant on the effectiveness of a range of community-based services and supports through universal and additional support (Tiers 2 and 3), to meet need through early intervention/prevention approaches and divert from high-cost /statutory interventions.
- 1.11 In line with early service redesign the Family Support Service (FSS) was re-positioned into additional provision, Tier 3. The re commissioning of contracted third sector services ensured a range of intensive services were re positioned into early additional Tier 2, offering a consistent Fife wide provision, sitting above the universal services of education and health.
- 1.12 Although families' pathways through services aren't this linear, the model affords a more structured pathway, in line with GIRFEC. It also affords better opportunity to evidence impact and spend. We should begin to see the impact of this, improving outcomes and diverting families from more intensive statutory resources (the overall aim) within the next year.
- 1.13 This approach has been augmented recently by Scottish Government investment into communities, through the Whole Family Wellbeing Fund (WFWF). These monies have been allocated to Children's Services Planning Partnerships, and are based on the principles of The Promise, seeking to secure a greater focus on partnership early intervention and prevention. The first phase of WFW funding is to better support children who have need to come into care and those identified as on the edge of care. All of this aligns with B2F and the Plan4Fife.
- 1.14 The profile of care in Fife has changed significantly, in line with the achievements of B2F. We need to ensure our strategy, approach and resources adapt accordingly. The table below reflects the profile of social work across the last 5 years.

Total Open Involvements

	Total Open cases	Section22 (Vol)	No of care experienced ch/yp	Ch/yp - names on CPR	Pending cases
31/03/2017	3454	1997	1297	160	357
31/03/2018	3248	1870	1211	167	565
31/03/2019	3081	1748	1164	169	513
31/03/2020	2756	1590	1005	161	232
29/03/2021	3093	2096	847	150	278
31/03/2022	3181	2268	778	135	477

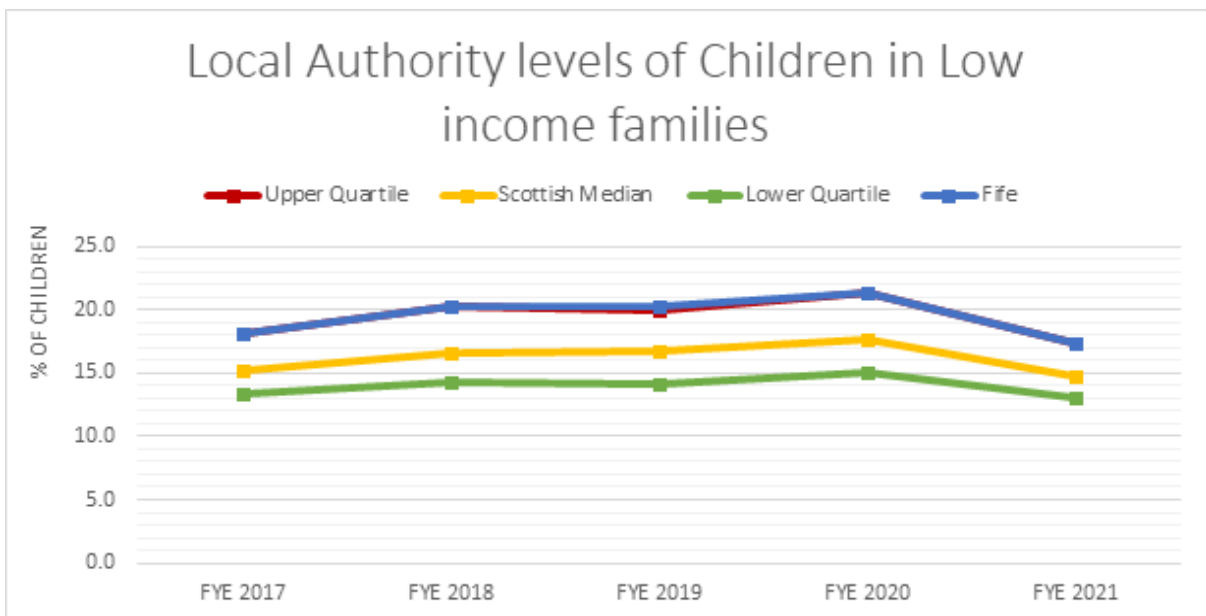
The data indicates an increase in work undertaken in 2021 and 2022 and it should be noted that the data in these 2 years is inclusive of the redesigned Family Support Service

The number of 'pending' cases remains an area of concern and reflects the lack of substantive staff within front line teams. It is reassuring that all of these children and young people have had an initial assessment, however demand continually exceeds capacity. The pending case list can be doubled when contact centre business is added.

- 1.15 Our revised position means that of the 3000 children and young people we are supporting at any one time (approximate), less than 1 % are placed in HCRP , and at time of writing, we have 18 children in HCRP, (9 of whom are out with the geography of Fife).
- 1.16 Our work has focused on children and young people who are classed on the 'edge of care' (2200 ch/yp), being supported through a range of family arrangements within additional/intensive support, Tiers 3 and 4 .
- 1.17 As of Aug 22, Fife had 772 children and young people identified as care experienced and 133 children whose names were on the child protection register and subject to a protection plan. These figures are subject to change.

Poverty and current context

- 1.18 Poverty and its impact is known to be one of the biggest contributors to children and young people needing care and protection.
- 1.19 Levels of child poverty in Fife are higher than the Scottish average. Fife is close to the upper quartile for this measure amongst Scotland's 32 local authorities. Poverty in Fife had been on an increasing trend prior to the Covid pandemic, rising from 18.2% in 2017 to 21.3% in 2020.



- 1.20 It is difficult to assess trends in the data since the start of the Covid pandemic, as this affected the completeness and quality of data. There is also significant uncertainty about future trends in poverty levels, as it will take time to understand the long-term impact of the pandemic.
- 1.21 Scottish Government policy changes to help reduce child poverty levels were predicted to reduce the pressures on child poverty across Scotland (as set out in the second Tackling Child Poverty Delivery Plan – published in March 22). However, the analysis underpinning these predictions pre-date the currently anticipated scale of the cost of living and energy cost crises.
- 1.22 Without significant mitigation, these crises are likely to lead to a significant additional stress on household finances, particularly for the poorest and most vulnerable. There is a significant risk of increased referrals to social work services and increases in children and young people requiring intensive supports for the duration of the cost-of-living crisis, which many economists expect to last for a period of at least 2 years.

The Social Work Workforce

- 1.23 Social work practice is relationship based and to be effective social workers need the time to build relationships with children, young people, and families, most of whom present in crises and at risk.
- 1.24 The current case load of social workers across Fife is capped at a maximum 25 but on average workers hold 20 cases. This has been enabled due to first phase investment monies and the reconfiguring of the service, uploading resources into front facing area teams.
- 1.25 Fife can evidence an approximate 80/20 split in social work tasks, with competing demands between professional administrative/case management tasks (80%) versus direct work with individual children and young people (20%). This is evidenced through SWIFT and is comparable with national research.
- 1.26 Best practice supports a 60/40 split, and the B2F (2) strategy aims to meet this 60/40 split as a standard. This can be achieved by either, FTE SW's working with a maximum of 15 children/young people, separating out some of the professional tasks to increase capacity, or reducing the numbers of families referred to the service.

- 1.27 Staff are committed to B2F (2) and the principles of The Promise. Both are clear in the expectation that children and young people should be enabled to remain in their own homes and communities. However, this has increased the levels of complexity, risk and vulnerability within families/the community that workers support. This increase has had an adverse impact on the emotional and physical well-being of staff. This has been most pronounced across residential and locality-based area teams, requiring increased support and supervision. This takes time and a culture that values staff and understands their operating context.
- 1.28 Workload pressure is further impacted by changing demographics, the geography of Fife, the working environment (which has changed dramatically in response to lockdown), workload pressures in partner resources, poverty and significantly reduced business support. This all reflects the national picture.
- 1.29 Other service pressures are:
- The service has 31 vacancies made up of maternity, absence and vacant posts.
 - The service supports over 400 children and young people, through the duty service. All have had an initial assessment and are being supported by a duty response , waiting for a fuller assessment.
 - The service receives nearly 1000 social work referrals each month, (this has been steadily increasing and is expected to rise further). The majority coming in labelled as a 'Notification of Concern', demanding an immediate child protection response/assessment.
 - A small number of young people meeting the criteria for consideration of 'secure care' and requiring significant staffing resource.
- 1.30 These issues have been addressed by;
- reconfiguring the staffing structure
 - front loading services to deal with initial referral demands
 - developing a SW qualification pathway for SWAs.
 - introducing quality assurance posts
 - training and development around leadership
 - introducing a revised social work referral form
- 1.31 The service has worked hard not to employ agency staff, and will continue to do so, and the objective is to build in sufficient tolerance to manage the impact of longer-term vacancies and absence.
- 1.32 Fife reflects the national picture as set out in 'Setting the Bar' Social Work Scotland 2022. This report identifies 'a challenge with social work retention and recruitment, a reduction of business support by a third, an increase in the complexity and volume of the policy landscape and interconnected factors which leads to reduced work quality, excessive hours worked, reduced wellbeing and people leaving'.
- 1.33 The 2019 'Demand for Social Workers' report highlighted an increase of 20% in the proportion of social workers aged over 55 and therefore approaching retirement age; with 19.2% of the workforce falling into this age band (up from 15.5% in 2010).
- 1.34 Social work relies on the supply of social worker graduates each year, with approximately 500 graduating in Scotland in 2019. The number of completions from qualifying social work courses fell for five years in succession between 2013 and 2018.
- 1.35 Within six years, 75% remain registered as either NQSWs or social workers, meaning 1 in 4 have left the profession.

- 1.36 Within this external context we need to ensure Fife is attractive and seen as the best place to work, offering a range of professional routes into social work to meet ever changing need.
- 1.37 Whilst we recognise that salary entry grades into social work in Fife are one of the lowest out of the 32 Local Authorities, the progression rates are comparable. However, progression requires completion of post qualifying awards and these senior posts which match national pay scales are limited. Our continuing focus is more about pathways in, diversity of task and support and supervision.

2.0 Belonging to Fife (2)

- 2.1 We are now moving into the next phase of our Strategy being referred to as B2F(2). This holds the same strategic intent, that all children and young people should be enabled and have the right to live within their own families and communities, and we are committed to ensuring we have the social work resource in Fife to achieve this. These principles are explicit within our collective responsibilities as 'corporate parents' and in line with The Promise. This needs to be a sustainable offer that continues to improve outcomes for children, young people, and families.
- 2.2 Implementation of the B2F (2) strategy is affordable within the existing service budget. It will involve a budget re-alignment in the region of £1.5 million, using capacity in the High-Cost Placement budget to fund the increase in Social Work staff /capacity required.
- 2.3 Our next steps in B2F(2) are to;
- invest further across the workforce to meet existing demands, increasing social work numbers (comparable to 37FTE, to meet requirements of Setting the Bar)
 - grow our own social workers -extending the pathway into social work training
 - reduce social work caseloads to 15 ch/yp per FTE worker
 - apply the 60/40 split -increasing direct work time as standard
 - maintain the profile of care, ensuring children and young people can remain with their own families
 - reduce referrals to the SW contact centre by 30%, through improved and more effective partnership community working over 3 years,
 - reduce the numbers of allocated cases by 30% over 3 years -reducing the numbers SW open cases.
- 2.4 Over the next three years there will be further change across senior and middle management due to age and stage of the workforce. This will allow critical review of the management structure, to consider the balance between management and front-line roles in context of wider public and Fife Council reform and intended developments around the National Care Service.

Barnardo's Gap Homes - Belonging to Fife (2)

- 2.5 The Joint Children's Services Inspection 2019, recommended that Fife developed its accommodation options for young people leaving residential care, to improve transitions into independence and positive destinations.
- 2.6 This fits with the B2F (2) strategy, supporting young people to live within their own communities.

- 2.7 Barnardo's Gap Homes is a proposal being progressed as a key partnership between Fife Council, Housing, Social Work and Barnardo's. Its aim is to provide care experienced young people their own flat within a self-contained, purpose-built house; built, owned and operated by Barnardo's. These homes will be built on vacant land, identified as a gap site, that is commercially non-viable. The plan is for identified land to be subject to a long lease.
- 2.8 The proposal is in the early scoping phase, the first 6 months of a 12–24-month delivery cycle through scoping to young people moving in.
- 2.9 Gap Homes will provide young people with the most complex needs support to move from high cost and highly structured residential care environments, into a supported tenancy that is fitted with all the essential equipment. This tenancy would be for a two-year period with young people then supported into their own accommodation.
- 2.10 Whilst increasing accommodation options and supporting better outcomes, this project would also provide a revenue saving to the Council, being at significantly less cost than both the residential and purchased foster care arrangements within which these young people are currently accommodated. If fully implemented the Gap Homes proposal is anticipated to provide an annual revenue saving to the Council of £1.8m. This will be achieved by commissioning this service at a cost in the region of £1.2m per annum and generating savings in the region of £3m. This will be tested in the business case that is currently being developed.
- 2.11 This provision would meet Fife's obligations under continuing care legislation, to provide care and accommodation to care experienced young people up until the age of 26 years.
- 2.12 Due to the bespoke nature of the proposed accommodation, there is opportunity to offer tenancies and associated support to people with a range of additional needs, for example young people with complex needs moving through to independence, young parents as an alternative to 'care', and potentially unaccompanied asylum-seeking children aged 16 plus to avoid the need for residential care.
- 2.13 The intent is to present a further report to Cabinet, to consider the development in further detail, including identified land, and to seek the required approval of the powers under the Disposal of Land by Local Authorities (Scotland) Regulations 2010 being applied.

Community Social Work

- 2.14 A Community Social Work pilot is being undertaken with The Putting People First project in Kirkcaldy.
- 2.15 Initial indications show this team is supporting a cohort of people in the community that are either 'not visible' to services (despite high levels of need and vulnerability), don't meet required thresholds or are in receipt of several services, that are reported as fragmented. This can incur significant collective cost, contributes to poorer outcomes, or presents more intensive demand at a later date.
- 2.16 The Community Social Work contribution to this pilot is key. The naming convention gives the wrong impression. Community Social Work (CSW) is not a service in the traditional sense of the word. Community Social Workers work alongside individuals, families, and communities, often socially isolated and excluded, based on consent, to build family and community capacity and enable change.

- 2.17 Community social workers operate outside of the statutory care and associated regulatory and scrutiny frameworks which means their operating split is more 90% direct work and 10 % administration. It is this distinct difference, alongside the locus of the role, that provides greater value. CSW performance measures are to increase family and community assets, improve social connectedness, community safeguarding and improve collective health, well-being and economic advantage. The impact to be qualified by people who have lived experience in the community, as opposed professional scrutiny bodies.
- 2.18 It is without doubt that the achievements of B2F , in changing the profile of care, have enabled us to innovate in this way. Community Social Work, is not a replacement for traditional statutory social work. Both require investment and a skilled and value-based workforce. However, CSW, if invested and augmented with partnership provision, could provide a reduction in the need for statutory supports.
- 2.19 This CSW provision works across all age groups and community situations, seeing people in the context of their families and the communities they live, providing a wider support perspective. It connects to the wide and diverse range of services and supports already in place across Fife. As such there are strong links across the HSCP, the Wells, Communities, and other Directorates.
- 2.20 The current CSW team is small and dedicated to an area of Kirkcaldy. The intent is to extend the pilot into another area and to consider how community social work could fit into the wider placed based developments across communities, in line with Plan4Fife.
- 2.21 The B2F(2) Strategy builds on what has already been achieved. It needs to increase the range of interventions, to be sustainable in terms of supporting children and young people to remain in their own homes and communities, diverting the need for alternative care. The profile and balance of care needs to be sustained.
- 2.22 This will also benefit from investment in the Barnardo's Gap Homes project, which will yield a saving to the Council. Additionally, promoting the Community Social Work Model will assist in building resilience in young people and their families/communities and effect change, which in turn will assist in managing the demands on the service budget.
- 2.23 All of the approaches outlined in this report in terms of advancing the Belonging to Fife (2) Strategy can be accommodated within the current Children and Families Service revenue budget. Some realignment of resource will be required, for example to reflect a reduction in purchased care costs and an increase in staffing, and these realignments will be reflected as required as the Strategy progresses.

3.0 Conclusions

- 3.1 Children and Families Social work is at a critical stage in terms of future strategy.
- 3.2 It has worked through the pandemic and expedited children's plans to be cared for safely within their own families and remain in Fife wherever possible to do so.
- 3.3 It has undertaken first stage service redesign, investing in community and family resources and staffing.
- 3.4 The workforce remains very lean, and sustainability will be key going forward. The last 2 years of the pandemic is not a reliable forecast of future need or workforce requirement.
- 3.5 Belonging to Fife has successfully changed the profile of care and increased local operational demands.

- 3.6 B2F (2) aligns with local and national agendas around public service reform, place-based provision, The Promise and wider Scottish Government funding, with a focus on tackling poverty, economic recovery, earlier intervention and prevention.

List of Appendices

1. LGBF- comparable to Fife

Report Contact

Kathy Henwood
Head of Education and Children's Services
Fife House, North Street, Glenrothes
Telephone: 03451 55 55 55 + VOIP Number **441189**
Email: kathy.henwood@fife.gov.uk

Trends in Placement types per 10000 (aged 0-17)

Year	Total LAC		In Residential Placement		At Home with parents		With friends / relatives		With foster carers provided by LA		With purchased foster carers or other community placements	
	Fife	Scotland	Fife	Scotland	Fife	Scotland	Fife	Scotland	Fife	Scotland	Fife	Scotland
2017	130.7	144.6	17.6	14.6	24.3	36.6	24.0	40.2	32.5	34.1	32.3	19.2
2018	130.5	141.5	18.2	14.7	24.7	36.8	23.2	39.6	31.2	33.6	33.3	16.8
2019	129.8	138.6	18.6	14.1	22.9	34.7	25.3	40.6	28.7	32.4	34.3	16.9
2020	127.7	140.8	13.1	14.0	23.1	34.7	31.5	43.4	30.0	32.3	30.0	16.4
2021	113.9	129.3	7.2	12.5	18.8	27.9	30.9	42.9	32.2	30.8	24.7	15.1

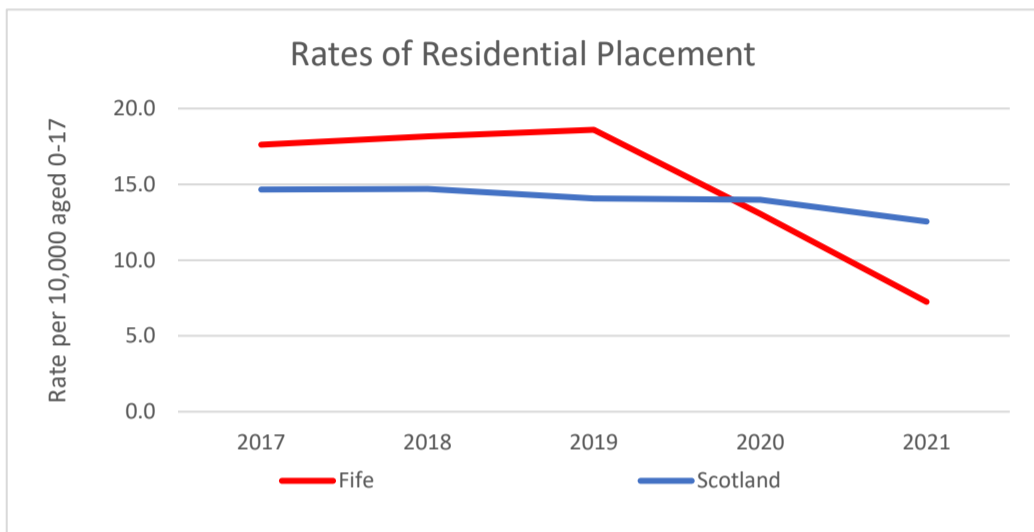
Note: Figures as at 31st July in each year

Sources Number of LAC <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2020-21/documents/>

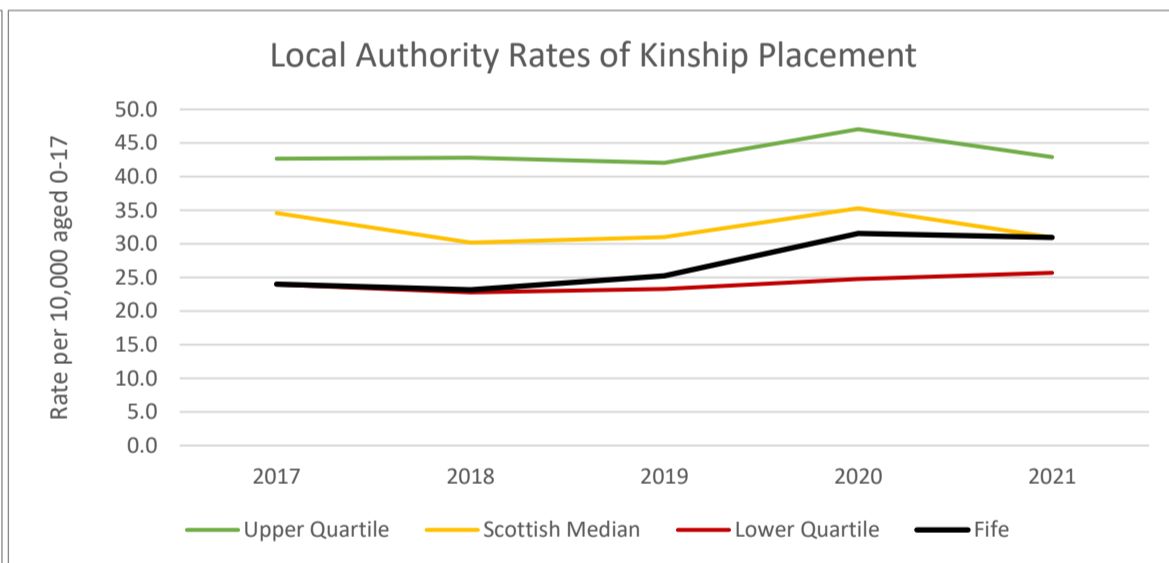
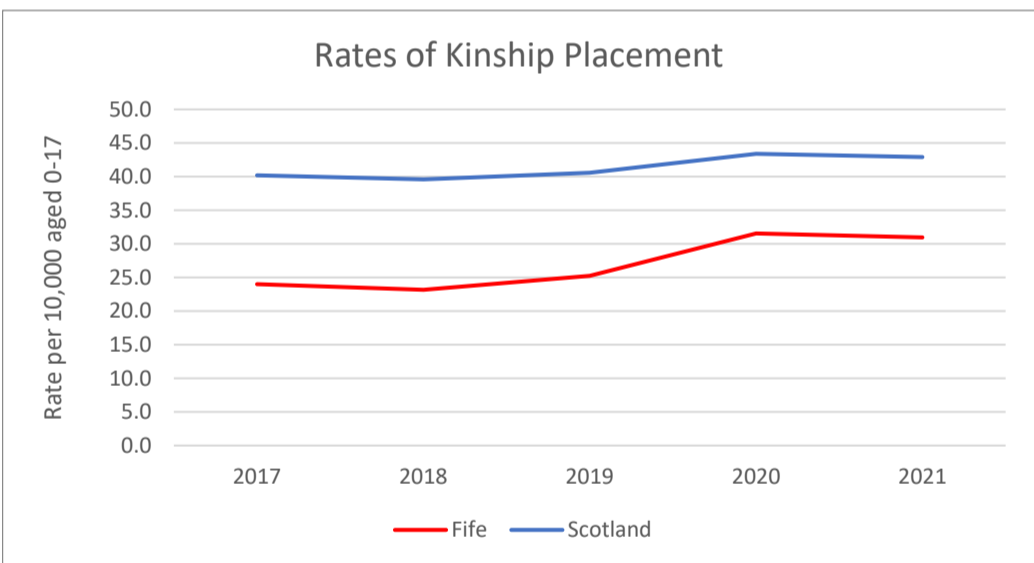
Number of Children Aged 0-17 <https://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-estimates/mid-year-population-estimates/p>

Residential Placements

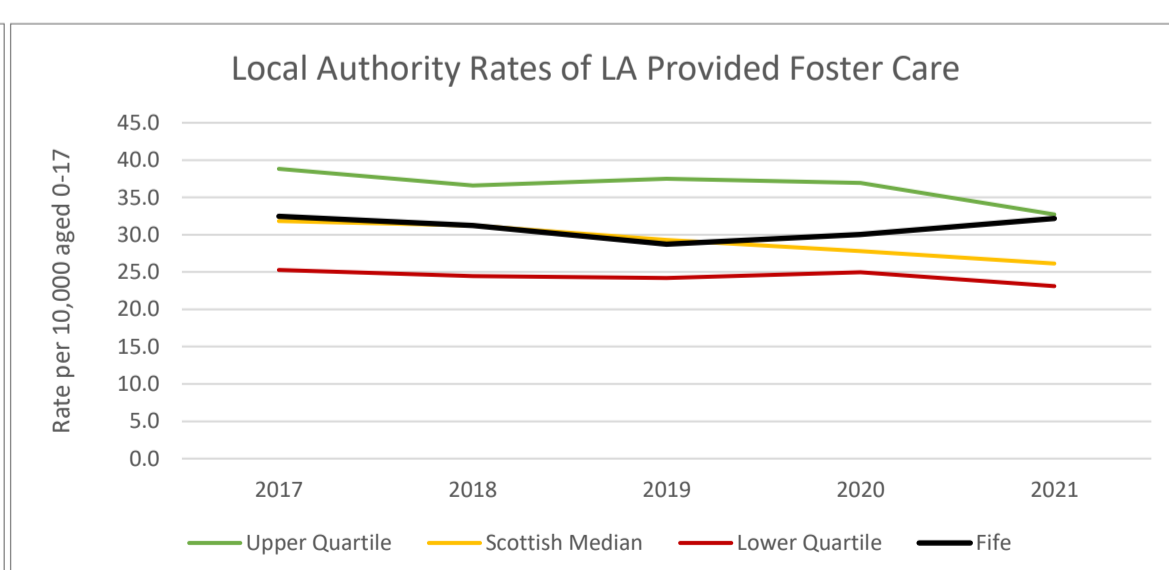
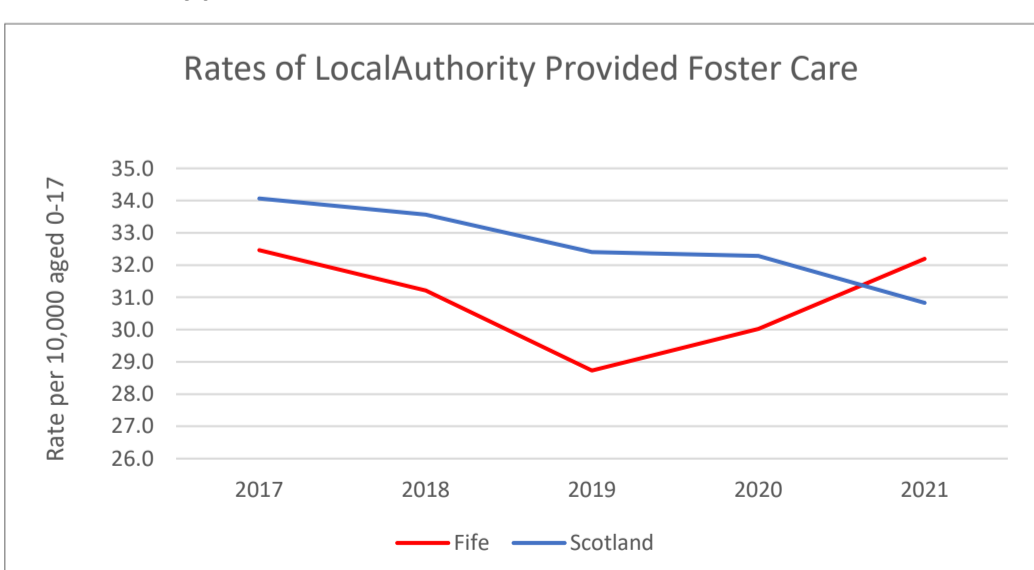
(In local authority home/ Voluntary Home or other residential care)



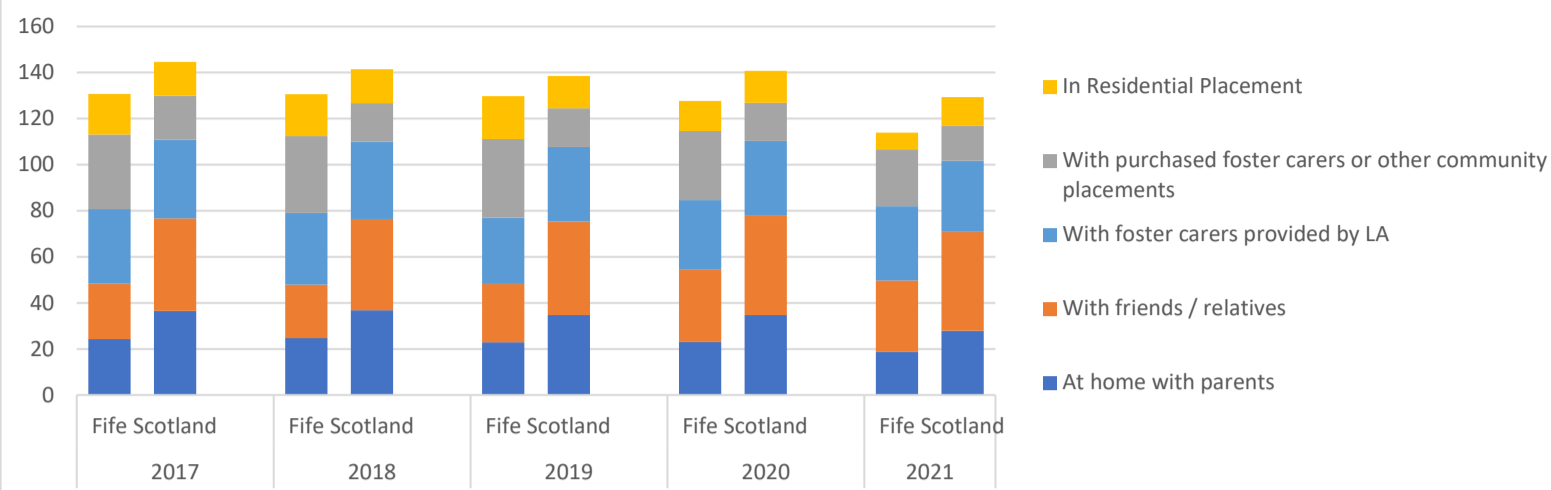
Kinship Care



Local Authority provided Foster Care



Rates of LAC per 10,000 by Placement type



[population-estimates-time-series-data](#)

Number looked after In the community : With friends / relatives

	2017	2018	2019	2020	2021
Upper Quartile	42.7	42.8	42.0	47.1	42.9
Scottish Median	34.6	30.2	31.0	35.3	30.9
Lower Quartile	23.9	22.8	23.3	24.8	25.7
Fife	24.0	23.2	25.3	31.5	30.9
Fife Rank	22	22	21	18	16
Local authorities included	30	30	31	31	32

	2017	2018	2019	2020	2021
Upper Quartile	38.8	36.6	37.5	36.9	32.7
Scottish Median	31.8	31.2	29.3	27.8	26.1
Lower Quartile	25.3	24.5	24.2	25.0	23.1
Fife	32.5	31.2	28.7	30.0	32.2
Fife Rank	13	16	17	14	11
Local authorities included	30	32	32	32	32

Fife Young People Health and Wellbeing Census

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

Wards Affected: All

Purpose

To inform elected members of the recommendation of the Education Scrutiny Committee of 15th November, 2022 with regards to the proposed arrangements for Fife Council to undertake a Survey of Young People's Health and Wellbeing and to provide an alternative approach with regards to processes associated with implementation, for decision.

Recommendation(s)

It is recommended that members:-

- (1) note the content of the report to Education Scrutiny Committee of 15th November, 2022 relating to implementing a Survey within Fife on the Health and Wellbeing of Young People;
- (2) note the Education Scrutiny Committee recommendation to the Cabinet Committee that the Council does not implement the survey;
- (3) note the revised proposals for the Data Protection arrangements and that survey response data will be collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area;
- (4) consider whether Fife Council should undertake the Survey of Fife Young People's Health and Wellbeing using the revised approach outlined within this report; and
- (5) consider the sets of sexual health questions and, if Committee approves the undertaking of the survey, approve the set of sexual health questions that should be used (specifically either the national question set or the HBSC questions).

Resource Implications

Officer and staff time will be required to undertake the survey in Fife. However, there are no direct resource implications relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not undertake a survey, the Fife specific data will not be available to the authority to help us to understand the wellbeing and needs of our children and young people or to inform our work to improve services for children and families.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose introduction of a policy or a change to existing policy.

A pilot took place in March and April in 2019, with 3 Community Planning Partnerships, to test the technology, national census administration and the questions as drafted at that stage. This provided helpful feedback on question content, which enabled revisions to be made. The questionnaire content group made revisions. The final amended questionnaires have now also been checked by the content group for fluency, readability and ethical considerations, before going live.

1.0 Background

- 1.1 At its meeting of 15th November, 2022, the Education Scrutiny Committee considered a report (Appendix A) relating to the arrangements in place for Fife Council to undertake a Survey of Young People's Health and Wellbeing in Fife, based on the Scottish Government National Health and Wellbeing Census, and to respond to the decision of Fife Council by providing information on the proposed content and processes associated with implementation, requiring a decision.
- 1.2 The Education Scrutiny Committee:-
- (a) noted the reasons for implementing a Survey within Fife on the Health and Wellbeing of Young People;
 - (b) noted the Data Protection arrangements and that data about children and young people would be collected for statistical and research purposes only, as part of Fife Council's duty as a local authority to plan for children's services in our area;
 - (c) noted the overall range of key themes included within the questions; and
 - (d) notwithstanding the above, agreed to recommend to the Cabinet Committee that the Council reject the entire survey, i.e. the Council did not undertake any part of the survey.

2.0 Key Points

- 2.1 This survey is designed to help promote and/or improve the well-being of children and young people in Fife, which is a specified duty within the Local Government in Scotland Act 2003. The results of the survey will help us to understand the wellbeing needs of children and young people across Fife and will inform our work to improve services for children and families. Gathering this information is especially important, at this time, to help form an accurate picture of young people's wellbeing after the pandemic and to help support their recovery.
- 2.2 Wellbeing data informs work within Education and Children's Services and NHS Public Health.
- 2.3 This information about children and young people will help us to:-
- plan and deliver better policies for the benefit of Fife's children and families, or specific groups
 - better understand some of the factors which influence the outcomes for children
 - target resources better
 - enhance the quality of research to improve the lives of people in Fife
 - gather current demographic data
 - gather trend data on key health topics

- use data to highlight inequalities
 - engage and give young people a voice, to gain insight into their subjective perceptions of health and wellbeing
- 2.4 In practical terms, school level data will allow health and wellbeing elements to be included within school quality improvement plans, personal, social and emotional tailored delivery within the curriculum and identified appropriate universal and targeted services within schools.
- 2.5 School nursing teams providing direct support to schools will be better informed, enabling community profiling and allowing for the identification of areas and needs where targeted intervention in the form of health promotion activities, group work or 1:1 support require to be offered.
- 2.6 The survey collection topics are in line with nationally identified priority areas. These areas represent public health priority areas and interventions have been found to be effective in the prevention of adverse childhood experiences. The analysis of this data will enable the creation and implementation of performance improvement programmes tailored to meet the needs where gaps have been identified and where intervention from the School Nursing Service can improve health and wellbeing outcomes for children, young people and families and reduce inequalities and vulnerabilities.
- 2.7 Health Promotion will support schools in interpreting the data and work with young people to target highlighted areas for concern.
- 2.8 As a result of this, following the Education Scrutiny Committee on Tuesday, 15th November, the partners have reflected upon the areas of discussion and the issues identified.
- 2.9 It is acknowledged that the Scrutiny Committee members did not approve the use of a Health and Wellbeing Survey if any survey response can be linked and used to identify a specific pupil.
- 2.10 Therefore, additional steps have been identified, to respond to this concern relating to the protection of the data that would be collected through implementation of a survey.
- 2.11 This revised approach would allow the voice of our Children and Young People to be heard anonymously, through the proposed Fife Young People Health and Wellbeing Survey, whilst recognising the importance of tackling the equity gaps facing Fife's young people and that this requires an understanding of how outcomes and experiences differ for those living in SIMD Quintile 1, with an Additional Support Need, etc.
- 2.12 **Proposed Revised Approach**
- Use SEEMiS data to assign each pupil a generic code, which would identify a limited range of characteristics relevant to the pupil, but which could not be used to identify an individual pupil. For example, the code might reflect a pupil's SIMD quintile, whether they had an ASN, whether they were FMR, plus the committee area they live in e.g. LAQ2AYFN – might be a pupil living in the Levenmouth area, in SIMD quintile 2, with a recorded additional support need, but who is not registered for free meals
 - Enable a reliably anonymous approach (e.g. such that there were more than 20 young people for each generic code)

- Assign the appropriate code to each pupil when they undertake the survey response. Record this with the survey response
 - We could then identify differences in outcomes for key groups of pupils.
- 2.13 With this approach, no individual survey response could be tracked back to an individual pupil. The survey responses would only ever record a generic label about the pupils taking part.
- 2.14 **Question Set - Sexual Health Section**
- The asking of sexual health questions is not a new concept. The Health Behaviour in School Based Children (HBSC) Survey has been asking questions of this nature to Young People since 2002
 - Fife Council can decide on the content of the surveys used in this area
 - The reason for asking these questions within the context of Young People's Sexual Health is outlined in section 3 of Appendix A
- 2.15 The questions to be asked would vary according to the age of the children and these questions are age appropriate. Pupils will be supported in school if they wish to take part. Support will be provided in the following ways:-
- Briefing to all School Staff on survey details prior to commencement
 - Signposting of Health and Wellbeing Information provided to school staff, parents and young people in the form of a Wellbeing Hub Resource
 - Fife Council central staff to be available for support
- 2.16 At the elected member workshop, held prior to the Education Scrutiny Committee of November 2022, it was noted, by officers and members, that sexual health questions should be included. Both the sexual health census and HBSC questions were provided in the Education Scrutiny Committee Report (Appendix A) in Appendices 1 and 2.
- 2.17 The Education Scrutiny Committee did not provide a recommendation as to which set of sexual health questions would be appropriate if the survey were to be approved for use.
- 2.18 Therefore, given that the Sexual Health section of the report has been of particular interest when reflecting upon the content of a survey, it is proposed that consideration is made to the sexual health questions being asked, with the use of the current questions, detailed in Appendix 1 of the attached Education Scrutiny Committee report, being considered relevant and appropriate by the survey partners.
- 2.19 The use of the Health Behaviour in School Based Children (HBSC) Survey questions, detailed in Appendix 2 of the attached Education Scrutiny Committee report, would be appropriate as the alternative.
- 2.20 **Required Next Steps**
- Work with the survey provider (Smartsurvey) to establish an appropriate way to implement this proposed approach.
 - Agree a core set of pupil characteristics (e.g. SIMD Quintile, ASN, FMR, etc) which would enable a reliably anonymous approach (e.g. such that there were more than 20 young people for each generic code) whilst also providing information about the progress being made to address key equity gaps facing Fife's young people

3.0 Conclusion

- 3.1 It is possible to implement this revised approach as a way of delivering an anonymous Fife Young People Health & Wellbeing Survey, with use of the set of census sexual health questions included in either Appendix 1 or Appendix 2 of the Education Scrutiny Committee Report of 15 November 2022.

List of Appendices

- A National Health & Wellbeing Census – Education Scrutiny Committee Report of 15th November, 2022

Report Contacts:

Shelagh McLean
Head of Education & Children's Services
Fife House
Telephone: 03451 55 55 55 + VOIP 444229
Email: shelagh.mclean@fife.gov.uk

Pamela Colburn
Quality Improvement Officer – Health & Wellbeing
Fife House
Telephone: 03451 55 55 55 + VOIP 447154
Email: pamela.colburn@fife.gov.uk

15 November 2022

Agenda Item No. 7

National Health & Wellbeing Census

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

Wards Affected: All

Purpose

To inform Elected Members of the arrangements in place for Fife Council to undertake a Survey of Young People's Health & Wellbeing in Fife, based on the Scottish Government National Health and Wellbeing Census and to respond to the decision of Fife Council by providing information on the proposed content and processes associated with implementation, for decision.

Recommendation(s)

It is recommended that members:

- (1) note the reasons for implementing a Survey within Fife on the Health & Wellbeing of Young People.
- (2) note the Data Protection arrangements and that data about children and young people will be collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area.
- (3) note the overall range of key themes included within the questions
- (4) consider the range of age-appropriate questions that children and young people will be asked and recommend to the Cabinet Committee the approval of Fife undertaking the survey.
- (5) consider the current set of census sexual health questions and recommend that the Cabinet Committee approves these for inclusion within the Fife Young People Health & Wellbeing Survey. However, if these are considered inappropriate, recommend that the Cabinet Committee approves the questions asked in the previous HBSC survey.

Resource Implications

Officer and staff time will be required to undertake the survey in Fife. However, there are no direct resource implications relating to finance, people or assets.

Legal & Risk Implications

There are no direct legal/risk implications arising from the report. However, if Fife does not undertake a survey, the Fife specific data will not be available to the Authority to help us to understand the wellbeing and needs of our children and young people or to inform our work to improve services for children and families.

An EqIA has not been completed and is not necessary because this report does not propose introduction of a policy or a change to existing policy.

Consultation

A pilot took place in March and April in 2019, with 3 Community Planning Partnerships to test the technology, national census administration and the questions as drafted at that stage. This provided helpful feedback on question content, which enabled revisions to be made. The questionnaire content group made revisions. The final amended questionnaires have now also been checked by the content group for fluency, readability and ethical considerations, before going live.

1.0 Background

- 1.1 At its meeting of 2nd December 2021, Fife Council:
- a. noted the proposed Scottish Government Health & Wellbeing Census
 - b. noted the controversial nature of some of the questions therein
 - c. noted that at least one other council has declined to use this survey on the grounds that other pre-existing surveys render it unnecessary
 - d. agreed to postpone Fife Council's participation in the survey until the Education and Children Services Sub-Committee can consider a report on the survey covering the following matters: -
 - 1) why this survey is necessary in Fife
 - 2) what questions will be asked of which year groups in schools
 - 3) who will see any data collected
 - 4) what use will be made of that data
 - 5) what data protection measures will be in place
- 1.2 An Amendment was passed at the Education & Children's Services Sub-Committee of 28th January, 2022:
- (1) To continue to postpone the participation with the survey.
 - (2) To refer the survey back to the Scottish Government to reconsider the approach to the collection of personal data so that complete confidentiality is ensured and no individual taking part in this census can be identified.
 - (3) To ask the Scottish Government to review the appropriateness of all questions and in particular the sexual health section in light of parental and carer concerns.
 - (4) To ask the Scottish Government to ensure that all questions are age appropriate.
 - (5) The final version of the survey is provided to the Committee before it is issued to ensure that the Survey is necessary for Fife Council."
- 1.3 The Census has continued to be postponed whilst further guidance and consultation with Scottish Government, NHS & Fife Council has taken place.

2.0 Data

- 2.1 The survey if approved will be delivered using an electronic dedicated survey platform called SmartSurvey, procured by the Scottish Government using the G-Cloud procurement framework set up by the Cabinet Office. Suppliers submitted an application to be added to the Crown Commercial Services Digital Market where they are legally required to meet a set of minimum standards against the G-Cloud Framework.
- 2.2 The use of electronic survey platforms for data collection in the public sector is not a new development and does not constitute an innovative approach in itself. However, the use of this technology, to enable each local authority to administer and gather its own data, is new.
- 2.3 Consideration has been given to ensuring that the IT system has sufficient capacity to collect information from a large number of respondents at the same time. While the Scottish Government will act as the data processor (and Smart Survey is the sub processor) of the IT platform, local authorities will have their own sub-accounts to facilitate data collection at their end and will be the data controllers (i.e. owners of their own survey data). All information will be treated as highly confidential and stored securely.
- 2.4 Smart Survey has successfully been used by a range of government departments and National Public Bodies such as NHS boards in England, Cabinet Office and Education Scotland. Smart Survey were the only electronic data collection platform identified by the G-Cloud procurement framework, that met the search criteria. The platform offers a high standard of data security, as demonstrated by:
- SSL encryption on any survey. Password protection is applied and IP restriction imposed on user accounts and survey responses
 - ISO 27001 Certification – the highest possible standard for data security.
 - Full compliance with GDPR
- 2.5 The individual data about children and young people is being collected for statistical and research purposes only, as part of our duty as a local authority to plan for children's services in our area.
- 2.6 No one other than a very small team of analysts and IT support staff in Fife will see the answers provided by children and young people. These staff are trained to keep data safe, confidential and anonymous. Children and young people will not be asked to type their name into the survey and their individual answers will not be seen by their school, teachers or parents/carers.
- 2.7 Information that allows individual children or young people to be identified will not be shared with Scottish Government, published in reports, or made publicly available, nor will data be routinely used to take any direct actions for individual children and young people as a result of the information they provide.
- 2.8 However, we have Child Protection responsibilities and so if analysts see anything in the answers provided by a child/children or young people that raises concerns, they may need to do something to help protect these individuals. This would be the only circumstance that the identity of an individual child or young person would be sought. This would be done by identifying these individuals from a separate database that holds the names of children and young people together with their Scottish Candidate Number, which we will have access to as a local authority. This highly unlikely to happen very often, so it will be rare that anyone will contact children, young people or their families.

- 2.9 Fife Council can share anonymised data with SG to produce aggregated ('national') level data and LA breakdowns for core measures that align with the existing frameworks. The SG analysis will provide context and benchmarking for the local authority findings, to provide an evidence base for planning at school, local authority, CPP and national level. (See Appendix 3)

Analyses at various aggregated levels will be shared with key stakeholders in Fife to support planning and health improvement. For example, school level analysis shared with schools to support improvement planning and Fife and sub-Fife level analysis used to evidence the children's services outcomes, as set out in the CYPF Outcomes Framework.

As the data is owned by Fife Council, the LA has its own data for use. It would therefore be possible to breakdown the data to identify where improvement planning may need to focus.

3.0 Content

- 3.1 The content of the surveys to be used was developed (across several years, for use across Scotland) by representatives and experts across academia with extensive experience in conducting Health and Wellbeing research with children and young people. This group included representation from Education Scotland, Local Authorities and schools. NHS experts from Greater Glasgow and Clyde Health board were involved in the production of the Relationships, Sexual Health and Parenthood (RSHP) materials.

The surveys which make up the questions have been ethically approved by independent researchers within the Scottish Government.

3.2 Questions

The plan is that Primary 5 – S6 children and young people will be invited to fill in an optional online health and wellbeing survey during this academic year. The questionnaire will be completed during school time, taking around 20-40 minutes depending on the age of the child. Completing this survey in school ensures that young people will receive support if they have any questions or concerns around the survey.

The census includes questions relating to:

- Physical Activity
- Health
- Emotional Wellbeing
- Sleep
- Eating Habits
- Social Media Use
- Bullying
- Family
- Substance Use (Secondary Only)

- 3.3 A range of key themes are included within the questions. Children and young people will be asked questions that cover a wide range of topics as summarised in the following table:

<ul style="list-style-type: none"> attitudes to school perceptions of achievement perceptions on the pressure of schoolwork physical activity/exercise eating behaviours general health general wellbeing (life satisfaction) physical or mental health condition 	<ul style="list-style-type: none"> sleep pattern feeling of discrimination relationship with peers self-perception (body image) experience of social media and being online relationships with family / environment relationships with parents/carers resilience 	<ul style="list-style-type: none"> involvement in decision making involvement in positive activities caring responsibilities experience of bullying aspirations and career planning involvement in positive activities sedentary behaviour perception on places to play
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Some topics are only asked of certain groups of young people:

<p><i>At S2 and above:</i> mental wellbeing use of alcohol use of tobacco</p>	<p><i>At S4 and above:</i> use of drugs relationships and sexual health</p>
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3.4 The questions asked vary under the different themes, according to the age of the young person taking the survey. A list of these questions is provided in **Appendix 1**. Red shaded areas indicate where questions are **not** asked to particular year groups of children.

The question path also varies in some places depending on the answers given by the children.

Sexual Health Section

We recognise that the Sexual Health section of the report has been of particular interest when reflecting upon the content of the survey.

- 3.5 In reviewing this section it may be useful to consider the reason for asking these questions within the context of Young People’s Sexual Health.
- 3.6 Teenage pregnancy rates are gradually being reduced in Scotland. In Fife, the rates have reduced significantly since 2010 but remain higher than many other local authority areas. The most recent public health data shows that Fife is the sixth highest council area in terms of teenage pregnancy rates and has rates higher than the Scottish average.
- 3.7 Unplanned pregnancies, HIV, Hepatitis and sexually transmitted infections remain significant public health concerns.
- 3.8 Local data on key factors such as pregnancies, terminations, STIs and blood borne viruses is limited, often time-lagged due to the process required to verify data, and is primarily focused on treatment and outcome data. For example, the most recent Public Health data in this area dates back to 2020, published in 2022.

- 3.9 Information on the risk-taking behaviours that can lead to these health concerns, to enable more targeted and preventative actions, is scarce and often difficult to gather. This gap in data is of particular concern as the impacts of the pandemic are not fully understood yet. Young people may need us to modify some of our supports and practices to respond better to their needs.
- 3.10 Sexual Health responses garnered via the HWB Census questions would help us to develop a more rounded understand the range of Fife young peoples' sexual experiences and behaviours and the ways in which they might benefit from access to further layers of information or supports.
- 3.11 The asking of sexual health questions is not a new concept. The Health Behaviour in School Based Children (HBSC) Survey has been asking questions of this nature to Young People since 2002. **(See Appendix 2)** Should the current set of census sexual health questions be considered inappropriate alternative questions can be asked based on previous survey questions.
- 3.12 The questions asked vary according to the age of the children, and the Scottish Government has confirmed that these questions are age appropriate. Pupils will be supported in school if they wish to take part. Support will be provided in the following ways:
- Briefing to all School Staff on survey details prior to commencement
 - Signposting of Health & Wellbeing Information provided to School Staff, parents and young people in the form of a Wellbeing Hub Resource
 - Fife Council central staff to be available for support
- 3.13 The survey would be rolled out in schools and collected under the GDPR lawful basis of “public task”. As participation in the survey is not mandatory, parents/carers/children will be provided with information in order for them to make an informed decision as to whether they (or their child(ren) if aged below 16) want to take part or “opt-out” of the survey. Fife Council will be responsible for providing and creating the necessary materials that will help parents/carers/children make such an informed choice. Young people taking part in the survey will have the choice not to answer individual questions within the survey.
- 3.14 A range of other surveys have, in the past, been used with groups of Fife young people and included comparable questions to those proposed in the HWB Survey within certain topics. This has included:
- Fife’s PupilWise Survey – designed to seek young people’s views of their school experience.
 - The Schools Health and Wellbeing (SHINE) network survey, which aims to support schools in understanding young people’s wellbeing needs with a focus on mental health.
 - The Scottish Schools Adolescent Lifestyle and Substance Use (SALSUS) Survey. The most recent data from this survey was collated in 2018. SALSUS has now been superseded by the National Health and Wellbeing Census.
- 3.15 Fife Council can decide on the content of the surveys used in this area.

4.0 Why this survey is necessary in Fife

- 4.1 This survey is designed to help us to promote and/or improve the well-being of children and young people in Fife, which is a specified duty within the Local Government in Scotland Act 2003. The results of the survey will help us to understand the wellbeing and needs of children and young people in Fife and will inform our work to improve services for children and families. Gathering this information is especially important, at this time, to help us to form an accurate picture of young people's wellbeing after the pandemic and to help us to plan to support their recovery.
- 4.2 This information about children and young people will help us to:
- plan and deliver better policies for the benefit of Fife's children and families, or specific groups
 - better understand some of the factors which influence the outcomes for children
 - target resources better
 - enhance the quality of research to improve the lives of people in Fife
 - provide a window on society
- 4.3 There is no suitable alternative, equivalent survey available for use across Scottish Education which covers the breadth of topics offered by the survey.

5.0 Progress to date

National

- 5.1 Information provided by Scottish Government in September 2022 detailed that Sixteen local authorities undertook their health and wellbeing data collections in the 2021/22. 10 local authorities collected their data using the core surveys with no amendments; 6 made some amendments. Where amendments were made, these were predominantly to the Relationships and Sexual Health topic – with some simply moving this into a separate survey (with no identifying variables) and others adding or removing questions to gather the data they require. Other local authorities are currently undergoing a review process similar to that being undertaken in Fife
- 5.2 Local authorities who collected their HWB census 2021/22:

Angus

Clackmannanshire

**Dumfries and
Galloway**

Dundee

East Renfrewshire

Edinburgh

Falkirk

Glasgow

Moray

North Ayrshire

Perth and Kinross

Renfrewshire

Scottish Borders

Shetland
South Ayrshire
Stirling

- 5.3 Aggregated analysis of the results of the Census from these local authorities is expected to be published by SG in December 2022.

Local

- 5.4 Following the pause of the national Health & Wellbeing census, and to progress discussions again, a short life advisory group was set up consisting of four Fife Council/NHS representatives and four Councillors representing all political parties.
- 5.5 The purpose of this group was to discuss a Fife Young People Health & Wellbeing survey in more detail and discuss any questions used in the national H&WB census which were of concern.

A meeting took place on 27th October with the following areas discussed:

- Title of Survey
 - Use of Survey in Fife
 - Data Protection
 - Content & Questions
 - Support provided before, during and after delivering the survey
- 5.6 Local authorities have scope to make modifications to the content of the survey; individual questions can be removed or altered, and additional questions can be added. Careful consideration will be required if undertaking this as alterations will affect a) the ability to compare results across Scotland and b) the young people's experience of the survey.

6.0 Conclusions & Next Steps

- 6.1 A range of key themes are included within the questions. Children and young people will be asked questions that cover a wide range of topics, with some topics only asked of certain groups of young people.
- 6.2 As Fife own the data it feels more appropriate to name the data collection Fife Young People's survey of Health & Wellbeing, instead of Census.
- 6.3 All information will be confidential and secure; collected for statistical, research and planning purposes and owned by Fife.
- 6.4 The asking of sexual health questions is not a new concept. The Health Behaviour in School Based Children (HBSC) Survey has been asking questions of this nature to Young People since 2002. Following the advisory group meeting on the 27th October, 2022, it is proposed that consideration is made to the sexual health questions being asked. It was noted that sexual health questions should be included by officers and members. Both the sexual health census and HBSC questions have been provided in Appendix 2 for consideration.
- 6.5 Should the current set of census sexual health questions be considered inappropriate the questions asked in the previous HBSC should be recommended to Cabinet committee for approval.

- 6.6 Implementation dates should be considered to allow planning of information to be circulated to School, Parents & Participants.

List of Appendices

1. National Health & Wellbeing Census - Survey Questions
2. Sexual Health Section HSBC Questions
3. Information for sharing data with Scottish Government (SG)

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 Contacts:

Shelagh McLean

Head of Education & Children's Services

Fife House

Telephone: 03451 55 55 55 + VOIP 444229

Email: shelagh.mclean@fife.gov.uk

Pamela Colburn

Quality Improvement Officer – Health & Wellbeing

Fife House

Telephone: 03451 55 55 55 + VOIP 447154

Email: [**pamela.colburn@fife.gov.uk**](mailto:pamela.colburn@fife.gov.uk)

Appendix One – Census Questions

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Alcohol	Where drink alcohol	When you drink alcohol, where are you USUALLY? YOU CAN CROSS MORE THAN ONE BOX IF THIS APPLIES TO YOU In a pub or bar In a club or disco At a party with friends At my home At someone else's home Out on the street, in a park or other outdoor area Somewhere else	N	N	N	N	N	N	N	N	N	Y
Alcohol	Allowed to drink alcohol at home	Do your parents/carers allow you to drink alcohol at home? Yes, always Yes, sometimes No, never Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Alcohol	Who buys alcohol	The last time someone bought you alcohol, who was it? No one has ever bought me alcohol My brother or sister A friend of my own age A friend older than me A friend younger than me My boyfriend/girlfriend My mother, father or carer My father's partner or mother's partner Someone I knew of, but didn't know personally A stranger Someone else Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Alcohol	Where and how buy alcohol	Where do you USUALLY get your alcohol from? I buy it in a pub or bar I buy it in a club or disco I buy it from an off-licence I buy it from a shop I buy it from a supermarket I buy it from a website / online / internet I get it from a friend I get it from a relative From home (either with or without permission) Some other way Prefer not to say	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Alcohol	Frequency of drinking alcohol, by type	At present, how often do you drink anything alcoholic, such as beer, wine or spirits? Try to include even those times when you only drink a small amount. Please tick one circle for each line Every day Every week Every month Rarely Never Beer or lager Wine or champagne Alcopops (like Smirnoff Ice, Bacardi Breezer, WKD) Spirits (like whisky, vodka) Cider Fortified (strong) wine like sherry, martini, port, Buckfast Any other drink that contains alcohol	N	N	N	N	N	N	N	N	N	Y
Alcohol	Frequency of drinking alcohol	How often do you USUALLY have an alcoholic drink? More than once a week About once a week About once a fortnight About once a month Only a few times a year I never drink alcohol now	N	N	N	N	Y	N	Y	N	N	N
Area factors	Feeling safe when out in area	Generally speaking, I feel safe in the area where I live... Always Most of the time Sometimes Rarely or Never Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Area factors	Agreeing that you live in a good place	Do you think that the area in which you live is a good place to live? Yes, it's good It's OK No, it's not good Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Aspirations and career planning	Wanting to remain in education post 16	Now looking ahead, when do you think you want to leave school / full time education? I want to leave school as soon as I can (e.g. at the end of S4) I want to continue with my full time education (e.g stay on into S5 or go to college) I'm not sure at the moment Prefer not to say	N	N	Y	Y	Y	Y	Y	N	N	N
Aspirations and career planning	Expected destination on leaving school	What do you think you will be doing as soon as you leave secondary education (usually in S4, S5 or S6)? Prefer not to say University Further Education College Apprenticeship or Trade Youth Training or Skill Seekers Employment Unemployed Don't know Other	N	N	N	Y	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Attitudes to school	Enjoying learning at school	<p>And now some questions about your life at school and what you think you will do when you leave school.</p> <p>Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence.</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say</p> <p>I enjoy learning new things I feel like I have a choice in what I am learning at school Getting an education is important to me My teachers listen to what I have to say I have an adult to talk to at school if I am worried about something.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Attitudes to school	Looking forward to school	<p>Below are some sentences about your school and learning. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence.</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say</p> <p>I feel like my teachers treat me fairly My parents (or carers) really care about my education I feel confident to speak up in class, ask questions and share my opinion Most of the time, I am happy at school I feel positive about my future.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Bullying others	Bullying of other pupils in last month	How often have you taken part in bullying another pupil(s) at school in the past couple of months? Not at all / Once or twice / Around two or three times a month / Once a week / Several times a week / Prefer not to say.	Y	Y	Y	Y	Y	Y	N	N	N	N
Bullying others	Cyberbullying of other pupils in last few month	<p>In the past couple of months, how often have you taken part in online bullying (e.g. sent mean instant messages, email or text messages, wall postings, created a website making fun of someone, posted unflattering or inappropriate pictures online without permission or shared them with others)?</p> <p>I have not bullied another person online in the past couple of months It has happened once or twice Two or three times a month About once a week Several times a week Prefer not to say</p>	N	N	N	Y	Y	Y	N	N	N	N
Caring responsibilities	Disability, long-term illness or health problem of co-habiting family member	<p>Does anyone who you live with have any of the following?</p> <p>PLEASE TICK ALL THAT APPLY. PLEASE LEAVE BLANK IF YOU PREFER NOT TO SAY</p> <p>A disability A long-term illness A mental health problem None of the above</p>	N	N	N	Y	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Caring responsibilities	Caring responsibilities	Do you care for, or look after, someone? For example, because they have a disability, an illness, a drug or alcohol problem, a mental health problem, or problems related to old age. Yes No Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Caring responsibilities	Frequency of providing care	Do you help care for, or look after them.....? Every day A couple of times a week Once in a while Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Drugs	Ever taken drugs	We would now like to ask you some questions about drugs. By "drugs" we mean illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you. We don't mean medicines that your doctor prescribed you or that you can buy in the pharmacy/chemist. Have you ever taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed to you? Yes No Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Drugs	Frequency of use of drugs	How often do you use drugs? I have only taken drugs once I used to take drugs sometimes but I don't take them anymore I take drugs a few times a year I take drugs once or twice a month I take drugs at least once a week or more Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Drugs	Taken drugs in the last year	Have you taken any drugs in the last year? Yes No Prefer not to say	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Drugs	Type of drug taken in last year	Which (if any) of these drugs have you taken in the last year? Please tick ALL that apply or leave blank if none apply or you prefer not to say. Cannabis (Weed, Skunk, Green, Hash, Blow, Joints, Marijuana) Gas, Glue or Other Solvents Amphetamines (Speed, Whizz, Sulph, Paste) Ecstasy (E, Eccies, XTC, Pills) Cyroban (Cy, Cyber, CBan) Benzos (Valium, Vallies, Blues, Whites, Yellows, Xanax) Heroin (Smack, Kit, H, Brown, Skag) Magic Mushrooms (Shrooms) Methadone (Physeptone, Meth) MDMA crystals/crystals (Mandy, Molly, Madman) Cocaine (Coke, Charlie, C, Proper, Council) Anabolic Steroids (Roids) Unknown White Powders (Gear) Ketamine (Ket, K) Synthetic Cannabinoids (SPICE, RedExodus, Mamba) LSD (Acid, Blotters) 2C (2CB, 2CI, 2CE) Diet Pills Tanning Pills Other drugs including prescription drugs not prescribed to you	N	N	N	N	N	N	N	N	N	Y
		How often do you usually have breakfast on weekdays (more than a glass of milk or fruit juice)? I never have breakfast during weekdays One or two days Three or four days Every day Prefer not to say	Y	Y	Y	Y	Y	Y	N	Y	Y	N
Eating behaviours	How often eat breakfast - weekdays	How often do you usually have breakfast at weekends (more than a glass of milk or fruit juice)? I never have breakfast during the weekend I usually have breakfast on only one day of the weekend (Saturday or Sunday) I usually have breakfast on both days of the weekend (Saturday and Sunday) Prefer not to say	Y	Y	Y	Y	Y	N	Y	Y	N	
Eating behaviours	How often eat breakfast - weekends	How often do you usually eat or drink... Please tick one circle for each line or leave blank if you prefer not to say Never Once a week or less 2-4 days a week 5-6 days a week At least once a day Fruit Vegetables Fruit juice or smoothies Sweets or chocolate Cakes or biscuits Crisps Chips or fried potatoes Water Coke or other soft drinks that contain sugar Energy drinks (e.g. Red Bull, Lucozade, Monster)	Y	Y	Y	Y	Y	N	Y	Y	N	
Eating behaviours	Frequency of eating or drinking various foods											

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Eating behaviours	Frequency of eating main meals with family	How often do you and the people you live with usually have meals together? 1 Every day 2 Most days 3 About once a week 4 Less than once a week 5 Never 6 Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Feeling Hungry / Economic inclusion (poverty)	Being hungry	Some children and young people go to school or to bed hungry. How often does this happen to you? 1 O Always 2 O Often 3 O Sometimes 4 O Never 5 O Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Experience of Bullying and fighting	Bullied in last year	Have you been bullied in the last year? Yes / No / Prefer not to say	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Location of bullying	Where have you been bullied? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY. At school / Somewhere else (including on the way to and home from school) / Online/Social media/Gaming platform	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Ways in which bullied in person or online/social media	If yes – how were you bullied? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY In person Name calling Rumours spread Hurtful comments Threats Pictures or videos of you shared with others Embarassed or made to feel foolish Physically hurt	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Frequency of being cyber bullied, recent	How often do other children pick on you by sending emails, through messaging or posting somethingonline? Most days About once a week About once a month Every few months Never Prefer not to say	N	N	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Reporting of bullying	Did you report the bullying to anyone? Yes / No / Prefer not to say	Y	Y	Y	Y	Y	Y	N	N	N	N
Experience of Bullying and fighting	Outcome of reporting of bullying	Did reporting the bullying to anyone.....? Make the situation better / Make the situation worse / Nothing changed / Prefer not to say	Y	Y	Y	Y	Y	Y	N	N	N	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Family relationships/environment	Enjoyment of being with family	How often do you enjoy being with the people you live with? 1. Always 2. Often 3. Sometimes 4. Never 5. Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Family relationships/environment	Confiding in a family member, friend, neighbour, medical professional, social worker or trusted adult - part 1	How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say Easy Difficult Does not apply to me Friend(s) Mum / female carer Dad / male carer Brother(s) / Sister(s) Counsellor (someone who is trained to listen and give you advice about your problems or help you manage your feelings) GP or Nurse Teacher(s)	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Family relationships/environment	Confiding in a family member, friend, neighbour, medical professional, social worker or trusted adult - part 2	How easy is it for you to talk to any of the following people about things that really bother you? Please tick one circle on each line or leave blank if you prefer not to say Easy Difficult Does not apply to me Neighbour(s) Youth Worker Other family members (e.g. grandparent(s)) Social Worker Another adult you trust Club or Group leader (e.g. sports coach, girl guides, boys brigade, scouts, etc.)	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Gambling	Spending money on gambling activities	Have you spent any of YOUR money on any of the following in the last month? We want to know about games you played yourself. PLEASE READ THE LIST CAREFULLY AND SELECT ALL OF THE ACTIVITIES THAT YOU HAVE TAKEN PART IN, OR LEAVE BLANK IF YOU PREFER NOT TO SAY Taking part in a lottery for example National Lottery Lotto (the main National lottery draw), Health Lottery, Postcode Lottery, Scratchcards, Euromillions, Thunderball, Hotpicks Personally placing a bet at a betting shop for example visiting a bookies to bet on football or horse racing Gambling websites or apps where you can win real money or other prizes for example poker, casino games, bingo, betting on sport or racing Fruit machines (puggies, slot machines) at an arcade, pub or club Private betting with friends for example playing cards or placing a private bet for money on the outcome of an event Bingo at a bingo club or somewhere else, for example social club, holiday park Visiting a betting shop to play gaming machines Visiting a casino to play casino games Any other type of gambling None of the above	N	N	N	N	N	Y	N	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
General health	Scale rating of general health	In general how would you say your health is? 1 Excellent 2 Good 3 Fair 4 Poor 5 Prefer not to say.	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
General wellbeing (life satisfaction)	From Huebner Student's life satisfaction scale, 3-item	Please say how much you agree or disagree with each of the sentences. Please tick one circle for each question. My life is just right I wish I had a different kind of life I have what I want in life Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Involvement in decision making overall	Perception that views are listened to and taken into account in decision	These next questions ask you about adults, such as your parents/carers, grandparents, teachers, youth workers, sports coaches, Scouts/ Guides leaders. Agree Neither agree nor disagree Disagree Don't know How much do you agree or disagree with the following statements? A Adults are good at listening to what I say B Adults are good at taking what I say into account	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Long term health condition	Physical or mental health condition or long term illness	Do you have a physical or mental health condition or illness lasting or expected to last 12 months or more? Yes No Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Mental health	WEMWBS (validated wellbeing scale, 14 items): mean score	WEMWBS Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks. None of the time Rarely Some of the time Often All of the time I've been feeling optimistic about the future I've been feeling useful I've been feeling relaxed I've been feeling interested in other people I've had energy to spare I've been dealing with problems well I've been thinking clearly	N	N	N	N	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Mental health	WEMWBS (validated wellbeing scale, 14 items): mean score	<p>WEMWBS Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.</p> <p>None of the time Rarely Some of the time Often All of the time</p> <p>I've been feeling good about myself I've been feeling close to other people I've been feeling confident I've been able to make up my own mind about things I've been feeling loved I've been interested in new things I've been feeling cheerful</p>	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 1	<p>The next set of questions ask you about how you feel and things that you do, to help understand your strengths and difficulties (on separate page)</p> <p>For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.</p> <p>Please tick one circle on each line.</p> <p>a) I try to be nice to other people. I care about their feelings b) I am restless, I cannot stay still for long c) I get a lot of headaches, stomach-aches or sickness d) I usually share with others (food, games, pens etc.) e) I get very angry and often lose my temper</p>	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 2	<p>For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.</p> <p>Please tick one circle on each line.</p> <p>a) I am usually on my own. I generally play alone or keep to myself b) I usually do as I am told c) I worry a lot d) I am helpful if someone is hurt, upset or feeling ill e) I am constantly fidgeting or squirming</p>	N	N	N	N	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 3	For each item, please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I have one good friend or more b) I fight a lot. I can make other people do what I want c) I am often unhappy, downhearted or tearful d) Other people my age generally like me e) I am easily distracted, I find it difficult to concentrate	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 4	For each item please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I am nervous in new situations. I easily lose confidence b) I am kind to younger children c) I am often accused of lying or cheating d) Other children or young people pick on me or bully me e) I often volunteer to help others (parents, teachers, children)	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	SDQ (Strengths and Difficulties Questionnaire, 24 item) part 5	For each item please select the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months. Please tick one circle on each line. a) I think before I do things b) I take things that are not mine from home, school or elsewhere c) I get on better with adults than with people my own age d) I have many fears, I am easily scared e) I finish the work I'm doing. My attention is good	N	N	N	N	Y	Y	Y	Y	Y	N
Mental health	WEMWBS / Stirling wellbeing scale for younger children	Below are some sentences about yourself. Please say how much you agree or disagree with each sentence. Please tick one circle for each sentence or leave blank if you prefer not to say. Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree In general, I like who I am I am proud of the things I can do When I do something, I try my hardest I feel like I can make decisions in my life Generally, I feel cheerful and I am in a good mood There are lots of things that I worry about in my life Even if I'm having a difficult time, I feel like I will be OK	Y	Y	Y	Y	N	N	N	N	N	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Mental health	Frequency of feeling confident	Over the past 2 weeks how often have you been feeling confident? None of the time / Rarely / Some of the time / Often / All of the time.	Y	Y	Y	Y	N	N	N	N	N	N
Mental health	Loneliness	How often do you feel lonely? Hardly ever or never Some of the time Often Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Peer relations	Number of close friends	How many close friends would you say you have? None One Two Three or more Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Peer relations	Peers support, sharing, fun	Below are some sentences about your relationship with your friends. Please say whether you agree or disagree with each sentence. Please tick one circle for each question or leave blank if you prefer not to say Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree I have a lot of fun with my friends I am confident in sharing my opinions with my friends My friends treat me well I feel my friends make me do things I don't want to do	Y	Y	Y	Y	Y	Y	N	N	N	N
Peer relations	Peers support and contentment with friends	Below are some sentences about your relationship with your friends. Please say how much you agree or disagree with each sentence. Please tick one circle for each question or leave blank if you prefer not to say Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree If a friend was being bullied, I would help them or tell someone who would help them My friends will help me if I need it I am happy with the friends that I have Most of the time, I have enough money to do the same things as my friends I feel supported by my friends	Y	Y	Y	Y	Y	Y	N	N	N	N
Peer relations	Feeling left out of things	How often do you feel left out of things? Hardly ever or never Sometimes Often or always Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Physical activity/exercise	Amount of physical activity yesterday	For this next question, add up all the time you spent doing physical activity yesterday? None Less than half an hour Between half an hour and 1 hour 1 to 2 hours 2 hours or more Prefer not to say.	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Physical activity/exercise	Frequency of exercise so out of breath or sweaty at home / out of school	How often do you usually do any physical activity in your free time (outside school hours) so much that you get out of breath or sweat? Every day 4 to 6 times a week 2 to 3 times a week Once a week At least once a month but not every week Less than once a month Never Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Play	Places to play outdoors	Are there places near where you live where you can play outdoors? Yes - lots Yes - some No Prefer not to say	Y	Y	Y	Y	Y	N	N	N	N	N
Positive activities	Activities taken part in such as youth, religious, voluntary groups	Which, if any, of these things have you done in the last year? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF YOU PREFER NOT TO SAY Taken part in the buddying/mentoring programme at school Done voluntary work Taken part in a charity event Taken part in a drama / acting / singing / dancing group Taken part in a religious activity (e.g. Church service, Scripture Union, Quran classes) Attended a youth organisation (e.g. Boys or Girls Brigade, Scouts, Girl Guides, etc.) Duke of Edinburgh Sports clubs None of the above	N	N	N	Y	Y	Y	N	N	N	N
Pressure of school work	Feeling strained or pressured by schoolwork	How pressured (stressed) do you feel by the schoolwork you have to do? 1 Not at all 2 A little 3 Some 4 A lot 5 Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Resilience	Even if having a difficult time, feeling OK	Please say how much you agree or disagree with this sentence: "Even if I am having a difficult time, I feel like I will be OK." Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Prefer not to say	N	N	N	N	Y	Y	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Resilience	Presence of trusted adult	Do you have an adult in your life who you can trust and talk to about any personal problems? 1 No, I don't 2 Yes, I sometimes do 3 Yes, I always do 4 Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sedentary behaviour	Amount of free time spent sitting	Outside school hours, how many hours a day do you usually spend sitting (e.g. watching TV, using a computer or mobile phone, travelling in a car or by bus, sitting and talking, eating, studying)? Please be aware that if activities take place at the same time (e.g. watching TV whilst talking) these only count once. Please tick one circle for weekdays and one circle for weekend 1 O None at all 2 O About half an hour a day 3 O About 1 hour a day 4 O About 2 hours a day 5 O About 3 hours a day 6 O About 4 hours a day 7 O About 5 hours a day 8 O About 6 hours a day 9 O About 7 hours or more a day	N	N	N	Y	Y	Y	Y	Y	Y	N
Self perception (body image)	Happy with looks and body image)	Please say how much you agree or disagree with this sentence: "I am happy with my body and the way I look." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Self perception (body image)	How body and looks affect how I feel	Please say how much you agree or disagree with this sentence: "My body and the way I look affects how I feel about myself." Strongly agree Agree Neither agree not disagree Disagree Strongly disagree Prefer not to say	N	N	Y	Y	Y	Y	Y	Y	Y	N
Sexual health	Currently have a boyfriend/girlfriend	Do you currently have a boyfriend/girlfriend? Yes No Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Sexual health	Healthy Relationships	<p>Does your current boyfriend/girlfriend do any of the following things? Please tick one box on each line</p> <p>Often Quite often Occasionally Never Prefer not to say</p> <p>Makes you feel safe and respected? Encourages you to do something you enjoy? Constantly checks where you are? Puts you down when you are together or in front of other people? Comments negatively on how you dress? Tries to or limits the time you spend with friends? Puts pressure on you to do sexual things?</p>	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Sexual experience	<p>People have varying degrees of sexual experience. How much, if any, sexual experience have you had?</p> <p>None Small amount (e.g. kissing, some intimate touching on top of clothes) Some experiences but no sexual intercourse (e.g. touching intimately underneath clothes or without clothes on) More experiences, including oral sex Vaginal or anal sex Prefer not to say</p>	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Condom use, last time	<p>The most recent time you had vaginal or anal sex (penetrative sex), did you or the other person use a condom? This question does not apply to me</p> <p>Yes No Don't know Prefer not to say</p>	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Contraception use, last time	<p>The most recent time you had penetrative vaginal sex, did you or the other person use anything to prevent pregnancy? This question does not apply to me</p> <p>Yes No Don't know Prefer not to say</p>	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Type of regular, reliable contraception, last time	<p>The most recent time you had penetrative vaginal sex, which of these forms of contraception did you or the other person use to prevent pregnancy? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF NONE APPLY OR YOU PREFER NOT TO SAY</p> <p>Condom Implant Hormonal coil (intrauterine system or hormonal coil) Non-hormonal coil (intrauterine device, IUD) Injection (e.g. "the jag") Contraceptive pill Hormonal patch Vaginal ring</p>	N	N	N	N	N	N	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Sexual health	Type of other, less reliable contraception, last time	The most recent time you had penetrative vaginal sex, did you or the other person use any of the following to try to prevent pregnancy? PLEASE TICK ALL THAT APPLY OR LEAVE BLANK IF NONE APPLY OR YOU PREFER NOT TO SAY Fertility app Withdrawal (e.g. pulling out) Emergency contraception Something else Don't know	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Penetrative sex	Have you had vaginal or anal sex (penetrative sex) more than once? Yes No Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Condom use, first time	The first time you had penetrative sex, did you or the other person use a condom? This question does not apply to me. Yes No Don't know Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Age of first sexual intercourse	How old were you when you had sex for the first time? 13 years old or younger 14 years old 15 years old 16 years old or older Don't know Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	First sexual intercourse; attitude and regret	When you first had sex, would you personally say: You wanted it to happen earlier You wanted it to happen at that time You would rather have had it later You did not ask yourself that Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Fist sexual intercourse; influence of drink or drugs	Did you drink alcohol or use drugs before you had sex for the first time? Yes No I do not remember Prefer not to say	N	N	N	N	N	N	Y	Y	Y	N
Sexual health	Attitudes to relationships	Which of the following best describes you....?? Please tick one circle on each line Doesn't apply to me Fully agree Agree Disagree Totally disagree Prefer not to say I find it easy to say 'no' to having sexual experiences I don't want I find it easy to ask for help regarding sexual health issues I find it easy to get information on sexual health I find it easy to say what I want in relationships	N	N	N	N	N	N	Y	Y	Y	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Sleep	Bedtime on school night	When do you usually go to bed if you have to go to school the next morning? Before 9.00 pm At 9.00 pm or later, but before 10.00 pm At 10.00 pm or later, but before 11.00 pm At 11.00 pm or later, but before midnight At midnight or later, but before 1.00 am At 1.00 am or later, but before 2.00 am At 2.00 am or later Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sleep	Wake up time on a school day	When do you usually wake up on school mornings? Before 05.00a.m.; At 5:00 a.m. or later but before 6:00 a.m.; At 06.00 a.m. or later but before 7.00 a.m.; At 7:00 a.m. or later but before 8:00 a.m.; At 08.00 a.m. or later; Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Sleep	Amount of sleep	How many hours sleep did you have last night? Less than 3 hours 3 to 5 hours 6 to 8 hours 9 to 11 hours 12 to 14 hours 15 hours or more Prefer not to say.	N	N	N	Y	Y	Y	Y	Y	Y	N
Smoking	Smoking status	Now read the following statements carefully and select the option which best describes you I have never smoked I have only ever tried smoking once I used to smoke sometimes but I never smoke a cigarette now I sometimes smoke cigarettes now but I don't smoke as many as one a week I usually smoke between one and six cigarettes a week I usually smoke more than six cigarettes a week Prefer not to say	N	N	N	N	N	N	N	N	N	Y
Smoking	Use of e-cigarettes, and frequency	Now read the following statements carefully and tick the box next to the ONE which best describes you. I have never used an e-cigarette / vape I used to use e-cigarettes / vapes but don't use them anymore I have tried an e-cigarette / vape once I have tried e-cigarettes / vapes a few times I use e-cigarettes / vapes sometimes, but no more than once a month I use e-cigarettes / vapes once a week or more Prefer not to say	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4	
Smoking	Source of cigarettes	<p>How do you usually get your cigarettes/tobacco?</p> <p>Please tick more than one box if you OFTEN get cigarettes/tobacco from different people or places. Please leave blank if you prefer not to say.</p> <p>I buy them from a supermarket</p> <p>I buy them from a newsagent, tobacconist or a sweet shop</p> <p>I buy them from a garage shop</p> <p>I buy them from a van, such as an ice cream van or burger van</p> <p>I buy them from some other type of shop</p> <p>I buy them from a street market</p> <p>I buy them on the internet</p> <p>I buy cigarettes/tobacco from friends or relatives</p> <p>I buy cigarettes/tobacco from someone else</p> <p>I ask someone else under the age of 18 to buy me cigarettes/tobacco</p> <p>I ask an adult I know to buy me cigarettes/tobacco</p> <p>I ask an adult I don't know to buy me cigarettes/tobacco</p> <p>Friends give me cigarettes/tobacco</p> <p>My brother or sister gives me cigarettes/tobacco</p> <p>My mother, father or carer gives me cigarettes/tobacco</p> <p>I take cigarettes/tobacco without asking</p> <p>I get cigarettes/tobacco in some other way</p>	N	N	N	N	N	N	N	N	N	N	Y
Smoking	Source of e-cigarettes	<p>How do you usually get your e-cigarettes/vapes/refills?</p> <p>Please tick more than one box if you OFTEN get e-cigarettes/vapes/refills from different people or places. Please leave blank if you prefer not to say.</p> <p>I buy them from a supermarket</p> <p>I buy them from a newsagent, tobacconist, vape shop or a sweet shop</p> <p>I buy them from a garage shop</p> <p>I buy them from a van, such as an ice cream van or burger van</p> <p>I buy them from some other type of shop</p> <p>I buy them from a street market</p> <p>I buy them on the internet</p> <p>I buy e-cigarettes/refills from friends or relatives</p> <p>I buy e-cigarettes/refills from someone else</p> <p>I ask someone else under the age of 18 to buy me e-cigarettes/refills</p> <p>I ask an adult I know to buy me e-cigarettes/refills</p> <p>I ask an adult I don't know to buy me e-cigarettes/refills</p> <p>Friends give me e-cigarettes/refills</p> <p>My brother or sister gives me e-cigarettes/refills</p> <p>My mother, father or carer gives me e-cigarettes/refills</p> <p>I take e-cigarettes/refills without asking</p> <p>I get e-cigarettes/refills in some other way</p>	N	N	N	N	N	N	N	N	N	N	Y

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Smoking	Attempts to buy cigarettes / tobacco	In the last 4 weeks, have you bought or tried to buy cigarettes/tobacco from any kind of shop, supermarket or van? Yes – I bought cigarettes/tobacco from a shop, supermarket or van Yes – I tried to buy cigarettes/tobacco from a shop, supermarket or van but was refused No – I did not buy or try to buy cigarettes/tobacco from a shop, supermarket or van No – I have never tried to buy cigarettes/tobacco from a shop, supermarket or van	N	N	N	N	N	N	N	N	N	Y
Smoking	Cigarettes over past 7 days	How many cigarettes (if any) did you smoke on average each day in the last 7 days? o None o 1-2 o 3-4 o 5-6 o 7-8 o 9-10 o More than 10	N	N	N	N	N	N	N	N	N	Y
Smoking	Frequency of smoking tobacco	How often do you smoke tobacco at present? Every day At least once a week, but not every day Less than once a week I do not smoke Prefer not to say	N	N	N	N	Y	N	Y	N	N	N
Smoking	Frequency of e-cigarettes	How often do you use e-cigarettes / vape at present? Every day At least once a week, but not every day Less than once a week I do not use e-cigarettes / vape Prefer not to say	N	N	N	N	Y	N	Y	N	N	N
Social media and online experience	Access to the internet	Do you have access to the internet at home, on a phone, or another device? Yes No Prefer not to say	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Social media and online experience	Amount of freetime spent on electronic devices	In your free time, how long do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE box for each line or leave blank if you prefer not to say. Weekdays Weekends None at all Some of the time (up to 2 hours a day) Quite a bit of the time (3 or more hours a day)	Y	Y	Y	N	N	N	N	N	N	N

Topic	Measure	Original Question	P5	P6	P7	S1	S2	S3	S4	S5	S6	Substance Use S4
Social media and online experience	Amount of freetime spent on electronic devices	<p>In your free time, how many hours a day do you usually spend using electronic devices such as computers, tablets (like iPad) or smart phones? Please tick ONE box for each line or leave blank if you prefer not to say.</p> <p>Weekdays Weekends</p> <p>None at all About half an hour a day About 1 hour a day About 2 hours a day About 3 hours a day About 4 hours a day About 5 hours a day About 6 hours a day About 7 or more hours a day</p>	N	N	N	Y	Y	Y	Y	Y	Y	N
Social media and online experience	Type of online activity	<p>Which of the following activities have you done online in the last 2 weeks, even if not very often? Please select ALL the answers that apply or skip this question if you do not go online or prefer not to say</p> <p>Watching videos online Playing games online Listening to music online Looking things up to help with schoolwork Updating your pictures, status or 'story' on social media Browsing other people's pictures, status or 'stories' on social media Messaging, chatting or video-chatting using social media (such as WhatsApp or Snapchat) Something else</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Social media and online experience	Impact of social media on feelings and behaviour	<p>We are interested in your experience with social media. The term social media refers to social network sites (e.g. Facebook, Instagram) and instant messengers (e.g. WhatsApp, Snapchat, Skype, Facebook messenger). During the past year, have you..... Yes No Prefer not to say</p> <p>.....regularly found that you can't think of anything but the moment that you will be able to use social media again?regularly felt dissatisfied because you wanted to spend more time on social media?often felt bad when you could not use social media?tried to spend less time on social media, but failed?regularly neglected other activities (e.g. hobbies, sport) because you wanted to use social media?regularly had arguments with others because of your social media use?regularly lied to your parents or friends about the amount of time you spend on social media?often used social media to escape from negative feelings?had serious conflict with your parents, brother(s) or sister(s) because of your social media use?</p>	N	N	N	Y	Y	Y	N	Y	Y	N

Appendix Two - Sexual Health Questions Section – HSBC Questions Asked

HSBC Scotland has collected data from 15-year olds about sexual intercourse since 1990 in some schools, and across the whole sample since 1998. Information on 15-year olds' condom and other contraceptive use has been collected since 2002. Questions are also included about alcohol or drug use at first sexual intercourse, age at first intercourse and feelings about timing of first intercourse.

Have you ever had sexual intercourse (sometimes this is called "*making love*," "*having sex*," or "*going all the way*" or other appropriate *colloquial terms*)?

1 Yes

2 No

How old were you when you had sexual intercourse for the first time?

1 I have never had sexual intercourse

2 11 years old or younger

3 12 years old

4 13 years old

5 14 years old

6 15 years old

7 16 years old

The last time you had sexual intercourse, did you or your partner use a condom?

1 I have never had sexual intercourse

2 Yes

3 No

The last time you had sexual intercourse, what method(s) did you or your partner use to prevent pregnancy?

I have never had sexual intercourse Go to the next question

No method was used to prevent pregnancy Go to the next question

	Yes	No
Birth control pills	<input type="checkbox"/>	<input type="checkbox"/>
Condoms	<input type="checkbox"/>	<input type="checkbox"/>
Spermicidal spray or foam	<input type="checkbox"/>	<input type="checkbox"/>
Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>
Some other method	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>

Appendix Three - Information for sharing data with Scottish Government (SG)

Both complete and partial responses should be shared with SG. They both need to be downloaded separately from SmartSurvey (instructions on exporting data are available on Knowledge Hub):

- Please ensure that you provide one data file to SG (the partial and complete responses should be combined into one file)
- If possible, please provide your data in CSV format

SG asks you share all responses, full and partial, meeting the requirements below. SG will analyse the data to produce local authority (LA) and national level results for release. SG would also ask the results are shared for quality analysis purposes, to understand any improvements that can be considered for future collections, and any impacts on data quality.

The LA data shared with SG should:

- Exclude the following variables/columns (see screenshot below for illustration)
 - UserID
 - UserNo
 - Name
 - Email
 - IP Address
 - Unique ID
 - Ended
 - Started
 - Tracking Link
 - Score
 - Any new questions that you may have added to the survey

Please note that where you have changed the wording of existing questions, these should be included in the data shared with us. Please make us aware if you made any changes to existing questions.

If there are particular local circumstances that require corrections to your datasets, please get in touch and provide details of any changes you have made to the datasets after exporting them from SmartSurvey.

In addition to the datasets, please provide figures for your response rate.

Illustration of variables to be removed from the SmartSurvey export (select and delete columns that are not required for sharing with SG):

2376100 (1) - Excel

File Home Insert Page Layout Formulas Data Review View Developer Tell me what you want to do...

Clipboard Calibri 11 A A %

Wrap Text Merge & Center Conditional Formatting Table Styles Insert Delete Format Sort & Filter Find & Select Edit New Version and Close Document Settings

UserID	Email	IP Address: Unique ID	Started	Ended	Status	Tracking L Score	Contact U	Q1. Are yc	Q2. Which	Q3. Please	Q4. Please	Q5. B	Q5.1.
16854		164.134.2.67	11/06/2021 16:43	11/06/2021 16:46	Completed	Default W	0	Yes	School1	4.55E+08	4.56E+08	Agree	
16862		164.134.3.132	14/06/2021 09:01	14/06/2021 09:08	Completed	Default W	0	Yes	School1	0	0	Strong	
16947		164.134.3.132	25/06/2021 09:58	25/06/2021 10:01	Completed	Default W	0	Yes	School2	1E+09	1E+09	Strong	
16947		164.134.3.132	25/06/2021 10:03	25/06/2021 10:06	Completed	Default W	0	Yes	School1	1E+09	1E+09	Strong	
16948		164.134.3.132	25/06/2021 10:06	25/06/2021 10:10	Completed	Default W	0	Yes	School3	1E+09	1E+09	Strong	
17023		164.134.2.67	05/07/2021 17:09	05/07/2021 17:13	Completed	Default W	0	Yes	School2	1.23E+08	1.23E+08	Agree	
17032		164.134.3.132	06/07/2021 12:45	06/07/2021 12:47	Completed	Default W	0	Yes	School1	8.89E+08	8.89E+08	Strong	
17034		164.134.3.132	06/07/2021 15:27	06/07/2021 15:31	Completed	Default W	0	Yes	School2	1.11E+08	1.11E+08	Strong	
17034		164.134.3.132	06/07/2021 15:31	06/07/2021 15:36	Completed	Default W	0	Yes	School2	5.56E+08	5.56E+08	Strong	
17034		164.134.3.132	06/07/2021 15:36	06/07/2021 15:39	Completed	Default W	0	Yes	School3	7.78E+08	7.78E+08	Disagree	
17034		164.134.3.132	06/07/2021 15:45	06/07/2021 15:48	Completed	Default W	0	Yes	School1	2.22E+08	2.22E+08	Strong	
17035		164.134.3.132	06/07/2021 16:01	06/07/2021 16:05	Completed	Default W	0	Yes	School3	1.11E+08	1.11E+08	Strong	
170411037	13	164.134.3.132	07/07/2021 11:52	07/07/2021 11:56	Completed	Default W	0	Yes	School2	6.67E+08	6.67E+08	Strong	
170471341	14	164.134.3.132	08/07/2021 10:27	08/07/2021 10:30	Completed	Default W	0	Yes	School1	1.11E+08	1.11E+08	Neither	
170491969	15	164.134.3.132	08/07/2021 13:53	08/07/2021 13:57	Completed	Default W	0	Yes	School3	5.56E+08	5.56E+08	Strong	
170499290	16	164.134.3.132	08/07/2021 14:55	08/07/2021 14:58	Completed	Default W	0	Yes	School3	2.22E+08	2.22E+08	Neither	
170566468	17	164.134.3.132	09/07/2021 11:19	09/07/2021 11:27	Completed	Default W	0	Yes	School2	4.44E+08	4.44E+08	Strong	
170567239	18	164.134.3.132	09/07/2021 11:27	09/07/2021 11:31	Completed	Default W	0	Yes	School1	7.78E+08	7.78E+08	Strong	
170577702	19	164.134.3.132	09/07/2021 13:23	09/07/2021 13:26	Completed	Default W	0	Yes	School3	6.67E+08	6.67E+08	Disagree	

2376100 (1)

Average: 34160419.63 Count: 200 Sum: 5294861043

School Leadership Models

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

Wards Affected: All

Purpose

The purpose of this paper is to provide the Cabinet Committee with an overview of the development of school leadership models from 2009 that have strengthened the leadership and management of our schools and early learning centres. The paper also provides an outline of suggested next steps, building on the successes of the last 13 years in Fife, and current national and international research, to enable the Education Service to continue to strengthen leadership and management arrangements in schools and early learning centres, in order to achieve improvements in attainment, attendance and positive destinations.

The paper also aims to provide the Cabinet Committee with options for school leadership models in the Waid Cluster area based on the aims and principles outlined in Section 2 of the report. With most of the Headteacher roles in this cluster area temporary at present, there is an opportunity to create permanent, more sustainable leadership roles across the area that would attract high quality, experienced candidates to Headteacher, Deputy Headteacher and Principal Teacher posts. The possible models outlined in Appendix 4 would also strengthen partnership working, networking and collaboration across schools, early learning centres and other services within the area to support improvements in the curriculum, learning and teaching.

Recommendation

The Cabinet is asked to:

- (i) approve the aims (2.1) and principles (2.2) that will continue to guide the establishment of school and early learning centre leadership models (Section 3), that appropriate to the context, could be applied to settings or groups of settings across Fife; and
- (ii) approve further consultation with the parents/carers in the Waid Cluster, on the full range of leadership models outlined in Appendix 4, to allow for permanent school leadership arrangements to be in place from August 2023.

Resource Implications

None.

Legal & Risk Implications

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

Impact Assessment

An EqIA and summary form have been completed – the summary form is attached to the report (Appendix 5).

We currently have 32 joint leadership models across Fife. A consultation exercise was carried out between March and June 2021 involving headteachers with more than one early year's setting and/or school. Feedback was also gathered from staff, parents and pupils through surveys and focus groups during academic session 21/22. Important benefits of the leadership models again emerged as well as current or possible challenges to be overcome to support continuous improvement of leadership and management arrangements. These are outlined in detail in Appendix 1: Stakeholder Consultation 21-22.

1.0 Background and Rationale

- 1.1 The joint leadership and management of two schools by one Headteacher was first approved as an approach to be applied as appropriate at the Education and Children's Services Committee in February 2009. Approval was given to these arrangements being put in place between two schools of a similar size or one larger/one smaller school. These leadership and management arrangements increased the scale of Headteachers posts which attracted more applicants and retained Headteachers in posts longer term. The teaching commitment of the headteachers was also removed and opportunities for staff to engage collaboratively in professional learning and school improvement activities increased.
- 1.2 In January 2016, following on from the Leadership of Learning Communities in Fife report to Executive Committee in June 2014, an extensive review took place which reflected on our position as an employer in supporting and developing our current and future school leaders. At this time, there was significant movement across the education community in developing leadership at all levels with a focus on building capacity across the system. However, as a local authority it was clear, at that time, there was a shortage of high-quality candidates coming forward to apply for headteacher posts in our early learning centres and schools, particularly in the primary sector. A number of factors were attributed to the shortage at this time which included: a large number of retirements of headteachers which has continued to this date; the reduction in management time has made the post of headteacher less attractive with an increase in workload being an attributing factor; the disparity in remuneration between a depute headteacher and headteacher post with some depute headteacher posts having a higher salary than that of a small school headteacher.
- 1.3 In order to mitigate against the factors outlined above, the Education, Health and Social Care Scrutiny Committee approved the Professional Learning & Leadership Strategy (2016) to implement, over time, the following leadership models as appropriate to the needs of the school and local community:
 - Model 1 - Single school model of leadership: a leadership team serving a single school.
 - Model 2 - School grouping model of leadership: a leadership team serving a group of schools brought together by key links e.g., community, cultural, school, partners, demographics.
 - Model 3 - Learning journey model of leadership: a leadership team serving the learners' journey e.g., 0 – 5 or 0 – 12 or 0 – 18 years including children with additional support needs.

- 1.4 Since 2016, the Professional Learning and Leadership strategy within the Education Service has been continually refreshed in line with the national priorities, the changing nature of the leadership role of the Headteacher and the ambition of the Council to attain the best outcomes for our staff, children, families, and communities. It has been built on national and international research findings into successful systems and schools.
- 1.5 Our strategy takes into account the OECD (Organisation for Economic Co-operation and Development) report (2015) which called for a strengthened middle within the Scottish Schools system, operating through networks and collaborations within and among schools, and in and across local authorities. It also remains in line with the principles of the 'Education Reform: Joint Agreement' (June 2018) including:
- The need for strong leadership at all layers of the system
 - The requirement for genuine collaboration in the system
 - Empowered schools require strong and distributive leadership
- 1.6 In Education Scotland's 'Empowered System' guidance (2018), it highlights how 'Scotland has started a collective effort to build an empowered, connected, self-improving education system to achieve excellence and equity for all children and young people as set out in the National Improvement Framework.' One of the key drivers for improvement within this guidance is 'School Leadership'. The guidance identifies that school leaders, at all levels, 'who are empowered and collaborative, and who empower others, are well placed to ensure the highest quality of learning and teaching'. Fostering teacher agency is core to an empowered system, supporting teacher empowerment at all levels, encouraging and enabling collaborative professionalism and actively seeking teacher-led professional learning. Those school leaders should also 'be adaptive and creative in their approach to leading learning and teaching', be 'collaborative and collegiate in their approach' and 'seek to develop trusting relationships with parents and carers'. Fife's Professional Learning and Leadership Strategy identifies the importance of effective school leaders and how they support those empowered cultures in and across the boundaries of the schools they lead.
- 1.7 In the [International Council of Education Advisers Report \(December 2020\)](#), it was recognised that in order for our system to continue to improve and to move forward after the global pandemic, that we need to begin to think differently about the models of school leadership so that we can use the crisis to become a 'truly extraordinary educational system in the future'. In doing so, we need to consider 'moving away from the more traditional models of school leadership' in order that we capitalise on the strengths in the system. We need to move forward from a self-improving system to a networked learning system where collaboration and professional autonomy bring about ongoing improvements in education for all our children and young people.
- 1.8 In the Achieving Excellence and Equity (2022) National Improvement Framework and Improvement Plan, one of the drivers of improvement is 'School and Early Learning Centre (ELC) Leadership', whereby it states that 'Local authorities will continue to promote a culture of leadership at all levels and in a range of contexts, where educators are empowered to lead across the wide range of educational settings.' Fife's Professional Learning and Leadership strategy fully embraces this approach to strengthening leadership at all levels and using varied and different approaches in doing so, that best meet the needs of individual contexts.

- 1.9 We recognise the importance of high-quality leadership, at every level in our schools and communities, as key to improving outcomes for our children and young people. We have continued to review and develop the leadership models across Fife schools to create effective and sustainable structures, which address local and national priorities. We currently have 32 joint headteachers in Fife. Our current joint leadership arrangements continue to be based around two establishments, e.g. 2 x Primary Schools (23), a Primary and Early Years Centre (3), 2 x Early Learning Centres (4) and a Primary and a Special School (1). With one exception in the early years where a Headteacher is leading and managing three establishments.
- 1.10 Significant progress has already been made in Fife to develop and implement leadership models in our school communities that strengthen leadership, professional autonomy and collaboration. This was reported to the Education and Children’s Services Sub-Committee in September 2021 with agreement to continue with the development and implementation of Leadership Models 2 and 3 (as outlined in 1.3) to best meet the needs of school and local communities. We were well-placed to build on this progress as we moved forward.
- 1.11 In January 2022, three recommended options to strengthen leadership and management models, (based on Model 2 and 3 in 1.3), were developed for consultation and engagement with Headteachers, staff, parents and pupils in the Waid Cluster area. In summary these were:
- **Proposed Model A**
 - **Part 1** - 2-18 Leadership Model across Waid Academy & Anstruther Primary School
 - **Part 2** - A joint leadership model across all 7 other primary schools (Colinsburgh, Ellie, Kirkton of Largo, Lundin Mill, Pittenweem, St Monans and Crail)
 - **Proposed Model B** - Waid Academy & all 8 Primary Schools
 - **Proposed Model C** – All 8 Primary Schools - Waid Academy leadership model remaining separate.
- 1.12 Due to concerns raised by constituents in the East Neuk and Landward, Leven, Kennoway and Largo wards, the Education and Children’s Services Sub-Committee, 1st March 2022, noted that:
- (1) *Further engagement with all stakeholders is required in order to understand concerns and meaningfully inform the leadership strategy going forward.*
 - (2) *Further consultation will be undertaken in the next academic session (2022/2023) on the leadership strategy that will contain more clarity and detail regarding a wider range of options for leadership of the Waid Cluster of schools.*
 - (3) *The current leadership arrangements across the Waid Cluster will remain as they are for August 2022. The Sub-Committee agrees to endorse this approach and requests a full report on future options and consultation to the Sub-Committee (or its successor) prior to this consultation being carried out.*
- 1.13 Feedback received from the initial engagement with parents/carers and staff in the Waid Cluster area was gathered and analysed in April 2022. The key themes to emerge from parents/carers are outlined in Appendix 2. These have been used to inform the remainder of this paper.

2.0 Aims and Principles of School Leadership Models

- 2.1 The aims of the leadership models that could be applied to settings or groups of settings across Fife were outlined in the Professional Learning & Leadership Strategy paper approved at the Education, Health and Social Care Scrutiny Committee (2016) and updated version at Education and Children's Services Committee in September 2021. To guide this strategy moving forward, we have updated our aims based upon the on-going review and evaluation of the sustainable impact of our leadership models on improving outcomes for children and young people. The aims below provide the basis for the establishment of all school leadership models moving forward:
- 2.1.1 To continue to develop and establish leadership models that strengthen leadership and management arrangements across schools and early centres (ELCs). This includes creating Headteacher, Depute Headteacher and Principal Teacher posts that are attractive to high quality, experienced candidates to all parts of Fife.
 - 2.1.2 To support partnership working within and across the local area, which is responsive to the needs of the children, young people, families, and communities. Maintaining the individual identities of every school but capitalising on the opportunities to strengthen partnership working across the local school/ELC communities.
 - 2.1.3 To create the conditions that support staff across schools/ELCs to work together effectively. Networking and collaboration across the wider staff team, for a range of purposes, to strengthen school improvement activity and the professional learning of staff. To enable the sharing of skills, knowledge and expertise and encourage leadership across schools ensuring the needs of all children and young people are met through high quality learning, teaching and assessment.
 - 2.1.4 To maximise the use of local resources, spaces and opportunities which strengthen relationships amongst children and young people, parents/carers and staff within and across schools/ELCs.
- 2.2 The following principles will be taken into account when creating leadership models for Fife education communities as we move forward:
- 2.2.1 **Sustainable** – the leadership models must be future proofed and sustainable for the current and future generations of families, communities and employees.
 - 2.2.2 **Effective** – the leadership models must achieve the positive outcomes for all families, communities and employees.
 - 2.2.3 **Cohesive** – the leadership models must support the concept of the learners' journey i.e., reducing transitions for staff and learners.
 - 2.2.4 **Efficient** – all leadership models must aim to achieve our vision for a Self-Improving Networked System and to create an efficient public sector which reduces duplication and shares both people and material resources and services wherever possible.
 - 2.2.5 **Fair and equitable** – the leadership models must demonstrate equity and fairness for employees in terms of professional opportunities, learning and development; it must also be fair and equitable in the quality of leadership being provided to the learning community.
 - 2.2.6 **Empowering** – the leadership models must aim to empower leaders within their communities to make decisions that best meet the needs of their communities.

- 2.2.7 **Integrating** – the leadership models must aim to develop better partnerships, collaboration and effective delivery within and across local communities.
- 2.2.8 **Contextualisation**- the leadership models must take into account community and cultural links within and across education settings.
- 2.2.9 **Accountable** - the leadership models must fulfil all legislative requirements and procedures and be able to demonstrate impact upon outcomes for families and communities.

3.0 School and Early Learning Centre Leadership (ELC) Models

- 3.1 The aims and principles will guide the creation of new leadership models which will serve the learning communities of Fife. In order to provide greater clarity around the description of the leadership models outlined in the papers in 2016 and 2021, more detailed descriptions are provided below, and exemplar illustrations of these models are provided in Appendix 3:
- **Model 1** - Single school or early learning centre model of leadership: a headteacher and/or leadership team serving a single school. The size and composition of the leadership team will be dependent on the school roll.
 - **Model 2** – Two establishments with one Headteacher and where applicable a leadership team across both schools/elcs. The size of the leadership team would be dependent on the combined school/elc rolls. There are currently 26 of these models in place across Fife.
 - **Model 3** – Cross Sector leadership model, e.g.:
 - One Headteacher and leadership team across a special school and either a primary school or a secondary school. Age range 3-12 years or 3-18 years. This model is already in place across Duloch Primary School and Calaiswood Special School (3-18) in Fife.
 - One Headteacher and leadership team, if applicable, across an Early Learning Centre and Primary School, Age range could be 0-12 years, 2-12 years or 3-12 years. There are 3 models like this already in place across Fife.
 - One Headteacher and leadership team across a Primary School and Secondary school. Age range could be 0-18 years, 2-18 years, 3-18 years or 5-18 years. Note that some Primary Schools include a nursery provision. There are no models in place in Fife at present across a primary and secondary school.
 - **Model 4** – School Grouping model. One Headteacher and leadership team across a group of schools, including nursery provisions, within the same Cluster area.
 - A group of primary schools within the same cluster area. This is likely to be applied where there are a number of small primary schools where the Headteacher would be a Teaching Headteacher and/or there is limited middle leadership opportunities. This could also include one larger primary school and a number of smaller primary schools.

4.0 School Leadership Roles: Headteachers, Deputy Headteachers and Principal Teachers

4.1 The Senior Leadership team within Fife schools will comprise of a variety of job roles and the structure of this will be dependent upon the pupil roll of the school. These job roles are namely Headteacher, Depute Headteacher and Principal Teacher. All teaching professionals are registered with the General Teaching Council, Scotland (GTCS) and work within a set of agreed standards. There are many commonalities between the Standard for Middle Leadership (PT and DHT) and the Standard for Headship (DHT and HT). For example:

Standard for Middle Leadership	Standard for Headship
Understand how to develop and demonstrate a strategic vision.	Fully understand how to develop and demonstrate a strategic vision.
Have an enhanced and critically informed understanding of Curriculum	Have an enhanced and critically informed understanding of Curriculum
Collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities.	Lead and collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities.

4.2 There are shared responsibilities within every school context, particularly within the Senior Leadership Team where all members are responsible for leading the direction of the school.

4.2.1 Shared roles between Headteacher and Depute Headteacher (Principal Teacher, where appropriate):

- Quality of Learning, Teaching and assessment across the school
- Self-evaluation, continuous improvement and leadership
- Promoting an inclusive community
- Promoting collaboration and pedagogy
- Working in partnership with staff, learners, parents and the wider school community
- Safety and welfare of all
- Contributing to cluster, local and national developments

4.2.2 Role of Headteacher supported by Depute Head Teacher (Principal Teacher, where appropriate):

- Strategic vision, ethos and aims of the school
- Building and maintaining partnerships with learners, families and other relevant partners
- Strategic overview of planning, delivery and assessment in accordance with national policy
- Culture of Professional Learning
- Use of available resources (financial, human, physical) to enhance appropriate learning environment

All of the above can be led by the Depute Head Teacher/Principal Teacher when deputising for the Headteacher.

- 4.3 The role of a Headteacher, whether it be a Teaching Headteacher, Joint Headteacher or the Headteacher of a single establishment has many different roles and responsibilities. It is often the case that these roles and responsibilities cause the Headteacher to be in an establishment other than their own, whether this be Professional Development, Cluster Activities or Learning Partnerships. All schools and Headteachers encourage leadership at all levels to both develop the capacity and progression of staff. All staff play a part in being role models and being the face of the school to parents/carers and pupils.
- 4.4 A key role of the Headteacher as set out in the General Teaching Council for Scotland is the Leadership and Management of staff. In larger schools or partnerships this responsibility can be delegated to Depute Headteachers or Principal Teachers, but the Headteacher retains ultimate responsibility and the quality assurance of performance of all staff.
- 4.5 Headteachers assisted by Depute Headteachers and other members of the extended leadership group are responsible for ensuring consistent, high-quality experiences, for all children and young people, across all areas of the establishment. This may include across different schools, or across different departments/year groups within the same school.
- 4.6 Engaging with the school community is both a legislative and vital part of a school leader. Headteachers, assisted by their leadership teams will always aim to attend as many events as they can whilst meeting the legislative requirements of the parent council.

5.0 Sharing Practice with other Local Authorities

- 5.1 Over recent months and years we have engaged with Scottish Borders, Dumfries and Galloway, Argyll and Bute and Highland Council Education Services to inform our planning and development of sustainable leadership models across schools in Fife. Our identified four models, as described in section 3.1, are in place across those local authorities and, indeed, in others across Scotland and beyond. Those engagements highlighted the educational benefits of these models and the considerations required to mitigate any potential challenges.
- 5.2 It was clear from the conversations undertaken that each scenario and context need individual consideration. The configuration of leadership models arises due to various circumstances, e.g., because of a new build requirement; challenges arising from staffing issues or redeployment; the desire to create non-teaching HT positions and to increase the middle leadership opportunities within certain communities; geographical requirements; or changing school roles. There is no 'one size fits all' and careful consideration is given to each context and surrounding circumstances.
- 5.3 The feedback from other LAs regarding cross-sector models was particularly positive, with HTs and leadership teams from those schools sharing their enthusiasm and positivity about their own experiences, and those of their staff, their pupils and their families. One school stated: *'There are absolutely no disadvantages and that everything about the merger has been nothing other than positive. The campus has changed from three disparate schools into one campus family. It would be an utter disaster if that ever changed, as everyone is completely committed to the model. The whole team have a 3-18 commitment, which stops a 'them' and 'us' mentality across the sectors.'*
- 5.4 One of the main highlights shared about the cross-sector model is seeing children from the start of their school career straight through until they move on. This ensures early tracking of progress, which is a powerful tool in the early identification and intervention of support, to improve the outcomes for individuals.

- 5.5 Collegiate working opportunities support and help the community building of new cross-sector, joint headship and cluster/ school grouping models of leadership. Cases were shared as to how some schools created inter-disciplinary learning opportunities across the different schools allowing everyone to learn together, to share the activities and learning experiences and to draw on teacher expertise across the schools and different sectors. A very positive example of this was a Learning for Sustainability project undertaken in Dornoch Academy (2-18 multi school campus), in Highland Council.
- 5.6 One key consideration to the success of the cross-sector and the school grouping / cluster models is the appointment of the Headteacher. Feedback from other local authorities suggested that if appropriate, the appointment of the Headteacher of either model ideally should be made before the initiation of the school, to oversee the recruitment of other staff, where applicable, and to be the strategic decision maker from the very beginning. There needs to be a very clear strategic focus shared with all parents, with clear explanations and expectations. Feedback has indicated that communication is the key to success.
- 5.7 In the two-school joint headship models and the larger school grouping model, challenges will arise for the HT who could potentially be travelling between schools regularly. Initial work is required to support the need for changed expectations of families and staff with regards to the presence of the HT in school. The roles and responsibilities of DHTs and PTs include the deputising for the HT in their absence, and this subtle shift in parental expectation needs to be shared and supported with clear communication strategies for all. A considerable cause for concern for parents and families is that the HT will not know their child. Feedback has indicated that ensuring parents know that the support staff, classteacher and the other members of the leadership team will know their child well and are well placed to make decisions about their child's learning and welfare.
- 5.8 In cross-sector and school grouping models, one key to success was to create an 'executive' parent forum/ council. Each individual school would have its own parent forum and then the executive parent forum would comprise of representatives from each individual parent forum. This model affords each school the opportunity to support their schools individually, but also to feel part of and contribute to the wider vision, values and life of the whole school community.

6.0 Conclusion

- 6.1 Fife's Education and Children's Services Directorate believes that there will be considerable educational benefits arising from each of the leadership models identified in section 3. Each model offers different opportunities for collaborative approaches to working which support the development of the highest quality curriculum, learning, teaching and assessment, impacting positively on pupil attainment and experiences across schools.
- 6.2 Every HT in Fife, regardless of the leadership model, requires time to get to know the school context(s), the school staff, pupils and families and ensure they use staff expertise the best way possible to maximise the impact on the children and young people. Within all contexts there will be positives and challenges, however, solution focused approaches will ensure those challenges are faced head on to provide the best opportunities for everyone within the school community.
- 6.3 Through engagement with other Local Authorities (as outlined above), we heard primarily of the positives joint, cross-sector and school grouping/ cluster models bring. The opportunities for support staff and teachers to learn together and from each other, sharing expertise and good practice is extremely beneficial. Smaller schools feel less

isolated and developing a more expansive learning context has brought significant positives. It is also expected that as approaches to curriculum design and delivery are co-produced and shared across schools, this will lead to increased opportunities for children to work with other children across schools, e.g. through interdisciplinary learning experiences, outdoor learning opportunities, shared themes/areas of focus across schools (Global Citizenship/STEM) and many more.

- 6.4 Cross-sector working, as in Model 3, facilitates improved tracking and monitoring across the sectors from Early to 4th Level. This enhanced knowledge informs curriculum development and planning, but also ensures opportunities for earlier identification of dips in attainment, which can be addressed early on. Models 2 and 4 provide the opportunity to identify patterns across schools where development needs, common to more than one school, be identified and addressed more effectively and coherently. This can be achieved through the strategic directing of expertise from other schools within those specific leadership models to support a school's drive for improvement and will encourage collaborative planning of interventions suggested by the tracking and monitoring.
- 6.5 Some of the challenges identified in other Local Authorities have specifically centred around the lack of shared understanding of the roles and responsibilities of school leadership teams beyond the role of the Headteacher. Through clear communication and shared understanding, these initial challenges can easily be overcome to ensure that families feel confident their children and young people are best served by all.
- 6.6 Budgets and resources will also be used and shared effectively to support improvement activity equitably across schools. Existing good practice will be recognised and identified within the school leadership models and incorporated into the strategic planning by the Headteacher to improve provision and ensure consistency of experience for all young people across the schools.
- 6.7 Further detail of each model in practice and an illustration of the staffing model for each is outlined in Appendix 3.
- 6.8 Possible options to strengthen school leadership arrangements in the Waid Cluster are outlined in detail in Appendix 4.

List of Appendices

Appendix 1: Stakeholder Feedback 21-22

Appendix 2: Waid Cluster Parent/Carer Consultation January-March 2022

Appendix 3: Models of practice and exemplar illustrations of School Leadership Models

Appendix 4: Options for School Leadership Models for Waid Cluster Schools

Appendix 5: Equality Impact Assessment Summary Report

Report Contacts

Angela Logue

Head of Education & Children's Services

Fife Council

Fife House, North Street, Glenrothes, Fife, KY7 5PQ Glenrothes

Email: Angela.logue@fife.gov.uk

Sharon Smith
Quality Improvement Officer, Professional Learning & Leadership
Fife House, North Street, Glenrothes, Fife, KY7 5PQ
Email: sharon.smith@fife.gov.uk

Kevin Funnell
Service manager (Operations)
Fife House, North Street, Glenrothes, Fife, KY7 5PQ
Email kevin.funnell-ed@fife.gov.uk

Stakeholder Feedback 21-22

Joint Headteachers:

Benefits:

- Enhanced levels of collaboration are evident across a wider network which ensures that school improvement activity has a positive impact on outcomes for children.
- As there is no teaching commitment for the headteacher then they can focus on being a strategic leader of change and improvement without having to split their focus between class teaching and being the headteacher.
- A larger staff team allows for more consistency in staffing within the smaller school setting as there is less reliance on having probationer teachers each school session to allow for the headteacher to have more time out of class.
- Being a joint headteacher gives the opportunity for experienced heads to develop their skills, knowledge and understanding of leadership further. This also allows for expertise to be shared across more than one early year's/school setting.
- Ability to distribute leadership across more than one setting gives opportunities for increased collaboration and learning which builds capacity at all levels.
- Flexibility to share staffing across more than one setting ensures that the needs of more than one school community are met.
- Where staff are less reliant on the headteacher being in the building at all times, they are empowered to make decisions independently to meet the needs of all learners.

Challenges

- Where logistical or operational challenges were highlighted by the consultation group it was clear that the service had supported our joint headteachers to overcome any issues or barriers they were faced with. We work closely with our joint headteachers as a service to ensure that any operational/logistical issues are addressed promptly so that these barriers can be removed. As we move forward, we will continue to support our joint headteachers to address any operational or logistical barriers or issues that may arise.

Schools Staff Views

Staff feedback has recently been gathered from all Education staff through our Staffwise Survey 21-22. Data from all primary schools has been analysed and comparisons made between staff in Joint Headteacher schools and those in non-Joint Headteacher schools. The comparisons can be seen below:

- In response to the statement: '***I have appropriate support from my line manager,***' **91%** of staff in Joint Headteacher schools **agreed** to that statement, compared to a slightly higher **92%** of staff in non-Joint Headteacher schools **agreeing** to that statement.
- In response to the statement: '***There is a positive ethos in my team/ school/ centre,***' **86%** of staff in Joint Headteacher schools **agreed** to that statement, compared to a slightly lower **83%** of staff in non-Joint Headteacher schools **agreeing** with the statement.
- In response to the statement: '***The relationships with others in my team/school/ centre are good,***' **95%** of staff in Joint Headteacher schools **agreed** with the statement compared to a slightly higher **96%** in non-Joint headteacher schools **agreeing** with the statement.
- In response to the statement: '***In my team/ school/ centre change is managed effectively,***' **81%** of staff in Joint Headteacher schools **agreed** with the statement compared to a lower **79%** in non-Joint Headteacher schools agreeing with the statement.

- In response to the statement: '***There is effective communication within my team/ school/ centre,*** 82% of staff in Joint HT schools **agreed** to that statement, compared to a lower 79% of staff in non-Joint Headteacher schools **agreeing** with the statement.

From the above information, it can be concluded that school staff's experiences demonstrate there is little to no difference between the Joint Headteacher and non-Joint Headteacher Leadership models.

Parent/Carer Views

In June 2022, individual school-based parent surveys from a variety of Joint Headteacher schools with varying school roles and geographical contexts were analysed to identify any specific parental feedback regarding the impact of Joint Headship models. The following findings are summarised below:

School identity

School identity remains an important factor for parents and carers. In those surveys which specifically asked about the joint headship model, almost all thought that their schools had their own identity.

Collaboration

Although school identity is important, parents participating in specific joint headship surveys identified that the children and young people could and should benefit from continued collaboration across joint headship schools, either to support the professional learning of the school staff or to enhance the learning and teaching experiences of their children.

In the surveys where parents were specifically asked about giving their own views, most agreed that the school asked for parental views, with most agreeing that their views are taken into consideration by the schools.

Communication

Across all surveys, communication features highly. All schools, joint headship and non-joint headship, communicate differently with parents and therefore responses around communication vary from school to school. Nevertheless, there was no evidence from the surveys gathered that there were any specific concerns about communication within joint headship schools. In fact, those joint headship schools surveyed were mostly happy with the communication, and almost all who responded felt that they all received timely responses when they contacted schools.

Reassuringly, it was also evident that almost all parents knew who to contact if they were worried about their child's happiness or friendships at school.

Senior Leadership Teams/ Headteachers

In those surveys which specifically asked about the joint headship model, almost all thought that they had access to the leadership team if they felt they had a concern.

Individual school-based surveys offered opportunities for parental reflections on the joint headship model, with the majority considering the schools to have progressed well since the start of the joint headship. When asked about next steps for those schools responding to specific questions about joint headship, there were mixed qualitative responses with some parents wishing the joint leadership model to continue, and others wishing the model to end. However, of those who responded, the majority thought the schools had made very good progress as joint headship schools.

Those who participated in joint headship specific surveys, when asked as to whether or not they thought the joint headship to be successful/ well led, almost all agreed.

Pupil progress

An important consideration for parents is the progress that their child makes at school, their wellness and happiness in school and whether their child is known as an individual. In response to questions about children receiving the help they need, almost all parents agreed that their child was receiving the help they needed to do well, and almost all agreed that the schools supported their child's emotional wellbeing.

Across the varying school-based surveys, almost all parents were happy with their child's progress, which is extremely positive given the current challenges due to the pandemic. Most parents also commented that the schools kept them well informed of their child's progress.

In conclusion, it is clear to see that parents have shared no areas of cause for concern because of the joint headship model.

Pupil Views

Pupils from the same joint schools as the parent school-based surveys engaged in focus group discussions which aimed to gather insight into what they felt about their schools. They were **not** asked specific questions about the joint leadership model.

When asked what was special about their school, the pupils answered mostly about their teachers, their friends, the fun things they do etc. There was no reference to the fact their schools were part of a joint headteacher leadership model.

When asked who looked after them at school, there was the expected responses of their friends, teacher, PSAs, buddies, DHT, HT etc. There was no reference to the Headteacher being unavailable on certain days. There was a similar response, when asked if they had a problem, who would they go to.

The P7/S1 pupils were asked about transition activities in preparation for high school. Responses were mostly positive, however, there was little mention of engagement with children from other primary schools. This is likely to be illustrative of the context at the time with the limitations on collaborative activities due to the pandemic. However, it is important that moving forward, opportunities for joint learning experiences and collaborations across schools, regardless of the joint headship arrangements, are planned for in order to build relationships that will support strong transitions to secondary school, as well as enhancing the development of important skills for learning, life and work.

It is clear from the pupil responses that almost all enjoy school, they enjoy their learning, and they feel supported by their friends and the adults around them. The absence of the headteacher on certain days of the week does not appear to impact on them as individual learners.

Waid Cluster Parent/Carer Consultation January-March 2022

There were a number of common questions raised by parents that we have grouped together under headings and responded to below:

What will be the roles and responsibilities of staff in school, particularly when the Headteacher is not on-site?

- *The roles and responsibilities of teaching and support staff in the school would not differ significantly under a joint headship model. For example, every school has a Child Protection Coordinator and a Depute Child Protection Coordinator and there would be clear arrangements in place for both staff to pick up responsibilities when the Headteacher is not in school. This is no different to current arrangements.*
- *Joint leadership models often offer a reduction in teaching time for the Headteacher, allowing for more time to be dedicated to Leadership tasks, such as Child Protection, community engagements/events, Assemblies/Celebrating Wider Achievements alongside the day-to-day management tasks.*
- *The reduction in teaching time also allows releases the leadership team to interact with more with all young people and their parents across the whole school day, whilst also providing targeted support where required.*

How will the headteacher ensure the needs of all schools are met? Particularly around sustaining each schools' identity.

- *All schools will develop their School Improvement Priorities unique to their community and involving all stakeholders. There are often common themes in School Improvement Priorities across schools and clusters, but due to local circumstances there will often be priorities unique to that setting.*
- *Where a Headteacher is leading more than one school, they will always consider common themes across the schools and those individual to the school's circumstances.*

Who will we speak to about our children if the Headteacher is not available or in another school?

- *In all schools there is a named person for each child and clear guidelines on how children and families can contact this person or raise concerns. For most learners across the authority, this named person is not the headteacher of the school, however, a member of the senior leadership team will be involved with any issues if required.*

In small schools there is often changes in staff, resulting in inconsistency of staffing in our school.

- *Where schools are led by a Headteacher who has leadership responsibility for more than one establishment, there is more opportunity and flexibility to develop staff and offer opportunities of progression meaning that staff do not need to move out with the school/cluster to pursue their ambitions.*

There are concerns that proposed changes to the Leadership Model is an avenue to implementing budget cuts through demoting Headteachers to Depute Headteachers and we are not convinced that leadership time is not being cut.

- *Headteachers are given a budget for the establishment(s) that they lead. The Headteacher has a high level of autonomy about how they use this budget to best meet the needs of all learners in their community. They will use creative solutions to increase leadership time. The budget given to the schools remains the same whether it is a joint establishment or not.*

How will the schools meet learners' individual needs when the headteacher is not present? Who will deal with discipline, take small groups and arrange for medical assessments?

- *In cases where learners need extra support, school leaders will ensure that effective plans are in place to meet the needs of a learner. Examples of this may include strategies that the teacher can employ, or the use of a pupil support assistant amongst other approaches. Small groups are a common approach to supporting some learners across the curriculum but in most cases are not taken by a Headteacher.*

What is the rationale for the NEED for a change?

- *Local and national evidence that strengthening leadership models, with experienced strategic leaders, increased middle leadership and opportunities for collaboration, will achieve sustainable improvements in the leadership and management of curriculum, learning and teaching, that will meet the needs of all children and young people across the schools.*
- *Specific examples of successfully implemented models across Scotland.*

Role of Parent Councils

In the case of a leadership model which involves more than one school, each school will continue to retain its own parent council which will have a specific role to play in developing and improving experiences within each individual school. Senior leaders would continue to attend and work with the parent council in a similar manner as it does now. There is clear legislation about this.

With regards leadership models which include more than one school, there may be an opportunity to create a group where representatives from different parent councils attend to discuss matters that are common across schools. For example, transition activities to secondary school.

Career Progression Opportunities

The traditional leadership model in smaller Primary schools is to have a Teaching Headteacher and a number of teachers. For those staff who wish to develop their career pathway, it often means they need to move away from the school/area they currently work in, to a larger school which may have a Principal Teacher or Depute Headteacher post. In joint leadership models there is more scope to create these Principal Teacher or Depute Headteacher posts within the smaller schools.

Exemplar illustrations of School Leadership Models

Model 1

Single schools can vary in size; however, all are led by one Headteacher (HT) serving one school. There may be a leadership team (i.e., Depute Headteachers (DHTs) or Principal Teachers (PTs), depending on the school role. Most leadership models in Fife are currently based on this model.

For a single school the management model is applied to all Primary settings. Secondary management models are devolved to the school to determine.

Weighted Roll of School	Teaching Headteacher	Headteacher	Depute Headteacher	Principal Teacher
1 to 125	1	-	-	-
126 to 170	-	1	-	-
171 to 260	-	1	-	1
261 to 375	-	1	1	-
376 to 525	-	1	2	-
526 and above	-	1	3	-

Teaching Headteachers are class committed for 70% of the teaching week and have management time for 30% of the week.

Within Primary, Depute Headteachers are class committed for 50% of the teaching week with the remainder management time. Primary Principal Teachers are class committed for 80% of the teaching week and the remaining 20% protect time to lead on strategic areas for the school.

Opportunities & Challenges

Curriculum, Learning and Teaching – Lead by the HT, the school staff will plan for and design the curriculum and teaching and learning experiences for their children and young people (CYP). Smaller single schools working in isolation will not have the wider expertise of staff to share the planning and designing of learning and teaching experiences. This can be overcome, to some extent, by working with colleagues across schools/ Early Learning Centres (ELCs) and networks in Fife to ensure they gain a wider knowledge and understanding and are able to share good practice.

Enhanced Transitions – Enhanced transitions between ELC and Primaries, or Primaries and Secondaries need to be planned for at Cluster Level to support the specific needs of all learners involved in those specific transitions. This requires specific coordination and planning across Cluster schools.

Impact for School leadership teams – Single schools have varied leadership teams depending on the school role. Some small schools will have a HT with teaching responsibility. In small schools there are often no leadership development opportunities due to the lack of promoted positions available in these schools, especially within Primaries. Those HTs who lead schools without a wider leadership team need to seek opportunities to collaborate with other Headteachers to share expertise, learn from each other, and to support their own professional learning. Larger schools, such as Secondary schools, have more middle leaders who support the development and improvements across the larger school community.

Partnership working –Larger single schools are able to work with their stage/ level / year/ department colleagues to support their own professional development, curriculum design and learning and teaching planning. This moderation approach is crucial to ensure high-quality provision and expectations from all. If this is not an option in smaller school, teachers need to seek this across networks and across Cluster schools to support quality assurance.

Impact for families – Families work closely alongside the school to support the learning of their CYP. As in all schools, the parents will have avenues of communication with both the classteacher and the Senior leadership Team. As outlined in roles and responsibilities section 4, the other members of the senior leadership team are qualified and expected to act on behalf of the HT when required.

Model 2

This model has two establishments (individual schools) which are led by one Headteacher (known as Joint HT) and a leadership team across both schools. The size of this leadership team depends on the combined school rolls and discussions with the Headteacher to determine the most appropriate model for their setting within the resources available. For a joint headship the standard management allocations per Model 1 are not applied, this is to ensure our schools are supported with an agreed management model appropriate to the joint headship.

Management model examples

Example A:

School A has a pupil roll of 34, with School B a pupil roll of 75. In a single school management model both School A and School B the schools would be led by a Teaching Headteacher. A Teaching Headteacher has a teaching allocation of 70% of the teaching week, and a management allocation of 30%.

Weighted Roll of School	Teaching Headteacher	Headteacher	Depute Headteacher	Principal Teacher
1 to 125	1	-	-	-

In a joint headteacher model, if we applied the standard management allocation as above, the school roll would be 109 pupils which would allocate a Teaching Headteacher. This is recognised as a model that would not be suitable. The model applied in this joint headship would be one Headteacher who is non-teaching, this allows the Headteacher to split their increased management time across both schools.

Example B:

School A has a pupil roll of 150, with school B a roll of 200. In a single school management model, School A would be led by a non-teaching Headteacher, and School B, a non-teaching Headteacher with a Principal Teacher.

Weighted Roll of School	Teaching Headteacher	Headteacher	Depute Headteacher	Principal Teacher
126 to 170	-	1	-	-
171 to 260	-	1	-	1

In a joint headteacher model the Headteacher can determine how best they structure their schools within the resources available. Through discussion, the Headteacher may elect to create a

Depute Headteacher post(s) and/or create additional Principal Teacher posts. They may also consider reducing the class teaching commitment either for Depute Headteacher or Principal Teachers within their schools to increase the management and leadership time available across the schools. Each model is agreed with the Headteacher for their local context and the available resource. Within this model the available resource allocated to the Headteacher is the full salary of the Headteacher post removed from the structure, no saving is retained by the Service and funds fully devolved to the Headteacher.

Example C:

School A has a pupil roll of 275, with school B a roll of 450. In a single school management model, School A would be led by a non-teaching Headteacher, and one Depute Headteacher, School B, a non-teaching Headteacher and two Depute Headteacher.

Weighted Roll of School	Teaching Headteacher	Headteacher	Depute Headteacher	Principal Teacher
261 to 375	-	1	1	-
376 to 525	-	1	2	-

Again, a Joint Headteacher can determine how best they structure their schools within the resources available. As the Depute Headteacher have a teaching commitment of 50%, one option the Headteacher may consider in School B is appointing an additional class teacher who would release both Depute Headteachers from their teaching commitment to allow them to perform management roles 100% of the school week. In School A they may do similar or recruit to Principal Teacher posts.

Opportunities & Challenges

Curriculum, Learning and Teaching – Lead by the HT, the school staff in each individual school will plan for and design the curriculum and teaching and learning experiences for their CYP. Smaller single schools that have the same Headteacher will not need to work in isolation as they may choose to draw on the expertise from their colleagues in the other school to support their planning and designing of learning and teaching experiences. Each school will maintain its own identity and will have its own individual School Improvement Plan, however there will be collective opportunities for collaboration over some of those improvement foci.

Enhanced Transitions – Enhanced transitions between ELC and Primaries, or Primaries and Secondaries need to be planned for at Cluster Level to support the specific needs of all learners involved in those specific transitions. However, there are exciting opportunities for those CYP who attend schools with a shared leadership model as they can be offered the opportunities to work alongside their peers across the schools prior to attending their secondary schools.

Environment for learning – Teaching and support staff will have options as to the best place for some learning experiences to take place, and if considered suitable, may wish to use the facilities within across the schools to support the required learning. There will also be a greater opportunity to share school resources to support the learning and teaching opportunities of all.

Impact for School leadership teams – Joint HT models have potential to be very joined up in their approach to how they work as a leadership team. Headteachers may wish to draw on the expertise across the leadership teams to support the work in both schools, or focus their leadership teams in specific schools only. That is a decision that remains with the HT. However, there are significant opportunities to collaborate and share, and to learn together to build a wider sense of community across pupils, staff and leadership teams. In Model 2 schools, the HT has no teaching commitment, and DHTs will have 0.5 of the week teaching commitment. Some schools may not have DHTs but will have PTs who deputise for the Headteacher when they are out of that specific school and working in the other school. There needs to be a high level of trust across the

leadership team and the wider school community must work along with the school to ensure communication is key to everything they do. Careful time management and planning is required by the HT to ensure they do not spend significant amounts of time travelling between schools. Joint Headteacher schools generally offer greater possibilities for promotion due to there being DHT positions in some of those schools.

Partnership working – Colleagues across the schools are able to work together to enhance their professional learning and share their expertise and good practice. Larger schools will also have the opportunity to work with their stage/ level / year/ department colleagues to support the planning for learning experiences and also with their professional development. This moderation approach is crucial to ensure high-quality provision and expectations from all.

Impact for families – Families work closely alongside the school their CYP attends. As in all schools, the parents will have avenues of communication with both the class teacher and the Senior leadership Team. In Joint HT schools it may not be the Headteacher who responds to concerns, however as outlined in roles and responsibilities in section 4, the other members of the senior leadership team are qualified and expected to act on behalf of the HT.

Model 3

This model has two establishments (individual schools) which are led by one Headteacher (known as Joint HT) and an extended leadership team across all the schools. Within this example it is a Secondary school with a Primary school. In this model the Headteacher can determine how they wish to utilise the available resource to determine the most appropriate model for the schools. As the full budget is allocated to the Headteacher they have flexibility and empowerment to create a model that supports the local needs of each school. The model differs from the previous models as the Secondary Management Model is fully devolved to the school, each Secondary is allocated a budget which they are empowered to create their own model, this includes Class Teachers, Principal Teachers, Guidance Teachers and Depute Headteachers. The Headteacher can increase Class Teachers by reducing Principal Teachers for example, or have more Principal or Guidance Teachers and less Depute Headteachers. The overall staffing plan in a Secondary School is agreed with all staff members via a formal policy (LNCT13), this ensures a Headteacher consults with all staff in determining the most appropriate structure for the school.

If the Primary Headteacher post was removed as part of the joint model, the budget for the Headteacher is fully available for creating a structure. The remaining posts in the Primary School would remain, as per the table below as examples.

Weighted Roll of School	Teaching Headteacher	Headteacher	Depute Headteacher	Principal Teacher
126 to 170	-	1	-	-
171 to 260	-	1	-	1
261 to 375	-	1	1	-
376 to 525	-	1	2	-

The Joint Headteacher may create additional posts within the Primary, such as a Depute Headteacher and/or create additional Principal Teacher posts. They may also consider the transition between Primary and Secondary and appoint a Depute Headteacher or Principal Teacher across both settings to support transition. With this model no saving is retained by the Service and funds fully devolved to the Headteacher.

This is a cross-sector leadership model, with one HT and an extended leadership team leading across one, two or three different sectors. Currently in Fife we have 3 examples of ELCs and Primary Schools (0-12 years, 2-12 years, or 3-12 years). There are no current examples in Fife of Early Years, through Primary years and into Secondary (0-18 years, 2-18 years, 3-18 years or 5-18 years).

Opportunities & Challenges

Curriculum, Learning and Teaching – Lead by the HT, the school staff in each individual school will plan for and design the curriculum and teaching and learning experiences for their CYP. The CYP will be able to contribute to the planning of their learning and teaching and personalise that to their age and stage. The staff will be able to work across the sectors to draw on specific expertise and provide additional and exciting opportunities for learning across the sectors.

Enhanced Transitions – Enhanced transitions, depending on the age and stages of the CYP within this model, may not necessarily be required. The CYP will be familiar with the contexts, the staff, the school buildings, and therefore additional transition experience may not be required. If the model exists for Early Years and Primary only, then additional enhanced transitions will be required for CYP moving on to Secondary Education, and these will be planned for in local Cluster groups. There will be improved tracking and monitoring of pupil progress in this model due to closer nature of working, and the strong links between the different sectors.

Environment for learning – Staff will have extra opportunities to widen the learning experiences of CYP as they will be able to capitalise on the additional facilities and resources available to them.

Impact for school leadership teams – HTs of cross-sector models have an enhanced strategic role, which will require them to have an overview of the whole school and draw on the sector experience and expertise of the wider school leadership team. The decision of how the leadership team work together will lie with the strategic overview of the HT. The leadership team will need to establish respectful and trusting working relationships to support the development of the wider school community. It may be possible, and deemed advantageous, that the leadership team all have specific strategic remits with additional whole school responsibilities that support the improvements across the sectors.

Partnership working – Colleagues in cross sector schools will have the opportunity to work together to enhance their professional learning and practice. As the school will serve one community, there will be strong links established over the years with the wider community, which will bring opportunities for partnership working with local businesses and other organisations.

Impact for families – Families work closely alongside the school their CYP attends. As in all schools, the parents will have avenues of communication with both the classteacher and the Senior leadership Team. In Cross-Sector schools the relationships between families and the school will be enhanced due to the long-term relationships that families will have with one school over their CYP's whole school journey. Throughout that journey there will be different people responsible for the learning and welfare of levels/ year groups/ sectors, depending on who the HT has appointed responsible for those different groupings, and it will be that member of the SLT, and not the HT, who will be the main point of contact beyond the classteacher. As outlined in roles and responsibilities in section 4, the other members of the senior leadership team are qualified and able and expected to act on behalf of the HT.

Model 4

This is a School Grouping model where one Headteacher (Joint HT) who leads and manages a leadership team across a group of schools within the same Cluster area. This may be a group of primary schools within the same cluster area, or indeed include a cluster of primary schools and the secondary school.

The model follows on from Model 3 with additional schools added to the Joint Headship. Once again the Headteacher can determine how they wish to utilise the available resource to determine the most appropriate model for the schools. As a number of Headteacher posts are removed in this model the financial resource available increases. If a Teaching Headteacher post is removed from a school with a weighted roll of under 125 the model is required to cover the teaching commitment of 0.7fte for the teaching Headteacher, all other resources re available to determine the most appropriate model. In a cluster arrangement the Headteacher may wish to allocate non-teaching Depute Headteachers across a number of schools, this enables the Depute Headteacher to be fully released from teaching and provide management time as appropriate.

Weighted Roll of School	Teaching Headteacher	Headteacher	Depute Headteacher	Principal Teacher
1 to 125	1	-	-	-
126 to 170	-	1	-	-
171 to 260	-	1	-	1
261 to 375	-	1	1	-

Opportunities & Challenges

Curriculum, Learning and Teaching – Lead by the HT, the school staff in each individual school will plan for and design the curriculum and teaching and learning experiences for their CYP. The CYP will be able to contribute to the planning of their learning and teaching and personalise that to their age and stage. As in Model 2, smaller single schools that share the same HT will not need to work in isolation as they may choose to draw on the expertise from their colleagues in their partner schools within their school grouping to support their planning and designing of learning and teaching experiences. Each school will maintain its own identity and will have its own individual School Improvement Plan, however there will be collective opportunities for collaboration over some of those improvement foci.

Enhanced Transitions – As in Model 2, enhanced transitions need to be planned for at Cluster Level to support the specific needs of all learners involved in those specific transitions. However, there are exciting opportunities for those CYP who attend schools that are part of the school cluster model as they can be offered the opportunities to work alongside their peers across the cluster schools prior to attending their secondary schools.

Environment for learning – As in Model 2, teaching and support staff will have options as to the best place for some learning experiences to take place, and if considered suitable, may wish to use the facilities within their cluster schools to support the required learning. There will also be a greater opportunity to share school resources to support the learning and teaching opportunities of all.

Impact for School leadership teams – Model 4 Joint HTs have a very strategic role, requiring them to be involved in the strategic overview of all the schools, and not involved in the operational decision making of each school. The Joint HT will need to consider the value and impact of when and how they allocate their time to individual schools within their cluster model, and this is likely to be reviewed regularly depending on the needs of each individual context. The HT may wish to draw on the expertise across the leadership teams to support the work in all schools, or focus their leadership teams in specific schools only. That is a decision that remains with the HT. As in Model 2, there are significant opportunities to collaborate and share, and to learn together to build a

wider sense of community across pupils, staff and leadership teams. In Model 4 schools, the HT has no teaching commitment, and DHTs will have 0.5 of the week teaching commitment. Some schools may not have DHTs but will have PTs who deputise for the HT when they are out of that specific school and working in the other schools. There needs to be a high level of trust across the leadership team and the wider school community must work alongside the school to ensure communication is key to everything they do. Joint Headteacher schools generally offer greater possibilities for promotion due to there being DHT positions in some of those schools.

Partnership working – Colleagues in Model 4 schools, as in Model 2 schools, are able to work together to enhance their professional learning and share their expertise and good practice. Larger schools will also have the opportunity to work with their stage/ level / year/ department colleagues to support the planning for learning experiences and also with their professional development. This moderation approach is crucial to ensure high-quality provision and expectations from all. As in Model 3 schools, the schools will serve one wider geographical area, and therefore will be able to develop strong links with local businesses and other organisations, and opportunities to partnership working to provide exciting learning experiences for our CYP.

Impact for families – Families work closely alongside the school their CYP attends. As in all schools, the parents will have avenues of communication with both the classteacher and the Senior leadership Team. In school grouping schools it likely will not be the HT who responds to concerns, but the designated DHT/PT for the individual school. As outlined in roles and responsibilities in section 4, the other members of the senior leadership team are qualified and expected to act on behalf of the HT.

Options for School Leadership Models for Waid Cluster Schools

Introduction

The aims and principles of the school leadership models strategy, outlined in section 2, together with the possible models laid out in section 3, have been used to inform strategic and operational planning to strengthen school leadership models in the Waid Cluster.

School Rolls 2019-2024 (Figure 1)

School	Session 2019/2020		Session 2020/2021		Session 2021/2022		Session 2022/2023		Projected Roll 2023/2024	
	Roll	No of Classes	Roll	No of Classes	Roll	No of classes	Roll	No of classes	Roll	No of classes
Waid Academy	680	-	712	-	704	-	698	-	660	-
Anstruther (Nursery)	330 (73)	12	329 (61)	12	321 (62)	12	305 (41)	11	308 (41)	11
Colinsburgh	45	3	41	2	41	2	34	2	39	2
Crail (Nursery)	88 (18)	4	74 (28)	4	77 (20)	4	89 (16)	4	80 (16)	4
Elie	38	2	27	2	25	2	24	2	18	1
Kirkton of Largo	32	2	27	2	21	2	13	1	15	1
Lundin Mill	93	4	101	5	113	5	130	6	104	5
Pittenweem (Nursery)	72 (22)	3	73 (23)	4	73 (23)	3	89 (14)	4	72 (14)	3
St Monans (Nursery)	96 (25)	4	85 (30)	4	88 (21)	4	78 (21)	4	82 (21)	4
Primary (Nursery) Total	794 (138)	34	757 (142)	35	759 (126)	34	762 (92)	34	718 (92)	31
Area Total	1,612	-	1,611	-	1,589	-	1,552	-	1,470	-

*2023/2024 projections for nursery are the 2022/23 figures

Current Primary School Leadership Models (2022/23) (Figure 2)

School	Leadership Entitlement	Current Leadership Model	Leadership Time
Waid Academy	HT plus 2 x DHT	Temporary HT plus 2 x DHT (1 Temporary)	
Anstruther	HT plus 2 x DHT	Temporary HT plus 2 X DHT	2 x Full-time Equivalent (DHTs both have teaching commitment half of the week)
Colinsburgh	Teaching HT	Temporary Joint HT	1 Full-time Equivalent
Elie	Teaching HT		
Kirkton of Largo	Teaching HT	Permanent Joint HT	1 Full-time Equivalent
Lundin Mill	Teaching HT		
Pittenweem	Teaching HT	Long-term Temporary Joint HT plus 1 X PT	1 Full-time Equivalent + 1 additional day (PT)
St Monans	Teaching HT		
Crail	Teaching HT	Temporary Teaching HT	0.3 Full-time Equivalent (1.5 days management/ 3.5 days teaching)

To strengthen leadership arrangements in the Waid Cluster, as per the aims of the school leadership models strategy, the following options are proposed for consultation with the Waid Cluster headteachers, staff, parents/carers and children/young people:

Option 1:

To make permanent the current leadership models outlined in Figure 2.

Option 2: 2-18 Leadership Model across Waid Academy & Anstruther Primary School

The current leadership in place within Waid Academy is a Headteacher, and two Deputy Headteachers. Anstruther has a Headteacher, and two Deputy Headteachers (with a teaching commitment of 2.5 days a week each).

This model has a combined school roll of 1,044 pupils across both settings, encompassing Nursery, Primary and Secondary pupils (based on August 2022 pupil roll)

The headteacher post would be job re-sized to align with the strategic and operational responsibilities of a 2-18 model. This would increase the salary scale of the post making it a more attractive position for an experienced school leader.

With the leadership and management budget remaining, there are a number of options for the Headteacher in creating a strong leadership team. One option, as shown below is to create an additional Deputy Headteacher and/or Principal Teacher posts within the Primary setting. This would increase leadership roles, or alternatively the teaching commitment of the Primary Deputy Headteachers could be undertaken by a new teaching post, thereby reducing their teaching commitment and increasing leadership time. The extended management team within Waid Academy including Principal Teachers of Curriculum, Principal Teachers and Guidance Teachers remain unchanged in this model.

School	Leadership Entitlement	Current Leadership (22/23)	Leadership Time (22/23)	Proposed Model
Waid	HT plus 2 x DHT	HT plus 2 x DHT	3 FTE	1 HTs 5 x DHTs 1 x PT
Anstruther	HT plus 2 x DHT	HT plus 2 x DHT	2 FTE	

Option 3: 2-18 Leadership Model across Waid Academy, Anstruther Primary School & Crail Primary School

School	Leadership Entitlement	Current Leadership (22/23)	Leadership Time (22/23)	Proposed Model
Waid	HT plus 2 x DHT	HT plus 2 x DHT	3 FTE	1 HT 5 x DHT's 2 x PT
Anstruther	HT plus 2 x DHT	HT plus 2 x DHT	2 FTE	
Crail	Teaching HT (1.5 days)	Teaching HT (1.5 days)	0.3 FTE	

This model has a school roll of 1,149 pupils across Nursery, Primary and Secondary (based on August 2022 pupil roll). This model brings Crail Primary School into the 2-18 model outlined in Option 2 which allows us to remove the Teaching Headteacher post in line with our Leadership Strategy (2015). An additional PT is included within this model. There would be scope to have an additional DHT post in lieu of the PT posts.

Option 4: Joint Leadership Model across Kirkton of Largo, Lundin Mill, Pittenweem, St Monans, Elie & Colinsburgh Primary Schools

This model has a school roll of 403 pupils across Nursery and Primary. This model removes all the Primary Headteacher posts and creates one new Headteacher post across the six schools. In addition, two new Primary DHT posts are added and three PT posts. The two DHT posts would retain a 0.5fte teaching commitment. The five additional Principal Teacher posts all have 0.2fte management time. This model replaces the Joint Headteachers in Colinsburgh & Elie, Kirkton of Largo & Lundin Mill, Pittenweem & St. Monans.

School	Leadership Entitlement	Current Leadership (22/23)	Leadership Time (22/23)	Proposed Model
Lundin Mill	Teaching HT	Joint HT	1 FTE	1 HT 2 x DHT's 3 x PT's
Kirkton of Largo	Teaching HT			
Colinsburgh	Teaching HT	Joint HT	1 FTE	
Elie	Teaching HT			
Pittenweem	Teaching HT	Joint HT 1 PT (Temp funded via the current Joint Head model)	1.2FTE	
St Monans	Teaching HT			

Option 5: Joint Leadership Model across Kirkton of Largo, Lundin Mill & Colinsburgh Primary Schools

School	Leadership Entitlement	Current Leadership (22/23)	Leadership Time (22/23)	Proposed Model
Lundin Mill	Teaching HT	Joint HT	1 FTE	1 HT 1 x PT
Kirkton of Largo	Teaching HT			
Colinsburgh	Teaching HT	Joint HT with Elie	0.5 FTE (0.3fte if reverts to Teaching HT)	

This model has a school roll of 177 across the three primary schools. Note, the projection for Kirkton of Largo for 2023/24 is approximately 15 pupils, one class, however the school has no P1, P2, P3 or P4 pupils currently, when the P7 pupils depart at the end of the 2022/23 session the roll has potential to decrease to 11 pupils with no new enrolments. If this continued and no pupils enrolled in Kirkton of Largo, Lundin Mill may move to a Teaching Headteacher role. This model removes the permanent joint head arrangement for Lundin Mill and Kirkton of Largo, and the temporary joint head arrangement for Colinsburgh and Elie. For a school roll of 171 and above, a single site school would be allocated one non-teaching Headteacher and one teaching Principal teacher post, if the roll reduced as per the projections, a single school under 171 would receive the allocation of a single management post of non-teaching Headteacher. The proposed model is to put in place a permanent non-Teaching Headteacher, and one Principal Teacher, this would not be reduced to a single Headteacher should the roll fall below 171 as anticipated.

Option 6: Joint Leadership Model across Pittenweem, St Monans & Elie Primary Schools

School	Leadership Entitlement	Current Leadership (22/23)	Leadership Time (22/23)	Proposed Model
Elie	Teaching HT	Joint HT with Colinsburgh	0.5 FTE (0.3fte if reverts to Teaching HT)	1 HT 1 x PT
Pittenweem	Teaching HT	Joint HT 1 PT (Temp funded via the current Joint Head model)	1.2 FTE	
St Monans	Teaching HT			

This model has a school roll of 226 across the three primary schools. This model removes the temporary joint head arrangement for Elie and Colinsburgh, and Pittenweem and St Monans. St Monans as a single school would have a non-teaching Headteacher based on the current role if the temporary joint head arrangement ended, however due to the reduced roll it is likely that the school would move to a Teaching Headteacher at the next management update (takes place every three years), all three schools would at that point have three teaching headteachers with a management time of 0.9fte combined, 0.3fte per school. The proposed model is to put in place a permanent non-Teaching Headteacher, and one Principal Teacher.

Option 7: Joint Leadership Model across Kirkton of Largo, Lundin Mill, Pittenweem, St Monans, Elie, Colinsburgh and Crail Primary Schools

This model has a school roll of 508 across Nursery and Primary. This model removes all the Primary Headteacher posts and creates one new Headteacher post. In addition, two new DHT posts are added, five PTs and a 0.7fte teacher for Crail. This is to allow every school to have a management post within its structure.

School	Leadership Entitlement	Current Leadership (22/23)	Leadership Time (22/23)	Proposed Model
Lundin Mill	Teaching HT	Joint HT	1 FTE	1 HT 2 x DHT's 5 x PT's
Kirkton of Largo	Teaching HT			
Colinsburgh	Teaching HT	Joint HT	1 FTE	
Elie	Teaching HT			
Pittenweem	Teaching HT	Joint HT	1 HT 1 PT (Temp funded via the current Joint Head model)	
St Monans	Teaching HT			
Crail	Teaching HT	Teaching HT	0.3	

These options are example models. A Headteacher may elect to utilise the budget to create an alternative model that suits the needs of the schools. If a preferred Option was chosen alternative models could be explored further.

Equality Impact Assessment Summary Report

<p>Which Committee report does this IA relate to (specify meeting date)?</p> <p>Cabinet Committee December 2022</p>
<p>What are the main impacts on equality?</p> <p>The curriculum, and the learning and teaching experiences may be further enhanced in these proposed school leadership models as the Headteacher may be able to facilitate the drawing on expertise from colleagues within their other joint schools and undertake high-quality professional learning that will ultimately enhance the educational experiences of all the children and young people.</p> <p>There will be positive impacts on the quality of the learning environments, whereby staff will be able to share and consider the way their resources across establishments can be best used to improve equal opportunities for all.</p> <p>Enhanced transitions between ELC and Primaries, or Primaries and Secondaries would benefit from working collaboratively with their peers in other cluster schools to build positive relationships prior to moving on to their next educational establishment.</p> <p>School leadership teams will be more flexible, with Headteachers having the option to draw on the expertise of their leadership teams across more than one school. This will provide opportunities for the sharing of skills and expertise, and also the opportunities for wider leadership opportunities. Joint HT schools generally offer greater possibilities for promotion due to there being DHT positions in some of those schools.</p>
<p>In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?</p> <p>One of the benefits of these school leadership models is that Senior Leadership Teams will no longer work in isolation. Therefore, expertise can be shared and solutions to inequalities over economic disadvantage considered and overcome more quickly as a result. Due to a greater size of team, any solutions can be followed through in a supported, strategic fashion.</p>
<p>What are the main recommendations to enhance or mitigate the impacts identified?</p> <p>There are no negative impacts identified.</p> <p>The positive impacts will be enhanced through ensuring strategic planning to provide opportunities for widening and enhancing the collaborative experiences of children, young people and their education staff who support their learning experiences.</p>
<p>If there are no equality impacts on any of the protected characteristics, please explain.</p>
<p>Further information is available from: Name / position / contact details:</p> <p>Angela Logue, Head of Education & Children's Services (Primary & Improvement Support)</p>

Lochgelly South Primary School – Improvement Work

Report by: Shelagh McLean, Head of Education and Children’s Services

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

Purpose

To seek endorsement of the approach to deliver urgent improvement work to address historic mining issues at Lochgelly South Primary School.

Recommendation(s)

It is recommended that members:-

- (1) note all the options that were considered to address the required ground consolidation works, along with improvements, to the existing Lochgelly Primary School building;
- (2) note the decision to proceed with a project of refurbishment of Lochgelly South Primary School, because of the need to achieve an appropriately managed decant from the property within the required timescale and a return to the property within a reasonable timescale; and
- (3) endorse officer recommendations for the temporary decant solution to St Kenneth’s RC Primary School, for all primary aged children, and Lochgelly Sunflower (MacGregor Avenue) Nursery, for eligible nursery children, to enable works at Lochgelly South Primary School to proceed.

Resource Implications

The current costs are estimated at between £6.5m and £8.5m. This estimate includes a risk/contingency allowance. As the project progresses, and detailed plans are finalised, the actual costs will be monitored and reported. The capital cost associated with the project will be funded via the Council’s Capital Plan, with some substitution of grant funding from balances, using revenue flexibilities granted by the Scottish Government. This will be required to free up core capital to accommodate the project. Additional one-off revenue costs associated with the decant can be met from funding available in the service revenue budget.

Legal & Risk Implications

Key risks are summarised in the report and a risk register will be maintained throughout the project.

Impact Assessment

An EqIA has not been completed and is not necessary because this report does not propose introduction of a policy or a change to existing policy.

Consultation

Consultation has taken place with a number of Council services including Finance, Planning, Legal and Property. Information events have taken place at both Lochgelly South and St. Kenneth’s RC Primary Schools, in October and November, to inform parents and carers of the necessary work at Lochgelly South and that a full school decant to St. Kenneth’s RC is proposed and is currently being investigated as the preferred solution.

1.0 Introduction

- 1.1 As a result of feasibility work undertaken, Fife Council was advised of historic shallow mine workings beneath Lochgelly South Primary School. These do not represent a risk to the safety of users but will result in subsidence damage to the building unless remedial works are carried out. It will not be possible to carry out these works without significant disruption to the school.
- 1.2 A structural inspection of the property has been carried out. There are no signs of subsidence related damage at present. Therefore, a planned approach to remedial works is appropriate. However, advice received stated that these still need to be carried out as soon as possible. Whilst damage at some time in the future is inevitable, it is impossible to predict timescales. Therefore, work is required as soon as it can be arranged. Advice from the mining and structural engineers is that the Council should work on the basis of vacating the building from August 2023.
- 1.3 To achieve an appropriately managed decant from the property within this timescale, immediate action was required including the incurring of costs associated with structural inspection and surveys of the property, procurement activity in relation to necessary packages of work and communication with stakeholders.
- 1.4 Therefore, a number of decisions needed to be taken in accordance with the Fife Council List of Officer Powers, where an Executive Director is authorised to take such measures as may be required in cases of urgency, subject to advising the appropriate Convener and Deputy Convener, as soon as possible, and to reporting to the appropriate Committee as soon as possible thereafter, on any items for which Committee approval would normally be necessary. As these measures involved the Council in incurring expenditure, the Chief Executive and Executive Director (Finance and Corporate Services) were advised.
- 1.5 To meet the requirement of reporting to Cabinet Committee as soon as possible thereafter, this report includes a summary of the options considered to date, both for the remedial/improvement works and the decant solution.

2.0 Context

- 2.1 Lochgelly South Primary School is one of 3 schools across Lochgelly. The school has 7 primary classrooms, with a central hall and a smaller dining hall with kitchen. It also has a nursery room which has a capacity for 16 children aged 3 and 4. The nursery operates the full day model, from 9.00 a.m. to 3.00 p.m.
- 2.2 There is currently house building in the area and the roll at the school has been steadily increasing. A single modular unit was planned for summer 22, to accommodate an additional class, taking the capacity to 8 classes.
- 2.3 As part of the design for the proposed modular classroom, investigations were undertaken to determine the suitability of the site. As a matter of course for a historic mining area such as Lochgelly, the presence of (mineral) mine workings is investigated. These investigations identified shallow workings in two coal seams beneath and in the vicinity of the school building.
- 2.4 As the workings have partly deteriorated and will continue to do so, subsidence damage is inevitable. Therefore, work to protect the property is required. Subsidence damage results from loss of support to foundations when workings deteriorate. This could lead to severe cracking in masonry, tilting of rooflines and lintels, depressions in the ground, damage to utilities and walls and floors leaning off plumb.

- 2.5 There are no concerns regarding the safety of pupils and staff. There is no danger of the building suddenly collapsing due to subsidence. The risk is of damage to the building. The works are required to protect the property, not the occupants.
- 2.6 A structural inspection of the property has been carried out. There are no signs of subsidence related damage at present. Therefore, a planned approach to remedial works is appropriate. However, these still need to be carried out as soon as possible. Whilst damage at some time in the future is inevitable, it is impossible to predict timescales. Therefore, work is required as soon as it can be arranged. Advice from the mining and structural engineers is that the Council should work on the basis of vacating the building from August 2023.
- 2.7 In the meantime, a monitoring regime will be implemented. Monitoring will allow management of the situation, with a plan in place to undertake an emergency decant to other locations should any problems become apparent.

3.0 Issues and Options

- 3.1 Lochgelly South Primary School was constructed in 1911. It is of masonry construction, with timber roofs and is mainly single storey. It has a high central hall, with classrooms either side. The central hall walls and exterior walls are loadbearing.
- 3.2 Remedial works will take the form of consolidation by drilling and grouting the entire footprint of the building. Much of the drilling and grouting will be undertaken from the outside of the property. However, the size of the property (and requirement to grout both seams) means that it is not physically possible to reach the entire footprint from outside. Therefore, drilling and grouting will have to be carried out within it. This will be highly intrusive and disruptive and extensive reinstatement works will be required.
- 3.3 Therefore, a decant solution to provide alternative accommodation will be required for the duration of these works.
- 3.4 Given the level of disruption that will be involved, consideration was given to a number of options. The range of options which have been considered are detailed in Appendix A.

4.0 Solution

- 4.1 The preferred solution was to proceed with Option 4, as detailed in Appendix A, to address the mining issues at the school and thereafter fully refurbish the internal areas. This solution involves a full decant of the school to an offsite location for 12 months. The remedial work will commence by August 2023 and will be complete for the start of the new term in August 2024.
- 4.2 As this option requires a full decant of Lochgelly South Primary School, a review was undertaken across the Lochgelly and Ballingry areas to identify a suitable decant location. Appendix B lists all the options considered as decant solutions, along with the advantages and disadvantages of each location.
- 4.3 After careful review and site visits, it was recommended that all primary pupils and staff from Lochgelly South Primary School decant to St. Kenneth's RC Primary School from August 2023 through to July 2024, during which time the work to their own school will be undertaken. The advantage of utilising St. Kenneth's RC primary school as the decant location is that this site requires fewer modular units, as the school currently has several vacant classrooms, it has 2 spaces available for Assembly/Dining/PE and the building layout enables clearly defined areas for each school.

- 4.4 This option is the only option deliverable within the timescale recommended for vacating the Lochgelly South building. It will provide least disruption for pupils, families and staff, over the shortest timeframe, while ensuring that Lochgelly South Primary School continues to operate as a whole school. It will also ensure that the Lochgelly South Primary School building is sustainable over the long term.
- 4.5 Through this solution, both schools will retain their own staff, uniforms and school identities during the decant, whilst being accommodated on the one site. In addition, improvement works will be undertaken at both schools, thus ensuring both schools improve their condition and suitability elements. This option also allows the provision of a purpose-built nursery at Lochgelly South, with dedicated toilets and direct access to external play. (The list of proposed enhancements is attached in Appendix C.)
- 4.6 Nursery pupils and staff will be hosted at Sunflower Nursery (MacGregor Avenue), as they currently have a vacant playroom. The nursery will operate as Lochgelly South Nursery from this location, for one academic year. All pupils and staff will transfer and transition visits will be arranged through school staff.

5.0 Costs

- 5.1 The cost of the work to address mining issues at Lochgelly South Primary School and the upgrade to all internal areas is estimated at between £5.75m to £7.5m.
- 5.2 Option 4, to decant to St. Kenneth's RC PS, has estimated decant costs of £0.750m to £1.00m.
- 5.3 Additionally, there will be revenue costs relating to buses / staffing of approximately £350,000.

6.0 Funding

- 6.1 The capital cost associated with the project will be funded via the Council's Capital Plan, with some substitution of grant funding from balances, using revenue flexibilities granted by the Scottish Government. This will be required to free up core capital to accommodate the project. Additional one-off revenue costs associated with the decant can be met from funding available in the service revenue budget.

7.0 Programme

- 7.1 The key programme dates are detailed below:

December 2022	Endorsement of way ahead
February 2023	Works commence in vacant classrooms within St. Kenneth's Primary School to upgrade classrooms and ICT provision
Easter 2023	Work commences on providing 2 modular units – to be complete in June for transition visits
Summer 2023	Lochgelly South Primary School is emptied, and all resources moved to Sunflower Nursery and St. Kenneth's RC
Summer 2023	Ground remedial works commence at Lochgelly South Primary School for approximately 5 months

February 2024	Works commence to reinstate and upgrade internal areas within Lochgelly South Primary School
March 2024	New nursery modular unit is installed in Lochgelly South primary school grounds
July 2024	Works complete and school resources returned for the start of the new session in August 2024
August 2024	Modular units are removed from St Kenneth's Primary School for the start of the new term in August 2024

- 7.2 To maintain the construction programme, contracts needed to be awarded to the ground consolidation contractor and the modular unit provider. These contracts are in the process of being authorised to reflect the current lengthy lead in times.

8.0 Risk

- 8.1 A small client contingency has been built into the cost breakdown to respond to any unforeseen changes which may arise during the construction period. This approach is in line with best practice. Should this contingency not be required, the sum will be released back into the Council Capital Investment Plan. If the cost of unforeseen changes exceeds this contingency sum, further value engineering and savings will be sought through the contract. Only if this is not possible, a fall-back position would be to align further funding from the remaining school budgets in the Capital Plan.

9.0 Next steps

- 9.1 Further information events will be held in both schools to provide an update to all parents and carers on the progress of the project and provide information collated to date on the decant solution.
- 9.2 Both schools will work together to create new operating schedules, to provide parents and pupils with information on the school day, transport provision and pick up locations.
- 9.3 Costs and market conditions will be monitored to achieve the tight project timeline.

List of Appendices

- Appendix A: Option Appraisal for solution to mining issues at Lochgelly South PS
Appendix B: Option Appraisal for potential decant locations for Lochgelly South PS
Appendix C: List of improvements identified at both Lochgelly South and St Kenneth's RC

Report Contacts

Louise Playford
Service Manager
Property Services
Email: louise.playford@fife.gov.uk

Shelagh McLean
Head of Service
Education and Children's Services
Email: Shelagh.mclean@fife.gov.uk

Alison Binnie
Business Partner
Financial Services
Email: alison.binnie@fife.gov.uk

Lochgelly South PS – Option Appraisal Information

Option 1- Managed Non -Treatment

This would involve a systematic monitoring regime, on the basis that there are no visible signs of mineral subsidence. However, beyond the immediate period prior to work starting, this can be ruled out on engineering grounds; as the considerable height of the workings, coupled with their particularly shallow depth and state of deterioration, mean that future structural damage to the building is inevitable. This damage is likely to be considerable, with the consequent need for extensive repairs. Remedial treatment to the coal workings would still be required and timescales cannot be predicted. In addition, monitoring will only indicate that damage has occurred – it will not allow this to be prevented. Therefore, this option is not viable.

Option 2 - Partial Treatment

This would involve treating the outer parts of the school and omitting the central part of the footprint including the hall. This would result in differential settlement between the treated and untreated sections. Furthermore, our specialist advisers would not certify the scheme as only part of the instability would be dealt with. In addition, the Council would be liable for any future subsidence damage, as the Coal Authority will be indemnified against any future liability under the provisions of the Mining Subsidence Act 1991. Therefore, this option has been ruled out on both engineering and legal/risk management grounds.

Option 3 - Vacate and merge with other school(s)

This would require the permanent closure of the school. This would avoid the costs of reconstruction, however, would require a solution for the provision of education at alternative schools. The site could be treated or untreated depending on potential future uses.

There is insufficient capacity in the other schools in the area to accommodate all the pupils from Lochgelly South PS, therefore additional capacity would need to be constructed to support this option.

One option is to form an extension/new accommodation block on the grounds of Lochgelly West PS, allowing the two schools to be combined, subject to a statutory education consultation. Given the ground conditions across the Lochgelly area, there is uncertainty in relation to the possibility that grouting might be required on this site as well and may be required before construction could commence. The existing Lochgelly South PS site could be treated or untreated depending on potential future uses.

The pupils would require to be decanted to other accommodation from August 2023 until the new accommodation is complete (approx. August 2025).

Indicative Costs - £7.5-9.5M

- Construction costs
- Decant costs- installation and hire of modular units for approx. 2 years. Transportation costs would also be required (revenue and not included in above costs)
- Demolition of existing school
- No allowance for ground treatment

Option 4 - Full treatment and refurbishment

The pupils would require to be decanted to other accommodation from August 2023 until the ground remediation work and refurbishment is complete (August 2024). This option would cover the ground treatment and any refurbishment works which are required to reinstate the building to an operational standard.

Indicative Costs - **£6.5-£8.5m**

- Ground treatment
- Basic refurbishment/ reinstatement
- Decant costs- installation and hire of modular units for approx. 1 year. Transportation costs would also be required (revenue and not included in above costs)

There will be an opportunity to make enhancements to the learning environment as part of any refurbishment works. A scope of works would need to be developed in due course.

Option 5 - New Build

A site appraisal has highlighted that there are limited sites in the Lochgelly area which could accommodate a new primary school. A full site appraisal, including ground investigation work, would be required to determine the most suitable, available site.

Option 5A - Re-build on same site

This option would still require remedial treatment of the mine workings, in addition to demolition and reconstruction works.

The site footprint is relatively constrained to deliver a new single stream school and associated external amenity space and therefore the design may need to be compromised to be accommodated on the site.

The pupils would require to be decanted to other accommodation from August 2023 until the new accommodation is complete (approx. August 2026).

Indicative Costs - **£13 - £15m**

- Demolition of existing school
- Construction costs
- Decant costs- installation and hire modular units for approx. 3 years. Transportation costs would also be required (revenue and not included in above costs)

Option 5B - Build on an alternative Fife Council owned site

One potential site is the grounds of Lochgelly HS. Given the ground conditions across the Lochgelly area, it is likely that some level of grouting may be required before construction could commence.

The pupils would require to be decanted to other accommodation from August 2023 until the new school is complete (earliest August 2026).

This would be subject to a statutory consultation process

Indicative Costs - **£12- £14m**

- Ground treatment of Lochgelly HS site
- Construction costs
- Decant costs- installation and hire of modular units for approx. 3 years. Transportation costs would also be required (revenue and not included in above costs)
- No allowance for ground treatment of existing site

Option 5C - Build on non-Fife Council owned site

The current Local Development Plan identifies land across Lochgelly for strategic development. Recent discussions with Planning have indicated that there may be an opportunity to change the designation of some of this land, through the next iteration of the Local Development Plan, to allow for the construction of a new primary school. Given the ground conditions across the Lochgelly area, it is likely that some level of grouting may be required before construction could commence. No discussions have taken place with the current landowners and it is likely that any landowners may seek full housing value for any land currently designated for strategic development, until this has been formally changed through the LDP process. The pupils would require to be decanted to other accommodation from August 2023 until the new school is complete (earliest August 2027).

Indicative Costs - £12-£14m + land costs

- Ground treatment of new site
- Construction costs
- Decant costs- installation and hire of modular units for approx. 3-5 years. Transportation costs would also be required (revenue and not included in above costs)
- No allowance has been made in above costs for land acquisition and servicing of the land.
- No allowance for ground treatment of existing site

Decant Solutions for Lochgelly South PS – Option Appraisal Information

Nursery

There is currently a vacant room within Sunflower Nursery (MacGregor Avenue). The nursery will operate as Lochgelly South Nursery from this location for one academic year. All pupils and staff will transfer, and transition visits will be arranged through school staff.

No additional transport costs will be incurred.

Primary

Option 1 - Decant to Lochgelly West Primary School

Lochgelly West Primary School has an operating capacity of 10 classes. The school is currently operating with 9 classrooms, and this is projected to remain at this position for session 2023/24. There is no opportunity to provide decant facilities within the curtilage of the primary school site, with the only option being to consider the adjoining grassed area



This area is a former housing site (brownfield) and initial desk studies indicate that the area has a suspect mineral stability position. The site will require intrusive investigations to ascertain if grouting will be required to accommodate the placing of modular accommodation units.

This option will require a modular decant scope that consists of 5 double modular units and one larger unit for multi - purpose use

In terms of the statutory approval position, detailed applications for full Planning Approval, Building Warrant and a likely Coal Authority permit will be required. With all necessary statutory requirements in place, a minimum 8-month programme of works is anticipated and with the risk of remediation to address possible ground stabilisation requirements due to suspect strata conditions, this may be longer; making August 2023 delivery unachievable.

Provision of a decant facility for August 2023 is critical for the works programme at Lochgelly South PS.

There is insufficient parking to accommodate Lochgelly South PS staff and visitors and, therefore, dedicated provision will be needed, as illustrated on the concept sketch.

Potential stabilisation of the area and 6 units will cost approximately £1.5m

No Transport Costs required

Option 2- Decant to Benarty Primary School



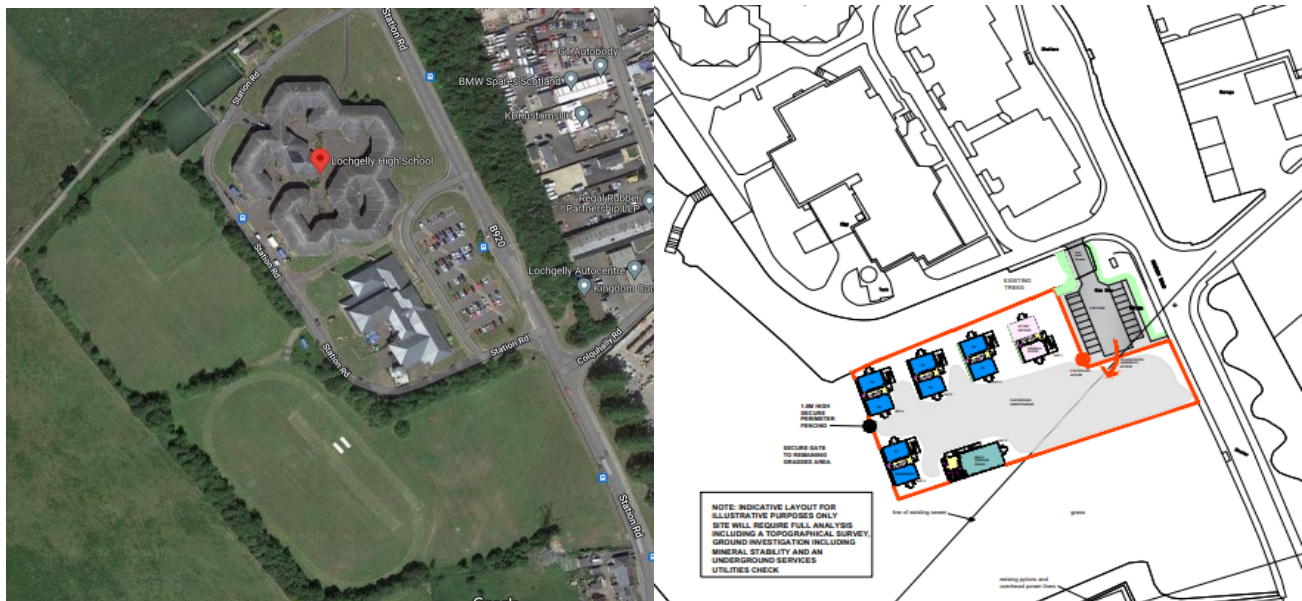
This school has a capacity of 16 classes and is currently occupying 11 classrooms at present, leaving 5 teaching spaces available for decant provision. This school also has an ASN Unit which necessitates additional buses and taxis at start and end of each day.

The layout of this school means it will be difficult to split into two defined areas, as toilets are centrally located.

Transport will be required at a cost of approx. £205,000 for the year.

There would be a significant, negative impact from increased traffic on this site.

Option 3 – Decant to Lochgelly High School



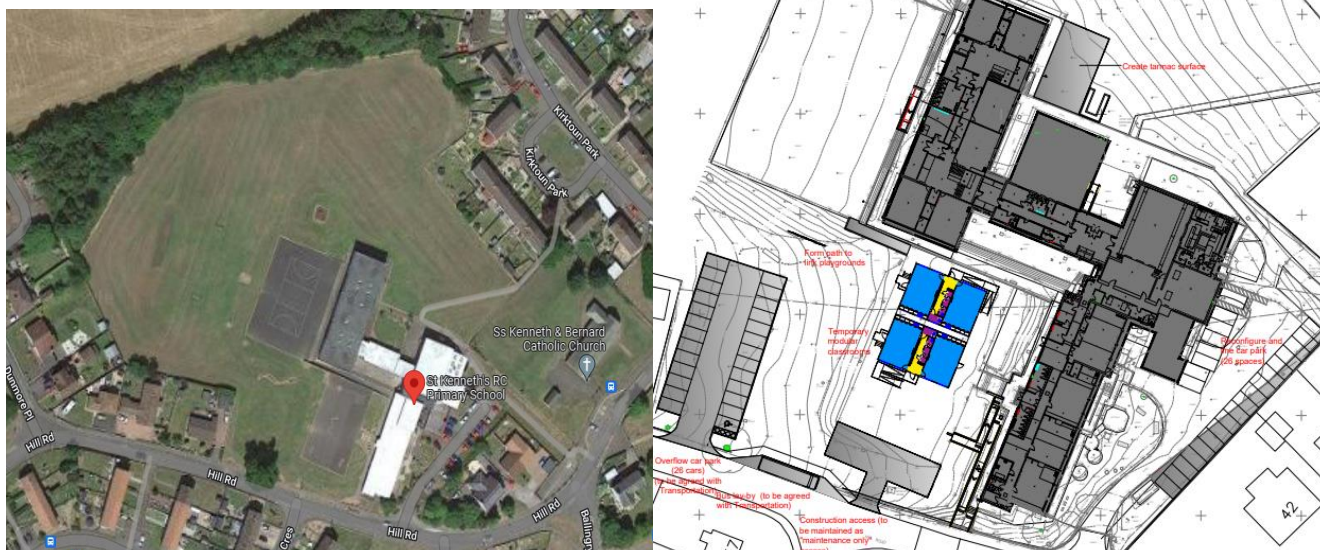
Option 3 is located within the curtilage of Lochgelly High School grounds, although it is to the south of the main school building and on the site periphery. Buses may be required for some pupils. All the primary pupils will need to be accommodated in 5 double classroom modular units, plus a larger single general-purpose unit. New dedicated parking will be required, along with provision of a new self-contained playground for the Lochgelly South primary pupils. The high school may be used for additional PE, Assembly or dining if needed. The high school will not be able to use one of their playing fields for the duration of the decant and the land will need to be reinstated to grass to deliver the high school PE Curriculum once the decant facility is demobilised.

Initial desk studies indicate that the area has a suspect mineral stability position and will require intrusive investigations to ascertain if grouting will be required to accommodate the placing of temporary modular units.

Potential stabilisation of the area and 6 units will cost approximately £1.5m.

Transport costs are unknown at present.

Option 4 - Decant to St Kenneth's RC Primary School



St. Kenneth's RC Primary has 13 classrooms available, and school is currently operating with 10 classes. Roll projections indicate this will decrease to 9 classes for session 2023/24. Option 4 considers the use of the surplus learning space within the school building and temporary modular units (2 double classroom units) to fulfil decant facility requirements

The school has a dining hall/ assembly space as well as a separate PE hall and this would potentially offer shared and timetabled use.

A Desk Survey review of this site for modular units was favourable and, therefore, initial Site Investigation works were arranged for 18th November 2022. The finalised Site Investigation report is scheduled for issue in late December 2022 and initial feedback is very positive. It is expected that ground conditions will result in minimal foundation works for the modular units which, in turn, has the potential of offer installation works operational time benefits.

The above sketch illustrates design development to date, with the location of the 2 modular units in the infant playground. To address the reduction in playground space available, additional areas of tarmac will be added to the infant playground, including an area to the front of the school.

Additional car parking will be required at this site to accommodate Lochgelly South PS staff and visitors. A potential location for additional parking provision is indicated on the above sketch and includes a new drop off area for buses. This is subject to detailed design and it is the intention that all these enhancements on the school site will remain in place, once the temporary decant facilities are demobilised.

Provision of 2 double modular units, associated external works, along with internal modifications to St Kenneth' RC PS will cost approximately £850k.

Transport would be required at a cost of approx. £205,000 for the year.

List of identified improvements for Lochgelly South and St Kenneth's RC Primary Schools

Lochgelly South

- New Heating System
- Full electrical re-wire
- Toilet Upgrades
- New purpose-built nursery with dedicated toilets and direct access to external play
- Existing nursery garden will become an external classroom
- Upgrade school kitchen (will be carbon neutral to address FC's environmental priorities)
- Classroom refurbishment (decoration and carpets and new sinks where applicable)
- Upgrade Lighting
- Repurpose space to create additional storage and office space
- Enhance external playground space

St Kenneth's RC

- Install a divider screen on stage to create an additional general-purpose space
- Increase car parking spaces on school grounds with an entrance from Hill Street
- Create an additional bus bay on Hill Street at the rear of the school
- Extend the tarmac at the infant playground
- Improve the existing car park – by making it wider
- Provide external storage for easy access to playground equipment
- Additional path which will increase accessibility to the rear of the school
- Increase internal storage
- Permanent creation of office and meeting spaces (2 areas identified)
- Extend kitchen area within existing staffroom
- Additional data points will be added to staff room to support professional learning of all staff
- Provide a life skills space with kitchen which will be used as a nurture room and family work on ground floor
- Increased security access across the building
- Improvement to Wi-Fi connectivity by extending it to all areas of the school
- Provision of Smart TVs in all teaching areas

Community Asset Transfer Application by Footprint East Neuk

Report by: Alan Paul, Head of Property Services and Paul Vaughan, Head of Communities and Neighbourhoods Service

Wards Affected: 19

Purpose

The purpose of this report is to seek approval for a Community Asset Transfer request received from Footprint East Neuk under Part 5 of the Community Empowerment (Scotland) Act 2015 to purchase land at Dreelside Woods, Anstruther.

Recommendation(s)

It is recommended that Committee members approve the asset transfer request at less than market value at the price of £1 and all otherwise on terms and conditions to the satisfaction of the Head of Property Services and the Head of Legal and Democratic Services.

Resource Implications

If the request is approved, there will be a potential loss of a capital receipt of £2,999.

Legal & Risk Implications

There are no material risks or legal implications anticipated from the disposal.

Impact Assessment

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

Consultation

Footprint East Neuk has undertaken consultation with its members, the local community, community council and stakeholders as part of the application process. Local ward members are also aware and are fully supportive of the application.

Fife Council, as required under Community Empowerment legislation, notified the local community of the request for community asset transfer and published the Community Asset Transfer application on Fife.org.uk. Two representations were received and both were supportive of the proposals.

1.0 Background

- 1.1 Part 5 of the Community Empowerment (Scotland) Act 2015 enables community transfer bodies to request the ownership, lease or management of publicly owned buildings or land. The Community Transfer Body (CTB) and its request must meet the requirements of the Act before the Council can validate and consider the request.
- 1.2 The site known as Dreelside Meadows Nature reserve sits to the northern bank of the Dreelside burn (the “Asset”). Footprint East Neuk wish to take over the ownership and responsibility for this Asset to manage it as a wildlife habitat and area for natural recreation as part of the Dreel restoration project. The organisation will work with experts to restore wildlife habitats, in particular seek to reintroduce kingfishers to the Asset and also improve public accessibility by improving the footpaths.

2.0 Process for Dealing with Community Asset Transfer Applications

- 2.1 Part 5 of the Community Empowerment (Scotland) Act (the “Act”) came into force on January 2017. The Act provides a process for Community Transfer Bodies (CTB) to request the sale, lease or management of buildings and land within the ownership of public authorities. The Council has a two-stage process for dealing with (1) CAT enquiries and (2) formal CAT requests. Stage 1 is not required in terms of the Act but encourages organisations to make an informal application in order for the Council to assess the extent of any advice or support necessary for organisations to make the most of the opportunities that the Act offers. A CTB can submit a formal request in terms of the Act at any time. The Community Asset Transfer Team has set up an evaluation panel to evaluate and score requests in accordance with the criteria set down by the Act. A scoring matrix has been developed in order to allow requests to be evaluated objectively, fairly and transparently. The evaluation panel will score a request and make a recommendation to either accept or reject a request.
- 2.2 Section 82 (5) of the Act states that an authority must agree to a request unless there are reasonable grounds for refusing it. Reasonable grounds for refusal must be determined in the circumstances of each individual case. However, they are likely to include cases where:-
 - the benefits of the asset transfer request are judged to be less than the benefits of an alternative proposal;
 - where agreeing to the request would restrict the relevant authority’s ability to carry out its functions; or
 - failure to demonstrate the benefits or delivery of the proposal.
- 2.3 Once the Committee decides to either approve or refuse the application, the Act requires that the Decision Notice states reasons for the decision reached by the Committee. These are set out in Appendix 1.

3.0 CAT Application by Footprint East Neuk

- 3.1 Footprint East Neuk (the “Applicant”) was established in June 2020 and took over as project lead from Anstruther Allotments. The Applicant’s overall purpose is to reduce the ecological footprint of the East Neuk of Fife and to connect people with nature.

- 3.2 The aims of the Applicant are to organise and promote tree planting, restoring natural vegetation that will be beneficial to species on the UK Biodiversity Action Plan; creating wildlife corridors to connect patches of existing wild habitat; building partnerships between local environmental groups, community groups and public sector bodies that contribute to local decision making on environmental issues; and encouraging public understanding and enjoyment of the natural world.
- 3.3 The Applicant recently secured funding from Development Trust Association Scotland for a tree safety survey in order to plan for maintenance programmes. Funded by Volunteering Matters/Action Earth/NatureScot, the project will continue into next year in partnership with Dreel Burn Project and Forth Rivers Trust enabling them to plant wild flower seeds in seed beds at the Anstruther Allotment site.
- 3.4 Dreelside Woods (Appendix 3) is an area of 0.4842ha of land which has public access (no vehicular access) and paths running through it connecting the park at Queen's Gardens with Anstruther town centre. The land is zoned for Open Space in the current local plan. The path is well used for access and recreation by local people and visitors to the area. The Applicant have applied to acquire the Asset in order to manage it and propose to work with partners and the local community on events and activities that promote environmental education, awareness and responsibility (for example the Big Garden Birdwatch event, a family-friendly event which took place at the site earlier this year). The Applicant has offered a nominal sum of £1 as purchase price.

4.0 Community Empowerment (Scotland) Act Evaluation

4.1 The CAT evaluation panel individually scored the Applicant's application with a subsequent consensus evaluation and scoring meeting held on 11th October, 2022. The panel considered the request using evaluation criteria as laid down by the Act. A copy of the completed scoring matrix is attached at Appendix 2. The panel considered that the Applicant's proposal would:-

- enhance community greenspace;
- develop active routes including linking Pittenweem to Anstruther, Crail and on to St. Andrews;
- improve access to nature and develop the biodiversity and habitats for wildlife; and
- restore and protect a section of the Dreel burn.

The price offered by the Applicant is £1. The market value of the Asset is £3,000

4.2 After assessing the application under the Community Empowerment (Scotland) Act 2015, the CAT evaluation panel decided that the organisation would:-

- (i) increase involvement of volunteers in community projects and environmental management for social cohesion and responsibility;
- (ii) increase biodiversity by increasing the species richness of breeding birds; butterflies; moths; insects; flowering plants; small mammals; fungi, etc. All helping meet Fife's environmental aims;
- (iii) focus proactive management for people and environment by developing a management plan for the area;
- (iv) improve and manage the footpaths to improve accessibility; and
- (v) manage hogweed and litter picks for visual amenity and overall public enjoyment of and access to the Asset.

- 4.3 Footprint East Neuk received a consensus score of 73 points out of a maximum of 124 points and the panel recommended approval of the transfer on the basis of conditions to be confirmed by the Head of Legal and Democratic Services and the Head of Property Services.

5.0 Disposal of Properties for Less than Best Consideration

- 5.1 Where the Council is considering a proposal that land (or buildings) be disposed of at 'less than the best consideration that can reasonably be obtained,' in situations like the current one, it needs to follow the process set out in the Disposal of Land by Local Authorities (Scotland) Regulations 2010.

The process consists of three steps:-

- The Council must appraise and compare the costs and other disbenefits and the benefits of the proposal;
- Be satisfied that the disposal for that consideration is reasonable; and
- Be satisfied that, as regards some or all of the local authority area or persons resident or present there, the disposal is likely to contribute to the promotion of improvement of economic development or regeneration; health; social well-being; or environmental well-being.

- 5.2 The asset has been valued at £3,000 and Footprint East Neuk has offered a nominal purchase price of £1.

- 5.3 The benefits of the application are that a neglected area of grassland will be actively managed with the Applicant intending to secure funding to tackle invasive species on the land and make improvements to the path network to increase accessibility for use by the community. Once developed into an enhanced greenspace, it will support improvements in the public health and the social well-being of the local community. Similarly, it is considered that the project will result in improvements in environmental well-being.

- 5.4 Disbenefits are the loss of circa £2,999 from the disposal at less than market value of £1.

- 5.5 Comparison: After comparing the benefits and disbenefits of the asset transfer request, the Community Manager (Development) has concluded that the benefits outweigh the disbenefits and that the disposal consideration is reasonable.

6.0 Conclusion

- 6.1 Following evaluation of the CAT request in terms of the Act, the evaluation panel and CAT team are recommending the approval of the disposal of Dreelside Woods to Footprint East Neuk.

List of Appendices

1. Reasons for Approval or Refusal of Request
2. Scoring Matrix
3. Dreelside Woods site plan

Report Contacts:

Tim Kendrick
Community Manager (Development)
Fife House, Glenrothes
03451 55 55 55 ext. 446109
Tim.Kendrick@fife.gov.uk

Michael O’Gorman
Service Manager (Estates)
Bankhead Central
Bankhead Park
Glenrothes
KY7 6GH
03451 555555 ext 440498
Michael.ogorman@fife.gov.uk

Reasons for Approval or Refusal of Request

Approval of request

Matters to be considered

1. Has the organisation demonstrated the need for the proposal in their community?
Does it have community support?
2. Benefits of the request

The Council needs to consider whether agreeing to the proposal would be likely to promote or improve:
 - Economic development
 - Regeneration
 - Public Health
 - Social well-being
 - Environmental well-being, or
 - Reduce inequality of outcome which result from socio-economic disadvantage.
3. Ability to deliver
The Council must consider whether the proposal is sustainable and whether the organisation has the ability to deliver. Has the organisation:
 - provided evidence on how they intended to fund the proposal. Have they identified all costs associated with delivering the proposal and how these would be covered in the short and long term?
 - provided evidence of the appropriate skills and experience required to manage and maintain the asset.
 - Demonstrated that the projected benefits were based on robust information and the proposal demonstrated value for money.
4. Will the proposal restrict the delivery of the Council's functions?
Consider whether the proposal will contribute to achieving local and national outcomes.
5. Is there an alternative proposal?
This can be another community asset transfer request or the Council's own requirement for the asset. Assess the benefits of the request against those of the alternative proposal.

Refusal of request

Matters to be considered

1. Has the organisation demonstrated the need for the proposal in their community? Does it have community support? If the proposal has attracted opposition and causes division within the community then it does not have a net benefit.
2. Benefits of the request
The Council needs to consider whether agreeing to the proposal would be likely to promote or improve:
 - Economic development
 - Regeneration
 - Public Health
 - Social well-being
 - Environmental well-being, or
 - Reduce inequality of outcome which result from socio-economic disadvantage.
3. Ability to deliver
The Council must consider whether the proposal is sustainable and whether the organisation has the ability to deliver. Has the organisation:
 - provided evidence on how they intended to fund the proposal. Have they identified all costs associated with delivering the proposal and how these would be covered in the short and long term?
 - provided evidence of the appropriate skills and experience required to manage and maintain the asset.
 - Demonstrated that the projected benefits were based on robust information and the proposal demonstrated value for money.
 - What is the impact of project failure?
4. Will the proposal restrict the delivery of the Council's functions?
Will there be an unacceptable impact on the Council's ability to deliver its functions? For example, it may interfere with operations or require the Council to put alternative arrangements in place at substantial cost.
5. Is there an alternative proposal?
This can be another community asset transfer request or the Council's own requirement for the asset. Assess the benefits of the request against those of the alternative proposal.
6. Other obligations or restrictions
Is the asset leased by the Council and there are restrictions on assignment or subletting? Is the asset common good and consent from the Sheriff is required? This would not prevent the transfer but there would be additional cost involved in obtaining consents. Consider whether this cost would have to be met by the organisation.

Scoring Matrix for Stage 2 Applications under Part 5 – Community Empowerment (Scotland) Act 2015

Name of applicant: Footprint East Neuk

Asset being applied for: Dreelside Woods, Anstruther

Assessment Criteria	Score
Section A – About the Proposal	
A.1 - Are the aims and objectives of the proposal clearly defined?	3
A.2 - Has the organisation described what services they will deliver and explained why they are required?	3
A.3 - Has the organisation described why they require the asset and what difference this will make to delivery of services in their area?	2
A.4 - How does the proposal compare with similar services being delivered in the same area? What is the additionality/displacement?	3
A.5 – Have they described their experience of delivery the services?	3
A.6 – Are there similar projects in the area? What will this add?	3
Section B – Wider support and wider public support	
B.1 - Has the applicant organisation demonstrated that there is sufficient demand for the proposal?	2
B.2 - Local community support Has the organisation demonstrated that there is sufficient support from the local community? This should be based on widespread consultation of those who would be served by the asset as well as support from community partners. Evidence of stakeholder consultation is required including details of who was consulted, how, what the response was etc.	2
B.3 - Partnerships - Has the organisation provided details of any partnership arrangements required to deliver the proposal successfully?	2
B.4 - Equality - Has the organisation demonstrated how it will take into account the different needs of the community? Does the application demonstrate where a proposal may reduce inequalities?	3

<p>Section C - Impact/ Benefits</p> <p>C.1 - Assess whether agreeing to the request would be likely to:</p> <p>promotes or improve: Economic development Regeneration Public health Social well-being Environmental well-being Reduce inequalities</p>	3
<p>C.2 – Have they demonstrated how they will take into account the differing needs of the community and demonstrate how they will reduce inequalities? Note any practical, physical or financial barriers to accessing services and how they will address these for all sections of the community.</p>	2.
<p>C.3 – Regarding the Services being provided – how will this reduce public sector costs of providing the same or similar services in the area?</p>	3
<p>Section D – Organisational Viability</p>	
<p>D.1 - Has the organisation demonstrated that they have experience of managing an asset?</p>	2
<p>D.2 - Has the organisation demonstrated that they have experience in delivering the proposed services?</p>	3
<p>D.3 - Has the organisation provided details of individuals who have the skills to a) manage the project b) run and manage the asset? This should include details of the individual skills and experience.</p>	3
<p>D.4 - Has the organisation demonstrated they have clear governance and decision-making procedures for managing the asset and delivering the services e.g. there needs to be a clear process for making decisions including who will be responsible for booking rooms, dealing with site problems, compliance with legal issues such as health and safety.</p>	2
<p>D.5 - Has the organisation demonstrated they have a clear understanding as to what is required in relation to managing an asset? E.g. insurance, maintenance of the building, boilers, firefighting equipment and electrical items, EPC, legionella testing etc.</p>	2
<p>D.6 - Has the organisation provided details of the monitoring arrangements to be put in place to ensure the project delivers its key objectives?</p>	2

<p>Section E – Financial Information</p> <p>E.1 - Has the applicant organisation provided their projected income and expenditure and cash flow forecasts? Have they demonstrated there is sufficient projected cash flow to show the proposal is financially viable?</p>	2
<p>E.2 - Has the organisation demonstrated the need as to why the asset should be transferred at less than best consideration?</p>	2
<p>E.3 - Use of Resources</p> <p>Has the organisation identified all the resources required to deliver the benefit?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Funding obtained so far • Funding and support required from the Council • Other sources of funding • Number of employees or volunteers available to run/maintain the asset 	2
<p>E.4 - Has the organisation demonstrated prioritisation of resources in the longer term in order to contribute to sustainable development? Demonstrate future funding or self-financing arrangements. Are the assumptions credible/ evidenced?</p>	2
<p>E.5 - Have they identified resources for long term sustainability? Future funding or self-financing arrangements.</p>	2
<p>E.6 – What overall benefit will there be to public sector costs? Try to quantify the community benefit in financial terms.</p>	2
<p>Section F – Property</p> <p>F.1 - If the organisation seeks a discount then the benefit of the request should be proportionate to the value of the asset and the level of discount. Has the discount been justified?</p>	N/A
<p>F.2 - Will the project have an overall financial benefit on public sector costs (e.g. removes the maintenance burden from the Council)</p>	2
<p>F.3 – Has sufficient consideration been given to property costs?</p>	2
<p>F.4 – Has the organisation provided sufficient evidence that they merit and can sustain exclusive use of the asset (based on current user information provided)?</p>	3

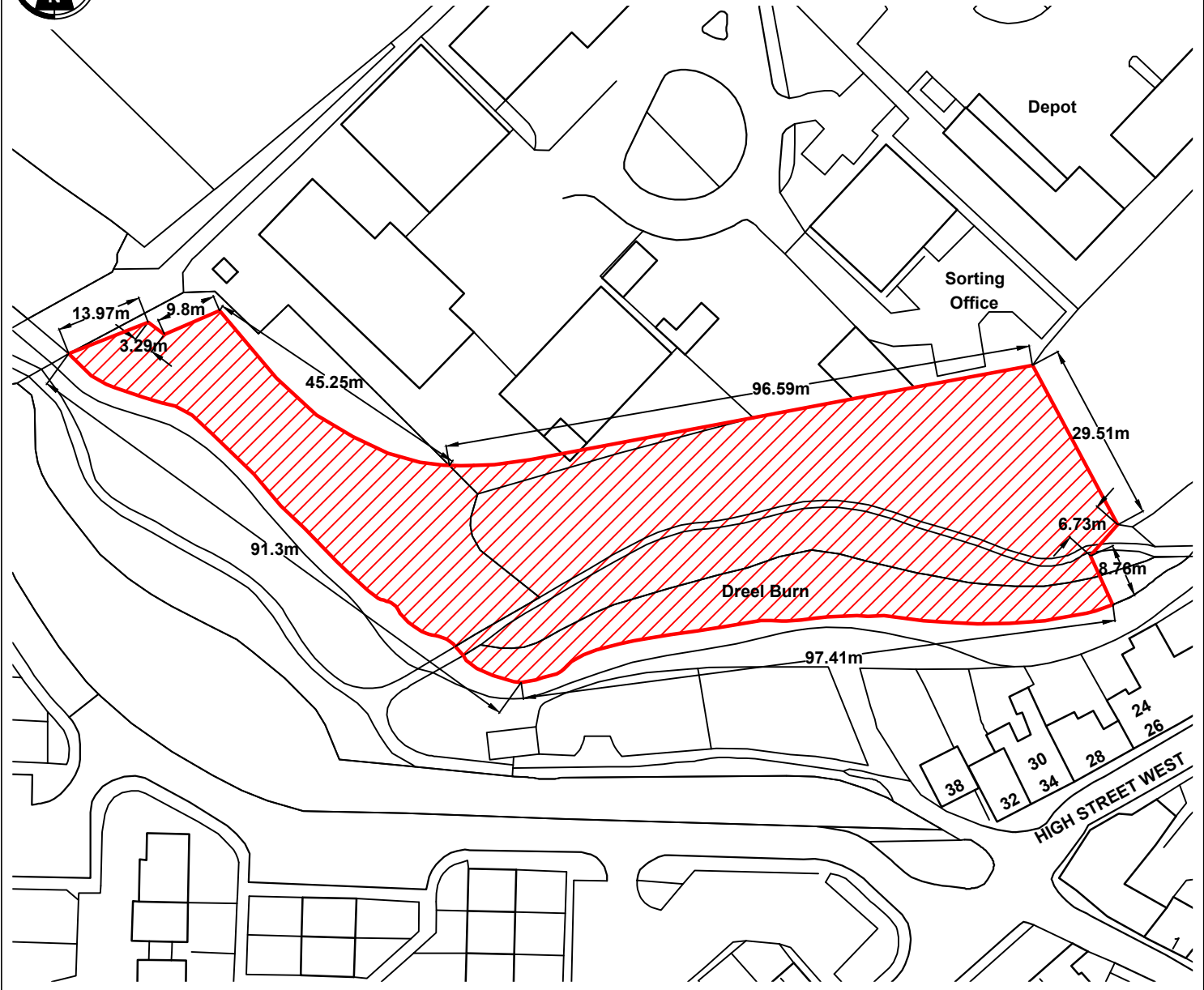
G. Local and National Outcomes	
G.1 - Consider how the proposed benefits of the asset transfer request will contribute to achieving the Council's outcomes or to national outcomes more generally.	2
G.2 - Consider how the proposal will impact on the Council's own delivery of services.	2
G.3 - To what extent does the proposal contribute to local or national priorities? Produce a clear plan for achieving intended outcomes (ideally showing links to local or national outcomes),	2

Total score: 73/124

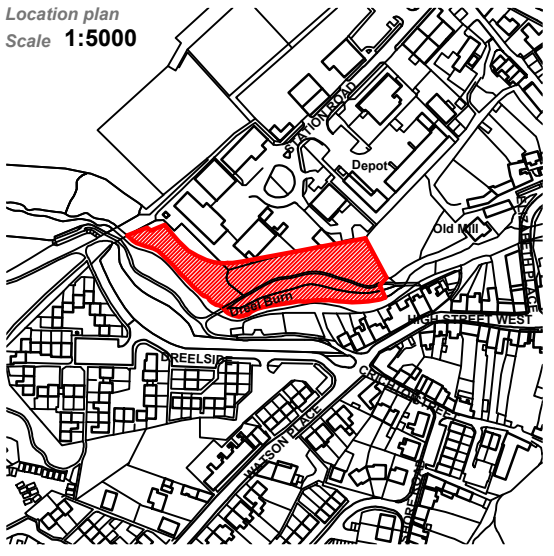
Assessment Scoring Matrix

To assess proposed use and financial arrangements for the asset. Must be proportionate and appropriate.

-2	Has negative impact on the Councils activities
-1	Has negative impact on existing provision/ existing benefit
0 = Poor	Little or no response in regard to the submission with ill-defined unrealistic ambitions
1 = Weak	The submission contains only minor detail and is not based on robust information
2 – Moderate	The submission provides a level of detail which enables understanding with acceptable projected benefits
3 = Strong	The submission provides sufficient evidence that the issue has been considered with sound, sustainable Best Value characteristics
4 = Very Strong	The applicant has included all issues in the submission and has provided additional information which enables detailed understanding with strong and sustainable Best Value characteristics with robust related project benefits



Location plan
Scale 1:5000



Area hatched red extends to 4842sqm or thereby.

All measurements scaled.

Dwg no **E20AN010**
 Title **Deed Plan
 Land at Dreel Burn
 Anstruther**
 Scale **1: 1000 @ A4**
 Date **18/12/2020**
 Tech **Ben Kinninmonth**

Rev no	Date	Tech
N/A		

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Fife
 COUNCIL
 Property Services - Estates